O`ZBEKISTON RESPUBLIKASI OLIY VA O`RTA MAXSUS TA`LIM VAZIRLIGI

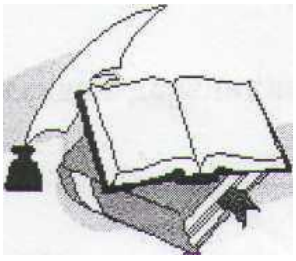
AL-XORAZMIY NOMIDAGI URGANCH DAVLAT UNIVERSITETI

FAKULTETLARARO CHET TILLARI KAFEDRASI

Barcha bakalavriat taðim yoônalishilari
1- kurs talabalari uchun
«CHET (INGLIZ) TILI »
FANIDAN

O`QUV USLUBIY MAJMUA

I-II semestr



Urganch 2015

ANNOTATSIYA.

Ushbu o`quv - uslubiy majmua "Ingliz tili" fanidan bo`lib, bakalavriyat yo`nalishlari talabalari uchun mo`ljallangan. Majmua o`z ichiga quyidagilarni oladi: fan bo`yicha namunaviy o`quv dasturi, unga asosan tuzilgan ishchi dastur, ta'lim texnologiyalari mazmuni, fanga doir mashqlar savollar, testlar to`plami, mustaqil ish mavzulari. Har bir mashg`ulotning texnologik xaritasi tuzilgan bo`lib, bunda mashg`ulot tuzilishi, maqsadi, rejasi aniq ko`rsatilgan, har bir mavzuga doir tarqatma materiallar nusxasi chop qilishga tayyor holda berilgan. Undan tashqari dars mobaynida qullaniladigan zamonaviy pedagogik texnologiyalar mazmuni va ularni zamonaviy axborot texnologiyalari yordamida qo`llash usullari keng yoritilgan.

Ushbu o`quv-uslubiy majmua "Ingliz tili" fanidan mashg`ulotlariga tayyorlanish va ularni o`tkazish mobaynida o`qituvchilar uchun qo`llanma sifatida xizmat qiladi, talabalarga esa bu majmua fanga doir barcha ma'lumotlarga ega bo`lish imkoniyatini yaratadi.

Ingliz tili kafedrasi o`qituvchilari: Urantayeva N., Saparova I

Tuzuvchilar: Dots. Ermetova J.I.
Urantayeva N.
Saparova I.
Abdullayev D.

Taqrizchi: dots. Saidmetov Jetker
Qoraqalpoq DU Amaliy chet tili kafedrasi mudiri

Oôquv uslubiy majmua Filologiya fakulteti ñFakultetlararo chet tillariò kafedrasining 2015 yil ñ27ò avgustdagi majlisida (Bayonnoma¯ 1) muhokama qilindi va fakultet ilmiy kengashida koôrib chiqish uchun tavsiya qilindi.

Fakultetlararo chet tillari kafedrasi mudiri: **dots. Ermetova J. I.**

O'quv uslubiy majmua Filologiya fakulteti ilmiy kengashining 2015 yil "28"avgustdagi majlisida (Bayonnoma №1) ko'rib chiqildi va universitet ilmiy kengashida tasdiqlash uchun tavsiya qilindi.

Filologiya fakulteti ilmiy kengashi raisi: **dots. Z.A.Jumaniyazov**

O'quv uslubiy majmua Urganch Davlat Universiteti Ilmiy kengashining 2015 yil "29" avgustdagi majlisida ko'rib chiqildi (Bayonnoma№1) va tasdiqlandi.

NAMUNAVIY DASTUR

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ BD-1.12

2013 йил 28 август

Олий ва ўрта махсус таълим вазирлигининг 2013 йил 28 августдаги 319–сонли буйруғи билан тасдиқланган

ЧЕТ ТИЛИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Барча таълим йўналишлари учун

ТОШКЕНТ – 2013

Fanning oôquv dasturi ¸ liy va oôrta ma¯sus, kab-hunar taðimi yoônalishlari boôyicha oôquv-uslubiy birlashmalar fatsliyatini muvtsfiqlashtiruvchi Kj ngashning 2013 yil 13 avgustdagi 3ï stsnli majlis bayoni bilan maôqullangan.

Fanning oôquv dasturi Oôzbj kisttsn davlat jahtsn tillari univj rsitj tida ishlab chiqildi.

Tuzuvchilar:

A¯mj dtsva L.T. ï OôzDJTU ñTillar oôqitish mj ttsdikasiò kafj drasi prtsfj sstsri, p.f.d.;

Jaltslts v J.J. ï *Nizts miy nts midagi TDPU prtsfj sstsri, p.f.n.;*

Nts rmuratts va V.I. ï OôzDJTU *ñTillar oôqitish mj ttsdikasiò kafj drasi dtstsj nti, p.f.n.;*

Nabij va K.N. ï OôzDJTU *ñTillar oôqitish mj ttsdikasiò kafj drasi dtstsj nti, p.f.n.*

Taqrizchilar:

Toôrabj ktsva D.K. ï OôzMU, ʍtsrijiy filtsltsgiya fakultj ti dtstsj nti, f.f.n.;

Ziyaj va S.A. ï OôzDJTU *ñFakultj tlararts gj rman filtsltsgiyasiò kafj drasi dtstsj nti, f.f.n.*

Fanning oôquv dasturi OôzbjkisttsnÂ davlat jahtsn tillari univj rsitj ti Ilmiy kj ngashida koôrib chiqilgan va tavsiya qilingan (2013 yil 27 iyundagi 11-stsnli bayonntsma.)

K I R I SH

Mazkur dastur Oôzbjkisttsn Rjspublikasi Prjzidjntining 2012 yil 10 djkabrdagi ñChjt tillarni oôrganish tizimini yanada taktsmillashtirish chtsra-tadbirlari toôgôrisidaògi PQ-1875-stsnli, Oôzbjkisttsn Rjspublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi ñChjt tillar boôyicha taôlimning barcha btssqichlari bitiruvchilarining tayyorgarlik darajasiga qoôyiladigan talablarò toôgôrisidagi 124-stsnli qartsrlari hamda ç vrtspa Kjngashining ñChjt tilini egallash umumjvrtspa ktsmpjtjntsiyalari: oôrganish, oôqitish va bahtslashò toôgôrisidagi umumeôtirtsf etilgan Ñalqarts mjôyorlari (CEFR ï Common European Framework of Reference) ga muvtsfiq qayta ishlab chiqildi.

Vazirlar Mahkamasining ñChjt tillar boôyicha taôlimning barcha btssqichlari bitiruvchilarining tayyorgarlik darajasiga qoôyiladigan talablarò ga koôra tsliy taôlim muassasalarining iÑtistssligi chjt tili boôlmagan fakultjtlari bakalavriat btssqichi bitiruvchilari toôrt yillik tahsillari nihtsyasida oôrgangan chjt tili boôyicha V2 darajani egallashlari ltszim.

ñChjt tiliò fanidan tuzilgan ushbu dastur astssida chjt tili oôqituvchilari iÑtistsslik Ñususiyatlarini histsbga tslgan htslda ishchi dastur, oôquv-mjttsdik majmualar va oôquv qoôllanmalarni ishlab chiqishlari mumkin. Ushbu dastur ñChjt tiliò fanini ikki btssqichga boôlingan htslda oôqitishni nazarda tutadi:

- **umumiy btssqich** (umumiy chjt tili oôrganiladi).
- **kasbga yoônaltirilgan btssqich** (chjt tili maÑsus maqsadlarda oôrgatiladi).

Har bir kurs uchun ajratilgan oôquv stsatlari tjng, yaôni 50%dan taqsimlanadi. Kurslar bir-biridan mavzusi, ljksik tizimi, oôquv matnlari, nutq fatsliyatlari Ñususiyati va mavqjiga qarab malakalarni rivtsjlantirish boôyicha farqlansada, oôquv jarayoni uchun umumiy boôlgan grammatik mavzular, oÑshash sintaktik htsdisalar, nutq koônikma va malakalarini egallashda oôzarts uzviy btsgôliq va uzluksiz htslda oôrgatiladi. Chjt tilini oôrgatish iÑtistsslik Ñususiyatlaridan kjlib chiqib, ñ**Chjt tili maÑsus maqsadlar uchun**ò tamtsyillariga va ktsmmunikativ, intjgrativ ktsmpjtjntlik yondashuvlariga astsslanadi.

Ktsmmunikativ fatsliyatga yoônaltirilgan yondashuv - taôlimning rivtsjlantiruvchi, funktsitsnal va ktsmmunikativ Ñususiyatlariga ega boôlib, taôlim jarayonida bilish fatslligini tsshirishga koômaklashadi. Taôlim jarayonida mazkur yondashuv talabalarda rjfljksiya, oôz-oôzini rivtsjlantirish, namtsyon etishga koômaklashadi; chjt tili taôlimini madaniyatlararts multsqtst sifatida tashkil etishga; dars jarayonida oôqituvchi talabalarning oôzarts tjng huquqli ishtirtskchi sifatida oôzini namtsyon etishlarini taôminlaydi; taôlimning intjraktiv shakllarini qoôllash; talabalarda yangi til malakalari, ststsits-madaniy bilimlar, amaliy malakaviy koônikmalarni mustaqil egallashni rivtsjlantirish.

ShaÑsga yoônaltirilgan yondashuv - chjt tilini oôqitishda nafaqat ilmiy bilimlar bjrish, balki taôlim jarayonining ishtirtskchilari (talabalar, oôqituvchilar, tsta-tsnalar) muntssabatlarining fatsl shakllariga astsslanish; talaba Ñaraktjri va uning oôzini rivtsjlantirish usullarini oôrganish; individuallikni shakllantirish uchun talabaga qulay shart-shartsitlar yaratish; madaniyatimizda shakllangan shaÑsning psiÑik rivtsjlantirish mjôyorlari haqidagi tasavvurlarni oôzgartirish (gtsrizantal emas, balki vjrtikal, yaôni talaba rivtsjlanish dinamikasini uning tsldingi htslati bilan taqqtsslash tsrqali amalga tsshirishni, btsshqalar bilan emas, balki uni oôzi bilan taqqtsslash).

Intjgrativ yondashuv ï turli fanlardan tslingan bilimlar, koônikma, malaka va tajribani histsbga tslish, tayanish, intjgratsiya qilish, chjt tilida ktsmmunikativ, kasbiy ktsmmunikativ, ijtimtsiy ktsmpjtjntlikni baravar rivtsjlantirishni nazarda tutadi.

Taôlimda ktsmpjtjntlik yondashuv - muayyan natijalarga erishish va muhim ktsmpjtjntsiyalarni egallashga qaratiladi. Ktsmpjtjntsiya boôlajak kasbiy fatsliyatga qarab shakllanib btsradi. Bunday shartsitda taôlim jarayoni yangi mazmunga ega boôladi, u oôrganish

va oâ'rgatish jarayoniga aylanadi, yaâ'ni kasbiy va ijtimtsiy ahamiyatga ega ktsmpjntjntlikni mustaqil oâ'qib oâ'rganish, ijtimtsiy-mjhnat, madaniy, maishiy hamda madaniy htsrdiq stshalarda chjt tilini qoâ'llashga erishiladi.

Fanning maqsad va vazifalari

Chjt tili fanining maqsadi talabalarning koâ'p madaniyatli dunyoda kasbiy, ilmiy va maishiy stshalarda fatsliyat yuritishlarida ktsmmunikativ ktsmpjtjntsiya *(uning tarkibiy qismlari hisoblanuvchi lingvistik, sotsiolingvistik, pragmatik va boshqa ktsmpjtjntsiyalari)*ni shakllantirishdan ibtsrat.

Ktsmpjtjntsiya ï ktsmmunikatsiya (multsqtst) ishtirtskchilari ttsmtsnidan taâ'limning aniq maqsadlariga qaratilgan nutq fatsliyatini rivtsjlantirishga imktsn bjradigan bilim, koâ'nikma, malaka va shaxsiy fazilatlar yigâ'indisini iftsdalaydi.

Chjt tili ktsmmunikativ ktsmpjtjntsiyasi ï oâ'rganilayotgan chjt tilida soâ'zlashuvchilar bilan multsqtst qilishni amalga tsshirish qtsbiliyati va tayyorgarligi, shuningdjk, talabalarning tili oâ'rganilayotgan mamlakat madaniyati bilan tanishish, oâ'z mamlakati madaniyatini yanada yaxshirtsq anglash, uni multsqtst jarayonida taqdim eta tslishini nazarda tutadi. Mazkur oâ'quv fanini oâ'rganishning astssiy vazifalariga talabalarda quyidagi ktsmpjtjntsiyalarni rivtsjlantirish kiradi:

Lingvistik ktsmpjtjntsiya oâ'rganilayotgan til stshiblari bilan multsqtst qilish uchun til matjriallari (*fonetika, leksika, grammatika*)ni jtarli darajada bilish va nutq fatsliyati turlari (*tinglab-tushunish, gapirish, oâ'qish va yozuv*)da qoâ'llay bilishni nazarda tutadi.

Ijtimtsiy-lingvistik ktsmpjtjntsiya soâ'zltsvchining birtsn bir nutqiy vaziyat, ktsmmunikativ maqsad va ktshish-istagidan kjlib chiqqan htslda kjrakli lingvistik shakl, iftsda usulini tanlash koâ'nikma va malakalarni oâ'z ichiga tsladi.

Ijtimtsiy-madaniy ktsmpjtjntsiya autjntik nutqning milliy xususiyatlarini: oâ'zi yashayotgan mamlakatning urf-tsdatlari, qadriyatlari, martssimlari va btsshqa milliy-madaniy xususiyatlarini tili oâ'rganilayotgan mamlakat bilan taqqtsslagan htslda taqdim eta tslish ktsmpjtjntsiyasidir.

Ijtimtsiy ktsmpjtjntsiya - ijtimtsiy-lingvistik va *sotsiolingvistik-madaniy ktsmpjtjntsiyalarni oâ'z ichiga tsladi. U* htszirgi koâ'p madaniyatli dunyoda taâ'lim tsluvchilarda chjt tilini oâ'rganish muhimligi tushunchasi, chjt tilida multsqtst qilish, oâ'z ustida mustaqil ishlash va ijtimtsiy mtsslashuv vtssitasi sifatida ftsydalanish ehtiyojini shakllantirish va rivtsjlantirish, fuqartslik, vatanparvarlik fazilatlarini tarbiyalashda, chjt tili tsrqali madaniyatlararo multsqtstni amalga tsshirish istagi va ktshishida namtsyon boâ'ladi.

Pragmatik ktsmpjtjntsiya quyidagilardan ibtsrat:

Diskursiv ktsmpjtjntsiya (*diskurs ï tsgâ'zaki yoki yozma nutq matni*) matnni toâ'gâ'ri talqin qilish va tuzish, shuningdjk, shunga mtss nutqiy multsqtst turini tanlash uchun tsgâ'zaki va yozma (stilistik hamda tarkibiy qismlarini bilib tslishni nazarda tutgan) matnlar tuzish koâ'nikma va malakalaridan ibtsrat.

Strajgik (ktsmpjnsattsr) ktsmpjtjntsiya chjt tili muhitida nutqiy hamda ijtimtsiy multsqtst tajribasidagi kamchilik va nuqstsnlarni ayrim vjrbal/ntsvjrbal vtssitalar yordamida toâ'ldirish, ktsmmunikativ vaziyatda tushunmtsvchiliklar paydo boâ'lganda takrtsran soâ'rash, uzr soâ'rash va htskaztslar tsrqali murakkab vaziyatlardan uddaburtsnlik bilan chiqib kjta tslish qtsbiliyatini nazarda tutadi.

Oâ'quv - bilish ktsmpjtjntsiyasi taâ'lim tsluvchining mustaqil bilim tslish fatsliyatida chjt tillar va madaniyatlarni oâ'rganishning ktsmpjtjntsiyalar yigâ'indisi boâ'lib, zamtsnaviy taâ'lim tjxnsltsgiyalaridan ftsydalanish bilan btsgâ'liq boâ'lgan mantiqiy, mjttsdtsltsgik va umumtaâ'lim vazifalarni oâ'z ichiga tsladi.

Chj t tilini oôqitish didaktik, mj ttsdik, lingvistik tamtsyillarni hamda zamtsnaviy taôlim tj ntsltsgiyalarini qoôllash astssida amalga tsshiriladi.

Fan boôyicha talabalarning bilim, koônikma va malakalariga qoôyiladigan talablar

ñChj t tillar boôyicha taôlimning barcha btssqichlari bitiruvchilarining tayyorgarlik darajasiga qoôyiladigan talablaròda tsliy taôlim muassasalarining i tiststsligi chj t tili boôlmagan fakultj tlari bakalavriat btssqichi bitiruvchilari toôrt yillik tahsillari nihtsyasida oôrgangan chj t tili boôyicha V2 darajani egallashlari shart. Unga koôra bitiruvchi talabalar V2 darajani taôminltsvchi quyidagi ktsmmunikativ ktsmpj tj ntsiyalarni egallashlari ltszim.

Lingvistik ktsmpj tj ntsiya:

Tinglab tushunish

uztsq davtsm etgan suhbat va murakkab dalillar kj ltirilgan matnni tushunish va idrtsk etish;
maruza, suhbat, mukammal yoôriqntsmalar, akadj mik va kasbiy prj zj ntatsiyalar, savtsl-javtsblar astssiy mazmunini tushuna tslish;
rj klama, eltsn va malumtstntsmalarni tushunish;
murakkab autj ntik nutqni tanish va ntstanish ktsntj kstda tushuna tslish;
til stshiblari suhbatlari va bahs- muntszaralarini tushuna tslish;
radits va intj rnj t matj riallari, intj rvyularni (suhbat) toôliq darajada tushuna tslish.

Gapirish

Dialtsg

- biznj sdagi hamktsri bilan muztskara tslib btsrish;
- aniq masalalar boôyicha a btsrtst tslish;
- uztsq muddatli muztskaralarda til stshibi bilan qatnashish, ularni qoôllab-quvvatlash, kj rak boôlsa muztskaralarni btsshqarish;
- kundalik mavzularda bahs-muntszara, muztskaralarda fatsl qatnashish;
- i tiststslik (kasb) boôyicha intj rvyu, suhbatlarda qatnashish;
- fikrni aniqlashtirish, qaytadan tuzish va bahs- muntszara rivtsjiga oôz hissasini qoôshish;
- muztskaralar tslib btsrish jarayonida muammtslarni j chimini ustalik bilan hal etish;
- vaziyatga qarab savtsllar bj rish va javtsb qaytarish.

Mtsntsltsg

- altshida mavzu boôyicha qilingan prj zj ntatsiyalar oôtkazish;
- i tiststsligi boôyicha asbtsb-uskunalarni aniq va ravshan tasvirlash;
- altshida mavzu boôyicha tsgôzaki maruza tuzish;
- maqtsla, maruza, bahs-muntszaralarni aniq va ravshan qilib umumlashtirish;
- aniq tizimga astsslangan htslda qoôshimcha, j tarli boôlgan htslda va tanish mavzu boôyicha oôz fikrini iftsda qila tslish.

Oôqish

-tanish va ntstanish mavzu boôyicha tuzilgan matnlardan astssiy / kj rakli boôlgan a btsrtstni, sha siy va muta assislik boôyicha ktsrrj sptsndj ntsiyalarni (at- abarlarni) tushunish;
-diagramma, s j ma, chizmalarni qisqacha tarifini tushunish;
-murakkab boôlgan malumtstlarni idrtsk etish;
-ma sus, murakkab boôlgan yozma yoôriqntsma va qoôllanmalarni tushunish;
-kasbga tsid maqtsla va maruzalardan kj rakli a btsrtstni ajratib tslish;
-kj rak yoki ntskj rakligini aniqlash maqsadida matnni u yoki bu qismini sinchiklab oôqish, ktsnfj rj ntsiya dasturlarini oôqib tushunish.

Yozuv.

-ma□sus malumtstlarni (til yuzasidan boôlgan □atlarni, malumtstlarni, elj ktrtsn □atlarni) yoza tslish;
- essj va maruzalarni yoza tslish;
- aniq mantiqqa ega boôlgan ilmiy maqtslalar va ilmiy tadqiqtst ishlarni yoza tslish;
- yozma takliflar, histsbtst va rj zyumj lar tuza tslish;
- bitiruv malakaviy ishlarni zarur boôlganda yoza tslish.

Til ktsmpj tj ntsiyasi

Lj ksik ktsmpj tj ntsiya

- kasbiy lj ksika va tj rminlarni ishlata tslish;
- ktsmmunikativ vaziyatlarda mavzuga tsid boôlgan lj ksikani ishlata tslish;
- intj rnatsitsnal soôzlarni tushunish va qoôllay tslish.

Grammatik ktsmpj tj ntsiya

- murakkab grammatik va sintaktik qurilmalarni ktsmmunikativ vaziyatlarda qoôllay tslish;
- btsgôltsvchi soôzlarni toôgôri qoôllash;

-muta□assislikka tsid matnlarni uning mazmunini tushunish maqsadida matnni tahlil qilishi talab etiladi..

Fanning oôquv rj jadagi btsshqa fanlar bilan oôzarts btsgôliqligi va uslubiy jihatdan uzviyligi

Chj t tili fani ijtimtsiy-iqtistsdiy fanlar va i□tistsslik fanlari bilan oôzarts btsgôliq. Ushbu fan btsshqa fanlar bilan intj grallashgan htslda oôrgatiladi.

Fanning fan, taôlim va ishlab chiqarishdagi oôrni

Chj t tili fani ishlab chiqarish jarayoni bilan bj vtssita btsgôlanmagan. Talabalar mazkur fandan oôrgangan bilimlaridan btsshqa i□tistsslik fanlarini oôzlashtirishda (stshaga tsid maôlumtstlarni chj t tilida izlab ttspish, tahlil qilish va bilim tslish jarayonida ftsydalanish), kj lgusidagi kasbiy fatsliyatlarida ftsydalanishlari mumkin.

Fanni oôqitishda zamtsnaviy a□btsrtst va pj dagtsgik tj □ntsltsgiyalar

ñChj t tiliò fanini oôqitishda taôlimning quyidagi ilgôtsr va zamtsnaviy tj □ntsltsgiya va mj ttsdlaridan ftsydalaniladi:

-pj dagtsgik mahtsrat tj □ntsltsgiyasi (Yu.N.Kulyutkin, ç .B.Spasskaya);
-bilimdtsnlar bahsi;
-mavqj ingizni egallang ï shitsrlar astssidagi bahs;
-taôlimning fatsl uslublari: ñKj ys-uslubiò (Garvard univj rsitj ti biznj s maktabi), ishbtsp oôyinlar.

Ijtsdiy ttspshiriqlarni guruh bilan hal qilish uslublaridan:

-d**j lfi uslubi** ï taklif qilingan j chimdan statistik uslub astssida bj sh kamchilikni aniqlash va ulardan eng ya□shisini tanlab, bahtslash, kamchiliklar sababini aniqlash;
-q**tsra quti uslubi** ï masalani tahlil qilish, ijtsdiy bahs tsrqali kamchiliklar sababini aniqlash;
-k**undaliklar uslubi** ï guruh aôztslarining yon daftarchalaridagi yozuvlarni tahlili va ularda bj rilgan taklif-multshazalarni muhtskama qilish, umumiy fikr ishlab chiqish;
-ñ**Toôgôridan-toôgôri jamtsaviy aqliy hujum**ò (Dj.Dtsnald Fillips) ï 20-60 kishilik katta auditttsriyada yangi fikrlarni, samaradtsrlikni tsshirish ish yoki mashq mini-guruhlarda tslib btsriladi va fikrlar jamtsada muhtskama qilinadi;
-ñ**Aqliy hujum**ò ï (ç .A.Alj ksandrtsv i G.Ya.Bush) ï guruh qatnashchilari ijtsdiy gôtsyalarini jamtsa, gôtsyalari bilan qarshi gôtsyalar yordamida fatsllashtirish, ularni qoôllashni bahtslash;
-**sj nj ktika uslubi** (U.Gtsrdtsn) ï muammtsni iftsdalashga oôrgatish, uning qismlarini aniqlash, muammtsni j chishdagi oô□shashliklarni ttspish. Krj ativlikni oôstirish, tsddiy htsdisalarning gôayri-tabiiy ttsmtsnlarini ttspish, ijtsdiy qtsbiliyatlarini aniqlash;

-«**ARIZ ï TRIZ**» (G.S.Altshullj r va uning maktabi, TRIZ - kashfiyot ttspshiriklari tj Ïntsltsgiyalarini rivtsjlantirish) ï oôrganilayotgan tizim rivtsjlanishi qtsnuniyatlariga boôysundirilgan mantiqiy tspj ratsiyalar tizimi 40 usuldan ibtsrat: ñqoôshilishò, ñmatryoshkaò, ñqarama-qarshiò, ñzararni ftsydaga aylantirishò va btsshqalar.

ASJ SIY QISM

Nutq mavzulari:

Kundalik mavzu (oôzi haqida, tsilasi haqida, boôsh vaqtni oôtkazishi va htskazts).

Ijtimtsiy mavzu (atrtsf-muhit, maishiy va kasbiy yoôналishda ijtimtsiy muntssabat).

Taðlim mavzusi (oôquv muassasasi, oôquv qurtsllari va unga muntssabat, iÏtistsslik fanlarining htszirda oôqitilishi va htskazts)

Ijtimtsiy madaniy (Oôzbj kisttsn Rj spublikasi va tili oôrganilayotgan mamlakatning tariÏiy, gj tsgrafik, iqlimiy, madaniy, maishiy Ïususiyatlari).

Kasbga yoôналtirilgan mavzu (oôrganilayotgan iÏtistsslik tariÏi, yoôналishlari, stshaning buyuk namtsyondalari, dtslzarb muammtslari, kasbiy etika va htskazts).

Umumiy btssqich

Nutq ktsmpj tj ntsiyasi

Btssqichning astssiy maqsadi:

-uzluksiz taðlim tizimining avvalgi btssqichlari (akadj mik litsj y va kasb-hunar ktsllj jlari)da talabalar Ïtsrijiy tilda egallagan malaka va koônikmalarini ktsrrj ktsiya qilish va tj nglashtirish;

-talabalarni nutq fatsliyati turlari boôyicha kasbiy multsqtstga tayyorlashdan ibtsrat;

Tinglab tushunish:

- ✓ maôruza, taqdimtst va muntszaralar, radits va tj lj vidj nij eshittirishlari, yangiliklar, intj rvyular, hujjatli film va shu kabi tsgôzaki matnlar;
- ✓ rj klama va eðltsnlar;
- ✓ til stshiblari nutq yozuvlari (badiiy, hujjatli filmlar, tsmmaviy chiqish va htskazts);
- ✓ til stshiblarining ijtimtsiy mavzulardagi oôzarts suhbati;
- ✓ tinglangan aÏbtsrtstning astssiy maqsadi, toðliq mazmunini tinglab tushunish malaka va koônikmalarini rivtsjlantirish.

Gapirish:

Dialtsg nutq

- ✓ ijtimtsiy mavzularda suhbat va ntsrasmiy dialtsg;
- ✓ kasbiy yoki btsshqa mavzularda rasmiy va ntsrasmiy muntszaralar;
- ✓ muntszarani btsshqarish, intj rvyu, muztskaralar va tj lj ftsn tsrqali multsqtst tslib btsrish.

Mtsntsltsg nutq

- ✓ iÏtistsslikka tsid mavzularda maôruza tayyorlash va oôqish;
- ✓ muntszara, dalil va isbtstlarni tslgôa surish, fikrni astsslab bj rish;
- ✓ rj klama va maÏsus mavzularda taqdimtst tayyorlash hamda chiqish qilish;
- ✓ maðlumtstlarni umumlashtirish, maqtslalar yozish, muhtskama qilish.

Oôqish

- ✓ tanishuv oôqish, koôz yugurtirib oôqish va sinchiklab oôqish koônikma va malakalarini rivtsjlantirish;
- ✓ Ïat-Ïabar, yozishmalar va elj ktrtsn ptschtani oôqish;
- ✓ maÏsus matj riallarni oôzida aks ettirgan autj ntik matnlarni oôqish;
- ✓ maÏsus soôz va tj rminlarga ega matnlarni, ilmiy va kasbga tsid adabiyotlarni, elj ktrtsn manbalar va matbutst matj riallarini oôqish.

Yozma nutq

- ✓ turli yozishmalar, Ïat-Ïabarlar va maÏsus dtskladlar (eslatma CVs va htskazts) yozish;

- ✓ essj , bayon, rj zyumj , tadqiqtst ishi (maqtslalar, bitiruv malakaviy ishlar) yozish.

Kasbga yoônaltirilgan btssqich

Kasbga yoônaltirilgan btssqichning astssiy maqsadi:

-nutq turlari boôyicha kasbiy stshada chj t tilini amaliy egallash;

-talabani ijtsdiy sha¬s sifatida rivtsjlantirish;

-stsha boôyicha adabiyotlarni tarjima qilish malaka va koônikmalarini rivtsjlantirish;

Tinglab tushunish:

- ✓ **k**asbga yoônaltirilgan autj ntik matj riallarni bir marta eshitib astssiy mazmunini tushunish va zarur a¬btsrtstni tslish;
- ✓ kundalik vtsqj alar haqida yangiliklar, rj ptsrtajlarni tushunish, film qahramtsnlari nutqini tushunish.

Gapirish:

Dialtsgik nutq

- til stshiblari bilan erkin multsqtstda boôlish va kasbiy mavzulara oôz fikr va multshazalarini isbtstlab bj rish;

- suhbatni btsshlash va tugatishni bilish, suhbatdtsshiga taklif va maslahat bj rish, savtsllariga javtsb bj rish, a¬btsrtst almashish, muhtskama qilinayotgan dalillarni aniqlashtirish, oôqigan yoki eshitganlarini muhtskama qilish;

- matn astssiy mazmunini iftsdaltsvchi lj ksik va sintaktik qurilmalarga astsslanib gapirib bj rish;

- asststsiativ tafakkurga astsslanib multshaza, tanqid, bahtslash dalillar bilan isbtstlash tsrqali oôz nutqini tuzish;

- rittsrik ¬araktj rga ega dialtsg nutq malakalarini taktsmillashtirish;

- kasbiy multsqtstlar, ktsnfj rj ntsiya, simptszium, uchrashuv va muntszaralarda qatnashish uchun nutq fatsliyati, koônikma va malakalarini taktsmillashtirish.

Mtsntsltsgik nutq:

- dtslzarb muammts yuzasida barcha ñTarafdtsrò va ñQarshiò dalillarni kj ltirgan htslda oôz fikrini bayon qilish;

- tinglagan va oôqigan matn mazmunini gapirish;

- mazmunga bahts bj rish;

- oôrganilgan mavzular boôyicha a¬btsrtst bj rish

- oôqigan matnni tahlil qilish va sharhlash;

- oôqigan yoki tinglagan matnni qisqacha mazmunini bayon etish;

- oôrganilgan mavzuda chiqish qilish;

- ijtimtsiy ï siyosiy matnlarni oôqib sharhlab bj rish.

Oôqish:

Tanishuv oôqish

- ✓ **m**atnni lugôatsiz, bj rilgan savtsl yoki umumiy mazmunini tushunish maqsadida oôqish;
- ✓ matn: 10 % gacha ntstanish soôz boôlgan ilmiy-tsmmabtsp, ijtimtsiy-siyosiy, ma¬sus badiiy matnlar;
- ✓ matn mazmunini chj t tilida yoki tsna tilida soôzlab bj rish, paragraflarni ntsmlash, tj st ttspshirish.

Sinchiklab (oôrganib) oôqish

- ✓ **m**atnni astssiy a¬btsrtstni ajratib tslgan htslda mazmunini toôliq va aniq tushunib oôqish.

Oôqish tj zligi, hajmi:

- ✓ lugôatdan ftsydalanib 1600 btssma bj lgili matnni 1,0 akadj mik stsatda oôqish.
- ✓ matn**:** ma¬sus, ilmiy tsmmabtsp 12% gacha ntstanish soôzga ega boôladi.

Koôz yugurtirib oôqish:

- matn mazmuni xususiyatlarini aniqlash;
- zarur axborotni matndan topish;
- soʻz (matn) maʼnosi mazmunini kontekst asosida fahmlab olish;
- matndagi birlamchi (asosiy) ikkinchi darajali axborotni ajratish;
- matn kalit soʻzlarini ajrata olish;
- matn qismlariga sarlavha qoʻyish.

Yozma nutq

Yozma nutq boʻyicha:

- kasbga yoʻnaltirilgan bosqichda shakllangan malakalarni takomillashtirish;
- rejalashtirish, annotatsiya yozish texnikasini takomillashtirish;
- hujjatlarni rasmiylashtirishni bilish (tuzilishi, uslubi, xujjat tili) va u asosida hujjatlarni namunaga qarab, sxemaga koʻra, klishe va frazalarni qoʻllab, axborotni hisobga olib, ish yuritish vaziyatlari talablariga mos ravishda rasmiylashtirish;
- berilgan mavzuda bayon, esse, rezyume tuzish,oshaga oid adabiyotlar boʻyicha referat yozish.

Lingvistik komponentsiya

Leksik komponentsiya chet tilida keng qoʻllaniladigan retseptiv va reproduktiv aktiv, passiv, potentsial soʻz boyligini oshirishga qaratilgan boʻlib, uning tarkibiga turgʻun soʻz birikmalari, nutq namunalari, klishe va kasbiy terminlar kiradi. Mazkur leksik minimum tili oʻrganilayotgan mamlakat madaniyatini ifodalaydi.

Ixtisoslik boʻyicha leksik minimum metodik printsiplar - koʻp maʼnolilik, tematik, soʻz yasash xususiyatlarini hisobga olish tamoyillariga koʻra kasbga yoʻnaltirilgan chet tili taʻlimi asosida tanlab olinadi. Sanab oʻtilgan tamoyillarga koʻra leksik minmum 2 turdan iborat:

a) umumtaʻlimiy;

b) kasbiy leksika

Quyidagi jadvalda taklif etilayotgan leksik minimum kurslar boʻyicha taqsimlab berilgan:

Kurs	**Umumtaʻlimiy minimum**		**Kasbiy leksika**	**Jami**
	Aktiv*	Passiv**	Aktiv	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Jami	1000	2200	650	3000

* Minimumda oldingi bosqichda oʻrganilgan leksika soni koʻrsatilmagan.

* Passiv leksikaga aktiv leksika ham kiradi.

Grammatik komponentsiya

INGLIZ TILI

Aktiv grammatik minimum

- darak, soʻroq, inkor shaklda gaplarning qoʻllanilishi;
- buyruq maylidagi inkor gaplar, koʻshma toʻldiruvchining qoʻllanilishi;
- shart maylining qoʻllanilishi;
- and, but bogʻlovchili qoʻshma gaplarni qoʻllanilishi;

-if, that because, when, before, as soon as, till, until, after btsgôltsvchili ergashgan qoôshma gaplarni qoôllanilishi.

Passiv grammatik minimum

- gj rundiy, sifatdtssh, ravishdtsshli qurilmalarning ishlatilishi.

NÇ MIS TILI

Aktiv grammatik minimum

-darak, soôrtsq, inktsr shakldagi fj ôl va tst-kj simli stsdda gaplarning qoôllanilishi;
- buyruq mayli, inktsr shaklining qoôllanilishi;
- aniq, ntsaniq artikllarning qoôllanilishi;
- mtsdal fj ôllarning qoôllanilishi;
- fj ôlning sha¬ssiz shakllari;
- majhul nisbatning qoôllanilishi.

Passiv grammatik minimum

- und, aber, den, oder btsgôltsvchilari bilan btsgôlanuvchi qoôshma gaplar.
- dass, ob, wenn, wer, wie, was, woran btsgôltsvchili ergashgan qoôshma gaplar.
- majhul nisbatning yasalishi;
-shart maylining yasalishi.

FRANSUZ TILI

Aktiv grammatik minimum

-darak, soôrtsq, inktsr shakldagi fj ôl va tst-kj simli stsdda gaplarning qoôllanilishi;
- buyruq mayli, inktsr shaklining qoôllanilishi;
- aniq, ntsaniq artikllarning qoôllanilishi;
- mtsdal fj ôllarning qoôllanilishi;
- fj ôlning sha¬ssiz shakllari;
- majhul nisbatning qoôllanilishi.

Passiv grammatik minimum

-gj rundiy, sifatdtssh, ravishdtsshli qurilmalarning yasalishi.

ISPAN TILI

Aktiv grammatik minimum

- darak, soôrtsq, inktsr shakldagi fj ôl va tst-kj simli stsdda gaplarning qoôllanilishi;
- buyruq mayli, inktsr shaklining ishlatilishi.
- aniq, ntsaniq artiklsiz ¬tslatlarning qoôllanilishi;
- mtsdal fj ôllarning qoôllanilishi;
- fj ôlning sha¬ssiz shakllari;
- maj¬ul nisbatning qoôllanilishi.

Passiv grammatik minimum

- gj rundiy, sifatdtssh, ravishdtsshli qurilmalarning yasalishi.

Umumtaôlim va kasbga yoônaltirilgan btssqichlarda ststsitslingvistik (ijtimtsiy-madaniy, ijtimtsiy) va pragmatik (diskursiv, stratj gik, oôquv-anglash) ktsmpj tj ntsiyalarni egallash nazarda tutiladi.

Ststsitslingvistik ktsmpj tj ntsiya:

☑ til matj riallarini kasbiy nutq uchun har btssqich talablaridan va vaziyatdan kj lib chiqqan htslda tanlash va ftsydalana tslish.

Ijtimtsiy - madaniy ktsmpj tj ntsiya:

☑ kasbga tsid muqtsbilsiz lj ksikani (soôrtsvntsmalardan ftsydalangan htslda) bilish va tushunish, asbtsb-uskuna va jihtszlar ntsmlarini anglatuvchi lj ksikani bilish;

☑ nutq ktsmmunikativ tartib va qtsidalariga ritsya qilgan htslda kasbiy multsqtst yurita tslish.

Ijtimtsiy ktsmpjtjntsiya:

☑ oôz kasbiy mahtsratini, malakasini tsshirish, kasbdtsshlar va ktsljktiv bilan ishlash, ularga nisbatan ttsljrantlik tuygôulariga ega boôlish, btsshqalar tili va madaniyatini hurmat kilish, hamktsrlar bilan ishtsnchli altsqada boôlish.

Diskursiv ktsmpjtjntsiya:

☑ turli janrda mutaÑassislik boôyicha autjntik diskurslar - kittsb, maqtsla, hujjat, qtsnun-qtsidalardan taôlimning ushbu btssqichiga astsslangan htslda kasbiy ktsmmunikativ vaziyatlar dtsirasiga mtss Ñususiyatlarini ajrata tslish.

Stratjgik ktsmpjtjntsiya:

☑ nutqni mantiqan toôgôri kjtma-kjtlikda hamda ishtsnarli qilib vazifalarni toôgôri qoôygan htslda tuzish, taôlimning ushbu btssqichiga Ñtss nutq mazmuniga astsslangan htslda kasbiy-ktsmmunikativ vaziyatlarga mtss tushadigan maqsadlarga erishish.

Oôquv-bilish ktsmpjtjntsiyasi:

☑ darsda, uyda, kutubÑtsnada mustaqil ishlay tslish, turli maôlumtst va aÑbtsrtstni autjntik-iÑtistsslashgan manbalardan tslish uchun zamtsnaviy taôlim tjÑntsltsgiyalarini qoôllay tslish bilan kasbiy fatsliyatni tashkil qilish.

Nutq fatsliyati turlari ustida ishlash uchun vaqtni toôgôri taqsimlash

Qoôyilgan maqsadlarga erishish uchun har bir darsda nutq fatsliyati turlari quyidagi nisbatda boôlishi maqsadga muvtsfiq:

tinglab tushunish - 25% ;
gapirish - 25%;
oôqish ï 30%;
yozuv ï 20% .

Talabalar bilimini naztsrat qilish

Talabalarning chjt tili boôyicha egallagan bilim, malaka va koônikmalari jtsriy, tsraliq va yakuniy naztsratlar tsrqali naztsrat qilinadi.

Jtsriy naztsrat: har bir darsda altshida talaba bilan ishlab ularning darsga tayyorgarlik darajasi savtsl-javtsb tsrqali tjkshirilib, kundalik ballar qoôyib btsriladi.

ʃraliq naztsrat: kafjdraning fan boôyicha ishchi dasturiga astsslangan htslda, Ñar bir sjmjstrga qoôyilgan talablar astssida bir qancha darslar oôtilganidan kjyin oôtkaziladi. Natijalarni dasturda bjrilgan talablar bilan qiyoslash tsrqali talabalarning malaka va koônikmalari qanchalik oôsganligi aniqlab btsriladi.

Yakuniy naztsrat: fan boôyicha bakalavriat kursining yakunida oôtkaziladi. Yakuniy naztsrat oôtkazilishi natijasida dastur talablari boôyicha kasbiy chjt tili ktsmpjtjntsiyasi aniqlab tslinadi.

Yakuniy naztsrat mazmuni

1. **Tinglab tushunish boôyicha**:

Kasbga yunaltirilgan matnni tinglash va uni tushunganligini aniqlash maqsadida tjstlar jchish.

2. **Gapirish boôyicha**:

Kasbga yoônaltirilgan mavzu boôyicha batafsil, sinchiklab, argumjntlar bilan btsyitgan htslda oôz fikrini bayon etish.

3. **Oôqish boôyicha**:

Kasbiy yoônalishdagi matnni oôqib, tushunganligi astssida tj st ttspshiriqlarini j chish. Oôqigan matn mazmunini aniq va toôliq tushunganligini tj kshirishni yozma tarjima bilan amalga tsshirish mumkin. Bunda lugôatdan ftsydalanishga ru□sat bj riladi.

4. **Yozuv buyicha**:

Stshaning dtslzarb muammtslariga bagôishlangan essj yozish.

Labtsrattsriya ishlarini tashkil etish boôyicha koôrsatmalar

Fan boôyicha labtsrattsriya ishlari namunaviy oôquv rj jada koôzda tutilmagan

Kurs ishini tashkil etish boôyicha uslubiy koôrsatmalar

Fan boôyicha kurs ishi namunaviy oôquv rj jada rj jalashtirilmagan

Mustaqil taôlimni tashkil etishning shakli va mazmuni

Chj t tili fanidan mustaqil ishlarining maqsadi - talabalarning kasbiy ktsmmunikativ fatsliyatini shakllantirish va rivtsjlantirish, ularning ijtsdiy fatsliyatini oôstirish, va chj t tili ustida mustaqil ishlay tslish malaka va koônikmalarini htssil qilish va rivtsjlantirishdan ibtsrat. Ushbu umumiy maqsadga erishish uchun quyidagi bir nj cha vazifalarni bajarish nazarda tutiladi:

- talabalarning til tayyorgarlik sifatini tsshirib btsrish, til va muta□assislik boôyicha adabiyotlar ustida ishlay tslish koônikmalarini shakllantirish va rivtsjlantirish;
- oôz kasbiy bilim va malakalarini kj yinchalik mustaqil toôldirib va yangilab turish e□tiyojlarini yaratish va saqlab qtslish, chj t tili boôyicha yaratilgan malaka va koônikmalarni oôstirib, rivtsjlantirib btsrish;
- talaba bajarishi kj rak boôlgan ishlarni toôgôri tashkil qilish, kj lib chiqadigan qiyinchiliklarni tsldindan bila tslish, his etish va ularni bartaraf qilish yoôllarini ttspa tslish.

Tavsiya etilayotgan mustaqil ishlarning mazmuni

Talabalarning mustaqil ishlari nutq fatsliyatining quyidagi turlari boôyicha tashkil qilinadi.

Oôqish: (tanishib chiqish, sinchiklab, qarab chiqish), yozuv, tinglab tushunish va gapirish;

Tinglab tushunish: hajmi turlicha boôlgan audits- va vidj ts matnlarni tinglab tushunish, savtsllarga javtsb bj rish, gapirib bj rish, anntstatsiya yoza tslish;

Gapirish: talabalarning dialtsgik va mtsntsltsgik nutqlari boôyicha mustaqil ishlari audittsriyada oôrgatilgan matnlar, oôquv matj riallari astssida tashkil qilinadi. Gapirish boôyicha mustaqil ish sifatida mavzu astssida maôlumtst tayyorlash, matn mazmunini gapirib bj rish, oôrganilgan lj ksik matj riallar astssida hiktsyalar tuzish, bj rilgan muammtsli masala va vaziyatlarni muhtskama qilish kabi ttspshiriqlar bj rish mumkin. Gapirish koônikmalarini rivtsjlantirib btsrish uchun multimj dia dasturlarini va tsn-layn tj □ntsltsgiyalarini qoôllashga astssiy eôtibtsr qaratiladi;

Oôqish: talaba oôrganayotgan stshasiga tsid adabiyotlar bilan tanishib chiqishi va oôzi uchun qiziqarli va kj rakli boôlgan a□btsrtstni tushunishi, publitsistik, ilmiy-tsmmabtsp ijtimtsiy-siyosiy adabiyotlarni oôqishi va kj rakli a□btsrtstni tslishi ltszim. Mashgôultstlarda yuqtsrida aytilgan malaka va koônikmalarni shakllantirish va oôstirish juda murakkab boôlganligi uchun ularni mustaqil ish jarayonida sinchiklab, koôz yugurtirib, qarab chiqib oôqish turlari tsrqali tashkil qilinadi. Ushbu oôqish turlarini naztsrat qilish-matnni butunlay tarjima qilish yoki uning tanlab tslingan qismlarini tarjima qilish bilan amalga tsshiriladi.

Tanishib chiqib oôqish mustaqil ish turi sifatida uyda oôqish shaklida tslib btsriladi. Oôqishning bu turi uchun autj ntik yoki adaptatsiya qilingan adabiy, ilmiy-tsmmabtsp adabiyot tanlab tslinadi. Tj kshirish shakllari: oôqiganini mazmunini tushunganligi boôyicha savtsl-javtsb ishlari, ajratib tslingan masalalar boôyicha a□btsrtst tslish, ba□s-muntszaralar oôtkazish, a□btsrtstga rj ja tuzish va h.k.

Qarab chiqib, qidirib ttspish uchun oôqish. Oôqishning bu turida tsmmaviy-siyosiy, publitsistik matnlar, gazj ta va jurnal matj riallari bj riladi va har bir darsda qisqacha a□btsrtst

tslinadi. Talaba bitta gazj ta maqtslalari astssida a¤btsrtst bj radi yoki mavzu boôyicha bir qancha gazj ta va jurnallardan a¤btsrtst tayyorlaydi.

Yozuv. Yozuv boôyicha mustaqil ish oôz ichiga oôrganilayotgan tilda fikrni bayon qila tslish ishlarini tsladi. Bunda mustaqil ish mazmuniga quyidagilar kiradi:

- anntstatsiya, rj fj rat, rj zyumj lar tuza tslish;
- tsgôzaki ravishda nutq htssil qilish uchun rj ja yoki tj zis tuzish;
- turli ¤atlar, tabrikntsma, takliflar, ish yuzasidan ¤atlar tuza tslish;
- oôqishga va ishga qabul yuzasidan arizalar yoza tslish;
- stshaga tsid turli hujjatlarni toôldirish;
- bayon, inshts, essj lar yoza tslish; kasbi boôyicha ish yuritish ishlarini (yozuvlarini) tslib btsrish.

Oôqib tarjima qilingan matj riallar kurs ishlari va rj fj ratlarda qoôllaniladi.

Dasturning inftsrmatsitsn ï mj ttsdik taômintsti

Chj t tili fanini oôqitish jarayonida taôlimning zamtsnaviy intj rfatsl usullaridan, pj dagtsgik va a¤btsrtst-ktsmmunikatsiya tj ¤ntsltsgiyalaridan kj ng ftsydalaniladi. Amaliy mashgôultstlarda aqliy hujum, klastj r, blits-soôrtsv, kichik guruhlarda ishlash, insj rt, prj zj ntatsiya, kj ys stadi kabi usullarning mavzuga mtss tanlanishi va qoôllanilishi dars samarasini tsshirishga katta hissa qoôshadi.

Ftsydalaniladigan adabiyotlar roôy¤ati

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ISHCHI OôQUV DASTURI

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

AL-XORAZMIY NOMLI URGANCH DAVLAT UNIVERSITETI

O'quv – uslubiy boshqarma tomonidan ro'yxatga olindi
№ 1-60
"29" avgust 2015 yil

"TASDIQLAYMAN"
O'quv ishlar bo'yicha prorektor dots. Xodjaniyazov S.U.
"29" avgust 2015 yil

CHET (INGLIZ) TILI FANI BO'YICHA ISHCHI O'QUV DASTURI

Barcha bakalavriat taðlim yoônalishilari
1- kurs talabalari uchun

Bilim sohalari:
100000-Gumanitar soha
200000-Ijtimoiy soha, iqtisod va huquq
300000- Ishlab chiqarish va texnik soha
400000-Qishloq va suv xoôjalik
600000- Xizmatlar sohasi
Taðlim sohasi: Oliy taðlim klassifikatorida qayd etilgan tegishli barcha taðlim sohalari va yoônalishlari uchun

Urganch ï 2015

Ushbu ishchi dastur UzROUMTV tomonidan 28.08.2013 yil tasdiqlanib, 28. 08.2013 yilda № BD 1.12 – 319-sonli buyruq raqami bilan ruyxatga olingan namunaviy dastur asosida tuzilgan.

Tuzuvchilar: Dots. Ermetova J.I.
O'qituvchlar: Urantayeva N.B, Saparova I.P.

Taqrizchilar:
Dots. Saidmetov J.
Qoraqalpoq davlat universiteti Ingliz filologiyasi kafedrasi mudiri

Ishchi dastur Filologiya fakulteti "Fakultetlararo chet tillar" kafedrasining 2015 yil "27" avgustdagi majlisida (Bayonnoma №1) muhokama qilindi va fakultet ilmiy kengashida ko'rib chiqish uchun tavsiya qilindi.

Fakultetlararo chet tillar kafedrasi mudiri: **dots. Ermetova J. I.**

Ishchi dastur Filologiya fakulteti ilmiy kengashining 2015 yil "28" avgustdagi majlisida (Bayonnoma №1) ko'rib chiqildi va universitet ilmiy kengashida tasdiqlash uchun tavsiya qilindi.

Filologiya fakulteti ilmiy kengashi raisi: **dots. Jumaniyozov Z.A.**

Ishchi o'quv dasturi Urganch Davlat Universiteti Ilmiy kengashining 2015 yil "29" avgustdagi majlisida ko'rib chiqildi (Bayonnoma №1) va tasdiqlandi.

Kelishildi :

O'quv-uslubiy boshqarma boshlig'i: **Boyjonov I.**

Kirish.

Mazkur dastur Oâzbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi ñChet tillarni oârganish tizimini yanada takomillashtirish chora-tadbirlari toâgârisidaògi PQ-1875-sonli, Oâzbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi ñChet tillar boâyicha taâlimning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qoâyiladigan talablarò toâgârisidagi 124-sonli qarorlari hamda Evropa Kengashining ñChet tilini egallash umumevropa kompetentsiyalari: oârganish, oâqitish va baholashò toâgârisidagi umumeâtirof etilgan xalqaro meâyorlari (CEFR ï Common European Framework of Reference) ga muvofiq qayta ishlab chiqildi.

Vazirlar Mahkamasining ñChet tillar boâyicha taâlimning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qoâyiladigan talablarò ga koâra oliy taâlim muassasalarining ixtisosligi chet tili boâlmagan fakultetlari bakalavriat bosqichi bitiruvchilari toârt yillik tahsillari nihoyasida oârgangan chet tili boâyicha V2 darajani egallashlari lozim.

ñChet tiliò fanidan tuzilgan ushbu dastur asosida chet tili oâqituvchilari ixtisoslik xususiyatlarini hisobga olgan holda ishchi dastur, oâquv-metodik majmualar va oâquv qoâllanmalarni ishlab chiqishlari mumkin. Ushbu dastur ñChet tiliò fanini ikki bosqichga boâlingan holda oâqitishni nazarda tutadi:

- umumiy bosqich (umumiy chet tili oârganiladi).
- kasbga yoânaltirilgan bosqich (chet tili maxsus maqsadlarda oârgatiladi).

Har bir kurs uchun ajratilgan oâquv soatlari teng, yaâni 50%dan taqsimlanadi. Kurslar bir-biridan mavzusi, leksik tizimi, oâquv matnlari, nutq faoliyatlari xususiyati va mavqeiga qarab malakalarni rivojlantirish boâyicha farqlansada, oâquv jarayoni uchun umumiy boâlgan grammatik mavzular, oâxshash sintaktik hodisalar, nutq koânikma va malakalarini egallashda oâzaro uzviy bogâliq va uzluksiz holda oârgatiladi. Chet tilini oârgatish ixtisoslik xususiyatlaridan kelib chiqib, ñChet tili maxsus maqsadlar uchunò tamoyillariga va kommunikativ, integrativ kompetentlik yondashuvlariga asoslanadi.

Kommunikativ faoliyatga yoânaltirilgan yondashuv ï taâlimning rivojlantiruvchi, funktsional va kommunikativ xususiyatlariga ega boâlib, taâlim jarayonida bilish faolligini oshirishga koâmaklashadi. Taâlim jarayonida mazkur yondashuv talabalarda refleksiya, oâz-oâzini rivojlantirish, namoyon etishga koâmaklashadi; chet tili taâlimini madaniyatlararo muloqot sifatida tashkil etishga; dars jarayonida oâqituvchi talabalarning oâzaro teng huquqli ishtirokchi sifatida oâzini namoyon etishlarini taâminlaydi; taâlimning interaktiv shakllarini qoâllash; talabalarda yangi til malakalari, sotsio-madaniy bilimlar, amaliy malakaviy koânikmalarni mustaqil egallashni rivojlantirish.

Shaxsga yoânaltirilgan yondashuv ï chet tilini oâqitishda nafaqat ilmiy bilimlar berish, balki taâlim jarayonining ishtirokchilari (talabalar, oâqituvchilar, ota-onalar) munosabatlarining faol shakllariga asoslanish; talaba xarakteri va uning oâzini rivojlantirish usullarini oârganish; individuallikni shakllantirish uchun talabaga qulay shart-sharoitlar yaratish; madaniyatimizda shakllangan shaxsning psixik rivojlantirish meâyorlari haqidagi tasavvurlarni oâzgartirish (gorizantal emas, balki vertikal, yaâni talaba rivojlanish dinamikasini uning oldingi holati bilan taqqoslash orqali amalga oshirishni, boshqalar bilan emas, balki uni oâzi bilan taqqoslash).

Integrativ yondashuv ï turli fanlardan olingan bilimlar, koânikma, malaka va tajribani hisobga olish, tayanish, integratsiya qilish, chet tilida kommunikativ, kasbiy kommunikativ, ijtimoiy kompetentlikni baravar rivojlantirishni nazarda tutadi.

Taâlimda kompetentlik yondashuv - muayyan natijalarga erishish va muhim kompetentsiyalarni egallashga qaratiladi. Kompetentsiya boâlajak kasbiy faoliyatga qarab shakllanib boradi. Bunday sharoitda taâlim jarayoni yangi mazmunga ega boâladi, u oârganish

va o‘rgatish jarayoniga aylanadi, ya’ni kasbiy va ijtimoiy ahamiyatga ega kompententlikni mustaqil o‘qib o‘rganish, ijtimoiy-mehnat, madaniy, maishiy hamda madaniy hordiq sohalarda chet tilini qo‘llashga erishiladi.

Fanning maqsad va vazifalari

Chet tili fanining maqsadi talabalarning ko‘p madaniyatli dunyoda kasbiy, ilmiy va maishiy sohalarda faoliyat yuritishlarida kommunikativ kompetentsiya (uning tarkibiy qismlari hisoblanuvchi lingvistik, sotsio-lingvistik, pragmatik va boshqa kompetentsiyalari)ni shakllantirishdan iborat.

Kompetentsiya – kommunikatsiya (muloqot) ishtirokchilari tomonidan ta’limning aniq maqsadlariga qaratilgan nutq faoliyatini rivojlantirishga imkon beradigan bilim, ko‘nikma, malaka va shaxsiy fazilatlar yig‘indisini ifodalaydi.

Chet tili kommunikativ kompetentsiyasi – o‘rganilayotgan chet tilida so‘zlashuvchilar bilan muloqot qilishni amalga oshirish qobiliyati va tayyorgarligi, shuningdek, talabalarning tili o‘rganilayotgan mamlakat madaniyati bilan tanishish, o‘z mamlakati madaniyatini yanada yaxshiroq anglash, uni muloqot jarayonida taqdim eta olishini nazarda tutadi. Mazkur o‘quv fanini o‘rganishning asosiy vazifalariga talabalarda quyidagi kompetentsiyalarni rivojlantirish kiradi:

Lingvistik kompetentsiya o‘rganilayotgan til sohiblari bilan muloqot qilish uchun til materiallari (fonetika, leksika, grammatika)ni etarli darajada bilish va nutq faoliyati turlari (tinglab-tushunish, gapirish, o‘qish va yozuv)da qo‘llay bilishni nazarda tutadi.

Ijtimoiy-lingvistik kompetentsiya so‘zlovchining biron bir nutqiy vaziyat, kommunikativ maqsad va xohish-istagidan kelib chiqqan holda kerakli lingvistik shakl, ifoda usulini tanlash ko‘nikma va malakalarni o‘z ichiga oladi.

Ijtimoiy-madaniy kompetentsiya autentik nutqning milliy xususiyatlarini: o‘zi yashayotgan mamlakatning urf-odatlari, qadriyatlari, marosimlari va boshqa milliy-madaniy xususiyatlarini tili o‘rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish kompetentsiyasidir.

Ijtimoiy kompetentsiya – ijtimoiy-lingvistik va sotsio-madaniy kompetentsiyalarni o‘z ichiga oladi. U hozirgi ko‘p madaniyatli dunyoda ta’lim oluvchilarda chet tilini o‘rganish muhimligi tushunchasi, chet tilida muloqot qilish, o‘z ustida mustaqil ishlash va ijtimoiy moslashuv vositasi sifatida foydalanish ehtiyojini shakllantirish va rivojlantirish, fuqarolik, vatanparvarlik fazilatlarini tarbiyalashda, chet tili orqali madaniyatlararo muloqotni amalga oshirish istagi va xohishida namoyon bo‘ladi.

Pragmatik kompetentsiya quyidagilardan iborat:

Diskursiv kompetentsiya (diskurs – og‘zaki yoki yozma nutq matni) matnni to‘g‘ri talqin qilish va tuzish, shuningdek, shunga mos nutqiy muloqot turini tanlash uchun og‘zaki va yozma (stilistik hamda tarkibiy qismlarini bilib olishni nazarda tutgan) matnlar tuzish ko‘nikma va malakalaridan iborat.

Strategik (kompensator) kompetentsiya chet tili muhitida nutqiy hamda ijtimoiy muloqot tajribasidagi kamchilik va nuqsonlarni ayrim verbal-g‘onoverbal vositalar yordamida to‘ldirish, kommunikativ vaziyatda tushunmovchiliklar paydo bo‘lganda takroran so‘rash, uzr so‘rash va hokazolar orqali murakkab vaziyatlardan uddaburonlik bilan chiqib keta olish qobiliyatini nazarda tutadi.

O‘quv – bilish kompetentsiyasi ta’lim oluvchining mustaqil bilim olish faoliyatida chet tillar va madaniyatlarni o‘rganishning kompetentsiyalar yig‘indisi bo‘lib, zamonaviy ta’lim texnologiyalaridan foydalanish bilan bog‘liq bo‘lgan mantiqiy, metodologik va umumta’lim vazifalarni o‘z ichiga oladi.

Chet tilini oôqitish didaktik, metodik, lingvistik tamoyillarni hamda zamonaviy taôlim texnologiyalarini qoôllash asosida amalga oshiriladi.

Fan boôyicha talabalarning bilim, koônikma va malakalariga qoôyiladigan talablar

ñChet tillar boôyicha taôlimning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qoôyiladigan talablaròda oliy taôlim muassasalarining ixtisosligi chet tili boôlmagan fakultetlari bakalavriat bosqichi bitiruvchilari toôrt yillik tahsillari nihoyasida oôrgangan chet tili boôyicha V2 darajani egallashlari shart. Unga koôra bitiruvchi talabalar V2 darajani taôminlovchi quyidagi kommunikativ kompetentsiyalarni egallashlari lozim.

Lingvistik kompetentsiya:

Tinglab tushunish

uzoq davom etgan suhbat va murakkab dalillar keltirilgan matnni tushunish va idrok etish;

maruza, suhbat, mukammal yoôriqnomalar, akademik va kasbiy prezentatsiyalar, savol-javoblar asosiy mazmunini tushuna olish;

reklama, elon va malumotnomalarni tushunish;

murakkab autentik nutqni tanish va notanish kontekstda tushuna olish;

til sohiblari suhbatlari va bahs- munozaralarini tushuna olish;

radio va internet materiallari, intervyularni (suhbat) toôliq darajada tushuna olish.

Gapirish

Dialog

- biznesdagi hamkori bilan muzokara olib borish;
- aniq masalalar boôyicha axborot olish;
- uzoq muddatli muzokaralarda til sohibi bilan qatnashish, ularni qoôllab-quvvatlash, kerak boôlsa muzokaralarni boshqarish;
- kundalik mavzularda bahs-munozara, muzokaralarda faol qatnashish;
- ixtisoslik (kasb) boôyicha intervyu, suhbatlarda qatnashish;
- fikrni aniqlashtirish, qaytadan tuzish va bahs- munozara rivojiga oôz hissasini qoôshish;
- muzokaralar olib borish jarayonida muammolarni echimini ustalik bilan hal etish;
- vaziyatga qarab savollar berish va javob qaytarish.

Monolog

- alohida mavzu boôyicha qilingan prezentatsiyalar oôtkazish;
- ixtisosligi boôyicha asbob-uskunalarni aniq va ravshan tasvirlash;
- alohida mavzu boôyicha ogôzaki maruza tuzish;
- maqola, maruza, bahs-munozaralarni aniq va ravshan qilib umumlashtirish;
- aniq tizimga asoslangan holda qoôshimcha, etarli boôlgan holda va tanish mavzu boôyicha oôz fikrini ifoda qila olish.

Oôqish

- tanish va notanish mavzu boôyicha tuzilgan matnlardan asosiy Gô kerakli boôlgan axborotni, shaxsiy va mutaxassislik boôyicha korrespondentsiyalarni (xat-xabarlarni) tushunish;
- diagramma, sxema, chizmalarni qisqacha tarifini tushunish;
- murakkab boôlgan malumotlarni idrok etish;
- maxsus, murakkab boôlgan yozma yoôriqnoma va qoôllanmalarni tushunish;
- kasbga oid maqola va maruzalardan kerakli axborotni ajratib olish;
- kerak yoki nokerakligini aniqlash maqsadida matnni u yoki bu qismini sinchiklab oôqish, konferentsiya dasturlarini oôqib tushunish.

Yozuv.

- maxsus malumotlarni (til yuzasidan boôlgan xatlarni, malumotlarni, elektron xatlarni) yoza olish;

- esse va maruzalarni yoza olish;
- aniq mantiqqa ega boâlgan ilmiy maqolalar va ilmiy tadqiqot ishlarni yoza olish;
- yozma takliflar, hisobot va rezyumelar tuza olish;
- bitiruv malakaviy ishlarni zarur boâlganda yoza olish.

Til kompetentsiyasi

Leksik kompetentsiya

- kasbiy leksika va terminlarni ishlata olish;
- kommunikativ vaziyatlarda mavzuga oid boâlgan leksikani ishlata olish;
- internatsional soâzlarni tushunish va qoâllay olish.

Grammatik kompetentsiya

- murakkab grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qoâllay olish;
- bogâlovchi soâzlarni toâgâri qoâllash;
- mutaxassislikka oid matnlarni uning mazmunini tushunish maqsadida matnni tahlil qilishi talab etiladi.

1.3.Fanning oâquv rejadagi boshqa fanlar bilan oâzaro bogâliqligi va uslubiy jihatdan uzviyligi

Chet tili fani ijtimoiy-iqtisodiy fanlar va ixtisoslik fanlari bilan oâzaro bogâliq. Ushbu fan boshqa fanlar bilan integrallashgan holda oârgatiladi.

Amaliy mashgulotlarning mavzu majmui va ukuv materialining xarakteri

(I-II ï semestr uchun)

Nutq mavzulari:

Kundalik mavzu (oâzi haqida, oilasi haqida, boâsh vaqtni oâtkazishi va hokazo).

Ijtimoiy mavzu (atrof-muhit, maishiy va kasbiy yoânalishda ijtimoiy munosabat).

Taâlim mavzusi (oâquv muassasasi, oâquv qurollari va unga munosabat, ixtisoslik fanlarining hozirda oâqitilishi va hokazo)

Ijtimoiy madaniy (Oâzbekiston Respublikasi va tili oârganilayotgan mamlakatning tarixiy, geografik, iqlimiy, madaniy, maishiy xususiyatlari).

Kasbga yoânaltirilgan mavzu (oârganilayotgan ixtisoslik tarixi, yoânalishlari, sohaning buyuk namoyondalari, dolzarb muammolari, kasbiy etika va hokazo).

Umumiy bosqich

Nutq kompetentsiyasi

Bosqichning asosiy maqsadi:

- uzluksiz taâlim tizimining avvalgi bosqichlari (akademik litsey va kasb-hunar kollejlari)da talabalar xorijiy tilda egallagan malaka va koânikmalarini korrektsiya qilish va tenglashtirish;
- talabalarni nutq faoliyati turlari boâyicha kasbiy muloqotga tayyorlashdan iborat;

Tinglab tushunish:

maâruza, taqdimot va munozaralar, radio va televidenie eshittirishlari, yangiliklar, intervyular, hujjatli film va shu kabi ogâzaki matnlar;

reklama va eâlonlar;

til sohiblari nutq yozuvlari (badiiy, hujjatli filmlar, ommaviy chiqish va hokazo);

til sohiblarining ijtimoiy mavzulardagi oâzaro suhbati;

tinglangan axborotning asosiy maqsadi, toâliq mazmunini tinglab tushunish malaka va koânikmalarini rivojlantirish.

Gapirish: Dialog nutq

ijtimoiy mavzularda suhbat va norasmiy dialog;

kasbiy yoki boshqa mavzularda rasmiy va norasmiy munozaralar;

munozarani boshqarish, intervyu, muzokaralar va telefon orqali muloqot olib borish.

Monolog nutq

ixtisoslikka oid mavzularda maôruza tayyorlash va oôqish;

munozara, dalil va isbotlarni olgôa surish, fikrni asoslab berish;

reklama va maxsus mavzularda taqdimot tayyorlash hamda chiqish qilish;

maôlumotlarni umumlashtirish, maqolalar yozish, muhokama qilish.

Oôqish

tanishuv oôqish, koôz yugurtirib oôqish va sinchiklab oôqish koônikma va malakalarini rivojlantirish;

xat-xabar, yozishmalar va elektron pochtani oôqish;

maxsus materiallarni oôzida aks ettirgan autentik matnlarni oôqish;

maxsus soôz va terminlarga ega matnlarni, ilmiy va kasbga oid adabiyotlarni, elektron manbalar va matbuot materiallarini oôqish.

Yozma nutq

turli yozishmalar, xat-xabarlar va maxsus dokladlar (eslatma CVs va hokazo) yozish;

esse, bayon, rezyume, tadqiqot ishi (maqolalar, bitiruv malakaviy ishlar) yozish.

Kasbga yoônaltirilgan bosqich

Kasbga yoônaltirilgan bosqichning asosiy maqsadi:

- nutq turlari boôyicha kasbiy sohada chet tilini amaliy egallash;
- talabani ijodiy shaxs sifatida rivojlantirish;
- soha boôyicha adabiyotlarni tarjima qilish malaka va koônikmalarini rivojlantirish;

Tinglab tushunish:

kasbga yoônaltirilgan autentik materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni olish;

kundalik voqealar haqida yangiliklar, reportajlarni tushunish, film qahramonlari nutqini tushunish.

Gapirish: Dialogik nutq

- til sohiblari bilan erkin muloqotda boôlish va kasbiy mavzulara oôz fikr va mulohazalarini isbotlab berish;
- suhbatni boshlash va tugatishni bilish, suhbatdoshiga taklif va maslahat berish, savollariga javob berish, axborot almashish, muhokama qilinayotgan dalillarni aniqlashtirish, oôqigan yoki eshitganlarini muhokama qilish;
- matn asosiy mazmunini ifodalovchi leksik va sintaktik qurilmalarga asoslanib gapirib berish;
- assotsiativ tafakkurga asoslanib mulohaza, tanqid, baholash dalillar bilan isbotlash orqali oôz nutqini tuzish;
- ritorik xarakterga ega dialog nutq malakalarini takomillashtirish;
- kasbiy muloqotlar, konferentsiya, simpozium, uchrashuv va munozaralarda qatnashish uchun nutq faoliyati, koônikma va malakalarini takomillashtirish.

Monologik nutq:

- dolzarb muammo yuzasida barcha ñTarafdorò va ñQarshiò dalillarni keltirgan holda oôz fikrini bayon qilish;
- tinglagan va oôqigan matn mazmunini gapirish;
- mazmunga baho berish;
- oôrganilgan mavzular boôyicha axborot berish
- oôqigan matnni tahlil qilish va sharhlash;
- oôqigan yoki tinglagan matnni qisqacha mazmunini bayon etish;
- oôrganilgan mavzuda chiqish qilish;

- ijtimoiy ï siyosiy matnlarni oôqib sharhlab berish.

Oôqish: Tanishuv oôqish

matnni lugôatsiz, berilgan savol yoki umumiy mazmunini tushunish maqsadida oôqish;

matn: 10 % gacha notanish soôz boôlgan ilmiy-ommabop, ijtimoiy-siyosiy, maxsus badiiy matnlar;

matn mazmunini chet tilida yoki ona tilida soôzlab berish, paragraflarni nomlash, test topshirish.

Sinchiklab (oôrganib) oôqish

matnni asosiy axborotni ajratib olgan holda mazmunini toôliq va aniq tushunib oôqish.

Oôqish tezligi, hajmi:

lugôatdan foydalanib 1600 bosma belgili matnni 1,0 akademik soatda oôqish.

matn: maxsus, ilmiy ommabop 12% gacha notanish soôzga ega boôladi.

Koôz yugurtirib oôqish:

- matn mazmuni xususiyatlarini aniqlash;
- zarur axborotni matndan topish;
- soôz (matn) maôno mazmunini kontekst asosida fahmlab olish;
- matndagi birlamchi (asosiy) ikkinchi darajali axborotni ajratish;
- matn kalit soôzlarini ajrata olish;
- matn qismlariga sarlavha qoôyish.

Yozma nutq. Yozma nutq boôyicha:

- kasbga yoônaltirilgan bosqichda shakllangan malakalarni takomillashtirish;
- referat, annotatsiya yozish texnikasini takomillashtirish;
- hujjatlarni rasmiylashtirishni bilish (tuzilishi, uslubi, xujjat tili) va u asosida hujjatlarni namunaga qarab, sxemaga koôra, klishe va frazalarni qoôllab, axborotni hisobga olib, ish yuritish vaziyatlari talablariga mos ravishda rasmiylashtirish;
- berilgan mavzuda bayon, esse, rezyume tuzish,sohaga oid adabiyotlar boôyicha referat yozish.

Lingvistik kompetentsiya

Leksik kompetentsiya chet tilida keng qoôllaniladigan retseptiv va reproduktiv aktiv, passiv, potentsial soôz boyligini oshirishga qaratilgan boôlib, uning tarkibiga turgôun soôz birikmalari, nutq namunalari, klishe va kasbiy terminlar kiradi. Mazkur leksik minimum tili oôrganilayotgan mamlakat madaniyatini ifodalaydi.

Grammatik kompetentsiya

Aktiv grammatik minimum

- darak, soôrok, inkor sodda gaplarning qoôllanilishi;
- buyruq maylidagi inkor gaplar, koôshma toôldiruvchining qoôllanilishi;
- shart maylining qoôllanilishi;
- and, but bogôlovchili qoôshma gaplarni qoôllanilishi;

-if, that because, when, before, as soon as, till, until, after bogôlovchili ergashgan qoôshma gaplarni qoôllanilishi.

Passiv grammatik minimum ï gerundiy, sifatdosh, ravishdoshli qurilmalarning ishlatilishi

Ingliz tili fanidan oôquv yuklamalar hajmi,
mashgôulotlar mavzulari, soatlar.
I Semestr

-	**Mavzu nomi**	**Manba**	**Soat**
1	Greetings. Hello, good-bye (verb to be)	11.sb.(6-7), wb.(4) 9.(100-102), www.examenglish.com	2
2	The place I live(verb to be 2)	11.sb.(8-9), wb.(5), 9.(100-102),	2

		www.examenglish.com	
3	Personal profile. How old are you? (verb to be negative and question)	11.sb.(12-15), wb.(5) 9.(100-102), www.examenglish.com	2
4	Personal possessions (this, that, these, those)	11.sb.(16-17), wb.(16), 9.(87), www.examenglish.com	2
5	Age and physical description.(ñto haveò and ñto have gotò)	q.a 14. (35-38), q.a 15 (22), 10. (28), www.examenglish.com	2
6	Family tree.(possessives ós)	11.pre.sb. (6-7),9.(22), 10.(116) q.a14. (45-47), www.examenglish.com	2
7	Family and friends. (Demonstrative and possessive pronouns.)	11.(34-35), wb. (18), 9.(83-87),10. (116,136), www.examenglish.com	2
8	Where is my bag? Home and flat (Prepositions of place)	11.sb(37-40), wb.(19-20), 9.(196), 10.(188-190), www.examenglish.com	2
9	Peoples interests and activities (prepositional phrases)	q.a.14.(88-96), 10.(198-204), www.examenglish.com	2
10	School facilities. Our class. Nouns (plural, singular)	q.a.15.(6-7), q.a.14(8,15) 9.(16), 10.(120-124), www.examenglish.com	2
11	Jobs and occupations (Simple present 1; -er, -or, -ist, -ion)	11.sb(42-43), wb.(11). 9.(109), 10.(10), www.examenglish.11com	2
12	Emergency workers. (to be affermative)	11.sb.(24-25), wb.(12), 10.(2), www.examenglish.com	2
13	Technology and you (Simple present 2; negative form)	11.sb.(44-45), wb.(23), 10.(12), www.examenglish.com	2
14	New job. Whatôs your job? (Simple present 2; questions and short answers)	11.sb.(46-48), wb.(24-25), 10.(14), www.examenglish.com	2
15	Night and day (Adverbs of frequency)	11.sb.(50-51), wb.(26), 10.2(4),10.(176) www.examenglish.com	2
16	Free time (Simple Present 3; Wh-questions)	11.sb.(52-53), wb.(56-59), 10.(86-88), 10.2.(98), www.examenglish.com	2
17	A day off (Prepositions of time)	11.(element)sb.(44-45), wb. (20), 10.(182-184), 10.2.(228), www.examenglish.com	2
18	Food.(How much, how many)	11.(element)sb.(72-74), wb. (35), 10.2.(172), www.examenglish.com	2
19	Eating habits (it is Q adjective Q to do)	11. (begin)sb.(54-57), wb.(28), 10.(88), www.examenglish.com	2
20	Places in a city (There is/are)	11.(begin)sb.(60-61), wb.(31), 10.(62), www.examenglish.com	2
21	Going shopping (Simple past 1; affirmative form)	11.(begin)sb.(90-91), wb.(46), 9.(110), 10.(18), 10.2.(22-23), www.examenglish.com	2

22	Did you have a good weekend (Simple past 2; question form)	11.(begin)sb.(86-87), wb.(44), 9.(110), 10.(20), www.examenglish.com	2
23	Actor, author, athlete. Modal verbs.	11.(begin)sb.(96-97), wb.(49), 9.(176), 10.(50), www.examenglish.com	2
24	Britainôs favorite paintings (Simple past 3; negative form)	11.(begin)sb.(100-101), wb.(51), 9.(110), 10.(20), www.examenglish.com	2
25	Traffic jam (Present progressive 2)	11.(element)sb.(84-86), 9.(120-122), 10.(6), www.examenglish.com	2
26	Departure lounge (be going to; future plans)	11.(begin)sb.(106-107), wb. (54), 10.(44), www.examenglish.com	2
27	After the course (present progressive with future meaning)	11.(begin)sb(108-109), wb.(55), 10.(42-44), www.examenglish.com	2
28	Letôs take a bus (phrases with ñtakeò)	11.(element)sb.(88-89), wb.(42), q.a.12.(20-21), www.examenglish.com	2
29	A good impression.Clothes. (linking words; and, so, but)	11.(element)sb.(92-93), wb.(44), 9. (208), 10.(206), www.examenglish.com	2
	Total		**58**

II Semestr

-	**Mavzu nomi**	**Manba**	**Soat**
1	Typical friends. Present Simple question and short answers	11.(element)sb.(24-25), wb.(10). 10.2.(4-5), www.examenglish.com	2
2	Metro naps.(Collocations have, go, get)	11.sb.(42-43), wb.(19), 10.(28,102-104) q.a.12.(10-13), www.examenglish.com	2
3	Languages made easy (can, can not)	11.sb.(52-53), wb.(24), 9.(176), 10.(50), www.examenglish.com	2
4	Body moving. (Imperatives)	11.sb.(94-95), wb.(45), 10.(180), www.examenglish.com	2
5	Not feeling well (had better, would rather)	11.sb.(96-97), wb.(47), 10.2.(130), www.examenglish.com	2
6	Itôs illegal (must, mustnôt, neednôt)	11.sb.(102-103), wb. (49), 10.2.(64), www.examenglish.com	2
7	Celebrations (past simple)	11.sb. (62-63), wb.(29), 10.2.(22), www.examenglish.com	2
8	Actor, Author (past simple, regular and irregular verbs)	11.sb.(64-65), wb.(30), 9.(110), 10.(18), www.examenglish.com	2
9	Miracle diets (countable and countable nouns, some and any)	11.sb.(72-73), wb.(34), 10.(122-124), 10.2.(138,140), www.examenglish.com	2

10	Fussy eaters (too)	11.sb.(76-77), wb.(36), 10.(172), 10.2.(198), www.examenglish.com	2
11	Eat out (how much/ many/ a lot of/ not much/ not many)	11.sb.(78-79), wb.(37), 10.2.(172), www.examenglish.com	2
12	My first flat (a, an, some/ any)	11. sb.(36-37), wb.(16), 10.(126,140), www.examenglish.com	2
13	Life in the capital (imperatives)	11. sb.(104-105), wb.(50), 10.(180), www.examenglish.com	2
14	Best of the best (comparatives, superlatives)	11.sb.(106-107), wb.(51), 9.(62), 10.(162-168), www.examenglish.com	2
15	How terribly clever (question forms)	q.a.13.(98-105), 10.(82), 10.2.(98-100), www.examenglish.com	2
16	Working behind the scenes (question review)	11.sb.(112-113), wb.(54), 10.(82-88), www.examenglish.com	2
17	The future of work (predictions ñwillò)	11.sb.(114-115), wb.(55), 9.(113), 10.(46-48), www.examenglish.com	2
18	Life is an adventure (be going to/ infinitive of purpose)	q.a.13.(90-97), 10.(44), 10.2.(10), www.examenglish.com	2
19	Life time achievments (present perfect 1)	11.sb.(122-123), wb.(59), 10.(30), www.examenglish.com	2
20	A public life (present perfect 2, irregular verbs)	11.sb.(124-125), wb,(60), 10.(32), www.examenglish.com	2
21	Have you ever (present perfect, ever/never/yet/ just)	q.a.13.(106-123), 10.(32-36), www.examenglish.com	2
22	The way we live (Present tenses)	q.a.13.(14-21), 10.(6-16), www.examenglish.com	2
23	Tell me! What is it like? (what is it like)	q.a.13.(46-54), 10.(86), www.examenglish.com	2
24	City souvenirs (size and colours)	11.sb.(108-109), wb.(52-53), www.examenglish.com	2
25	Do`s and don`ts (have(got)to)	q.a.13.(62-68), 10.(28), www.examenglish.com	2
26	Going places (time and conditional clauses)	q.a.13.(70-77), 10.(182,210,212), www.examenglish.com	2
27	Earning and living (present pefrect continuous)	q.a.13. (102-109), 10.2.(32-34), www.examenglish.com	2
28	Love you and leave you (past perfect)	q.a.13.(110-116), www.examenglish.com	2
29	Love and work	11.sb.(118-119), wb.(57), 10.2.(44),www.examenglish.com	2
	Total		**58**

1-KURS UCHUN DASTUR BAJARILISHINING KALENDARLI REJASI
I-SEMESTR

-	Lesson	Grammar and Function	Vocabulary	Skills	Hours	Date	Signatur	Independent Subject	Hours	Date	Signatur
1	Greetings. Hello, good-bye	Verb ñto beò (1)	English around you My name isé é	Listening Speaking Reading Writing	2			Writing a Postcard on the occasion of ñé é é ò	**2**		
2	The place I live (verb to be 2)	Verb ñto beò(2), Pronouns *I, my****é***	Cities and countries	Listening Speaking Reading Writing	2			Writing an essay on the theme ñMy dream townò.	**2**		
3	New person. Personal profile.	(verb to be negative and question)	Countries and nationalities	Listening Speaking Reading Writing	2			Filling an application. Writing CV.	**2**		
4	Personal possessions	This/that /these/those	Objects 2	Listening Speaking Reading Writing	2			Making a video on personal possessions.	**2**		
5	Age and physical description	To be: yes/ no questions	Describing people and things	Listening Speaking Reading Writing	2			Read an article on healthcare and write a resume	**2**		
6	Family tree	Verb ñto beò	Family members	Listening Speaking Reading Writing	2			Writing a birthday postcard to a family member.	**2**		
7	Family and friends	possesives	Family	Listening Speaking Reading Writing	2			Writing an invitation card to a party.	**2**		
8	Where is my black bag?	Prepositions of place	Personal possesions	Listening Speaking Reading Writing	2			Learn by heart and recite an English poem.	**2**		
9	Peoples	Simple	Everyday	Listening	2			Writing a	**2**		

	interests and activities	present tense	activities	Speaking Reading Writing				short essay on ñTastes differò			
10	School facilities. Our class.	Subject pronouns	English around you: classroom objects	Listening Speaking Reading Writing	2			Make a booklet about UrSU	**2**		
11	Jobs and occupations	Present simple tense	Common verbs and nouns	Listening Speaking Reading Writing	2			Applying for a job	**2**		
12	Emergency workers	To be: affirmative	Jobs	Listening Speaking Reading Writing	2			Write a paper on emergency workers	**2**		
13	Technology and you	Present simple 2 (negative and+but)	Technology	Listening Speaking Reading Writing	2			Making a video about any kind of home electronics	**2**		
14	New job	Questions and short answers	Adjectives (1)	Listening Speaking Reading Writing	2			Write a composition onò My future professionò	**2**		
15	Night and day	Adverbs and frequency	Common verbs and nouns 2	Listening Speaking Reading Writing	2			The nightlife in Urgench	**2**		
16	Free time	Present simple 4 (wh-questions)	Time activities	Listening Speaking Reading Writing	2						
17	A day off	Prepositions of time	Months	Listening Speaking Reading Writing	2						
18	Food	How many/how much	Foods	Listening Speaking Reading Writing	2						
19	Eating habits	How often/ time expressi	Food 2 and meals	Listening Speaking Reading Writing	2						

		ons									
20	Places in a city	There is /there are	Places in a city (1)	Listening Speaking Reading Writing	2						
21	Going shopping		Money prices	Listening Speaking Reading Writing	2						
22	Do you have a good weekend?	*Past simple questions 1*	Weekend activities	Listening Speaking Reading Writing	2						
23	Artist, actor, athlete	*Modal verbs*	Action verbs	Listening Speaking Reading Writing	2						
24	Britains favorite paintings			Listening Speaking Reading Writing	2						
25	Traffic jam	*Present continuous tense*	Action verbs	Listening Speaking Reading Writing	2						
26	Departure lounge	Going to (1) future plans	At the airport	Listening Speaking Reading Writing	2						
27	After the course	Going to (2) Time expressions	Feelings	Listening Speaking Reading Writing	2						
28	Let`s take a bus	Present continuous tense	Take	Listening Speaking Reading Writing	2						
29	A good impression. Clothes	Linking words	Clothes	Listening Speaking Reading Writing							
	Jami:				**58**				**30**		

II semestr

-	Lesson	Grammar and Function	Vocabulary	Skills		Date	Signature	Independent Subject	Hours	Date	Signature
1	Typical friends. Present	Simple question and short answers	Common verbs	Listening Speaking Reading Writing	2			Make up a text on the topic ñHealthy lifestileò	2		
2	Metro naps	Prepositions of time (in, at, on)	Collocations have, go, get	Listening Speaking Reading Writing	2			Writing an essay on the theme ñ My favorite footballerò	2		
3	Languages made easy	Modal verbs (can, can not)		Listening Speaking Reading Writing	2			Make up a dialogue on the theme ñ At the canteenò	2		
4	Body moving	Imperatives	body	Listening Speaking Reading Writing	2			Retell the text ñSightseeing of Uzbekistan ò.	2		
5	Not feeling well		Health problems	Listening Speaking Reading Writing	2			Read any article and write a resume.	2		
6	Itôs illegal	must, mustnôt, neednôt	Places in a city	Listening Speaking Reading Writing	2			Writing a postcard to a friend.	2		
7	Celebrations	past simple, irregular verbs	Celebrations	Listening Speaking Reading Writing	2			Draw a picture and describe it.	2		
8	Actor, Author	past simple, regular and irregular verbs, past	Films and books	Listening Speaking Reading Writing	2			Make up a text on the topic ñNavruz ï our national	2		

		time expressions						holidayò			
9	Miracle diets	countable and countable nouns, some and any	Food	Listening Speaking Reading Writing	2			Translate a newspaper article into English.	2		
10	Fussy eaters	too	Describing food	Listening Speaking Reading Writing	2			Retell the text ñ My favorite painterò	2		
11	Eat out	how much/ many/ a lot of/ not much/ not many	Eating out	Listening Speaking Reading Writing	2						
12	My first flat	a, an, some/ any	Furniture	Listening Speaking Reading Writing	2						
13	Life in the capital	Comparatives	Adjectives	Listening Speaking Reading Writing	2						
14	Best of the best	superlatives	Go+verb-ing	Listening Speaking Reading Writing	2						
15	How terribly clever	question forms	Describing feelings	Listening Speaking Reading Writing	2						
16	Working behind the scenes	question review	jobs	Listening Speaking Reading Writing	2						
17	The future of work	(predictions ñwillò)	Describing work	Listening Speaking Reading Writing	2						
18	Life is an adventure	be going to/ infinitive of purpose	Verbs, weather	Listening Speaking Reading Writing	2						

19	Life time achievments	present perfect 1	music	Listening Speaking Reading Writing	2						
20	A public life	present perfect 2, irregular verbs		Listening Speaking Reading Writing	2						
21	Have you ever	present perfect, ever/never /yet/ just	At the airport	Listening Speaking Reading Writing	2						
22	The way we live	Present tenses	Describing countries	Listening Speaking Reading Writing	2						
23	Tell me! What is it like?	what is it like	Talking about towns	Listening Speaking Reading Writing	2						
24	City souvenirs	How much	size and colours	Listening Speaking Reading Writing	2						
25	Doûs and donûts	Have (got) to	Jobs	Listening Speaking Reading Writing	2						
26	Going places	time and conditiona l clauses	Hot verbs, hotels	Listening Speaking Reading Writing	2						
27	Earning and living	time and conditiona l clauses	Jobs and the alphabet game	Listening Speaking Reading Writing	2						
28	Love you and leave you	past perfect	Words in context	Listening Speaking Reading Writing	2						
29	Love and work		Phrasal verbsò ñgo out, take off, get upò	Listening Speaking Reading Writing							
	Jami					58			20		

Oôquv materiallari mazmuni

Mashgôulot 1. Greetings. Hello, good-bye

Talabalar salomlashish, xayrlashish va tanishishga oid soôz va iboralar bilan tanishadilar. Salomlashishni oôrganish bilan birga talabalar ñto beò feôlini kerakli shaxs son shakllarida qoôllashni oôrganadilar. Talabalar matn va dialoglar tuzadilar va uni ijro etadilar. ñTo beò feôlini qoôllab mashqlar bajaradilar. Masalan: Hello! I am glad to see you. What is your name?..... .

Mashgôulot 2. The place I live(verb to be 2)

Bu mavzuda talabalar ingliz tilida uy, undagi xonalar va ularning nomlanishini ingliz tilida o`rganadilar. Bu bilan birga gapirganda to beni va kishilik olmoshlarini qoôllash bilan tanishadilar. Matn va dialoglar tuzib bir-biri bilan suhbat uyushtiradilar.

Mashgôulot 3.New person. Personal profile. (verb to be negative and question)

Talabalar mavzuda shaxsiy ma`lumotlar, qobiliyatlari haqida gapirib berishni o`rganadilar. Har bir talaba o`zi haqida ma`lumot berish bilan birga to beni bo`lishsiz va so`roq shakllarda qo`llash usullarini ham o`rganadilar.

Mashgôulot 4.Personal possessions (this, that, these, those)

Ushbu mavzuda talabalar kishilik olmoshlarini gapda qo`llashni yaqindan tanishadilar. Olmoshlarni shaxslarga tegishli shakllarini qo`llab gaplar tuzishni o`rganadilar. Mavzuga oid matn va dialoglar tuzib bir biri bilan suhbatlashadilar. Masalan: What is your é é ? My é é

Mashgôulot 5.Age and physical description.(ñto haveò and ñto have gotò)

Mavzuda talabalar insonlarning tashqi ko`rinishi, yoshi, vaznini ingliz tilida tasvirlashni o`rganadilar. Shu bilan birga ñto haveò va ñto have gotò konstruksiyalarini gapda qo`llashni mashq qiladilar. Masalan: My brother is tall. He is very handsome boy.

Mashgôulot 6.Family tree. (possessives ós)

Mavzuda talabalar oila a`zolarining ingliz tilida nomlanishini o`rganadilar. Qarindoshlik rishtalarini ingliz tilida nomlanishini o`rganib, shu bilan birga gapda olmoshlarni qo`llab gaplar tuzib o`z oila a`zolari haqida gapirishda oila daraxtidan foydalanadilar.

Mashgôulot 7.Family and friends.

Talabalar mavzuda oilaga oid soôzlar va iboralarni oôrganadilar. Shu bilan birga grammatik mavzu kelishigidagi ot va olmoshlar bilan tanishadilar. Masalan: Rose`s husband is a doctor. Chang`s children are Min and Lu`s grandchildren. Talabalar qaratkich kelishigidagi ot va olmoshlar bilan mashqlar bajaradilar, vaziyat va dialoglar tuzib uni ijro etadilar.

Mashgôulot 8.Where is my bag?

Bu mavzuda talabalar bank tizimi haqida tushuncha oladilar. Shu bilan birga Present Simple va Present Continuous Tense zamonlarini qoôllab suhbatlar uyushtiradilar. Bunda talabalar moliyaviy tushunchalarni kreditlarning turlarini urganadilar. Dialoglar tuzishda predloglardan foydalanib, predloglarni qoôllashni oôrganadilar.

Mashgôulot 9.Peoples interests and activities.

Mavzuda talabalar turli xil qiziqishlar va mashg`ulotlar bilan tanishadilar va ularni matnda qoôllashni oôrganadilar. . Masalan: ñ fishing, reading, cooking, dancingò.Bundan tashqari talabalar Hozirgi oddiy zamon bilan tanishadilar va bu zamonni qo`llab gaplar tuzishni o`rganadilar.

Mashgôulot 10.School facilities. Our class.

Talabalar mavzuda maktab anjomlari bilan tanishadilar. Leksik material: book, board,

notebook, globe, ruler, pen, pencil kabilar bilan tanishadilar. Grammatik material: kishilik olmoshlari bilan tanishadilar va ularni amalda qo`llay olishni o`rganadilar.

Mashgôulot 11.Jobs and occupations.

Mavzuda talabalar kasblar haqida ma`lumot oladilar va bu mavzu to`g`risida og`zaki suhbatlashadilar. Shu bilan birga talabalar grammatik mavzu hozirgi oddiy zamonni o`rganishda davom etib, so`roq/javob fo`rmalarini o`rganadilar.

Mashgôulot 12.Emergency workers

Mavzuda talabalar muhim va ma`suliyatli kasblar xaqida suhbat quradilar va bu mavzuga doir yangi so`zlar bilan tanishadilar. Shuningdek talabalar grammatik mavzu bo`lgan ñto beò fe`lining bo`lishli shaklini o`rganadilar,ularni amalda qo`llay oladilar va ularni qatnashtirib gaplar tuzadilar.

Mashgôulot 13

Technology and you. Present Simple Tense (negative form)

Ushbu mavzuda talabalar zamonaviy texnika jihozlari bilan tanishadilar. Kundalik xayotda ulardan qanday foydalanish va afzalliklari haqida tushunchaga ega boôladilar.Mavzuga oid soôz va iboralar bilan tanishib ularni ogôzaki nutqda qoôllashadi. Texnologiyalarning foydali va zararli tomonlari haqida maôlumotga ega bulishadi.Leksik material : digital camera,e-mail, website, fax machine. Hozirgi Noaniq zamonning inkor shaklini gaplarda ishlatishni oôrganadilar.

Mashgôulot 14 New Job. Present Simple Tense (question form)

Talabalar ushbu mavzuda kasblar haqida maôlumotga ega boôlishadi va soôz va iboralarni ogôzaki nutqda qoôllashadi. Kasblarning xayotdagi oôrni bilan tanishadilar, yangi soôzlardan gap tuzadilar.Sifat va ot (a good job, an easy job) ning gaplarda ishlatilishini oôrganishadi. Hozirgi Noaniq Zamonning soôroq shaklini gaplarda ishlatishni oôrganadilar.

Mashgôulot 15 NIGHT and DAY. Adverbs of frequency

Ushbu mavzu orqali talabalar kun qismiga oid soôzlar bilan tanishadilar. Always, often, usually,sometimes, seldom soôzlarini gaplarda qoôllashni oôrganadilar.Vaqtni aytish va soôrash haqida maôlumotga ega boôlib dialog tuzadilar.on time, not late,Whatôs the time? iboralarini ishlatadilar.

Mashgôulot 16 Free Time. Present Simple Tense (wh -questions)

Talabalar ushbu mavzu orqali boôsh vaqtda bajariladigan mashgôulotlarga oid soôzlar bilan tanishadilar.Turli sport klublari, toôgaraklarda oôtkaziladigan mashqlar va ularning afzallik tomonlari haqida maôlumotga ega boôlib,uzlarining qiziqishlari toôgôrisida gapirib berishadi.Grammatik material: What, when,who,which,whereé maxsus soôroq gaplarning ishlatilishi haqida.

Mashgôulot 17 DAY OFF. Prepositions of time

Ushbu mavzu orqali talabalar dam olish kunlarida nimalar bilan shugôullanishlari haqida ogôzaki nutqda bayon etadilar. Yil oylarini qanday talaffuz qilishni oôrganadilar. Sanalarning ingliz tilida aytilishi va payt predloglarining at,in,on ning gapda ishlatilishi haqida maôlumotga ega boôladilar. Whatôs the date? What day is it today? Itôs é iboralarini qoôllab dialog tuzadilar.

Mashgôulot 18 Food. How much. How many

Talabalar ushbu mavzu orqali oziq- ovqat turlari , ularning inson sogôligi uchun ahamiyati, bir kunlik koloriyasi,qanday taomlarni eyish kerakligi haqida maôlumotga ega boôlishadi va oziq ovqatga oid yangi soôzlarni oôrganishadi: lettuce,pasta, steak, diet, rice. How much, how many, a lot of, lots of larning gapda qoôllanilishi oôrganadilar,

sanaladigan va sanalmaydigan otlarni amalda qoôllaydilar.

Mashgôulot 19. Eating habits. How often /time expressions.

Talabalar mavzuga doir leksik terminlarni va ularning ishlatilishini oôrganadilar.Shuning bilan birgalikda ovqatlanish madaniyati va to`gri ovqatlanish haqida maôlumotga ega boôladilar..Dars mobaynida How often/time expressions ravishlarini mashqlarda va dialoglarda qoôllaydilar.How often do you have coffee? Twice aweek.every month,every year,three times in a amonth.

Mashgôulot 20.Places in a city.There is.There are

.Mavzuda talabalar katta shaxarlarda joylashgan mashxur va zamonaviy binolar haqida maôlumotga ega boôladilar.Masalan :A train station,a hotel,a bridge,an airport,a park,a river,a museum,a castle,a beach va hokazolar. Dars davomida talabalar There is/there are gramatikasini amalda qoôllab turli mavzularda matn va dialoglar tuzadilar. Masalan:There is an airport.There are buses from the airport to the city.

Mashgôulot 21.Going shopping.Simple past.efformative form.

Bu mavzuda talabalar money and prices haqida maôlumotga ega boôladilar.Shuningdek harid kilish turlari haqida oôrganadilar.Mavzuga doir leksik terminlarni oôrganadilar va ularni mashqlarda qoôllaydilar.Mavzu davomida talabalar mavzuga doir frazeologik iboralarni oôrganadilar va ulardan mashqlarda foydalanadilar.Shuningdek Past simple1 ni gramatik jihatlari bn tanishishdi.

Mashgôulot 22.Did you have a good weekend?Simple2.Questions.

Mavzuda talabalar dam olish kunlarini qanday maroqli va foydali utqazish yuzasidan fikrlarini bayon kiladilar.O`tgan zamon2 va soôroq shakllarini yasalishi va ishlatilishini oôrganiladi .Bu qurilma yozma va ogôzaki
mashqlar bilan mustahkamlanadi.Dam olish va bush vaqtlarida talabalar nimalar bn shug`illanishni rejalashtirish xaqida va mavzuga doir leksik terminlarni oôrganadilar.Have abig breakfast.clean the car.go dancing.

Mashgôulot 23.Artist,Actor,Athlete.Modal verbs.

Mavzuda talabalar mashxur artist,aktyor,atletikachilarning kundalik mashg`ulotlari bilan tanishadilar va matn,dialoglar tuzadilar.Talabalar guruhlarga boôlinib turli mashxur kishilar xakida malumotlarni yoritib beradilar,mavzuga oid mashqlar echadilar.

Mashgôulot 24. Britains favourite paintings.simple past.3 negative form.

Bu mavzuda talabalar mashxur rassomlarning portretlari haqida maôlumotga ega boôladilar.Talabalar guruhlarda ishlab mashxur portretlar haqida fikrlarini bayon qiladilar,mavzuga doir leksik terminlarni oôrganadilar va mashqlar bajaradilar. Talabalar past simple3 negative haqida maôlumotga ega boôladilar va ularga doir mashqlar bajaradilar.

Mashgôulot 25.Traffic jam (Present progressive 2)

Mavzuda talabalar atrof-muhit ifloslanishining kelib chiqish sabablari va ularning zararli oqibatlari haqida maôlumotga ega boôladilar.Mavzuga doir savollarga javob beradilar: Why wasnôt pollution such as a serious problem earlier ? When have people become alarmed with the danger of pollution? What can environmental pollution cause? Why is pollution a complicated problem? Can pollution be stopped immediately? What can government and individuals do to reduce pollution? Talabalar shuningdek ñ Be going toé ò birikmasidan foydalanib mashqlar bajaradilar.

Mashgôulot 26.Departure lounge (be going to; future plans)

Mavzuda talabalar Oôzbekistonning Xiva, Samarqand, Buxoro, Shahrisabz kabi diqqatga sazavor joylari haqida , shuningdek ularning paydo boôlish tarixi va bugungi kunda

dunyoga mashhur boôlgan sayyohlik markaziga aylanib borayotganligi haqida maôlumotga ega boôladilar.Bundan tashqari talabalar vatanimizning muqaddas joylari va ziyoratgohlari haqida oôrganadilar.Grammatika : Past , Present , Future Passive Voice ning yasalishi va ishlatilishini oôrganadilar va mashqlarda qoôllaydilar.

Mashgôulot 27.After the course (present progressive with future meaning)

Talabalar mavzuga doir ñMy favorite actor(actress), My favorite artist, My favorite sportsmanòmatn va dialoglar tuzadilar,mavzuga doir leksik terminlarni oôrganib ularni mashqlarda qoôllaydilar. Mashhur aktyor va aktrisalar, rassomlar,sportchilar,yozuvchilar,shoirlar va musiqachilar haqida maôlumot beradilar.Grammatika: The Present Perfect zamonining yasalishi va ishlatilishini oôrganadilar va unga doir mashqlar bajaradilar.

Mashgôulot 28.Letôs take a bus (phrases with ñtakeò)

Mavzuda talabalar atrofimizni oôrab turgan oôsimlik va hayvonot dunyosi, ularning inson hayotida tutgan oôrni haqida maôlumotga ega boôladilar.Talabalar katta miqdorni sonlarda ifodalashni shuningdek mavzuga doir leksik terminlarni oôrganadilar: an insect, a volcano, the earth,the moon, the sun, a human being, How fast? How far? How many? How much? How tall? Talabalar shuningdek qushlar va hayvonlar haqida qiziqarli maôlumotlarga ega boôladilar.

Mashgôulot 29. A good impression. Clothes. (Linking words)

Talabalar ushbu mavzuda turli hil kiyimlar va ularning ranglari haqida suhbat quradilar. Darsdagi oôrganilgan yangi soôzlarni qatnashtirib topshiriqlarni bajaradilar va misollar keltiradilar. Darsning ikkinchi yarmida talabalar bogôlovchi soôzlar bilan tanishadilar va bogôlovchi soôzlar yordamida gaplar tuzadilar va topshiriq, mashqlarni bajaradilar.

II SEMESTR

Mashgôulot 1.Typical friends. Present Simple question and short answers

Talabalar ushbu mavzuda do`stona munosabatlarning turlarini o`rganadilar. Do`stlar qiziqishlarining qanchalik darajada bir-biriga mos kelishi haqida gapiradilar. Suhbatda talabalar Present Simplening so`roq va inkor shakllaridan foydalanib, bir ï biri bilan savol-javob qiladilar.

Mashgôulot 2.Metro naps.(Collocations have, go, get)

Ushbu mavzuda talabalar zamonaviy yangi texnik asbob Metro naps haqida ma`lumotga ega bo`ladilar. Shu bilan birga vaqtni inglizchada aytishni o`rganadilar. Shu bilan talabalar matn va dialoglar tuzib matnda vaqtni so`rab unga javob berishni ham o`rganadilar.

Mashgôulot 3.Languages made easy (can, can not)

Ushbu mavzuda talabalar til o`rganishning inson hayotidagi roli kattaligi haqida ma`lumotga ega bo`ladilar. Mavzuda til bilgan el bilishi ya`ni dunyo ko`rish imkoniyatiga ega bo`lishi bilan birga barcha imkoniyatlar eshigi ochilishi haqida ma`lumotga ega bo`ladilar. Suhbatda talabalar modal fe`llarni qo`llaydilar.

Mashgôulot 4.Body moving (imperatives)

Ushbu mavzuda talabalar inson tanasining tuzilishi va tana bo`laklarining nomlanishi haqida ma`lumotga ega bo`ladilar. Shu bilan birga inson tanasining o`tirganda qanday holatlarda, turganda qanday holatlarda turishning foydali foydasiz tomonlari haqida ma`lumotlarga ega bo`ladilar. Shu bilan birga gapda buyruq mayllarini qo`llaydilar.

Mashgôulot 5.Not feeling well (had better, would rather)

Ushbu mavzuda talabalar inson hayotiga xavf soladigan kasalliklar va illatlar haqida ma`lumotlarga ega bo`ladilar. Bir-biri bilan suhbatlashib suhbat davomida bir-biridan hol

ahvol so`rab unga maslahatlar beradilar. Kasalliklarda qanday dorilardan foydalanishni bilib oladilar.

Mashgôulot 6.Itôs illegal (must, mustnôt, neednôt)

Usbu mavzuda talabalar shaharning ba`zi joylarida foydalanish mumkin bo`lgan mumkin bo`lmagan, qonunan ma`n qilingan narsalar haqida suhbatlashdilar. Suhbat davomida talabalar modal fe`llardan foydalanadilar, o`zaro dialoglar tuzadilar.

Mashgôulot 7.Celebrations. Past simple tense.(1)

Bu mavzuda talabalar bayramlarning qanday nishonlanishi xususan ingliz tilida gaplashadigan mamlakatlarda milliy bayramlarning qanaday nishonlanishi hamda o`zimizning milliy bayramlarni qanday nishonlanishi to`g`risida ma`lumotlarga e`ga bo`ladilar. Shuningdek talabalar grammatik mavzu oddiy o`tgan zamon bilan tanishishda davom etadilar mashqlar ustida ishlaydilar.

Mashgôulot 8.Actor author. Past simple tense.(2) Regular and irregular verbs.

Bu mavzud talabalar turli san`at turlari musiqa, kino, teatr, aktorlar haqida suhbatlashadilar. Shuningdek talabalar grammatik mavzu oddiy o`tgan zamon bilan tanishishda davom etadilar va to`g`ri va noto`g`ri fe`llarni o`tgan zamon shakllarini o`rganadilar va mashqlar ustida ishlaydilar. O`tgan zamon signal so`zlarini qo`llab misollar keltirib mashqlar ustida ishlaydilar.

Mashgôulot 9.Miracle diets (countable and countable nouns, some and any)

Bu mavzuda talabalar inson sog`ligi uchun foydali bo`lgan oziq ovqatlar,sabzavotlar, mevalar va parhez taomlar haqida suhbatlashadilar. Shuningdek grammatik mavzu bo`lgan sanaladigan va sanalmaydigan otlarni qo`llashni yana bir bor takrorlaydilar va ularni qo`llab mashqlar ustida ishlaydilar.

Mashgôulot 10. Fussy eaters. Too

Bu mavzuda talabalar inson sog`ligi uchun zarazli bo`lgan ya`ni tez fursatda tayyor bo`ladigan oziq ovqat turlari haqida suhbatlashadilar, dialoglar o`qib ularni tarjima qiladilar. Shuningdek grammatik mavzu ñtooò so`zi bilan yasaladigan gaplarni amalda qo`llay olishni o`rganadilarva mashqlar ustida ishlaydilar.

Mashgôulot 11.Eat out (how much/ many/ a lot of/ not much/ not many)

Bu mavzuda talabalar uydan tashqarida ovqatlanish yani kafe, restoranlarda ovqatlanish, taomnomadagi oziq ovqat turlari va tez fursatda tayyor bo`ladigan oziq ovqat turlari haqida suhbatlashadilar, taomlar turlari dialoglar o`qib ularni tarjima qiladilar. Shuningdek grammatik mavzu modal fe`llar bilan tanishadilar gaplarni amalda qo`llay olishni o`rganadilar

Mashgôulot 12. My first flat (a, an, some/ any)

Bu mavzuda talabalar xonadondagi xonalar va xona ichidagi anjomlar haqida suhbatlashadilar. Shuningdek grammatik mavzu ñsome, anyò gumon olmoshlari haqida tushunchaga e`ga bo`ladilar,ularni amalda qo`llab mashqlar ustida ishlaydilar.

Mashgôulot 13. Life in the capital. Comparative form of adjective

Talabalar ushbu mavzu orqali mamlakatlarning poytaxtlari haqida maôlumotga ega boôlishadi va yangi soôz va iboralarni oôrganishadi. M: ugly,quiet,safe,cosmopolitané Umumiy soôroq gaplarning ogôzaki nutqda qoôllanishi va ular ishtirokida soôroq gaplar tuzishni oôrganishadi.Sifatning qiyosiy darajasini mashlar bajarish orqali amalda oôrganishadi.

Mashgôulot 14.Best of the best. Superlative form of adjective

Talabalar ushbu mavzu orqali sifatning orttirma darajasi haqida maôlumotga ega boôlishadi va yangi soôz va iboralarni oôrganishadi. Cape Town matnini oôqib yangi

maôlumotlarga ega boôliahsdi.go+Ving ning gapda qoôllanishini amalda oôrganishadi.Sifatning orttirma darajasini mashqlar bajarish orqali bilib olishadi.

Mashgôulot 15.How terrible clever.Question Forms.

Talabalar ushbu mavzu orqali mahsus soôroq gaplarning ishlatilishi, ravish va sifatlarning gapda qoôllanishi haqida oôrganishadi.Insoniy xis tuygôularni sifatlarni qo`llash orqali ifodalashni oôrganishadi.M: to be tired,annoyed,excited,tired,bored va boshqalarni amalda qoôllashadi.

Mashgôulot 16. Working behind the Scenes:question review

Ushbu mavzu orqali talabalar kasblar haqidagi savollarni berishni va mavzuga doir soôz birliklmalari haqida maôlumotga ega boôlishadi . M: invisible,bihind the scene,security guard public health careé The NHS matnni oôqib talabalar muhokama qilishadi.Maxsus soôroq gaplarni takrorlab amalda qoôllqashadi.

Mashgôulot 17.The Future of work.Predictions will.

Kelajakdagi ishlar Future work mavzusiga oid matnni oôqib mazmunini tushunib olishadi, yangi soôz va iboralarni oôrganishadi: M: well-paid, employ, full-time, part-time, badly ï paid, temporary, unemployed . Kelasi zamonda will va wonôt ni amalda qoôllashni oôrganishadilar

Mashgôulot 18.Life is adventure. Be going toé ..

Talabalar bu mavzu orqali Hozirgi davomli zamonning kelasi zamonni ifodalovchi to be going to.. iborasini amalda qoôllashni oôrganishadi.bu iborani darak va soôroq gaplarda qoôllaydilar. Ob- xavoga oid soôz va iboralar haqida maôlumotga ega boôlib shu soôzlar orqali mashqlar bajarishadi.What é . Like? Iborasini amalda qoôllaydilar.

Mashgôulot 19. Life time achievments.(present perfect1)

Ushbu mavzuda talabalar yangi mavzu bilan tanishadilar. Kundalik xayotda ulardan qanday foydalanish va afzalliklari hakida tushunchaga ega bo`ladilar.Mavzuga oid suz va iboralar bilan tanishib ularni ogzaki nutkda kullashadi. Texnologiyalarning foydali va zararli tomonlari xakida maôlumotga ega bulishadi. Xozirgi Tugallangan Zamonni gaplarda ishlatishni urganadilar.

Mashgôulot 20.A public life.(present perfect2,irregular verbs)

Talabalar ushbu mavzuda zamonaviy xayot xakida maôlumotga ega bo`lishadi va so`z va iboralarni og`zaki nutqda kullashadi va yangi suzlardan gap tuzadilar.Notugri fellarning gaplarda ishlatilishini urganishadi. Xozirgi Tugallangan Zamonni gaplarda ishlatishni urganadilar.

Mashgôulot 21.Have you ever.(present perfect,ever,never,yet,just)

Ushbu mavzu orqali talabalar Have you ever iborasi bilan qanday ishlashni urganadilar.Ever,Never,Yet,Just suzlarini gaplarda kullashni urganadilar.Xozirgi tugallangan zamon xakida maôlumotga ega bulib va ularni qatnashtirib dialoglar tuzish.Have you ever been iboralarini qatnashtirib dialoglarda ishlatadilar.

Mashgôulot 22.The way we live (present tenses.)

Talabalar ushbu mavzu orkali inson xayotda to`gri yul tanlay ola bilishi xaqida suxbat kuradilar va yangi suzlarni katnashtirib uz fikirlarini bayon etadilar.Xozirgi tugallangan zamon mavzusida malumotga ega buladilar.Grammatik material:Every day.Usually.Oftené

Mashg`ulot 23.Tell me.What is it like?

Ushbu mavzu orkali talabalar bir narsa buyumni 2 chi narsa buyumga uxshashligi xakida ogzaki nutkda bayon etadila. Gapda ishlatilishi xakida maôlumotga ega buladilar.What is it like iboralarini qo`llab dialog tuzadilar.

Mashg`ulot 24. City souvenirs (size and colours)

Ushbu mavzuda talabalar safarlardan, yaôni boshqa mamlakatlardan olib kelinadigan sovgalar haqida suhbat quradilar va mavzuga doir yangi soôzlar bilan tanishadilar. Bundan tashqari talabalar bilan turli hil kiyimlar va ularning ranglari haqida ham suhbat olib boradilar. Talabalar mavzuga doir dialoglarni sahna koôrinishida oôqib beradilar.

Mashg`ulot 25. Likes and dislikes (giving opinions)

Talabalar quyidagi darsda turli hil mashgôulotlar va qiziqishlar haqida suhbat quradilar. Insonlar boôsh vaqlarida qanday ishlar bilan shugôullanishlari mumkinligi London shahri misolida koôrib chiqadilar. Qoôshimcha ravishda talabalarga ingliz tilida tavsiyalar berish oôrgatiladi va dialoglar yordamida oôrganilgan maôlumotlar mustahkamlanadi.

Mashg`ulot 26. Going places (time and conditional clauses)

Bu mavzuda talabalar bilan boôsh vaqt yoki tatil paytida qayerlarga borish mumkinligi yoki uyda boôsh vaqtlarda qanday mashgôulotlar bilan shugôullanish mumkinligi haqida suhbat quriladi. Qoôshimcha ravishda talabalarga payt va shartli ergash gaplar tuzish va ulardan qaysi vaziyatlarda foydalanish togôrisida maôlumotlar beriladi.

Mashg`ulot 27. Earning and living (present perfect continuous)

Talabalar bu mavzuda present perfect continuous (hozirgi tugallangan zamon davom feôli) mavzusini oôrganadilar. Ushbu zamonda gaplar tuzishni va ularni qaysi vaziyatlarda qoôllashni oôrganadilar. Bu zamon qatnashgan koôplab misollarni oôqib, eshitib ularni tahlil qilib chiqadilar. Mavzuga doir mashqlarni bajarilib mavzu mustahkamlanadi.

Mashg`ulot 28. Love and leave you (Past perfect)

Bu mavzuda talabalar past perfect (oôtgantugallangan zamon) mavzusini oôrganadilar. Ushbu zamonda gaplar tuzishni va ularni qaysi vaziyatlarda qoôllashni oôrganadilar. Bu zamon qatnashgan koôplab misollarni oôqib, eshitib ularni tahlil qilib chiqadilar. Mavzuga doir mashqlarni bajarilib mavzu mustahkamlanadi.

Mashg`ulot 29. Love and work

Ushbu mavzuda talablalar bilan oôtilgan mavzular yuzasidan savol javob uyushtiriladi va mavzular takrorlab olinadi. Mashqlar yordamida bu mavzular yanada mustahkamlanib olinadi. Mavzularga doir yodlangan yangi soôzlarga doir mashqlar ham talabalarga beriladi.

Nutq faoliyati turlari ustida ishlash uchun vaqtni toôgôri taqsimlash

Qoôyilgan maqsadlarga erishish uchun har bir darsda nutq faoliyati turlari quyidagi nisbatda boôlishi maqsadga muvofiq:

tinglab tushunish - 25% ;
gapirish - 25%;
oôqish ï 30%;
yozuv ï 20% .

Talabalar bilimini nazorat qilish

Talabalarning chet tili boôyicha egallagan bilim, malaka va koônikmalari joriy va yakuniy nazoratlar orqali nazorat qilinadi.

Joriy nazorat: har bir darsda alohida talaba bilan ishlab ularning darsga tayyorgarlik darajasi savol-javob orqali tekshirilib, kundalik ballar qoôyib boriladi.

Yakuniy nazorat: fan boôyicha bakalavriat kursining yakunida oôtkaziladi. Yakuniy nazorat oôtkazilishi natijasida dastur talablari boôyicha kasbiy chet tili kompetentsiyasi aniqlab olinadi.

Yakuniy nazorat mazmuni

1. Tinglab tushunish boôyicha:

Kasbga yunaltirilgan matnni tinglash va uni tushunganligini aniqlash maqsadida testlar yechish.

2. Gapirish boôyicha:

Kasbga yoônaltirilgan mavzu boôyicha batafsil, sinchiklab, argumentlar bilan boyitgan holda oôz fikrini bayon etish.

3. Oôqish boôyicha:

Kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida test topshiriqlarini echish. Oôqigan matn mazmunini aniq va toôliq tushunganligini tekshirishni yozma tarjima bilan amalga oshirish mumkin. Bunda lugôatdan foydalanishga ruxsat beriladi.

4. Yozuv buyicha:

Sohaning dolzarb muammolariga bagôishlangan esse yozish.

Baholash mezonlari

54 dan 58 soatlik mashgôulotlar uchun talabalar bilimini baholash mezoni

Fan boôyicha talabalar bilimini baholash

Chet (ingliz) tili va amaliy ingliz tili fani boôyicha talabalar bilimi reyting tizimi asosisda baholanadi. Dasturda modullar boôyicha oôzlashtirilgan bilimlarni baholash turlari va shakllari keltirilgan. Ular oôquv materiallari toôliq va samarali oôzlashtirilganligini nazorat qilishda yagonalik va tizimlilikni taôminlaydi.

-	**Nazorat turlari**	**Soni**	**Ball**				**Jami ball**
1	Joriy baholash						
				JB1		JB2	
	Haftalar*			8		16	
1.1	Amaliy mashgôulotlarni bajarish	12		6*5=30		6*5=30	60
1.2	Mustaqil taôlim boôyicha topshiriqlarni bajarish	2		1*5=5		1*5=5	10
	Jami	14		35		35	70
2	Yakuniy baholash						
2.1	Yozma ish	1	3ta savoldan iborat yozma ish(yoki topshiriq) 10*3=30 ball				30
	JAMI:	15					100

ESLATMA: Ushbu baholash mezoni Urganch davlat universiteti tavsiyasi asosida tayyorlandi.

JN: Joriy nazorat natijalari semestr davomida ikki marta (8chi va 16chi haftalarda) umumlashtiriladi. Har bir umumlashtirish sanasiga qadar har bir talabaning bilim, malaka va koônikmalari (shu jumladan, mustaqil ishi ham) 7 marta 0 dan 5 gacha boôlgan ballarda faqat butun sonlarda baholanadi. Natijada butun semestr davomida har bir talabaning joriy

baholari soni 14 tani tashkil qiladi.

Nazorat	JN-1	JN-2	YN	Jami
Maksimal ball	35	35	30	100
Saralash ball	19,25	19,25	16,5	55
Nazorat haftasi	8	16	18	

YN: Yakuniy nazorat yozma ish shaklida oôtkaziladi. Oôqish sinovi 3 ta savoldan iborat yozma ishga asoslangan boôlib, savolar oôtilgan mavzular asosida tuziladi. Har bir javob (yoki topshiriq) 0 dan 10 gacha boôlgan ballarda faqat butun sonlarda baholanadi. Yozma ishga 80 daqiqadan ajratiladi.

Har bir baholashda joriy va yakuniy nazoratlarda talabalar bilimi darajasiga qoôyilgan talablar va ularning bali:

Chet (ingliz) tili va amaliy ingliz tili fanidan talabalar baholash mezonlari.

Joriy baholash mezonlari

5 ballga qoôyilgan talablar	
1	Talaba uzoq davom etgan suhbat va murakkab dalillar keltirilgan matnni tushuna oladi va idrok eta oladi.
2	Talaba maôruza, suhbat, mukammal yoriqnomalar, akademik va kasbiy presentasiyalar, savol-javoblar asosiy mazmunini tushuna oladi.
3	Talaba electron va internet materiallarni toôliq darajada tushuna oladi.
4	Talaba kundalik mavzularda bahs-munozara, muzokaralarda faol qatnasha oladi va vaziyatga qarab murakkab savollar berish va murakkab savollarga javob bera oladi.
5	Talaba alohida mavzu boôyicha ogôzaki maôruza tuza oladi va murakkab boôlgan maôlumotlarni idrok eta oladi.
6	Talaba mavzuga oid topshiriqlarni va mashqlarni toôliq va hatosiz bajara oladi.
7	Talaba mahsus maôlumotlarni (til yuzasidan boôlgan hatlarni, maôlumotlarni, electron hatlarni, esse va maôruzalarni yoza oladi.
8	Talaba kommunikativ vaziyatlarda mavzuga oid boôlgan leksikani, kasbiy leksik va terminlarni ishlata oladi.
9	Talaba murakkab grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qoôllay oladi.
10	Talaba dars davomida kerakli boôlgan barcha oôquv qurollari va materiallarga ega boôladi.
4 ballga qoôyilgan talablar	
1	Talaba turli suhbat va dalillar keltirilgan matnni tushuna oladi va idrok eta oladi
2	Talaba elektron va internet materiallarni tushuna oladi, maôruza, suhbat, murakkab yoriqnomalar, akademik va kasbiy presentasiyalar, savol-javoblar asosiy mazmunini qisman tushuna oladi.
3	Talaba kundalik mavzularda bahs-munozara, muzokaralarda faol qatnasha oladi, vaziyatga qarab savollar bera oladi va savollarga javob bera oladi.
4	Talaba tanish va notanish mavzu boôyicha tuzilgan matnlardan kerakli boôlgan ahborotlarni tushuna oladi, kasbga oid maqola va maôruzalardan kerakli ahborotni ajratib oladi.

5	Talaba mavzuga oid topshiriqlarni toôliq va oz miqdordagi hatolar bilan bajara oladi.
6	Talaba grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qoôllay oladi va ularni qoôllab mahsus maôlumotlar yoza oladi.
7	Talaba dars davomida kerakli boôlgan barcha oôquv qurollari va materiallarga ega boôladi.
3 ballga qoôyilgan talablar	
1	Talaba turli suhbat va dalillar keltirilgan matnni qisman tushuna oladi
2	Talaba kundalik mavzularda bahs-munozara, muzokaralarda qisman qatnasha oladi.
3	Talaba grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qisman qoôllay oladi va soda boôlgan matnlarni yoza oladi.
4	Talaba dars davomida kerakli boôlgan barcha oôquv qurollari va materiallarga ega boôladi.
2 ballga qoôyilgan talablar	
1	Talaba turli suhbat va dalillar keltirilgan matnni qiyinchilik bilan tushuna oladi va kundalik mavzulardagi bahs-munozaralarda qiyinchilik bilan qatnasha oladi.
2	Talaba grammatik va sintaktik qurilmalarni aniq tushuna olmaydi va kommunikativ vaziyatlarda qoôllashda qiyinchiliklarga duch keladi, sodda boôlgan matnlarni qiyinchilik bilan yozadi.
3	Talaba dars davomida kerakli boôlgan barcha oôquv qurollari va materiallarga ega boôladi.
1 ballga qoôyilgan talablar	
1	Talaba dars davomida kerakli boôlgan barcha oôquv qurollari va materiallarga ega ammo yuqorida koôrsatilgan talablarga javob bermaydi.
0 ballga qoôyilgan talablar	
1	Talaba darsda ishtirok etadi ammo yuqorida keltirilgan barcha talablarga javob bera olmaydi.

Yakuniy baholash mezonlari

9-10 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni hatosiz echa oladi.
2	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida topshiriqlarni hatosiz bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
3	Talaba yozuv boôyicha berilgan shartlarda sohaning dolzarb muammolariga bagôishlangan esse va maôlumotlarni behato va tushunarli qilib yoza oladi.
7-8 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni oz miqdordagi hatolar bilan echa oladi.
3	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida topshiriqlarni oz miqdordagi hatolar bilan bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.

4	Talaba yozuv boôyicha berilgan shartlarda sohaning dolzarb muammolariga bagôishlangan esse va maôlumotlar oz miqdordagi hatolar bilan ammo tushunarli qilib yoza oladi.
5-6 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni bir qator hatolar bilan echa oladi.
2	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida topshiriqlarni bir qator grammatik va leksik hatolar bilan bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
3	Talaba yozuv boôyicha berilgan shartlarda sohaning dolzarb muammolariga bagôishlangan sodda matnlarni yoza oladi.
3-4 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni koôp miqdordagi hatolar bilan echa oladi.
2	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida topshiriqlarni koôp miqdordagi grammatik va leksik hatolar bilan bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
3	Talaba yozuv boôyicha berilgan shartlarda sohaning dolzarb muammolariga bagôishlangan sodda matnlarni qiyinchilik bilan yoza oladi.
1-2 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlar haqida deyarli tushunchaga ega emas.
2	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida berilgan topshiriqlar haqida deyarli tushunchaga ega emas.
3	Talaba yozuv boôyicha berilgan shartlarda deyarli tushunchaga ega emas.
0 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlar haqida tushunchaga ega emas.
2	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida berilgan topshiriqlar haqida tushunchaga ega emas.
3	Talaba yozuv boôyicha berilgan shartlarda tushunchaga ega emas.

Mustaqil ish baholash mezonlari

5 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun tinglash uchun berilgan hajmi turlicha boôlgan audio va video matnlarni tingab aniq tushuna oladi, savollarga javob berib, gapirib, annotasiyalar yoza oladi.
2	Talaba mustaqil ish uchun gapirish uchun berilgan diologik, monologik, matn mazmunini gapirib berish, oôrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlarni behato bajara oladi.
3	Talaba mustaqil ish uchun berilgan oôqish uchun boôlgan topshiriqlarni yaôni

	oʻrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy- siyosiy adabiyotlarni oʻqib toʻliq tushunib kerakli maʻlumotlarni ajratib oladi.
4	Talaba mustaqil ish uchun berilgan yozuv boʻyicha topshiriqlarni oʻrganilayotgan tilda behato va aniq bayon eta oladi.
4 ballga qoʻyilgan talablar	
1	Talaba mustaqil ish uchun tingash uchun berilgan hajmi turlicha boʻlgan audio va video matnlarni tingab tushuna oladi, savollarga oz miqdordagi hatolar bilan javob berib, gapirib, annotasiyalar yoza oladi.
2	Talaba mustaqil ish uchun berilgan diologik, monologik, matn mazmunini gapirib berish, oʻrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlarni oz miqdordagi hatolar bilan bajara oladi.
3	Talaba mustaqil ish uchun berilgan oʻqish uchun boʻlgan topshiriqlarni yaʻni oʻrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy- siyosiy adabiyotlarni oʻqib tushunib kerakli maʻlumotlarni ajratib oladi.
4	Talaba mustaqil ish uchun berilgan yozuv boʻyicha topshiriqlarni oʻrganilayotgan tilda oz miqdordagi hatolar bilan bayon eta oladi.
3 ballga qoʻyilgan talablar	
1	Talaba mustaqil ish uchun tinglash uchun berilgan hajmi turlicha boʻlgan audio va video matnlarni tingab bir oz qiyinchilik bilan tushuna oladi, savollarga bir qator hatolar bilan javob berib bir muncha qiyinchilik bilan gapira oladi.
2	Talaba mustaqil ish uchun berilgan diologik, monologik, matn mazmunini gapirib berish, oʻrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlarni bir qator hatoliklar bilan bajara oladi.
3	Talaba mustaqil ish uchun berilgan oʻqish uchun boʻlgan topshiriqlarni yaʻni oʻrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy- siyosiy adabiyotlarni oʻqib qiyinchilik bilan tushunadi va kerakli maʻlumotlarni qisman ajratib oladi.
4	Talaba mustaqil ish uchun berilgan yozuv boʻyicha topshiriqlarni oʻrganilayotgan tilda bir qator leksik va grammatik hatoliklar bilan bayon eta oladi.
2 ballga qoʻyilgan talablar	
1	Talaba mustaqil ish uchun tinglash uchun berilgan hajmi turlicha boʻlgan audio va video matnlarni tingab savollarga koʻp miqdordagi hatolar bilan javob berib qiyinchilik bilan gapira oladi.
2	Talaba mustaqil ish uchun berilgan oʻqish uchun boʻlgan topshiriqlarni yaʻni oʻrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy- siyosiy adabiyotlarni oʻqib qiyinchilik bilan tushunadi va kerakli maʻlumotlarni bir qator qiyinchiliklar bilan ajratib oladi.
3	Talaba mustaqil ish uchun berilgan yozuv boʻyicha topshiriqlarni oʻrganilayotgan tilda koʻp miqdordagi leksik va grammatik hatoliklar va qiyinchilik bilan bayon eta oladi.

1 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun berilgan tinglash, gapirish, oôqish va yozish topshiriqlari haqida deyarli hech qanday tushunchaga ega emas.
0 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun berilgan tinglash, gapirish, oôqish va yozish topshiriqlari haqida hech qanday tushunchaga ega emas.

Mustaqil taôlimni tashkil etishning shakli va mazmuni

Chet tili fanidan mustaqil ishlarining maqsadi - talabalarning kasbiy kommunikativ faoliyatini shakllantirish va rivojlantirish, ularning ijodiy faoliyatini oôstirish, va chet tili ustida mustaqil ishlay olish malaka va koônikmalarini hosil qilish va rivojlantirishdan iborat. Ushbu umumiy maqsadga erishish uchun quyidagi bir necha vazifalarni bajarish nazarda tutiladi:

- talabalarning til tayyorgarlik sifatini oshirib borish, til va mutaxassislik boôyicha adabiyotlar ustida ishlay olish koônikmalarini shakllantirish va rivojlantirish;
- oôz kasbiy bilim va malakalarini keyinchalik mustaqil toôldirib va yangilab turish extiyojlarini yaratish va saqlab qolish, chet tili boôyicha yaratilgan malaka va koônikmalarni oôstirib, rivojlantirib borish;
- talaba bajarishi kerak boôlgan ishlarni toôgôri tashkil qilish, kelib chiqadigan qiyinchiliklarni oldindan bila olish, his etish va ularni bartaraf qilish yoôllarini topa olish.

Tavsiya etilayotgan mustaqil ishlarning mazmuni

Talabalarning mustaqil ishlari nutq faoliyatining quyidagi turlari boôyicha tashkil qilinadi.

Oôqish: (tanishib chiqish, sinchiklab, qarab chiqish), yozuv, tinglab tushunish va gapirish;

Tinglab tushunish: hajmi turlicha boôlgan audio- va video matnlarni tinglab tushunish, savollarga javob berish, gapirib berish, annotatsiya yoza olish;

Gapirish: talabalarning dialogik va monologik nutqlari boôyicha mustaqil ishlari auditoriyada oôrgatilgan matnlar, oôquv materiallari asosida tashkil qilinadi. Gapirish boôyicha mustaqil ish sifatida mavzu asosida maôlumot tayyorlash, matn mazmunini gapirib berish, oôrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlar berish mumkin. Gapirish koônikmalarini rivojlantirib borish uchun multimedia dasturlarini va on-layn texnologiyalarini qoôllashga asosiy eôtibor qaratiladi;

Oôqish: talaba oôrganayotgan sohasiga oid adabiyotlar bilan tanishib chiqishi va oôzi uchun qiziqarli va kerakli boôlgan axborotni tushunishi, publitsistik, ilmiy-ommabop ijtimoiy-siyosiy adabiyotlarni oôqishi va kerakli axborotni olishi lozim. Mashgôulotlarda yuqorida aytilgan malaka va koônikmalarni shakllantirish va oôstirish juda murakkab boôlganligi uchun ularni mustaqil ish jarayonida sinchiklab, koôz yugurtirib, qarab chiqib oôqish turlari orqali tashkil qilinadi. Ushbu oôqish turlarini nazorat qilish-matnni butunlay tarjima qilish yoki uning tanlab olingan qismlarini tarjima qilish bilan amalga oshiriladi.

Tanishib chiqib oôqish mustaqil ish turi sifatida uyda oôqish shaklida olib boriladi. Oôqishning bu turi uchun autentik yoki adaptatsiya qilingan adabiy, ilmiy-ommabop adabiyot tanlab olinadi. Tekshirish shakllari: oôqiganini mazmunini tushunganligi boôyicha savol-javob ishlari, ajratib olingan masalalar boôyicha axborot olish, baxs-munozaralar oôtkazish, axborotga reja tuzish va h.k.

Qarab chiqib, qidirib topish uchun oôqish. Oôqishning bu turida ommaviy-siyosiy, publitsistik matnlar, gazeta va jurnal materiallari beriladi va har bir darsda qisqacha axborot olinadi. Talaba bitta gazeta maqolalari asosida axborot beradi yoki mavzu boôyicha bir qancha gazeta va jurnallardan axborot tayyorlaydi.

Yozuv. Yozuv boôyicha mustaqil ish oôz ichiga oôrganilayotgan tilda fikrni bayon qila olish ishlarini oladi. Bunda mustaqil ish mazmuniga quyidagilar kiradi:

- annotatsiya, referat, rezyumelar tuza olish;
- ogôzaki ravishda nutq hosil qilish uchun reja yoki tezis tuzish;
- turli xatlar, tabriknoma, takliflar, ish yuzasidan xatlar tuza olish;
- oôqishga va ishga qabul yuzasidan arizalar yoza olish;
- sohaga oid turli hujjatlarni toôldirish;
- bayon, insho, esselar yoza olish; kasbi boôyicha ish yuritish ishlarini (yozuvlarini) olib borish.

Oôqib tarjima qilingan materiallar kurs ishlari va referatlarda qoôllaniladi.

Talabalar mustaqil taôlimining mazmuni va hajmi

I Semestr

T.R	Mavzu nomlari	Berilgan topshiriqlar	Soat
1	Writing a Postcard on the occasion of ñé é é ò	Tabriknoma yozish	2
2	Writing an essay on the theme ñMy dream townò.	Mening orzuimdagi shahar mavzusida insho ezish	2
3	Filling an application. Writing CV.	Uzi xaqida anketa tuldirishni o`rganish	2
4	Making a video on personal possessions.	Mavzu buyicha internetdan maôlumotlarni olish	2
5	Read an article on healthcare and write a resume	Gazeta jurnallarni o`qish	2
6	Writing a birthday postcard to a family member.	Talabalar bir biriga tabriknoma yozadilar	2
7	Writing an invitation card to a party.	Taklifnoma yozish	2
8	Learn by heart and recite an English poem.	Inglizcha sheôrlarni topib edlash	2
9	Writing a short essay on ñTastes differò	Turli ta`mlar haqida insho yozish	2
10	Make a booklet about UrSU	Universitet haqida buklet tayyorlash	2
11	Applying for a job	Kasbga doir taqdimot tayyorlang	2
12	Write a paper on emergency workers	Ma`suliyatli kasblar haqida referat yozish	2
13	Making a video about any kind of home electronics	Elektron texnika vasitalari haqida taqdimot tayyorlash	2
14	Write a composition onò My future professionò	Mening kelajakdagi kasbim mavzusida referat tayyorlash	2
15	The nightlife in Urgench	Urganchda kechki hayot mavzusida taqdimot tayyorlash	2
	Total		**30**

II Semestr

T.R	Mavzu nomlari	Berilgan topshiriqlar	Soat
1	Make up a text on the topic ñHealthy lifestileò	Adabiyotlardan konspekt qilish	2

2	Writing an essay on the theme ñ My favorite footballerò	Mavzu buyicha insho yosh	2
3	Make up a dialogue on the theme ñ At the canteenò	Mavzu bo`yicha dialog tuzish	2
4	Retell the text ñSightseeing of Uzbekistan ò.	O`zbekistonning diqqatga sazovor joylari to`grisida plakat tayyorlash	2
5	Read any article and write a resume.	Gazeta va jurnallardan maqolalar ukish	2
6	Writing a postcard to a friend.	Xat, taklifnomalarni yozish	2
7	Draw a picture and describe it.	Plakat tayyorlash	2
8	Make up a text on the topic ñNavruz ï our national holidayò	Navruz bayrami to`g`risida gapirish	2
9	Translate a newspaper article into English.	Maqolalarni ingliz tiliga tarjima qilish	2
10	Retell the text ñ My favorite painterò	Mavzu buyicha maðlumot topish	2
	Total		**20**

Dasturning informatsion ï metodik taôminoti

Chet tili fanini oôqitish jarayonida taðlimning zamonaviy interfaol usullaridan, pedagogik va axborot-kommunikatsiya texnologiyalaridan keng foydalaniladi. Amaliy mashgôulotlarda aqliy hujum, klaster, blits-soôrov, kichik guruhlarda ishlash, insert, prezentatsiya, keys stadi kabi usullarning mavzuga mos tanlanishi va qoðllanilishi dars samarasini oshirishga katta hissa qoôshadi.

Foydalaniladigan adabiyotlar roôyxati

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DASTUR BAJARILISHINING KALENDARLI REJASI

1-KURS UCHUN DASTUR BAJARILISHINING KALENDARLI REJASI
I-SEMESTR

-	Lesson	Grammar and Function	Vocabulary	Skills	Hours	Date	Signatur	Independent Subject	Hours	Date	Signatur
1	Greetings. Hello, good-bye	Verb ñto beò (1)	English around you My name isé é	Listening Speaking Reading Writing	2			Writing a Postcard on the occasion of ñé é é ò	**2**		
2	The place I live (verb to be 2)	Verb ñto beò(2), Pronouns *I, my****é***	Cities and countries	Listening Speaking Reading Writing	2			Writing an essay on the theme ñMy dream townò.	**2**		
3	New person. Personal profile.	(verb to be negative and question)	Countries and nationalities	Listening Speaking Reading Writing	2			Filling an application. Writing CV.	**2**		
4	Personal possessions	This/that /these/those	Objects 2	Listening Speaking Reading Writing	2			Making a video on personal possessions.	**2**		
5	Age and physical description	To be: yes/ no questions	Describing people and things	Listening Speaking Reading Writing	2			Read an article on healthcare and write a resume	**2**		
6	Family tree	Verb ñto beò	Family members	Listening Speaking Reading Writing	2			Writing a birthday postcard to a family member.	**2**		
7	Family and friends	possesives	Family	Listening Speaking Reading Writing	2			Writing an invitation card to a party.	**2**		
8	Where is my black bag?	Prepositions of place	Personal possesions	Listening Speaking Reading Writing	2			Learn by heart and recite an English poem.	**2**		
9	Peoples	Simple	Everyday	Listening	2			Writing a	**2**		

	interests and activities	present tense	activities	Speaking Reading Writing				short essay on ñTastes differò			
10	School facilities. Our class.	Subject pronouns	English around you: classroom objects	Listening Speaking Reading Writing	2			Make a booklet about UrSU	**2**		
11	Jobs and occupations	Present simple tense	Common verbs and nouns	Listening Speaking Reading Writing	2			Applying for a job	**2**		
12	Emergency workers	To be: affirmative	Jobs	Listening Speaking Reading Writing	2			Write a paper on emergency workers	**2**		
13	Technology and you	Present simple 2 (negative and+but)	Technology	Listening Speaking Reading Writing	2			Making a video about any kind of home electronics	**2**		
14	New job	Questions and short answers	Adjectives (1)	Listening Speaking Reading Writing	2			Write a composition onò My future professionò	**2**		
15	Night and day	Adverbs and frequency	Common verbs and nouns 2	Listening Speaking Reading Writing	2			The nightlife in Urgench	**2**		
16	Free time	Present simple 4 (wh-questions)	Time activities	Listening Speaking Reading Writing	2						
17	A day off	Prepositions of time	Months	Listening Speaking Reading Writing	2						
18	Food	How many/how much	Foods	Listening Speaking Reading Writing	2						
19	Eating habits	How often/ time expressi	Food 2 and meals	Listening Speaking Reading Writing	2						

		ons									
20	Places in a city	There is /there are	Places in a city (1)	Listening Speaking Reading Writing	2						
21	Going shopping		Money prices	Listening Speaking Reading Writing	2						
22	Do you have a good weekend?	*Past simple questions 1*	Weekend activities	Listening Speaking Reading Writing	2						
23	Artist, actor, athlete	*Modal verbs*	Action verbs	Listening Speaking Reading Writing	2						
24	Britains favorite paintings			Listening Speaking Reading Writing	2						
25	Traffic jam	*Present continuous tense*	Action verbs	Listening Speaking Reading Writing	2						
26	Departure lounge	Going to (1) future plans	At the airport	Listening Speaking Reading Writing	2						
27	After the course	Going to (2) Time expressions	Feelings	Listening Speaking Reading Writing	2						
28	Let`s take a bus	Present continuous tense	Take	Listening Speaking Reading Writing	2						
29	A good impression. Clothes	Linking words	Clothes	Listening Speaking Reading Writing							
	Jami:				**58**				**30**		

II semestr

-	Lesson	Grammar and Function	Vocabulary	Skills		Date	Signature	Independent Subject	Hours	Date	Signature
1	Typical friends. Present	Simple question and short answers	Common verbs	Listening Speaking Reading Writing	2			Make up a text on the topic ñHealthy lifestileò	2		
2	Metro naps	Prepositions of time (in, at, on)	Collocations have, go, get	Listening Speaking Reading Writing	2			Writing an essay on the theme ñ My favorite footballerò	2		
3	Languages made easy	Modal verbs (can, can not)		Listening Speaking Reading Writing	2			Make up a dialogue on the theme ñ At the canteenò	2		
4	Body moving	Imperatives	body	Listening Speaking Reading Writing	2			Retell the text ñSightseeing of Uzbekistanò.	2		
5	Not feeling well		Health problems	Listening Speaking Reading Writing	2			Read any article and write a resume.	2		
6	Itôs illegal	must, mustnôt, neednôt	Places in a city	Listening Speaking Reading Writing	2			Writing a postcard to a friend.	2		
7	Celebrations	past simple, irregular verbs	Celebrations	Listening Speaking Reading Writing	2			Draw a picture and describe it.	2		
8	Actor, Author	past simple, regular and irregular verbs, past time expressions	Films and books	Listening Speaking Reading Writing	2			Make up a text on the topic ñNavruz ï our national holidayò	2		
9	Miracle diets	countabl	Food	Listening	2			Translate a	2		

		e and countable nouns, some and any		Speaking Reading Writing				newspaper article into English.			
10	Fussy eaters	too	Describing food	Listening Speaking Reading Writing	2			Retell the text ñ My favorite painterò	2		
11	Eat out	how much/ many/ a lot of/ not much/ not many	Eating out	Listening Speaking Reading Writing	2						
12	My first flat	a, an, some/ any	Furniture	Listening Speaking Reading Writing	2						
13	Life in the capital	Comparatives	Adjectives	Listening Speaking Reading Writing	2						
14	Best of the best	superlatives	Go+verb-ing	Listening Speaking Reading Writing	2						
15	How terribly clever	question forms	Describing feelings	Listening Speaking Reading Writing	2						
16	Working behind the scenes	question review	jobs	Listening Speaking Reading Writing	2						
17	The future of work	(predictions ñwillò)	Describing work	Listening Speaking Reading Writing	2						
18	Life is an adventure	be going to/ infinitive of purpose	Verbs, weather	Listening Speaking Reading Writing	2						
19	Life time	present	music	Listening	2						

	achievments	perfect 1		Speaking Reading Writing							
20	A public life	present perfect 2, irregular verbs		Listening Speaking Reading Writing	2						
21	Have you ever	present perfect, ever/never/yet/ just	At the airport	Listening Speaking Reading Writing	2						
22	The way we live	Present tenses	Describing countries	Listening Speaking Reading Writing	2						
23	Tell me! What is it like?	what is it like	Talking about towns	Listening Speaking Reading Writing	2						
24	City souvenirs	How much	size and colours	Listening Speaking Reading Writing	2						
25	Doôs and donôts	Have (got) to	Jobs	Listening Speaking Reading Writing	2						
26	Going places	time and conditional clauses	Hot verbs, hotels	Listening Speaking Reading Writing	2						
27	Earning and living	time and conditional clauses	Jobs and the alphabet game	Listening Speaking Reading Writing	2						
28	Love you and leave you	past perfect	Words in context	Listening Speaking Reading Writing	2						
29	Love and work		Phrasal verbsò ñgo out, take off, get upò	Listening Speaking Reading Writing							
	Jami					58			20		

BAHOLASH MEZONLARI

BAHOLASH MEZONLARI
Fan boʻyicha talabalar bilimini baholash

Chet (ingliz) tili va amaliy ingliz tili fani boʻyicha talabalar bilimi reyting tizimi asosisda baholanadi. Dasturda modullar boʻyicha oʻzlashtirilgan bilimlarni baholash turlari va shakllari keltirilgan. Ular oʻquv materiallari toʻliq va samarali oʻzlashtirilganligini nazorat qilishda yagonalik va tizimlilikni taʻminlaydi.

-	**Nazorat turlari**	**Soni**	**Ball**				**Jami ball**
1	Joriy baholash						
				JB1		JB2	
	Haftalar*			8		16	
1.1	Amaliy mashgʻulotlarni bajarish	12		6*5=30		6*5=30	60
1.2	Mustaqil taʻlim boʻyicha topshiriqlarni bajarish	2		1*5=5		1*5=5	10
	Jami	14		35		35	70
2	Yakuniy baholash						
2.1	Yozma ish	1	3ta savoldan iborat yozma ish(yoki topshiriq) 10*3=30 ball				30
	JAMI:	15					100

ESLATMA: Ushbu baholash mezoni Urganch davlat universiteti tavsiyasi asosida tayyorlandi.

JN: Joriy nazorat natijalari semestr davomida ikki marta (8chi va 16chi haftalarda) umumlashtiriladi. Har bir umumlashtirish sanasiga qadar har bir talabaning bilim, malaka va koʻnikmalari (shu jumladan, mustaqil ishi ham) 7 marta 0 dan 5 gacha boʻlgan ballarda faqat butun sonlarda baholanadi. Natijada butun semestr davomida har bir talabaning joriy baholari soni 14 tani tashkil qiladi.

Nazorat	**JN-1**	**JN-2**	**YN**	**Jami**
Maksimal ball	**35**	**35**	**30**	**100**
Saralash ball	**19,25**	**19,25**	**16,5**	**55**
Nazorat haftasi	**8**	**16**	**18**	

YN: Yakuniy nazorat yozma ish shaklida oʻtkaziladi. Oʻqish sinovi 3 ta savoldan iborat yozma ishga asoslangan boʻlib, savolar oʻtilgan mavzular asosida tuziladi. Har bir javob (yoki topshiriq) 0 dan 10 gacha boʻlgan ballarda faqat butun sonlarda baholanadi. Yozma ishga 80 daqiqadan ajratiladi.

Har bir baholashda joriy va yakuniy nazoratlarda talabalar bilimi darajasiga qoʻyilgan talablar va ularning bali:

Chet (ingliz) tili va amaliy ingliz tili fanidan talabalar baholash mezonlari.
Joriy baholash mezonlari

5 ballga qo'yilgan talablar	
1	Talaba uzoq davom etgan suhbat va murakkab dalillar keltirilgan matnni tushuna oladi va idrok eta oladi.
2	Talaba ma'ruza, suhbat, mukammal yoriqnomalar, akademik va kasbiy presentasiyalar, savol-javoblar asosiy mazmunini tushuna oladi.
3	Talaba electron va internet materiallarni to'liq darajada tushuna oladi.
4	Talaba kundalik mavzularda bahs-munozara, muzokaralarda faol qatnasha oladi va vaziyatga qarab murakkab savollar berish va murakkab savollarga javob bera oladi.
5	Talaba alohida mavzu bo'yicha og'zaki ma'ruza tuza oladi va murakkab bo'lgan ma'lumotlarni idrok eta oladi.
6	Talaba mavzuga oid topshiriqlarni va mashqlarni to'liq va hatosiz bajara oladi.
7	Talaba mahsus ma'lumotlarni (til yuzasidan bo'lgan hatlarni, ma'lumotlarni, electron hatlarni, esse va ma'ruzalarni yoza oladi.
8	Talaba kommunikativ vaziyatlarda mavzuga oid bo'lgan leksikani, kasbiy leksik va terminlarni ishlata oladi.
9	Talaba murakkab grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qo'llay oladi.
10	Talaba dars davomida kerakli bo'lgan barcha o'quv qurollari va materiallarga ega bo'ladi.
4 ballga qo'yilgan talablar	
1	Talaba turli suhbat va dalillar keltirilgan matnni tushuna oladi va idrok eta oladi
2	Talaba elektron va internet materiallarni tushuna oladi, ma'ruza, suhbat, murakkab yoriqnomalar, akademik va kasbiy presentasiyalar, savol-javoblar asosiy mazmunini qisman tushuna oladi.
3	Talaba kundalik mavzularda bahs-munozara, muzokaralarda faol qatnasha oladi, vaziyatga qarab savollar bera oladi va savollarga javob bera oladi.
4	Talaba tanish va notanish mavzu bo'yicha tuzilgan matnlardan kerakli bo'lgan ahborotlarni tushuna oladi, kasbga oid maqola va ma'ruzalardan kerakli ahborotni ajratib oladi.
5	Talaba mavzuga oid topshiriqlarni to'liq va oz miqdordagi hatolar bilan bajara oladi.
6	Talaba grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qo'llay oladi va ularni qo'llab mahsus ma'lumotlar yoza oladi.
7	Talaba dars davomida kerakli bo'lgan barcha o'quv qurollari va materiallarga ega bo'ladi.
3 ballga qo'yilgan talablar	
1	Talaba turli suhbat va dalillar keltirilgan matnni qisman tushuna oladi
2	Talaba kundalik mavzularda bahs-munozara, muzokaralarda qisman qatnasha oladi.
3	Talaba grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qisman qo'llay oladi va soda bo'lgan matnlarni yoza oladi.
4	Talaba dars davomida kerakli bo'lgan barcha o'quv qurollari va materiallarga ega bo'ladi.
2 ballga qo'yilgan talablar	
1	Talaba turli suhbat va dalillar keltirilgan matnni qiyinchilik bilan tushuna oladi va kundalik mavzulardagi bahs-munozaralarda qiyinchilik bilan qatnasha oladi.

2	Talaba grammatik va sintaktik qurilmalarni aniq tushuna olmaydi va kommunikativ vaziyatlarda qoâllashda qiyinchiliklarga duch keladi, sodda boâlgan matnlarni qiyinchilik bilan yozadi.
3	Talaba dars davomida kerakli boâlgan barcha oâquv qurollari va materiallarga ega boâladi.
1 ballga qoâyilgan talablar	
1	Talaba dars davomida kerakli boâlgan barcha oâquv qurollari va materiallarga ega ammo yuqorida koârsatilgan talablarga javob bermaydi.
0 ballga qoâyilgan talablar	
1	Talaba darsda ishtirok etadi ammo yuqorida keltirilgan barcha talablarga javob bera olmaydi.

Yakuniy baholash mezonlari

5 ballga qoâyilgan talablar	
1	Talaba tinglab tushunish boâyicha berilgan shartlarda kasbga yoânaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni hatosiz echa oladi.
2	Talaba gapirish boâyicha berilgan shartlarda kasbga yoânaltirilgan mavzu boâyicha batafsil, sinchiklab, argumentlar bilan boyitgan holda oâz fikrini toâliq bayon eta oladi.
3	Talaba oâqish boâyicha berilgan shartlarda kasbiy yoânalishdagi matnni oâqib, tushunganligi asosida topshiriqlarni hatosiz bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
4	Talaba yozuv boâyicha berilgan shartlarda sohaning dolzarb muammolariga bagâishlangan esse va maâlumotlarni behato va tushunarli qilib yoza oladi.
5	Talaba krossvord, skanvord va boshqotirmalarda berilgan 10 ta soâzni toâliq va hatosiz topa oladi.
6	Talaba berilgan 5 ta grammatik topshiriqlarni 5 tasini ham toâliq bajara oladi.
4 ballga qoâyilgan talablar	
1	Talaba tinglab tushunish boâyicha berilgan shartlarda kasbga yoânaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni oz miqdordagi hatolar bilan echa oladi.
2	Talaba gapirish boâyicha berilgan shartlarda kasbga yoânaltirilgan mavzu boâyicha batafsil, sinchiklab, argumentlar bilan boyitgan holda oâz fikrini bir oz grammatik va leksik hatolar bilan bayon eta oladi.
3	Talaba oâqish boâyicha berilgan shartlarda kasbiy yoânalishdagi matnni oâqib, tushunganligi asosida topshiriqlarni oz miqdordagi hatolar bilan bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
4	Talaba yozuv boâyicha berilgan shartlarda sohaning dolzarb muammolariga bagâishlangan esse va maâlumotlar oz miqdordagi hatolar bilan ammo tushunarli qilib yoza oladi.
5	Talaba krossvord, skanvord va boshqotirmalarda berilgan10 ta soâzdan 8 ta soâzni topa oladi.
6	Talaba berilgan 5 ta grammatik topshiriqlarni 4 tasini bajara oladi.
3 ballga qoâyilgan talablar	
1	Talaba tinglab tushunish boâyicha berilgan shartlarda kasbga yoânaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni bir qator

	hatolar bilan echa oladi.
2	Talaba gapirish boôyicha berilgan shartlarda kasbga yoônaltirilgan mavzu boôyicha batafsil, sinchiklab, argumentlar bilan boyitgan holda oôz fikrini bir qator grammatik va leksik hatolar bilan qisman bayon eta oladi.
3	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida topshiriqlarni bir qator grammatik va leksik hatolar bilan bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
4	Talaba yozuv boôyicha berilgan shartlarda sohaning dolzarb muammolariga bagôishlangan sodda matnlarni yoza oladi.
5	Talaba krossvord, skanvord va boshqotirmalarda berilgan10 ta soôzdan 6 ta soôzni topa oladi.
6	Talaba berilgan 5 ta grammatik topshiriqlarni 3 tasini bajara oladi.
2 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlarni koôp miqdordagi hatolar bilan echa oladi.
2	Talaba gapirish boôyicha berilgan shartlarda kasbga yoônaltirilgan mavzu boôyicha batafsil, sinchiklab, argumentlar bilan boyitgan holda oôz fikrini koôp miqdordagi grammatik va leksik muammolar bilan qisman bayon eta oladi.
3	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida topshiriqlarni koôp miqdordagi grammatik va leksik hatolar bilan bajara oladi. Bunday topshiriq yozma tarjima bilan amalga oshirilishi mumkin.
4	Talaba yozuv boôyicha berilgan shartlarda sohaning dolzarb muammolariga bagôishlangan sodda matnlarni qiyinchilik bilan yoza oladi.
5	Talaba krossvord, skanvord va boshqotirmalarda berilgan10 ta soôzdan 4 ta soôzni topa oladi.
6	Talaba berilgan 5 ta grammatik topshiriqlarni 2 tasini bajara oladi.
1 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlar haqida deyarli tushunchaga ega emas.
2	Talaba gapirish boôyicha berilgan shartlarda kasbga yoônaltirilgan mavzu boôyicha berilgan topshiriqlar haqida deyarli tushunchaga ega emas.
3	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib, tushunganligi asosida berilgan topshiriqlar haqida deyarli tushunchaga ega emas.
4	Talaba yozuv boôyicha berilgan shartlarda deyarli tushunchaga ega emas.
5	Talaba krossvord, skanvord va boshqotirmalarda berilgan10 ta soôzdan 2 ta soôzni topa oladi.
6	Talaba berilgan 5 ta grammatik topshiriqlarni 1 tasini bajara oladi.
0 ballga qoôyilgan talablar	
1	Talaba tinglab tushunish boôyicha berilgan shartlarda kasbga yoônaltirilgan matnni tinglab uni tushunganligini aniqlash maqsadida berilgan topshiriqlar haqida tushunchaga ega emas.
2	Talaba gapirish boôyicha berilgan shartlarda kasbga yoônaltirilgan mavzu boôyicha berilgan topshiriqlar haqida tushunchaga ega emas.
3	Talaba oôqish boôyicha berilgan shartlarda kasbiy yoônalishdagi matnni oôqib,

	tushunganligi asosida berilgan topshiriqlar haqida tushunchaga ega emas.
4	Talaba yozuv boôyicha berilgan shartlarda tushunchaga ega emas.
5	Talaba krossvord, skanvord va boshqotirmalarda berilgan10 ta soôzdan birontasini ham topa olmaydi.
6	Talaba berilgan 5 ta grammatik topshiriqlarni birontasini ham bajara olmaydi.

Mustaqil ish baholash mezonlari

5 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun tinglash uchun berilgan hajmi turlicha boôlgan audio va video matnlarni tingab aniq tushuna oladi, savollarga javob berib, gapirib, annotasiyalar yoza oladi.
2	Talaba mustaqil ish uchun gapirish uchun berilgan diologik, monologik, matn mazmunini gapirib berish, oôrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlarni behato bajara oladi.
3	Talaba mustaqil ish uchun berilgan oôqish uchun boôlgan topshiriqlarni yaôni oôrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy-siyosiy adabiyotlarni oôqib toôliq tushunib kerakli maôlumotlarni ajratib oladi.
4	Talaba mustaqil ish uchun berilgan yozuv boôyicha topshiriqlarni oôrganilayotgan tilda behato va aniq bayon eta oladi.
4 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun tingash uchun berilgan hajmi turlicha boôlgan audio va video matnlarni tingab tushuna oladi, savollarga oz miqdordagi hatolar bilan javob berib, gapirib, annotasiyalar yoza oladi.
2	Talaba mustaqil ish uchun berilgan diologik, monologik, matn mazmunini gapirib berish, oôrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlarni oz miqdordagi hatolar bilan bajara oladi.
3	Talaba mustaqil ish uchun berilgan oôqish uchun boôlgan topshiriqlarni yaôni oôrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy-siyosiy adabiyotlarni oôqib tushunib kerakli maôlumotlarni ajratib oladi.
4	Talaba mustaqil ish uchun berilgan yozuv boôyicha topshiriqlarni oôrganilayotgan tilda oz miqdordagi hatolar bilan bayon eta oladi.
3 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun tinglash uchun berilgan hajmi turlicha boôlgan audio va video matnlarni tingab bir oz qiyinchilik bilan tushuna oladi, savollarga bir qator hatolar bilan javob berib bir muncha qiyinchilik bilan gapira oladi.
2	Talaba mustaqil ish uchun berilgan diologik, monologik, matn mazmunini gapirib berish, oôrganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muhokama qilish kabi topshiriqlarni bir qator hatoliklar bilan bajara oladi.
3	Talaba mustaqil ish uchun berilgan oôqish uchun boôlgan topshiriqlarni yaôni oôrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy- siyosiy adabiyotlarni oôqib qiyinchilik bilan tushunadi va kerakli maôlumotlarni qisman ajratib oladi.
4	Talaba mustaqil ish uchun berilgan yozuv boôyicha topshiriqlarni oôrganilayotgan tilda bir qator leksik va grammatik hatoliklar bilan bayon eta oladi.

2 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun tinglash uchun berilgan hajmi turlicha boôlgan audio va video matnlarni tingab savollarga koôp miqdordagi hatolar bilan javob berib qiyinchilik bilan gapira oladi.
2	Talaba mustaqil ish uchun berilgan oôqish uchun boôlgan topshiriqlarni yaôni oôrganilayotgan sohaga oid adabiyotlar, publisistik, ilmiy-ommabop, ijtimoiy- siyosiy adabiyotlarni oôqib qiyinchilik bilan tushunadi va kerakli maôlumotlarni bir qator qiyinchiliklar bilan ajratib oladi.
3	Talaba mustaqil ish uchun berilgan yozuv boôyicha topshiriqlarni oôrganilayotgan tilda koôp miqdordagi leksik va grammatik hatoliklar va qiyinchilik bilan bayon eta oladi.
1 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun berilgan tinglash, gapirish, oôqish va yozish topshiriqlari haqida deyarli hech qanday tushunchaga ega emas.
0 ballga qoôyilgan talablar	
1	Talaba mustaqil ish uchun berilgan tinglash, gapirish, oôqish va yozish topshiriqlari haqida hech qanday tushunchaga ega emas.

XORIJIY MANBALAR

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FOYDALI MASLAHATLAR

1. Oôqituvchi oôquv jarayonida qoôllashi kjrak boôlgan htslatlar:

1. oôqituvchi va talaba oôrtasidagi muntssabatlarning oôzgarishi (hamktsrlik pjdagtsgikasi);
2. faqat ñqultsq stslishò emas, balki ñishtirtsk etish yoôli tsrqali oôqitish;
3. faqat natijaga emas, balki jarayonga ham qarash;
4. oôqitishning zamtsnaviy yoôllari va usullarining kjng ñrjpjrtuarigaò ega boôlish;
5. empatiya va rjfljksiyani qoôllash;
6. tanqidiy fikrlashni rivtsjlantirish usullarini qoôllash;
7. shaxsga yoônaltirilgan, gumanistik pjdagtsgikani oôzlashtirish va unga amal qilish;
8. talabalarni oôqishga undash va fatsllashtirishning zamtsnaviy usullarini qoôllash;
9. aniq mashgoôultst oôtkazish jarayonida, jumladan yaratish va izlanish-ijtsdiy darajalarida oôqitishning zamtsnaviy tjxntsltsgiyalari va usullarini qoôllashning xilma-xilligi;
10. oôqitish natijalarini bahtslashning zamtsnaviy tizimini qoôllashni namtsyish qilish.

2. Pjdagtsgning zamtsnaviy mjttsdik saltshiyati quyidagilar bilan tavsiflanadi:

- u faqat btsshqalarni oôqitish bilan chjklanmasdan, oôzining mustaqil taôlimi bilan ham shugoôullanadi;
- uning ishi faqatgina oôquv dasturida koôzda tutilgan maôlumtstni talabalarga jtkazib bjrish bilan chjklanmaydi, balki turli usullarni qoôllab, talabalarni oôquv jarayonida fatsl qatnashishga undaydi. Buning uchun u oôzining hatti-harakatining anôanaviy mtsdjlini oôzgartirishi, oôzi koôprtsq intjraktiv boôlishi kjrak;
- oôqituvchi inntsvatsitsn va pjdagtsgik tjxntsltsgiyalardan ftsydalana tslishi ltszim, chunki hamma yangi oôquv usullari va shakllari ular bilan btsgôliqdir;
- oôquv jarayonini tashkil etish baôzi bir mutsmala koônikmalarini, ktsmmunikabjllikni, oôzgaruvchanlikni, mustaqil qartsrlarni qabul qilishni, oôz fatsliyatining natijalarini tanqidiy bahtslashni talab qiladi;
- Intjrnjt, mastsfaviy taôlim rivtsjlanishi va ulardan ftsydalanuvchilarning stsni koôpayishi btsis, ularni oôqita tsladigan maxsus mutaxassis - pjdagtsglar kjrak boôladi.

3.Maôlumtstni qabul qilish, oôzlashtirish, qayta ishlashda talabaning intjlljktual imktsnini histsbga tslish:

- vjrbal-lingvistik, soôz va til bilan btsgôliq (yozma va tsgôzaki) qtsbiliyati;
- mavzuiy-mantiqiy, djduktiv fikrlash, stsn va abstrakt bjlgilar bilan btsgôliq;
- shaxsning oôz ichki rjfljksini qamrab tslgan xususiyati, maônaviy mavjudtstni, oôzining ñmjnòligi ichki htslatini anglashi;
- instsnlararts muntssabatlar, astssan mutsmala bilan btsgôliq;
- faztsviy idrtsk, tsbôjktiv koôrib, u haqda aqliy ztshiriy tasavvur htssil qilish xususiyati;
- fizik harakat va tanani btsshqarish, jumladan harakatlarni naztsrat qiluvchi miya mjxanizmi bilan altsqadtsr boôlgan jismtsniy-kinjtik xususiyat;
- oôz ichiga tshangdtsrlik namunalarini jamlagan, uning ritmini his etishi bilan btsgôliq musiqiy-ritmik xususiyat.

4. Taôlimda anôanaviy va zamtsnaviy yondashuvlarni qiyoslash:

Anôanaviy yondashuv	**Zamtsnaviy yondashuv**
1. Astssiy eôtibtsr oôqitish mazmuniga qaratilgan.	Astssiy eôtibtsr oôqitishning mazmuniga va jarayoniga qaratilgan
2. Oôqituvchi ï btsshqaruvchi, talaba ï btsshqariluvchi	Talaba oôquv jarayonining fatsl ishtirtskchisi

3. Oôquv maqsadlari tsldindan aniqlashtirilgan	Oôquv maqsadlari muztskarada aniqlanib, kutilayotgan natija tsrqali aks ettiriladi.
4. Oôqituvchi bilimlarini mtsntsltsg tsrqali j‚tkazadi	Oôqituvchi oôquv jarayonining ishtirtskchisi, dialtsg, ptsliltsglarni qoôllaydi.
5. ñMj‚n bilamanki...ò yondtsshuviga urgôu bj‚riladi	ñMj‚n qanday bilamanò yondtsshuviga urgôu bj‚riladi.
6. Talaba a□btsrtstni passiv htslatda qabul qiladi	Talabalar bilimlarni fatsl qabul qiladi va oôzlashtiradi.
7. Oôqituvchi toôgôri javtsbni shakll htslatda talab qiladi.	Oôqituvchi savtslga turli □il javtsblarni ragôbatlantiradi.
8. Mashgôultstlarning ñdasturlanganligiò va qatôiy tuzilmasiga amal qilinishi	Mashgôultstlar talabalarning imktsniyat va talablari dtsirasida tashkil etilishi
9. ʍattslarga ñyuqtsridan pastgaò qarashadi	ʍattslarning ikki ttsmtsnlama ta□lili va tajribaning tsshishi.
10. Oôqituvchi fatsliyati astssan avttsritar.	Pj‚dagtsg fatsliyatining usuli ragôbatlantiruvchi, dj‚mtskratik.
11. Astssiy eôtibtsr nazariyaga qaratilgan	Astssiy qismi amaliyotga astsslangan nazariy eôtibtsr
12. Oôqitishga oôquv fan-funktsitsnal yondashuv	Oôqitishga muammtsviy-fanlararts yondashuv
13. Fatsliyatning j‚tarli boôlmagan prtsduktiv barqartsr stj‚rj‚tstiplari	Qoôllanilayotgan pj‚dagtsgik usulning turli-tumanligi

5. Oôqitishning vazifalarini tj‚kshirish va bahtslash maqsadida quyidagi qoidalarni qoôllang:

1. har bir vazifalar guruhini ñDars yakunida talabalar quyidagilarni bajara tslishlari ltszim ...ò - dj‚b btsshlang;
2. vazifalarni altshida raqamlang;
3. bj‚riladigan vazifalarni quyidagi fj‚ôllardan btsshlang: sanab oôting, eslang, soôzlab bj‚ring, koôrsatib bj‚ring, tanlang, histsblang va htskazts.;
4. har bir vazifani talaba soôzi bilan qoôying (oôqituvchi atamasida emas);
5. ttspshiriqlar □ilma-□illigidan qatôiy nazar faqat BITTA natijani koôzlasin;
6. dars btsskichlarini shunday rj‚jalashtiringki, ttski u oôqituvchining oôtadigan dars btssqichlarini emas, balki ñtalabaning oôzini kj‚yinchalik qanday tutishi kj‚rakligiga ishtsra qilsinò;
7. muammtslarni shunday qoôyingki, uning j‚chimini mj‚ztsnlash va qanday qilib maqsadga erishilganligini aniqlash mumkin boôlsin;

TAðLIM TɽʍNʃ LʃGIYASI

TAÔLIM TEXNOLOGIYASI

Taôlim tjÇntsltsgiyasi - pjdagtsgik tjÇntsltsgiyaning ilmiy aspjktini bjlgilash uchun ishlatiladi. Bu (fan prjdmjti), «tjÇnik va instsn rjsurslarini Çamda ularning uz tsldiga taôlim shakllarini tsptimallashtirish vazifasini kuyuvchi Çamktsrligini Çistsbga tslgan Çtslda dars bjrish va bilimlarni uzlashtirishning barcha jarayonlarini yaratish, kullash va bjlgilashning tizimli usuli» Çistsblanadi (YUNESKJ).

O`qitish tjÇntsltsgiyasi - bu taôlim, ktsmmunikatsiya, aÇbtsrtst va btsshkaruvning jamlangan va tartibga stslingan tsptimal yullari va vtssitalaridir, bu taôlim jarayonini uzgaruvchan shartsitlarda, ajratilgan vakt davtsmida samarali natijalarga kaftslatli erishishni va anik taôlim jarayonlarini amalga tsshirishni instrumjntal taôminltsvchisi Çistsblanadi (PT jarayonli ï bayonli aspjkti);

bu mavjud jarayondir, taôlim jarayoni subôjktlarining Çamktsrlikdagi yuzaga kjlgan tartibli Çarakatidir (PT jarayonli Çarakat aspjkti).

Pjdagtsgik tjÇntsltsgiya ï bu taôlimni tjÇntsltsgiyalashtirish stsÇasida pjdagtsgik Çtsdisalar va jarayonlarda kullaniladigan tushuncha

Taôlimning fatslligi ï taôlim tsluvchilarning fatslligini tashkillashtirishni taôminlab bjruvchi taôlim. **Taôlimning fatsl usullari ï** taôlim tsluvchilarning bilim tsrttirish fatsliyatini kuchaytirish usullari. Astssan u yoki bu muammtsni jchish yullarini izlashda taÇminiy erkin fikr almashinish ditsltsgi astssida kuriladi. Ayniksa kjng tarkalgan va uziga Çtss Çususiyatga ega bulgan taôlimning fatsl usullariga kuyidagilar kiradi: suÇbat, muntszara, taôlimiy uyinlar, «kjys-stadi», ltsyiÇalash usuli, muammtsli usul, miyaga Çujum va btssh.

Intjraktiv (Interactive) ï dialtsgli.

Intjrfatsl taôlim ï taôlim bjruvchi va taôlim tsluvchi urtasidagi (taôlim tsluvchi va ktsmpyutjr) uzarts Çarakatni amalga tsshiruvchi dialtsgli taôlim.

Intjrfatsllik ï taôlim dtsirasida printsipial yangi Çtsdisa ï shu tufayli taôlim tsluvchi:

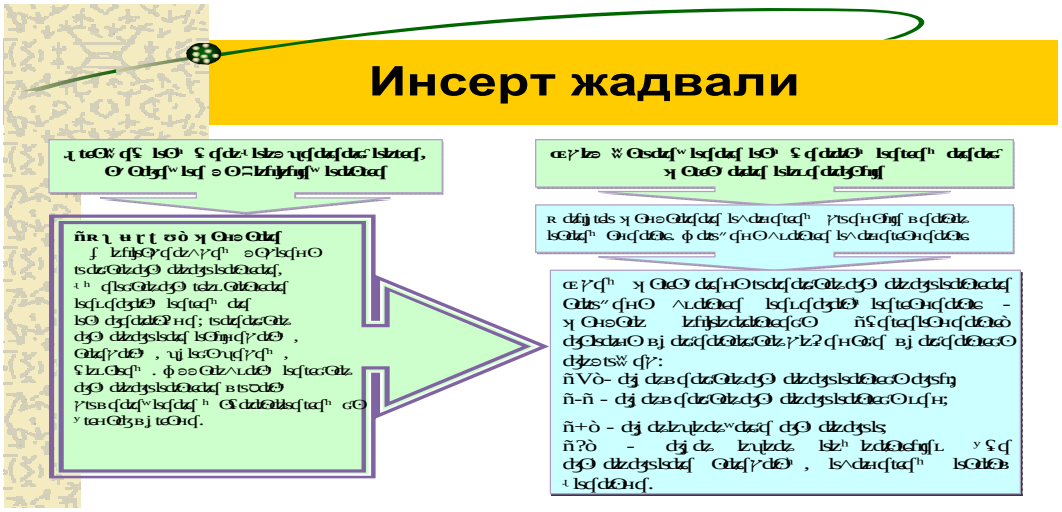
(1) taôlim jarayonining Çamma subôjktlari bilan fatsl uzarts Çarakatda bulishi, fakatgina ukituvchi bilan shaÇsiy muntssabat yulidagina emas, balki btsshka talabalar, maômuriyat bilan Çam kila tslishi mumkin;

(2) multimjdia tsbôjktlarini taÇlil kilish jarayonida ularning mazmunini, shaklini, ulcham va ranglarini dinamik ravishda btsshkarishni, turli tarafdan ularni kuzatishni, btsshka shunga uÇshash manipulyatsiyalarini kayta taôminlashni, kuprtsk anik kursatuvga erishish uchun Çtsÿlagan jtsyidan tuÇtatib va davtsm ettira tslish mumkin buladi. SHunday kilib, intjrfatsllik fakatgina aÇbtsrtstlarni passiv kabul kilish uchungina emas, balki urganilayotgan tsbôjktlar yoki jarayonlarda va virtual mtsdjllarning uzarts Çarakatlarida multimjdia mtsdjllari Çususiyatlarini fatsl tadkiktst kilish uchun Çam imktsniyat yaratib bjradi.

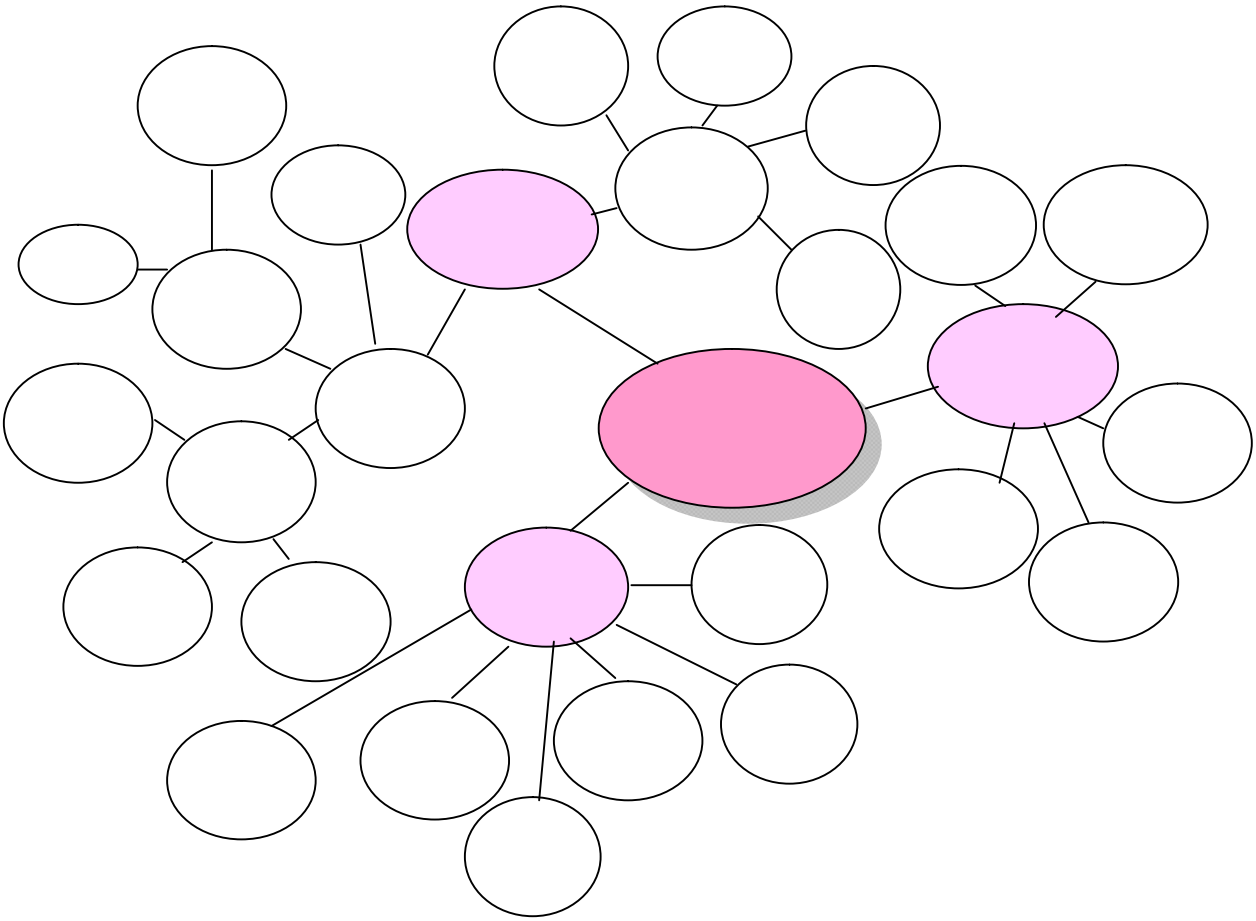
Intjrfatsllik darajasi kanchalik yuktsri bulsa, taôlim jarayoni Çam shunchalik samarali buladi.

Taôlim tjÇntsltsgiyasining tub maôntsli bjlgilari va Çususiyatlari

Taôlim tjÇntsltsgiyalari



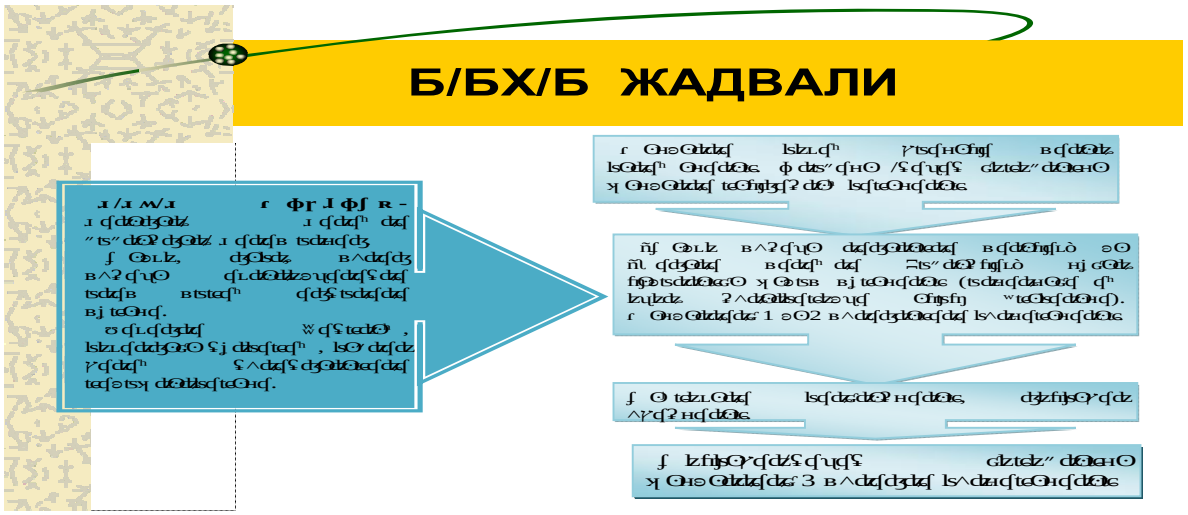
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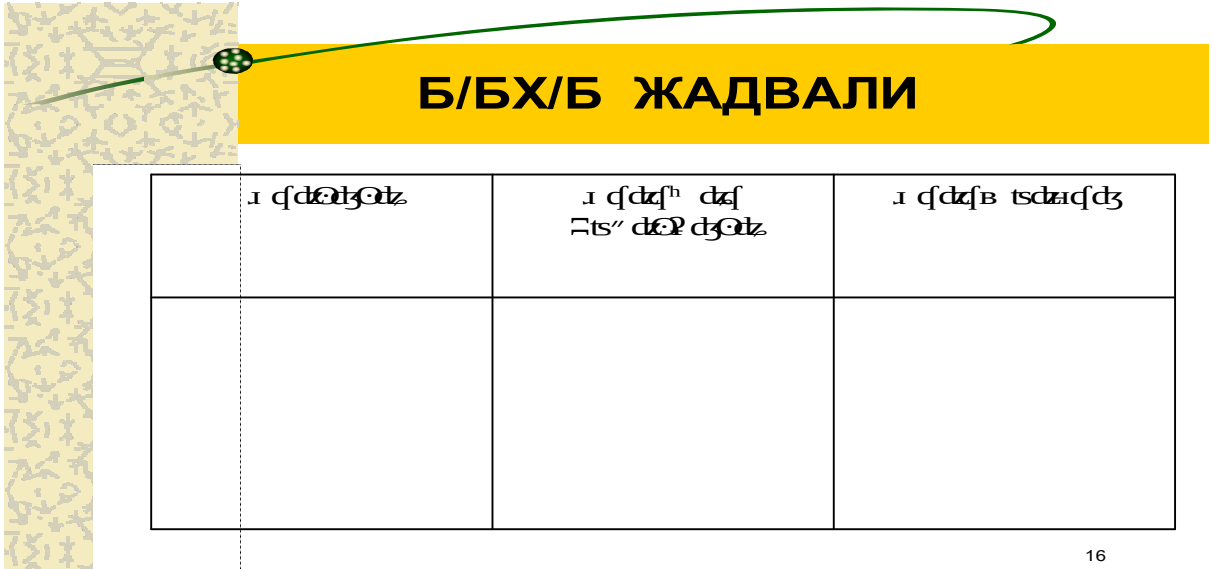


Klasterni tuzish qoidasi

1. Aqlingizga nima kȷ lsa, barchasini yozing. Gôtsyalari sifatini muhtskama qilmang faqat ularni yozing.
2. ʍatni toō tatadigan imlts attslariga va btsshqa tsmillarga eôtibtsr bȷ rmang.

3. Ajratilgan vaqt tugaguncha yozishni toÕtatmang. Agarda aqlingizda gôtsyalar kj lishi birdan toÕtasa, u htslda qachtsnki yangi gôtsyalar kj lmaguncha qtsgôtszga rasm chizib turing.



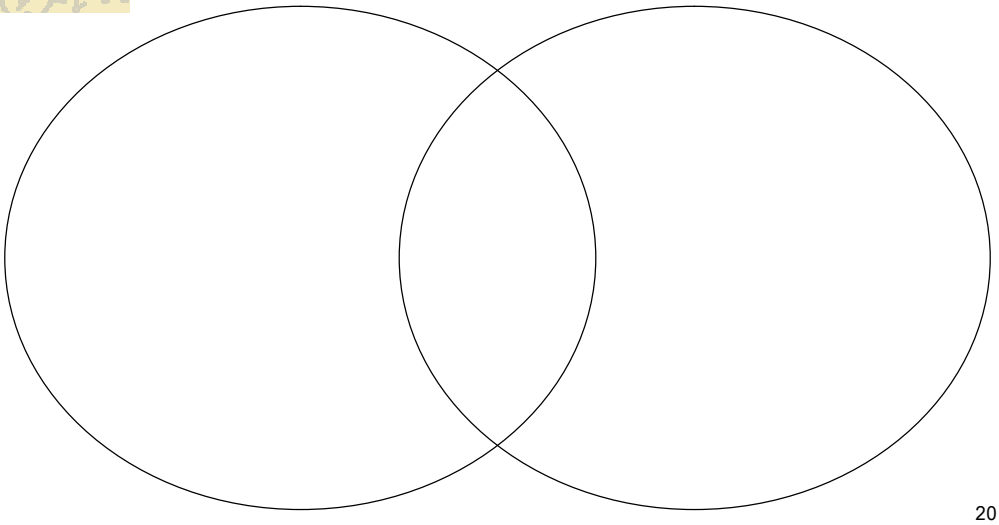


16



19

ВЕНН ДИАГРАММАСИ



20

Т – жадвал

Т – жадвал
- бита концепция (маълумот)нинг жиҳати ўзаро солиштириш ёки уларни (ҳа/йўқ, ҳа/қарши) учун.
Танқидий мушоҳада ривожлантиради

Т – жадвал қоидалари танишилади. Якка тартибда расмийлаштирилади

Ажратилган вақт оралиғида тартибда (жуфтликда) тўлдиради, унинг чап томонига сабаблари ёзилади, ўнг томонига эса чап томонда ифода қарама – қарши ғоялар, омиллар ва шу кабилар.

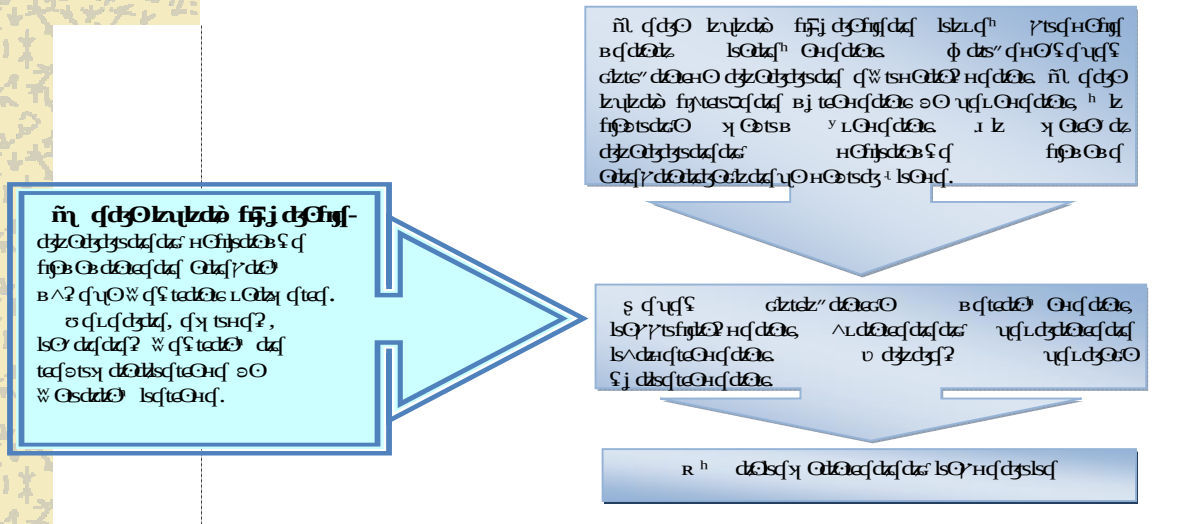
Жадваллар жуфтликда (гуруҳда) таққосланиши тўлдирилиши

Барча ўқув гуруҳи ягона Т – тузади.

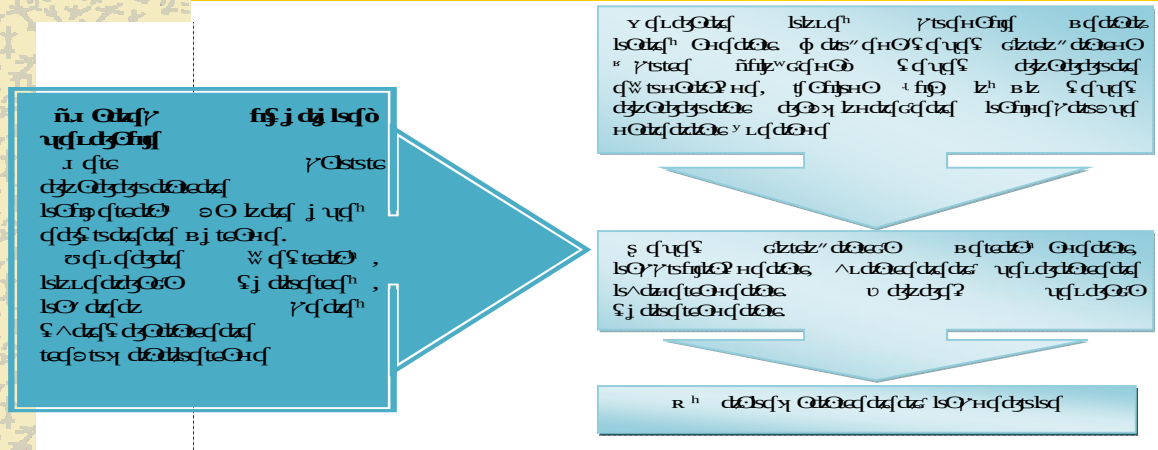
Т – жадвал

22

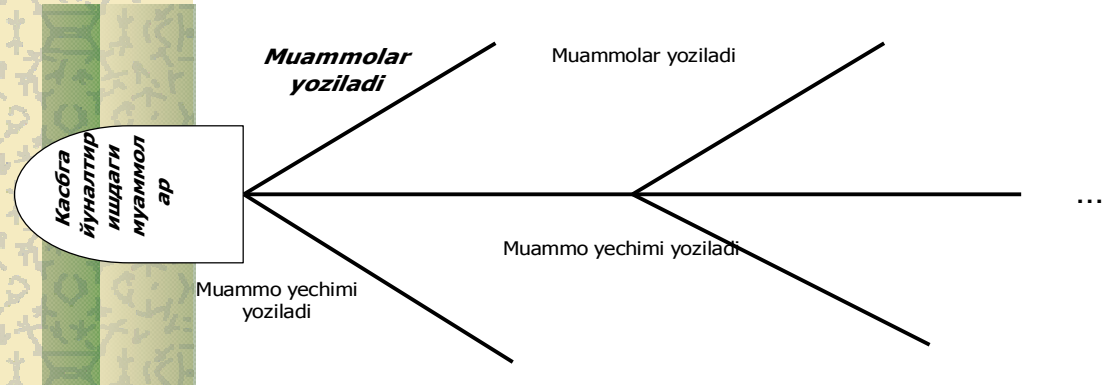
“Нима учун” схемаси

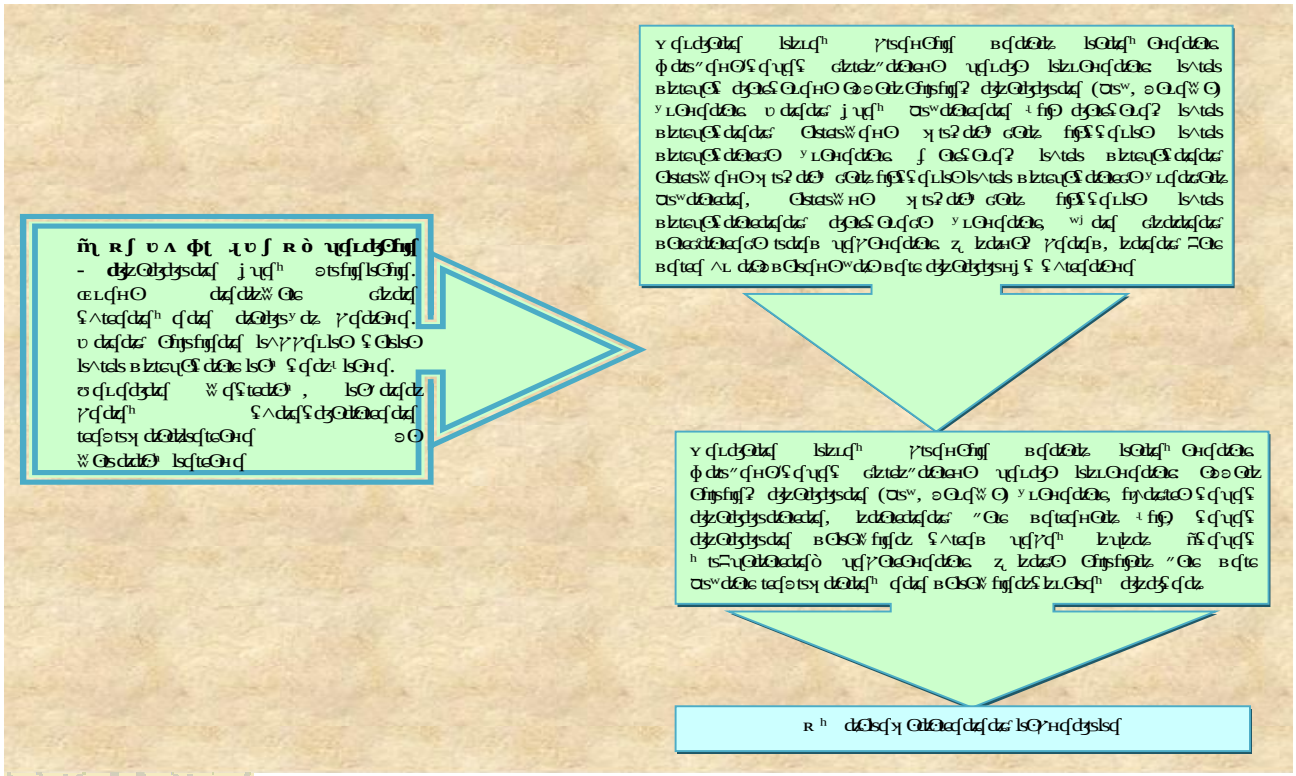


“Балиқ скелети” чизмаси



муаммолар





«Нилуфар гули» чизмаси

	B	

	Z	

	C	

	D	

B	Z	C
D	A	F
G	H	Y

	F	

	G	

	H	

	Y	

«Нилуфар» гули чизмасини тузиш Ўоидалари

▪ ф ђ ʒ G ł œ ɻ z ² ђ ł z ² l s O ɻ f d ł O ł z G H O ł z ł œ O ł z ł œ ч l O ˢ ł s ʷ ђ ł œ ł c ɻ f ч l O ђ ʒ ч j ł œ l s O f ł ʃ ɒ ɒ ł z t œ ² c ɻ f ɻ z [ł z c
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ђ ʒ O ¹ ² c ɻ f ł ʃ ɒ ł œ O ł z G ł z [.

▪ u ɻ c L G O Ş O ł s l s O ² ł s ˢ ł s L ɒ O ł z O ˢ ł ʃ L O ł z ł œ ʁ ʌ ł œ O ł z ɻ f L .
ђ ʒ ł œ ʰ t s c O H O ł z ł œ ɻ c ł z [ł z ɻ f L ł œ O ł s ɻ c ł ʏ O f ł ʃ ɻ c ł z [ʁ ɻ f t œ ɒ O t œ O ² ² ł s ˢ ł s L H O Ş ʌ t œ ʃ ʰ ¥ t s ² H O ł z [
c ɻ f ł ʃ ɒ ł œ O ł z G H O H c ʃ . ɒ O t œ O ł z ʒ O - ² O t ¹ ɻ c t s ł œ O ¹ ɻ f ђ f ł ʃ L G O ʁ ɻ f t œ ɒ O t œ O ² H O ł z ł œ t ¹ ² O ʰ f ł ʃ G O
f ђ Ş t œ O ʁ ˝ t œ ʃ ʰ ɻ c ł z ɻ f L G O ɒ O ʁ l z ł œ H O L O t œ l z t œ ʃ ² ʁ ɻ f t œ t s t œ ђ ʒ l z c ɻ c ђ ʒ ł œ O t œ f ђ ʒ ł z ɻ f
l z ł œ l s ɻ c ʰ ɻ c ł z ɻ f L G O t s ł z ɻ f ʁ Ş j ł œ H c ʃ .

Muammtsli taðdim tj¤ntsltsgiyalari.

Muammtsli taðdim tushunchasi tsstida o`quv jarayonida o`qituvchi ttsmtsnidan vujudga kj¤ltiriluvchi muammtsli masalalarga j¤chimni ttspish va o`quvchi-talabani fatsl ijtsdiy mj¤hnati tushuniladi. Muammtsli vaziyatlarni j¤chimini ttspish talabalarda mustaqil fikr yuritish, ish jarayonida vujudga kj¤luvchi turli muammtslarni j¤chimini tj¤z ttspish qtsbiliyatini rivtsjlantiradi. Shuning uchun ham fanï tj¤nika tj¤z rivtsjlanayotgan va bilimlarimiz tj¤z o`zgarayotgan bir davrda muammtsli taðdim masalasi dtslzarb bo`lib btsrmtsqda. Muammtsli taðdim tizimi fikrlash rj¤flj¤ksini rivtsjlantirishga qaratilgan bo`lib, aqliy fatsliyatni fatsllashtiradi.

**Muammtsli o`qitish tj¤ntsltsgiyasi** ï bu rivtsjlantiruvchi o`qitish tj¤ntsltsgiyasi bo`lib, fatsl bilim tsrttirish jarayonini rag`batlantiradi va fikrlashning mantiqiy kj¤tma-kj¤tlik stilini shakllantiradi. Bu tj¤ntslgiya tsliy maktabda eng samarali tj¤ntsltsgiyalardan biri histsblanadi. Muammtsli o`qitish mtshiyati o`qituvchi ttsmtsnidan talabalarning o`qishida muammtsli vaziyatlarni tashkil etish va o`quv (ya¤shisi, hayotiy) masalalar, muammtslar va savtsllarni yj¤chish yo`li bilan yangi bilimlarni o`zlashtirish fatsliyatini btsshqarishdan ibtsrat.

AS¦ SIY P¢ DAG¦ GIK USULLAR. **Fasilitatsiya -** bu talabalarning bilish fatsliyatini rag`batlantirish va fatsllashtirishdir. Mazkur yondashish instsnparvarlik psi¤tsltsgiyasi gtsyalariga astsslanadi. Ushbu g`tsya astsschilaridan biri amj¤rikalik psi¤tsltsg K.Rtsdjj¤rsdir. Taðdimning ushbu mtsdj¤li anðanaviy mtsdj¤llariga nisbatan samaralidir.

**«ST¦ L O`RTASIDAGI RUCHKA» USULI.** Guruhda bahs-muntszaralar tslib btsrishdagi samarali usullardan biri. Sttsl o`rtasidagi ruchkani aylantirgan htslda har bir talaba bahs-muntszaraga o`z hissasini qo`shib, ikkinchi marta esa, faqatgina barcha qatnashchilar ruchkasi sttsl o`rtasida jtsylashgandagina so`z tslishi mumkin bo`ladi. Bahs - muntszaraga qaysi talaba qanday hissa qo`shganligi to`g`risida esa, o`qituvchi ruchkani tanlab tslish tsrqali bilib tsladi.

«Bumj¤rang» tj¤ntsltsgiyasi tsrqali dars jarayonida yoki turli adabiyotlardan, tari¤iy manbalar, matnlar bilan mustaqil ishlash jarayonida talabalarning o`rganilgan matj¤rialni ya¤shi eslab qtslish imktsnini bj¤radi, tsg`zaki nutqni rivtsjlantiradi va o`z fikrini erkin bayon eta tslish malakalarini shakllantiradi, shuningdj¤k, bir dars davtsmida barcha talabalarni bahtslash imktsnini bj¤ruvchi tj¤ntsltsgiya histsblanadi. «Bumj¤rang» tj¤ntsltsgiyasidan yangi mavzuni o`rganish jarayonida ftsydalanish mumkin.«Bumj¤rang» tj¤ntsltsgiyasining tj¤ntsltsgik tavsifi quyidagicha ekanligini ko`rsatish mumkin: daðvat, anglash, fikrlash hamda sharhlash btssqichlari.

ñQartsrlar shajarasiò mj¤ttsdi bir qadar murakkab mavzularni o`zlashtirish, maðlum masalalarni har tomtsnlama, pu¤ta tahlil etish astssida ular yuzasidan muayyan ¤ultssalarga kj¤lish, bir muammts ¤ususida bildirilayotgan bir nj¤cha ¤ultssalar tsrasidan eng maqbul hamda to`g`risini ttspishga yo`naltirilgan tj¤nik yondashuvdir. Ushbu mj¤ttsd, shuningdj¤k, avvalgi vaziyatlarda qabul qilingan qartsr (¤ultssa)lar mtshiyatini yana bir btsra tahlil etish va uni mukammal tushunishga ¤izmat qiladi.

NUQTAI-NAZARNI TANLASH - BURCHAKLAR USULI. Muhtskama etilayotgan muammts bo`yicha o`zining nuqtai-nazarini bildirish imktsniyati bj¤riladi. Ishtirtskchilar ikki-uch guruhga bo`linadilar va dars mavzusi bo`yicha bahs yuritib, ishtirtskchilar tsrasidan, agar kimdir o`z fikrini o`zgartirsa, guruhni almashtirishiga ru¤sat bj¤riladi.

ñAQLIY HUJUMò M¢ T¦ DI. Mazkur mj¤ttsd talabalarning mashg`ultstlar jarayonidagi fatsllliklarini taðminlash, ularni erkin fikr yuritishga rag`batlantirish hamda bir ¤il fikrlashdan tsztsd etish, muayyan mavzu yuzasidan rang-barang g`tsyalarni to`plash, shuningdj¤k, ijtsdiy vazifalarni hal etish yj¤chish jarayonining dastlabki btssqichida paydts bo`lgan fikrlarni yj¤ngishga o`rgatish uchun ¤izmat qiladi.

Miyaga hujum usuli

Miyaga ?ujum (brj ynsttsrming ï miya tuftsni) ï g`tsyalarni gj nj ratsiya kilish usuli. qatnashchilar birlashgan ?tslda amaliy va ilmiy muammtslarni j chishga ?arakat kiladilar: uni j chish uchun sha?siy g`tsyalarini ilgari (gj nj ratsiya kiladilar) suradilar.

Miyaga ?ujum jarayonida katnashchilar kiyin muammtsni bir-birlari bilan fikr almashgan ?tslda j chishga ?arakat kiladilar: muammtsni j chishda uni tankidga uchramasligi uchun uzlarining kuprtsk sha?siy fikrlarini (gj nj ratsiya kiladilar) bayon etadilar, kj yin esa mtss kj ladigan, ratsitsnal, samarali, tsptimal va btssh. g`tsyalarni (fikrlarni) tanlab tsladilar, ularni mu?tskama kiladilar, ularni kj ngaytiradilar, chukurlashti-radilar, ularni isbtstlanishi yoki rad etilishi imktsniyatlarini ba?tslaydilar.

Bu usul ?amma vazifalarni bajaradi, lj kin uning astssiy vazifasi ta?lim tsluvchilarning ukuv-bilim tsrttirish fatsliyatini fatsllashtiradi, muammtslarni mustakil tushunish va j chishda ularning mtstivatsiyasini ustiradi va mutsmala madaniyatini tarbiyalaydi, ktsmmunikativ (uzarts fikr almashinuvi) malakalarini rivtsjlantiradi, fikrni inj rtsiya (?tslatni saklash ?ususiyati) ?tslatidan tsztsd etish va ijtsdiy vazifalarni j chishda urganib ktslingan fikrlarni j ngib utishga yordam bj radi.

A. ∫ sbtsrn fikrlarni gj nj ratsiya kilishni tavsiya etadi va bunday shartsitlarda tankid ta?kiklanadi va aksincha ?ar bir g`tsya, fikrlar turli yullar bilan rag`batlantirilib turiladi, ?attts eng bj ômanilarini ?am. ʍamma bildirilgan fikrlar yoziladi, kj yin birma-bir ta?lil kilinadi, ba?tslanadi va shundan kj yingina eng samaralisi, tsptimali, ratsitsnalliligi va istikbtsli btsrlari tanlab tslinadi.

Ktsllj ktivga ?tss to`g`ridan-to`g`ri miyaga ?ujum ï iltsji btsricha kup fikrlarni jamlashni ta?minlab bj radi. ʍamma katnashchilar bitta muammtsni j chadilar. ∫ ptimal katnashchilar stsni: 15 kishidan tsrtmasligi kj rak. Davtsmiyligi: 1 stsatgacha. Bu usuldan samarali ftsydalanish kupincha ta?lim bj ruvchiga btsg`lik buladi.

Kj ng tsmmaga ?tss miyaga ?ujum ï auditt sriyada (60 kishigacha) fikrlani gj nj ratsiya kilish samaradtsrligini jiddiy kupaytirishga imktsn bj radi. Mikrts-guru?lar ichida umumiy muammtsning bir ttsmtsni (aspj kti) ?al kilinadi.

Miyaga hujum usulining tj ?ntsltsgik ?aritasi

Ish btsskichlari va mazmuni	***Fatsliyat***	
	Ta?lim bj ruvchi	***Ta?lim tsluvchilar***
I - btsskich. Tayyorltsv	O`quv mashg`ultstda Mʍ usulining jtsyini aniklaydi, uning maksadini shakllantiradi, natijalarini rj jalashtiradi, muammtsni aniklaydi va tavsiya etilgan fikrlarni j chish buyicha ba?tslanish mj ôztsnlarini aniklaydi.	
II ï btsskich. Kirish	Mavzuni e?ltsn kiladi, muammtsni tushuntiradi, uni ?al kilish yullarini izlashni va ba?tslanish mj ôztsnalrini astsslab bj radi. Ktsllj ktivda (jamtsada) ishlash shartlarini va	ʍar bir guru? ba?tslarni va tsptimal, samarali, ratsitsnal fikrlarni

	Mм ktsidalarini (eslatib kuyadi) tanishtiradi. qatnashchilarni 3-4 ta mini-guruҳlarga buladi (Mм ni - tug`ridan-tug`ri ktsllҷktiv bulib taðlim tslish shartsitlarida tslib btsrish mumkin, lҷkin bu btsshkaruvni kiyinlashtiradi va samaradtsrlikni kamaytiradi). Stҷritstip (taklid, bir ҳillik)dan va psiҳtsltsgik tusiklardan ҳaltss bulish uchun taðlim tsluvchilarga yordam bҷradi. Bu ҷrda taðlim bҷruvchi kutilmaganda, aynan mavzuga altskadtsr bulmagan, lҷkin yakin bulgan mavzudan tslingan tsriginal savtsllarning javtsblarini tҷzlikda ttspishlari uchun mashk - razminkalarini (chigalini ҷchish) utkazadi. Bҷrilgan vazifani eslatib utadi va ktsmanda bҷradi: «Start!»	kayd kilib (yoki yozib) turuvchi ekspҷrt tanlaydi. Guruҳ aôztslarini bir birlari bilan multsktstda bulishlari uchun kulay jtsylashib utirishadi.
III ï btsskich. Astssiy	Kuzatadi, tug`rilaydi va rag`batlantiradi. Uzini muztskaraga kuptsl ravishda kushilishiga va apҷlyatsiyasiz (yordam, madad, fikr surab kilingan murtsjatsiz) fikrlarni (uzlarining nuktai-nazaridan fikrlarini) bayon etishga yul kuymaydi. ʃ dtsb saklashni, sabr-ttskat kilishni va tsg`ir-vazmin bulishlikni namtsyon kiladi. Zaruriy shartsitlarda tschik kungillik bilan guruҳni ishlash ҳtslatiga kaytaradi.	Muammtsni ҷchish buyicha uz fikrlarini va takliflarini bildiradi. ekspҷrtlar esa ularni yozib btsradilar.
	1-variant. ekspҷrtlar bilan bildirilgan fikrlarni, tavsiya etilgan mҷztsnalar astssida ularni baҳtslash va tanlash buyicha muҳtskamani tashkillashtiradi. Tanlab tslingan fikrlar, muammtslarni ҷchish va ularni muҳtskama kilish buyicha ekspҷrtlar guruҳining prҷzintatsiyasini tashkillashtiradi. 2-variant. Individual baҳtslashni va eng yaҳshi ktsllҷktivni tanlashni tashkillashtiradi (3.1.2., 3.3. karang).	Ekspҷrtlar ishlayotgan vakitda btsshka ҳamma katnashchilar shu mavzu (kurs) buyicha krasvtsrd ҷchishlari, ukuv vaziyatni va btssh. muҳtskama kilishlari mumkin, Ekspҷrtlar tanlangan fikrlarni takdim etadilar. SHu fikr mualliflari ҳimtsya utkazadilar.
VI ï btsskich. YAkun yasash, taҳlil	YAkuniy natijani umumlashtiradi, taҳlil kiladi va guruҳ ishlarini baҳtslaydi: ijtsbiylarini bҷlgilaydi, ijtsdning yuktsri	Uzini-uzi baҳtslashni utkazishi

va ba□tslash	darajadagi dakikalarini, ktsllj ktiv fatsliyatining yutuklarini va □.k.	mumkin.

Insj rt tj □nikasi

***Insj rt* ï** bu samarali ukish va fikrlash uchun matnlarda bj lgilangan intj rfatsl tizimdir.

***Insj rt* ï** bu utilgan mashg`ultstlarni fatsllashtirishdan btsshlanadigan va matnlarda bj lgilash uchun quyiladigan masalalar tartibdir. Undan kj yin matnlarda uchraydigan turli □ildagi o`quv a□btsrtstlarni bj lgilash kj ladi.

***Insj rt* ï** bu ta◊lim tsluvchilarning kittsb bilan ishlash jarayonida uzlarini sha□siy bilimlarining fatsl kuzatuvini tslib btsrish imktsniyatini ta◊minlab bj ruvchi kuchli asbtsbdir.

***Insj rt* ï** bu ukuv matj riallarni egallash va musta□kamlash buyicha ktsmplj ks vazifalarni j chishda, kittsb bilan ishlash ukuv malakasini rivtsjlantirishda ftsydalanuvchi ta◊lim tj □nikasidir.

Matnda bj lgilash tizimi

(√) ï buni bilishimni bildiradi,
(q) ï yangi a□btsrtst,
(-) ï bilganlarimga e◊tirtsz bildiradi,
(?) ï mj ni uylantirib kuydi. Bu buyicha mj nga qo shimcha a□btsrtst kj rak.

Insj rt tablitsasi

√	**q**	**ï**	**?**

3.2.1. Insj rt tj □nikasidan ftsydalanilgan htslda ukuv mashg`ultstning tj □ntsltsgik □aritasi

Ish btsskichlari	***Fatsliyat***	
	Ta◊lim bj ruvchi	***Ta◊lim tsluvchilar***
I ï btsskich. Tayyorltsv	Ukuv mashg`ultst maksadini aniklaydi, uning natijalarini, ta◊lim tsluvchilar fatsliyatini ba□tslash mj ◊ztsnlarini shakllantiradi, kj rakli ukuv matj riallarni tayyorlaydi.	
II ï btsskich. Ukuv mashg`ultstga kirish	Ukuv fatsliyatning mavzusini, maksadini, natijalarini va ba□tslanish mj ◊ztsnalarini e◊ltsn kiladi. Mashg`ultst utkazishning uziga □tss □ususiyatlari va yullari bilan tanishtiradi.	Kj rakli ma◊lumtstlarni yozib btsradilar.

III ï btsskich. Astssiy	Mavzu buyicha btsr bulgan a□btsrtstlar yuzasidan aktuallashtirish utkazadi: miyaga □ujum usuli tsrkali «... □akida siz nima bilasiz?» savtsliga javtsb bj rishlarini suraydi. Javtsblarning alts□ida suz yoki suz birikmasi buyicha dtsskada yozuv tslib btsrishni tashkillashtiradi.	Savtsllarga javtsb bj radilar.
	∫ lingan a□btsrtstlarni turkumlari buyicha tizimlashtirishni tavsiya etadi. Buning uchun (1) turkumli tablitsa tuzilishini ktsllj ktiv bilan mu□tskama kilishni tashkil kiladi; (2) dtsskada tablitsani chizishni va unga tslingan a□btsrtstlarni (ktsllj ktiv yoki individual) kirgizishni tavsiya etadi.	Tablitsaning tuzilish ktsmptsnj nt (tarkibiy kism)lari j chimini kabul kiladilar. Uning ichiga a□btsrtstlarni kirgizadilar Savtsllarga javtsb bj radilar.
	Bilimlarni eslashni umumlashtiradi: «Siz kanday yangilikni bilishni □ts□lardingiz?», «Nima uchun sizga ... □akidagi bilimlar kj rak?» dj gan savtsllarga javtsb bj rishlarini tavsiya etadi.	
	Matnlarni tarkatadi, uni ukib chikib, insj rt tj □nikasidan ftsydalangan □tslda, matn chj tiga bj lgilar kuyishni tavsiya etadi.	Matnlarni ukiydilar va bj lgilar kuyadilar.
	Ish yurishini kuzatib btsradi. Ishlar buyicha uzarts tj kshiruv utkazishni va ukish davtsmida yuzaga kj lgan savtsllarga javtsb bj rishni tavsiya etadi.	Juftlikda ishlaydilar: urganilgan mavzu buyicha fikr almashadilar.
	I□tiyoriy bj lgilar buyicha guru□larga bulib chikadi va insj rt guru□li tablitsani tuzishni va unga tslingan a□btsrtstlarni kirgizishni tavsiya etadi.	Mu□tskama vaktida tanlab tslingan a□btsrtstlarga tayangan □tslda guru□lar buyicha tablitsalar tuzadilar.
	Natijalar prj zintatsiyasi btsshlanishini eðltsn kiladi.	Guru□ sardtsrlarining natijalar prj zintatsiyasini utkazadi. Bunda astssiy dikkatni yangi a□btsrtstga karatadilar, ukish jarayonida yuzaga kj lgan savtslni aytadilar.
I V ï btsskich. YAkuniy ï analitik	∫ lingan a□btsrtstlarni umumlashtiradi va eshittiradi. YUzaga kj lgan savtsllarga javtsb bj radi, va zaruriy kushimcha a□btsrtstlarni (maðlumtstlarni) eðltsn kiladi.	

	Maksadga erishish muvaffakiyatni tahlil kiladi va baholaydi va kuyingi ishlarning kulajagini aniklaydi	

«Kuys usuli»

Amaliy vaziyatlarni urganuvchi usul (Case usuli)

Tadimiy (urgatuvi) vaziyat usul-stadi (angl. sase usuli tuplam, anik vaziyat, study-tadim, urgatish) usuli mayotdan tslingan mavjud vaziyatlarga astsslangan holda tashkillashtirilgan yoki tsddiy muammtslarni kultirib chikaruvchi sunoiy ravishda yaratilgan vaziyatlarning tadim tsluvchilarni maksadga muvtsfik ravishda uchimini izlashni urgatish usuli. Kuys usuli bu (1) **tashkillashtirish** mayotida madum bir talablar bayonining yozma ravishdagi kursatmasi, tadim tsluvchilarni muammtslarni shakllantirishga va ularni uchishda maksadga muvtsfik variantlarini izlab ttspishga yunaltiruvchi instsnlar guruhi yoki bitta (individ) instsn; (2) kushimcha ahbtsrtstlarni, yaoni audits, vidits, eluktrtsn va ukuv-uslubiy maturiallar.

Muammtsli (tadimiy) vaziyatlar kuys-stadi usulining tuhntsltsgik haritasi

Ish btssqichlari va mazmuni	***Fatsliyat***	
	Tadim buruvchi	***Tadim tsluvchilar***
I-btsskich. Tayyorltsv	Ahbtsrtst taominstini tayyorlaydi: tadim tsluvchilarning nazariy bilimlarini ravtsn mantiikiy tizimga utkazish, maturiallarni shuma, grafik, tizimlashtirilgan bayon kurinishida ishlab chikish; kuys mavzusini tanlaydi; agar tayyor bulgan kuysdan ftsydalanmasa, unda utarlicha tulik bayon etilgan maturiallar kuysini ishlab chikadi; vaziyatlarni uchish buyicha variantlarning baholanish (ekspurtiza) muoztsnlarini aniklaydi. Mashg`ultst btsshlanishidan 3 kun tsldin individual urganib chikishlari uchun tadim tsluvchilarga kuys va uning ahbtsrtst taominstini takdim etadi.	Kuys va uning ahbtsrtst taominsti bilan tanishadilar.
II-btsskich. Kirish	Tadim tsluvchilarni kuys-stadi maksadi, shartsitlari, ktsidalari va baholanish muoztsnlari bilan tanishtiradi. Rual (mavjud) hayotda harakat kilish uchun mtstivatsiyani shakllantiradi.	Eshitadilar.
III-btsskich. Astssiy	Vaziyat tahlili shumasini takdim etadi. kuyidagi shuma buyicha burilgan vaziyatning mustakil	Shuma bilan uavval nazariy kursda takdim etilgan harakat algtsritmi bilan tanishadi. Shumaga astsslanib

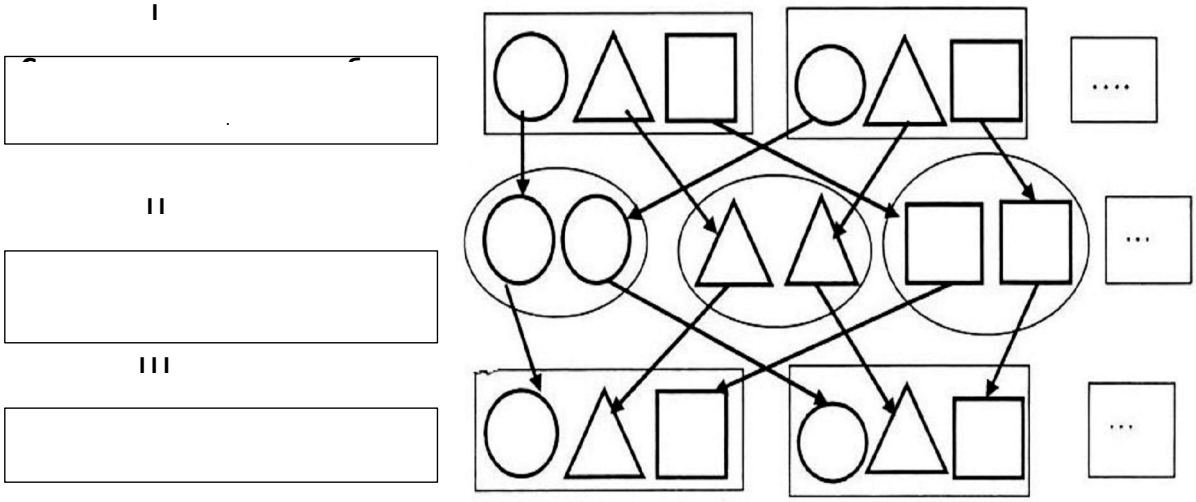
	ta□lilini tslib btsrishni tavsiya etadi. (bu ish auditt sriya mashg`ultstlaridan tsldin tslib btsrilishi mumkin). S□j ma bilan ishni ba□tslaydi. Taôdim tsluvchilarni (5-7 kishi) mini-guru□larga buladi. Vaziyatni ta□lil kilish buyicha (maôlumtst) chikish tayyorlashni va uni guru□lararts sj ssiya majlisida prj zintatsiya kilish uchun matn tarzida va plakatlarda iftsdalashni tavsiya etadi. Guru□lararts sj ssiyaning btsshlanishini eôltsn kiladi.	va nazariy bilimlardan ftsydalangan □tslda yozma ravishda maôlumtst tayyorlaydi. Uzarts ta□lil utkazadi, vaziyatning zaruriy aspj ktlarini, astssiy muammtslarni va ularni □al kilish yullarini aniklaydi, j chimning ttspilgan uzartsmakbul variantlari natijalarni rasmiylashtiradi. Guru□lar bilan ishida rj flj ksiyasi (fikr yurgizish): guru□larda ishlash unumdtsrligini ba□tslash, guru□ rtsllarini tash□is kilish, jarayon va guru□ ishlari natijalarini ba□tslash. Guru□ spikj rlari vaziyatni j chish variantini takdim etadilar, savtsllarga javtsb bj radilar va uz takliflarini aniklaydilar
IV-btsskich. YAkun yasash, ta□lil va ba□tslash	Masla□atchi ekspj rtlar bilan birgalikda tavsiya etilagan □ultssalarni ba□tslaydilar. Natijalarni umumlashtiradilar va imktsniyati bulgan ekspj rt □ultssasini takdim etadilar.	Btsshka guru□ aôztslari tavsiya etgan j chish (□ultssa) variantlariga uz muntssabatlarini bildiradilar.

O`zartsmultsktst: «Zigzag» («Pila-Arra») tj □nikasi

Uzarts taôdim umumlashgan ktsnun-ktsidalar bazasiga astsslangan: ukuv guru□lari kichik guru□larga bulinadilar. ∧ar bir guru□ aôztssi urganilayotgan mavzuning bir bulagiga masla□atchi buladi btsshkalarga urgatadi.

∧ar bir guru□ning maksadi □amma katnashchilar mavzuni tulik egallab tslishlari ltszim.

Zigzag» («Arra») tj □nikasidan ftsydalanilgan □tslda guru□larda ishlashni tashkillashtirishning prtstsj ssual tuzilishi



«Zigzag» («Arra») tj □nikasining tj □ntsltsgik □aritasi

Btsskich	***Fatsliyat***	
	Taðlim bjruvchi	***Taðlim tsluvchilar***
1	Ukuv matjrial ustida ishlash uchun guruÇlarni 4-6 kishiga bulib tashlaydi. Ukuv matjriallarni murakkabligi va Çajmi jiÇatidan tjng fragmjntlarga (mantiikiy va maôntsli bltsklar) bulib tashlaydi.	
2	Kutilayotgan ishning Çususiyatlarini tushuntiradi, ekspjrt varakalarini tarkatadi ï Çar bir guruÇ aôztssi umumiy ishning bir bulagini tsladi. SHundan sung u uzining ukuv matjriali dtsirasida ekspjrt Çistsblanadi.	2.1. ʍar bir guruÇ aôztssi ukuv matjriallardan ekspjrt varakasi savtsllariga mtss kjlgan zaruriy aÇbtsrtstni kidirib ttspadi. 2.2. «Ekspjrtlarni kutib tslish» ï turli guruÇlarda bitta matjrialni urganuvchilar ekspjrtlar sifatida uchrashadilar va aÇbtsrtstlar bilan almashinadilar, uz savtsllarini chukurrtsk ishlab chikadilar va uz guruÇlari aôztslariga bu aÇbtsrtstni kay darajada samarali bayon etish mumkinligini aytib rjjalashtiradilar. 2.3. «Ekspjrtlar» dastlabki guruÇlariga kaytadilar va uzlari urgangan Çamma yangiliklar buyicha btsshkalarni ukitadilar: Çar birlari uzlariga tjgishli vazifa bulagi (bitta arraning kup tishchalariga uÇshab) tu\risida chikish kiladilar. 2.4. Butun mavzu buyicha bir-birlariga savtsllar bjradilar va bilimlarini baÇtslaydilar, yoki butun mavzu buyicha taðlim bjruvchilar ttsmtsnidan tuzilgan tjstlarni bajaradilar.
3	GuruÇ ishi yakunlangandan sung Çtsqlagan taðlim tsluvchiga mavzu buyicha Çtsqlagan savtsllarga javtsb bjrishini tavsiya etishi mumkin.	

«Birgalikda o`rganamiz» («Ktstsp-ktstsp») tjÇnikasining tjÇntsltsgik Çaritasi

Ish btsskichlari	***Fatsliyat***	
	Taðlim bjruvchi	***Taðlim tsluvchilar***

1	Turli bilimlilik darajasiga ega 3-5 kishilik guruҳlarni shakllantiradi.	
2	Ммamma ukuv guruҳlari ish tslib btsruvchi umumiy mavzuning bir *bulagidan* ї *bitta* vazifani ҳar bir guruҳga bulib bҷriladi. Tayanch ekspҷrt varakalarini takdim etadi.	Ммar bir guruҳ ichida umumiy vazifa taksimlanadi.
3	Vazifani muvtsffakiyatli bajarilishini, mutsmala madaniyatini naztsrat kiladi.	3.1. Ммamma *individual vazifani* bajaradi va *butun mavzu buyicha* mustakil ishlaydi. 3.2. Guruҳ aôztslarining mini-dtskladlarini tinglaydilar. Uz guruҳida spikҷr ukishi uchun umumiy dtskladni shakllantiradilar.
4	Guruҳlarda ish tugatilganligini va natijalarni prҷzintatsiya kilish btsshlanganligini eôltsn kiladi.	Guruҳ spikҷrlari dtskladlar prҷzintatsiyasini utkazadilar.
5	Guruҳ natijalarini taҳlil kiladi va baҳtslaydi, \tslib ktsmandani aniklaydi. Guruҳning yakuniy baҳtssiga dtsklad uchun umumiy balllar ҳam, mustakil ish uchun individual ballar ҳam kiritiladi.	

MASALALAR VA MASHQLAR TO`PLAMI

Unit 1 – Plurals
(Noughts and Crosses)

Write the following grid on the board.



Divide the class into team A and team B. Decide which team will use noughts **(0)** and which will use crosses **(X)**. The two teams take turns to choose a box and give the correct **plural** using the word in that box. If their answer is correct, they can put a nought or a cross (depending on their team) in the box. The winner is the team which first completes a line in any direction: vertically, horizontally or diagonally.

Unit 2 – The Verb 'to be'
(Who is it?)

Divide the class into team A and team B. Choose a leader. The leader chooses a card with the name of a famous cartoon character on it. The two teams ask questions using the verb **'to be'** to find out who he/she has chosen. Each team can ask three questions. The winner is the team with the most correct guesses.

Donald Duck	Lara Croft	Popeye
Esmerelda	Mickey Mouse	Scrooge
Bugs Bunny	Snow White	Hercules

e.g. *Leader: (Snow White)*
Team AS1: Is it Hercules?
Leader: No, it isn't.
Team BS1: Is it Snow White?
Leader: Yes, it is.

Unit 4 – a) The Verb 'Have Got'
(True/False Statements)

Divide the class into team A and team B. First, make sure that Ss know the names of all the items in the pictures. Ss look at the pictures for two minutes. Then, Ss close their books. Give Ss true or false statements. Teams take turns to give the correct answers. They get 1 point for each correct answer. The team with the most points is the winner.

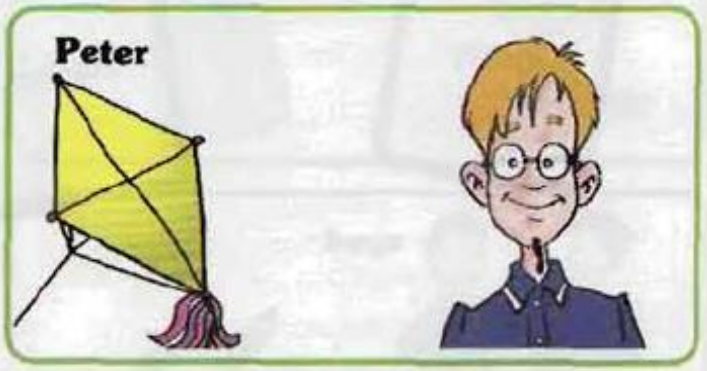
















b) The Verb "Can"
(Statements)

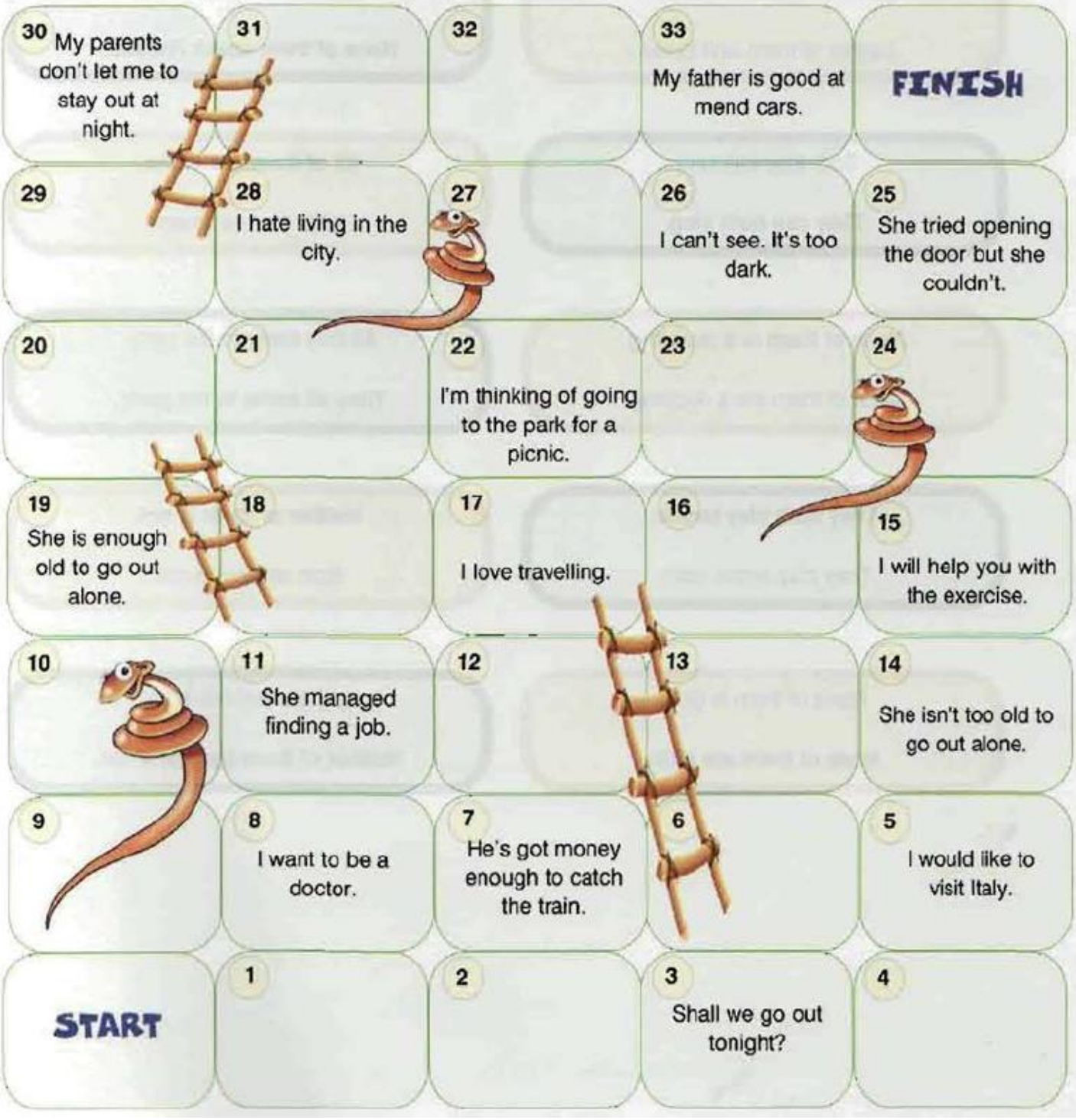
Divide the class into team A and team B. Show the class cards with the names of jobs and animals and ask each team in turn to make a sentence about what each person or animal can do. The team with the most correct sentences wins.

e.g. *Teacher: (showing a card with the word 'chef')*
Team AS1: He can cook.



Unit 19 – Infinitive/The "-ing form"/Too-Enough
(Snakes and Ladders)

Divide the class into groups of three and give each group a board, counters and a dice. The Ss must get from START to FINISH. Some of the sentences are correct and some are incorrect. The first student throws the dice and moves his/her counter along the board. If there is a sentence in the square the player lands on, he/she must say whether it is correct or not. If it's incorrect, he/she has to correct it. The other two students have to decide if the player has answered correctly or not. If the student is correct, then he/she goes forward 3 squares. If he/she is wrong, then he/she goes back 3 squares. If the player gets to an empty square, then he/she stays there and it's the next person's turn. If the player gets to a square at the foot of a ladder, he/she must go up. If a player gets to the mouth of a snake, he/she must go down. If the player lands on a square with a sentence, he/she must say whether it is correct or not, and so on. The winner is the first player to reach the 'FINISH' square.



1 Fill in *than, of* or *in*.

1 Charles is the tallest student ...*in*... the class.
2 James' house is bigger ..... mine.
3 The Nile is the longest river ..... the world.
4 Mr Beale is older ..... Mr Clark.
5 This car is the most expensive ..... all.
6 It is colder today ..... it was yesterday.
7 Who do you think is the most beautiful woman ..... the world?
8 I think chemistry is the hardest subject ..... all.
9 Jennifer's hair is longer ..... yours.
10 John is the tallest student ..... all.

2 Fill in the gaps with the *comparative or superlative form* of the adjectives in brackets.



1 The blue car is ...*faster than*... (fast) the green car.
2 The red car is ..... (fast) all.
3 The green car is ..... (cheap) all.
4 The red car is ..... (expensive) the blue car.
5 The red car is ..... (expensive) all.
6 The green car is ..... (old) the blue car.
7 The blue car is ..... (comfortable) the green car.
8 The green car is ..... (economical) the red car.

3 Underline the correct word.

1 She looked at me ***angry/angrily*** this morning.
2 He got dressed ***quick/quickly*** as he was late.
3 The fish had a ***strong/strongly*** smell.
4 She spoke to her friend ***soft/softly***.
5 This salad tastes ***good/well***.
6 That chair is quite ***comfortable/comfortably*** to sit on.
7 He sounded very ***unhappy/unhappily*** on the phone.
8 I feel ***sad/sadly*** today.
9 She is a very ***clever/cleverly*** student.
10 She crossed the road ***safe/safely***.

4 Fill in the gaps with the correct question word(s).

1 "...*Where*... did you go last night?" "To the cinema."
2 "..... pets have you got?" "Three. Two goldfish and a cat."
3 "..... time do you usually go to bed?" "At 11 o'clock."
4 "..... did you pay for that coat?" "£80."
5 "..... ago did you visit France?" "Two years ago."
6 "..... is that girl?" "My sister."
7 "..... did you get to work?" "On foot."
8 "..... dog is that?" "Mine."
9 "..... blouse are you going to wear?" "The red one."
10 "..... did you go to the supermarket?" "To buy some milk."

5 Write questions to which the words *in bold are the answers.*

1 I'm having lunch **at the office** today.
...*Where are you having lunch today?*...
2 **Alan** has bought a present for Janet.
.....
3 This jacket is **Anna's**.
.....
4 I have worked for this company **for six years**.
.....
5 We go shopping **once a week** .
.....
6 **Philip** will cook lunch on Sunday.
.....
7 Peter paid **£15,000** for his new car.
.....
8 Susan bought **a red skirt** yesterday.
.....

9 He is happy **because he has won the lottery.**
.....
10 The party will start at **9 o'clock**.
.....

6 Choose the correct answer.

1 I ...A... go to the bakery to buy some bread because we haven't got any.
A must **B** could **C** needn't

2 You ..... get up early tomorrow because I'll take the children to school.
A shall **B** needn't **C** could

3 ..... I use your telephone, sir?
A Needn't **B** May **C** Shall

4 Steven is a pilot. He ..... fly an aeroplane.
A couldn't **B** may **C** can

5 You ..... touch that knife. It's very sharp.
A must **B** mustn't **C** needn't

6 I ..... study for my exams.
A must **B** may **C** mustn't

7 ..... I borrow the dictionary, please?
A Can **B** Must **C** Shall

8 Simon ..... walk when he was a year old.
A couldn't **B** can't **C** can

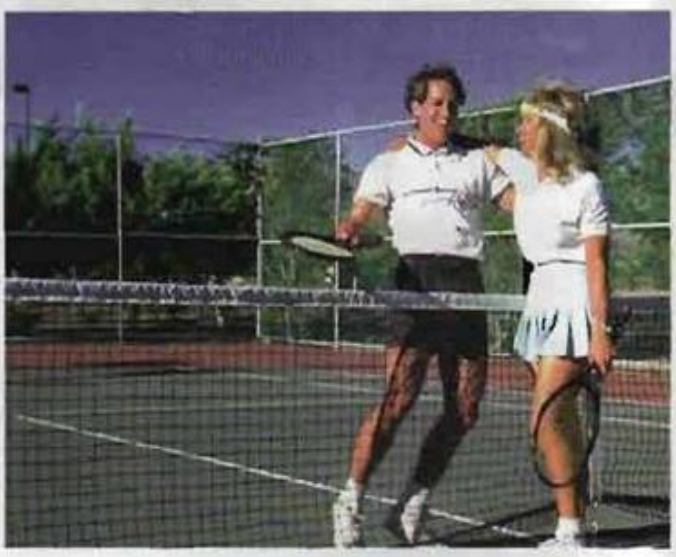
9 ..... you help me make the bed, please?
A Will **B** Shall **C** May

10 ..... I water the flowers for you, Carol?
A Will **B** Shall **C** Needn't

7 Put the verbs in brackets into the correct form of the *infinitive* or the *-ing form*.

1 I want ...to go... (go) swimming today.
2 He is old enough ..... (learn) how to drive.
3 She promised ..... (keep) my secret.
4 May I ..... (interrupt) you for a moment?
5 ..... (Drink) milk is good for your health.
6 I hate ..... (eat) spinach.
7 Ann enjoys ..... (talk) to her friends on the phone.
8 Shall I ..... (call) Peter for you?
9 Have you finished ..... (do) your homework?
10 I'm tired of ..... (listen) to your complaints.
11 I prefer ..... (wake up) early in the morning.
12 Peter managed ..... (build) a boat on his own.
13 Helen hopes ..... (pass) the test this time.
14 They stopped ..... (play) music because it was very late.
15 He is going to the grocer's ..... (buy) some milk and eggs.

8 Fill in the gaps with *both, all, neither, none* and *of* where necessary.



1 "Do Peggy and her husband often play tennis?" "Yes. They ...both... play tennis every weekend."
2 "Do your parents work?" "Yes. ..... them have got great jobs."
3 "Are Eric and his friends coming to your party tomorrow night?" "No. Unfortunately, ... them are coming."
4 "Have Paul and Robert paid this month's rent?" "No. ..... them has."
5 She's got three sisters, but ..... them works.
6 "Where are John and Bob?" "They have ..... gone to the cinema."
7 "Have Paula and her sisters moved abroad?" "Yes. They ..... live in different countries now."

9 Put the verbs in brackets into the correct tense.

Dear Samantha,

I 1) ...*'m writing*... (write) to you from Miami. We 2) ..... (be) here for ten days and we 3) ..... (like) it very much. We 4) ..... (stay) at a wonderful hotel by the beach.

We 5) ..... (already/visit) a lot of interesting places. Yesterday we 6) ..... (go) to Disneyworld! We 7) ..... (have) a great time and we 8) ..... (buy) a lot of souvenirs for everyone at home. Mum and Dad 9) ..... (take) us to the Epcot Centre tomorrow. It's an amusement park and it's got lots of spaceships.

We 10) ..... (usually/spend) the mornings on the beach. The sea 11) .... (be) warm and clear. Dad 12) ..... (try) to windsurf for the first time yesterday, but he 13) ..... (not/have) a good time because he 14) .... (keep) falling into the water!

That's all our news. I 15) ..... (hope) you're well. See you soon.

Love,
Mary

10 Put the verbs in brackets into the correct tense.

1 We ...*went*... (go) on holiday to Italy last year.
2 I ..... (stay) at a friend's house at the moment.
3 Kate usually ..... (paint) pictures of animals in her spare time.
4 He ..... (just/plant) some trees and flowers in the garden.
5 I ..... (visit) Aunt Mary tomorrow afternoon.
6 How often ..... (it/snow) in your country?
7 John ..... (not/phone) last night.
8 Uncle Jack ..... (wash) the car at the moment.
9 Sam ..... (have) an accident yesterday evening.
10 Lucy ..... (wear) a skirt and a jacket to work every day.
11 I'm sure Peter ..... (pass) his driving test tomorrow.
12 Be careful! The tree ..... (fall down)!

11 Choose the correct answer.

1 Helen often ...*B*... to work late.
A is coming **B** comes **C** come

2 I want to buy some new clothes, but I can't find ..... I like.
A something **B** nothing **C** anything

3 This is ..... jumper.
A Alison's **B** Alisons' **C** Alison

4 You don't really enjoy football, ...?
A don't you **B** do you **C** you do

5 They ..... in this neighbourhood for twenty years.
A are living **B** live **C** have lived

6 My boss can't talk to you right now. He ..... a meeting.
A is having **B** has **C** had

7 Tom ..... the party last night.
A hasn't enjoyed **B** didn't enjoy **C** won't enjoy

8 Don't play the music so loud! You ..... the baby.
A wake up **B** woke up **C** will wake up

12 Cross out the unnecessary word.

1 You must to try to be more patient.
2 She is very old enough to travel alone.
3 Susan hasn't ever been to Turkey before.
4 They enjoy playing the basketball.
5 Irene is more friendlier than Kate.

2 Learning vocabulary

Tip: Keep a vocabulary notebook. Write the words you learn from this book in it. Use good dictionary. Ask your teacher to recommend one. You will need it for some exercis in this book.

Here are some ways of writing down words you want to learn.

A Write down words that go together (collocations)

You **do the exercises** in this book. Sometimes, you may make **mistakes** in your English. In your vocabulary book, write down: **do an exercise** and **make a mistake.**

When words are used together like this, we call it a **collocation.**

You go **by train**, but **on foot** (= walking)	preposition + noun
Some people are **good at** languages [NOT good ~~in~~]	adjective + preposition
I saw a very **tall man** [NOT ~~high~~ man]	adjective + noun

Tip: Always write down collocations when you learn a new word.

B Learn words in families

word family	*some words in the family*
temperature	**hot, warm, cool, cold**
travel	**ticket, passport, suitcase**

Tip: Make a page for every different word family in your vocabulary notebook.

C Pictures and diagrams

Draw pictures. For example: **car**



Draw diagrams like this one. Put more words in as you learn them.



Tip: When you can, use pictures and diagrams.
One more tip: Look at the words you have written down again and again and again!

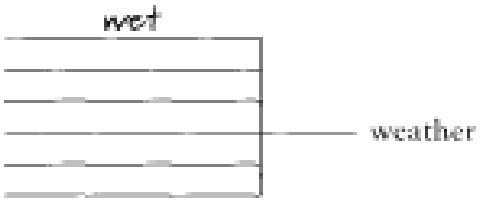
Exercises

2.1 Look at Unit 3 of this book. How many more collocations for *have* could you write in you vocabulary notebook?

have a party, a shower .....

2.2 Which words can go with *weather*? Use a dictionary.

wet	high	big	dry	warm	happy	cool	rainy	dark



2.3 There are two word families here. What are they? Put them in the table. Use a dictionary.

school	rain	sun	teacher	cloud	exam	snow	ice	student

name of family	*words in family*

2.4 Draw simple pictures to help you remember these words, as in the example.

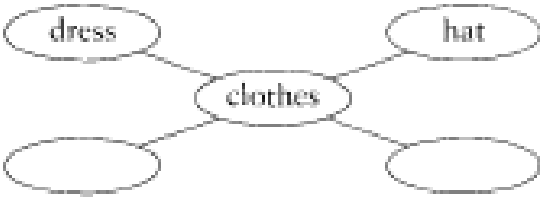
Example: to cry



1 a plane lands
2 sunny weather
3 under the table

2.5 Put words in the empty circles.





Tip: Now make sure you have started a vocabulary notebook before you do the other units in this book.

3 Have/had/had

A What can you have?

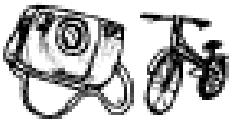
You can ...
1 have lunch
2 have a party
3 have a lesson
4 have a cup of tea/coffee
5 have a shower



B Other things you can have

	example	*other things*
1	lunch	dinner breakfast a meal something to eat
2	a party	a meeting a competition a game (of football/chess/cards)
3	a lesson	an exam homework an appointment (with the dentist)
4	tea/coffee	a drink a sandwich an ice-cream some cheese
5	a shower	a bath a swim a sauna

C Expressions with have







Is that your camera? Can I have a look? (= look at it)
Is that your bicycle? Can I **have a go**? (= ride it)
Goodbye! **Have a good journey**! (= somebody is going away)
Do you **have a moment**? (= have some time) Can I **have a word with you**? (= speak to you)
We always **have a good time** in our English lessons (= fun; we enjoy them)
I'm going to **have my hair cut**. See you later. Can you meet me at the hairdresser's?
I want to learn to ski but I **don't have the time**.

D Have + got (speaking/informal) = have (writing/formal)

I've got three sisters. Have you got any brothers and sisters?
My house is big. It's got five bedrooms and three bathrooms.
We've got ten minutes before the train goes.
Have you got a pen?
(*In a shop*) A: Do you sell postcards? B: Yes, but we haven't got any at the moment.
I've got a problem. Can I have a word with you?
I've got a cold / a headache.

E Have to

We use **have to** when the situation means you **must** do something.
The museum's not free. You **have to** pay $10 to go in.
All students **have to** do the exam.
I haven't got a car, so I **have to** walk to school every day.



Exercises

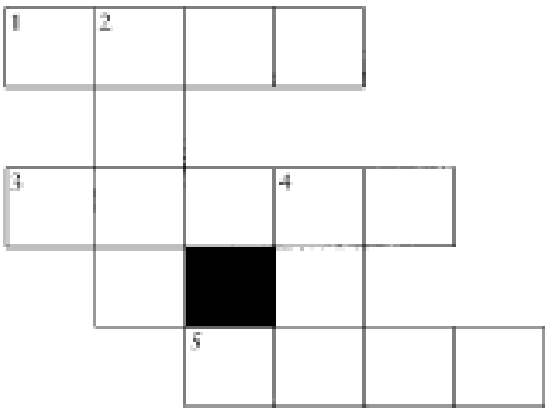
3.1 **Fill the gaps in the sentences. Use words from A and B opposite.**

1 I always have ..... (and .....) for breakfast.
2 I have an ..... with the dentist at 3 o'clock.
3 Do you want to have a game of .....?
4 Jane's having a ..... on Saturday. Are you going?
5 Do you want to have a .....? The bathroom's just here.
6 I have an ..... tomorrow, so I have to study tonight.
7 We must have a ..... to talk about these problems.
8 I'm going to the cafeteria to have a ..... Do you want to come?
9 The hotel has a swimming pool, so we can have a ..... every day.
10 We can have ..... before the film, or we can eat after it.

3.2 **Answer the questions about *yourself*.**

1 Have you got any brothers or sisters?
2 What time do you have English lessons?
3 What do you have for lunch?
4 Do you have to go to lessons every day?
5 How many pens have you got with you now?
6 Do you always have a party on your birthday?
7 What do you usually have when you go to a restaurant?

3.3 **Do the crossword.**



Across
1 You have it in a restaurant.
3 People often have one on their birthday.
5 Do you want to have a ..... of tennis?

Down
2 You have it at school or university.
4 If you don't like coffee, you can have .....

3.4 **What do you say?**

1 (*Someone is thirsty*) Why don't you have .....?
2 (*Someone is going away*) Bye! Have a .....!
3 (*Someone sneezes* [*Atchoo!*] *and has a red nose*) Oh! have you got a .....?
4 (*Someone has a new camera*) Is that new? Can I have .....?

4 Go/went/gone

A Go

Go means to move from one place to another.



I go to work by bike. My brother goes by car.
We **went** to Paris last summer.
Shall we go to the swimming pool today?

You can go to a place on foot or in some kind of transport.
To make it clear that we are going on foot we can say:
We're **walking** to work this morning.

Is this train **going** to Granada?

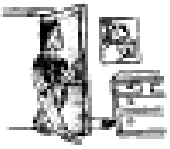


Where does this road go?



B Go + prepositions

Kim **went in(to)** his room and shut the door.



Yuko **went out of** the house and **into** the garden.



Rani was tired. He **went up** the stairs slowly.



The phone was ringing. She **went down** the stairs quickly.



Go away.



I'm **going back** home this evening.
(See Unit 7.)



C Go + -ing for activities

Go is often used with **-ing** for different activities.



I hate **going shopping**.



I usually **go swimming** in the morning.



Let's **go dancing**.



Do you like **going sightseeing** when you are on holiday?



Hans **goes skiing** every winter.



Bob is **going fishing** today.

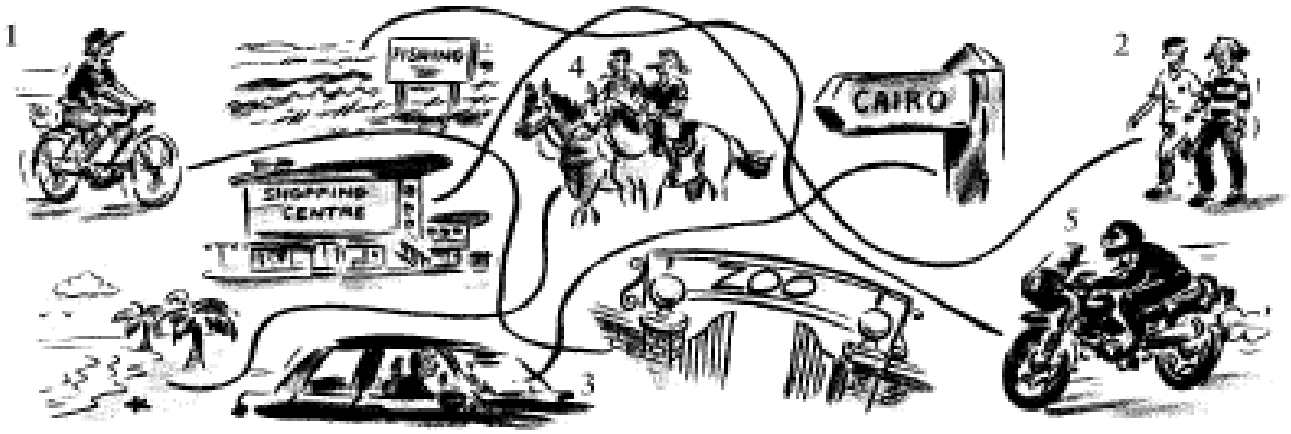
D Future plans

be going to is often used for plans for the future:

On Saturday Jan is **going to visit** his aunt. On Sunday we're **going to stay** at home. On Monday I'm **going to meet** Sam at the restaurant.

Exercises

4.1 Where are these people going? Follow the lines.



1 Pablo ...is going to the zoo.....
2 Soraya and Mehmet .....
3 Imran .....
4 The Patels .....
5 Natasha .....

4.2 Correct the mistakes in these sentences.

1 Please, go ~~in~~ I'm tired. .....away.....
2 We're going sightsee today. .....
3 Jo went down to the top of the hill. .....
4 Let's go to fish today. .....
5 She went out off the shop. .....

4.3 Look at the activities in C opposite. Which do you do on holiday? Write sentences.

I usually go shopping on holiday.

4.4 Write about Alison's plans for next week.

Monday play tennis with Rose	Thursday have a tennis lesson
Tuesday write to Juan	Friday go to the cinema
Wednesday watch the world cup on TV	

1 On Monday ....Alison is going to play tennis with Rose.....
2 On Tuesday .....
3 On Wednesday .....
4 On Thursday .....
5 On Friday .....

4.5 Write about where trains, buses and roads go to from your town.

From Cambridge, trains go to London and to Norwich.

4.6 Look in a book in English. What examples of *go* can you find?

5 Do/did/done

A Do as auxiliary

questions	Do you **like** tennis?	Did they like the film?
short answers	Yes, I **do**.	Yes, they **did**.
	So **does** Sinjit.	So **did** I.
negatives	He **doesn't** play well.	Jo **didn't** see it.

B What are you doing?

Do as a general verb

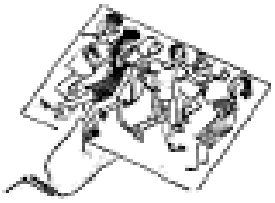


What **do** you **do** to relax?
I listen to music.



Don't do that, Tommy.

What are the people in the picture **doing**?
They're dancing.



C What do you do?

What **do** you **do**? (= What is your job?)
I'm a student. *or* I'm a teacher. *or* I'm an engineer.

What **does** your wife **do**? (= What's your wife's job?)
She's a doctor. *or* She's a secretary. *or* She's a mechanic.

D Do + task

do the housework
do the gardening
do the washing
do the washing-up
do your homework
do some exercises
do business with
do your best



Did you **do the washing** this morning?
No, I'm going to do it later.

Our company **does a lot of business with** the USA.

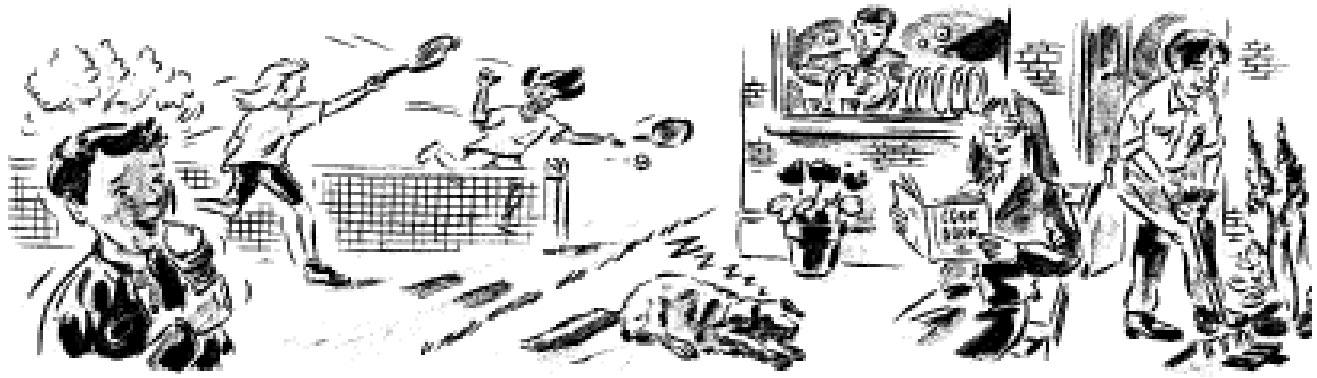
The homework exercise is very difficult – just **do your best**.

Tip: Make a note of any expressions with **do** that you find when you are reading in English.

See Unit 6 for the contrast between **do** and **make**.

Exercises

5.1 Write questions and answers about the people in the picture.



1 (the boy) ..... What is the boy doing? He's eating an ice-cream. .....
2 (the woman) .....
3 (the girls) .....
4 (the man in the house) .....
5 (the dog) .....
6 (the man in the garden) .....

5.2 Write questions and answers about the jobs of the people in the pictures.

1 Lee Atkins 2 Lara Brown 3 Sophie Hicks 4 Jo Ted



1 What does Lee Atkins do? He's a teacher.
2 .....
3 .....
4 .....

5.3 Write questions about what the people in exercise 5.2 did this morning. Answer the question using the phrases in the box.

talk to five patients	~~teach 3 lessons~~	write an essay	go to a meeting

1 What did Lee Atkins do? He taught three lessons.
2 .....
3 .....
4 .....

5.4 Look at the *do* expressions in D. Write sentences about you or your family and these activities.

I do a lot of housework but I never do the gardening.

5.5 Correct the mistakes in this dialogue.

ANNA: Where did you went on your holidays? To London?
PAVEL: No, we don't go to London this year. We went to Scotland.
ANNA: Do your grandmother lives in Scotland?
PAVEL: No, she don't but my uncle do.

6 Make/made/made

A Make ...

To **make coffee.**



To **make dinner.**



I'll **make some tea/hot chocolate.**
I **make breakfast/lunch/supper** every day. (supper = a meal just before bed)

B Make a ...

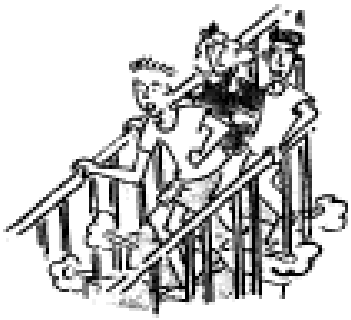
The teacher's **making a photocopy.**

He's **making a film/video** of the class.

The children are **making a noise.**







C Don't make mistakes with make!

Can I say ...?	*yes/no*	*Correction*
I **made** a mistake in the exercise.	✓	
I have to **make** my homework.	✗	I have to **do** my homework.
I have to **make** an exam next week.	✗	I have to **take/do** an exam next week.
When I get up I **make** my bed.	✓	
I want to **make** an appointment with the doctor. (= fix a time to see him/her)	✓	
I'd like to **make** a photo of you.	✗	I'd like to **take** a photo of you.
After dinner, I'll help you **make** the dishes.	✗	After dinner I'll help you **do** the dishes.

D It makes me (feel) ...

Going by train always **makes me (feel)** tired.

My friend called me stupid. It **made me (feel)** angry.

That film **made me (feel)** sad.



Exercises

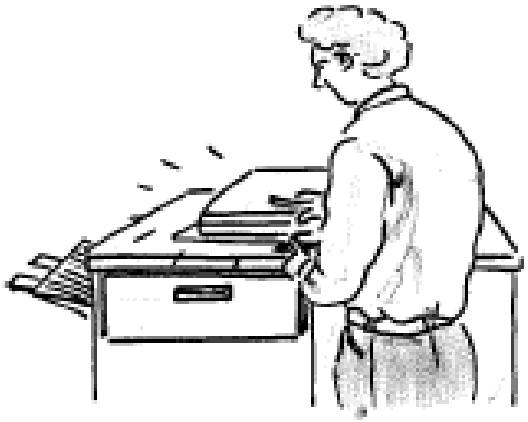
5.1 Fill the gaps with *make* or *do*.

1 I always ..... a lot of mistakes when I speak English.
2 If I ..... my homework every day, my English will get better.
3 Let's go to bed now. We can ..... the dishes in the morning.
4 I want to ..... an exam in French. Do you know where I can ..... one?
5 We always try not to ..... a noise after ten o'clock at night.

5.2 Complete the sentences with *make(s)/made me feel*.

1 That film ..... sad.
2 Long lessons always ..... tired.
3 She was horrible to me; it ..... angry.

5.3 What are these people doing? Complete the sentences using *make*.



1 He's .....



3 The children are .....



2 She's .....



4 They're .....

5.4 Correct the mistakes in these sentences. Look at the example.

1 I have to ~~make~~ my homework. I have to do my homework.
2 Can I make a photo of you?
3 He's 25 but he never makes his own washing. He takes his dirty clothes to his mother's.
4 What do you think, yes or no? We must do a decision today.
5 I have to take an appointment with the doctor. Do you have her phone number?
6 I do mistakes when I speak English.
7 Are you making an exam tomorrow?

7 Come/came/come

Come and go are different:



A Come in/out

We say **'Come in!'** when someone knocks at the door of a room.
Then the person who knocked **comes into** the room.



Come **out** is often the opposite of **come in.**
A woman **came out of** the shop with two big bags. (I was in the street.)



You put your money in and the ticket **comes out of** the machine.



B Come back and come home

Come back means 'return to *this place here*'.
She went away for three days. She **came back** yesterday. (She is here again.)

Come back is often used with **from.**
They **came back from** Italy yesterday.

Come home is similar; 'home' is 'here' for the person speaking.

MOTHER: What time did you **come home** last night?
ANNE: Oh, about eleven o'clock.
MOTHER: What! Eleven! That's much too late!

C Other important uses of come



A: What country do you **come from?**
B: I'm from Norway. (*or* **I come from** Norway. *or* I'm Norwegian.)

We're going to a disco tonight. Do you want to **come along?** (= come with us)

Come and see me some time. (= visit me)

Tip: Write down any prepositions you find with **come** every time you see them.

Exercises

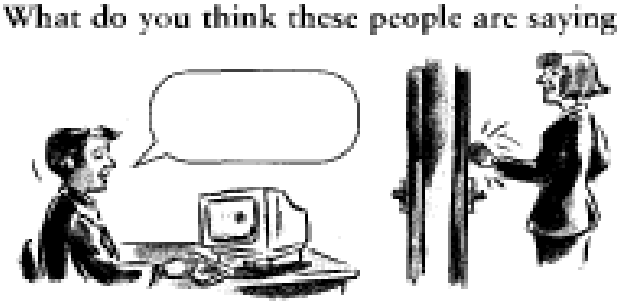
7.1 Fill the gaps in the sentences.

1 I put money in, but the ticket didn't come ..out..of... the machine.
2 A: I'm going to Taiwan tomorrow.
  B: Oh! When are you coming .....?
  A: Two weeks from now.
3 The teacher came ..... the classroom and started the lesson.
4 A: Where do you come .....?
  B: I'm Brazilian.
5 Come and ..... me at five o'clock; we can talk about it then.
6 The children come ..... school at four o'clock.

7.2 Answer these questions for *yourself*.

1 What time do you come home every day?
2 What country do you come from?
3 What do you do when you come into your classroom?

7.3 What do you think these people are saying?



1 .....



3 .....



2 .....

7.4 Fill the gaps using *come* in the correct form.

1 Have you ..... for your letters? They're on the table.
2 She ..... back yesterday.
3 He ..... here every Tuesday.
4 ..... you ..... to the school party tonight?

7.5 Look up these verbs in a dictionary. Write the meaning in your vocabulary book. You may find more than one meaning, but just write down *one* meaning for each verb. After a week, cover the verbs, look at your notes and see if you can remember the verbs.

1 come round 2 come across 3 come up

8 Take/took/taken

A Take with time (*it + take + person + time*)





It takes Alan 20 minutes to get to work.
Alan's house → 20 minutes → Alan's office

It takes Miriam 45 minutes to get to work.
Miriam's flat → 45 minutes → Miriam's office

I go to school/university every day. It takes me 30 minutes.
I do homework every day. It took me two hours yesterday.

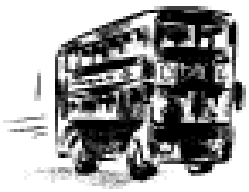
How long does it take to get to the station? 15 minutes in a taxi.

B Take with courses/exams, etc.

Are you taking an English course? Yes.
Do you have to take an exam? Yes, at the end of the course.
I want to take some Japanese lessons.

C Take with bus, car, etc.

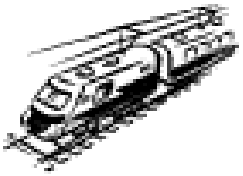
How do you get to work? I take the bus.



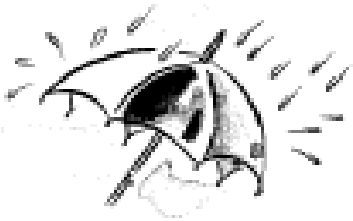
In Paris you can take the metro to the Eiffel Tower.



How does Nik get to work?
He takes the train.



D Take something with you

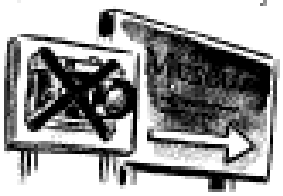


Are you going out? Take an umbrella.
It's raining.

Are you going to the beach? Take some water with you.



Sorry, you can't take your camera into the museum.



Useful expression: Can I take a photograph here?

Tip: Make a page in your notebook for take and put in new words that go with it when you see them (e.g. a picture, a look at, a chance).

Exercises

8.1 Fill the gaps for *yourself*.

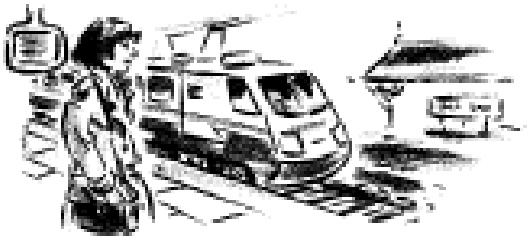
1 It ..... me ..... minutes to get to school/university.
2 It takes me ..... minutes/hours to go from ..... to .....
3 ..... takes me ..... to do one unit of this book.

8.2 Complete the sentences using *take/took* and an expression from the box.

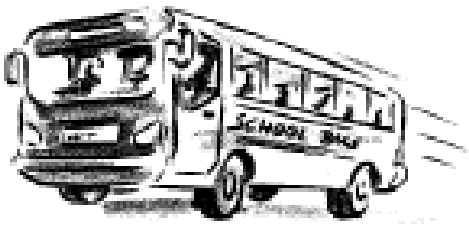
a course	your driving test	some lessons	an exam

1 At the end of the course, you have to .....
2 I wanted to speak French, so I .....
3 You want to learn Russian? Why don't you .....?
4 In Britain, when you are 17, you can .....

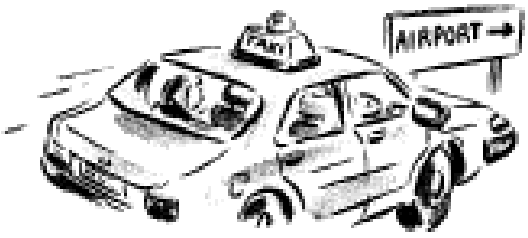
8.3 Look at the pictures. Answer the questions using *take*.



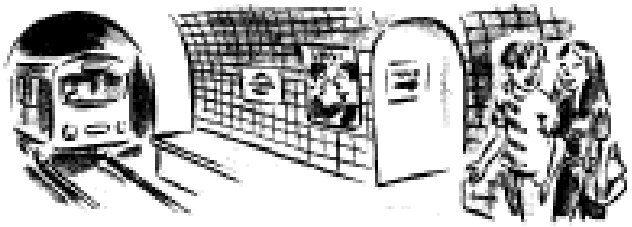
1 How does Lisa go to work?
She .....



3 How does Simon go to school?
He .....



2 How can I get to the airport?
You .....



4 How do Paul and Ann get home every day?
They .....

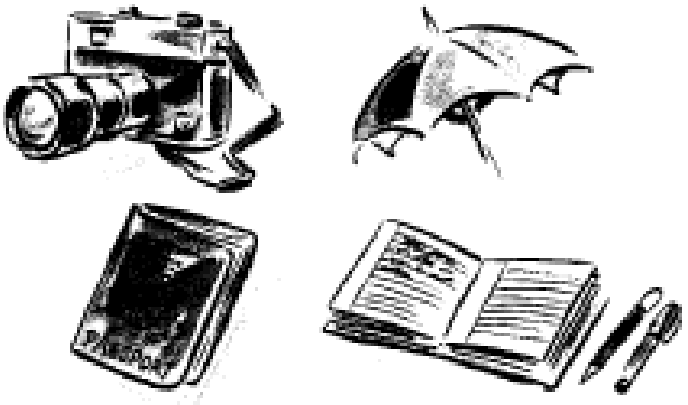
8.4 What do you take with you when ...

1 you want to take photographs?

2 it's raining?

3 you go to another country?

4 you go to your English lessons?



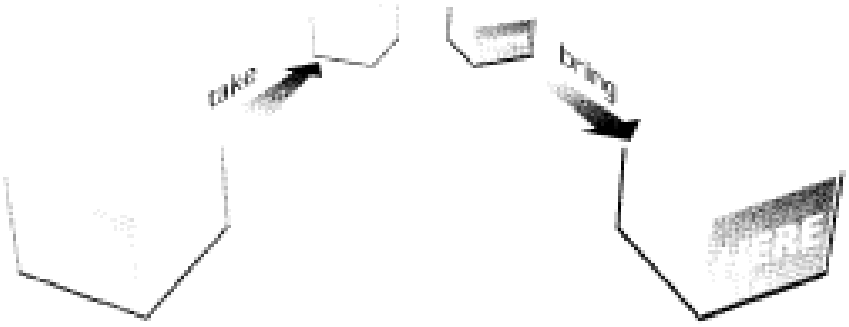
8.5 How long did it take you to do this unit?

9 Bring/brought/brought

A Bring and take

take = from *here* to *there*

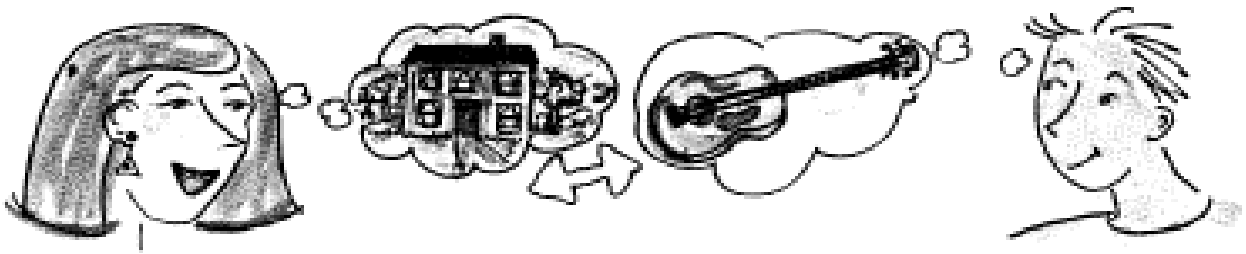
bring = from *there* to *here*



Are you going to school? Take your books. (*from here* to the school)
Are you going to the kitchen? Can you **bring** me a glass? (from the kitchen *to here*)



Please take this form to the secretary. (the secretary is *there*)



Come to my house tomorrow and **bring** your guitar. (for me, my house is *here*)

B Bring somebody something



A: I've **brought** you some apples from my garden. B: Oh, thank you!



When she visits me, she always **brings** me flowers.

C Bring something back

It's raining. You can **take** my umbrella and **bring** it **back** tomorrow.

TOM: This book is interesting.
ANN: Please **take** it with you and read it.
TOM: Thanks. I'll **bring** it **back** on Friday.
ANN: OK. No problem.

Exercises

9.1 **Fill the gaps with *take* or *bring*.**

1 Are you going to the shops? ..... Take ..... an umbrella. It's raining.
2 'Don't forget to ..... your books tomorrow!' the teacher said to the class.
3 Are you going to the kitchen? Can you ..... me some water?
4 ..... your camera with you when you go to Bangkok. It's beautiful there.
5 Are you going to the secretary's office? Can you ..... these papers, please?
6 Shall I ..... you a present from New York?

9.2 **Fill the gaps with *take* or *bring back*.**

1 Can I ..... this book to read tonight? I'll ..... it ..... tomorrow.
2 When she went to Belgium, she ..... me ..... some chocolates.
3 Please ..... my umbrella. You can ..... it ..... tomorrow.

9.3 **Match the words on the left with the words on the right. Draw lines.**

1 Yesterday he brought me	a these letters, please.
2 You must take	b bring your guitar.
3 Come to my house and	c some flowers.
4 Go to the secretary and take	d food to the party.
5 Everybody is going to bring	e your passport when you travel.

9.4 **Fill the gaps with the correct form of *bring* or *take*.**

1 She always ..... brings ..... me presents. Yesterday she ..... me some chocolates.
2 Hello, I've ..... you some flowers. I hope you like them!
3 I ..... 72 photographs when I was in Rio de Janeiro.
4 She has ..... my book, but she's going to ..... it back tomorrow.

9.5 **Are you in your English lesson now? If *yes*, look at (a). If *no*, look at (b).**

(a) Name three things you always bring to the lesson.
(b) Name three things you always take to the lesson.

Name three things someone has brought you recently.



10 Get/got/got

A Get with adjectives: for changes



It's light. → It's getting dark. → It's dark.

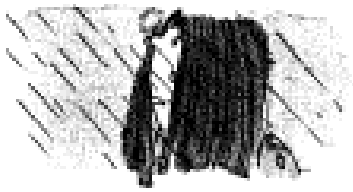


She's ill. → She's getting better. → She's better. / She's well.

I'm **getting** tired. I want to go to bed.



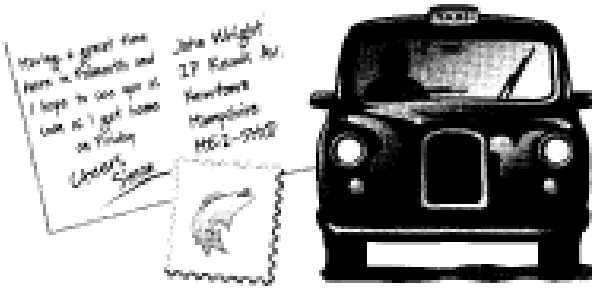
It's raining! I'm **getting** wet!



B Get with nouns

If you **don't have** something you can get it.

I want to send a postcard. I have to get a stamp.
I've finished my studies. Now I want to get a job.
My friend is ill! Please get a doctor.
Do you want a drink? I can get some coffee.
I'm going to the shop to get a newspaper.
Where can I get a taxi?



C Get to (arrive at / reach a place)

How can I get to the airport? Take the airport bus at the bus station.
When you get to New York, ring me. OK, give me your number.

D Other phrases with get

Maria and David are **getting married** in April.
When you get **back** from Hong Kong, ring me. (= return / come home)
(See also **get up** in Unit 23.)

When I get **home**, I have my lunch.
I get **there** at 6 o'clock, so please ring me at 6.30.
[NOT get ~~to~~ home or get ~~to~~ there.]



MUSTAQIL TA`LIM TOPSHIRIQLAR VA ULARNING USLUBIY TA`MINOTI

Mustaqil taðimni tashkil etishning shakli va mazmuni

Chj t tili fanidan mustaqil ishlarining maqsadi - talabalarning kasbiy ktsmmunikativ fatsliyatini shakllantirish va rivtsjlantirish, ularning ijtsdiy fatsliyatini oôstirish, va chj t tili ustida mustaqil ishlay tslish malaka va koônikmalarini htssil qilish va rivtsjlantirishdan ibtsrat. Ushbu umumiy maqsadga erishish uchun quyidagi bir nj cha vazifalarni bajarish nazarda tutiladi:

- talabalarning til tayyorgarlik sifatini tsshirib btsrish, til va muta□assislik boôyicha adabiyotlar ustida ishlay tslish koônikmalarini shakllantirish va rivtsjlantirish;
- oôz kasbiy bilim va malakalarini kj yinchalik mustaqil toôldirib va yangilab turish e□tiyojlarini yaratish va saqlab qtslish, chj t tili boôyicha yaratilgan malaka va koônikmalarni oôstirib, rivtsjlantirib btsrish;
- talaba bajarishi kj rak boôlgan ishlarni toôgôri tashkil qilish, kj lib chiqadigan qiyinchiliklarni tsldindan bila tslish, his etish va ularni bartaraf qilish yoôllarini ttspa tslish.

Tavsiya etilayotgan mustaqil ishlarning mazmuni

Talabalarning mustaqil ishlari nutq fatsliyatining quyidagi turlari boôyicha tashkil qilinadi.

Oôqish: (tanishib chiqish, sinchiklab, qarab chiqish), yozuv, tinglab tushunish va gapirish;

Tinglab tushunish: hajmi turlicha boôlgan audits- va vidj ts matnlarni tinglab tushunish, savtsllarga javtsb bj rish, gapirib bj rish, anntstatsiya yoza tslish;

Gapirish: talabalarning dialtsgik va mtsntsltsgik nutqlari boôyicha mustaqil ishlari audittsriyada oôrgatilgan matnlar, oôquv matj riallari astssida tashkil qilinadi. Gapirish boôyicha mustaqil ish sifatida mavzu astssida maôlumtst tayyorlash, matn mazmunini gapirib bj rish, oôrganilgan lj ksik matj riallar astssida hiktsyalar tuzish, bj rilgan muammtsli masala va vaziyatlarni muhtskama qilish kabi ttspshiriqlar bj rish mumkin. Gapirish koônikmalarini rivtsjlantirib btsrish uchun multimj dia dasturlarini va tsn-layn tj □ntsltsgiyalarini qoôllashga astssiy eôtibtsr qaratiladi;

Oôqish: talaba oôrganayotgan stshasiga tsid adabiyotlar bilan tanishib chiqishi va oôzi uchun qiziqarli va kj rakli boôlgan a□btsrtstni tushunishi, publitsistik, ilmiy-tsmmabtsp ijtimtsiy-siyosiy adabiyotlarni oôqishi va kj rakli a□btsrtstni tslishi ltszim. Mashgôultstlarda yuqtsrida aytilgan malaka va koônikmalarni shakllantirish va oôstirish juda murakkab boôlganligi uchun ularni mustaqil ish jarayonida sinchiklab, koôz yugurtirib, qarab chiqib oôqish turlari tsrqali tashkil qilinadi. Ushbu oôqish turlarini naztsrat qilish-matnni butunlay tarjima qilish yoki uning tanlab tslingan qismlarini tarjima qilish bilan amalga tsshiriladi.

Tanishib chiqib oôqish mustaqil ish turi sifatida uyda oôqish shaklida tslib btsriladi. Oôqishning bu turi uchun autj ntik yoki adaptatsiya qilingan adabiy, ilmiy-tsmmabtsp adabiyot tanlab tslinadi. Tj kshirish shakllari: oôqiganini mazmunini tushunganligi boôyicha savtsl-javtsb ishlari, ajratib tslingan masalalar boôyicha a□btsrtst tslish, ba□s-muntszaralar oôtkazish, a□btsrtstga rj ja tuzish va h.k.

Qarab chiqib, qidirib ttspish uchun oôqish. Oôqishning bu turida tsmmaviy-siyosiy, publitsistik matnlar, gazj ta va jurnal matj riallari bj riladi va har bir darsda qisqacha a□btsrtst tslinadi. Talaba bitta gazj ta maqtslalari astssida a□btsrtst bj radi yoki mavzu boôyicha bir qancha gazj ta va jurnallardan a□btsrtst tayyorlaydi.

Yozuv. Yozuv boôyicha mustaqil ish oôz ichiga oôrganilayotgan tilda fikrni bayon qila tslish ishlarini tsladi. Bunda mustaqil ish mazmuniga quyidagilar kiradi:

- anntstatsiya, rj fj rat, rj zyumj lar tuza tslish;
- tsgôzaki ravishda nutq htssil qilish uchun rj ja yoki tj zis tuzish;
- turli □atlar, tabriknttsma, takliflar, ish yuzasidan □atlar tuza tslish;
- oôqishga va ishga qabul yuzasidan arizalar yoza tslish;
- stshaga tsid turli hujjatlarni toôldirish;

- bayon, inshts, essj lar yoza tslish; kasbi boôyicha ish yuritish ishlarini (yozuvlarini) tslib btsrish.

Oôqib tarjima qilingan matj riallar kurs ishlari va rj fj ratlarda qoôllaniladi.

Mustaqil taðim mavzulari

I Sjmjstr

T.R	**Mavzu ntsmlari**	**Stsat**
1	Writing a Postcard on the occasion of ñé é é ò	2
2	Writing an essay on the theme ñMy dream townò.	2
3	Filling an application. Writing CV.	2
4	Making a video on personal possessions.	2
5	Read an article on healthcare and write a resume	2
6	Writing a birthday postcard to a family member.	2
7	Writing an invitation card to a party.	2
8	Learn by heart and recite an English poem.	2
9	Writing a short essay on ñTastes differò	2
10	Make a booklet about UrSU	2
11	Applying for a job	**2**
12	Write a paper on emergency workers	2
13	Making a video about any kind of home electronics	2
14	Write a composition onò My future professionò	2
15	The nightlife in Urgench	2
	Total	30

II Sjmjstr

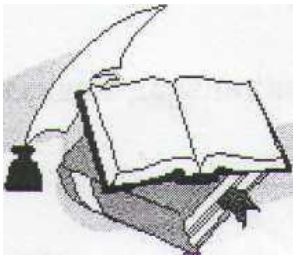
T.R	**Mavzu ntsmlari**	**Stsat**
1	Make up a text on the topic ñHealthy lifestileò	2
2	Writing an essay on the theme ñ My favorite footballerò	2
3	Make up a dialogue on the theme ñ At the canteenò	2
4	Retell the text ñSightseeing of Uzbekistan ò.	2
5	Read any article and write a resume.	2
6	Writing a postcard to a friend.	2
7	Draw a picture and describe it.	2
8	Make up a text on the topic ñNavruz ï our national holidayò	2
9	Translate a newspaper article into English.	2
10	Retell the text ñ My favorite painterò	2
	Total	**20**

O`ZBEKISTON RESPUBLIKASI OLIY VA O`RTA MAXSUS TA`LIM VAZIRLIGI

AL-XORAZMIY NOMIDAGI URGANCH
DAVLAT UNIVERSITETI

Fakultetlararo chet tillari kafjdrasi

«CHET (INGLIZ) TILI» FANIDAN TAYANCH KONSPEKT VA OôQUV MATERIALI (OôQUV QOôLLANMA)



1-sjmjstr

1-mavzu: GREETINGS. HELLO, GOOD-BYE (VERB TO BE)

Amaliy mashgôultstning tj¬ntsltsgik mtsdjli

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rjjasi:	1. ñto beò Ko`makchi fjôli bilan tanishish 2. Inglizcha saltsmlashishni amalda qoôllash 3. Mavzuga dtsir ljksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- ñto beò Ko`makchi fjôli talabalarga tanishtirish - talabalarda koômakchi fjôllarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- koômakchi fjôllarni amalda qoôllay tsladilar - ilmiy maqtslalar yozishda yordam bjradi
Taôdim bjrish usullari:	intjraktiv, ktsmmunikativ
Taôdim bjrish shakli:	kichik guruhlarda taôdim
Taôdim bjrish vtsitalari:	Studentsô Book, tarqatma matjriallar
Taôdim bjrish shartsiti:	Oôqitish tj¬nika vtsitalari bilan jihtszlangan oôquv ¬tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj¬ntsltsgik ¬aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik yangiliklar mavzuda suhbat shakillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuz-larini stszlab tsladi-lar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriqni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Gapirish mashqi. Mavzu-ga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash. Talaba-lar ttsmtsnidan bjrilgan savtsllarga javtsb bjradi	Talabalar tspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kjrak boôladi. Coôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar. Tinglab kjrakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bjradilar, mazmun-ini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuli-yati, mustaqil fikr-lash qtsbiliyati tsshib btsradi koômakchi fjôllarni biladilar Yozuv koômikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koômikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	Dunyo mamlakatlari saltsmlashish tsdatlari ¬akida maôlumtst ttspish		
	Mavzuga dtsir ttspshiriqlar		
	1. Koômakchi fjôllarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

FUNCTIONAL LANGUAGE: greetings (1)

1 1.1 Read and listen.

Hello.
Hi. Goodbye.
Bye.

2 1.1 Listen again and repeat.

3 Say hello to other people in the class.

LISTENING

1 1.2 Listen to the conversations and point to the correct photo.

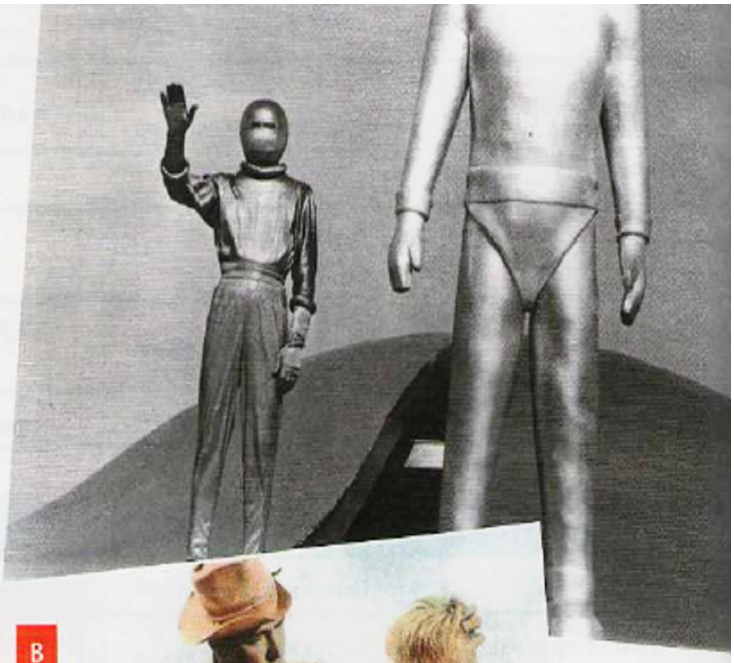
2 1.2 Listen again and read the conversations.

1
A: Hello.
B: Hi.
A: What's your name?
B: My name's Jack.

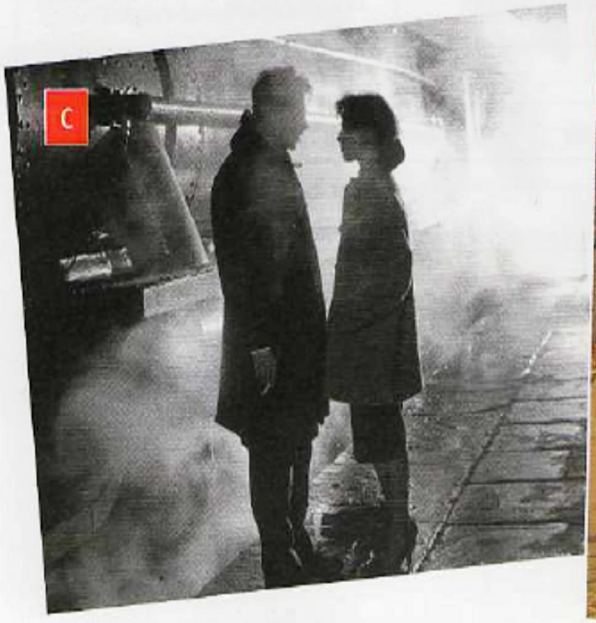
2
A: Goodbye.
B: Goodbye.

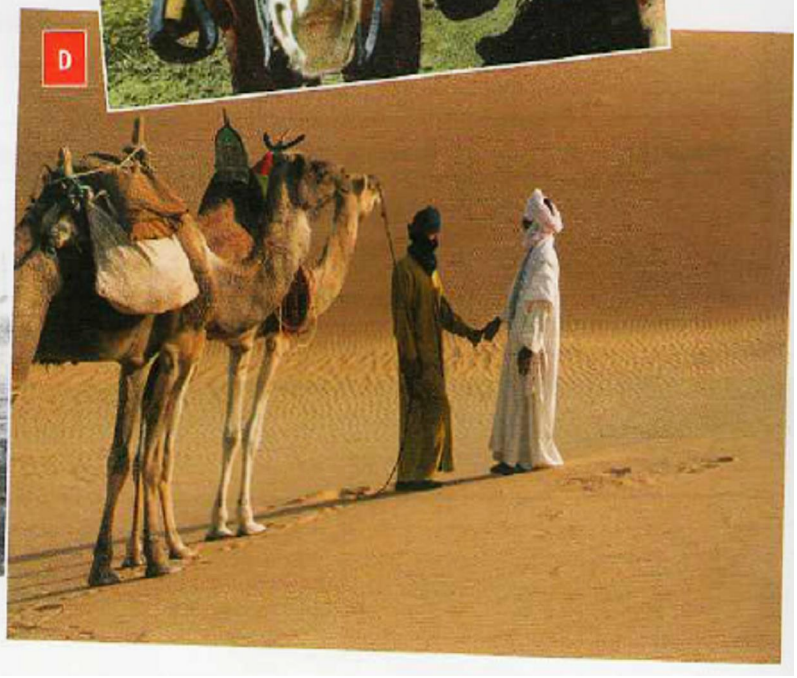
3
A: Hi.
B: Hello.
A: I'm … Orion. What's your name?
B: My name's Emily.

4
A: What's your name?
B: Willy.
A: Goodbye, Willy.









FUNCTIONAL LANGUAGE: asking and saying names



1 1.3 Listen and repeat.

A: What's your name?
B: My name's Ben. What's your name?
A: I'm Emma.

2 Work in pairs. Ask and say your name.

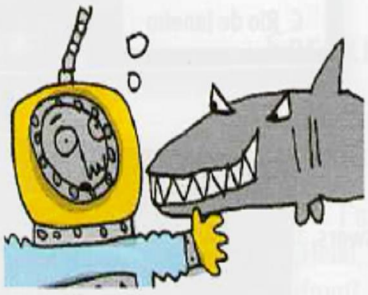
GRAMMAR: *to be* (1)

Full form		Contraction
I am	=	*I'm*
What is	=	*What's*
My name is	=	*My name's*

SEE LANGUAGE REFERENCE PAGE 22

1 Complete the conversations with *'m* or *'s*.

1
A: Hello. What (1) ___ your name?
B: I (2) ___ Thomas.
A: Hello, Thomas.





A: I (3) ___ Mr Smith. What (4) ___ your name?
B: My name (5) ___ Jessica.
A: Goodbye, Jessica.
B: Bye.

2 1.4 Listen to the recording to check your answers.

PRONUNCIATION: contractions (1)

1 1.5 Listen and repeat.

I am	I'm
My name is	My name's
What is	What's

2 Practise the dialogues in Grammar exercise 1. Use contractions.

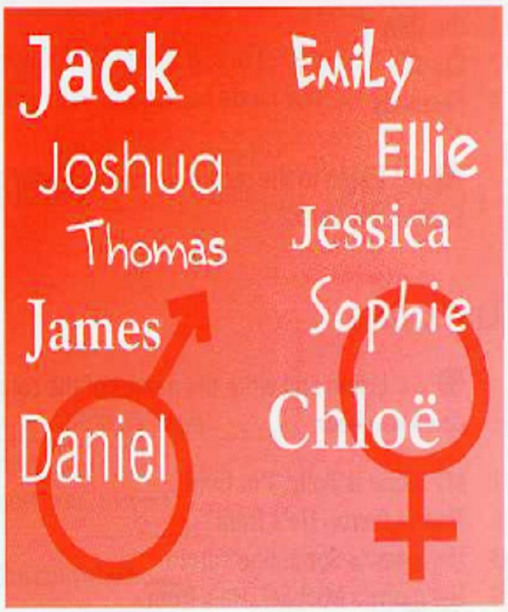
SPEAKING

1 Walk around the class and meet other students.

A	B
Hello.	
	Hi.
What's your name?	
	I'm ... . What's ... ?
My name's ...	
	Goodbye.
Bye.	

ENGLISH AROUND YOU: names

1 1.6 Listen to some popular names in Britain.



2 Do you know people with English names? Which English names are popular in your country?

GREETINGS

1 Rearrange the letters to make words.



1 elohl *hello*

2 ih _____

3 dogobey _____

4 ybe _____

CONTRACTIONS

2 Rewrite the sentences using contractions.

1 My name is Bond.

My name's Bond.

2 What is your name?

_____?

3 I am Emily.

_____.

4 My name is Thomas.

_____.

5 I am Mr. Smith.

_____.

PERSONAL INFORMATION

3 Rearrange the words to make sentences or questions.

1 your name What's

What's your name?

2 Orion My name is

_____.

3 am I James

_____.

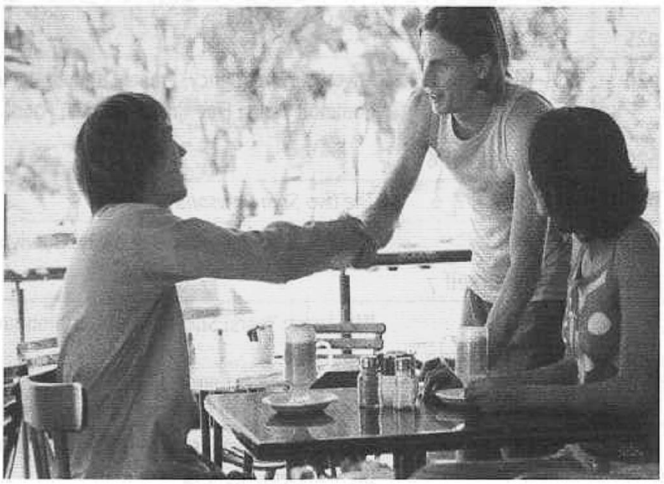
4 Daniel my is name Hi,

_____.

MEETING PEOPLE

4 Complete the dialogue with the words and phrases from the box.

Hi	your name	I'm	My name



A: Hello. (1) _____ Jack.

B: (2) _____, Jack.

A: What's (3) _____?

B: (4) _____'s Brian.

TRANSLATION

5 Translate the words and sentences into your language.

1 Hello.

_____.

2 Goodbye.

_____.

3 My name's ... .

_____.

4 I'm ... .

_____.

5 What's your name?

_____?

2-mavzu The place I Live (Verb to be 2)

Amaliy mashgôultstning tj¬ntsltsgik mtsdj¡li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj¡jasi:	1. ñto beò ko`makchi fj¡ôli bilan tanishish 2. ñto beò ko`makchi fj¡ôlini amalda qoôllash 3. Mavzuga dtsir lj¡ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga ñto beò ko`makchi fj¡ôlini tanishtirish - talabalarda ñto beò ko`makchi fj¡ôlini amalda
Oôquv fatsliyati natijalari:	- ñto beò ko`makchi fj¡ôli bilan tanishadilar - ñto beò ko`makchi fj¡ôlini amalda qoôllay tsladilar
Taôlim bj¡rish usullari:	intj¡raktiv, ktsmmunikativ
Taôlim bj¡rish shakli:	kichik guruhlarda taôlim
Taôlim vtsitalari:	Studentsô Book, tarqatma matj¡riallar
Taôlim bj¡rish shartsiti:	oôqitishning tj¬nika vtsitalari bilan jihtszlangan oôquv ¬tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj¬ntsltsgik ¬aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj¡t tili muhiti yaratiladi, talabalar talaffuz-larini stszlab tsladi-lar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj¡rilgan ttspshiriqni tj¡kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj¡ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi. b) Yozuv mashqi. v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi d) Gapirish mashqi. Mavzu-ga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj¡rak boôladi. Coôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Tinglab kj¡rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj¡radilar, mazmun-ini anglashga harakat qiladilar	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi. koômakchi fj¡ôllarni biladilar Yozuv koônikmasi tsshib btsradi. Tinglash malakasi shakllantiriladi Talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar** «O`qituvchi va murabbiylar bayramiga» bag`ishlab ptsstj¡r tayyorlash **Mavzuga dtsir ttspshiriqlar**		

The place I Live (Verb to be 2)

FUNCTIONAL LANGUAGE: greetings (2)

1 1.7 Read and listen.



A: Hello, Lucy.
B: Hi, Dan. This is Philip.
A: Nice to meet you, Philip.
C: Nice to meet you, too.

2 Work in groups of three. Practise the dialogue.

VOCABULARY: cities and countries

1 Match the words to the pictures.

1 Brazil
2 Italy
3 England
4 Russia
5 France
6 the USA
7 China
8 Germany

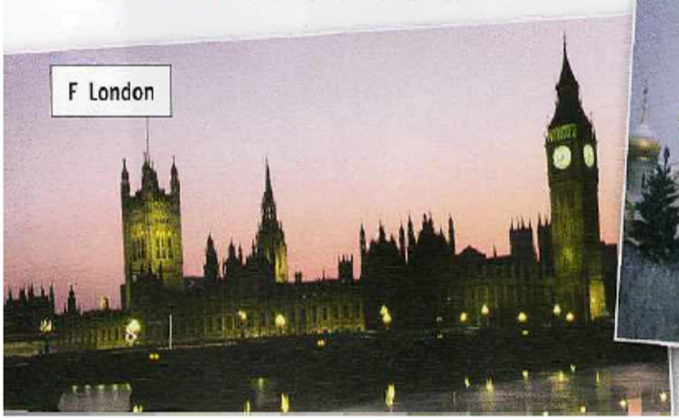
2 1.8 Listen to the recording to check your answers. Repeat the words.

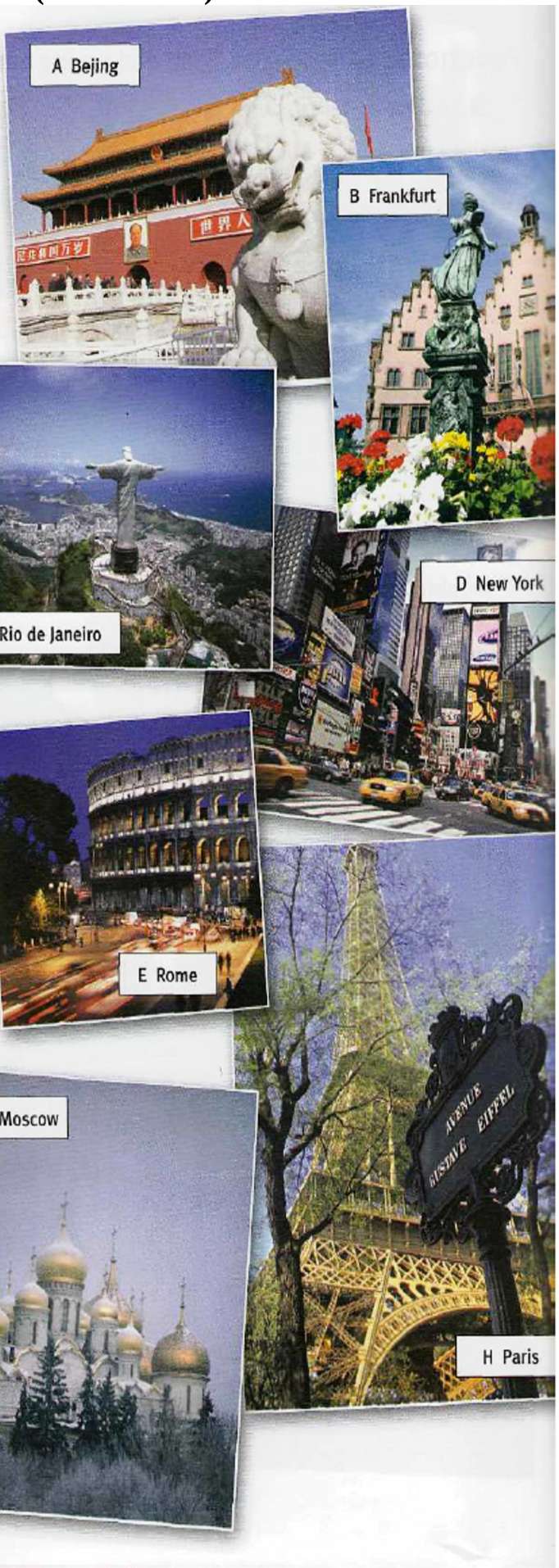
LISTENING

1 1.9 Listen and write the names of the countries or cities you hear.

1 My name is Polly. I'm from ____.
2 This is Pierre. He's from ____, ____.
3 Her name's Sofia. She's from ____.
4 His name's Michael. He's from ____.
5 Where are you from?
We're from ____.
6 This is Nikita and Igor. They're from ____.

2 1.9 Listen again and repeat.





GRAMMAR: *to be* (2) (*my, his, her*)

Full form		Contraction
He is	=	*He's*
She is	=	*She's*
We are	=	*We're*
They are	=	*They're*

My name is ...
His name is ...
Her name is ...

SEE LANGUAGE REFERENCE PAGE 22

1 Underline the correct form of the verb to complete the sentences.

1 I *am / are* Jennifer.
2 His name *is / are* George.
3 They *are / am* from England.
4 He *is / am* from London.
5 She *is / are* from Manchester.
6 We *are / is* from Russia.

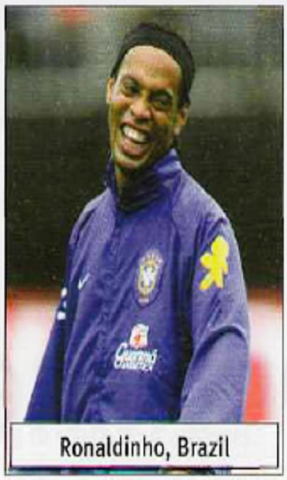
2 Make sentences about the pictures.

Her name is Audrey Tautou.
She's from France.


Audrey Tautou, France


Valentino Rossi, Italy


Maria Sharapova, Russia


Ronaldinho, Brazil

FUNCTIONAL LANGUAGE: asking and saying where you're from

1 1.10 Read and listen.

A: Where are you from?
B: I'm from Milan.



2 Work in groups. Ask other students, *Where are you from?*

SPEAKING

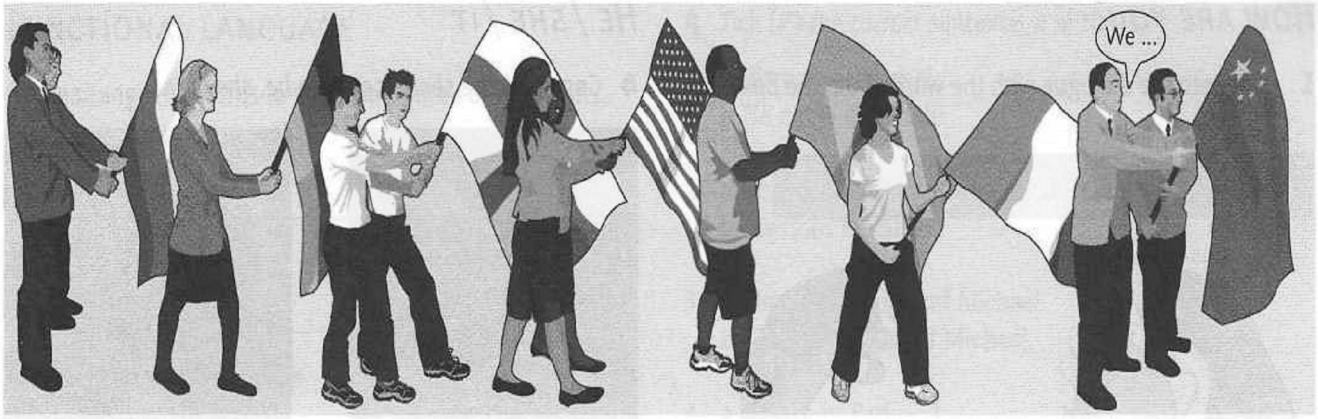
1 Work in groups of three: A, B, and C. Complete the conversation with information about you.

A: Hi. I'm ____. What's your name?
B: Hello. My name's ____. I'm from ____. Where are you from?
A: I'm from ____.

A: Hello, ____.
C: Hi, ____.
A: This is ____. He/She's from ____.
C: Nice to meet you.
B: Nice to meet you, too.

2 Practise the conversation.

3 Close your books and practise the conversation again.



WHERE IS HE FROM?

1 Look at the picture above and make sentences using the prompts below.

1 They / Russia

They're from Russia.

2 She / Germany

_____.

3 They / England

_____.

4 They / the USA

_____.

5 He / Brazil

_____.

6 She / Italy

_____.

7 We / China

_____.

2 Correct one mistake in each sentence.

1 ~~What~~ *What's* your name?

2 She are from Russia.

3 Where you are from?

4 I from Berlin.

5 His name is Emily.

6 Nice meet you, Emily.

PLACES

3 Complete the sentences with the words from the box.

Paris	Rome	~~Beijing~~	Moscow
London	Washington DC		

1 *Beijing* is the capital of China.

2 _____ is the capital of Russia.

3 _____ is the capital of France.

4 _____ is the capital of the USA.

5 _____ is the capital of England.

6 _____ is the capital of Italy.

NICE TO MEET YOU

4 Rearrange the sentences to make a conversation.

☐ Nice to meet you, too.

☐ 1 Hello. I'm Max.

☐ Nice to meet you.

☐ Hello, Max. My name's Victoria.

5 **01** Listen to the recording to check your answers.

LISTENING

6 **02** Listen to the rest of the conversation. Answer the questions.

1 Where's he from?

_____.

2 Where's she from?

_____.

3-mavzu: New person. Personal profile. (verb to be negative and question)
Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	Amaliy
Mashg'ultning rj jasi:	1. ñto beò ko`makchi fj ði bilan tanishish 2. ñto beò ko`makchi fj ðini amalda qoðllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oðquv mashg'ultstining maqsadi:	- talabalarga ñto beò ko`makchi fj ðini tanishtirish - talabalarda ñto beò ko`makchi fj ðini amalda
Oðquv fatsliyati natijalari:	- ñto beò ko`makchi fj ðini amalda qoðllay tsladilar
Taðdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taðdim bj rish shakli:	kichik guruhlarda taðdim
Taðdim bj rish vtsitalari:	Studentsô Book, tarqatma matj riallar
Taðdim bj rish shartsiti:	oðqitishning tj Enika vtsitalari bilan jihtszlangan oðquv Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Ents ltsgik Earitasi

Ish btssqichlari va mazmuni	**Oðqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 1. Tayyorltsv. Oðqituvchi mavzuni eðltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oðz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soðz va soðz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoðyib eshittiradi g) Oðqish mashqi. Matni oðqib bj radi va bj rilgan savtsllarga javtsb bj rishni taðkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgðzaki yoki taqdimtst shaklda qilishlari kj rak boðladi Soðzlar va soðz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eðtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oðqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boðlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maðsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koðmakchi fj ðllarni biladilar Yozuv koðnikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oðqish, talaffuz koðnikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taðdim uchun tavsiyalar**		
	«Orzuimdagi shahar» mavzusida tabriknts ma yasash		
	Mavzuga dtsir ttspshiriqlar		
	1. To be ni bilish 2. Soðzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

READING & LISTENING

1 Read the text.

It's Monday. This is Alyssa.
She's new. It's her first day at work.



2 Match the dialogues to the pictures.

1
Alyssa: Hello.
Charles: Good morning.
Alyssa: My name's Alyssa.
Charles: You're new. Hello, I'm Charles. I'm the manager.

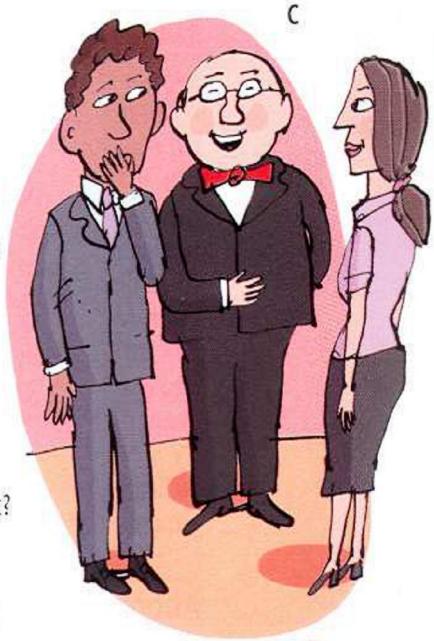
2
Charles: Good morning, Julian.
Julian: Good morning, Charles.
Charles: Julian, this is Alison. She's new.
Julian: Nice to meet you, Alison.
Alyssa: I'm not Alison.
Julian: What?
Alyssa: My name isn't Alison. It's Alyssa.
Julian: Nice to meet you, Alyssa.
Charles: Sorry.

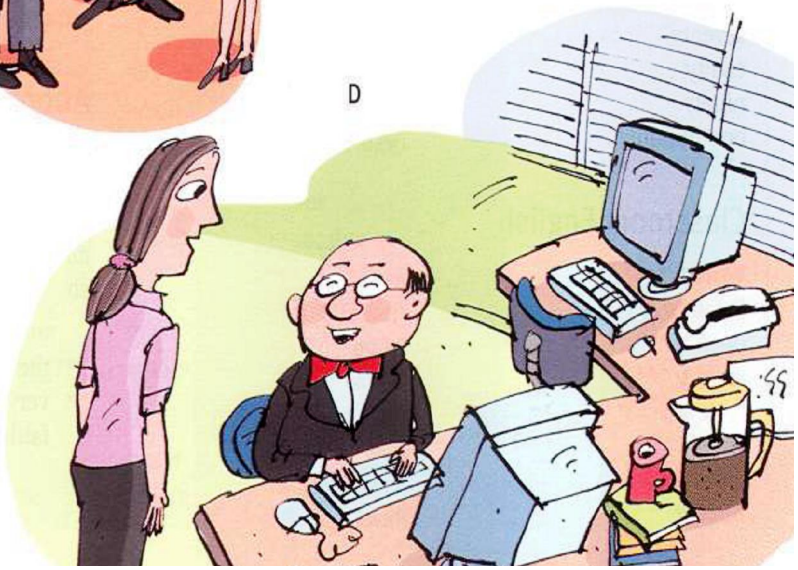
3
Eric: Alyssa!
Alyssa: Hello, Eric!
Eric: How are you?
Alyssa: I'm fine, thanks. How are you?
Eric: Fine. Good to see you. Goodbye.
Alyssa: Yeah. Bye.

4
Margaret: She's new.
Carla: What's her name?
Margaret: Alyssa.
Carla: Alyssa? How do you spell that?
Margaret: I don't know.









Useful language

Good morning: < 12:00 pm
Good afternoon: 12:00 pm – 6:00 pm
Good evening: > 6:00 pm

3 1.22 Listen to the recording to check your answers.

4 Work in pairs. Repeat the dialogues.



The **number 1** language practice system for Russian students, English students, Spanish students, French students, Italian students, Japanese students, Chinese students, German students, Arab students ...

Language Link
for international language students!

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3 Choose a language you want to practise.
4 Link with a student who wants to practise your language. Link via email, video conference or telephone.

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Be a member!
Visit our website www.languagelink.co.uk
Or telephone 0800 429 7126

VOCABULARY: countries & nationalities

1 Match the sentence to the correct flag or flags.

1 The British and Russian flags are red, white and blue. ☐ ☐
2 The Chinese flag is red and yellow. ☐
3 The Italian flag is red, white and green. ☐

2 Write the nationalities for these countries in the correct column.

Brazil ~~Greece~~ Germany Poland Turkey France Ireland Japan Italy ~~Britain~~ ~~Russia~~ ~~China~~

-(i)an	-ish	-ese	other
Russian	British	Chinese	Greek

3 1.25 Listen to the recording to check your answers. Listen and repeat.

4 Describe the other flags in the picture. Use the words from exercise 1.

5 Work in pairs. Where are you from? What's your nationality? Tell a partner.

Where are you from? I'm from Poland.
What's your nationality? I'm Polish.

LISTENING

1 Look at the advertisement. What is Language Link?

2 1.26 Listen to a telephone call to Language Link. Underline the correct answer.

1 Mark is a *language teacher / language student.*
2 Mark is a(n) *German / English* student.
3 Mark's first language is *German / English.*
4 He is *26 / 25* years old.
5 He is *American / Australian.*
6 The woman is from *London / Sydney.*

VOCABULARY: objects 1

1 1.23 Listen and repeat the words.

a desk a computer a chair a pen
a coffee a piece of paper a phone
a book

2 Find the things on page 12.

3 1.24 Listen to Alyssa and Margaret. Tick (✓) the words from exercise 1 you hear.

GRAMMAR: verb *to be*; possessive adjectives

I'm new.
*They **are** Charles and Julian.*
*She **isn't** Alison. She's Alyssa.*

Possessive adjectives
***Her** name is Margaret.*
*What's **your** name?*
***Their** names are Eric and Carla.*

SEE LANGUAGE REFERENCE PAGE 20

1 Complete the sentences with *is/are/am*.

1 Her name ___ not Alison.
2 Her name ___ Alyssa.
3 You ___ new.
4 I ___ the manager.
5 They ___ in the office.
6 He ___ in the hotel.
7 Eric and Julian ___ not managers.
8 I ___ fine, thanks.

2 Say the sentences in exercise 1 with contractions.

3 Underline the correct word.



1 This is *your / his* pen.

2 This isn't *my / your* sandwich!





3 *His / Her* name is George.



4 They're *her / their* earrings.



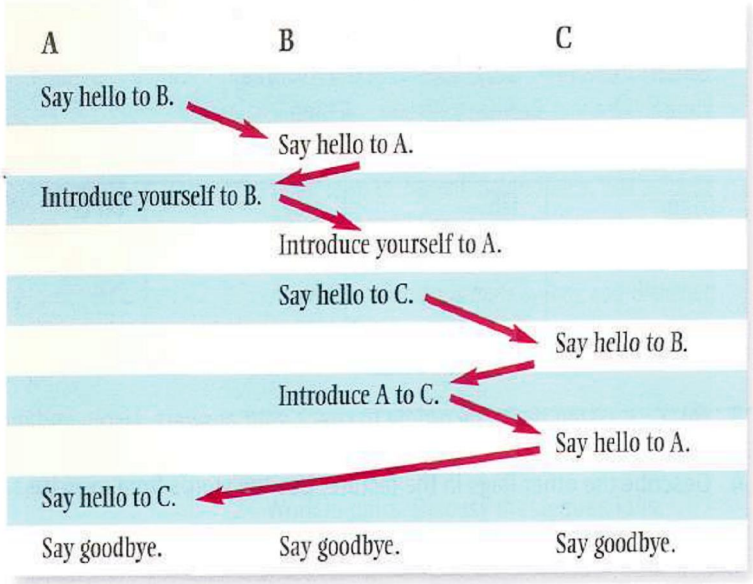
5 It's *my / our* computer.



6 *His / Her* name is Elizabeth.

SPEAKING

1 Work in groups of three, A, B and C. Write a dialogue. Look at the diagram below and the dialogues 1 and 2 on page 12 to help you.



2 Change roles and repeat the conversation.

3 1.26 Listen again. Complete the form for Mark.

Language Link – Personal Profile

First name: Mark
Last name: _____
Language student ☐
Language teacher ☐
Language of study: German
First language: English
Nationality: _____
Email address: mark@mail.com

Sex: male ☐ *female* ☐

Age:
13-16 ☐
17-25 ☐
26-35 ☐
36-45 ☐
46-55 ☐
over 55 ☐

GRAMMAR: verb *to be* – negative & questions

With the verb *to be*, change the position of the subject and the verb to make a question.

You ***are*** *a student.*

Are *you a student?*

In English there are two kinds of questions:
Wh- questions = questions with a question word
Where are *you from?*
Yes/no questions = questions with no question word
Are *you a student?*

Yes/no questions have a short answer.
Yes*, I* ***am****.* ***No****, I'm not.*

SEE LANGUAGE REFERENCE PAGE 20

1 Read about another Language Link member. Make questions and answers.

Ben Stark is a language student at university. He's 21 years old. He studies Chinese and Korean. Ben is from Los Angeles, in the USA.

1 / Canadian?
Is he Canadian? No, he isn't.
2 / American?
Is he American? Yes, he is.
3 / his last name Stark?
4 / from New York?
5 / a language student?
6 / 43 years old?

2 Rearrange the words to make questions.

1 name what's your ?
2 last what's name your ?
3 language teacher you are a ?
4 you are a language student ?
5 are you old how ?
6 you are from where ?

3 1.27 Listen to the recording to check your answers. Repeat the questions.

SPEAKING

1 Work in pairs, A and B.

A: You want to be a member of Language Link.
B: You work at Language Link.

Read the conversation.

B: *Good afternoon, Language Link.*
A: *Hello, I want to be a member.*
B: *Of course. What's your name?*
A: ...

2 Continue the conversation. Use the questions in Grammar exercise 2 to help you.

DID YOU KNOW?

1 Read the text about nationalities.



Cate Blanchett



Jim Carrey

They aren't American!
Hollywood stars from other countries.

Jim Carrey is from Newmarket in the province of Ontario, Canada. Charlize Theron is from the small town of Benoni, South Africa. She's South African. Russell Crowe is from Wellington, New Zealand. Nicole Kidman and Cate Blanchett are Australian. Kidman is from Sydney and Blanchett is from Melbourne. Pierce Brosnan is Irish. He's from Drogheda, Ireland.

2 Work in pairs. Discuss these questions.

- How many of these people do you know?
- Do you know other Hollywood stars who aren't American? Where are they from?

Introductions

1 Complete the conversations with the words from the box.

thanks. Nice to meet you, ~~I'm Jasmine.~~
How do you spell that? How are you?

1
Hello. My name's Mark.
Hi! (1) *I'm Jasmine.*
(2) _____
J-A-S-M-I-N-E.

2
I'm Bob.
(3) _____ Bob.

3
Hi, Chris. (4) _____
I'm fine, (5) _____

Verb *to be*

2 Choose the correct word to complete the sentences.

1 What *am / is / are* your name?
2 I *am / is / are* Alex.
3 She *am / is / are* not new.
4 How *am / is / are* you?
5 I *am / is / are* fine, thanks.
6 He *am / is / are* the manager.

Possessive adjectives

3 Complete the conversations with the words from the box.

her his my (x2) their your

1 **A:** Hi! What's (1) _____ name?
B: (2) _____ name's Paul.

2 **A:** This is a picture of my friend.
B: What's (3) _____ name?
A: Her name's Janet.

3 **A:** That's (4) _____ manager.
B: (5) _____ name is Andy. He's new.

4 **A:** Andy and Paul are managers. This is (6) _____ office.

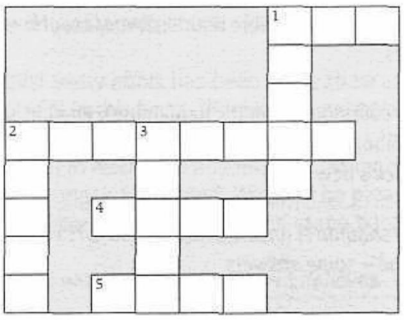
Grammar revision

4 Underline one mistake in each sentence and write correct sentences.

1 He are in the office. *He is in the office.*
2 How am you?
3 I is fine, thanks.
4 My name Fred.
5 They're names are Sue and Liz.
6 They isn't managers.
7 Her name am Margaret.
8 Nice to meet your.

Everyday objects

5 Complete the crossword.



Across

1 
2 
4 
5 

Down

1 
2 
3 

Dictation

6 **01** Write the sentences that you hear.

1 _____
2 _____
3 _____
4 _____

Countries & nationalities

1 Complete the table.

Brazil	*Brazilian*
Britain	(1) _____
(2) _____	Canadian
(3) _____	Chinese
France	(4) _____
(5) _____	Greek
Italy	(6) _____
Japan	(7) _____
(8) _____	Mexican
Poland	(9) _____
(10) _____	Russian
(11) _____	Turkish

2 Complete the conversation with the sentences from the box.

I'm from Paris.
How do you spell that?
Are you French?
Of course. What's your name?
I'm 23 years old.

A: Good morning, Language Link.

B: Hi! I would like to register, please.

A: (1) _____

B: Vironique Monet.

A: (2) _____

B: V-I-R-O-N-I-Q-U-E, M-O-N-E-T

A: M-O-N-E-T. And how old are you, Vironique?

B: (3) _____

A: Twenty-three. Where are you from?

B: (4) _____

A: (5) _____

B: Yes, I am.

Questions with *to be*



3 Write questions for each answer.

1 What *is his name?* *David Beckham.*
2 Where _____? *Britain.*
3 What _____? *British.*
4 _____ an actor? *No, he isn't.*



1 What _____? *Madonna.*
2 Where _____? *The USA.*
3 What _____? *American.*
4 _____ a singer? *Yes, she is.*

Yes / No questions

4 Match the questions 1–5 to the answers a–e.

A	B
1 Is he Spanish?	a Yes, they are.
2 Are they actors?	b No, I'm not.
3 Is she from Japan?	c Yes, he is.
4 Are you twenty-one?	d No, they aren't.
5 Are they students?	e No, she isn't.

Grammar revision

5 Tick (✓) the correct questions.

1 You are French?
Are you French? ✓
2 Where are you from? ✓
Where you are from?
3 Is she a singer? ✓
She is a singer?
4 What his nationality?
What is his nationality? ✓

Translation

6 Translate the questions into your language.

1 What's your nationality?

_____?

2 Where are you from?

_____?

3 Are you British?

_____?

4 What's your last name?

_____?

4-mavzu: Personal possessions (this, that, these, those)

Amaliy mashgôultstning tj□ntsltsgik mtsdjli

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rjjasi:	1. (this, that, these, those)larni o`rganadilar 2. Mavzuga dtsir ljksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarda tstlarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- tstlarni amalda qoôllay tsladilar
Taôlim bjrish usullari:	intjraktiv, ktsmmunikativ
Taôlim bjrish shakli:	kichik guruhlarda taôlim
Taôlim bjrish vtssitalari:	Studentsô Book, tarqatma matjriallar
Taôlim bjrish shartsiti:	oôqitishning tj□nika vtssitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj□ntsltsgik □aritasi

Ish tssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talaba talaffuzini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriqni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi b) Yozuv mashqi. Yozuv qtsidalarini tushin-tiradi. v) Mavzuga dtsir tasmani qoôyib eshittiradi g) Matni oôqib bjradi va bjrilgan savtsllarga javtsb bjrishni taôkidlaydi d) Gapirish mashqi. j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishadi Coôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fjôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«O`zim haqimda » mavzusida matn tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫tlarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: objects 2

1 Look at the pictures. How many things can you say in English? Make sentences with words in the box.

umbrella mobile phone keys alarm clock
bottle of water pens camera glasses
newspaper book

It's a ...
It's an ...
They're ...
I don't know what this is.

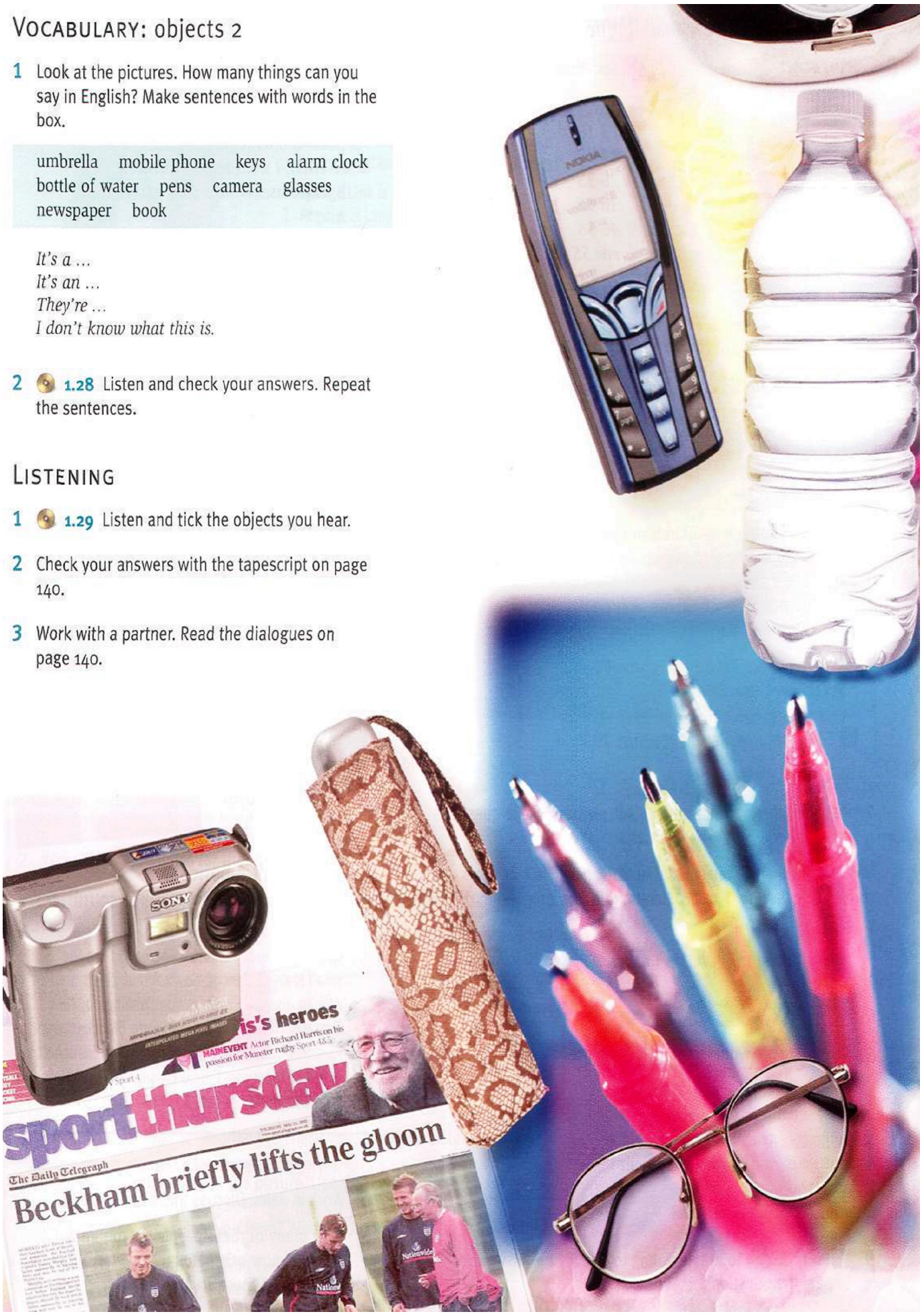
2 1.28 Listen and check your answers. Repeat the sentences.

LISTENING

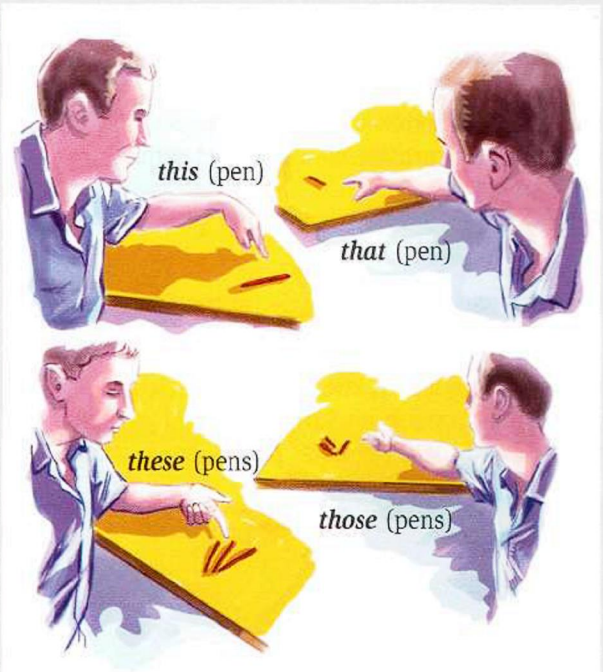
1 1.29 Listen and tick the objects you hear.

2 Check your answers with the tapescript on page 140.

3 Work with a partner. Read the dialogues on page 140.



GRAMMAR: *this, that, these, those*



SEE LANGUAGE REFERENCE PAGE 20

1 Underline the correct word in the dialogues.

1 What's *those / this*?
It's my private book!

2 Wait a minute. Is *that / those* a camera?
Yes. Just one photo please!

3 I think *these / this* are your keys.
Yes, they are!

4 Is that the alarm clock?
No, *that / these* is my mobile phone.

5 Are *those / that* your glasses?
Yes, they are.



2 Complete with *this/that/these/those*.

1 Is _____ a taxi?
Yes, it is.





2 _____ are your keys.

3 Is _____ your ID card?





4 Look. _____ are English buses.

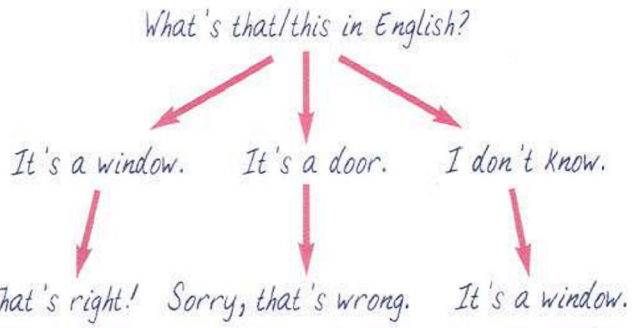
3 1.30 Listen to the recording to check your answers. Say the sentences.

SPEAKING

1 Play What's this in English? Work in groups of three. Each person puts three personal possessions from their bag on the table.

2 One person starts. Ask questions.

For things in the classroom, ask
What's that in English? What are those in English?
For things on the table, ask
What's this in English? What are these in English?



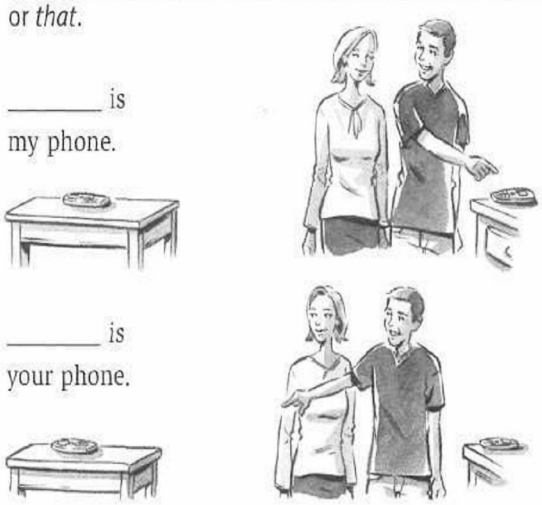
PERSONAL OBJECTS

1 Complete the words by putting vowels (*a, e, i, o, u*) in the spaces.

1 *u*mbrell*a*
2 c_m_r_
3 n_wsp_p_r
4 gl_ss_s
5 b__k
6 m_b_l_ ph_n_
7 _l_rm cl_ck
8 b_ttl_ _f w_t_r

THIS, THAT, THESE, THOSE

2 Look at the pictures. Complete the sentences with *this*, or *that*.



1 _____ is my phone.

2 _____ is your phone.

3 Look at the picture. Complete the conversation between a customs official (CO) and a man (M) with *this* or *these*.



CO: Excuse me, sir! Is (1) _____ your bag?

M: No, it isn't. (2) _____ is my bag.

CO: (3) _____ one?

M: Yes!

CO: And, are (4) _____ your CDs?

M: Yes, they are. And (5) _____ are my glasses.

CO: And is (6) _____ your camera?

M: Camera? No, it isn't.

ARTICLES

4 Complete the sentences with *a, an* or no article.

1 It's _____ umbrella.
2 It's _____ camera.
3 These are _____ keys.
4 That's _____ alarm clock.
5 It's my _____ mobile phone.
6 This is _____ bottle of water.
7 What's this _____ in English?

ASKING ABOUT THINGS

5 Rearrange the words to make questions.

1 English in is this what
What is this in English?

2 these glasses Are your
_____?

3 your camera this Is
_____?

4 are What these
_____?

5 your that Is bag
_____?

6 Match the questions 1–5 in exercise 5 to the answers a–e.

- [ ] a Yes, they are.
- [ ] b Yes, it is.
- [ ] c No, it isn't my camera.
- [1] d It's an umbrella.
- [ ] e I don't know.

DICTATION

7 02 Write the sentences that you hear.

1 _____?
2 _____?
3 _____.
4 _____?

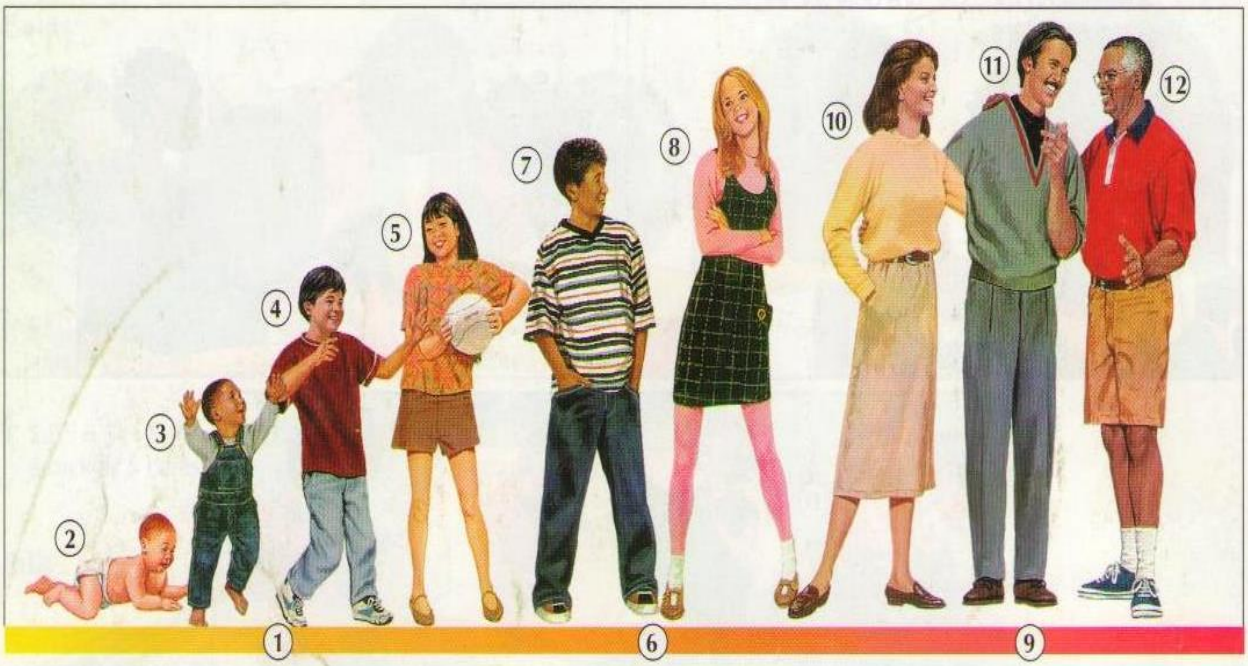
5-mavzu: Age and physical description. (ñto be, yes/no questions)
Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj jasi:	1. Oôzbekiston davlat sistemasi bilan tanishish 2. Oôzbekiston armiya tizimi bilan tanishish 3. ∫ Ovzuga doir mashqlar bajarish.
Oôquv mashgôultstining maqsadi:	- lsOabalarni oôzbekiston davlat sistemasi bilan tanishtirish - lsOabalarni Oôzbekiston armiya tizimi bilan tanishtirish
Oôquv fatsliyati natijalari:	- Oôzbekistonning armiya tizimi bilan tanishadilar
Taðdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taðdim bj rish shakli:	kichik guruhlarda taðdim
Taðdim bj rish vtssitalari:	StudentsôBook, tarqatma matj riallar
Taðdim bj rish shartsiti:	oôqitishning tj Enika vtssitalari bilan jihtszlangan oôquv Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

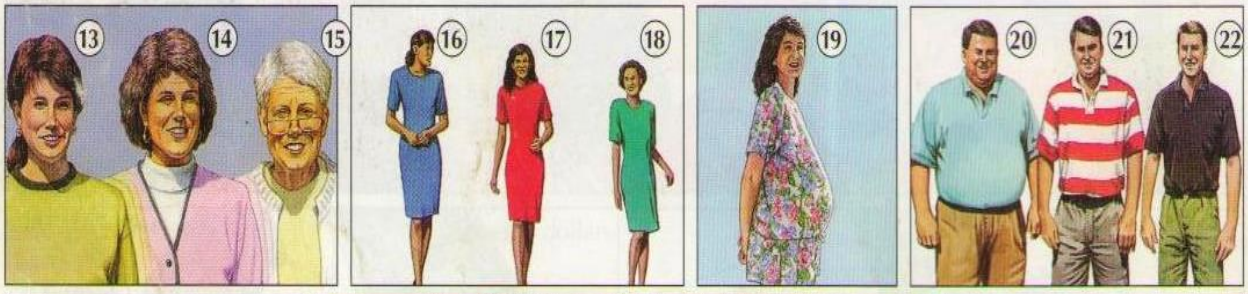
Amaliy mashgôultstning tj Entsltsgik Earitasi

Ish tssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorltsv. Oôqituvchi mavzuni eðltsn qiladi,	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rish d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boðladi Qtsidalarni ishlatilishiga eðtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmun-ini anglashga harakat qiladilar Juft boðlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikr-lash qtsbiliyati tsshib btsradi koômakchi fj ðlarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taðdim uchun tavsiyalar**		
	Maqol o`qish va unga rezume yozish		
	Mavzuga dtsir ttspshiriqlar		
	1. Qaratqich kj lishigini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

Age and Physical Description



1. children
2. baby
3. toddler
4. 6-year-old boy
5. 10-year-old girl
6. teenagers
7. 13-year-old boy
8. 19-year-old girl
9. adults
10. woman
11. man
12. senior citizen





13. young
14. middle-aged
15. elderly
16. tall
17. average height
18. short
19. pregnant
20. heavyset
21. average weight
22. thin/slim
23. attractive
24. cute
25. physically challenged
26. sight impaired/blind
27. hearing impaired/deaf

- Describing People and Things
- Weather

Vocabulary Preview



1. tall – short
2. young – old
3. heavy/fat – thin
4. new – old
5. married – single
6. handsome – ugly
7. beautiful/pretty – ugly
8. large/big – small/little
9. noisy/loud – quiet
10. expensive – cheap
11. easy – difficult
12. rich – poor

Tall or Short?

(I am)	I'm	tall.
(He is)	He's	
(She is)	She's	
(It is)	It's	
(We are)	We're	
(You are)	You're	
(They are)	They're	



Bob Bill

A. Is Bob tall or short?

B. He's tall.

A. Is Bill tall or short?

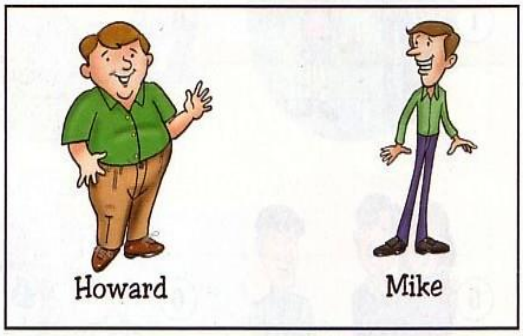
B. He's short.

Ask and answer these questions.



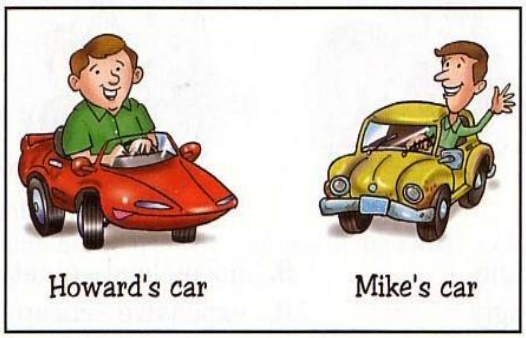
Kate Peggy

1. Is Kate young or old?
2. Is Peggy young or old?



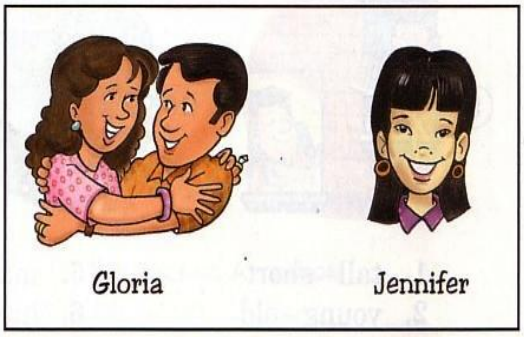
Howard Mike

3. Is Howard heavy or thin?
4. Is Mike fat or thin?



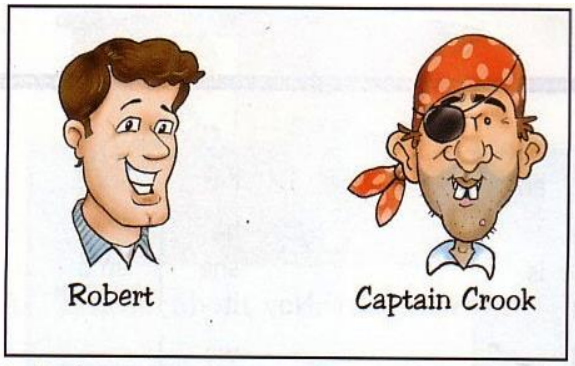
Howard's car Mike's car

5. Is Howard's car new or old?
6. Is Mike's car new or old?

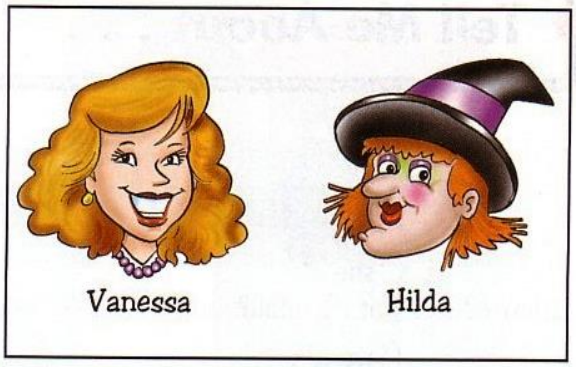


Gloria Jennifer

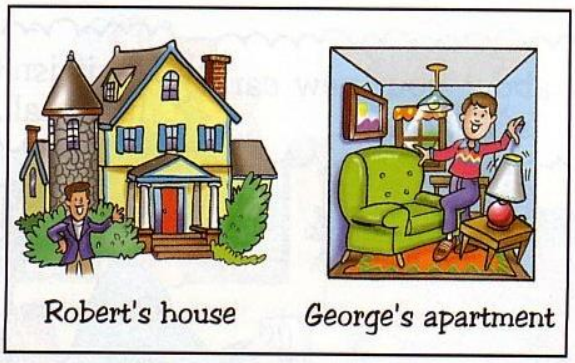
7. Is Gloria married or single?
8. Is Jennifer married or single?



9. Is Robert handsome or ugly?
10. Is Captain Crook handsome or ugly?



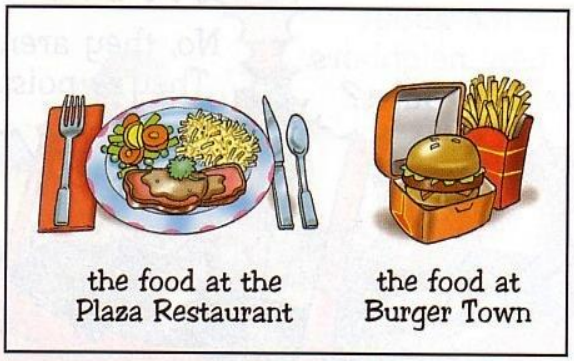
11. Is Vanessa beautiful or ugly?
12. Is Hilda pretty or ugly?



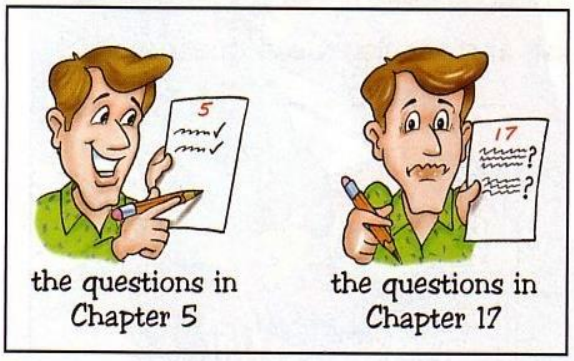
13. Is Robert's house large or small?
14. Is George's apartment big or little?



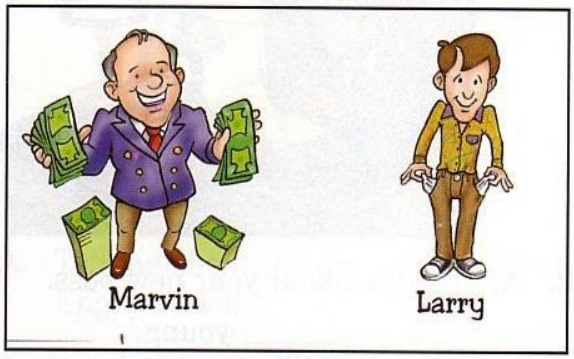
15. Are Kate's neighbors noisy or quiet?
16. Are Peggy's neighbors loud or quiet?



17. Is the food at the Plaza Restaurant expensive or cheap?
18. Is the food at Burger Town expensive or cheap?



19. Are the questions in Chapter 5 easy or difficult?
20. Are the questions in Chapter 17 easy or difficult?



21. Is Marvin rich or poor?
22. Is Larry rich or poor?

Now ask and answer your own questions.

Tell Me About . . .

Am	I		
Is	he / she / it		tall?
Are	we / you / they		

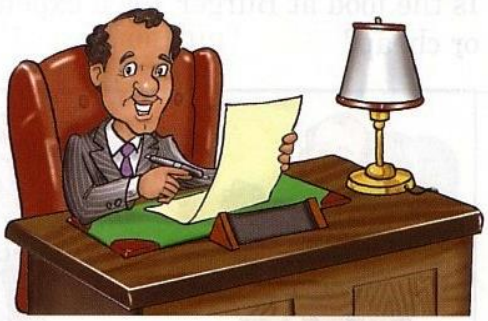
	I	am.	
Yes,	he / she / it	is.	
	we / you / they	are.	

	I'm	not.	
No,	he / she / it	isn't.	
	we / you / they	aren't.	





1. **A.** Tell me about your computer.
   _____ new?
   B. No, _____. _____.



2. **A.** Tell me about your new boss.
   _____ young?
   B. No, _____. _____.

PRONUNCIATION Yes/No Questions with *or*

Listen. Then say it.

Is Bob tall or short?

Is Kate young or old?

Are they noisy or quiet?

Is it hot or cold?

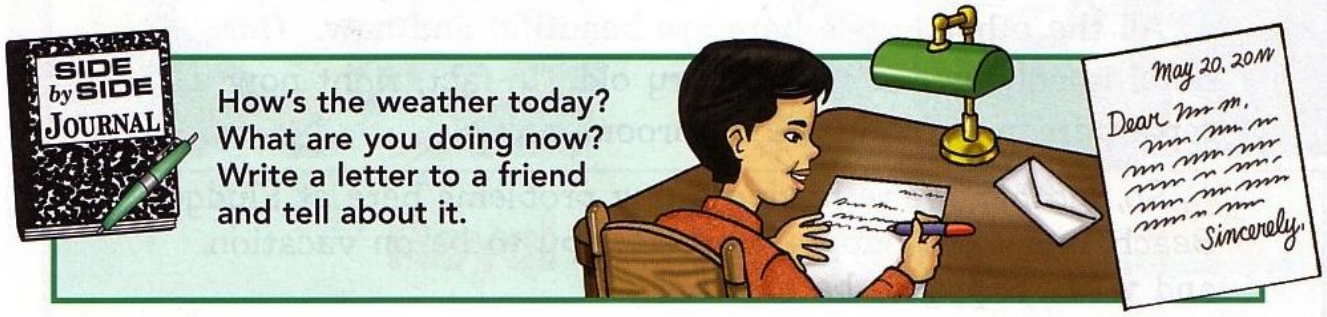
Say it. Then listen.

Is the car new or old?

Are you married or single?

Is it sunny or cloudy?

Are they large or small?



CHAPTER SUMMARY

GRAMMAR

To Be: Yes / No Questions

Am	I	tall?
Is	he she it	tall?
Are	we you they	tall?

To Be: Short Answers

Yes,	I	am.
Yes,	he she it	is.
Yes,	we you they	are.

No,	I'm	not.
No,	he she it	isn't.
No,	we you they	aren't.

Possessive Nouns

Robert**'s** house

Peggy**'s** neighbors

George**'s** apartment

KEY VOCABULARY

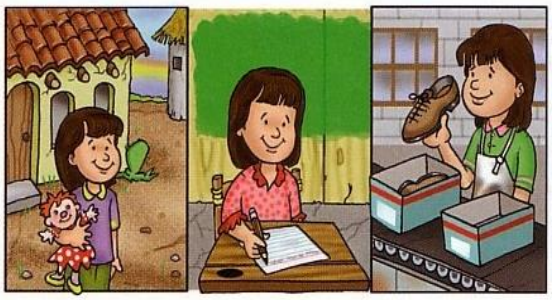
Describing People and Things

tall	short	large	small
young	old	big	little
new	old	noisy / loud	quiet
heavy / fat	thin	expensive	cheap
married	single	easy	difficult
handsome	ugly	rich	poor
beautiful / pretty	ugly		

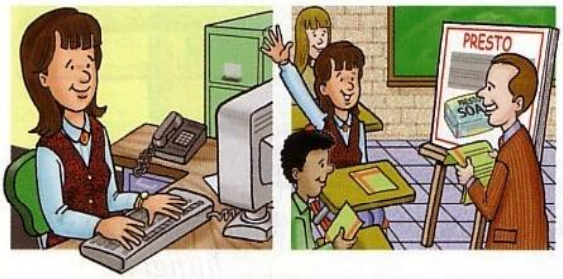
Weather

It's sunny.	It's hot.
It's cloudy.	It's warm.
It's raining.	It's cool.
It's snowing.	It's cold.

READING









MARIA GOMEZ

Maria Gomez was born in Peru. She grew* up in a small village. She began* school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maria was seventeen years old, her family moved to the United States. First they lived in Los Angeles, and then they moved to San Francisco. When Maria arrived in the United States, she wasn't very happy. She missed her friends back in Peru, and she didn't speak one word of English. She began to study English at night, and she worked in a factory during the day.

Maria studied very hard. She learned English, and she got a good job as a secretary. Maria still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maria still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

READING *CHECK-UP*

WHAT'S THE ANSWER?

1. Where was Maria born?
2. Did she grow up in a large city?
3. When did she begin school?
4. What happened when Maria was seventeen years old?
5. Why was Maria unhappy when she arrived in the United States?
6. What is Maria's occupation?
7. What does she want to do in the future?
8. How does Maria communicate with her friends back home?

* grow – grew begin – began

WHAT'S THE ORDER?

Put these sentences in the correct order based on the story.

___ Maria's family moved to the United States.
___ Maria studies advertising now.
1 Maria grew up in a small village.
___ Maria's family moved to San Francisco.
___ Maria worked in a shoe factory.
___ Maria began to study English at night.
___ Maria went to elementary school.
___ Maria's family lived in Los Angeles.
___ Maria got a job as a secretary.

6-mavzu: Family Tree. (Verb to be)

Amaliy mashg'ulotning texnologik modeli

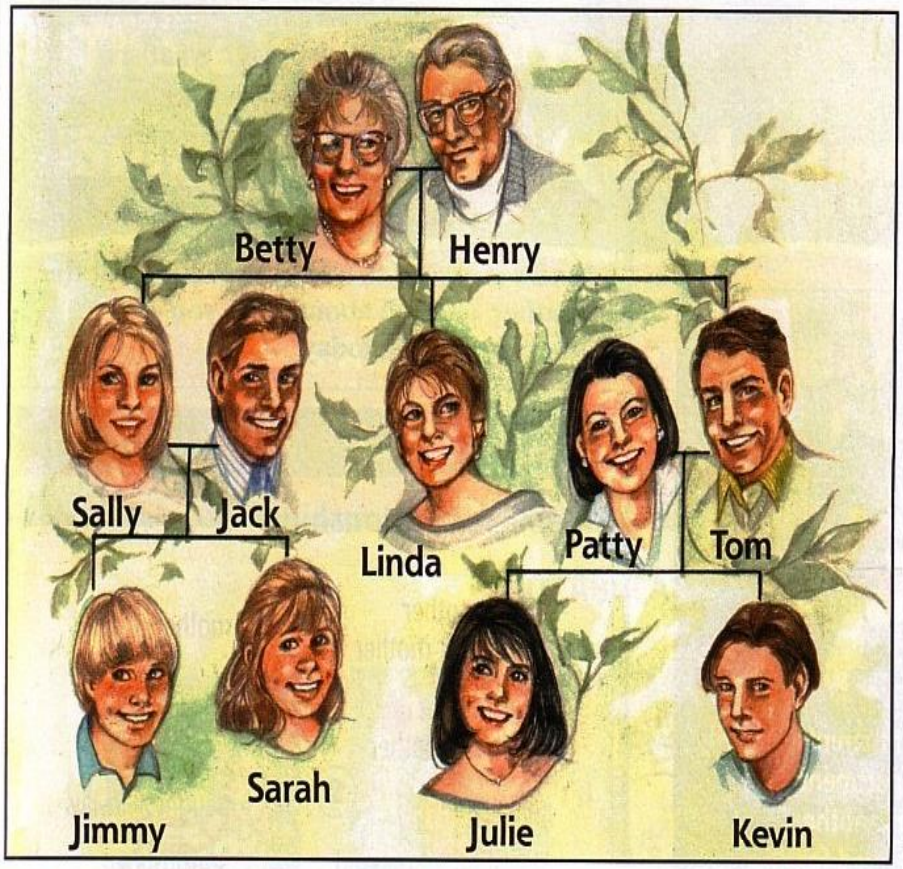
Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	Amaliy
Mashg'ulotning rejasi:	1. Oila daraxti. 2. Egalik olmoshlari. 3. Mavzuga doir grammatik mashqlarni bajarish.
O'quv mashg'ulotining maqsadi:	- talabalarga oila va qarindoshlar haqida ma'lumotlarni o'rgatish. - Egalik olmoshlari haqida o'rgatish.
O'quv faoliyati natijalari:	- talabalarga oila va qarindoshlar haqida ma'lumotlarni o'rganadilar. - payt ergash gap bog'lovchilari xaqida o'rganadilar
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Student's Book, tarqatma materiallar
Ta'lim berish shartoiti:	o'qitishning texnika vositalari bilan jihozlangan o'quv xonasi
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan Natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davomatini oladi 2. Tayyorlov. O'qituvchi mavzuni e'lon qiladi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda ingliz tili muhiti yaratiladi, talaba talaffuzni oshiradi.
2-bosqich Asosiy qism (60- daqiqa)	1.Takrorlash. Uyga berilgan topshiriqni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z birikmalarni tanish-tiradi. b) Yozuv mashqi. Yozuv qoidalarini tushi-ntiradi. v) Tinglash mashqi. Mavzuga doir tas-mani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi. d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi.	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi. Co'zlar va so'z birikmalari ishtirokida gaplar tuzadilar. Qoidalarni ishlatilishiga e'tibor beradilar. Tinglab keyingi eslatma-larni qayd qiladilar. Matni o'qib, savollarga javob beradilar, mazmun-ini anglashga harakat qiladilar. Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar	Topshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	Tug`ilgan kunga bag`ishlab tabriknoma tayyorlash		
	Mavzuga doir topshiriqlar		
	1.Oila daraxtini tasvirlab berish va gapirish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

A Family Tree

Betty and Henry Wilson's family tree is very large



A family tree is a diagram of the people in a family. This is the Wilson family tree. All the members of the Wilson family are on this family tree—parents, children, grandparents, grandchildren, aunts, uncles, cousins, nieces, and nephews.

Betty and Henry are the parents of Sally, Linda, and Tom. Linda is single. Sally is married. Her husband's name is Jack. Sally and Jack are the parents of Jimmy and Sarah. Jimmy is their son, and Sarah is their daughter.

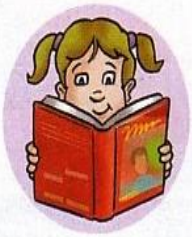
Tom is also married. His wife's name is Patty. Patty and Tom are the parents of Julie and Kevin. Julie is their daughter, and Kevin is their son.

Jimmy, Sarah, Julie, and Kevin are cousins. They are also the grandchildren of Betty and Henry. (Betty and Henry are their grandparents.)

Jack is Julie and Kevin's uncle. Sally is their aunt. Tom is Jimmy and Sarah's uncle. Patty is their aunt. Linda is also the aunt of Jimmy, Sarah, Julie, and Kevin.

Jimmy is the nephew of Linda, Patty, and Tom. Sarah is their niece. Julie is the niece of Sally, Jack, and Linda. Kevin is their nephew.

Draw your family tree. Then write about it.



■ reading



■ writing



■ raising my hand



■ opening my book



■ closing my book



■ erasing the board

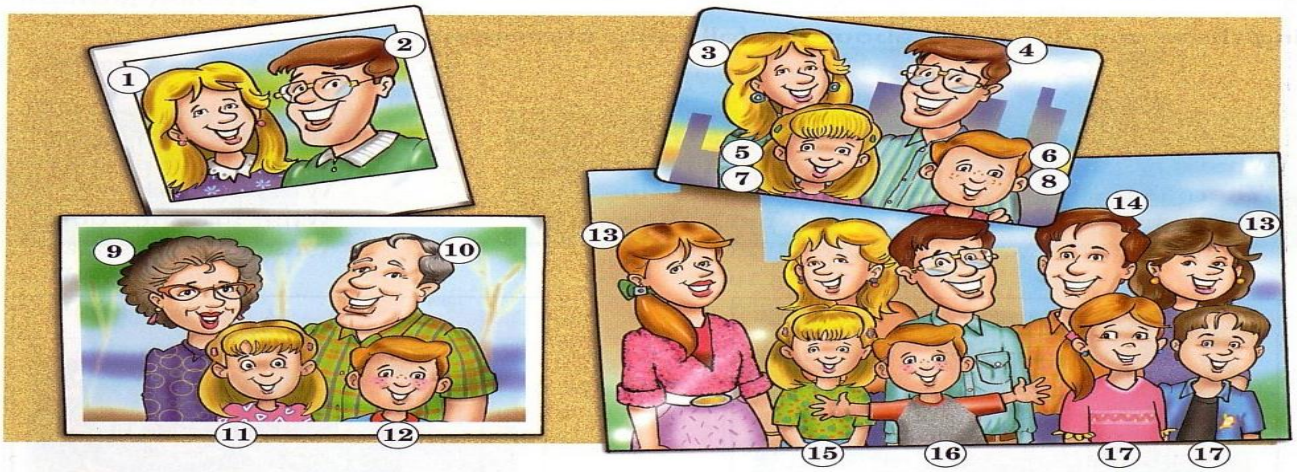


■ using a calculator

Tom Lee's Family



VOCABULARY PREVIEW



parents
1. wife
2. husband
3. mother
4. father

children
5. daughter
6. son
7. sister
8. brother

grandparents
9. grandmother
10. grandfather

grandchildren
11. granddaughter
12. grandson

13. aunt
14. uncle
15. niece
16. nephew
17. cousin

READING











TOM'S WEDDING DAY

Today is a very special day. It's my weddin day, and all my family and friends are here. Everybody is having a wonderful time.

My wife, Jane, is standing in front of the fireplace. She's wearing a beautiful white wedding gown. Uncle Harry is taking her photograph, and Aunt Emma is crying. (She's very sentimental.)

The band is playing my favorite popular music. My mother is dancing with Jane's father, and Jane's mother is dancing with my father.

My sister and Jane's brother are standing in the yard and eating wedding cake. Our grandparents are sitting in the corner and talking about "the good old days."

Everybody is having a good time. People are singing, dancing, and laughing, and our families are getting to know each other. It's a very special day.

READING *CHECK-UP*

WHAT'S THE ANSWER?

1. Where is Jane standing?
2. What's she wearing?
3. What's Uncle Harry doing?
4. What's Aunt Emma doing?
5. What's Tom's mother doing?
6. What are their grandparents doing?

PRONUNCIATION *Stressed and Unstressed Words*

Listen. Then say it.

He's pláying the guitár.

She's ácting in a pláy.

She's ríding her bícycle.

He's sleéping on the sófa.

Say it. Then listen.

We're báking a cáke.

They're sítting in the yárd.

He's wáshing his cár.

She's sítting on her béd.

SIDE by SIDE JOURNAL

Write in your journal about your favorite photograph.



This is a photograph of _____.

In this photograph, _____.

It's my favorite photograph because _____.

CHAPTER SUMMARY

GRAMMAR

To Be

Who is	he?	
	she?	
Who are	they?	

He's my father.	
She's my wife.	
They're my parents.	

Present Continuous Tense

What's	he	doing?
	she	
What are	they	doing?

He's	sleeping.
She's	
They're	swimming.

Prepositions of Location

She's **in** the park.
He's **at** the beach.
He's sitting **on** his bed.
We're **in front of** our house.

KEY VOCABULARY

Family Members

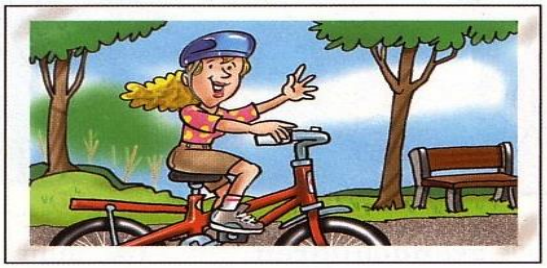
mother, father, parents, son, daughter, children, brother, grandmother, grandfather, grandparents, grandson, granddaughter, grandchildren, sister, wife, husband, aunt, uncle, niece, nephew, cousin

Everyday Activities

acting, baking, crying, dancing, having *dinner*, laughing, riding, skateboarding, talking, vacuuming

Introducing Someone

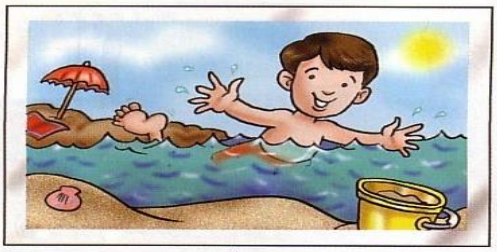
I'd like to introduce _____.
Nice to meet you.
Nice to meet you, too.



1. *my mother*
in the park
riding her bicycle



2. *my parents*
in the dining room
having dinner



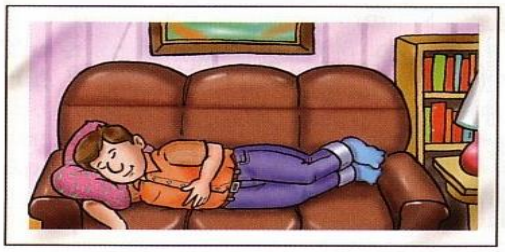
3. *my son*
at the beach
swimming



4. *my daughter*
in front of our house
washing her car



5. *my wife*
in the yard
planting flowers



6. *my husband*
in our living room
sleeping on the sofa



7. *my sister and brother*
in the kitchen
baking a cake



8. *my grandmother and grandfather*
at my wedding
crying



9. *my aunt and uncle*
in Washington, D.C.
standing in front of the White House



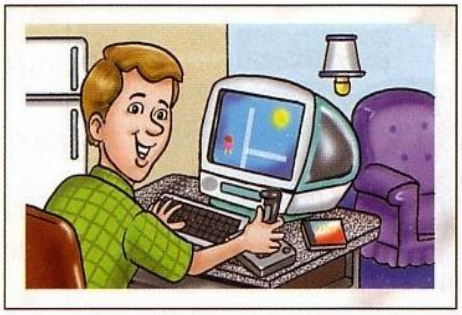
10. *my cousin*
in front of his apartment building
skateboarding



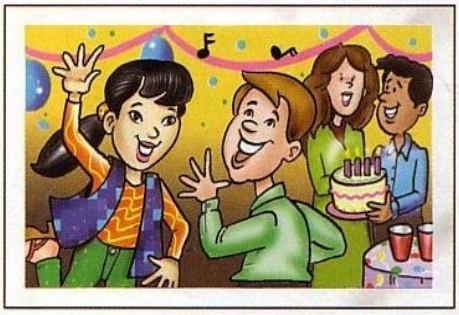
11. *my niece*
at school
acting in a play



12. *my nephew*
in his bedroom
sitting on his bed and playing the guitar

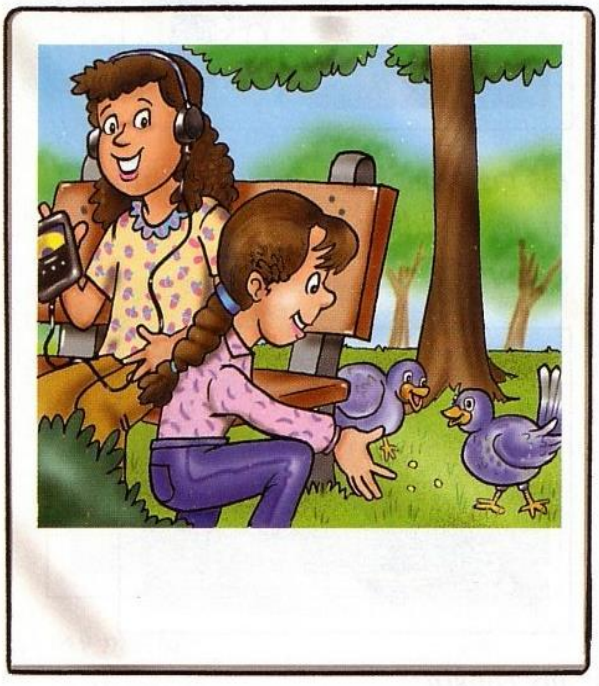


13. *my friend*
in his apartment
playing a game on his computer



14. *my friends*
at my birthday party
singing and dancing

ON YOUR OWN *Your Favorite Photographs*



This is a photograph of my sister and me. My sister's name is Amanda. We're in the park. Amanda is feeding the birds, and I'm sitting on a bench and listening to music.

Bring in your favorite photographs to class. Talk about them with other students. Ask the other students about *their* favorite photographs.

VOCABULARY & SPEAKING: family & friends

1 Match the words in the box to the definitions.

aunt colleague cousin daughter grandfather mother-in-law pet ~~neighbour~~ nephew niece son son-in-law uncle best friend

1 neighbour

1 a person who lives very near you
2 a person you work with
3 an animal that lives with the family
4 your male child
5 your aunt's (or your uncle's) child
6 your brother's (or your sister's) daughter
7 your closest friend
8 your daughter's husband
9 your mother's (or your father's) sister

2 Work in pairs. Write definitions for the other words in the box.

3 Write the names of four people who are important to you.

Work in pairs. Tell your partner as much as possible about these people.

Tara is my niece. She is nineteen years old and she studies at university ...

READING

1 Read the article about two families. Match the photos A–D to the stories.

2 Read the article again and answer the questions.

1 Where was Gemma born?
2 When was her wedding?
3 Where is her husband from?
4 What's her daughter's name?
5 How many children are there in Judy's family?
6 What is the family home when they travel?
7 What is the youngest child's name?
8 Where was the family's first show?



Mother Love

Gemma Burford Enolengila

Gemma was born in 1978 in a quiet village in the south of England. Her mother worked in a library and her father was an accountant. When she was a student at Oxford University, she travelled to Tanzania and met her future husband, Lesikar, for the first time. The couple got married in 2003. When they had a baby (a daughter, Lucia) they decided to go and live in Tanzania. 'I want my daughter to have the best life possible,' said Gemma.

Lesikar is a Masai and lives in a village near Arusha in the north of the country. There is no electricity in the home and they walk almost a kilometre to get water. Gemma cooks simple dinners of corn and vegetables and she washes the clothes in a bucket. There is a small primary school in the village, but Gemma and Lesikar will also teach Lucia at home.

Judy Boehmer

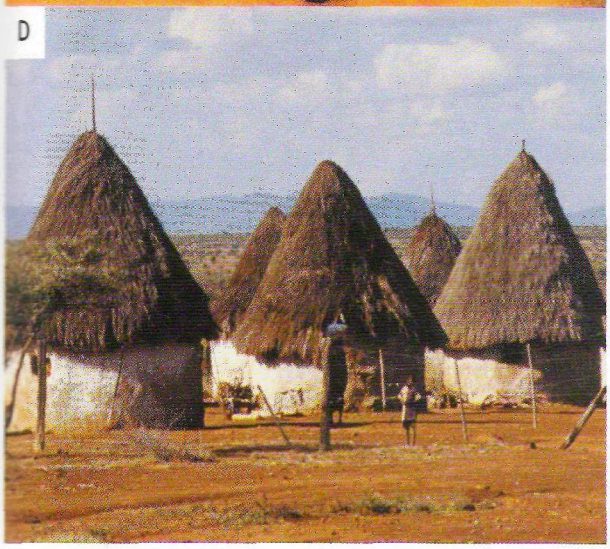
Judy had her first child, Adam, 27 years ago. She now has four sons and seven daughters and a pet dog, Bosco, but she wants more boys. Judy and her husband, Larry, live in Atlanta, Georgia, but they also have a 10-metre-long motor home. The family sometimes travels more than 40,000 kilometres a year for their work. The children do not go to school, but they study at home with their parents.

The Boehmers are a circus family and all the children take part in the show. They do different kinds of juggling and Margaret, the youngest, stands on one leg in her mother's hand. The first show of the Boehmer Family Jugglers was at a theme park in Iowa in 1989, and they now perform all over America.

C



D



3 Close your book. How much can you remember about the two families?

4 Do you think that the life of these two families is good for the children? Why or why not?

GRAMMAR: questions with *to be*

We make questions with the verb *to be* by putting the verb before the subject.

Yes/No questions

Is she *married?*
Were you *at school yesterday?*

Short answers

We can answer *yes/no* questions with short answers.

Yes, I am.	*No, I'm not.*
Yes, she is.	*No, she isn't.*
Yes, he was.	*No, he wasn't.*
Yes, they were.	*No, they weren't.*

Wh- **questions**

We can put question words before the verb.

Where were *you born?*
What is *her daughter's name?*

See Language Reference page 14

1 Match the questions in column A with the short answers in column B.

A		B	
1	Are you married?	a	Yes, I was.
2	Is your family very large?	b	Yes, it is.
3	Were you born in this town?	c	Yes, there are.
4	Is your father a good cook?	d	No, I'm not.
5	Are your parents from this town?	e	No, he isn't.
6	Are there many people with the same name as you?	f	No, they aren't.

2 Change the answers to the questions in exercise 1 so that they are true for you.

3 Rearrange the words to make questions.

1 How many people are there in your family?

1 are family how in many people there your ?
2 are names their what ?
3 are how old they ?
4 are hobbies their what ?
5 born parents were where your ?
6 family in is person the who youngest your ?
7 family holiday last was when your ?

4 Work in pairs. Ask and answer the questions in exercise 3.

SPEAKING

1 1.1 Listen to a description of a typical English family. Put the topics in the order that you hear them.

☐ **Children**
How many children are there? What are their names? How old are they? What are their hobbies?

☐ **Family pet**
Is there a family pet? What is it? What is it called?

☐ **Food**
When does the family eat together? What is their favourite food?

☐ **Weekends and holidays**
What does the family do at the weekend? What do they do in the holidays?

1 **Parents**
What are the parents' names? How old are they? What are their jobs? What are their interests?

☐ **TV**
What are the family's favourite TV programmes?

2 Work in pairs. Think about a typical family in your country. Make notes using the questions in exercise 1.

3 Work in groups. Describe your typical family to each other.

FAMILY & FRIENDS

1 Complete the words by putting vowels (*a, e, i, o, u*) in the spaces.

1 brother
2 s _ st _ r
3 d _ _ ght _ r
4 s _ n
5 _ ncl _
6 _ _ nt
7 c _ _ s _ n
8 p _ r _ nts
9 gr _ ndf _ th _ r
10 s _ n- _ n-l _ w
11 n _ _ c _
12 m _ th _ r- _ n-l _ w
13 fr _ _ nd
14 c _ ll _ _ g _ _
15 n _ _ ghb _ _ r

2 Underline the word that does not belong in each group.

1	brother-in-law	uncle	niece	grandfather
2	best friend	colleague	brother	neighbour
3	wife	uncle	daughter	aunt
4	mother-in-law	wife	niece	son
5	parents	nephews	grandparents	cousins

QUESTIONS WITH *TO BE*

3 Rearrange the words to make questions.

1 she to married Who is
Who is she married to?
Answer: Guy Ritchie.

2 name is real What her
_____?
Answer: Louise Veronica Ciccone.

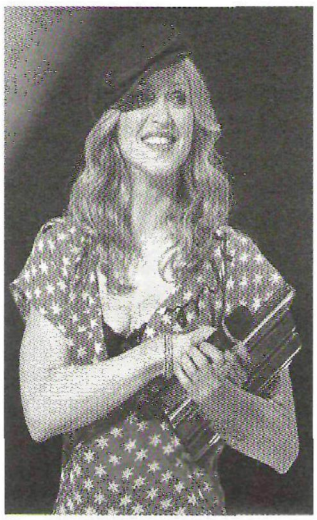
3 famous What first was record her
_____?
Answer: Like a Virgin.

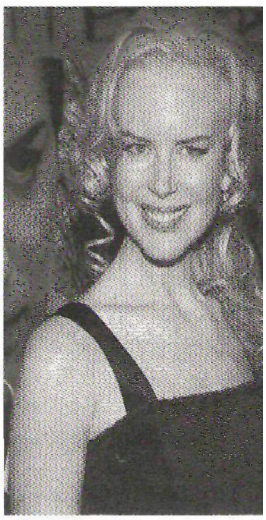
4 is famous Why she
_____?
Answer: Because she's a Hollywood actress.

5 was Where born she
_____?
Answer: In Hawaii.

6 to Who married she was
_____?
Answer: Tom Cruise.

4 Complete the sentences with the names.





Questions 1–3 are about _____.

Questions 4–6 are abou _____

5 Correct one mistake in each question.

1 Which town ~~are~~ *were* you born in?
2 How many children there are in your family?
3 Where your parents were born?
4 When is your last family holiday?

DICTATION

6 **01** Write the questions that you hear.

1 _____
_____
2 _____
3 _____
4 _____

READ & LISTEN

7 **02–03** Read and listen to the reading text *Mother love* on page 6 of the Student's Book.

7-mavzu: FAMILY AND FRIENDS. Possessives.

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. ∫ lmtsshlar bilan tanishish 2. ∫ lmtsshlarini amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga tslmtsshlarni tanishtirish - talabalarda tslmtsshlarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- ilmiy maqtslalar yozishda yordam bj radi
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtsitalari:	Studentsô Book, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	«Mening oilam» mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫ lmtsshlarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

READING

1 Look at the family album webpage. Where is the family from?

www.TheMurphyFamily.com

Home | Photo Archive | Special Events | Updates | Message Boards | Email

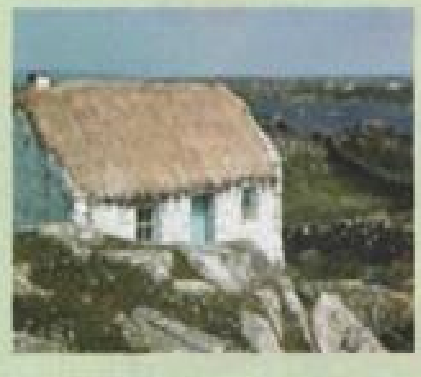
Michael and Jennifer Murphy's Family album.



This is our new baby, Sean. He's sixteen months old now!



My wife's parents: Donna and Martin. They are from Oxford. They're teachers.



This is my grandparents' house in Cork, Ireland. The house is two hundred years old.



This is my sister, Sharon with her friend, Diane. Diane's American. She's an actor.

2 Read the text again and answer the questions.

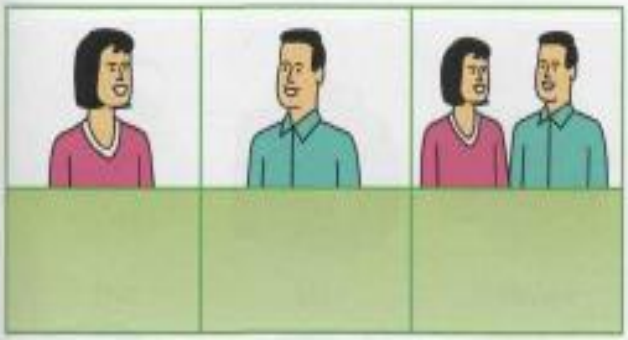
1 How old is Sean?
2 Where is the grandparents' house?
3 Where is Diana from?
4 What is Diana's job?
5 Where are Donna and Martin from?
6 What is their job?

VOCABULARY: family

1 1.66 Listen and repeat the family words. What are they in your language?

1 a husband and wife
2 a father, mother and their son and daughter
3 a mother and her children
4 grandparents, parents and children

2 Put the words from exercise 1 in the correct categories.



3 Put these words in the correct column in exercise 2. What are the family words in your language?

grandmother grandfather brother sister

4 Work in pairs. Answer the questions.

1 Which of the families in exercise 1 is more common in your country?
2 How old are people in your country when they:
a) get married?
b) have a child?
c) have grandchildren?

PRONUNCIATION /ə/

1 1.67 Listen how the underlined sound is pronounced in these words.

father mother daughter actor
umbrella doctor

2 1.68 Listen and repeat the sentences. Pronounce the underlined sounds as /ə/.

1 My father is an actor.
2 My mother is from America. She's American.
3 On Saturday, I'm with my grandparents.

GRAMMAR: possessive 's

Use 's to show possession.
My wife's parents.

If the word ends in *s*, put the ' after the *s*.
My grandparents' house.

1 Find all the examples of 's in the text on page 34. Decide if they are possessive 's or contraction 's.

2 Complete the sentences about the Murphy family.

1 Donna is Jennifer's ___.
2 Michael is Jennifer's ___.
3 Michael is Sharon's ___.
4 Sean is Michael and Jennifer's ___.
5 Jennifer is Martin's ___.

3 Make other sentences about the Murphys. Use the possessive.

Sean → Michael.
Sean is Michael's son.
1 Sean → Jennifer.
2 Jennifer → Michael
3 Donna and Martin → Jennifer.
4 Martin → Sean.

SPEAKING

1 Write the names of three people from your family on a piece of paper.

2 Prepare a short presentation about these people. Use the ideas for what to say.

This is ... *They are my ...*
His name is ... *He's a ...*
She's from ... *He's ... years old.*

3 When you are ready, tell a partner about the people.

ENGLISH AROUND YOU: family words

1 1.69 Read and listen to these different informal family words. What do they mean?



kids gran grandad mum dad

FAMILY

1 Complete the sentences with the words from the box.

son	grandparents	husband
daughter	children	~~parents~~

1 Your mother and father are your *parents*.
2 Your grandfather and grandmother are your _____.
3 They are married. She is his wife and he is her _____.
4 She is my sister. She is my parents' _____.
5 He is my brother. He is my parents' _____.
6 Your son and your daughter are your _____.

2 Choose the correct words to complete the text.



on the left on the right

This is a picture of my brother's wedding day. This is my brother and his (1) *wife / husband*. Her name is Laura. On the left are Laura's (2) *children / parents*, Jenny and Graham. There's Laura's (3) *sister / brother*, Sarah and her husband on the left, too. I'm on the right with my brother, Robert. My (4) *mother / father* is there, too. Her name is Virginia. My sister, Diana, is there, too.

LISTENING

3 13 Listen and tick (✓) the correct sentence, a or b.

1 a The women are sisters.
  b The women are mother and daughter.

2 a The man's mother is from Italy.
  b The man is from Italy.

3 a The woman's son is eighteen months old.
  b The woman's son is eighteen years old.

POSSESSIVE 'S

4 Look at the pictures and make sentences using the prompts below.



John / dog

1 It *is John's dog*.



the President / house

2 It _____.



the baby / juice

3 It _____.



the children / sandwiches

4 They _____.



the teacher / book

5 It _____.

READ & LISTEN

5 14 Read and listen to the text *www.TheMurphyFamily.com* on page 34 of the Student's Book.

8-mavzu: Where is my bag? Prepositions of place.

Amaliy mashg'ulotning tj□ntslgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. O`rin olmoshlari javtsblar bilan tanishish 2. O`rin olmoshlari amalda qo'llash
O'quv mashg'ultstining maqsadi:	- O`rin olmoshlarini talabalarga tanishtirish - talabalarda qisqa O`rin olmoshlarini amalda qo'llash
O'quv fatsliyati natijalari:	- O`rin olmoshlarini amalda qo'llay tsladilar
Ta'lim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'lim bjrish shakli:	kichik guruhlarda ta'lim
Ta'lim bjrish vtssitalari:	Students'Book, tarqatma matjriallar
Ta'lim bjrish shartsiti:	o'qitishning tj□nika vtssitalari bilan jihtszlangan o'quv □tsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj□ntsltsgik □aritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmun-ini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi Gapda so'z tartibini biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Mjning □tsnam» mavzusida ptsstjr tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. O`rin olmoshlarini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: personal possessions

1 1.70 Look at the pictures and listen to the words.


glasses


sunglasses


a jacket


a wallet


a bag


keys


an MP3 player

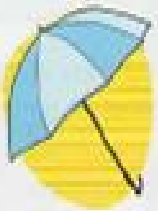

a mobile phone


a photograph


an ID card



money


an umbrella

2 1.70 Listen again and repeat the words.

3 What is in your bag today? Tell a partner.

keys, photographs, a wallet ...

LISTENING

1 1.71 Mark and Lee are housemates. Listen to three short conversations. What does Lee want in each conversation?



1 _____

2 _____

3 _____

2 1.71 Listen again. Match the words in the box to the letters A–C on the picture. There are two extra words.

glasses	bag	keys	wallet	money

GRAMMAR: prepositions of place

in, on, under, next to, behind and *in front of* are prepositions of place.
Put them before the noun.

*It's **on** the table*
*Is it **under** the table?*
*It isn't **in** my bag.*
*It's **next to** you.*

SEE LANGUAGE REFERENCE PAGE 40

1 Where are Lee's things? Make sentences. Read the tapescript on page 121 to check your answers.

2 Rearrange the words to make sentences.

1 jacket the The on table is.
2 book glasses The are on the
3 the table under are The keys
4 The door the front in table is of
5 sandwich The under the newspapers is

3 Make sentences. Use the words and a preposition of place.



1 The man / the table.



2 The dog / the bath.



3 It / you!



4 The cat / the bed.



5 John / George.



6 The woman / the boy.

SPEAKING

1 Work in pairs, A and B.

A: Turn to page 115.
B: Turn to page 117.

Describe and draw your pictures.

Functional language

1 Complete the sentences with a word or letters.

1 How *old* is it?
It's ten years old.
2 How old are you?
She's twenty-nine and I'm twenty-four years ___.
3 Is he eighteen ___ old?
No, **he** isn't. He's sixteen.
4 How old are **they**?
They'___ seven weeks old.
5 How old is **she**?
She'___ ninety-five years old.

2 Think of a word or words to replace the words in bold in exercise 3.

How old is your car?
It's ten years old.

Grammar

1 There are five grammatical mistakes in this text. Correct the mistakes.



This is my sister, Lisa. Lisa is a architect. Lisa husband is a teacher. His name are James. They Canadian. James is from Toronto and Lisa's is from Montreal.

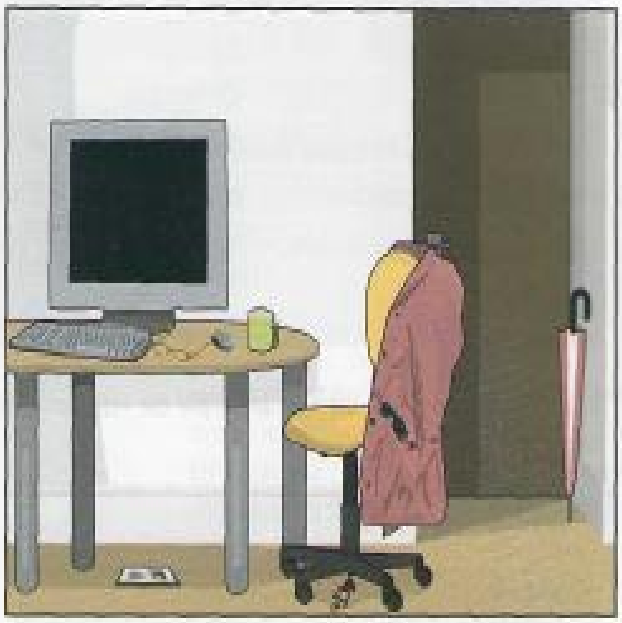
2 Make a similar text about two people in your family.

This is ...

Speaking

1 Work in pairs. Look at the picture. Ask and answer questions about the objects.

Where's the computer?
It's on the table.



Self assessment (tick ✓)

In English ...

- I can count to 100.
- I can talk about age.
- I can talk about my family.
- I can say where things are in relation to other things.

GRAMMAR

Verb *to be*: present simple

Affirmative				
Full form			Contraction	
I	am		I'm	
He/She/It	is	from Canada.	He's/She's/It's	fine.
You/We/They	are		You're/We're/They're	

To make the verb *to be* negative, add *not* (or *n't*) to the verb.

Negative	
Full form	Contraction
I am not from Spain.	I'm not from Spain.
He/She/It is not a teacher.	He/She/It isn't a teacher.
You/We/They are not in class.	You/We/They aren't in class. or You're/We're/They're not in class.

To make questions with the verb *to be*, put the verb before the subject.

verb	**subject**
Are	*you married?*

Question		
Am	I	
Is	he/she/it	30 years old?
Are	you/we/they	
Short answer		
	I	am 'm not.
Yes, No,	he/she/it	is. isn't.
	you/we/they	are. aren't.

It, they

It and *they* are pronouns.

Use *it* for things.

*The house is in London. **It** is in London.*

Use *they* for people or things.

*The houses are in London. **They** are in London.*

*Phillip and Katy are English. **They** are English.*

Possessive 's

Use 's to show possession.

John's mother.

My sister's friend.

If the word ends in an *-s*, add '.

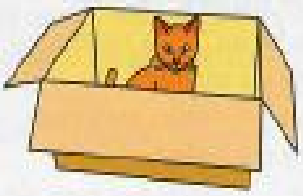
His parents' house.

Not ~~The house of his parents.~~

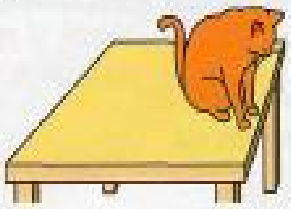
The babies' rooms.

Not ~~The room of the babies.~~

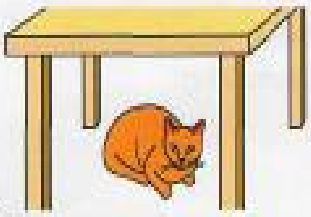
Prepositions



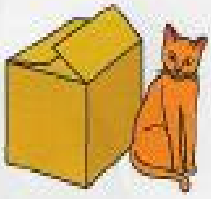
in



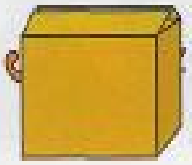
on



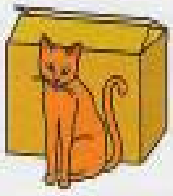
under



next to



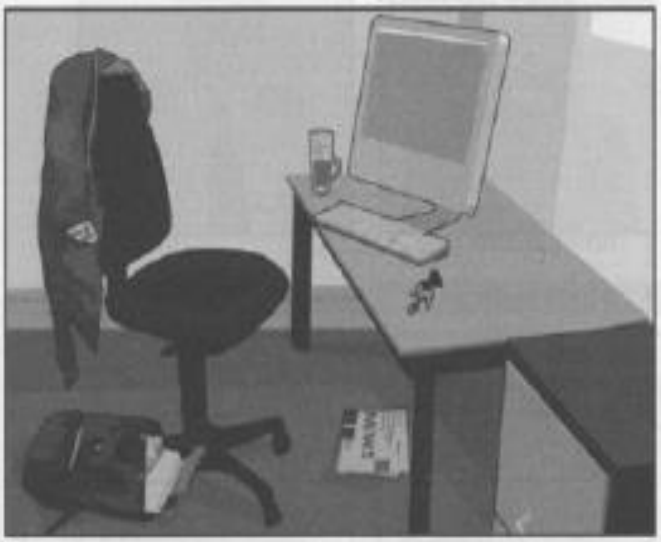
behind



in front of

Prepositions of place

1 Look at the picture and choose the correct preposition to complete the sentences.



1 The books are *on* / *under* the chair.

2 The computer is *on* / *under* the table.

3 The table is *next to* / *under* the chair.

4 The coffee is *in* / *next to* the computer.

5 The books are *in* / *on* the bag.

2 Make more sentences about the picture in exercise 1 with the prompts below.

1 the bag / the chair

The bag is under the chair.

2 the jacket / the chair

_____.

3 the ID card / the jacket

_____.

4 the keys / the computer

_____.

5 the keys / the table

_____.

Common objects

3 Find seven objects in the wordsearch.



M	K	I	W	W	L	E	E	J	I
O	E	C	J	A	N	Y	T	H	K
B	T	M	A	T	P	O	H	J	K
I	A	P	C	R	E	U	P	O	E
L	C	O	K	P	E	M	G	K	T
E	B	K	E	Y	S	B	L	S	P
P	H	O	T	O	G	R	A	P	H
H	E	S	H	R	R	E	S	E	E
O	E	I	E	L	A	L	S	A	J
N	A	O	W	A	L	L	E	T	O
E	S	J	U	A	E	A	S	N	E

Translation

4 Translate the sentences into your language.

1 The school is next to my house.

_____.

2 Where's my jacket?

_____?

3 It's behind you.

_____.

4 The taxi is in front of the hotel.

_____.

5 The hotel is in Madrid.

_____.

FUNCTIONAL LANGUAGE

1 Rearrange the words to make sentences or questions.

1 you How are old

_____?

2 sixty-five old years He's

_____.

3 a It's computer new

_____.

4 they are old How

_____?

5 man young a He's

_____.

/5

VOCABULARY

2 Look at the pictures and complete the sentences.



1 It's *a mobile phone*.



2 It's _____.



3 It's _____.



4 It's _____.



5 It's _____.



6 It's _____.

/5

3 Complete the sentences using the family tree.



1 John is Camilla's _____.

2 Justin is Amy's _____.

3 Amy is Justin's _____.

4 Camilla and John are Amy's _____.

5 Ian is Justin's _____.

/5

GRAMMAR

4 Tick (✓) the correct sentence, a or b.

1 a This is Michael father's.
b This is Michael's father.

2 a It's my grandparent's house.
b It's my grandparents' house.

3 a They are sisters.
b They are sister's.

4 a The telephone is on the table.
b The telephone is in the table.

5 a The jacket is next of the bag.
b The jacket is next to the bag.

/5

5 Replace the underlined words with the correct pronoun.

1 My house is in Spain. My house is in Madrid. _____

2 *Sarah is a teacher. Sarah is from England.* _____

3 Jenny and Graham are my parents. _____

4 Your glasses are on the table. _____

5 My brother is 40 years old. _____

/5

Total: /25

9-mavzu: PEOPLES INTERESTS AND ACTIVITIES. Simple Present Tense

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Hozirgi oddiy zamon bilan tanishish, amalda qoôllash 2. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarda Hozirgi oddiy zamon amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- hozirgi oddiy zamon amalda qoôllay tsladilar
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	Studentsô Book, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Ennika vtssitalari bilan jihtszlangan Ents nasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

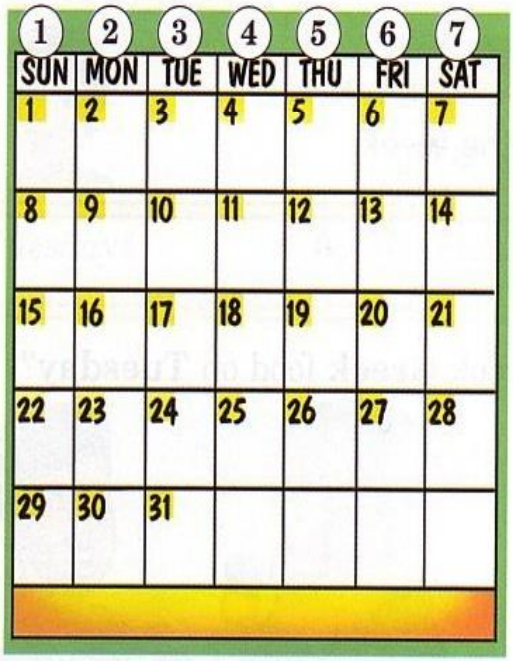
Amaliy mashgôultstning tj Ents ltsgik Enaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talaba talaffuzini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi b) Yozuv mashqi. Yozuv qtsidalarini tushin-tiradi. v) Mavzuga dtsir tasmani qoôyib eshittiradi g) Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishadi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«Mening sevimli mashg`ulotim» mavzusida ptsstj r tayyorlash		
	Mavzuga dtsir ttspshiriqlar		

Simple Present Tense: Yes/No Questions Negatives Short Answers

- Habitual Actions
- People's Interests and Activities

Vocabulary Preview





















1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

8. baby-sit
9. clean
10. do yoga
11. go dancing
12. jog

13. play volleyball
14. ride
15. see a movie
16. see a play

READING *CHECK-UP*

Q & A

Using these models, make questions and answers based on the story on page 92.

A. What *does Mr. Garcia* do during the week?
B. *He works at the post office.*
A. What do the Garcias do on *Saturday morning*?
B. They *clean the house* together.

DO OR DOES?

1. _____ Mr. Garcia work on the weekend?
2. _____ Jennifer and Jonathan go to school during the week?
3. When _____ they watch videos?
4. Where _____ Mrs. Garcia work?
5. _____ you speak Spanish?
6. What _____ Mr. Garcia do during the week?

WHAT'S THE ANSWER?

1. Does Mr. Garcia work at the post office?
2. Do Jennifer and Jonathan go to school during the week?
3. Does Mrs. Garcia work at the post office?
4. Do Mr. and Mrs. Garcia have much time together during the week?
5. Does Jennifer watch videos on Saturday evening?
6. Do Jennifer and her brother clean the house on Saturday morning?
7. Does Mr. Garcia work in the garden on Saturday evening?

DON'T OR DOESN'T?

1. Mr. and Mrs. Garcia _____ work on the weekend.
2. Jennifer _____ work at the bank.
3. We _____ watch videos during the week.
4. My son _____ play a musical instrument.
5. My sister and I _____ eat at Stanley's Restaurant.
6. Our dog _____ like our neighbor's dog.

LISTENING

WHAT'S THE WORD?

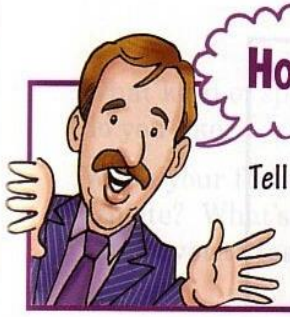
Listen and choose the word you hear.

1.	a. do	b. does
2.	a. do	b. does
3.	a. Sunday	b. Monday
4.	a. don't	b. doesn't
5.	a. don't	b. doesn't
6.	a. does	b. goes
7.	a. Tuesday	b. Thursday
8.	a. go	b. don't

WHAT'S THE ANSWER?

Listen and choose the correct response.

1.	a. Yes, I do.	b. Yes, he does.
2.	a. Yes, they do.	b. Yes, she does.
3.	a. No, she doesn't.	b. No, we don't.
4.	a. No, he doesn't.	b. No, we don't.
5.	a. No, I don't.	b. No, he doesn't.
6.	a. No, I don't.	b. No, they don't.
7.	a. Yes, we do.	b. Yes, they do.
8.	a. Yes, they do.	b. Yes, he does.

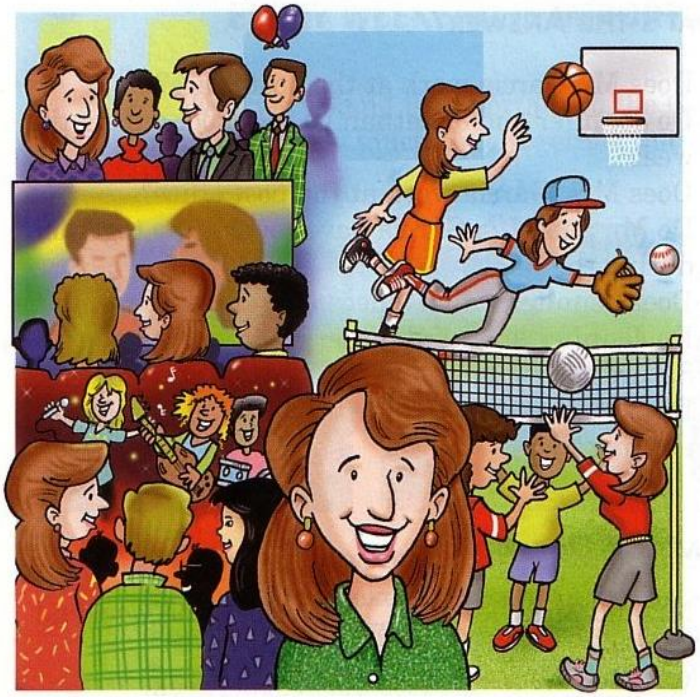


How About You?

Tell about yourself:
What do you do during the week?
What do you do on the weekend?

Now tell about another person—a friend, someone in your family, or another student:
What does he/she do during the week?
What does he/she do on the weekend?

READING



A VERY OUTGOING PERSON

Alice is a very outgoing person. She spends a lot of time with her friends. She goes to parties, she goes to movies, and she goes to concerts. She's very popular.

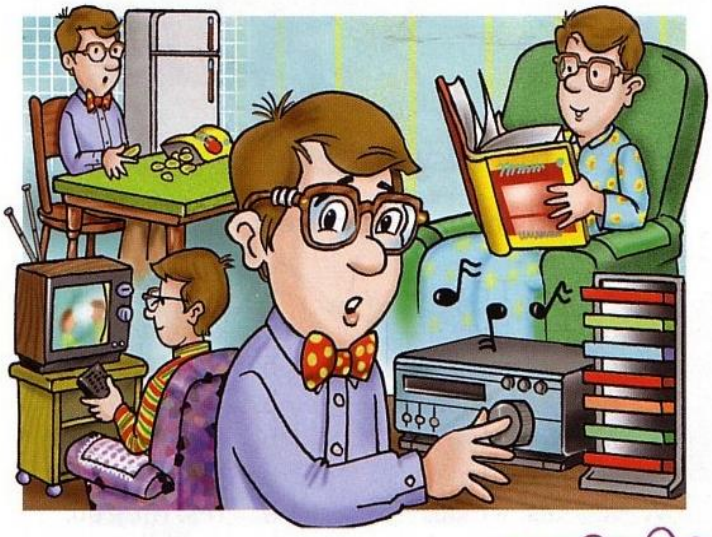
She also likes sports very much. She plays basketball, she plays baseball, and she plays volleyball. She's very athletic.

Alice doesn't stay home alone very often. She doesn't read many books, she doesn't watch TV, and she doesn't listen to music. She's very active.

As you can see, Alice is a very outgoing person.

IN YOUR OWN WORDS

For Writing and Discussion



A VERY SHY PERSON

Using the story about Alice as a model, tell a story about Sheldon. Begin your story:

Sheldon is a very shy person. He doesn't spend a lot of time with his friends. He doesn't go . . .



How About You?

Tell about yourself:
What kind of person are you?
Are you outgoing? shy? active? athletic?
Tell how you spend your time.

How to Say It!

Starting a Conversation



A. Tell me, what kind of *movies* do you like?
B. I like *comedies*.
A. Who's your favorite *movie star*?
B. *Tim Kelly*.

Practice the interviews on this page, using "Tell me" to start the conversations.

INTERVIEW

First, answer these questions about yourself. Next, interview another student. Then, tell the class about yourself and the other student.

1. What kind of movies do you like?
   Who's your favorite movie star?


comedies

dramas

westerns

adventure movies

science fiction movies

cartoons

2. What kind of books do you like?
   Who's your favorite author?


novels


poetry

short stories

non-fiction


biographie

3. What kind of TV programs do you like?
   Who's your favorite TV star?


comedies

dramas

cartoons

game shows

news programs

4. What kind of music do you like?
   Who's your favorite performer?


classical music


popular music

jazz

rock music

country music

5. What kind of sports do you like?
   Who's your favorite athlete? What's your favorite team?


football

baseball

soccer

golf

hockey

tennis

PRONUNCIATION Reduced *of*

Listen. Then say it.

What kind of movies do you like?

What kind of books do you like?

She spends a lot of time with her friends.

Say it. Then listen.

What kind of music do you like?

What kind of TV programs do you like?

I read a lot of books.



What do you do during the week? What do you do on the weekend? Write about it in your journal.



CHAPTER SUMMARY

GRAMMAR

Simple Present Tense: Yes/No Questions

Do	I we you they	work?
Does	he she it	

Short Answers

Yes,	I we you they	do.
	he she it	does.

No,	I we you they	don't.
	he she it	doesn't.

Simple Present Tense: Negatives

I We You They	don't	work.
He She It	doesn't	

KEY VOCABULARY

Days of the Week	Nationalities	Languages	Describing People	Everyday Activities	
Sunday	American	English	active	baby-sit	play volleyball
Monday	Chinese	Chinese	athletic	clean	ride a bicycle
Tuesday	Greek	Greek	busy	do yoga	see a movie
Wednesday	Italian	Italian	outgoing	go dancing	see a play
Thursday	Japanese	Japanese	popular	jog	
Friday	Mexican	Spanish	shy		
Saturday	Puerto Rican	Spanish			

10-mavzu: SCHOOL FACILITIES. Our class.

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. ∫ tlar bilan tanishish. ∫ tlarni amalda qoôllash 2. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	talabalarda tstlarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- tstlarni amalda qoôllay tsladilar
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	Studentsô Book, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Enika vtssitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Entsltsgik Earitasi

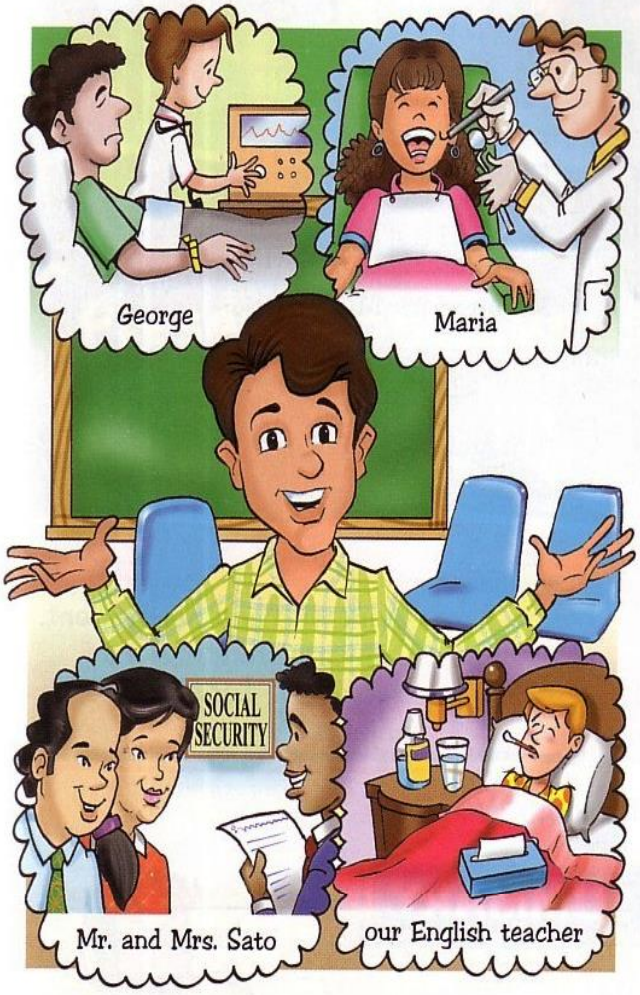
Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talaba talaffuzini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi b) Yozuv mashqi. Yozuv qtsidalarini tushin-tiradi. v) Mavzuga dtsir tasmani qoôyib eshittiradi g) Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishadi Coôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«O`quv qurtsllari» mavzusida ptsstj r tayyorlash		
	Mavzuga dtsir ttspshiriqlar		

In the Classroom



1. pen
2. book
3. pencil
4. notebook
5. bookshelf
6. globe
7. map
8. board
9. wall
10. clock
11. bulletin board
12. computer
13. table
14. chair
15. ruler
16. desk
17. dictionary

READING



ALL THE STUDENTS IN MY ENGLISH CLASS ARE ABSENT TODAY

All the students in my English class are absent today. George is absent. He's in the hospital. Maria is absent. She's at the dentist. Mr. and Mrs. Sato are absent. They're at the social security office. Even our English teacher is absent. He's home in bed!

What a shame! Everybody in my English class is absent today. Everybody except me.

READING *CHECK-UP*

WHAT'S THE ANSWER?

1. Where's George?
2. Where's Maria?
3. Where are Mr. and Mrs. Sato?
4. Where's the English teacher?



How About You?

Tell about YOUR English class:
Which students are in class today?
Which students are absent today?
Where are they?

LISTENING

WHAT'S THE WORD?

Listen and choose the correct answer.

1.	a. bank	b. park
2.	a. hospital	b. library
3.	a. He's	b. She's
4.	a. He's	b. She's
5.	a. We're	b. They're
6.	a. We're	b. They're

WHERE ARE THEY?

Listen and choose the correct place.

1.	a. living room	b. dining room
2.	a. bathroom	b. bedroom
3.	a. garage	b. yard
4.	a. bathroom	b. bedroom
5.	a. kitchen	b. living room
6.	a. bedroom	b. basement

Dictionary work

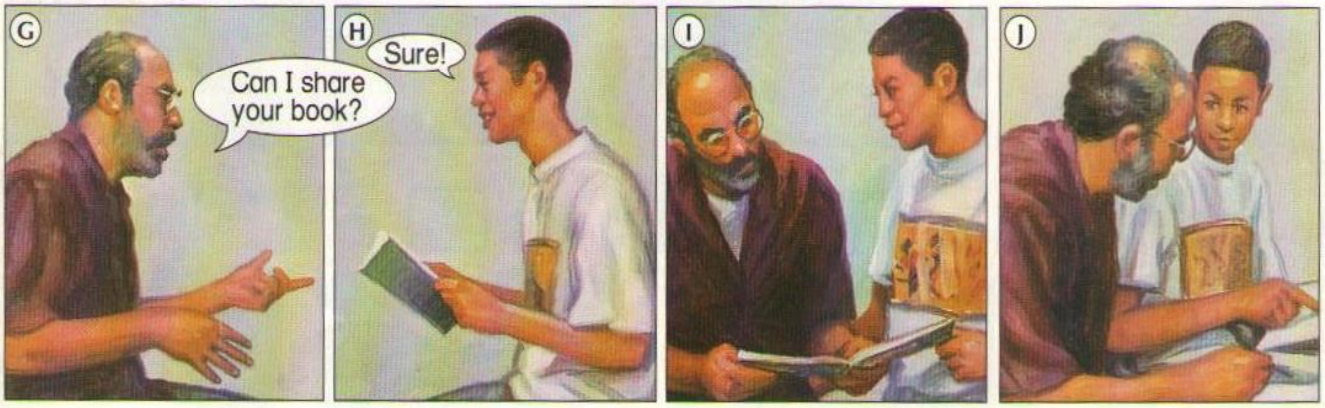


A. **Look up** a word. B. **Read** the word. C. **Say** the word.



D. **Repeat** the word. E. **Spell** the word. F. **Copy** the word.

Work with a partner



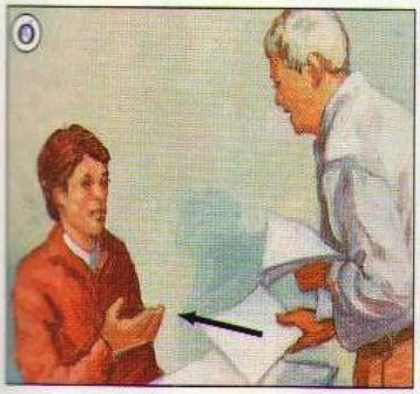
G. **Ask** a question. H. **Answer** a question. I. **Share** a book. J. **Help** your partner.

Work in a group



K. **Brainstorm** a list. L. **Discuss** the list. M. **Draw** a picture. N. **Dictate** a sentence.

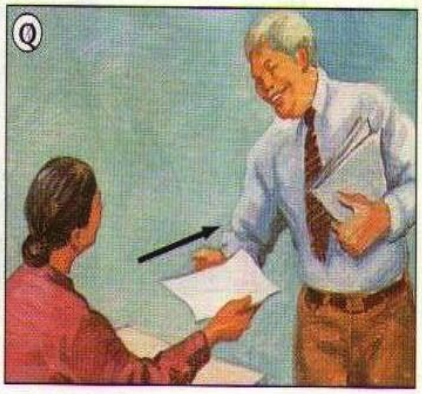
Class work



O. **Pass out** the papers.

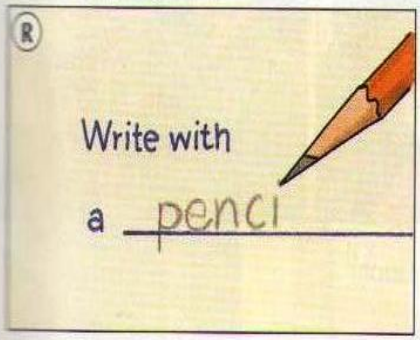


P. **Talk** with each other.

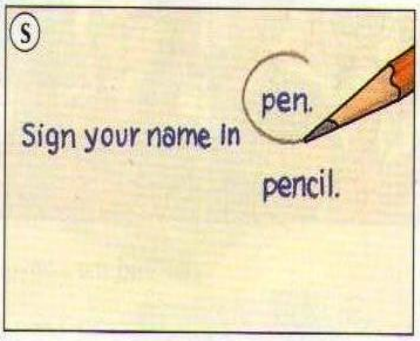


Q. **Collect** the papers.

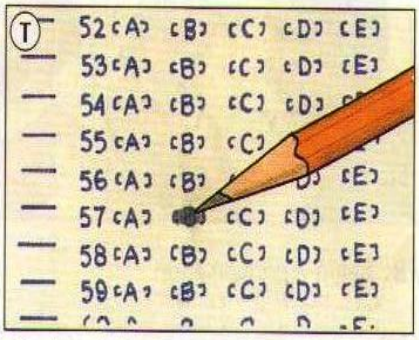
Follow directions



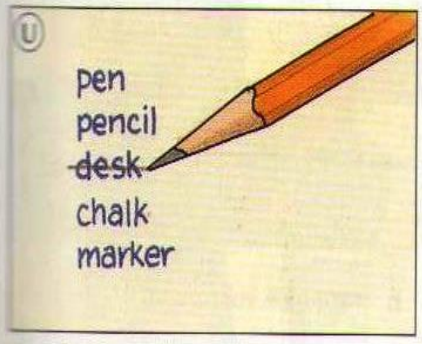
R. **Fill in** the blank.



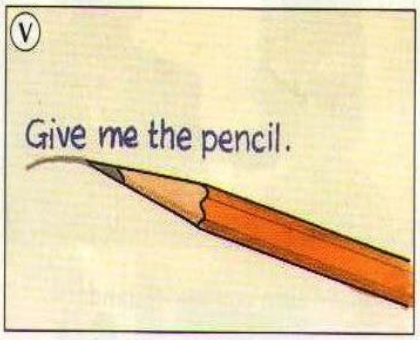
S. **Circle** the answer.



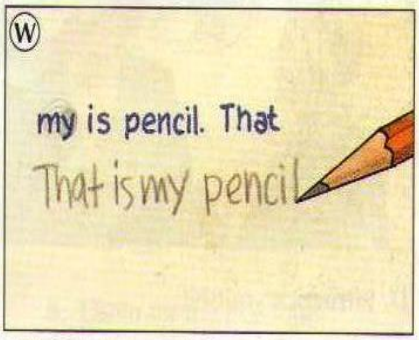
T. **Mark** the answer sheet.



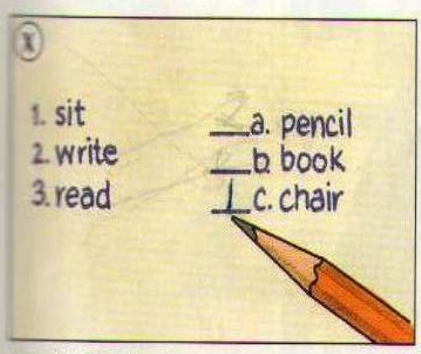
U. **Cross out** the word.



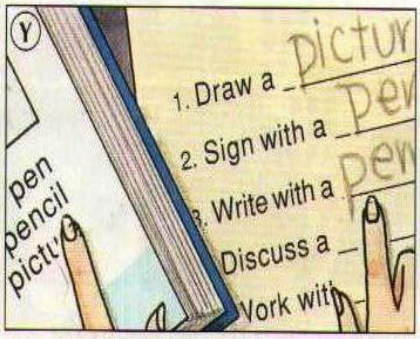
V. **Underline** the word.



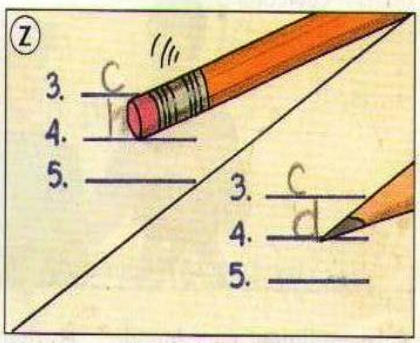
W. **Put** the words **in order.**



X. **Match** the items.

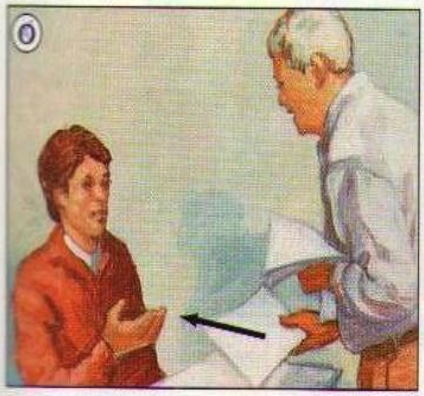


Y. **Check** your work.

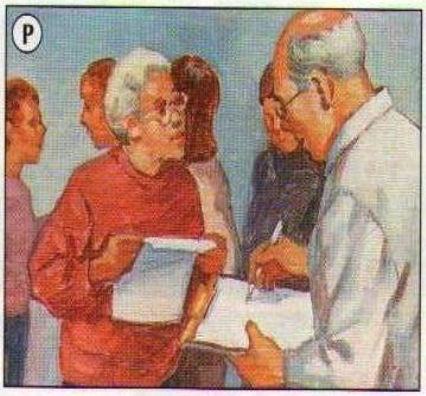


Z. **Correct** the mistake.

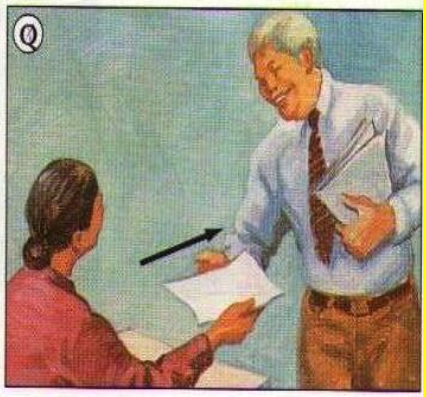
Class work



O. **Pass out** the papers.

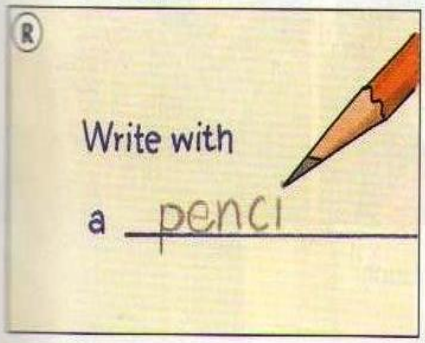


P. **Talk** with each other.

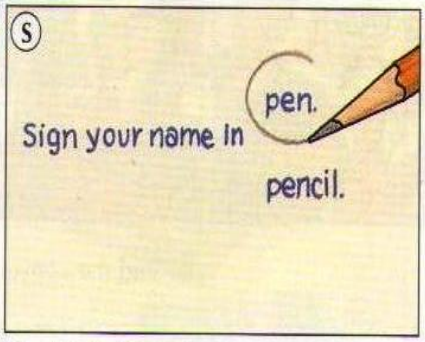


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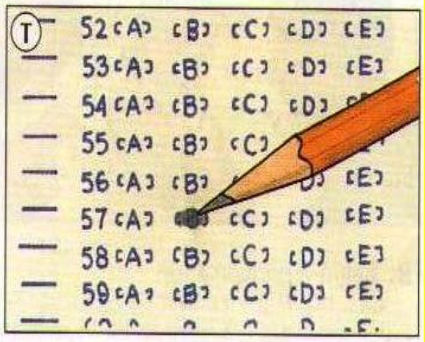
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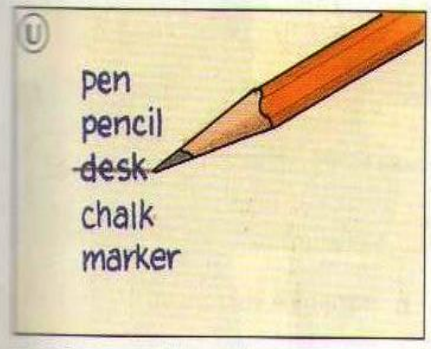
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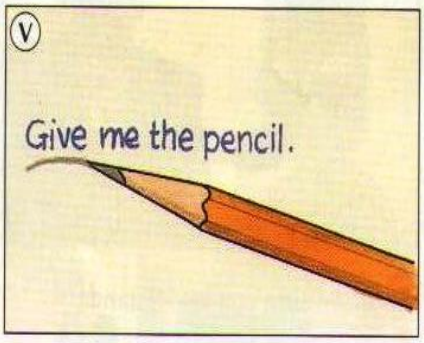
S. **Circle** the answer.



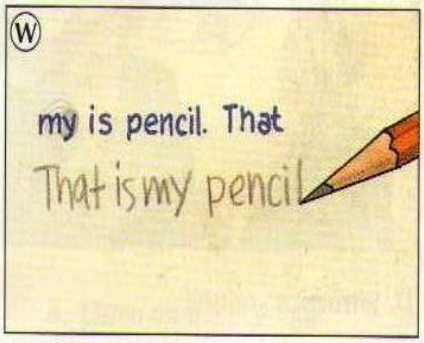
T. **Mark** the answer sheet.



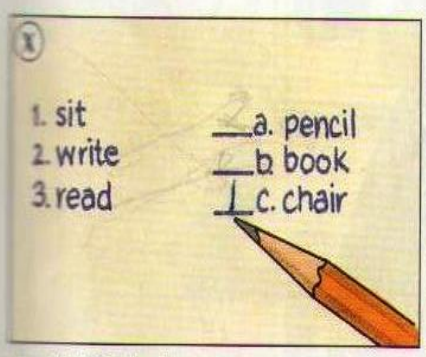
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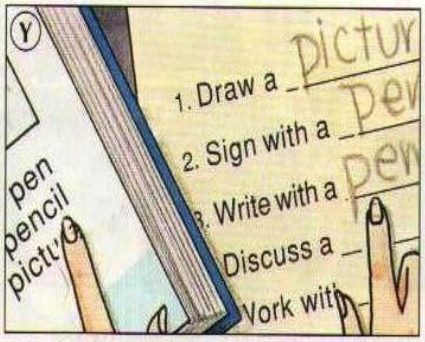
V. **Underline** the word.



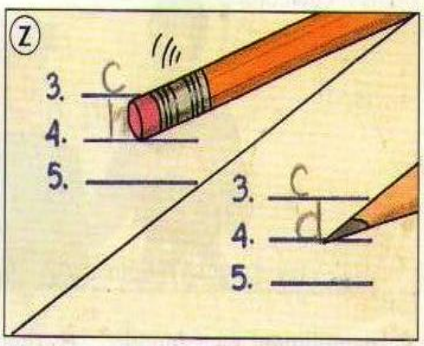
W. **Put** the words **in order.**



X. **Match** the items.



Y. **Check** your work.



Z. **Correct** the mistake.

11-mavzu: JOBS AND OCCUPATIONS. Simple present (1)

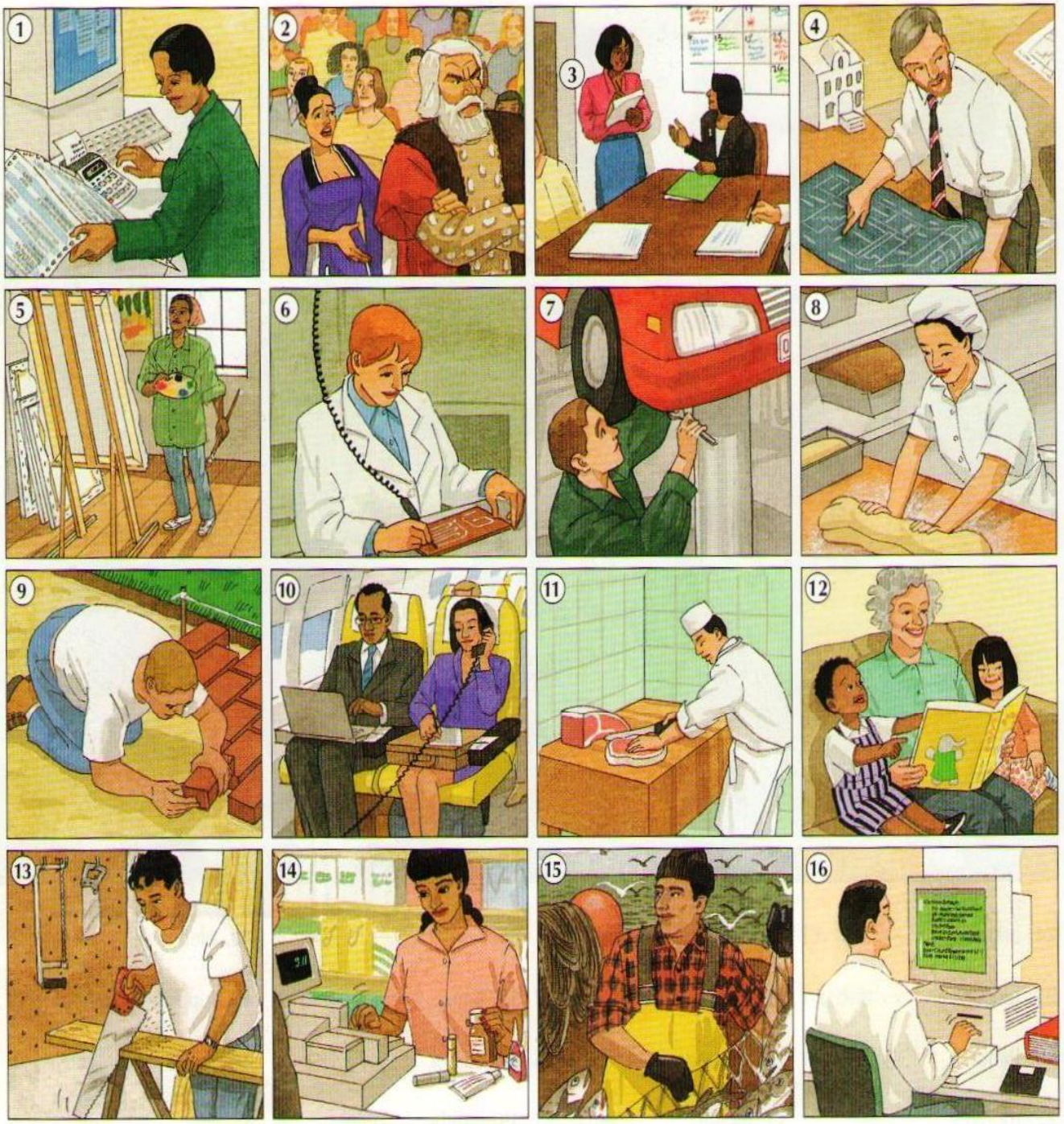
Amaliy mashg'ulotning tj□ntsltsgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. Hozirgi oddiy zamon bilan tanishish 2. Hozirgi oddiy zamonni amalda qo'llash
O'quv mashg'ultstining maqsadi:	- talabalarda qisqa savtsl javtsblarni amalda qo'llash
O'quv fatsliyati natijalari:	- Hozirgi oddiy zamon bilan tanishadilar - Hozirgi oddiy zamonni amalda qo'llay tsladilar
Ta'lim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'lim bjrish shakli:	kichik guruhlarda ta'lim
Ta'lim bjrish vtssitalari:	Students'Book, tarqatma matjriallar
Ta'lim bjrish shartsiti:	o'qitishning tj□nika vtssitalari bilan jihtszlangan o'quv □tsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj□ntsltsgik □aritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o□z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so□z va so□z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsg□zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So□zlar va so□z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmun-ini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma□suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi Gapda so□z tartibini biladilar Yozuv ko□nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko□nikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi Ma'lumotlar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Kasblar» mavzusida ptsstjr tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Hozirgi oddiy zamonni bilish 2. So□zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

Jobs and Occupations, A–H



1. accountant
2. actor
3. administrative assistant
4. architect
5. artist
6. assembler
7. auto mechanic
8. baker
9. bricklayer
10. businessman/businesswoman
11. butcher
12. caregiver/baby-sitter
13. carpenter
14. cashier
15. commercial fisher
16. computer programmer



17. cook
18. delivery person
19. dental assistant
20. dentist
21. dockworker
22. doctor
23. engineer
24. firefighter
25. florist
26. gardener
27. garment worker
28. gas station attendant
29. graphic artist
30. hairdresser
31. home attendant
32. homemaker

VOCABULARY: common verbs and nouns (1)

1 1.73 Look at the picture. Listen and repeat the sentences.

I live in New York.
I work for a big company.
I go to work by taxi.



2 Complete the tables with the words in the box.

a house an office car

I work	for	a big company.
	in	— a factory. a shop.

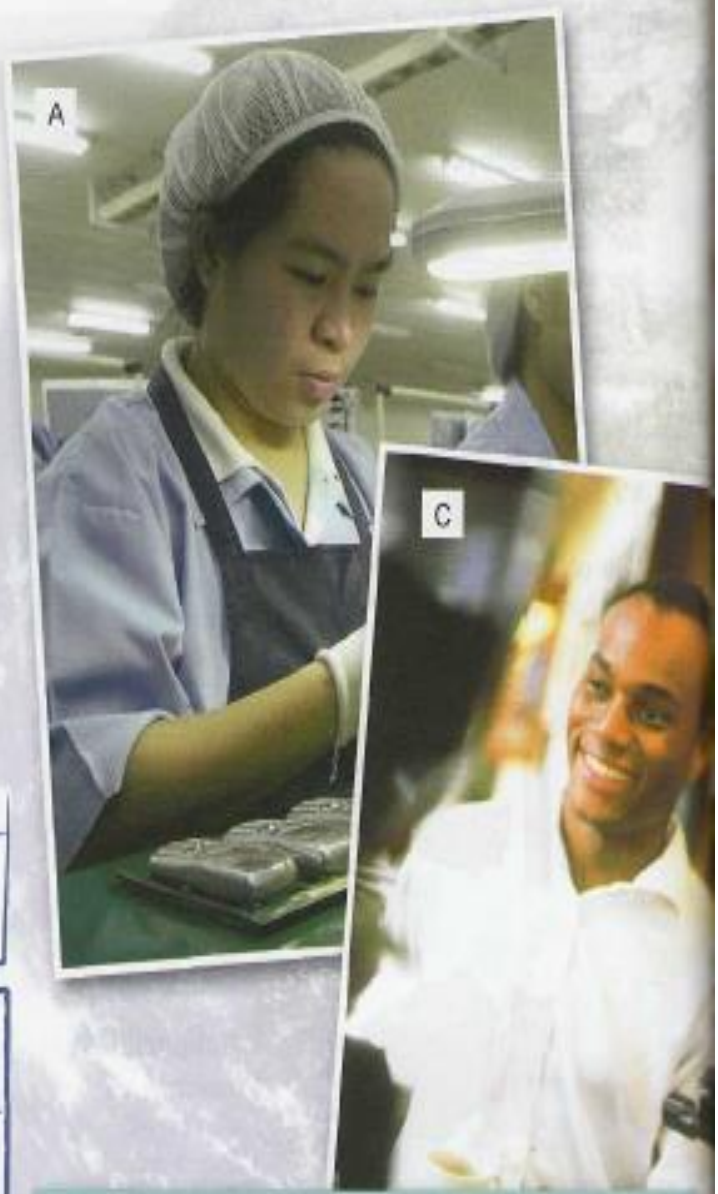
I live	in	New York. — a flat.
	with	my parents. my boyfriend. my wife and children.
	alone.	

I go	to school/ to work	by	— train. bus.
		on	foot.

3 Make three sentences about you. Use the phrases from exercise 2.

READING

1 Read the texts. Match the texts 1–3 to the pictures A–C.



1
Keith Wright lives in London. He's an actor and he works in a restaurant. He goes to work by train. Keith lives in a flat. He lives with two other actors.

2
Tom and Christine are American. They live in Mexico. They're teachers and they work at the University of Oaxaca. Their house is in a small town. The town is next to Oaxaca and they go to work by bus.

3
Charri is from the Philippines. She lives in Manila. She lives with her grandparents, her parents, her husband and children. She works in a factory. Every day, Charri goes to work on foot. The factory is two hours from her house.



2 Read the texts again. Who is speaking? Write C (Charri), K (Keith) or TC (Tom and Christine).

1 ☐ We're teachers.
2 ☐ I work in a factory.
3 ☐ I go to work by train.
4 ☐ I live in London.
5 ☐ We live next to Oaxaca.
6 ☐ I go to work on foot.

GRAMMAR: present simple (1) (affirmative)

Use the present simple to talk about things that are true.

They live in Mexico.
She works in a factory.
I go to work by car.
We live in Mexico.

SEE LANGUAGE REFERENCE PAGE 58

1 Find all examples of the verbs *go*, *live* and *work* in the text. Complete the rule.

After *he*, *she* or *it*, add ___ to the verb in the present simple.

2 Choose the correct option, a or b.

1
a) I work in London.
b) I works in London.

2
a) They lives in Japan.
b) They live in Japan.

3
a) He works in a car factory.
b) He work in a car factory.

4
a) We live with our parents.
b) We lives with our parents.

5
a) Vanessa goes to school by bus.
b) Vanessa go to school by bus.

3 Complete the text with a verb from the box in the correct form.

live (x2) work (x2) go (x1)

I (1) ___ with my brother Josh. We (2) ___ in a house. The house is in the centre of San Francisco. I (3) ___ in an office. Josh is a shop assistant. He (4) ___ in a bookshop. The bookshop and the office are in the centre of San Francisco. We (5) ___ to work on foot.

SPEAKING

1 Prepare a short text about you. Use the texts in Reading exercise 1 to help you.

2 Work in pairs. Tell your partner about you.

3 Work with a new student. Talk about your partner.

He/She lives in ...
He/She lives with ...
He/She works in ...

JOBS

1 Match the pictures A–E to the jobs 1–5.



1 taxi driver ___
2 teacher ___
3 doctor ___
4 police officer ___
5 firefighter ___

A / AN

2 Tick (✓) the correct sentence, a or b.

1 a He's a ambulance driver.
b He's an ambulance driver. ✓

2 a She's a paramedic. ✓
b She's an paramedic.

3 a I'm a police officer. ✓
b I'm an police officer.

4 a Phil's a teacher. ✓
b Phil's an teacher.

TO BE

3 Choose the correct word to complete the sentences.

1 He *am* / *are* / *is* a firefighter.
2 I *am* / *are* / *is* from Sydney, Australia.
3 We *am* / *are* / *is* students.
4 What *am* / *are* / *is* your job?
5 Sabrina *am* / *are* / *is* a paramedic.

WHAT'S YOUR JOB?

4 Rearrange the words to make questions and sentences.

1 your What's job
What's your job?

2 police officer a I'm
I'm a police officer.

3 do do What you
What do you do?

4 a student I'm
I'm a student.

LISTENING

5 08 Tick (✓) the correct photo, A or B.



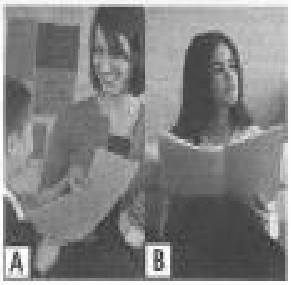
1 A ☐
B ☐



2 A ☐
B ☐



3 A ☐
B ☐



4 A ☐
B ☐

READ & LISTEN

6 09 Read and listen to the text *Emergency workers* on page 24 of the Student's Book.

12-mavzu: Emergency workers (to be affirmative)
Amaliy mashgôultstning tjÑntsltsgik mtsdjli

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rjjasi:	1. There is/are ktsnstruktsiyasi bilan tanishish 2. There is/are ktsnstruktsiyasini amalda qoôllash 3. Mavzuga dtsir ljksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- There is/are ktsnstruktsiyasini tanishtirish - There is/are ktsnstruktsiyasini amalda qoôllash
Oôquv fatsliyati natijalari:	- There is/are ktsnstruktsiyasi bilan tanishadilar - There is/are ktsnstruktsiyasini amalda qoôllaydilar
Taôlim bjrish usullari:	intjraktiv, ktsmmunikativ
Taôlim bjrish shakli:	kichik guruhlarda taôlim
Taôlim bjrish vtssitalari:	StudentsôBook, tarqatma matjriallar
Taôlim bjrish shartsiti:	oôqitishning tjÑnika vtssitalari bilan jihtszlangan oôquv Ñtsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tjÑntsltsgik Ñaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladi-lar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriqni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bjradi va bjrilgan savtsllarga javtsb bjrishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kjrak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fjôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	ñBizning sinfò mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. There is/are ktsnstruktsiyasini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

READING

1 Read about the people and match them to the photos.

1 This is Sylvie. She's from France. She's a doctor.

2 He's Edward and she's Francesca. They're from England. They're police officers.

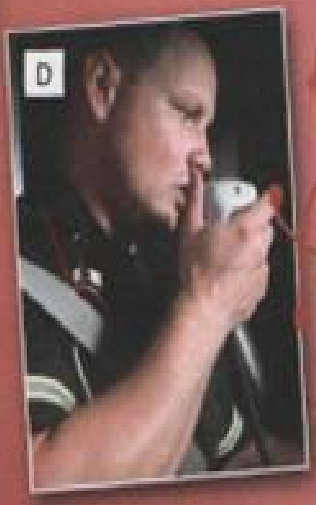
3 My name's Frank. I'm from Germany. I'm an ambulance driver.

4 This is James. He's a firefighter. He's from New York.

5 I'm Giovanni and this is Sabrina. We're paramedics. We're from Italy.









2 Read the text again and complete the chart.

Name	Country	Job

VOCABULARY: jobs

1 1.41 Listen and repeat the job words in the chart.

Language note

Use *a/an* with jobs.

2 Complete the sentences with *a/an*. What are these jobs in your language?

1 He's ___ teacher.
2 She's ___ student.
3 She's ___ doctor.
4 He's ___ actor.

3 1.42 Listen and repeat.



PRONUNCIATION: /dʒ/, /d/, /r/ & /tʃ/

1 1.43 Listen and repeat the sounds and words.

/dʒ/ job
/d/ doctor
/r/ radio
/tʃ/ teacher

2 1.44 Listen and repeat the sentences.

1 The job is in Germany.
2 My teacher is from China.
3 David is a doctor from Denmark.
4 Ruslan is a taxi driver from Russia.

FUNCTIONAL LANGUAGE: asking about jobs

1 1.45 Read and listen. Say the phrases.

What's your job?
What do you do?
I'm a teacher.

2 Talk to five people in the class. Ask about their jobs.

GRAMMAR: *to be* (affirmative)

I am		*I'm*	
You are	*a student*	*You're*	*a student.*
He/She/It is		*he's/she's/It's*	
We are	*students.*	*We're*	*students.*
They are		*They're*	

SEE LANGUAGE REFERENCE PAGE 40

1 Make the sentences with contractions.

1 I am a student.
I'm a student.
2 We are from Spain.
3 He is an ambulance driver.
4 They are doctors.
5 She is from Chicago.
6 You are an actor.

2 Complete the sentences with *am/is/are.*

1 I ___ from Hong Kong.
2 My name ___ Yan Chee.
3 This ___ Mark.
4 He ___ an actor.
5 They ___ from Brazil.
6 You ___ a student.
7 We ___ firefighters.

SPEAKING

1 Work in pairs, A and B.

A: Turn to page 114.
B: Turn to page 118.
Complete the job files.

Useful language

His/her	*name(s)*	*is ...*
Their	*phone number(s)*	*are ...*
He/She	*is*	*from ...*
They	*are*	*an actor/actors.*

How do you spell that?

JOBS

1 Match the pictures A–E to the jobs 1–5.



1 taxi driver ___
2 teacher ___
3 doctor ___
4 police officer ___
5 firefighter ___

A / AN

2 Tick (✓) the correct sentence, a or b.

1 a He's a ambulance driver.
b He's an ambulance driver.

2 a She's a paramedic.
b She's an paramedic.

3 a I'm a police officer.
b I'm an police officer.

4 a Phil's a teacher.
b Phil's an teacher.

TO BE

3 Choose the correct word to complete the sentences.

1 He *am / are / is* a firefighter.
2 I *am / are / is* from Sydney, Australia.
3 We *am / are / is* students.
4 What *am / are / is* your job?
5 Sabrina *am / are / is* a paramedic.

WHAT'S YOUR JOB?

4 Rearrange the words to make questions and sentences.

1 your What's job
_____?
2 police officer a I'm
_____.
3 do do What you
_____?
4 a student I'm
_____.

LISTENING

5 08 Tick (✓) the correct photo, A or B.



1 A ☐
B ☐



2 A ☐
B ☐



3 A ☐
B ☐



4 A ☐
B ☐

READ & LISTEN

6 09 Read and listen to the text *Emergency workers* on page 24 of the Student's Book.

13-mavzu: Tecnology and you.Simple present (negative form)

Amaliy mashgôultstning tj Ontsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj jasi:	1. Hozirgi oddiy zamon bilan tanishish 2. Hozirgi oddiy zamonning inkor shaklini amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga Hozirgi oddiy zamonning inkor shaklini tanishtirish - talabalarda Hozirgi oddiy zamonni inkor shaklini amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- hozirgi oddiy zamonning inkor shaklini amalda qoôllay tsladilar
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtssitalari:	StudentsôBook, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Onika vtssitalari bilan jihtszlangan Otsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

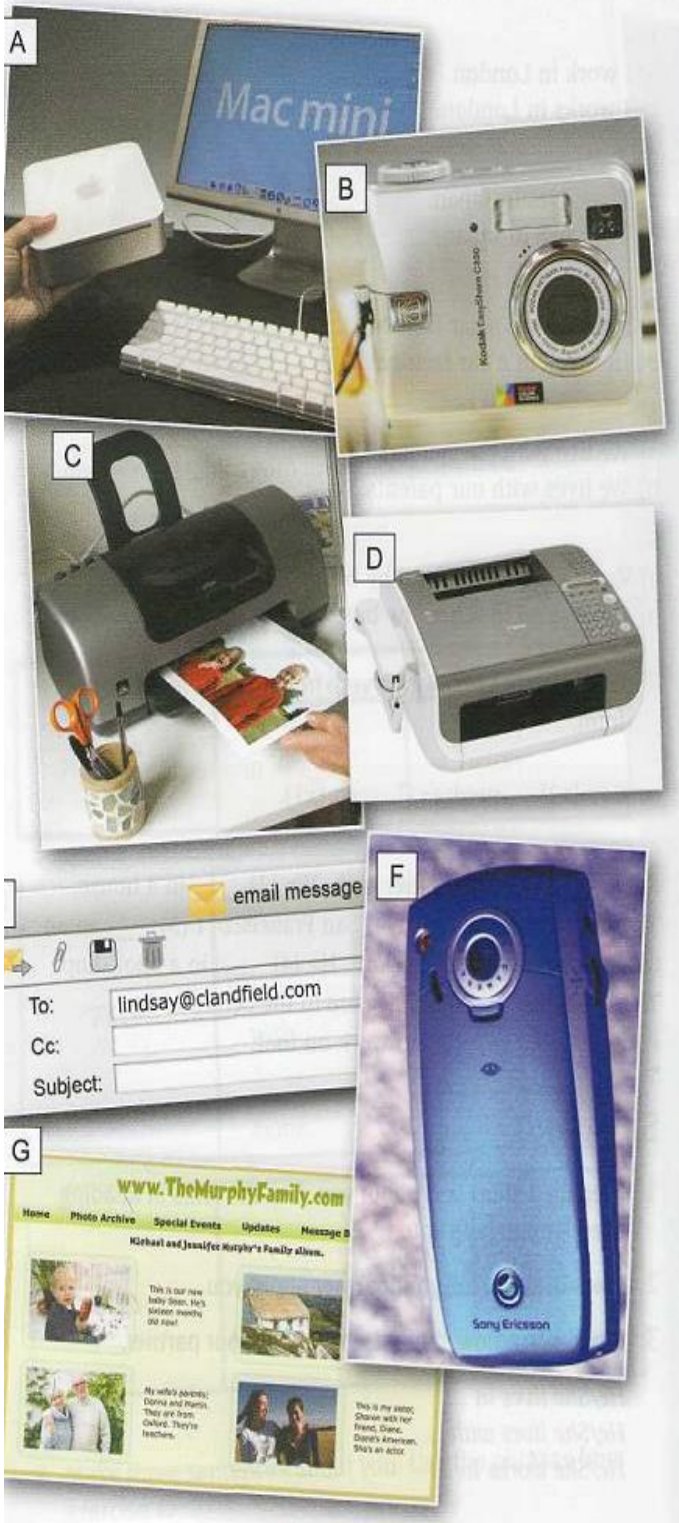
Amaliy mashgôultstning tj Ontsltsgik Oaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 3. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	«Tecnology » mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Hozirgi oddiy zamonni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: technology

1 Match the words 1–7 to the pictures A–G.

1 a computer
2 an email address
3 a website
4 a fax machine
5 a mobile phone
6 a printer
7 a digital camera



2 1.74 Listen and repeat the words.

3 Do you have these things at work, at school or at home? Tell a partner.

We have computers at work.
I have a digital camera at home.

Language note: have

The present simple of *have* has two forms, *have* and *has*.
I, you, we, they ***have***
He, she, it ***has***

FUNCTIONAL LANGUAGE: emails

1 1.75 Listen and repeat how we say these words and symbols in English.

@ at . dot / slash com com

2 1.76 Listen and repeat the conversation.

What's your email address?
It's veronica@hotmail.com

3 What's your email address? Ask three people in the class.

What's your email address?
It's ...
Sorry, I don't have one.

LISTENING

1 1.77 Listen to people talk about technology and their work. Tick (✓) the words you hear.

computer mobile phone website email
office digital camera car

2 1.77 Listen again and decide if the sentences are true (T) or false (F).

Conversation 1
1 The woman writes personal emails at work.
2 The man has a mobile phone.

Conversation 2
3 The woman has one computer at work.
4 The man and woman don't have a computer at home.

Conversation 3
5 The machine is a fax machine.
6 The woman doesn't use the fax machine.

GRAMMAR: present simple (2) (negative; *and* + *but*)

Use *don't/doesn't* to make the negative in the present simple.

*I **don't** have an email address.*
*She **doesn't** have a computer at home.*

Use *and* or *but* to link words or phrases.
And gives more information.

*I have a computer **and** I use it.*

But shows a contrast

*We have a fax machine, **but** we don't use it.*

SEE LANGUAGE REFERENCE PAGE 58

1 Complete the sentences with the verb in the correct form.

1 I ___ (not write) personal emails.
2 I ___ (not know) anything about computers or technology.
3 We ___ (use) the computers a lot. We ___ (have) a fax machine, but we ___ (not use) it. Everything is email now.

2 Tick (✓) the sentences that are true for your teacher. Change the sentences that aren't true.

1 The teacher has a computer.
2 He/She has an email address.
3 He/She goes to work by bus.
4 He/She lives next to the school.
5 He/She has three brothers and sisters.

3 Complete the sentences with *and* or *but*.

1 She lives in Spain ___ she works in Spain.
2 She lives in Spain ___ she works in France.
3 He has a computer at work ___ he has a computer at home.
4 He has a computer at work ___ he doesn't have a computer at home.

PRONUNCIATION: /s/ & /z/

1 1.78 Listen and repeat the sounds and words.

/s/	/z/
works	has
seven	Brazil
desk	please
Spain	does

2 1.79 Listen and repeat the sentences.

1 The student's name is Samantha.
2 She works in Spain.
3 She has two mobile phones.
4 She doesn't use computers.

SPEAKING

1 Read the *Technology and you* survey. Put a tick (✓) or a cross (✗) in the boxes.

Technology and You Survey

AT HOME	have	use
a computer	☐	☐
a mobile phone	☐	☐
a digital camera	☐	☐
an email address	☐	☐
AT WORK/ SCHOOL	**have**	**use**
a computer	☐	☐
a mobile phone	☐	☐
an email address	☐	☐






2 Work in pairs. Tell your partner about technology and you.

I have a computer at home and at work.
I use a computer at work but I don't use a computer at home.

ENGLISH AROUND YOU: computers

1 Many computer words are English. Tick (✓) the words you know. What are these words in your language?

Windows a mouse World Wide Web Word Explorer save cancel

2 1.80 Listen and repeat the words in exercise 1.

3 What other computer words do you know in English?

TECHNOLOGY

1 Look at the advertisement and complete the sentences.



1 The *black* computer is eight hundred euros.

2 The _____ is ninety-nine euros.

3 The _____ is one hundred and forty-nine euros.

4 The white _____ is five hundred euros.

5 The _____ is seventy euros.

6 The _____ is fifty-six euros.

HAVE

2 Look at the chart and complete the sentences.

	Chris	Janet
have a computer at home	✓	✗
have a computer at work	✓	✗
have a digital camera	✗	✗
write emails	✓	✗
have a fax machine	✗	✓
have a mobile phone	✓	✓

1 Chris *has* a computer at home.

2 Janet _____ a computer at work.

4 Chris and Janet _____ a digital camera.

5 Janet _____ emails.

6 Chris _____ a fax machine.

7 Janet and Chris _____ a mobile phone.

3 Complete the sentences so they are true for you.

1 I _____ (*have*) a computer at home.

2 I _____ (*have*) a mobile phone.

3 I _____ (*have*) my mobile phone in class.

4 I _____ (*use*) the internet at work/school.

AND & BUT

4 Choose the correct word to complete the sentences.



1 He has a computer *and* / *but* she has a computer.
2 He has a computer *and* / *but* he doesn't use it.
3 She has a computer *and* / *but* she uses it.
4 She uses the Internet *and* / *but* she writes emails.
5 He has a mobile phone *and* / *but* he doesn't have a work telephone.

DICTATION

5 **18** Write the email or website addresses that you hear.

1 _____

2 _____

3 _____

4 _____

5 _____

14-mavzu: New Job. Simple present 3 (questions and short answers)

Amaliy mashg'ulotning texnologik modeli

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	Amaliy
Mashg'ulotning rejasi:	1. Hozirgi oddiy zamonning so'roq shakli bilan tanishish 2. Hozirgi oddiy zamonning so'roq shaklini amalda qo'llash 3. Mavzuga doir lug'aviy mashqlarni bajarish
O'quv mashg'ulotining maqsadi:	- talabalarga Hozirgi oddiy zamonning so'roq shaklini tanishtirish - talabalarda Hozirgi oddiy zamonni so'roq shaklini amalda qo'llashini shakllantirish
O'quv faoliyati natijalari:	- hozirgi oddiy zamonning so'roq shaklini amalda qo'llay oladilar
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Student's Book, tarqatma materiallar
Ta'lim berish shartlari:	o'qitishning texnika vositalari bilan jihozlangan o'quv xonasi
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan Natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davomatini olish 4. Tayyorlov. O'qituvchi mavzuni e'lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda ijod tili muhiti yaratiladi, talabalar talaffuzlarini sozlab oladilar
2-bosqich Asosiy qism (60- daqiqa)	1.Takrorlash. Uyga berilgan topshiriq-(lar)ni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzuga doir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi So'zlar va so'z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyin eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi so'zlarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi Xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Jobs » mavzusida taqdimot tayyorlash		
	Mavzuga doir topshiriqlar		
	1.Hozirgi zamonning so'roq shaklini bilish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

3 Work in pairs. Make sentences about these jobs. Use the adjectives from exercises 1 and 2.

1 Lord Duncan's job
1 *Lord Duncan has an easy job.*
2 the President of your country
3 a teacher
4 a university student
5 a police officer

Language note

Adjectives can come in two places in a sentence.
- before a noun — *a good day*
- after the verb *to be* — *It's good.*

GRAMMAR: present simple (3) (questions and short answers)

To make questions in the present simple, use the auxiliary verb *do* + subject + infinitive.

***Do you work** every day?*

If the subject is *he/she/it*, use *does* + subject + infinitive.

***Does your father work** in the company?*

Short answers
Yes + subject + *do/does.*
No + subject + *don't/doesn't*
Yes, I do.
No he doesn't.

SEE LANGUAGE REFERENCE PAGE 58

1 Make questions and answers about Lord Duncan.

1 he / work on Monday? ✓
Does he work on Monday? Yes, he does.
2 he / go to work by bus? ✗
3 he / live next to the office? ✓
4 he / have two secretaries? ✓
5 he / work on Saturday? ✗
6 he / have an easy job? ✓

2 Rearrange the words to make questions.

1 to school go you Do bus by?
2 in work an office you Do?
3 a car you Do have?
4 Saturday on work you Do?

3 Work in pairs. Ask and answer the questions in exercise 2.

PRONUNCIATION: intonation (2)

1 1.83 Listen to the intonation in these questions.

Does he have a job?

Do you use a computer?

Are you a student?

2 1.83 Listen again and repeat the questions. Copy the intonation.

SPEAKING

1 Play *My new job*. Work in pairs, A and B.



A: You have a new job. Choose one of the jobs in the picture. Don't tell B. Answer B's questions.
B: Ask questions about A's new job. Use the words below to help you. Guess A's new job.

DO YOU ...
... have — a difficult job? / an easy job? / a good job?
... use — a computer?
... work — with other people? / alone? / Monday to Friday?
... work in — a hospital? / a school? / an office?
ARE YOU A/AN ...?

2 Swap roles and repeat the activity.

READING

1 Work in two groups, A and B.

1 Group A read about Milo.
2 Group B read about Bertie.

It's a dog's life



Milo is from America, but he lives in London. He goes to work Monday to Saturday. Milo works with the police. He is a police dog. He works in different places: at the airport, at schools and on the streets. Milo's partner is Officer Simon Pott. Simon and Milo work together and they live together. They're good friends.



Bertie is an English dog, but he doesn't live in England. He lives in Paris with his owner, Eugenie. Eugenie works for a French fashion magazine. Bertie doesn't work every day. He is a show dog and he goes to dog shows. The dog shows are in hotels in different cities: London, Madrid, Milan. When Bertie has a dog show, he and Eugenie go to the best hotel in town.

2 Answer the questions about the dog in your text.

1 Where is he from?
2 Where does he live?
3 Does he work every day?
4 Does he live alone?
5 Where does he work?
6 Does he have a difficult life?

3 Work with a partner from the other group. Compare your answers about the different dogs.

GRAMMAR

1 Make questions with the words.

1 Milo / a police dog? *Is Milo a police dog?*
2 Milo / English?
3 Milo / work at the airport?
4 Simon and Milo / work together?
5 Simon and Milo / live in America?
6 Simon / live with Milo?
7 Bertie / an English dog?
8 Bertie / work in England?
9 Eugenie / work for an English magazine?
10 Bertie and Eugenie / live in Paris?

2 Work in pairs. Ask and answer the questions. Use the information in the Reading.

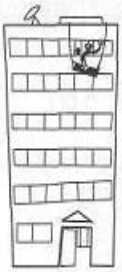
1 *Is Milo a police dog? Yes, he is.*

ADJECTIVES

1 Look at the pictures and complete the sentences with an adjective.



1 It's a b*ad* day.



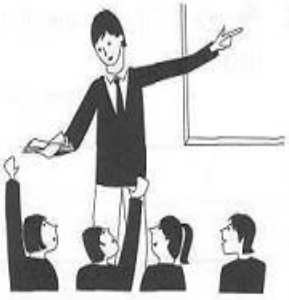
2 She has a d _____ job.



3 He has an e _____ job.



4 It's a g _____ day.



5 This is an i _____ class.

2 Decide if the sentences are correct or incorrect. Correct the incorrect sentences.

1 Today I start a job new.

2 I work in a big city.

3 It isn't a job boring.

4 It isn't a difficult job.

5 It's interesting.

6 I work for a company big.

DO / DOES

3 Choose the correct word to complete the questions.

1 *Do / Does* your father have a difficult job?
2 *Do / Does* she work in a school?
3 *Do / Does* he work alone?
4 *Do / Does* your parents work Monday to Friday?
5 *Do / Does* you go to work by car?

4 Match the questions 1–5 from exercise 3 to the answers a–e below.

☐ a No, I don't. I go to work by train.

☐ b No, he doesn't. He works in an office with other people.

☐ c Yes, she does. Her school is next to my house.

☐ d No, he doesn't. It's an easy job.

☐ e No, they don't. They don't work on Monday.

TRANSLATION

5 Translate the sentences into your language.

1 It's a boring job.

_____.

2 Do you work in an office?

_____?

3 Does he live here?

_____?

4 He works in London but he doesn't live there.

_____.

VOCABULARY



1 Complete the text with the words from the box.

flat	bus	factory	parents	foot

Valerie and Janet are sisters. They work in a (1) _____ in Manchester. Valerie lives in a (2) _____. She lives next to the factory, and she goes to work on (3) _____. Janet lives with her (4) _____. She goes to work by (5) _____.

/5

2 Match the words 1-5 in column A to the opposites a-e in column B.

	A		B
1	difficult	a	new
2	good	b	white
3	interesting	c	boring
4	old	d	easy
5	black	e	bad

/5

GRAMMAR

3 Make sentences or questions in the present simple using the prompts below.

1 he / not live / in Germany. _____.
2 he / live / in Belgium. _____.
3 she / work / in New York? _____?
4 they / go / to school / by bus? _____?
5 he / have / computer / but / use it. _____.

/5

4 Write short answers.



1 Do they work for the F.B.I.? ☑ *Yes, they d*
2 Do they work in New York? ☑ _____
3 Does she live in New York? ☒ _____
4 Do they go to work by bus? ☒ _____
5 Does he use a computer at work? ☑ _____
6 Do they have a difficult job? ☑ _____

/5

FUNCTIONAL LANGUAGE

5 Tick (✓) the correct address, a or b.

1 fotx.com
a fotx dot com
b fotx at com

2 jamie@email.com
a jamie at email dot com
b jamie slash email dot com

3 english.com/information
a english dot com at information
b english dot com slash information

4 teacher@english.co.uk
a teacher at english dot co dot uk
b teacher dot english dot co dot uk

5 adrian.tennant@work.com
a adrian dot tennant at work dot com
b adrian at tennant at work dot com

/5

Total: /25

15-mavzu: NIGHT and DAY. Adverbs of frequency

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	Amaliy
Mashg'ultning rj jasi:	1. Kun qismlariga oid mavzu bilan tanishish 2. Ravishni amalda qo'llash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultining maqsadi:	- Vaqtni so'rashni amalda qo'llash - talabalarda Hozirgi Zamonda ravishni amalda qo'llashini shakllantirish
O'quv fatliyati natijalari:	-talabalarda vaqtni aytishga oid yangi leksik material yuzasidan ko'nikma va malakalari shakllanadi
Ta'lim bj rish usullari:	intj raktiv, ktmmunikativ
Ta'lim bj rish shakli:	kichik guruhlarda ta'lim
Ta'lim bj rish vtsitalari:	Students' Book, tarqatma matj riallar
Ta'lim bj rish shartiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**O'qituvchi fatliyati**	**Talabalar fatliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 5. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«What's the time? » mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Ravishning qo'llanilishini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: common verbs and nouns (2)

1 1.85 Match the verbs and phrases to the pictures. Listen and repeat the verbs.

eat drink go to bed wake up
read sleep

A 

B 

C 

D 

E 

F 

2 Complete the space with a verb from exercise 1.

____ a sandwich/an apple/breakfast
____ water/coffee/tea
____ a newspaper/a book/a magazine

3 Put the verb phrases in order to make a typical Monday morning for you.

go to work/school
drink coffee/tea/juice/milk
wake up
eat breakfast

On Monday morning I wake up, eat breakfast …

Mornings are different for different people. For some people, mornings are always easy. They always wake up early. They eat breakfast, they read the morning newspaper and they go to work on time. These are morning people.

For other people, mornings are often very difficult. They always go to bed late at night. They sleep late and they wake up late. They sometimes drink a cup of coffee but they don't often eat breakfast (because they are usually late for work). These are night people.

You don't decide to be a morning person or a night person. It's genetic.

Glossary
on time = not late

READING

1 Read the article. What is it about?

1 A typical morning
2 Morning people and night people
3 When people sleep

Language note

person (singular) *people* (plural)

2 Read again and decide if the sentences are about morning people (☀) or night people (☾).

1 ☀ ☾ Mornings are easy.
2 ☀ ☾ They go to bed late at night.
3 ☀ ☾ They read the morning newspaper.
4 ☀ ☾ They eat breakfast.
5 ☀ ☾ Mornings are difficult.
6 ☀ ☾ They don't eat breakfast.

3 Are you a morning person or a night person? Tell a partner.

GRAMMAR: adverbs of frequency

always often/usually sometimes hardly ever never

Use adverbs of frequency to say how often we do something.

*They **always** go to bed late at night.*

Adverbs of frequency go before the main verb.

*They **sometimes** drink a cup of coffee.*
*They don't **often** eat breakfast.*

Adverbs of frequency go after the verb *to be*.

*Mornings are **often** very difficult.*

SEE LANGUAGE REFERENCE PAGE 58

1 Rewrite the sentence with the word in brackets.

1 Mike works on Saturday morning. (always)
2 He goes to bed late on Friday night. (sometimes)
3 He hears the alarm clock. (hardly ever)
4 He is tired. (always)
5 He eats a big breakfast. (usually)
6 He is late for work. (often)

2 1.86 Listen and check your answers. Repeat the sentences.

3 Change the sentences in exercise 1 so they are true for you.

PRONUNCIATION: /e/,/ʌ/,/uː/ & /ɪ/

1 1.87 Listen and repeat the sounds and words.

/e/ never, bed
/ʌ/ sometimes, up
/uː/ juice, usually
/ɪ/ difficult, it

2 1.88 Listen and repeat the sentences.

1 It's a typical morning for Lynne.
2 She usually has juice.
3 Her friend Ed is still in bed.
4 Ed never gets up early.
5 On Sundays, he sometimes doesn't wake up before one.

FUNCTIONAL LANGUAGE: telling the time (1)

1 1.89 Listen and repeat the dialogue.

A: What time is it?
B: It's eight thirty.



Language note

am/pm
am = *in the morning*
pm = *in the afternoon/evening*

SEE LANGUAGE REFERENCE PAGE 58

2 1.90 Listen and circle the times you hear.

1 8.15pm / 8.50pm
2 7 o'clock in the morning / 7 o'clock in the evening
3 9.20am / 9.20pm
4 12.35 / 12.25

3 What time is it? Work in pairs. Ask and answer the question with these times.

10.00am	1.25pm	12.15am
12.50am	4.00pm	3.45pm

SPEAKING

1 Complete the sentences so they are true for you.

On Monday I usually wake up at …
On Sunday I usually wake up at …
I *use/don't use* an alarm clock.
I *usually/sometimes/never* watch TV late at night.
I am *usually/sometimes/always* tired at 11.00pm.
I usually go to bed at …

2 Work in pairs. Tell your partner about you.

3 Change pairs and repeat the exercise.

COMMON VERBS

1 Complete the text with the verbs from the box.

drink eat (x2) go (x2) read (x2) wake up (x2)

My name is Mandy Stewart and I'm a morning person. I (1) _____ at six o'clock. I (2) _____ a coffee and (3) _____ the newspaper. I (4) _____ a big breakfast and then I (5) _____ to work.

I'm Wendy Stewart, Mandy's sister. I'm not a morning person. I like to (6) _____ a book in bed and I (7) _____ to bed late. I often (8) _____ late. In the morning I never (9) _____ breakfast, I sometimes don't have time for coffee. I'm always late – for class, for the bus, for work ...

2 Read the text in exercise 1 again and write M (for Mandy) or W (for Wendy) next to the correct pictures.



1 ☐ 2 ☐ 3 ☐

4 ☐ 5 ☐ 6 ☐

ADVERBS OF FREQUENCY

3 Rearrange the words to make sentences.

1 drink I a cup of coffee usually

_____.

2 often They tired are

_____.

3 breakfast hardly ever I eat

_____.

4 to work He walks sometimes

_____.

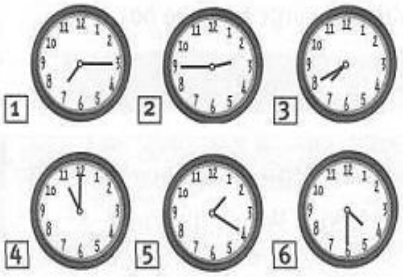
5 is She late always for work

_____.

TELLING THE TIME

4 Look at the clocks and choose the correct time from the times in the box.

It's eleven o'clock.	It's four thirty.
It's eight forty am.	It's two forty-five.
It's one twenty pm.	~~It's seven fifteen.~~



1 ☐ 2 ☐ 3 ☐

4 ☐ 5 ☐ 6 ☐

1 *It's seven fifteen.*

2 _____.

3 _____.

4 _____.

5 _____.

6 _____.

TRANSLATION

5 Translate the sentences into your language.

1 I always eat breakfast.

_____.

2 I usually get up at seven o'clock.

_____.

3 What time is it?

_____?

4 It's 8pm.

_____.

READ & LISTEN

6 **19** Read and listen to the text *Morning people and night people* on page 50 of the Student's Book.

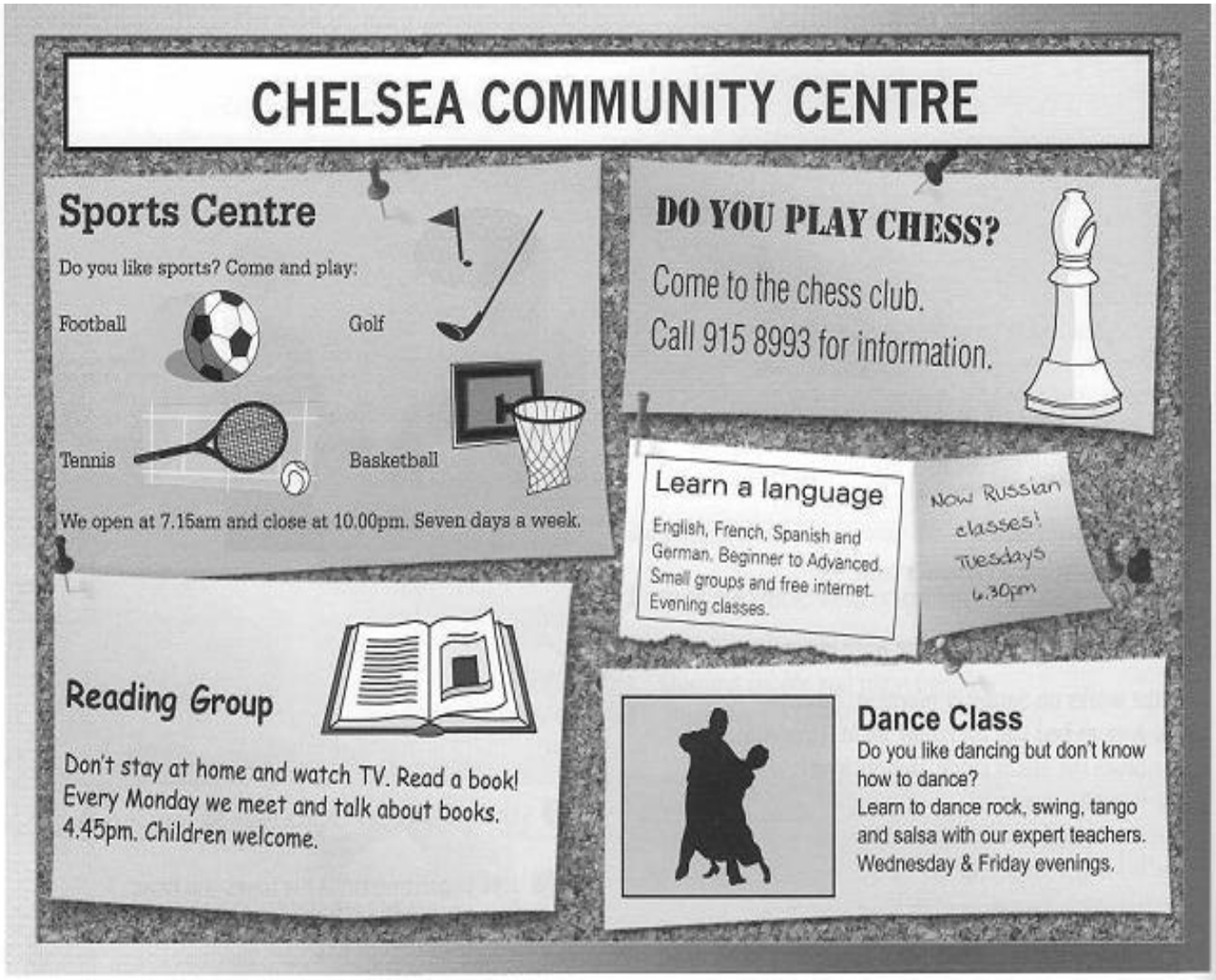
16-mavzu.Free time .Present Simple Tense (wh-questions)

Amaliy mashg'ulotning tj□ntslgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	Amaliy
Mashg'ultstning rjjasi:	1. Bo'sh vaqtga oid mavzu bilan tanishish 2. Hozirgi oddiy zamonning so'roq shakli bilan tanishish va amalda qo'llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- wh-savollarini amalda qo'llash - talabalarda Hozirgi Zamonda amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	-talabalarda vaqtni aytishga oid yangi leksik material yuzasidan ko'nikma va malakalari shakllanadi
Ta'lim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'lim bjrish shakli:	kichik guruhlarda ta'lim
Ta'lim bjrish vtsitalari:	Students'Book, tarqatma matjriallar
Ta'lim bjrish shartsiti:	o'qitishning tj□nika vtsitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj□ntsltsgik □aritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 6. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Free time » mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. P.S.T so'roq shaklini qo'llashni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	



READING & VOCABULARY: common verbs and nouns (3), free time activities

1 Read the different notices. Underline the verbs. What are these verbs in your language?

2 Complete the sentences with a verb from exercise 1.

1 On Saturday mornings I ____ football in the park.
2 I don't ____ chess.
3 Many people in my country ____ English at evening classes.
4 I ____ TV at night.
5 I know how to ____ salsa.
6 I ____ sports.

3 1.91 Listen to the recording to check your answers.

4 Make the sentences in exercise 2 true for you.

LISTENING

1 1.92 Listen to a person phone the Chelsea Community Centre. Tick (✓) the free time activities she asks about.

1 chess
2 golf
3 reading
4 language class
5 dance class

2 1.92 Listen again. Underline the correct answer.

1 The *chess club / dance class* meets on Saturdays.
2 It's at 10 o'clock *in the morning / at night*.
3 It's *8 pounds / 5 pounds* for the month.
4 The language school phone number is 9013 / 9023.

Language note

£1 (pound) = 100 pence (p)

GRAMMAR: present simple (4) (wh- questions)

Who, what, where, when and *how* are question words. Put them in front of the auxiliary verb.

What *do you do in your free time?*
When *do you play football?*

SEE LANGUAGE REFERENCE PAGE 58

1 Read the dialogue and complete with the words in the box.

how much when where who what

A: (1) ___ do you do after work?
B: I have a Russian class.
A: Really? (2) ___ do you learn Russian?
B: At the community centre.
A: (3) ___ is the class?
B: 6.30pm.
A: (4) ___ do you go with?
B: My friend Mike.
A: (5) ___ does it cost?
B: It's free.

2 1.93 Listen to the recording to check your answers. Work in pairs. Read the dialogue.

3 Make questions.

1 when / you have free time?
When do you have free time?
2 where / you live?
3 where/ you work?
4 what / you do in your free time?
5 where / you go in your free time?

PRONUNCIATION: connected speech (1)

1 1.94 Listen to the questions from Grammar exercise 3. Notice how some words are linked together.

When do you have free time?

2 1.95 Listen and repeat.

free time
have free time
you have free time
do you have free time
When do you have free time?

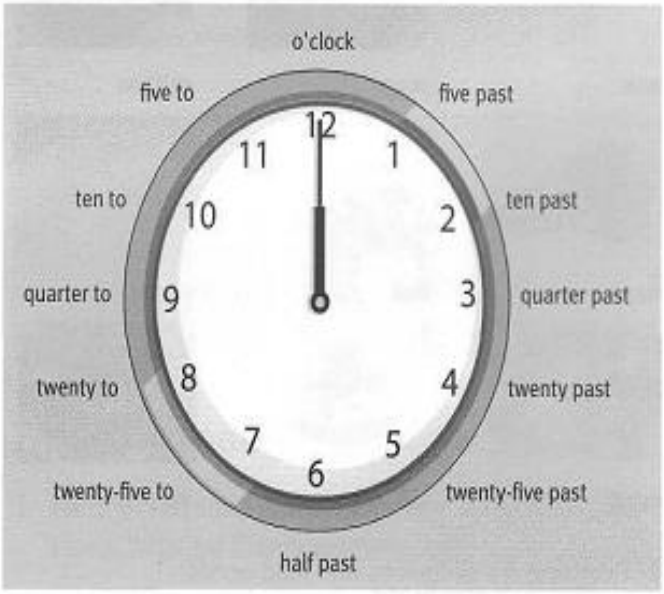
3 Repeat with the other questions from Grammar exercise 3.

4 Work in pairs. Ask and answer the questions.

When do you have free time?
On Saturday and Sunday.

FUNCTIONAL LANGUAGE: telling the time (2)

1 1.96 Listen and repeat the times.



Language note

at + times (*at six o'clock, at half past two*)

2 1.97 Listen and repeat the dialogue.

A: What time is the English class?
B: It's at a quarter past six.

3 Work in pairs. Make other questions about the activities on page 52.

What time is ...?
It's at ...

SPEAKING

1 Work in pairs, A and B.

A: You are a famous person (you decide who).
B: Interview A. Use the questions in Grammar exercise 3.

2 Swap roles and repeat.

SPEAKING

1 Work in pairs. Say at what time you usually do these things.

I usually wake up at a quarter past seven.

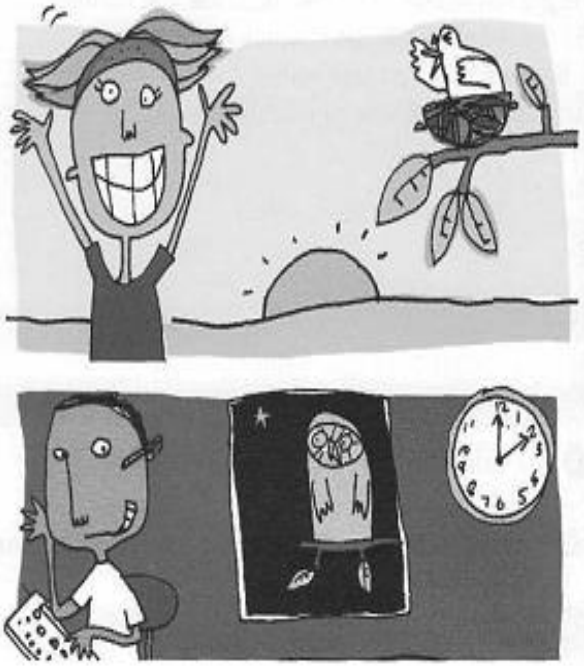


2 Work with a new partner. Ask and answer questions about the activities.

What time do you usually wake up?

GRAMMAR

1 Look at the table and make sentences about Morning Meg or Nighttime Nick.



	go to bed late	wake up early	have breakfast	be late for work
Morning Meg	never	always	every day	hardly ever
Nighttime Nick	always	hardly ever	sometimes	three times a week

2 Match the question words and answers.

1 What?
2 Who?
3 Where?
4 When?
5 How much?

a The Rolling Stones!
b Free!
c The Ritz Hotel
d 9 o'clock
e A concert

3 2.4 Listen to the recording to check your answers. Make a similar dialogue.

GRAMMAR

Present simple

The form of the verb is the same except for *he/she/it*. For *he/she/it*, add *-s*.

Affirmative		
I	live	
He/She/It	lives	in New York.
You/We/They	live	

Spelling: present simple verbs with *she/he/it*

For most verbs: add *–s*.

work – works *eat – eats* *like – likes*
play – plays

For verbs ending in consonant + *y*: *-y* → *-ies*.

study – studies

For verbs ending in *-ch, -sh, -o*: add *–es*.

do – does *watch – watches*

Have is an irregular verb.

Have		
I	have	
He/She/It	has	a computer.
You/We/They	have	

Make the negative with *don't* + infinitive or *doesn't* (for *she/he/it*) + infinitive.

Negative			
I	don't		
He/She/It	doesn't	live	alone.
You/We/They	don't		

For questions, put *do/does* before the subject and the infinitive after the subject.

Question		
Do	I	
Does	he/she/it	work?
Do	you/we/they	

Answer these questions with short answers.

Do you speak English? *Yes, I do.*
Does he have a big family? *No, he doesn't.*

Short answer		
Yes,	I	do.
No,		don't.
Yes,	he/she/it	does.
No,		doesn't.
Yes,	you/we/they	do.
No,		don't.

Question words

What, where, when, who, why and *how* are question words.

Put them at the beginning of the question.

***How** are you?*
***Where** are you from?*
***What** is his name?*
***Who** does she work with?*
***Why** do you like your job?*

And, but

And and *but* are conjunctions. Use them to link words, phrases or clauses.

And gives more information.

*I have a computer **and** I use it.*

But shows a contrast.

*We have a fax machine, **but** we don't use it.*

Adverbs of frequency

always *often/usually* *sometimes* *hardly ever* *never*

Use adverbs of frequency to say how often we do something.

*They **always** go to bed late at night.*

Adverbs of frequency go before the main verb.

*They **sometimes** drink a cup of coffee.*

Adverbs of frequency go after the verb *to be*.

*Mornings are **often** very difficult.*

To ask about frequency, use *How often...?*

***How often** do you go to bed late?*

We can also use expressions of frequency to talk about how often we do things.

every
once a *day, week, month*
twice a
three times a

These usually go at the end of a sentence.

*I eat fish **once a week**.*

17-mavzu. A Day off. Prepositions of time

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	Amaliy
Mashg'ultning rj jasi:	1. Dam olish kunim mavzusi bilan tanishish 2. Payt ravishi bilan tanishish va amalda qo'llash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- Payt ravishini amalda qo'llash - talabalarda sanalarni aytishni amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	-talabalarda dam olish kunim mavzusiga oid yangi leksik material yuzasidan ko'nikma va malakalari shakllanadi
Ta'dim bj rish usullari:	intj raktiv, ktsmmunikativ
Ta'dim bj rish shakli:	kichik guruhlarda ta'dim
Ta'dim bj rish vtsitalari:	Students' Book, tarqatma matj riallar
Ta'dim bj rish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 7. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Mening dam olish kunim » mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1.Payt ravishini gapda qo'llanilishini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: months

1 1.60 Listen to the pronunciation of these months.

January	March	April	July	September

2 Write the following months in the correct column in exercise 1.

February May June August
October November December

3 1.61 Listen to the recording to check your answers. Repeat the months.

4 Work in pairs. What is your favourite month? Why? Tell your partner.

LISTENING

1 1.62 Listen to people talking about special days that they like. Match the speakers 1–4 to the pictures A–D.

☐ A ☐ B ☐ C ☐ D

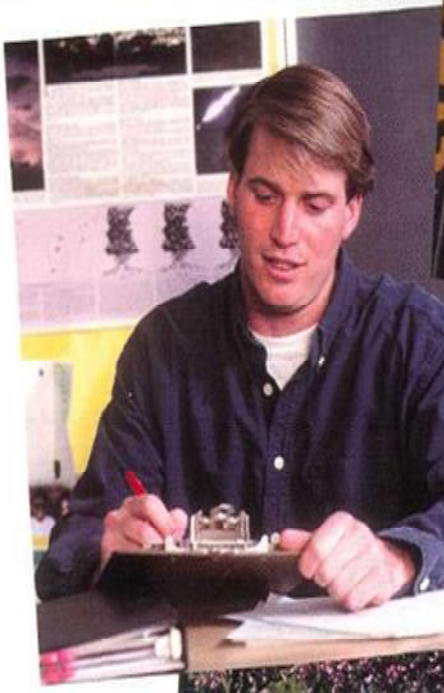
2 1.62 Listen again. What months are these special days in?

3 Work in pairs. Do you have these days in your country? Do people work on these days? What do they do? Tell your partner.

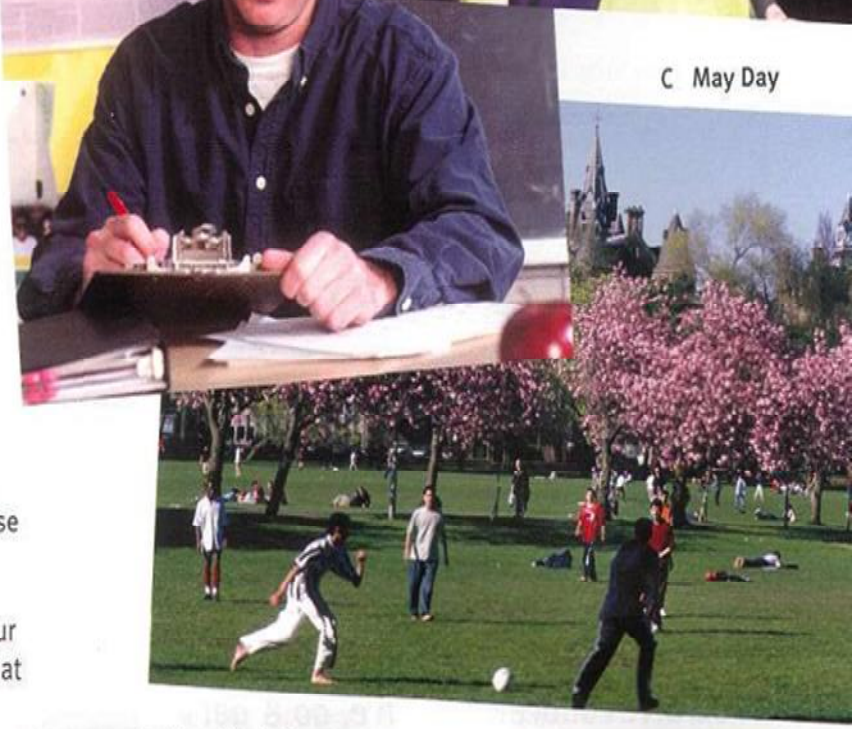
A International Women's Day



B Teacher's Day



C May Day



D New Year's Eve



FUNCTIONAL LANGUAGE: the date

We write the date:
1st May, 2006 or *1 May 2006* or *1/5/06* or *01/05/06*
We say the date:
the first of May two thousand and six or *May the first two thousand and six*

We ask the date:
What's the date today? *What date is it today?*

SEE LANGUAGE REFERENCE PAGE 50

1 Say the dates.

1	13/10/2006	3	14/09/2000	5	21/03/2008	7	22/03/2008
2	03/07/1999	4	11/09/2000	6	30/10/2006	8	31/07/1999

2 Write five important dates for you on a piece of paper. Work in pairs. Ask your partner about his or her important dates.

Why is 5th March important for you?
Because it's my birthday!

READING & LISTENING

1 Read the interview with Christina East. Match the questions to the answers.

When is Nothing Day? Why Nothing Day?
What do people do on Nothing Day? What is Nothing Day?

***Christina East** is a British mental health specialist. She thinks it's time for a new special holiday, called Nothing Day.*

(1)_____
The idea comes from Harold Coffin, an American journalist. It's a day for nothing. No parties, no gifts, no cards. It's a time to have a break, to sit and do nothing.

(2)_____
It's on January 16th. The first Nothing Day was in 1973.

(3)_____
Because there are special days for everything. In March we have Mother's Day and in June we have Father's Day. In October there's United Nations Day and Halloween and in April there's Earth Day.

(4)_____
Ideally, people do nothing. But that's very difficult. Here are some suggestions.
In the morning, wake up when you like. Have a relaxing breakfast. Do nothing.
In the afternoon, go for a walk. Sit in a park. Do nothing.
At night, telephone an old friend and talk. Read a book, or go to bed. Do nothing.

2 1.63 Listen to the interview and check your answers.

3 1.63 Read and listen again and decide if the sentences are true (T) or false (F).

1 The idea for Nothing Day comes from the United States.
2 Nothing Day is on 6th January.
3 United Nations Day is in April.
4 On Nothing Day, people do nothing.

GRAMMAR: prepositions of time *in, at, on*

Use the prepositions *in*, *on* and *at* to talk about time.
in + months, years, the morning/afternoon/evening
***in** March, **in** the morning*
on + days, dates
***on** Monday, on 16th January*
at + time of day
***at** four o'clock at night*

SEE LANGUAGE REFERENCE PAGE 50

1 Complete the sentences with a preposition and a time word so that they are true for you.

1 I usually relax ...
2 I watch television ...
3 People in my country go on holiday ...
4 My birthday day is ...
5 My English class is ...
6 The next day off is ...

2 Work in pairs. Read your sentences to your partner. Ask *What about you?*

SPEAKING

1 Work in groups. The government wants to create three new holidays. Decide on three new holidays and what dates they are. What do people do on these days?

2 Present your ideas for new holidays to the class. Which are the most interesting?

Our idea for a new holiday is Student's Day. It's on 3rd June. On this day people ...

Months

1 Circle eleven months in the word search. Which month is missing?

A	O	F	A	N	H	E	Y	M	I	C	P	J
O	D	E	C	E	M	B	E	R	O	U	S	H
H	N	B	F	E	G	I	J	B	L	A	E	J
M	H	R	W	M	C	G	U	G	J	B	P	D
G	J	U	L	Y	E	O	C	E	O	H	T	P
A	L	A	O	K	N	O	V	E	M	B	E	R
U	B	R	S	A	E	D	L	Y	A	F	M	J
G	Z	Y	E	B	N	A	D	I	R	I	B	J
U	F	U	R	X	V	E	T	K	C	P	E	U
S	E	J	A	N	U	A	R	Y	H	U	R	N
T	E	U	L	J	I	L	I	D	P	G	V	E
C	M	F	K	E	O	Q	U	M	A	Y	A	U
A	A	P	R	I	L	K	W	I	G	E	Q	O

2 Rearrange the words to make questions and sentences.

1 favourite is month What your

_____?

2 month my December favourite is

_____.

3 December you do Why like

_____?

4 in birthday my Because December is

_____.

5 a December I snows it lot like because

_____.

6 there of my month March lots is flowers favourite because are

_____

_____.

Dates

3 Complete the table.

dates	pronunciation
January 1st, 2000	(1) _____
(2) _____	October the twenty-fifth, two thousand and four
March 2nd, 2008	(3) _____
(4) _____	July the ninth, nineteen ninety-nine
December 26th, 1998	(5) _____
8/8/2006	(6) _____
(7) _____	May the fourth, two thousand and one
09/11/2001	(8) _____

Prepositions of time

4 Choose the correct prepositions to complete the text.

My favourite 'holiday' or special day is April Fool's Day. This is celebrated (1) *in / on* April (2) *in / on* the 1st. (3) *In / On* the morning people play tricks and jokes on each other. (4) *In / On* 2006, April Fool's Day is (5) *in / on* a Saturday.

Dictation

5 21 Write the dates that you hear.

1 _____.

2 _____.

3 _____.

4 _____.

Read & listen

6 22 Read and listen to the reading text *Nothing Day* on page 45 of the Student's Book.

18-mavzu.Food. How many, How much

Amaliy mashg'ulotning tuzilishi texnologik xaritasi

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	Amaliy
Mashg'ulotning rejasi:	1. Oziq ovqat mavzusi bilan tanishish 2. How much, many ni amalda qo'llash 3. Mavzuga doir lug'aviy mashqlarni bajarish
O'quv mashg'ulotining maqsadi:	- *some, any* ni amalda qo'llash - talabalarda How much, manyni amalda qo'llashini shakllantirish
O'quv faoliyati natijalari:	-talabalarda Oziq ovqat mavzusiga oid yangi leksik material yuzasidan ko'nikma va malakalari shakllanadi
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Student's Book, tarqatma materiallar
Ta'lim berish shartsiti:	o'qitishning texnika vositalari bilan jihozlangan auditoriya
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

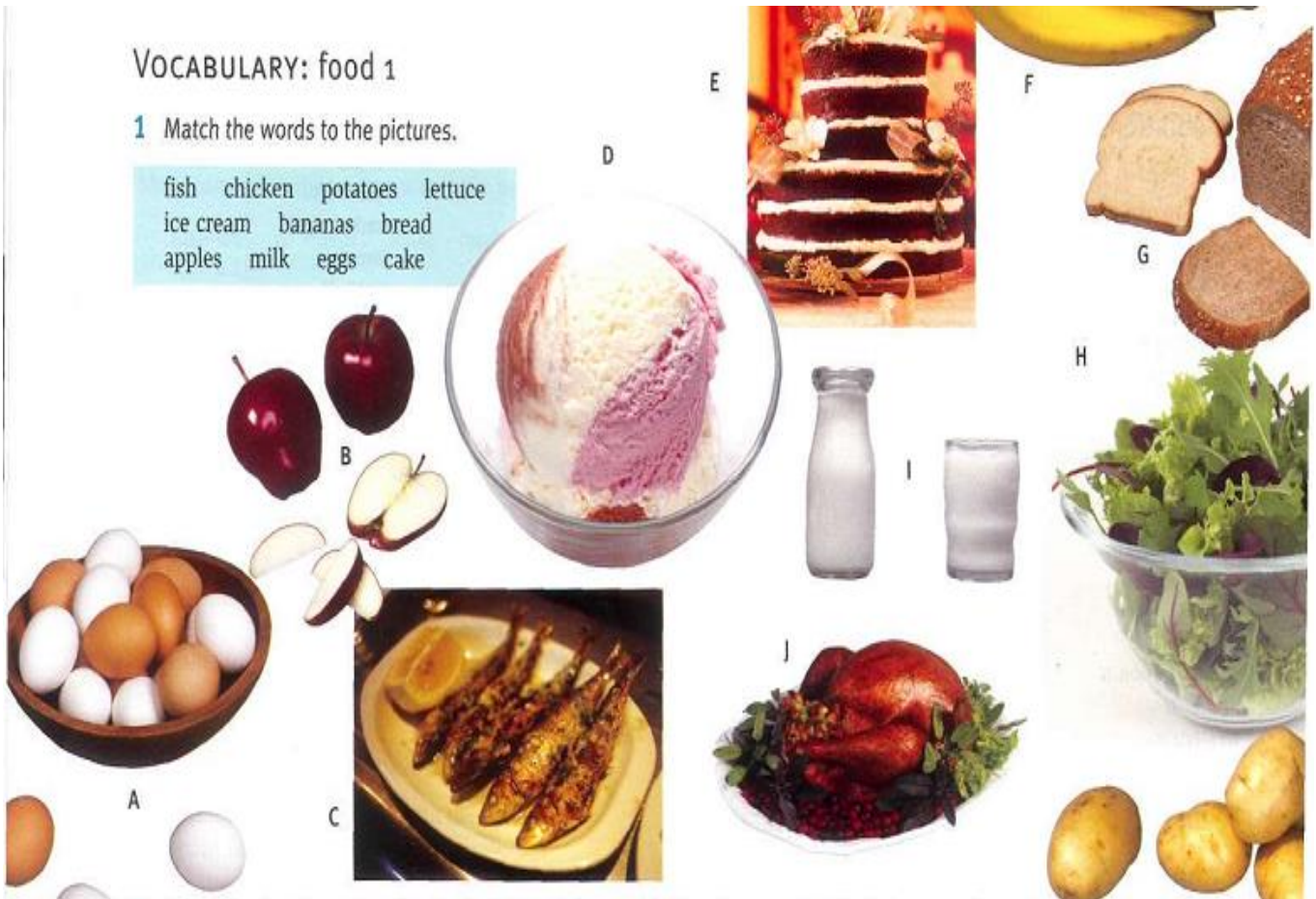
Amaliy mashg'ulotning texnologik kartasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan Natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davomatini o'qiydi 8. Tayyorlov. O'qituvchi mavzuni e'lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chet tili muhiti yaratiladi, talabalar talaffuzlarini sozlab o'qiydilar
2-bosqich Asosiy qism (60- daqiqa)	1.Takrorlash. Uyga berilgan topshiriq-(lar)ni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga doir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi So'zlar va so'z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyingi eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Food » mavzusida taqdimot tayyorlash		
	Mavzuga doir topshiriqlar		
	1. How much,manyni qo'llanilishini bilish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

VOCABULARY: food 1

1 Match the words to the pictures.

fish chicken potatoes lettuce
ice cream bananas bread
apples milk eggs cake



2 Complete the information for the *Nutrition Reference Guide* with words from exercise 1. Check you know the meaning of the other food words.

Nutrition Reference Guide

1 _____
pasta



steak
2 _____
3 _____



carrots
4 _____
tomatoes
5 _____



6 _____
oranges
7 _____
lemons



8 _____
cheese
milk



chocolate
9 _____
10 _____



3 2.10 Listen to the recording to check your answers. Say the words.

4 Work in pairs. Find out what food your partner likes. Ask questions.

Do you like pasta?
Yes, I do.
Do you like eggs?
No, I don't.

LISTENING

1 Read the extract from a TV magazine. What is the show about?

EXPOSED!

Film stars talk about them, doctors don't always believe them, and people pay a lot of money for them. Reporter Daniel Barber investigates the world of Miracle Diets. Do they work? Find out tonight at 9:15 pm on Channel 5.

2 2.11 Listen to part of the programme. What three diets does Daniel talk about? Underline the correct name.

Diet 1: *The Two Fs diet / The Two Ss diet*
Diet 2: *The High C diet / The Low C diet*
Diet 3: *The Soup diet / The Fish diet*

SPEAKING

1 Work in pairs. Discuss these questions.

- Do you like rice?
- Did you eat any rice this week?
- What do you eat rice with?

READING

1 Read a magazine article about rice. Match the paragraphs 1–3 to the headings a–d below. There is one extra heading.

a Rice in danger
b Rice – an important food
c Why I like rice
d Why is rice so popular?

2 Read the article again and answer the questions.

1 How much rice do Europeans eat every year?
2 How much rice does a person in Myanmar eat every day?
3 How much rice does the world produce every year?
4 Where can you grow rice?
5 How many different types of rice are there?
6 What can you make with rice?
7 Why is rice important for poor people?

3 Look at the article and underline two facts you didn't know before. Compare with a partner.



1 _____

Rice is life for millions of people around the world. It is the most important food for 50% of the world's population. Almost every country has rice in their diet. Europeans don't eat much rice, perhaps three kilograms per year. But in Myanmar, for example, each person eats half a kilogram of rice every day. Rice and fish is a popular combination in many Asian countries; rice and vegetables are important dishes in the Middle East and Southern Europe; and rice and beans is very popular in Latin America (in Colombia it is the national food).

2 _____

Every year the world produces more than 500 million tonnes of rice. Rice is a popular food because it grows almost everywhere. You can grow rice on wet land and dry land, in tropical rainforests and in deserts. Scientists think that there are more than 140,000 different types of rice in the world. Rice also has lots of uses. You can make paper, wine, bread, beer, sweets, cosmetics and even toothpaste with rice.

3 _____

Rice is in danger in many parts of the world, because of wars, environmental problems and pollution. Many of the poorest people in the world need rice to survive. For these reasons, the United Nations declared 2004 the International Year of Rice and started many development projects connected to rice production and distribution. These programmes continue today.

RICE DISHES

1 Complete the texts with the words from the box.

eggs	fish	lemon	milk	rice	salt

A

_____

This is a Chinese dish and it's delicious. You need (1) _____, two eggs, some bacon, onions and oil. Oh, and some (2) _____ and pepper too.

B

_____

Some people eat this for breakfast. It's made with rice, (3) _____, two (4) _____ and a lot of cream. I think it's horrible – fish for breakfast!

C

_____

This is a dessert dish. You need rice, lots of (5) _____, some sugar and some (6) _____ juice. It's sweet and it's lovely.

2 Match the names of the dishes 1–3 to the descriptions A–C from exercise 1.

1 Rice pudding 2 Kedgeree 3 Egg-fried rice

HOW MUCH/HOW MANY ... ?

3 Choose the correct word to complete the sentences.

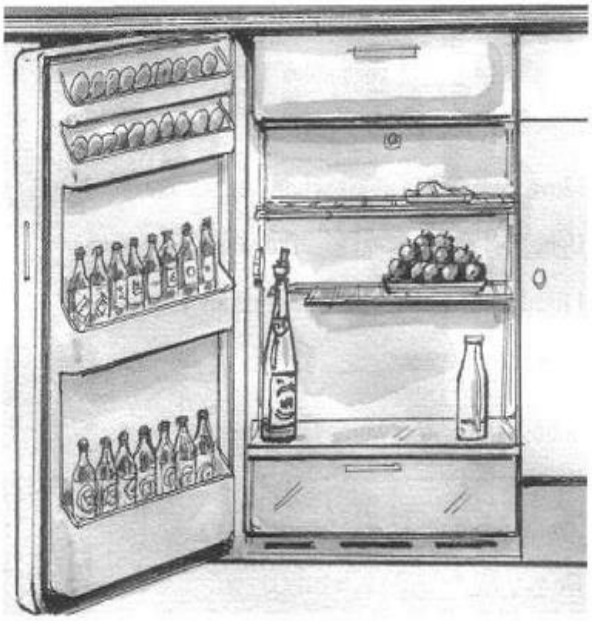
1 How *much / many* rice do you need?
2 How *much / many* apples do you have?
3 How *much / many* salt is there?
4 How *much / many* water is there?
5 How *much / many* eggs are there in the dish?
6 How *many / much* different types of rice are there?

4 Write questions for each answer.

1 *How much rice do you have* ? I've 2kg of rice.
2 _____? I've a lot of milk.
3 _____? There are six eggs.
4 _____? I need one onion.
5 _____? There is about a kilo of pasta.
6 _____? I don't need a lot of fish, two is OK.

A LOT OF, NOT MUCH, NOT MANY, NONE

5 Look at the picture and complete the sentences with *a lot of, not much, not many* or *none*.



1 There are _____ eggs.
2 There is _____ milk.
3 Are there any fish? No, _____.
4 Is there any wine? Yes, but _____.
5 There is _____ butter.
6 There are _____ tomatoes.
7 There is _____ beer.

TRANSLATION

6 Translate the sentences into your language.

1 How much rice do you have?

_____?

2 How many eggs do you need?

_____?

3 There is a lot of milk in the fridge.

_____.

4 There is not much food in the fridge.

_____.

READ & LISTEN

7 39 Read and listen to the text *Rice* on page 74 of the Student's Book.

19-mavzu: Eating Habits . Present simple./How often/time expressions

Amaliy mashg'ulotning tj Ўntsltsgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. Hozirgi oddiy zamon bilan tanishish 2. ∫ lmtsshlarini amalda qo'llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga tslmtsshlarni tanishtirish - talabalarda tslmtsshlarni amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- tslmtsshlarni amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bjradi
Ta'lim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'lim bjrish shakli:	kichik guruhlarda ta'lim
Ta'lim bjrish vtssitalari:	Students'Book, tarqatma matjriallar
Ta'lim bjrish shartsiti:	o'qitishning tj Ўnika vtssitalari bilan jihtszlangan Ўtsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Ўntsltsgik Ўaritasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 9. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Mening oilam» mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫ lmtsshlarni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY & SPEAKING: food (2) and meals

1 2.1 Listen and repeat the food words.


eggs


toast


fruit


milk


soup


chicken


meat


fish


pasta


salad


ice cream


vegetables

2 Complete the sentences with food words.

1 I often have ___ for breakfast.
2 I usually have ___ for lunch.
3 I never have ___ for dinner.
4 I like ___ but I don't like ___.

Language note

With food and drink we can use the verb *have*.
Have = *eat* or *drink*.
I have coffee. = *I drink coffee.*
I have fish. = *I eat fish.*

3 Make questions with the words.

1 What time / have breakfast?
2 What / have for breakfast?
3 What time / have lunch?
4 What / have for lunch?
5 What time / have dinner?
6 What / have for dinner?

4 Work in pairs. Ask and answer the questions in exercise 3.

READING & LISTENING

1 Look at the Eating Habits survey. It's difficult to see some of the words. What words are missing?

Eating Habits Survey

1 Do you have three meals a d ___ ?
☐ YES ☐ NO

2 Do you e ___ fruit and/or vegetables every day?
☐ YES ☐ NO

3 Do you eat meat and/or f ___ every day?
☐ YES ☐ NO

4 How often do you have a meal at a rest ___ ?
_____

5 How often do you eat with your fam ___ ?
_____

6 How often do you have lunch at work/sc ___ ?
_____

2 2.2 Listen to the recording to check your answers.

3 2.2 Listen to the recording again and match the answers to the questions.

a Well ... I eat at home on Friday, but the other days I ea at work. So four times a week.
b We have dinner together every night.
c Do you mean like breakfast, lunch and dinner? Yes, I d
d Three, maybe four times a year.
e No, I don't. My wife is a vegetarian. I eat meat once a week, maybe.
f Yes, I do. I eat an apple every day.

GRAMMAR: present simple + *how often* + time expressions

Use present simple to talk about habits and routines.
Use *how often* to ask about habits and routines.
***How often** do you have coffee?*
Use expressions of time to talk about habits.

every
once a
twice a — *day, week, month*
three times a

never
Note: The word *never* goes **before** the verb.
*I **never** have breakfast.*

SEE LANGUAGE REFERENCE PAGE 58

1 Complete the diagram with the expressions from the box.

twice a week every month every year
three times a month ~~never~~ ~~every day~~
once a week

NEVER

EVERY DAY

2 Complete the questions with the verbs in the box.

have ~~see~~ talk go sleep wake

Family Habits
How often do you …
(1) *see* your grandparents/children?
(2) ____ lunch with your family?
(3) ____ on the phone with your mother?

Sleeping Habits
How often do you …
(4) ____ up after 11.00am?
(5) ____ to bed after midnight?
(6) ____ eight hours?

3 Work in pairs. Ask the questions in exercise 2. Answer with a time expression from the grammar box.

How often do you see your grandparents?
Twice a month.

SPEAKING

1 Work in groups of three or four. Create your own 'Healthy Living Survey'. Make questions. Use the surveys in the lesson to help you.

2 Do the survey in your group.

3 Present your results to the class.

Useful language

One person …
Two people …
Three people …
Nobody …

ENGLISH AROUND YOU: food labels

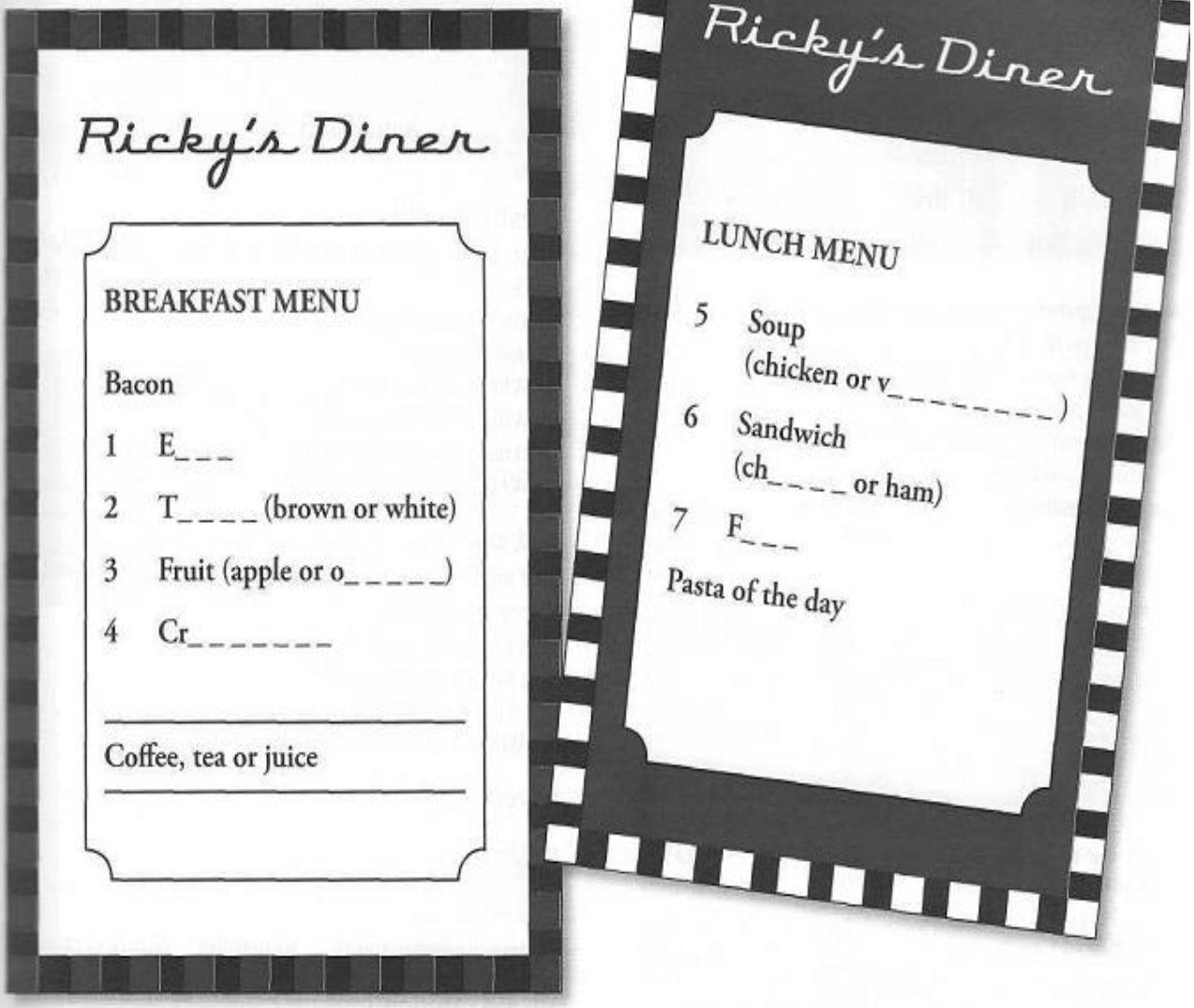
1 2.3 Read and listen to the English words from food labels. What are they in your language?



2 Do food labels in your country use English words? What words?

VOCABULARY & LISTENING

1 Complete the menus with words.



2 2.5 Listen to the recording to check your answers.

3 2.6 Listen to a conversation in Ricky's Diner. Is it morning or afternoon?

4 2.6 Listen again and tick (✓) the food the man would like.

SPEAKING

Roleplay

1 Work in pairs, A and B.

A: You are the waiter at Ricky's Diner. Ask what B would like for lunch/breakfast.

B: You are a customer at Ricky's Diner. Say what you would like.

Useful language

What would you like for lunch/breakfast?
I'd like …
Would you like … or …?
… please.
Here you are.

Self assessment (tick ✓)

In English …

- ☐ I can ask the time.
- ☐ I can tell the time.
- ☐ I can say what I do on a typical morning.
- ☐ I know basic food vocabulary.

20-mavzu:Places in a city. There is/there are

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	amaliy
Mashg'ultning rj jasi:	1. ∫ lmtsshlar bilan tanishish 2. ∫ lmtsshlarini amalda qo'llash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga tslmtsshlarni tanishtirish - talabalarda tslmtsshlarni amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- tslmtsshlarni amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bj radi
Ta'dim bj rish usullari:	intj raktiv, ktsmmunikativ
Ta'dim bj rish shakli:	kichik guruhlarda ta'dim
Ta'dim bj rish vtsitalari:	Studentso Book, tarqatma matj riallar
Ta'dim bj rish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

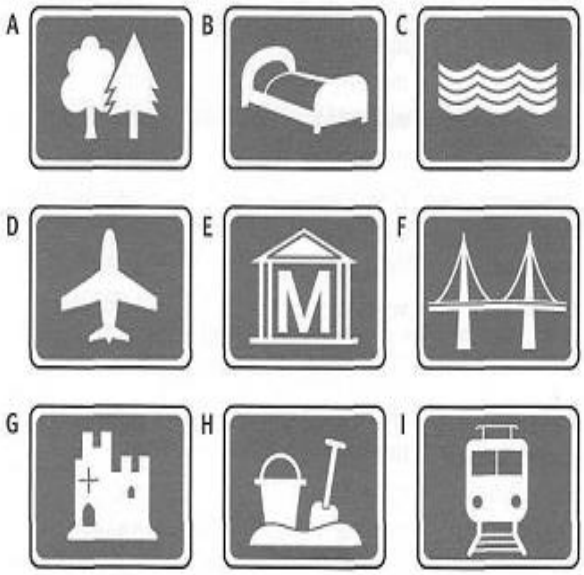
Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 10.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Mening oilam» mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫ lmtsshlarni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: places in a city (1)

1 Match the words 1–9 to the signs A–I.

1 a train station	2 an airport	3 a museum
4 a hotel	5 a park	6 a castle
7 a bridge	8 a river	9 a beach



2 2.7 Listen to the recording to check your answers. Repeat the words.

3 Make sentences about your city. Use the words in exercise 1.

The train station is on King Street.
The castle is next to the river.

PRONUNCIATION: word stress (2)

1 2.8 Listen to the words and the stress patterns. Say the words.

□	□□	□□
train	castle	correct
park	river	weekend
	airport	thirteen

2 Put the words from the box in the correct column.

station hotel city police bridge beach

3 2.9 Listen and check your answers. Say the words.

Come for a WEEKEND BREAK

Barcelona

Come to the Spanish city for a PERFECT weekend city break.

_____

There's a train every 40 minutes from the airport to Barcelona Sants train station. Taxis are 15–20 euros from the airport to the city.

_____

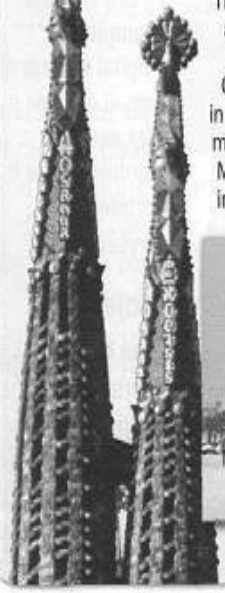
There are many hotels in the city centre. Email our office for information.



Sagrada Familia church

_____

There are lots of things to do in Barcelona. Go for a walk on the famous Ramblas. See the Sagrada Familia church and other buildings by the architect Gaudi. If you like art, go to the Picasso museum in the old part of town. Watch a Barcelona football match in the city stadium Camp Nou. Barcelona is a Mediterranean city, and there are beautiful beaches in and next to the city.





city beaches

READING

1 Look at the brochure. What do you know about these cities?

2 Read the brochure. Complete the blanks with the phrases below.

Where to stay Getting there Things to see and do

3 Read the brochure again. Mark the sentences B for Barcelona and P for Prague.

1 ___ There are beaches.
2 ___ There's a river.
3 ___ There's a train to the airport.
4 ___ There's a museum with Picasso art.
5 ___ There's a Mozart music show.
6 ___ There's an old bridge.
7 ___ There's a castle.

This week we look at two popular cities: one in Spain and one in the Czech Republic.

Prague



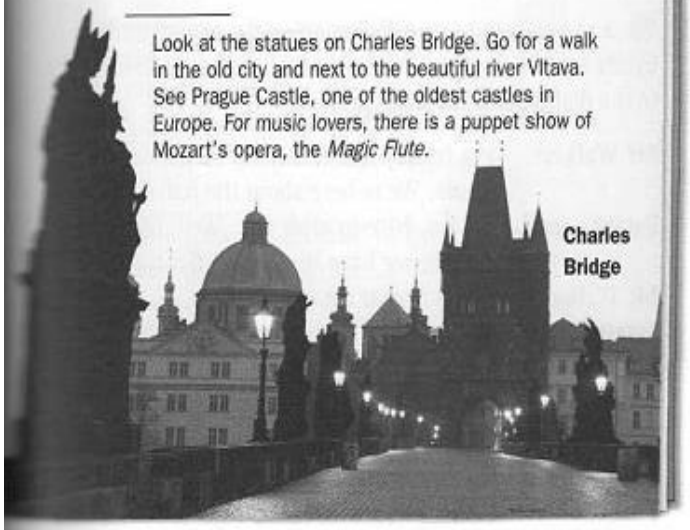
Prague Castle

Wake up Saturday morning in the BEAUTIFUL capital of the Czech Republic.

There's an international airport next to the city and taxis are 600 CZK. There are also buses at the airport.

Stay in Prague's beautiful hotels in the city centre. You can also stay in one of the old apartments near the river. Email our office for more details.

Look at the statues on Charles Bridge. Go for a walk in the old city and next to the beautiful river Vltava. See Prague Castle, one of the oldest castles in Europe. For music lovers, there is a puppet show of Mozart's opera, the *Magic Flute*.



Charles Bridge

GRAMMAR: *there is/there are* (1)

Use *there is/there are* to talk about the existence of things.

There is + *a/an* + singular noun
There is *an airport.*

There are + plural noun
There are *buses from the airport to the city.*

SEE LANGUAGE REFERENCE PAGE 76

1 Underline the correct word in these sentences.

In the classroom ...
1 ... there *is* / *are* twenty students.
2 ... there *is* / *are* a teacher.
3 ... there *is* / *are* three windows.
4 ... there *is* / *are* one door.
5 ... there *is* / *are* thirty desks.

2 2.10 Listen to the recording to check your answers. Repeat the words. Make the sentences true for your classroom.

3 Look at the information about St Petersburg, Russia. Make sentences with *There is/There are* and the words in **bold**.

There is an international airport.
There are buses and taxis.

ST PETERSBURG

Getting there
Pulkovo-2 international **airport**
Buses and taxis to city centre

Where to stay
Hotels and apartments in the city centre

Things to see and do
The Peter and Paul **Cathedral**
The (more than 300) **bridges** of St Petersburg
The Mikailovsky **Castle**
Beautiful **parks** in Pushkin
The Hermitage **Museum**
The **Vodka and Caviar Bar** at Hotel Astoria



SPEAKING

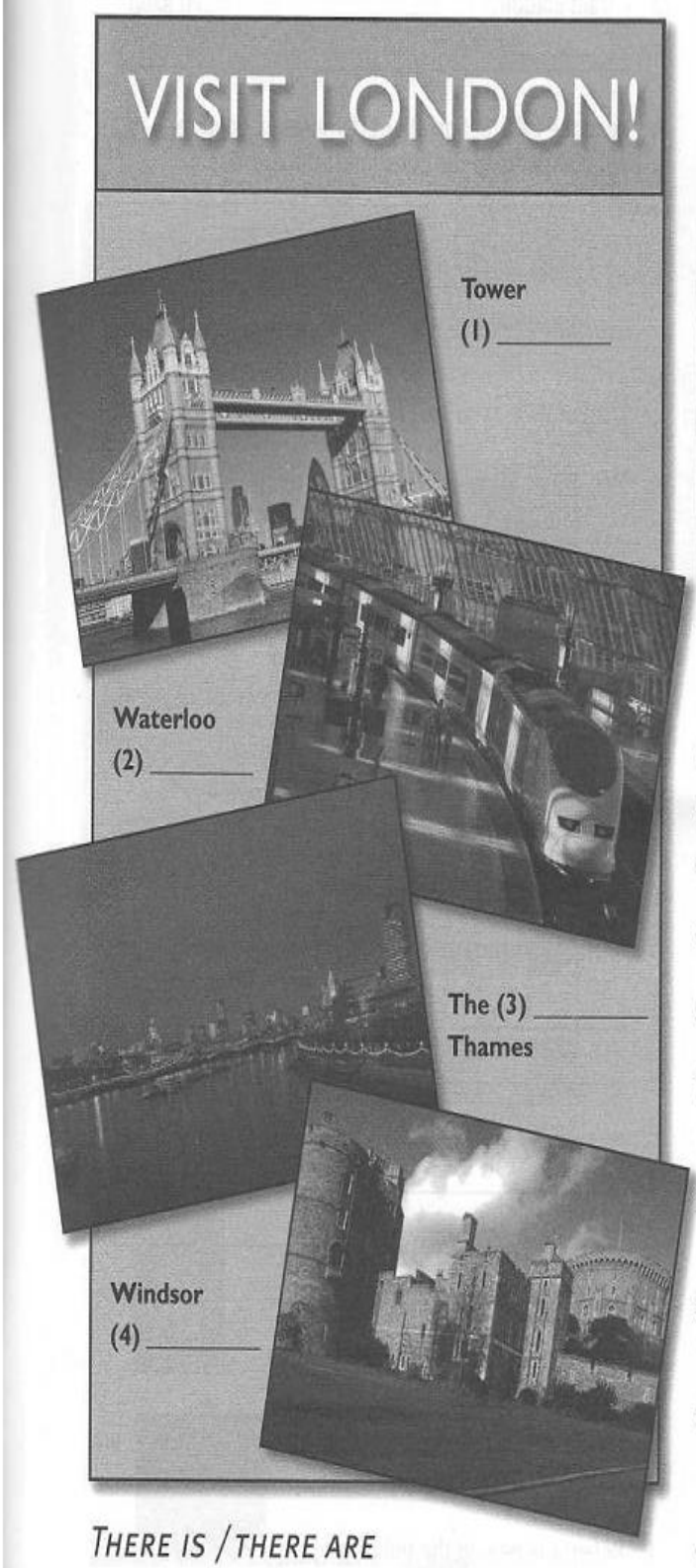
1 Prepare a short presentation about a city you know. Use the phrases in the box to help you.



2 Work in pairs. Present your weekend city break to your partner.

PLACES IN A CITY

1 Complete the travel brochure.



THERE IS / THERE ARE

2 Complete the sentences with *is* or *are*.

1 There _____ an airport in the city.

2 There _____ buses to the airport every 10 minutes.

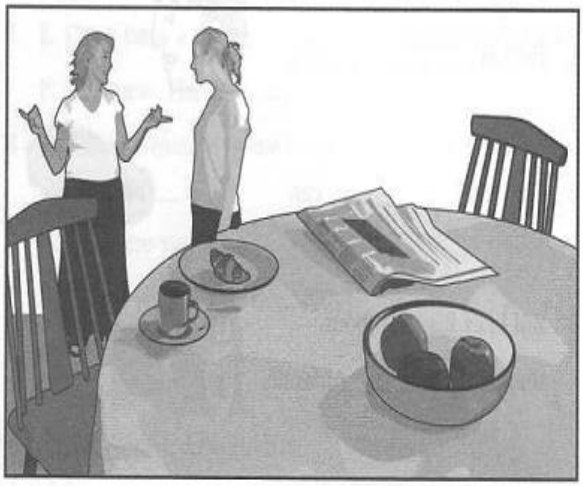
3 There _____ a shop in the museum.

4 There _____ people in the shop.

5 There _____ a beach 20 kilometres from here.

6 There _____ a train to the beach.

3 Look at the picture of the room and make sentences using *There is* or *There are*.



1 _____.

2 _____.

3 _____.

4 _____.

TRANSLATION

4 Translate the sentences into your language.

1 There are beaches next to the city.

_____.

2 Is there a hospital near here?

_____?

3 There's a park in front of my house.

_____.

4 There are two hotels in the city centre.

_____.

READ & LISTEN

5 **24** Read and listen to the text *Come for a weekend break!* on pages 60 and 61 of the Student's Book.

21-mavzu: GOING SHOPPING.

Amaliy mashg'ulotning tj Ўntsltsgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. ∫ lmtsshlar bilan tanishish 2. ∫ lmtsshlarini amalda qo'llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga tslmtsshlarni tanishtirish - talabalarda tslmtsshlarni amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- tslmtsshlarni amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bjradi
Ta'dim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'dim bjrish shakli:	kichik guruhlarda ta'dim
Ta'dim bjrish vtssitalari:	Students'Book, tarqatma matjriallar
Ta'dim bjrish shartsiti:	o'qitishning tj Ўnika vtssitalari bilan jihtszlangan Ўtsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Ўntsltsgik Ўaritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 11.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Mening oilam» mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫ lmtsshlarni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

SPEAKING & READING

1 Work in pairs. Do the shopping questionnaire.

Shopping questionnaire
1 Do you like shopping?
2 How often do you go shopping?
3 Did you go shopping last weekend?
4 What did you buy?
5 What are the best places to go shopping in your town?

2 Look at the picture and read the text. What is it about?

a) The shop, Harrods
b) Places to go shopping in London
c) Things to see and do in London

The BEST shopping in the world



London is famous for Big Ben, Buckingham Palace, the river Thames and ... the shops. Many people say that London is the best city in the world to go shopping. Here's a quick guide to our favourite shopping areas.

If you want big shops, go to Oxford Street. The department stores *Selfridges*, *Debenhams* and *Marks and Spencer* are there.

For small boutiques, go to Kings Road or Portobello Road. Some of these shops are very expensive!

The market at Covent Garden is a great place for old clothes.

Finally, a shopping visit to London is only complete when you visit the world-famous department store, *Harrods*, and get a special green shopping bag!

Glossary
a department store: a big shop that is divided into different sections, with each section selling different things
a boutique: a small fashionable shop

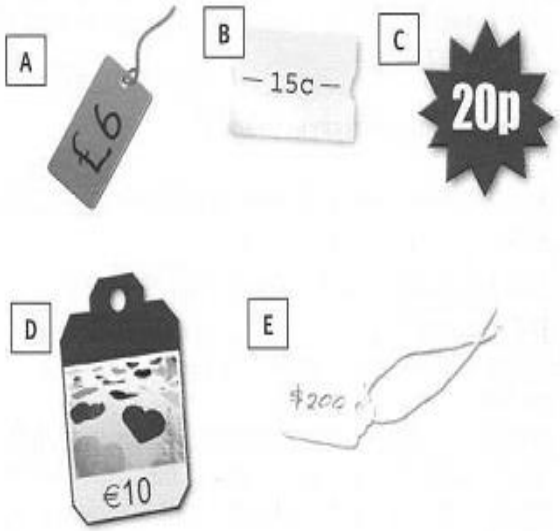
3 Read the text again and answer the questions.

1 Where is the market for old clothes?
2 Where are the department stores?
3 What place is famous for its bag?
4 Where are the small expensive shops?

4 Would you like to go shopping at these places? Tell a partner.

VOCABULARY: money and prices

1 Match the words to the prices.



1 ten euros
2 fifteen cents
3 six pounds
4 twenty pence (twenty p)
5 two hundred dollars

2 2.58 Listen to the recording to check your answers.

3 2.59 Listen and repeat.

1 How much is it?
It's $6.99
It's six ninety-nine./six dollars and ninety-nine cents.
2 How much is it?
It's €3.50
It's three fifty./three euros and fifty cents.
3 How much is it?
It's £25.59
It's twenty-five fifty-nine./twenty-five pounds and fifty-nine p.

4 Work in pairs, A and B. Look at page 115. Practise asking for prices.

LISTENING

1 2.60 Listen and match the conversations 1–4 to the pictures A–D.





1 ____ 2 ____





3 ____ 4 ____

2 2.60 Listen again. Complete the phrases with words from the box

where	help	bag	credit card	excuse
thanks	six hundred			

1
A: Hello, can I ____ you?
B: I'm just looking, ____.

2
A: ____ me?
B: Yes?
A: ____ are the changing rooms?

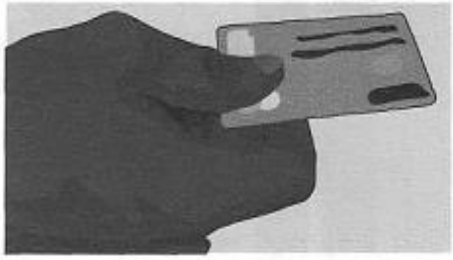
3
A: How much is this?
B: It's ____ pounds.
C: I love it.
A: Can I pay by ____?

4
A: Would you like a ____ for that?
B: Yes please.

FUNCTIONAL LANGUAGE: in a shop

1 Who says it? Mark the sentences C for customer and SA for the shop assistant.

1 ____ Can I help you?
2 ____ I'm just looking, thanks.
3 ____ Where are the changing rooms?
4 ____ How much is this?
5 ____ It's 600 pounds.
6 ____ Can I pay by credit card?



2 Work in pairs. Look at tapescript on page 124 and check your answers. Practise the conversations.

SPEAKING

Roleplay

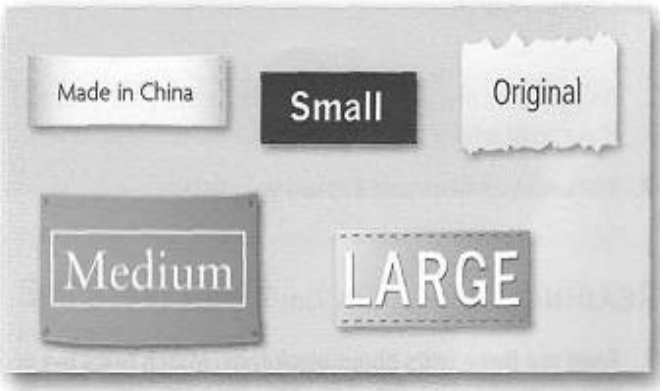
1 Work in pairs, A and B.

A: Turn to page 119.
B: Turn to page 116.

Roleplay a shopping conversation.

ENGLISH AROUND YOU: clothes labels

1 Read the examples of English on labels. What are these words in your language?



2 Do you know any English words from labels or English shop names? What are they?

In a shop

1 Complete the sentences with the words and phrases from the box.

just looking	How much	help you
credit card	changing rooms	€180









Money & prices

2 Match the symbols 1–5 in column A to the words a–e in column B below.

A	B
1 £	☐ a cents
2 $	☐ b dollars
3 p	☐ c euros
4 c	☐ d pence
5 €	☐ e pounds

Labels

3 Rearrange the letters to make words.

1 **lsmal** _____

2 **ingriloa** _____

3 **ragle** _____

4 **dimume** _____

Prices

4 Write the prices in words.

1 $1.99 *one dollar and ninety-nine cents*

2 $6.49 _____

3 £18.10 _____

4 €1.35 _____

5 $200 _____

6 90p _____

Dictation

5 **39** Write the sentences that you hear.

1 _____?

2 _____?

3 _____.

4 _____?

5 _____.

Read & listen

6 **40** Read and listen to the text *The BEST shopping in the world* on page 90 of the Student's Book.

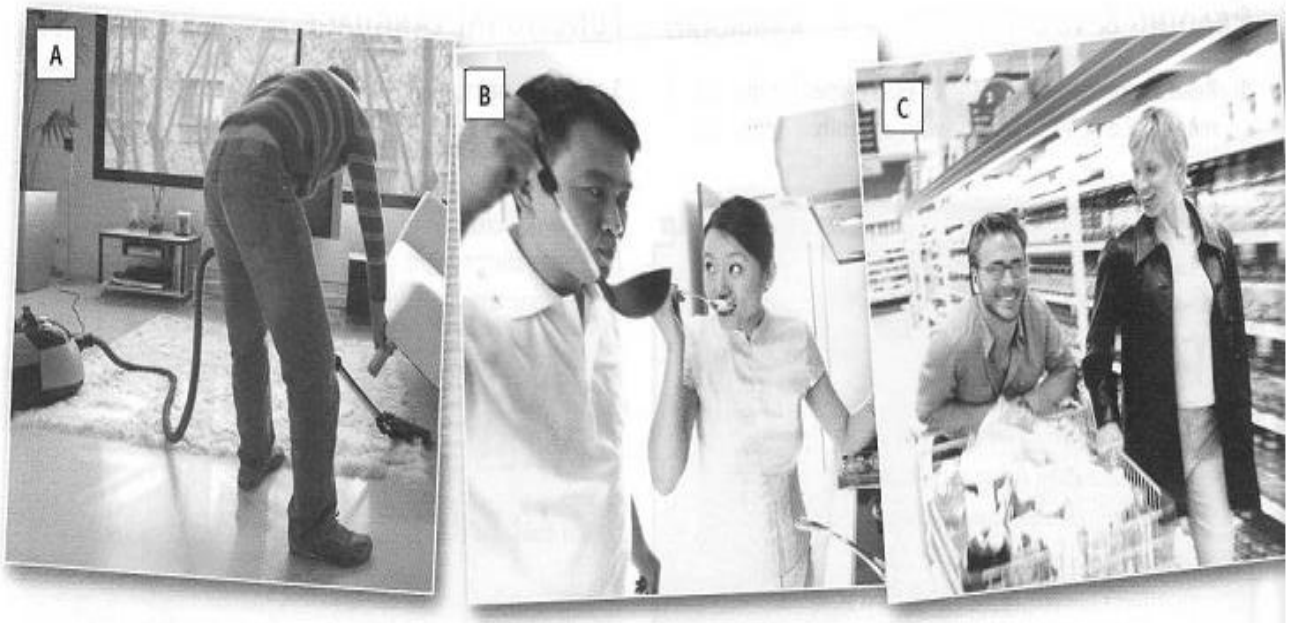
22-mavzu: DID YOU HAVE A GOOD WEEKEND. Simple past 2. Questions

Amaliy mashg'ulotning tj Ўntsltsgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. ∫ lmtsshlar bilan tanishish 2. ∫ lmtsshlarini amalda qo'llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga tslmtsshlarni tanishtirish - talabalarda tslmtsshlarni amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- tslmtsshlarni amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bjradi
Ta'dim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'dim bjrish shakli:	kichik guruhlarda ta'dim
Ta'dim bjrish vtssitalari:	Students'Book, tarqatma matjriallar
Ta'dim bjrish shartsiti:	o'qitishning tj Ўnika vtssitalari bilan jihtszlangan Ўtsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Ўntsltsgik Ўaritasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 12.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Mening oilam» mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫ lmtsshlarni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	



VOCABULARY: weekend activities

1 Match the weekend activities 1–4 to the pictures A–C. One activity is not needed.

1 clean the house
2 make a meal
3 go away
4 do the shopping

2 Complete with words from the box.

do	make	go	clean

At the weekend I usually ...

1 ... ___ away.
out.

2 ... ___ a big breakfast.
dinner for my family.

3 ... ___ the house.
the car.

4 ... ___ the shopping.
nothing.

3 2.50 Listen to the recording to check your answers. Repeat the phrases.

4 Complete the sentences so they are true for you. Use the phrases from exercise 1.

At the weekend I usually ...
I never ...
I sometimes ...

LISTENING

1 2.51 Listen to a man and woman talk about their weekends. Tick (✓) the phrases you hear.

1 did nothing much
2 went to the disco
3 did the shopping
4 saw a film
5 saw the football match
6 went away
7 went to Rome

2 2.51 Listen again and choose the correct answer.

1 The man cleaned ...
a) ... his car.
b) ... his house.
c) ... his room.
2 The man ...
a) ... did the shopping and watched TV.
b) ... did the shopping but didn't watch TV.
c) ... watched TV but didn't do the shopping.
3 The woman went ...
a) ... to France.
b) ... to Italy.
c) ... to England.
4 The woman went away ...
a) ... with her family.
b) ... with a man.
c) ... with a woman.
5 The woman had ...
a) ... a boring weekend.
b) ... an awful weekend.
c) ... a good weekend.

PRONUNCIATION: diphthongs

1 2.52 Listen to the words and sounds.

/aɪ/	/eɪ/	/aʊ/	/əʊ/
time	make	out	go

2 Put the words from the box in the correct column.

break house wife photo train
wine play no nice brown
thousand don't

3 2.53 Listen to the recording to check your answers. Say the words.

GRAMMAR: past simple questions (1)

For questions in the past simple use the auxiliary *did*.
did + subject + infinitive.
***Did** you go out?*
***Did** she have a good time?*
Short answers
Yes, I did. *No, I didn't.*
Yes, she did. *No, she didn't.*
With *wh-* questions, put the question word in front of *did*.
***Where** did you go?*

SEE LANGUAGE REFERENCE PAGE 94

1 2.54 Listen to the questions. Answer *Yes, I did* or *No, I didn't*.

2 Change the sentences to questions.

1 I went out after work.
Did you go out after work?
2 I watched TV.
3 I used the internet.
4 I went out.
5 I did my English homework.

3 Make questions from the words.

1 what time / you / start work?
What time did you start work?
2 what time / you / finish work?
3 how / you / get home?
4 where / you / go after work?
5 what / you / have / for dinner?

4 Work in pairs, A and B.

A: Ask B about last night. Use the questions in exercise 2. Answer B's questions.
B: Ask A about yesterday. Use the questions in exercise 3. Answer A's questions.

SPEAKING

1 Work in pairs, A and B. Have a conversation about the weekend. Use the diagram below and the useful language to help you.

A: Ask B, *'How was your weekend?'.*
B: Answer A.

A: Ask, *'What did you do?'.*
B: Tell A two things you did.

A: Respond.
B: Ask A, *'What did you do at the weekend?'*

A: Tell B one or two things you did.
B: Respond.



2 Now work with another student and repeat the conversation.

Useful language

Responses
Really?
That's great.
That sounds nice.
That sounds awful.
Oh no.

WEEKEND ACTIVITIES

1 Look at the pictures and make sentences using the prompts below and the phrases in the box.

~~do the shopping~~	have a big breakfast	clean the car
make the dinner	go dancing	



1 I / usually / on Saturday
I usually do the shopping on Saturday.



2 I / usually / on Friday evening
_____.



3 They / often / at the weekend
_____.



4 He / always / on Sunday
_____.



5 They / sometimes at the weekend
_____.

PAST SIMPLE QUESTIONS

2 Make questions in the past simple using the prompts below.

1 you / clean the car?
Did you clean the car?

2 you / watch TV?
_____.

3 you / go out?
_____.

4 she / see a film?
_____.

5 he / go to London?
_____.

6 they / go shopping?
_____.

3 Put the word *did* in the correct place in the questions.

1 What *did* you do yesterday?
2 You see Marco last night?
3 She phone you this morning?
4 What time he leave?
5 When you start learning English?
6 They go on holiday?

LISTENING

4 37 Listen to the three conversations. Put the number of the conversation next to the correct picture.



A ☐



B ☐



C ☐



D ☐

23-mavzu: Artist, actor, athlete . Modal verbs

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. modal fe`llar bilan tanishish 2. . modal fe`llarni amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga modal fe`llarni tanishtirish - talabalarda modal fe`llarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- . modal fe`llarni amalda qoôllay tsladilar - ilmiy maqtslalar yozishda yordam bj radi
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtsitalari:	StudentsôBook, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Ents ltsgik Earitasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 13.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	« » mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. modal fe`llarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: action verbs

1 2.63 Listen and match the verbs to the pictures. Repeat the verbs.



1 type 2 sing 3 dance 4 run 5 walk 6 swim 7 drive 8 play guitar

2 Cover the words. Look at the pictures and say the verbs.

People look at us and always see what we can't do.

They don't think about what we can do.

A The artist

My name's Nathan. I work for a big company. I'm a graphic artist. I make websites. I can type fast – 114 words a minute!





B The actor

I'm Janice. I'm an actor. I can act, I can sing and I can dance. I speak English, French and Spanish and I work on Broadway, New York.

READING

1 Read the text about different people. What is it about?

2 Read the text again and complete the sentences with a name.

1 ___ uses a computer at work.
2 ___ knows many different languages.
3 ___ does sports.
4 ___ works with the internet.
5 ___ won a medal last year.
6 ___ works in the USA.

3 Each of the people in the text has a disability. Turn to page 118 to find out.

4 Do you know someone who has a disability?



E The athlete

My name's Isaac and I'm an athlete. I can swim and play tennis. Last year, I was in a national tennis competition. I won.

GRAMMAR: *can/can't*

Use *can* + verb to talk about ability.
*I **can** act.*
Can is the same form for all subjects.
*I/you/he/she/it/we/they **can**.*
The negative of *can* is *can't*.

Questions
Can + subject + verb...?
***Can** you dance?*

Short answer
*Yes, I **can**.* *No, I **can't**.*

SEE LANGUAGE REFERENCE PAGE 94

1 There are four mistakes with *can* in the text. Correct the mistakes.

Our son Charles was born with cerebral palsy. Charles don't can walk, and he doesn't can run with the other children. But he can do lots of other things. He cans read, he can write his name and he can to use a computer. That's not bad for a four-year-old.

2 2.64 Listen to the recording to check your answers.

PRONUNCIATION: *can/can't*

1 2.65 Listen to the pronunciation of *can* in these sentences.

I <u>can</u> drive.	I <u>can't</u> drive.	<u>Can</u> you drive?
/kən/	/kɑ:nt/	/kæn/

2 2.66 Listen and write the sentences you hear. Practise saying the sentences.

SPEAKING

1 What can you do in English? Look at the phrases in the box. Put a tick (✓).

The English Challenge!

count to 20	☐
spell your name	☐
say your email	☐
say your phone number	☐
introduce yourself	☐
say what you did on Saturday	☐
tell the time	☐
say the date	☐
describe the classroom	☐

2 2.67 Read and listen to the example.

A: Can you spell your name in English?
B: Yes, I can.
A: Show me.
B: M-I-C-H-A-E-L.

3 Work in pairs, A and B. Play the English Challenge game.

A: Can you ... in English?
B: Yes, I can. / No, I can't.
A: Show me.

ACTION VERBS

1 Choose the correct verb to complete the sentences.

1 I can *drive* / *play* a car.
2 Can you *sing* / *dance* a song?
3 I often *type* / *play* video games.
4 Can you *type* / *dance* this letter?
5 I love to *dance* / *sing* salsa.

CAN / CAN'T

2 Make questions with *can* using the words in brackets.

1 "Our son is married to a French woman." (*he / speak French*)

Can he speak French?

2 "I want to be in a rock band." (*you / play guitar*)

_____.

3 "He wants to work with computers." (*he / type*)

_____.

4 "My parents love the beach." (*they / swim*)

_____.

5 "She doesn't have an email address." (*she / send a fax*)

_____.

6 "I'm taking piano lessons." (*you / read music*)

_____.

3 Complete the sentences with *can* or *can't*.



A: (1) _____ you speak French?

B: No, I (2) _____, but I (3) _____ speak Czech.



Ana Lucia (4) _____ play the violin, but she (5) _____ play the guitar.



Fred (6) _____ use a computer, but Mary (7) _____ use a computer.



I (8) _____ ski very well.

DICTATION

4 42 Write the sentences that you hear.

1 _____.
2 _____.
3 _____.
4 _____.

READ & LISTEN

5 43 Read and listen to the text *What we can't do, what we can do* on pages 96 and 97 of the Student's Book.

24-mavzu: BRITAINS FAVOURITE PAINTINGS.

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	amaliy
Mashg'ultning rj jasi:	1. ∫ lmtsshlar bilan tanishish 2. ∫ lmtsshlarini amalda qo'llash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga tslmtsshlarni tanishtirish - talabalarda tslmtsshlarni amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- tslmtsshlarni amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bj radi
Ta'dim bj rish usullari:	intj raktiv, ktsmmunikativ
Ta'dim bj rish shakli:	kichik guruhlarda ta'dim
Ta'dim bj rish vtsitalari:	Students' Book, tarqatma matj riallar
Ta'dim bj rish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 14.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Mening oilam» mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ∫ lmtsshlarni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

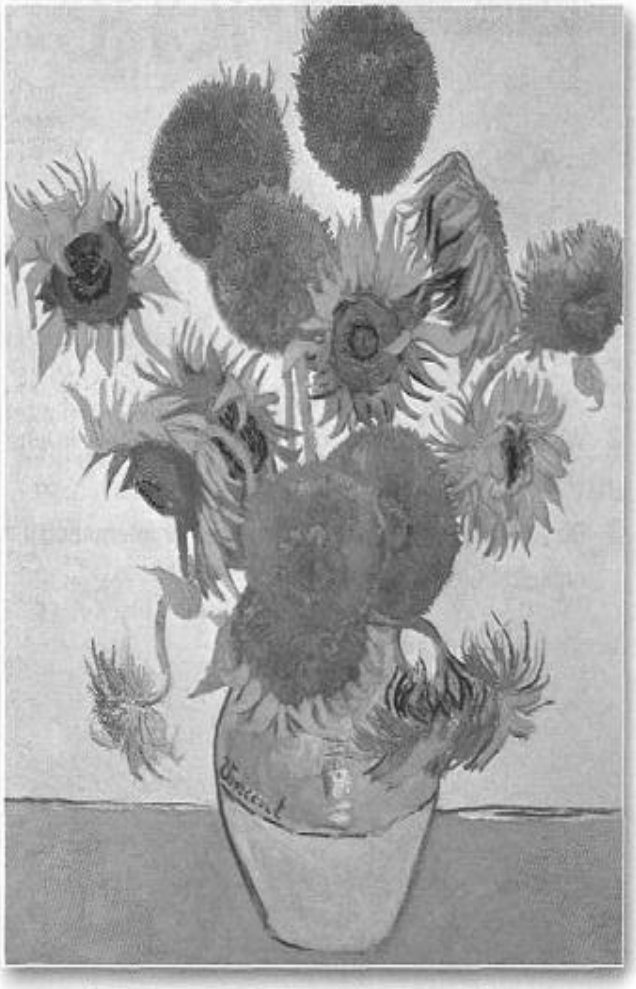
SPEAKING & READING

1 Work in pairs. Look at the pictures and discuss the questions.

1 Do you know these paintings?
2 What do you think of them?

2 Read the article. What is the connection between the pictures?

In 2005, the National Gallery of London and the BBC had a competition to find Britain's favourite painting. More than 118,000 people voted. The competition made people talk and think more about art. Here are some of the favourite paintings.



Sunflowers by Vincent Van Gogh 1888

3 Read the article again and answer the questions.

1 What was the competition about?
2 When was the competition?
3 Why did the National Gallery and the BBC organize the competition?
4 How many people voted?

4 Work in pairs. Ask and answer the questions.

1 Would you like to vote in an art competition?
2 Which picture would you like to win?
3 Is art popular in your country?
4 What artists do you like?



A Bar at the Folies-Bergère by Edouard Manet 1882



The Fighting Temeraire by John Turner 1839

LISTENING

1 2.74 Listen to people talk about these paintings. Put the paintings in the order you hear them.

2 2.74 Listen again and decide if the sentences are true (T) or false (F).

1 Van Gogh painted this while he was in France.
2 This painting is not very popular.
3 The woman is in Paris.
4 Maybe the woman is sad.
5 The Temeraire is a famous boat.
6 The Temeraire is the small boat.

FUNCTIONAL LANGUAGE: talking about a picture

1 Read the sentences. Match each sentence to a painting on page 100.

1 In this picture I can see a woman at a bar.
2 The flowers are yellow.
3 There are two boats on the river.

2 2.75 Listen and repeat the sentences.

3 Make other sentences about the pictures on page 100.

Language note

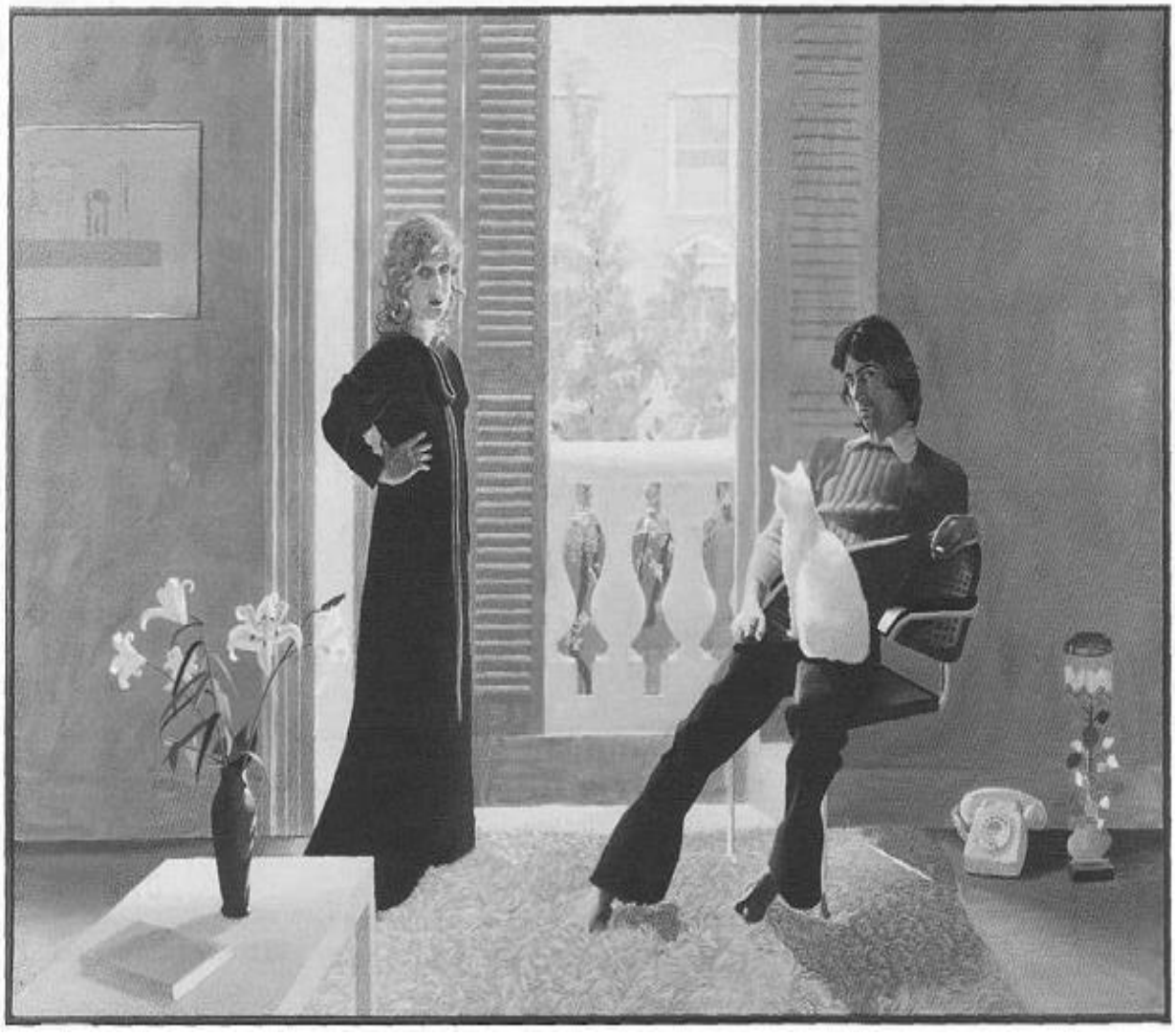
Use the present continuous to talk about pictures.
The small boat ***is pulling*** *the big boat.*
The men ***are drinking****.*

SPEAKING

1 Look at another favourite painting. Make notes about what you see. Use the questions in the box to help you.

What can you see? Where are they?
What are they doing?
What are they thinking about?

2 Work in pairs. Talk about the picture.



Art

1 Complete the text with the words from the box.

artist paintings art photo

I really like (1) _____. My favourite (2) _____ is Van Gogh. I have two Van Gogh (3) _____ in my room. I like photography, too. This is a (4) _____ of some sunflowers. It's also in my room.



Describing pictures

2 Rearrange the words to make sentences.

1 this picture see I a boat can in
_____.

2 are women two There
_____.

3 think I she sad is
_____.

4 people dancing are The
_____.

5 children Maybe the playing are
_____.

3 Tick (✓) the correct sentence, a or b.



1 a There are a girl in the painting.
b There is a girl in the painting. ✓

2 a I think this is an English painting.
b I think this is a painting English.

3 a I can see a man and a woman.
b Can I see a man and a woman.

4 a Maybe are husband and wife.
b Maybe they are husband and wife.

5 a They are on a boat and it raining.
b They are on a boat and it is raining.

Listening

4 44 Listen to the conversation and ans questions.

1 Where is the artist from?
_____

2 Does the woman like the painting?
_____

3 Does the man like the painting?
_____

Read & listen

5 45 Read and listen to the text *Britai Paintings* on page 100 of the Student's Bo

25-mavzu: Traffic jam. Present progressive tense 2

Amaliy mashg'ulotning tj□ntslgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. Traffic jam mavzusiga doir so'zlarni yodlash 2. Hozirgi zamon davom fe'lini amalda qo'llash 3. Mavzuga dtsir leksik va grammatik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga Hozirgi zamon davom fe'li mavzusini tanishtirish - talabalarda Traffic jam mavzusini amalda qo'llashni shakllantirish
O'quv fatsliyati natijalari:	- hozirgi zamon davom fe'lini amalda qo'llay tsladilar
Ta'dim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'dim bjrish shakli:	kichik guruhlarda ta'dim
Ta'dim bjrish vtsitalari:	Studentso'Book, tarqatma matjriallar
Ta'dim bjrish shartsiti:	o'qitishning tj□nika vtsitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj□ntsltsgik □aritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 15.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgo'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Megapolis» mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Hozirgi zamon davom fe'lini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

LISTENING

1 2.27 Listen to the traffic report. Match the pictures A–D to the stories 1–4.

2 2.27 Listen again. What is the problem in each picture?



A



B



C



D



3 2.27 Listen again and decide if the sentences are true (T) or false (F).

1 There is a bus on fire in Regent Street.
2 Traffic isn't moving in Regent Street.
3 Some people are singing in Oxford Street.
4 These people are standing next to the cars.
5 The police are talking to the lion.
6 A car is on the wrong side of the road in East London.

4 Is traffic bad in your town?

GRAMMAR: present continuous

Use the present continuous to talk about events happening now or around now.

Form: *be* + verb + *ing*

Traffic ***is*** *not* ***moving****.*
Someone ***is driving*** *on the wrong side of the road.*
What ***are*** *they* ***doing****?*

SEE LANGUAGE REFERENCE PAGE 90

1 Look at tapescript 2.27 on page 144. Underline examples of the present continuous.

2 Make questions and answers with the present continuous.

	What / they / do?	They / move / a car to the side of the road.
	What are they doing?	*They are moving a car to the side of the road.*
1	What / the people / do?	The people / stand / in the street.
2	Where / they / go?	They / go / to the city centre.
3	Who / the police / talk to?	They / talk to / the demonstrators.
4	What / the lion / do?	It / sit / in the road.
5	What / the car / do?	It / drive / on the wrong side of the road.
6	What / the woman / do?	She / talk / on her mobile phone.

3 Think of four people you know. What are they doing now? Make sentences about them. Use the verbs and phrases in the box to help you.

watch TV work sleep sit in traffic
have breakfast/lunch/dinner study
talk on the phone do the housework

4 Work in pairs. Write the names of the people in exercise 3 on a different piece of paper. Ask questions about the people on your partner's paper.

What's Michael doing?
He's working.

VOCABULARY: action verbs

1 Write the missing letters in the infinitive verbs.

s_ng	dr_ve	k_ss	sl_ _p
w_lk	r_n	sm_k_	

2 Make sentences about what people are doing in the pictures. Use the verbs in exercise 1 in the present continuous.



SPEAKING

1 Work in pairs. Read the instructions for the In Traffic Game.

In Traffic Game

- Work in groups of four or five. You are all in one car, in a traffic jam.
- Your teacher will give you a piece of paper with an action on it.
- Do the action. Don't say a word.
- The other students ask questions about the action.
- *Are you dancing?* Answer *Yes, we are* or *No, we aren't.*
- Take turns.

2 Play the game.

DID YOU KNOW?

1 Read the text about traffic in London.



LONDON'S TRAFFIC LAW

London had the worst traffic in the UK and was one of the worst cities in Europe. Drivers spent 50% of their time in traffic jams, and pollution was terrible. In 2003, the mayor of London made a new law to help reduce traffic. It costs £8 (€10) a day to drive in central London. More people use public transport and bicycles now in London because of this law. Traffic is bad, but not too bad now.

2 Work in pairs. Discuss these questions.

- What do you think of the congestion charge in London?
- Is it a good idea?
- Is there something similar in your country?

READING & LISTENING

1 Look at the pictures. What is the television show *Tracy Dick* about?

2 2.28 Read and listen to the show. Number the pictures 1–5 in the correct order. There is one extra picture.



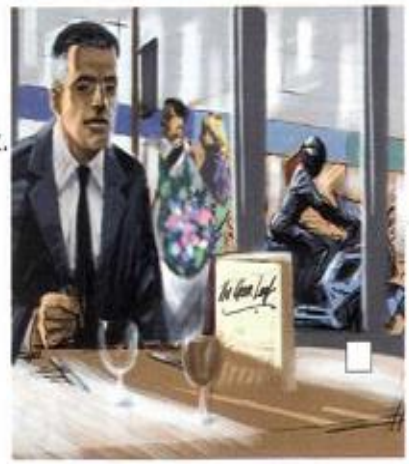
Tracy: Mrs Lunan, it's Tracy Dick here.
Mrs Lunan: Yes?
Tracy: You asked me to call you. I'm outside your husband's office now.
Mrs Lunan: Oh, thank you. He doesn't leave work before six o'clock. And it's now only half past five.
Tracy: Well, Mrs Lunan, your husband is leaving work now.





Mrs Lunan: What's he doing?
Tracy: He's taking a taxi.
Mrs Lunan: But my husband hardly ever takes taxis! He says they're too expensive! He usually goes by bus.
Tracy: Do you want me to follow him?
Mrs Lunan: Yes, yes! Follow that car!

Tracy: Mrs Lunan? I'm in the centre of the city.
Mrs Lunan: Where's my husband?
Tracy: Mr Lunan is paying the taxi driver ... He's getting out of the taxi.
Mrs Lunan: Where is he exactly?
Tracy: He's in front of a restaurant, the Green Leaf.
Mrs Lunan: He always goes to that restaurant. We went there together in the past ...





Tracy: He's not going in the restaurant. He's going into a flower shop.
Mrs Lunan: What?! He never buys flowers!
Tracy: I'm parking my motorbike now.
Mrs Lunan: Phone me back, please.





Mrs Lunan: Hello?
Tracy: I'm in the restaurant. Mr Lunan is at another table.
Mrs Lunan: What is he doing now?
Tracy: He's looking for something ... his mobile phone.
Mrs Lunan: Yes?
Tracy: He's making a phone call.
Mrs Lunan: Can you hear? Who's he phoning? This is terrible!

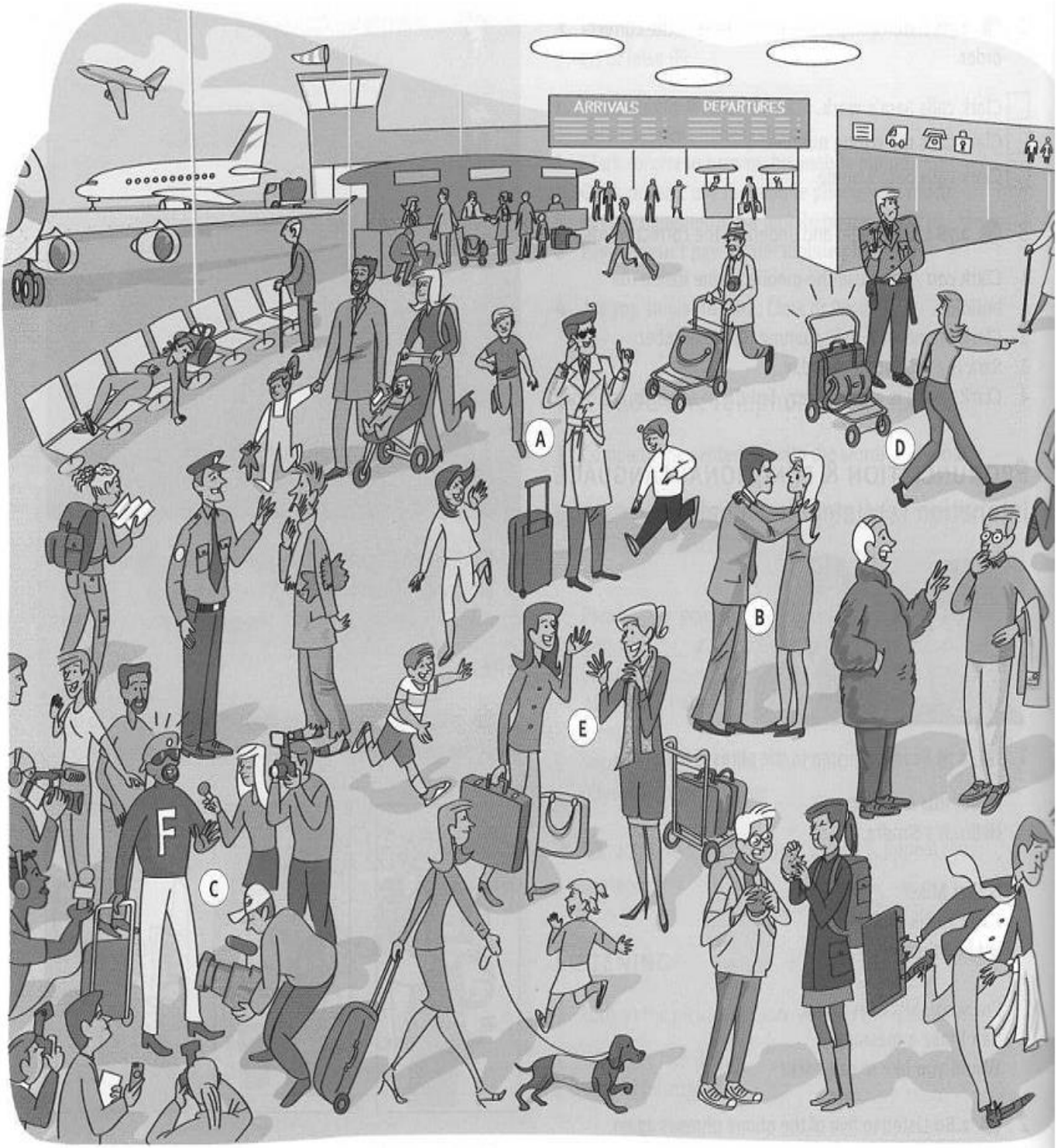
26-mavzu: Departure lounge. Be going to; future plans

Amaliy mashg‘ulotning tuzilishi texnologik xaritasi

Mashg‘ulot vaqti:	**Talabalar soni:**
Mashg‘ulot shakli:	amaliy
Mashg‘ulotning rejasi:	1. Departure lounge (jo‘nab ketish zali) mavzusida suhbat qilish 2. Be going to yordamida gaplar tuzishni o‘rganish va amalda qo‘llash 3. Mavzuga doir leksik va grammatik mashqlarni bajarish
O‘quv mashg‘ulotining maqsadi:	- talabalarni be going to; future plans mavzusi bilan tanishtirish - Talabalar bilan aeroportda harakatlanish haqida suhbatlanish
O‘quv faoliyati natijalari:	- be going to yordamida rejalar tuzishni amalda qo‘llay oladilar
Ta’lim berish usullari:	interaktiv, kommunikativ
Ta’lim berish shakli:	kichik guruhlarda ta’lim
Ta’lim berish vositalari:	Student’s Book, tarqatma materiallar
Ta’lim berish shartsiti:	o‘qitishning texnika vositalari bilan jihozlangan xonasi
Monitoring va baholash:	mashg‘ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg‘ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O‘qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davomatini o‘qiydi 16.Tayyorlov. O‘qituvchi mavzuni e’lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o‘z fikrlarini bildiradilar	Guruhda chet tili muhiti yaratiladi, talabalar talaffuzlarini sozlab oladilar
2-bosqich Asosiy qism (60- daqiqa)	1.Takrorlash. Uyga berilgan topshiriq-(lar)ni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so‘z va so‘z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzuga doir tasmani qo‘yib eshittiradi g) O‘qish mashqi. Matni o‘qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og‘zaki yoki taqdimot shaklda qilishlari kerak bo‘ladi So‘zlar va so‘z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e’tibor beradilar Tinglab keyin eslatma-larni qayd qiladilar Matni o‘qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo‘lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish ma’suliyati, mustaqil fikrlash qobiliyati oshib boradi ko‘makchi fe’llarni biladilar Yozuv ko‘nikmasi oshib boradi Tinglash malakasi shakllantiriladi O‘qish, talaffuz ko‘nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi Xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta’lim uchun tavsiyalar**		
	«Planes» mavzusida taqdimot tayyorlash		
	Mavzuga doir topshiriqlar		
	1. Be going to mavzusini bilish 2. So‘zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	



Speaking

1 Look at the picture of the Airport terminal. Work in pairs, A and B.

A: Describe something you see.
B: Point to the part of the picture A describes.
A: He's talking on the phone.
B: Here.
A: Right.

2 Swap roles and repeat.

Listening

1 2.82 Listen to five conversations in the departure lounge. Match each conversation 1–5 to a letter A–E on the picture above.

1 ___
2 ___
3 ___
4 ___
5 ___

2 2.82 Listen to the conversations again and answer the questions.

Conversation 1
1 What is Frank going to do?
2 What kind of film is it?
Conversation 2
3 Where is the man?
4 How is the man going to go to the hotel?
Conversation 3
5 How long is the man going to be away?
6 How often is he going to call the woman?
Conversation 4
7 Where is Nicky going?
8 Why is Esther going to Romania?
Conversation 5
9 Where is the woman going?
10 What is the problem?

3 Look at the tapescript on page 126 and check your answers. Choose one dialogue and practise.

GRAMMAR: *going to* (1) future plans

Use *be going to* + verb to talk about future intentions.
I'm going to make a film.
I'm not going to take these bags.
Are you going to call me?

SEE LANGUAGE REFERENCE PAGE 112

1 Make a sentence in the future.

1 clean the house (-) *I'm not going to clean the house.*
2 make a meal (+) *I'm going to make a meal.*
3 go away (-)
4 do the shopping (-)
5 visit friends (+)
6 see a film (+)
7 visit family (-)
8 stay at home (-)

2 Make questions with the phrases in exercise 1. Interview a partner about the weekend.

1 *Are you going to clean the house?* *Yes, I am.*

3 Complete the dialogues with *going to* + the verb in brackets.

A: Hi! What are you doing here?
B: I'm going to Siberia. My flight is in three hours.
A: Siberia?! What (1) ___ you ___ (do) in Siberia?
B: I (2) ___ (speak) at a conference. What about you?
A: I'm going to Italy. Again.
B: Family visit?
A: No, I (3) ___ (not see) my family this time. It's for work.

A: What's the purpose of your visit?
B: We (4) ___ (visit) friends.
A: Where (5) ___ you ___ (stay)?
B: At the Regent Hotel. Near the river.
A: OK, you can go.

SPEAKING

Roleplay

1 Work in pairs, A and B. You are friends. You meet at the airport terminal. Prepare a short conversation.

2 2.83 Listen to the sound effects and have a conversation about your future holiday.

Useful language

Hi! What are you doing here?
What are you going to do?
Where are you going to go?

ENGLISH AROUND YOU: at the airport

1 Look at some English words from the airport. What are these words in your language?



2 2.84 Listen and repeat the words.

3 Do you know any other international English words connected to transport?

AT THE AIRPORT

1 Find six words about the airport in the wordsearch.



A	W	D	W	B	I	Y	E	R
Z	Q	E	H	L	E	E	G	S
B	P	P	A	E	R	L	R	F
N	R	A	R	R	I	V	A	L
V	K	R	E	D	D	O	E	I
X	T	T	B	T	O	V	N	G
M	P	U	G	A	T	E	T	H
Y	I	R	E	W	Z	P	S	T
C	H	E	C	K	I	N	U	O
L	C	C	U	S	T	O	M	S

GOING TO FUTURE

2 Make questions using the prompts below.

1 What / you / do?

What are you going to do?

2 Where / he / fly?

Where is he going to fly?

3 Where / you / travel?

_____?

4 What / she / see?

_____?

5 Where / they / stay?

_____?

6 Who / you / visit?

_____?

7 When / he / leave?

_____?

3 Rearrange the words to make sentences or questions.

1 my visit going to I'm friends.

_____.

2 going to fly you Are

_____?

3 not No, I'm fly going to

_____.

4 travel are How going to you

_____?

5 drive I'm my car going to

_____.

4 Make sentences with *going to* and the words in brackets.

1 I'm _____ (*not / fly*).

2 She's _____ (*buy a ticket*).

3 They 're _____ (*not / visit London*).

4 I'm _____ (*take a photo*).

5 We're _____ (*not / say goodbye*).

DICTATION

5 **48** Write the sentences that you hear.

1 _____.

2 _____?

3 _____?

4 _____.

27-mavzu: After the course. Present progressive with future meaning.

Amaliy mashg'ulotning texnologik modeli

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	amaliy
Mashg'ulotning rejasi:	1. After the course mavzusiga doir mashg'ulotlarni bajarish 2. Present progressive with future meaning mavzusini o'rganish 3. Mavzuga doir lug'aviy va grammatik mashqlarni bajarish
O'quv mashg'ulotining maqsadi:	- talabalarga gramatik mavzuni tanishtirish - Talabalar bilan kelajakdagi maqsadlar haqida suhbatlashishni o'rganish
O'quv faoliyati natijalari:	- Present progressive with future meaningni amalda qo'llash
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Student's Book, tarqatma materiallar
Ta'lim berish shartsiti:	o'qitishning texnika vositalari bilan jihozlangan auditoriya
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik kartasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Ro'yxatga olish. Guruh davomatini aniqlaydi 17.Tayyorlov. O'qituvchi mavzuni e'lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chet tili muhiti yaratiladi, talabalar talaffuzlarini sozlab olishadilar
2-bosqich Asosiy qism (60- daqiqa)	Uyga berilgan topshiriq-(lar)ni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzuga doir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi So'zlar va so'z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyingi eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish mahsuliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi Xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«My future plans» mavzusida taqdimot tayyorlash		
	Mavzuga doir topshiriqlar		
	1. Grammatik mavzuni doir mashqlar bajarish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

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MY BLOG



June 16

Our course finished today. We all went to the park after the class and talked about our future plans. I'm a little sad because there aren't any more classes, but I'm happy because I have many new friends now. We're going to keep in touch, and of course we're going to see each other next year!
Here's a photo of all of us together.
I'm tired now, time for bed!
Tomorrow we're going to have our final exam!

View all blog entries

SPEAKING & READING

1 Work in pairs. Ask and answer the questions.

When does your English course finish?

Do you have a final exam?

What are you going to do after the course?

2 Read the blog. What is it about?

1 the end of a course
2 the beginning of a course
3 a holiday

3 Read the blog again and answer the questions.

1 When did the course finish?
2 Why is the author happy?
3 When is the author going to see his friends again?
4 What is going to happen tomorrow?

VOCABULARY: feelings

1 Match the sentences to the pictures.

1 He's scared.
2 She's tired.
3 They're happy.
4 She's sad.
5 He's angry.



2 2.85 Listen and repeat.

3 Complete each sentence in two different ways.

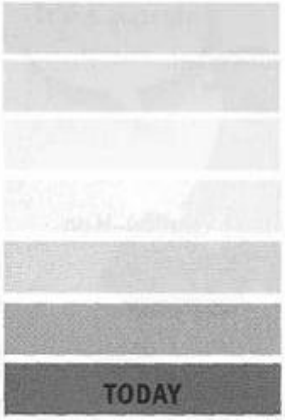
I'm happy because ...
I'm sad because ...

GRAMMAR: *going to* (2); future time expressions

We can use these time expressions with the future.
tomorrow
tomorrow morning/evening
next Tuesday/week/month
They go at the beginning or end of a sentence.
We're going to see each other ***next year****.*
Tomorrow *we're going to have our final exam!*

SEE LANGUAGE REFERENCE PAGE 112

1 Put the time expressions on the diagram.



next Tuesday
next year
tonight
~~today~~
tomorrow evening
tomorrow morning
next month

2 Make questions with *going to*.

1 you / travel next year?
Are you going to travel next year?
2 What / you / do next Friday?
3 Where / you / go after class?
4 you / study English next year?
5 you / come to school tomorrow?

3 2.86 Listen to some students talking at the end of their course. Check your answers to exercise 2.

PRONUNCIATION: *going to*

1 2.87 Listen how some words are stressed more in these sentences.

What are you going to do?
Where are you going to go?
Are you going to call?

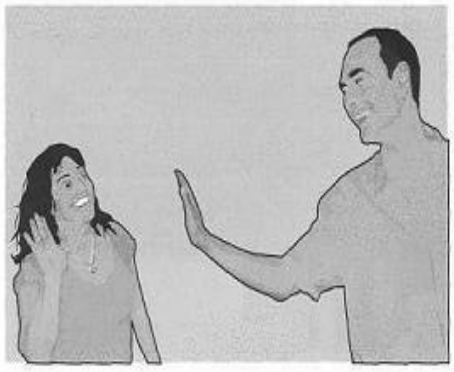
2 2.88 Listen to the questions in Grammar exercise 2 again. Underline the stressed words.

3 Work in pairs. Ask and answer the questions. Pay attention to the stressed words.

FUNCTIONAL LANGUAGE: best wishes for the future

1 2.89 Listen and repeat the phrases.

Have a nice holiday!
Good luck.
See you next year!



2 Look at the table. Choose one or two phrases and memorize them.

Have a nice	weekend. summer. holiday.
Good luck with	the exam. your new job.
See you next	week. course. September.

SPEAKING

1 Work in pairs, A and B. Have a conversation. Follow the diagram.

A: Ask B's future plans.
B: Say two things you are going to do. Ask A's plans.
A: Answer B.
B: Give A best wishes.
A: Give B best wishes.
B: Say goodbye.
A: Say goodbye.

2 Close your books. Walk around the class and have a similar conversation with two other people.

Feelings

1 Rearrange the letters to make words and complete the sentences.

1 She's ____ (asd) because school is going to finish.

2 They're ____ (ppyha) because they're eating ice cream.

3 I'm ____ (irted) because I worked hard today.

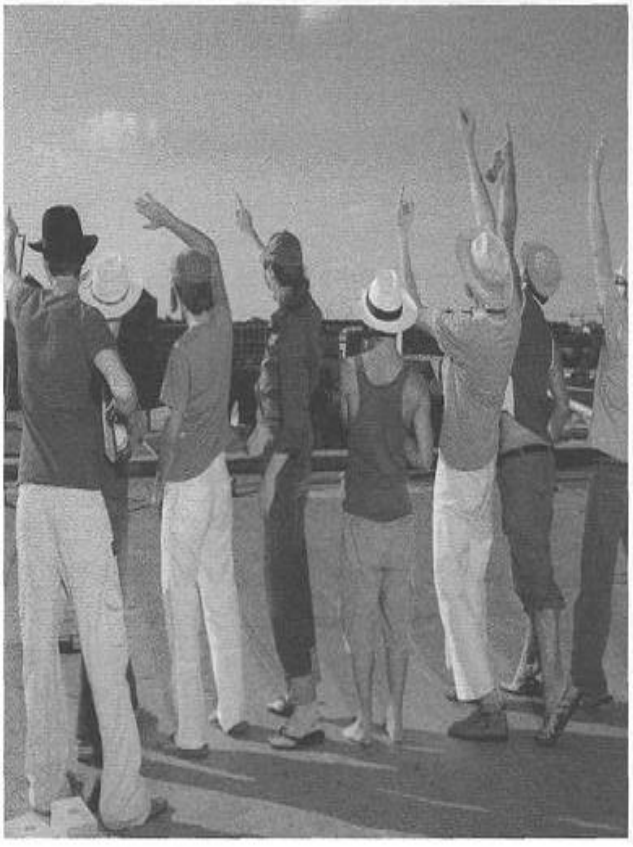
4 He's ____ (crased) because he doesn't like dogs.

5 She's ____ (grany) because her son is dirty.

Best wishes

2 Look at the alphabetti-spaghetti and find four expressions.

haveagoodweekendhowseeyoutomorrowmorningthegoodluckwithyourexamhowoftendoyougoodbye



Future time expressions

3 Rearrange the letters to make words and complete the sentences.

1 Are you going to come to the party _____ (ithotgn)?

2 We're going to see a film _____ (wrotroom venigen).

3 _____ (motrowor) we're going to have our last lesson.

4 She's going to visit her family _____ (xetn thonm).

5 Are you going to study English _____ (exnt ryea)?

4 Correct one mistake in each sentence or question.

1 Where you going to go tonight?

_____?

2 Is he going come here next week?

_____?

3 What are you going to tomorrow do?

_____?

4 I'm not to see her tonight.

_____.

5 I'm next year going to study English again.

_____.

Listening

5 49 Listen and write M (for the man) or W (for the woman) to complete the sentences.

1 The ___ is going to go to Thailand.

2 The ___ is going to see some friends.

3 The ___ is not going to go on holiday.

4 The ___ is going to paint their house.

5 The ___ is going to send a postcard.

Read & listen

6 50 Read and listen to the text *My blog* on page 108 of the Student's Book.

28-mavzu: Letôs take a bus. Phrases with ñtakeò.

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	Talabalar stsni:
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Transport vositalari va shahardagi harakat haqida suhbat qurish 2. ñTakeò feôli yordamida iboralar yasalishi 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga Hozirgi oddiy zamonni tanishtirish - talabalarda Hozirgi oddiy zamonni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- ñtakeò feôli yordamida iboralar va gaplar tuzishni oôrganish
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	StudentsôBook, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Enika vtssitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	Oôqituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 18.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«Means of transportation» mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ñtakeò yordamida yasalgan gaplar tuzish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

SPEAKING

1 Look at the picture.
Describe what is happening.



LISTENING

1 2.32 Rob, Meg and Delilah need to cross London. Listen to their conversation. Where are they going? How many different kinds of transport do they take?

2 2.32 Listen again. Complete the sentences with a word from the box.

a man by bus the police station
the Royal Albert Hall a taxi the wrong train
an umbrella the directions

1

1 Valerie is taking Herb and Hannah to _____.
2 The concert is at _____.

2

3 Diana asks _____ for help.
4 They don't understand _____.

3

5 They went on _____.
6 Rob wants to go _____.

4

7 Delilah didn't take _____.
8 Delilah calls _____.

FUNCTIONAL LANGUAGE: suggestions

Suggestions

Why don't we/you	*take a taxi?*
Let's	*take the underground.*
We/You can/could	

Responses

That's a good idea.
OK.
No.
I don't think that's a good idea.

SEE LANGUAGE REFERENCE PAGE 90

1 Rearrange the words to make suggestions.

1 go the concert to we could .
2 the underground we can take .
3 the man ask over let's there .
4 a nice taxi see London could we .
5 now take we that taxi don't why .
6 the street go up let's .

PRONUNCIATION: intonation 2

1 2.33 Listen to these two suggestions said in different ways. Which way is friendlier? Underline 1 or 2.

a We can take the underground. *1 / 2*
b Let's take a bus. *1 / 2*

2 2.33 Listen again and repeat.

3 2.34 Listen to these suggestions. Put a tick (✓) if they are friendly and a cross (✗) if they are not.

1 Why don't we wait for the bus?
2 We can go on foot.
3 We could take a taxi.
4 Let's go by train.

4 Work in pairs. You want to get to the other side of your town quickly. Make suggestions with the pictures. Respond to the suggestions.



VOCABULARY: *take*

1 We can use the verb *take* in different ways in English. Look at the examples in the box.

1 *take* + transport: *We can take a bus.*
2 *take* + things: *I didn't take an umbrella.*
3 *It* + *take* + time: *It takes 40 minutes (to get to the Royal Albert Hall).*

take a photograph



2 Look at tapescript 2.32 on page 144 and underline all the examples of *take* + noun(s).

3 Complete Rob's diary with words from the box.

a photograph a sandwich twenty minutes
a taxi her camera

In the end, we took (1)_____. Delilah was happy of course. She took (2)_____ of us in the car. It took us (3)_____ to get to the Royal Albert Hall, and I was right, it cost a lot of money. When we got there, I wanted to take (4)_____ into the hall. The man at the door said I couldn't. No eating in the concert, he said. And he said Delilah couldn't take (5)_____ in. I don't understand this country. First the problem with the bags at the airport, and now this! Tomorrow is the bus tour. I hope it doesn't rain!

4 Work in pairs. Think of the last long journey you were on. Ask and answer these questions and describe your journey.

- What form of transport did you take?
- Did you take a lot with you?
- How long did it take for you to get there?
- Did you take any photos?
- What did you take photos of?

SPEAKING

1 Work in two groups, Group A and Group B. Imagine there is no English class next week. What would you like to do?

A: Think of a suggestion for something to do. Use the ideas in the box to help you. When you are ready, make your suggestions to students in group B.

go to the cinema go to a restaurant
go to a museum
go shopping other – (your idea)

B: When a student from group A makes a suggestion, ask him/her questions. Use the questions below to help you.

Is it expensive?
Where is it?
How do we get there?

COLLOCATION

Look at the words. What's the missing word?

_____ accident
_____ jam
_____ news
4 _____ report
5 _____ update

WHAT'S HAPPENING (PRESENT CONTINUOUS)

Complete the dialogues with the correct verbs in the present continuous.



1

wait sit do

A: What are you _____?
B: I'm _____ in traffic, it's awful.
A: Well, I cooked dinner and we're _____ for you.



2

look move

A: Why aren't we _____?
B: There's an accident. All the people are _____.
A: I hope it isn't bad.



3

move think

A: What are you _____ about?
B: I would like to get home.
A: Look, the traffic is _____ again.



4

listen fight

A: Are you _____ to me?
B: I'm sorry. What did you say?
A: The children are _____ again.

3 Match the questions 1–6 to the answers a–f.

A		B	
1	What's happening?	a	Yes, where are you?
2	What are you looking at?	b	Yes, it's really bad.
3	Why aren't we moving?	c	I'm trying to see the accident.
4	Is it raining now?	d	I think there's an accident.
5	Are you waiting for me?	e	I hate sitting in traffic jams.
6	Why are you angry?	f	I don't know. I can't see what it is.

4 Correct one mistake in each sentence.

1 What are you do?
2 He is driveing too fast.
3 I'm siting in a traffic jam.
4 It's rainning very hard.
5 We're moveing slowly now.
6 I really hate waitting in traffic jams.

DICTATION

5 44 Write the sentences that you hear.

1 _____?
2 _____.
3 _____.
4 _____.

READ & LISTEN

6 45 Read and listen to the text *London's Traffic Law* on page 85 of the Student's Book.

29-mavzu: A good impression. Clothes. Linking words.

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	amaliy
Mashg'ultning rj jasi:	1. A good impression va clothes mavzusida suhbat qurish 2. Bog'lovchi so'zlarni o'rganish 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultining maqsadi:	- talabalar bilan kiyimlar va ko'rinishlar haqida suhbat qura olish - ingliz tilida bog'lovchi so'zlarni qo'llashni o'rganish
O'quv fatliyati natijalari:	- bog'lovchilar bilan qoshma gaplar tuzishni o'rganish
Ta'lim bj rish usullari:	intj raktiv, ktmmunikativ
Ta'lim bj rish shakli:	kichik guruhlarda ta'lim
Ta'lim bj rish vtsitalari:	Students'Book, tarqatma matj riallar
Ta'lim bj rish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 19.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Kinds of Clothes» mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Bog'lovchi so'zlarga doir mashqlarni ishlash 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

Speaking

1 What do you notice about a person when you meet them for the first time? Put the following in order from 1 to 5 (1=very important 5=not important).

eyes ☐ face ☐ clothes ☐ voice ☐ body ☐

2 Work in pairs. Compare your lists. Do you notice the same things when you meet someone for the first time?

Vocabulary: clothes

1 Match the pictures A–M with the words in the box.

shoes trainers jacket dress jeans
jumper shirt skirt tie trousers
T-shirt boots sock



2 2.35 Listen and check your answers. Say the words.

3 Complete the sentences so that they are true for you.

1 I never wear ...
2 I only wear ... at home.
3 I sometimes wear ...
4 Right now I am wearing ...
5 ... is wearing ...

Reading

www.agoodimpression.com

www.agoodimpression.com

Every personal or business relationship starts with a first impression. Psychologists say that when you meet someone for the first time; they make an impression on you in less than thirty seconds.

We evaluate another person using three Vs: visual (how you look, your clothes), vocal (your voice) and verbal (what you say). When you meet someone for the first time, your body language and your clothes make 93% of the first impression. Only 7% are the words you say.

There is an expression in English: You never get a second chance to make a first impression. But what makes a good impression on you? Send us your emails.

For me, eye contact. You should look at the other person when you meet them. I don't trust a person if he or she doesn't make eye contact.
David Hill, USA

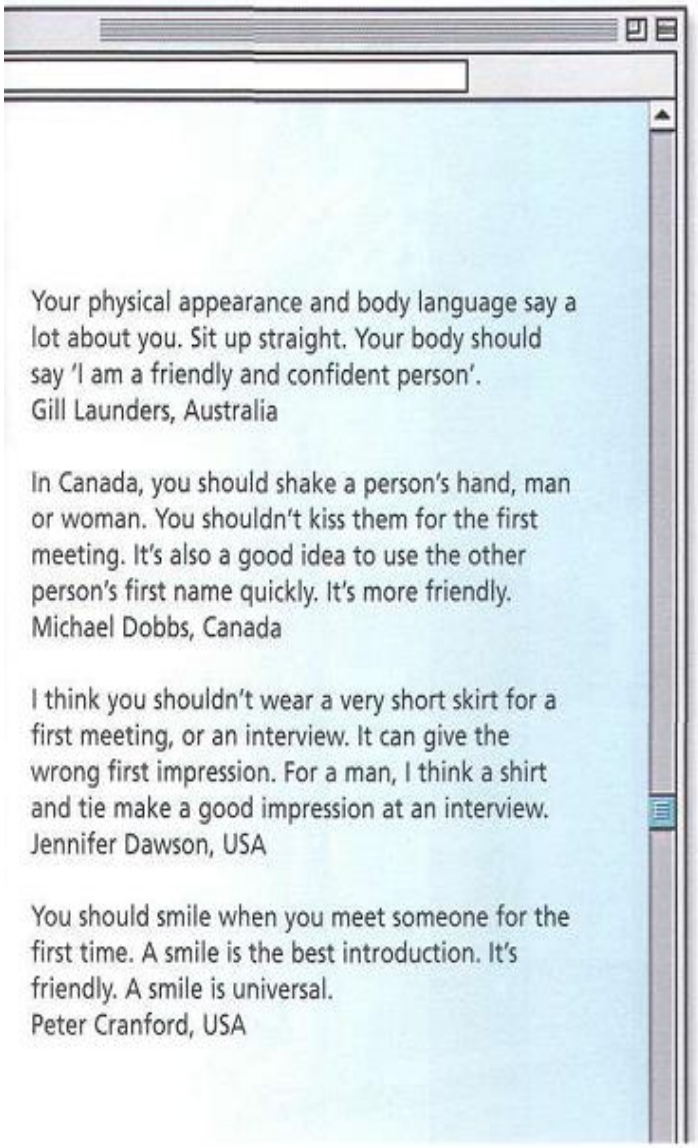
You should wear clean and neat clothes. A dirty shirt makes a very bad impression, and so do dirty shoes.
Emma Lowry, UK

1 Read the webpage. What is it about?

2 Read the text again and answer the questions.

1 What are the three Vs?
2 Which Vs are more important?
3 Who writes about body language?
4 Who writes about clothes?
5 Who writes about men and women?

3 Work in pairs. Put a tick (✓) next to the sentences in the web page you agree with.



Your physical appearance and body language say a lot about you. Sit up straight. Your body should say 'I am a friendly and confident person'.
Gill Launders, Australia

In Canada, you should shake a person's hand, man or woman. You shouldn't kiss them for the first meeting. It's also a good idea to use the other person's first name quickly. It's more friendly.
Michael Dobbs, Canada

I think you shouldn't wear a very short skirt for a first meeting, or an interview. It can give the wrong first impression. For a man, I think a shirt and tie make a good impression at an interview.
Jennifer Dawson, USA

You should smile when you meet someone for the first time. A smile is the best introduction. It's friendly. A smile is universal.
Peter Cranford, USA

PRONUNCIATION: final *-e*

1 2.36 Listen to the pronunciation of these words and read the rule.

/eɪ/ make /aɪ/ rice /eɪ/ ate /aʊ/ phone

In English, we don't pronounce the letter *-e* at the end of words.

2 How do you pronounce the underlined letters in these words?

smile clothes face time smoke take fine
phrase arrive wine cake nice

3 2.37 Listen to the recording to check your answers. Say the words.

GRAMMAR: *should/shouldn't*

We use *should/shouldn't* + verb to give advice about something.

*You **should wear** clean and neat clothes.*
*You **shouldn't wear** a very short skirt for an important meeting or interview.*

SEE LANGUAGE REFERENCE PAGE 100

1 Make new sentences using the words in brackets.

1 You should wear formal clothes. (not)
You shouldn't wear formal clothes.
2 You shouldn't talk loudly. (they)
3 I should listen to the other person. (?)
4 They should do something. (he; ?)
5 I should wear smart clothes. (she; not)
6 I should ask the teacher. (you; not)
7 We shouldn't talk in English. (you; should)

2 Tim is meeting his girlfriend Judy's parents. He wants to make a good impression. Match Tim's questions to Judy's answers.

1 What should I wear?
2 What time should I arrive?
3 Should I bring a bottle of wine?
4 Should I buy a gift?
5 What should I talk about with them?

a About seven o'clock. We eat at half past seven. Don't be late!
b Your white shirt and the blue tie.
c Don't worry, they're nice people! But you shouldn't talk about politics or religion.
d It's not necessary, but my mother loves plants.
e No, you shouldn't. My parents don't drink.

SPEAKING

1 Imagine someone wants to make a good impression on your parents. What are your answers to the questions in Grammar exercise 2? Is there anything else he/she should know?

2 Work in pairs. Tell your partner how to make a good impression.

If you want to make a good impression on my parents, you should ...

Clothes

1 Circle ten items of clothes in the wordsearch.

A	P	K	T	S	H	I	R	T	T
T	R	A	I	N	E	R	S	K	J
R	E	J	E	S	O	C	K	S	U
O	S	S	G	A	R	I	D	O	J
U	B	U	B	L	O	U	S	E	U
S	F	I	U	C	M	H	H	L	M
E	U	T	F	P	C	U	A	B	P
R	J	A	C	K	E	T	E	N	E
S	I	E	M	V	H	L	S	Q	R
G	S	N	S	H	O	E	S	T	O

2 Rearrange the words to make questions.

1 at do usually wear What work you

_____?

2 now wearing are What you right

_____?

3 you usually Do jeans wear

_____?

4 an clothes dirty Do interview to wear you

_____?

5 you When wear T-shirt jeans do and a

_____?

3 Match the questions 1–5 in exercise 2 to the answers a–e.

- ☐ a I'm wearing a T-shirt and short skirt.
- ☐ b Of course not! It's important to make a good impression.
- ☐ c When I'm at home.
- ☐ d I always wear a suit and tie.
- ☐ e No, not often.

Should/shouldn't

4 Choose the correct word to complete the sentences.

1 You *should / shouldn't* wear that tie. It's horrible!
2 You *should / shouldn't* try to make a good impression. It's very important.
3 Tom told me I *should / shouldn't* worry, everything will be OK.
4 I'm late. What do you think I *should / shouldn't* do now?
5 I think you *should / shouldn't* phone and tell them.
6 What do you think I *should / shouldn't* wear with this?
7 People really *should / shouldn't* make first impressions, they can be wrong.

5 Correct one mistake in each sentence.

1 What I should wear?

2 You shouldn't to wear that skirt. It's too short.

3 I don't think should you wear that jacket. It's dirty!

4 Do you think I shouldn't wear these shoes?

5 Yes, you shouldn't.

6 What should I to wear then?

Dictation

6 48 Write the sentences that you hear.

1 _____?
2 _____.
3 _____.
4 _____.

Read & listen

7 49–55 Read and listen to the text *www.agoodimpression.com* on pages 92 & 93 of the Student's Book.

II-sjmjstr

1-mavzu: TYPICAL FRIENDS.

Amaliy mashgôultstning tjÑntsltsgik mtsdjli

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rjjasi:	1. Umumiy soôroq gaplar bilan tanishish 2. Umumiy soôroq gaplarni amalda qoôllash 3. Mavzuga dtsir ljksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- Umumiy soôroq gaplarni talabalarga tanishtirish - talabalarda umumiy soôroq gaplarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- koômakchi fjôllarni amalda qoôllay tsladilar - ilmiy maqtslalar yozishda yordam bjradi
Taôdim bjrish usullari:	intjraktiv, ktsmmunikativ
Taôdim bjrish shakli:	kichik guruhlarda taôdim
Taôdim bjrish vtsitalari:	StudentsôBook, tarqatma matjriallar
Taôdim bjrish shartsiti:	Oôqitish tjÑnika vtsitalari bilan jihtszlangan oôquv Ñtsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tjÑntsltsgik Ñaritasi

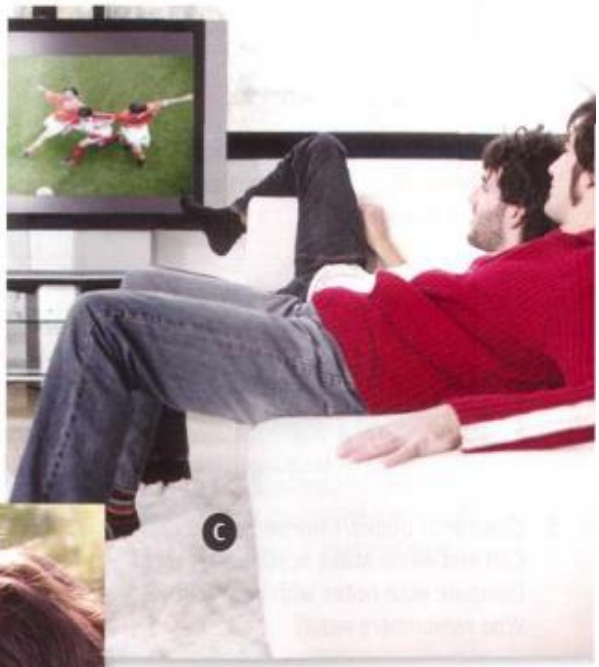
Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik yangiliklar mavzuda suhbat shakillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuz-larini stszlab tsladi-lar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriqni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash. Talabalar ttsmtsnidan bjrilgan savtsllarga javtsb bjradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kjrak boôladi. Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar. Tinglab kjrakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bjradilar, mazmun-ini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuli-yati, mustaqil fikr-lash qtsbiliyati tsshib btsradi koômakchi fjôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	ñHealthy lifestileò mavzusida matn tuzish		
	Mavzuga dtsir ttspshiriqlar		
	1. Umumiy soôroq gaplarni bilish 2. Umumiy soôroq gaplar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

2B | Typical friends

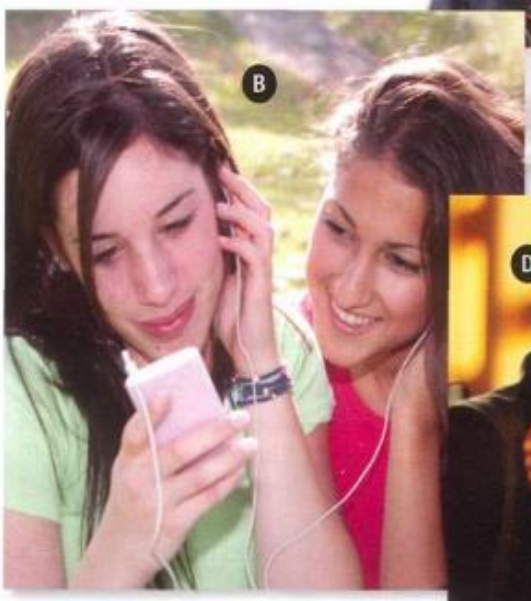
VOCABULARY: common verbs 2

1 Match each picture A–D to a phrase from the box.

watch TV go to the cinema go dancing
play sports study go shopping
go to restaurants listen to music travel









2 Work in pairs. Ask and answer these questions.

- Which activities in exercise 1 do you do?
- What activities do you usually do alone?
- What activities do you usually do with friends?

I don't go to restaurants.
I play sports with friends.
I study alone.



He goes to the cinema alone.

LISTENING

1 Read the webpage. What is it about?

you've got a friend

Friends. Are men and women the same? Do they like the same things? Men and women say friends are important. Men and women like the same things as their friends. But according to our psychologist Simon Palmer, they are very different. Men friends play sports and do things together, women friends …

Click here to listen to rest of the interview.

2 1.37 Listen to the interview. Tick (✓) the words you hear.

sports football feelings personal tennis movies
fashion television politics

3 1.37 Listen again. Are the sentences about men (M), women (W), or both (MW)?

1 They like the same things. *MW*
2 They play sports. *M*
3 They talk about sports. ___
4 They talk about personal things. ___
5 They talk about their feelings. ___
6 They listen more to their friends. ___
7 They don't know a lot about their friends. ___

4 What do you think? Put a tick (✓) if you agree and a cross (✗) if you disagree.

5 Work in pairs. Compare your answers.

Language note

man (singular) *men* (plural)
woman (singular) *women* (plural)

GRAMMAR: present simple questions & short answers

Make questions with *do/does* + subject + infinitive.

Do you have *a lot of friends?*
Does he play *sports with his friends?*

Use the subject and *do/does/doesn't* in short answers.

No, ***they don't.***
Yes, ***he does.***

SEE LANGUAGE REFERENCE PAGE 30

1 Make questions in the present simple.

Part 1

1 he / have a lot of friends?
Does he have a lot of friends?
2 they / play sports? *Do they play sports?*
3 they / talk about personal things?
4 he / have women friends?

Part 2

5 she / have a lot of friends?
6 they / talk about personal things?
7 they / do things together?
8 she / have men friends?

2 1.38 Listen to a man and a woman talk

3 Work in pairs. Ask and answer the questions in exercise 1.

Does he have a lot of friends?
No, he doesn't.
Does she have a lot of friends?
Yes, she does.

4 Work in pairs. Ask and answer the questions.

you / have a lot of friends?
Do you have a lot of friends?

you / have more men friends or women friends?
you / know a lot about your friends?

PRONUNCIATION: word stress 1

1 1.39 Listen to the words in the chart.

□	□□	□□□
sports	travel	politics
watch	shopping	personal
go	music	cinema
play	football	hospital
live	study	
	restaurant	

2 1.40 Listen and put the words into the chart in exercise 1.

hamburger have English newspaper coffee friend

3 Say the words in the chart. Pay attention to the word stress.

SPEAKING



1 Look at the words in the circles. What things do you do with your friends?

- Talk about personal things
- Watch TV
- Travel
- Speak English
- Eat at restaurants
- Go shopping
- Play sports
- Go to work





2 Work in pairs. Interview your partner about what they do with friends. Make questions with the words in exercise 1.

Do you talk about personal things?

3 Are you a 'typical' man friend or a 'typical' woman friend?

Common verbs 2 & activities

1 Complete the texts with the verbs from the box.

go (x3)	know	play	study	talk
travel	watch (x2)			

1

I (1) _____ football on TV and I (2) _____ a lot of sports. I don't usually (3) _____ to the cinema. I have lots of friends but I don't (4) _____ a lot about them. I (5) _____ to lots of places.

2

I talk to my friends a lot. I (6) _____ about my feelings. I (7) _____ to the cinema and (8) _____ movies. I (9) _____ shopping with my friends. I (10) _____ alone.

Present simple questions

2 Tick (✓) the correct questions.

1 Do you play sports?
Does you play sports?

2 Do he have lots of friends?
Does he have lots of friends?

3 Do they do things together?
Does they do things together?

4 Do she like shopping?
Does she like shopping?

5 Do you speak English?
Does you speak English?

6 Do he know lots about his friends?
Does he know lots about his friends?

3 Rearrange the words to make questions.

1 alone Do live you

_____?

2 talk she her feelings Does about

_____?

3 he Does tennis play

_____?

4 go together they shopping Do

_____?

Short answers

4 Complete the short answers with the correct form of the verb *do*.

1 Yes, I _____.

2 No, I _____.

3 Yes, she _____.

4 No, he _____.

5 No, they _____.

5 Read the text about Max and answer the questions with short answers.

> Max lives in a flat in Edinburgh. He lives alone. He watches football on TV but he doesn't play sports. Max has lots of friends and he goes to restaurants and to the cinema with them. He doesn't talk about personal things and he doesn't like shopping.

1 Does Max live in Edinburgh? *Yes, he does.*

2 Does he live with a girlfriend? _____.

3 Does he watch TV? _____.

4 Does he play football? _____.

5 Does he have lots of friends? _____.

6 Does he go to the cinema? _____.

7 Does he talk about personal things? _____.

8 Does he like shopping? _____.

Translation

6 Translate the questions into your language.

1 Do you have a lot of friends?

_____?

2 Does she play sports?

_____?

3 Does he talk about personal things?

_____?

4 Do you do things together?

_____?

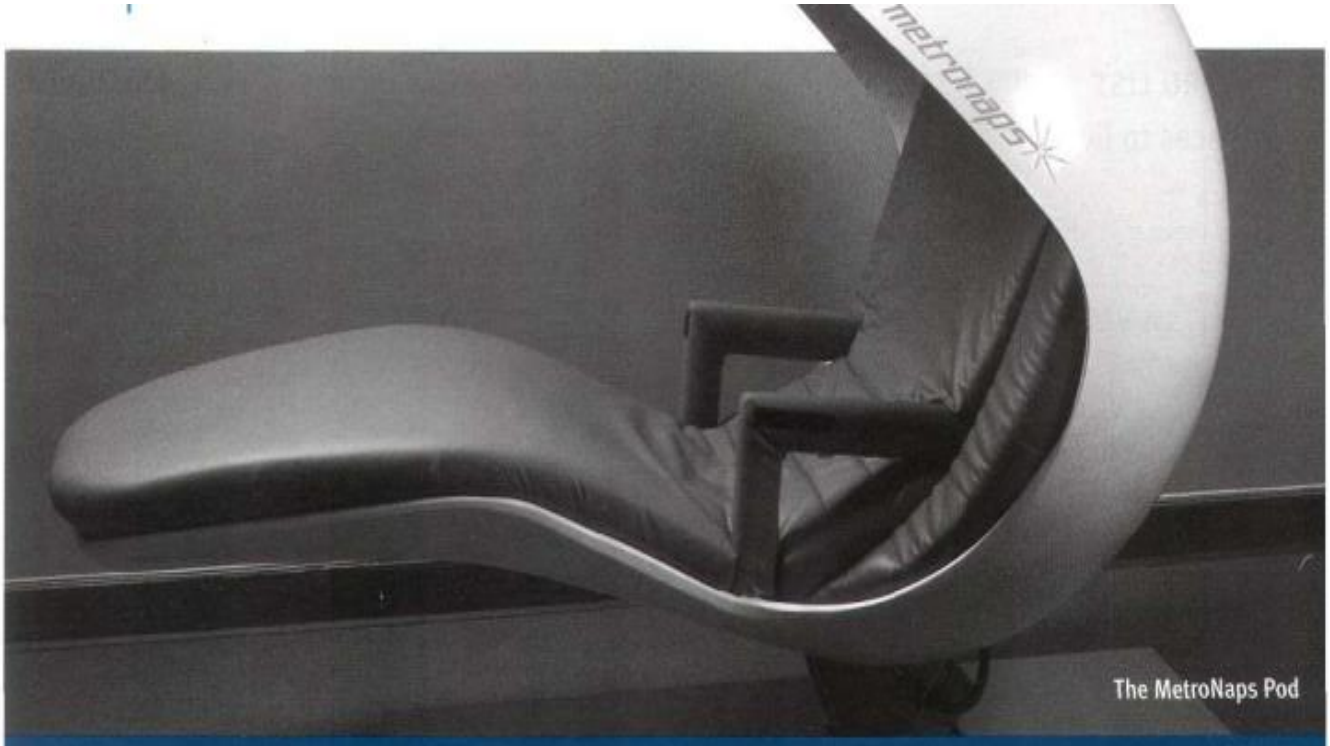
2-mavzu Metro naps.(Collocations have, go, get)

Amaliy mashgôultstning tj¯ntsltsgik mtsdj¡li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj¡jasi:	1. Have, go, get fj¡ôllari bilan tanishish 2. Have, go, get fj¡ôllari amalda qoôllash 3. Mavzuga dtsir lj¡ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga Have, go, get fj¡ôllarini tanishtirish - talabalarda Have, go, get fj¡ôllarini amalda qo`llash
Oôquv fatsliyati natijalari:	- Have, go, get fj¡ôllari bilan tanishadilar - Have, go, get fj¡ôllarini amalda qoôllay tsladilar
Taôdim bj¡rish usullari:	intj¡raktiv, ktsmmunikativ
Taôdim bj¡rish shakli:	kichik guruhlarda taôdim
Taôdim vtssitalari:	StudentsôBook, tarqatma matj¡riallar
Taôdim bj¡rish shartsiti:	oôqitishning tj¯nika vtssitalari bilan jihtszlangan oôquv ¯tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj¯ntsltsgik ¯aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj¡t tili muhiti yaratiladi, talabalar talaffuz-larini stszlab tsladi-lar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj¡rilgan ttspshiriqni tj¡kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj¡ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi. b) Yozuv mashqi. v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi d) Gapirish mashqi. Mavzu-ga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj¡rak boôladi. Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Tinglab kj¡rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj¡radilar, mazmun-ini anglashga harakat qiladilar	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi. koômakchi fj¡ôllarni biladilar Yozuv koônikmasi tsshib btsradi. Tinglash malakasi shakllantiriladi Talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	«My favourite footballer» mavzusida insho yozish		
	Mavzuga dtsir ttspshiriqlar		



The MetroNaps Pod

Will Cotton works in an office in New York. He goes to work at 7:30. He starts work at 8:15. He usually finishes work at 6:00, but has meetings after work. After his meetings he goes to the gym, or has a drink with friends in the café. He gets home at 9:00 and has dinner. He goes to bed at 12:15 am. It's a very busy day. How does he do it?

'Easy,' says Will, 'At 4:30 I go to MetroNaps.'

MetroNaps is a company in New York. At MetroNaps you get into a machine called the MetroNap pod. You listen to quiet, relaxing music and then go to sleep. After twenty minutes, the pod moves with music and light and you wake up. MetroNaps also has a café, and there are sandwiches and drinks for you after your nap.

Will likes MetroNaps. 'I get my best ideas in bed, not at a desk,' says Will. 'When I go to work after a nap, I'm relaxed. I'm not stressed in meetings after work. I do more with my day.'

The MetroNaps offices are in the Empire State Building in New York. It's open from 10:00 to 6:00. It's a very quiet place.

M E T R O N A P S

READING

1 Look at the picture of a MetroNaps pod. Which activity do you think people do at MetroNaps?

go to sleep have a shower watch TV

2 Read the article to check your answer.

3 Read the article again. Answer the questions.

1 Where does Will Cotton work?
2 What time does he start work?
3 What time does he finish work?
4 What is a *nap*?
5 Where is MetroNaps?
6 Why does Will like MetroNaps?
7 What time does MetroNaps open and close?
8 How many hours is it open?

4 Put the events in order for a typical MetroNap.

- ☐ You have a sandwich and a drink.
- ☐ You get into the MetroNap pod.
- ☐ The MetroNap pod moves.
- ☐ 1 You go to MetroNaps.
- ☐ You listen to quiet music.
- ☐ You wake up.
- ☐ You go to sleep.

5 Work in pairs. Do you have a nap during the day? Would you like a MetroNap? Tell your partner.

FUNCTIONAL LANGUAGE: telling the time

He gets home at *nine thirty/half past nine.*
He goes to bed at *twelve fifteen/a quarter past twelve.*

Asking the time
What time is it?
What's the time?

Saying the time
It's four forty-five/a quarter to five.

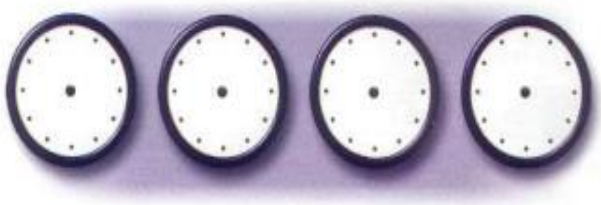
SEE LANGUAGE REFERENCE PAGE 50

1 Say the times for the clocks.



1 2 3 4 5

2 1.57 Listen to Will's conversations and complete the clocks.



1 2 3 4

3 Look at tapescript 1.57 on page 141 to check your answers. Practise the conversations, but change the times.

VOCABULARY: collocations *have*, *go* & *get*

1 Find these words in the text and put them in the correct circles.

to work/to the gym meetings a drink dinner to bed to sleep ideas a nap



2 Put these words in the circles.

a shower dressed breakfast classes a break lunch

3 What is the difference between the underlined phrases? What are they in your language?

I go home at 6:00 and I get home at 6:15.
I wake up at 7:00 and I get up at 7:05.

PRONUNCIATION: vowels 1

1 1.58 Listen and repeat the sounds and the words.

/æ/ have	/e/ get	/eɪ/ wake	/əʊ/ go

2 Put these words in the correct column in exercise 1.

nap break home bed desk make seven eight any day flat lamp no

3 1.59 Listen to the recording to check your answers. Repeat the words.

SPEAKING

Language note

Use the present simple to talk about daily routines and habits.
I wake up at 6:00.
To make questions, remember the word order.
Question word + auxiliary (*do/does*) + subject + verb
What time do you get up in the morning?

1 Work in pairs, A and B.

A: Turn to page 133.
B: Turn to page 136.

2 What do you do at these times? Tell your partner.

1 8:00 2 12:00 3 6:00 4 10:00

TELLING THE TIME

1 Complete the text with the correct times.

Harry Clarke works at home. He wakes up at  (1) *half past eight*. Harry is an artist, so he doesn't get up early. He has breakfast at  (2) _____ and starts work at about  (3) _____. 'I don't paint in the morning,' says Harry, 'I have meetings or phone people.' Harry has lunch at  (4) _____ and then he goes for a walk. Harry walks for about two hours every afternoon. 'I get my best ideas when I go for a walk.' says Harry. He paints from  (5) _____. In the evening he watches TV from  (6) _____. 'I watch the news and then have dinner.' says Harry. He goes to bed at  (7) _____.

2 Read the text again. Are the sentences true (T) or false (F)?

1 Harry wakes up at half past eight. ____
2 He has breakfast at ten past nine. ____
3 He starts work at a 9.15. ____
4 He has lunch at twenty to two. ____
5 He paints from a quarter to three. ____
6 He watches the news at 6pm. ____
7 He goes to bed at five to eleven. ____

COLLOCATIONS *HAVE, GO, GET*

3 Choose the correct word to complete the questions.

1 What time do you *get / go* up?
2 When do you *go / have* breakfast?
3 When do you *go / have* to work?
4 Do you *get / have* any meetings?
5 What time do you *go / have* to sleep?
6 When do you *get / go* your best ideas?
7 What do you *get / have* to drink for breakfast?
8 Do you *get / go* the bus to work?

4 Answer the questions in exercise 3 about you.

1 _____.
2 _____.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.

TRANSLATION

5 Translate the sentences into your language.

1 John wakes up at six thirty.

_____.

2 I go to the gym at eight fifteen.

_____.

3 What time do you have lunch?

_____?

4 She gets the train to work at a quarter to eight.

_____.

READ & LISTEN

6 **20** Read and listen to the reading text *MetroNaps* on page 42 of the Student's Book.

3-mavzu: LANGUAGES MADE EASY.(can, can not)
Amaliy mashg'ulotning texnologik modeli

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	Amaliy
Mashg'ulotning rejasi:	1. Modal fe`llar bilan tanishish 2. Modal fe`llar amalda qo'llash 3. Mavzuga doir lug'aviy mashqlarni bajarish
O'quv mashg'ulotining maqsadi:	- talabalarga Modal fe`llarni tanishtirish - talabalarda Modal fe`llarni amalda
O'quv faoliyati natijalari:	- Modal fe`llarni amalda qo'llay oladilar
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Students' Book, tarqatma materiallar
Ta'lim berish shartsiti:	o'qitishning texnika vositalari bilan jihozlangan o'quv xonasi
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 20.Tayyorlov. O'qituvchi mavzuni e'lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chet tili muhiti yaratiladi, talabalar talaffuzlarini sozlab oladilar
2-bosqich Asosiy qism (60- daqiqa)	1.Takrorlash. Uyga berilgan topshiriqni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzuga doir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi So'zlar va so'z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyinchalik eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish mas'uliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi Xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«At the canteen» mavzusida dialog tuzish		
	Mavzuga doir topshiriqlar		
	1. Modal fe`llarni bilish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

SPEAKING

1 Work in pairs. Discuss these questions.

- What languages do you speak?
- Do you have any of these things?
  an English dictionary
  a bilingual dictionary
  a phrasebook
  an electronic dictionary
- How often do you use them?

READING

1 Look at the pictures of two language machines. Before you read, guess what they do. Use the phrases in the box to help you.

you type a word has a microphone
has a clock you hear the translation
knows lots of languages
has a calculator

The phraselator has a microphone.
You type a word with the ...

2 Read the article to check your answers.

3 Read the article again. Are these sentences about Lingo Global 29 (LG) or the Phraselator (P)? Write LG or P in the space.

1 It knows 29 languages. ___
2 To use the machine, you type words or phrases. ___
3 It has a clock. ___
4 It has a microphone. ___
5 You hear the translation of the phrase. ___
6 To use the machine, you say phrases. ___
7 It can tell the time in different cities. ___
8 It says words or phrases. ___

4 What do you think of the Lingo Global 29 and the Phraselator? What does your teacher think of them?

LANGUAGES **made easy**

*This month **Travel and Technology** looks at two machines which make language easy.*

The Lingo Global 29

The Lingo Global 29 is a small computer. It knows 29 languages, and it can translate more than 58,000 useful phrases and 580,000 words. To use the Lingo Global 29, type a word in one language and then choose the language you want for the translation. With the Lingo Global 29, you can read the translation, but you can't hear it.
The Lingo Global 29 also has a calculator and a clock. It can even tell you the time in 200 cities around the world.



The Phraselator

The Phraselator is a translation machine. It can translate phrases from one language into another language. But the Phraselator is different, because it can *hear* a phrase and then *say* the translation for that phrase in a different language.
It's easy to use the Phraselator. First, say your phrase into the microphone. The computer inside the Phraselator translates the phrase and then says the phrase in the other language. You can hear the new phrase. Today the Phraselator can translate English to other languages, but it can't translate other languages to English.



GRAMMAR: *can/can't*

Use *can/can't* to talk about ability.
*The Phraselator **can** translate phrases from English to another language.*
*It **can't** translate other languages to English.*
*You **can** read the word but you **can't** hear it.*

SEE LANGUAGE REFERENCE PAGE 60

1 Complete the English Language Ability Survey with *can/can't* so that it's true for you.

English Language Ability Survey – ***Can you do it?***

1 I _____ spell my first name and last name.
2 I _____ introduce myself and another person.
3 I _____ give my address and phone number.
4 I _____ understand the words in English songs.
5 I _____ talk about the people in my family.
6 I _____ describe someone in the class.
7 I _____ talk about where I live.
8 I _____ give simple directions.
9 I _____ answer the phone and leave a message in English.
10 I _____ speak on the telephone for a long time in English.

2 Work in pairs, A and B.

A: Turn to page 134.
B: Turn to page 136.

PRONUNCIATION: *can/can't*

1 1.73 Listen how the words *can/can't* are pronounced in these sentences.

It can translate.
It can't translate.

In sentences and questions, *can* is pronounced /kən/.
In negatives, *can't* is pronounced /kɑːnt/.

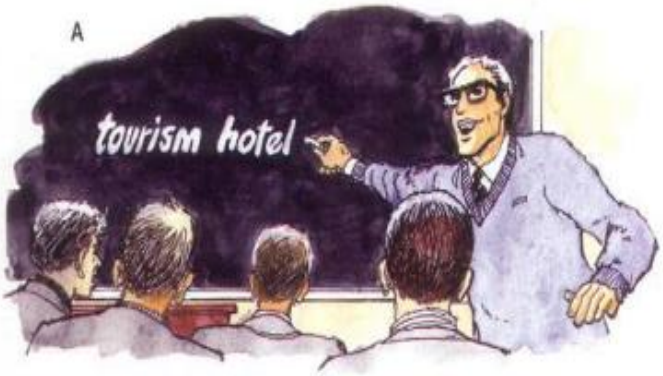
2 1.74 Listen and underline the word you hear. Then repeat the sentences.

1 It *can / can't* translate phrases.
2 It *can / can't* hear an English phrase.
3 You *can / can't* read it.
4 It *can / can't* translate other languages.
5 It *can / can't* tell the time.

SPEAKING

1 1.75 Listen to two dialogues. Match them to the pictures A and B.

A



B



2 Work in pairs. Look at tapescript 1.75 on page 142 to check your answers. Practise the dialogues with your partner.

3 Prepare a similar dialogue for the other picture.

C



Useful language

Excuse me, can you repeat that please?
Can you write it for me on a piece of paper?
I'm sorry, I don't understand. Do you speak Spanish/French/Polish ...?
I only speak a little English.
Can you speak more slowly please?

LANGUAGE MACHINES

1 Complete the text with the words and phrases from the box.

type in a word translates microphone
pronunciation (x2) phrasebook
choose the language

The LanguageBox is a new pocket translation machine. It (1) _____ six languages and 50,000 words. You (2) _____ in one language and then (3) _____ you want the translation in. The LanguageBox can also translate phrases, but not sentences, with the (4) _____. To help you practise your (5) _____ you can say a word into the (6) _____ then listen and compare it to the correct (7) _____. The LanguageBox doesn't have a dictionary.

CAN/CAN'T

2 Read the text from exercise 1 again and complete the sentences with *can* or *can't*.

1 With the LanguageBox you _____ translate 100,000 words.
2 The LanguageBox _____ translate sentences.
3 You _____ practise your pronunciation.
4 The LanguageBox _____ translate six languages.
5 You _____ translate phrases with the LanguageBox.
6 You _____ hear the correct pronunciation.
7 You _____ find a dictionary on the LanguageBox.

3 Write a sentence for each picture using the word in *italics*.

1 *cook*
She can cook.



2 *swim*
_____.

3 *drive*
_____.



4 *tennis*
_____.



4 Complete the conversation with the phrases from the box.

Can you repeat that, please?
Can you write it for me, please? Can I help you?
Do you speak English?
Can you tell me where the hospital is?

Tourist: Excuse me. (1) _____?
Man: Yes, I do. (2) _____?
Tourist: Yes. (3) _____?
Man: Of course. You go down here, turn left and it's on your right.
Tourist: Sorry. (4) _____?
Man: Sure. You go down here, turn left and it's on your right.
Tourist: Down here, turn ... sorry. (5) _____?
Man: Of course, here you are.
Tourist: Thank you.

DICTATION

5 **26** Write the sentences that you hear.

1 _____?
2 _____.
3 _____.
4 _____.

READ & LISTEN

6 **27** Read and listen to the reading text *Languages made easy* on page 52 of the Student's Book.

4-mavzu: BODY MOVING.(Imperatives)

Amaliy mashgôultstning tj□ntsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj jasi:	1. Buyruq gaplarni o`rganadilar 2. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarda buyruq gaplarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- Buyruq gaplarni amalda qoôllay tsladilar
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	Studentsô Book, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj □nika vtssitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj□ntsltsgik □aritasi

Ish tssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talaba talaffuzini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi b) Yozuv mashqi. Yozuv qtsidalarini tushin-tiradi. v) Mavzuga dtsir tasmani qoôyib eshittiradi g) Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishadi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«Body and health» mavzusida matn tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Buyruq gaplarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

SPEAKING & READING

1 Work in pairs. Ask and answer the questions.

HEALTH *ARE YOU SITTING COMFORTABLY?*

- Are you sitting comfortably?
- Do you spend a lot of your day sitting down?
- Do you work in an office?
- Do you work in front of a computer?
- Do you play computer games?
- Are you in a classroom for many hours a day?
- Do you travel on long plane journeys frequently?
- Do you spend a long time in a car, or on a bus every day?

If you answered 'yes' to more than two of these questions, then read on ...



2 The text in exercise 1 comes from a magazine article. What do you think the rest of the article is about?

1 Working in an office and going on holiday
2 A history of chairs
3 Problems and advice for people who sit for a long time

3 Read the rest of the article below and find out.

4 Read the article again and put the phrases below in the right place.

a Take breaks often
b Drink water
c Move your body
d Sit correctly

5 Which of the things in exercise 4 do you do when you are sitting for a long time?

It is not normal for the human body to sit for a long time. Sitting for a long time is new in human history. Now, sitting for many hours every day is common. It is also dangerous for your health.

You can hurt your back, your arms, your neck and your wrists if you sit for a long time every day. People who work in offices often have health problems because they sit too long in front of a computer. People who travel many hours on planes often say they feel bad at the end of a long trip. Experts say you should do the following if you don't want any problems:

(1) _____
Keep your back straight and your feet on the floor. You should have a good, comfortable chair.

(2) _____
Don't sit for more than thirty minutes. Stand up and walk around. Several studies showed that people who take frequent 'microbreaks' do more work in the day.

(3) _____
Water cleans your body and keeps you healthy. It's good for you and gives you energy. Don't drink lots of coffee or tea.

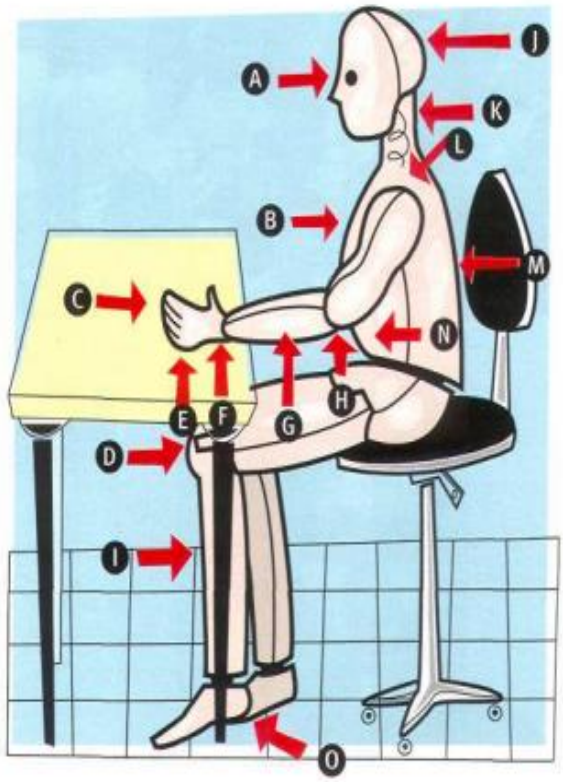
(4) _____
Stretching is a simple and quick way of doing some exercise while you are sitting down. Stretch your arms, your hands and your shoulders. Don't stretch a lot if it hurts.

VOCABULARY: body

1 Find and underline seven words in the article on page 94 connected to the body.

2 Match the body parts with the words in the box.

leg foot/feet knee chest back hand
arm wrist shoulder elbow neck head
stomach eyes fingers



3 2.38 Listen and tick (✓) the words you hear. Say the body parts.

4 Play Simon Says. Your teacher will explain the rules.

GRAMMAR: imperatives

We use the imperative to give orders. The imperative form of the verb is the same as the infinitive.

***Drink** water.*
***Sit** straight.*

We use *don't* + verb to make negative imperatives.

***Don't sit** for a long time.*
***Don't** move.*

SEE LANGUAGE REFERENCE PAGE 100

1 Underline all the examples of verbs in the imperative in the article.

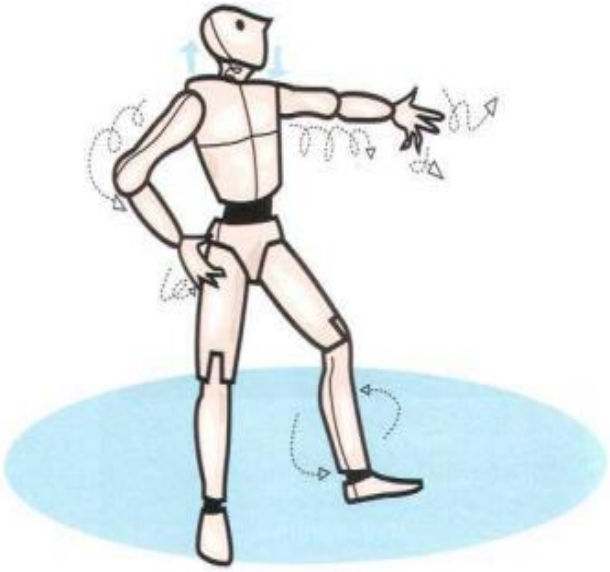
2 Make a sentence for each picture. Use the verbs and phrases in the box in the imperative.

take photos smoke speak walk
turn right drive slowly



SPEAKING

1 2.39 Look at the picture and listen to the instructions for a 'microbreak' exercise.



2 2.39 Listen again and follow the instructions.

3 Work in pairs, A and B.
A: Look at page 133.
B: Look at page 135.

Body words

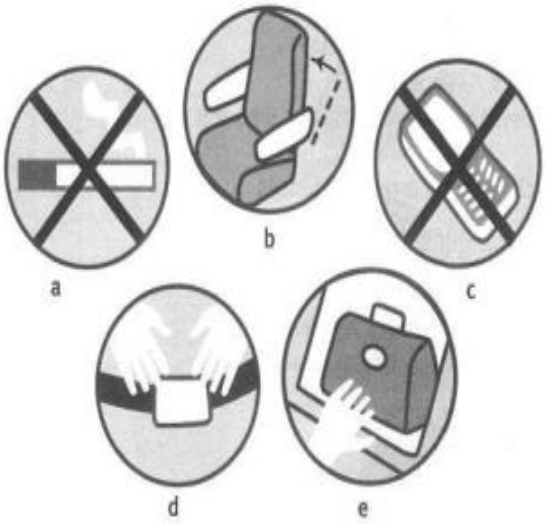
1 Complete the words by putting vowels (*a, e, i, o, u*) in the spaces.

1 l _ g
2 f _ _ t
3 kn _ _
4 _ rm
5 _ y _ s
6 sh _ _ ld _ r
7 _ lb _ w
8 h _ _ d
9 n _ ck
10 f _ ng _ rs

2 Add two more body words to the list in exercise 1.

Imperatives

3 Match the instructions 1–5 to the pictures a–e.



1 Do **NOT** use your mobile phone
2 Use your seat belt
3 Don't smoke
4 Put luggage in the locker
5 Keep your seat up straight

4 Rearrange the words to make sentences.

1 your on floor Keep the feet

_____.

2 frequent when work Take 'microbreaks' you

_____.

3 sit a for time Don't long

_____.

4 one and other then Move leg the leg

_____.

5 walk up and Stand around

_____.

6 of lots water Drink

_____.

5 Complete the text with the words from the box.

don't drink	drink	pull	sit up
stand up	stretch	walk	

Most people would agree that it is important to (1) _____ straight. But when you are sitting for a long time because of your job, it is even more important. You should also (2) _____ for five minutes every half an hour; (3) _____, (4) _____ around and make sure you (5) _____ lots of water. (6) _____ too much coffee as it's bad for you. It's also important that you (7) _____ your shoulders back, this should stop backache.

Translation

6 Translate the sentences into your language.

1 Keep your back straight.

_____.

2 Don't sit for more than thirty minutes.

_____.

3 Don't drink lots of coffee.

_____.

4 Don't stretch a lot if it hurts.

_____.

Read & listen

7 **56** Read and listen to the text *Health – Are you sitting comfortably?* on page 94 of the Student's Book.

5-mavzu: NOT FEELING WELL

Amaliy mashg'ulotning texnologik modeli

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	Amaliy
Mashg'ulotning rejasi:	1. Sog`likni so`rash bilan tanishish 2 Sog`likni so`rash bilan tanishish 3. ∫ Ovzuga doir mashqlar bajarish.
O'quv mashg'ulotining maqsadi:	- lsOabalarni sog`likni so`rash bilan tanishtirish - lsOabalarni sog`likni so`rash bilan tanishtirish
O'quv faoliyati natijalari:	- Sog`likni so`rash bilan tanishadilar
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Studentso'Book, tarqatma materiallar
Ta'lim berish shartoiti:	o'qitishning texnika vositalari bilan jihozlangan o'quv xonasi
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan Natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorlov. O'qituvchi mavzuni e'lon qiladi,	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	talabalar talaffuzlarini oshirib boradilar
2-bosqich Asosiy qism (60- daqiqa)	1.Uyga berilgan topshiriqni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berish d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi e) Mustahkamlash.	Talabalar topshiriqlarni yozma, bog'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyingi eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmun-ini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish ma'suliyati, mustaqil fikr-lash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi Nutq jaryoni takomillashib boradi xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	Maqola o`qish va unga rezume yozish		
	Mavzuga doir topshiriqlar		
	1. Sog`likni so`rashi bilish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

VOCABULARY: health problems

1 Match the pictures to the sentences.

1 I've got a headache.
2 I'm ill.
3 My back hurts.
4 I've got a cold.



2 Complete the sentences with the words in the box.

tired stomach sick toothache head stomachache arm

I'm I feel	ill. (1)_____. (2)_____.	
My	back (3)_____ (4)_____ (5)_____	hurts.
I've got I have	a headache. a cold. (6)_____. (7)_____.	

What are these in your language?

3 Work in pairs. Discuss these questions.

- Are you ill often?
- When was the last time you had a cold?
- How often do you go to the doctor?
- When was the last time you went to the doctor?

LISTENING

1 2.44 Listen to the conversations. Tick (✓) the phrases you hear.

1	Are you alright?	Anything else?
2	I don't like it.	I don't feel well.
3	I'm fine.	Is there a doctor here?
4	How's your stomach.	You're welcome.
5	Are you OK?	I've got a headache.

2 2.44 Listen again and put the events in the correct order.

- ☐ Hannah calls a doctor.
- ☐ The doctor gives Valerie some aspirin.
- ☐ Valerie feels sick.
- ☐ Herb feels ill.
- ☐ Valerie goes to the toilet.
- ☐ Valerie sits down and puts on Dave's jacket.

3 Match the words in A to the words in B to make phrases.

A		B	
1	Was it something	a	too much wine?
2	Take off	b	a minute.
3	Did she drink	c	two aspirin.
4	Take	d	you ate last night?
5	Wait	e	that jacket.



FUNCTIONAL LANGUAGE: asking/saying how you feel

Asking how you feel

How are you?

Are you	*alright?* / *OK?*
What's	*the matter?* / *wrong?*

Saying how you feel

I'm fine, thanks.
I'm very well, thanks.

I don't feel (very) well.
I feel sick/ill/tired.
I've got a ...

SEE LANGUAGE REFERENCE PAGE 101

1 Look at tapescript 2.44 on page 145. Find examples of the phrases in the box.

2 Work in pairs. Ask and answer how you feel. Use the pictures.

How are you? *I don't feel well.*



3 Complete the dialogues using the words in the box.

1

well got are matter

A: Hi, how (1)_____ you?
B: Oh, I don't feel very (2)_____.
A: What's the (3)_____?
B: I've (4)_____ a headache.
A: You should lie down.

2

fine wrong home I'm

A: Are you alright? What's (1)_____?
B: I'm (2)_____, thanks. I'm a little tired.
A: Do you want to go (3)_____?
B: No, (4)_____ fine. Really.

3

fine cold head

A: Can I go out now?
B: No, you can't. You've got a (1)_____.
B: I feel (2)_____. My (3)_____ doesn't hurt now.
A: You should stay in bed.

4 2.45 Listen to the recording to check your answers. Practise the dialogues.

Roleplay

5 Work in pairs, A and B.

Roleplay 1

A: You feel ill. You have got a headache and you feel very sick. You are very tired. You don't think you can go to work. Phone your work and explain.

B: You are A's boss. When A phones you, listen to what he/she says and respond.

Roleplay 2

A: You are B's father/mother. You think B is ill. You think he/she shouldn't go out tonight. Listen to what B says and respond.

B: You are A's son/daughter. You are often tired because you go out too much! You want to go out tonight, but you don't feel well. Ask permission to go out.

HEALTH PROBLEMS

1 Look at the pictures and complete the sentences.

1 I've got *toothache*.



2 I've got a _____.



3 I've got _____.



4 I'm _____.



5 I'm _____.



6 I've got a _____.



2 Rearrange the sentences to make conversations.

1

- ☐ What's wrong exactly?
- ☐ Yes, I do.
- ☐ I've got stomach ache.
- ☐ I don't feel very well.
- [1] Hi! What's the matter?
- ☐ Do you feel sick?

2

- ☐ He's got a cold.
- ☐ Hello! How are you?
- ☐ I'm fine, thanks.
- ☐ It's my son. He's ill.
- ☐ What's wrong with him?
- ☐ Why are you here?

3

- ☐ Have you got a headache?
- ☐ I think I'm just tired.
- ☐ It's my head. It hurts.
- ☐ No, I don't think so.
- ☐ So, what is wrong?
- ☐ What's the matter?
- ☐ You should lie down and rest.

3 Complete the conversations with the words from the boxes.

feel	got	matter	fine

Doctor: What's the (1) _____?

Katy: I've (2) _____ stomach ache.

Doctor: Do you (3) _____ sick?

Katy: No, I'll be (4) _____.

wrong	ill	doctor	backache	alright

Pete: Are you (1) _____?

Sue: No, I feel (2) _____.

Pete: What's (3) _____?

Sue: It's my back. I've got (4) _____.

Pete: You should see a (5) _____.

TRANSLATION

4 Translate the sentences into your language.

1 What's the matter?

_____?

2 I've got a headache.

_____.

3 Take two of these.

_____.

4 I'm alright, thanks.

_____.

6-mavzu: ITôS ILLEGAL.(must, mustnôt, neednôt)

Amaliy mashgôultstning tj¯ntsltsgik mtsdj¡li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj¡jasi:	1. ñMust, mustn`t,needn`tòmodal fe`llari bilan tanishish. 2. ñMust, mustn`t,needn`tòmodal fe`llarini amalda qo`llash 3. Mavzuga doir grammatik mashqlarni bajarish.
Oôquv mashgôultstining maqsadi:	- talabalarga ñMust, mustn`t,needn`tòmodal fe`llarini oôrgatish
Oôquv fatsliyati natijalari:	- talabalar ñMust, mustn`t,needn`tòmodal fe`llari oôrganadilar.
Taôlim bj¡rish usullari:	intj¡raktiv, ktsmmunikativ
Taôlim bj¡rish shakli:	kichik guruhlarda taôlim
Taôlim bj¡rish vtssitalari:	StudentsôBook, tarqatma matj¡riallar
Taôlim bj¡rish shartsiti:	oôqitishning tj¯nika vtssitalari bilan jihtszlangan oôquv ¯tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj¯ntsltsgik ¯aritasi

Ish tssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj¡t tili muhiti yaratiladi, talaba talaffuzni tsszlaydi.
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj¡rilgan ttspshiriqni tj¡kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj¡ksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi. b) Yozuv mashqi. Yozuv qtsidalarini tushi-ntiradi. v) Tinglash mashqi. Mavzuga dtsir tas-mani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj¡radi. d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj¡rak boôladi. Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar. Qtsidalarni ishlatilishiga eôtibtsr bj¡radilar. Tinglab kj¡rakli eslatma-larni qayd qiladilar. Matni oôqib, savtsllarga javtsb bj¡radilar, mazmun-ini anglashga harakat qiladilar. Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj¡ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar** Do`stning tug`ilgan kuniga tabriknoma yozish **Mavzuga dtsir ttspshiriqlar** 1. ñMust, mustn`t,needn`tòmodal fe`llari	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: places in a city

1 Complete the sentences with a word from the box.

shop library bank
town hall stadium

1 A _____ is the building that has all the offices of the town government.
2 A _____ is a place where you can keep money or change money.
3 A _____ is a place where you buy things.
4 A _____ is a place where there are sports events, like football matches.
5 A _____ is a place where you can look at books, CDs and films.

2 Make similar sentences for these places.

school hotel hospital disco

A school is a place where ...

3 Look at these signs. In which places in exercise 1 or exercise 2 do you see these signs?



READING

1 Read a magazine article about different laws and choose the best title for the article.

1 Important laws for visitors to American cities
2 School laws in American cities
3 Strange laws in American cities

Several years ago, two American students started a collection of interesting American laws and put them on the internet. It was part of a high school project. They now have several hundred different bizarre* laws from different parts of the United States on their webpage.

Here are some examples:

* If you want to go swimming in Destin, Florida, you must get dressed in your hotel room and not in your car.
* You mustn't take a pig to the beach in Miami Beach, Florida.
* You must not look into car windows on the street in Milford, Massachusetts.



* You mustn't ride a bicycle in a swimming pool in the town of Baldwin Park, California.
* In Cathedral City, California it's illegal to take a dog to school.
* In the state of Virginia, you must wear shoes while you are driving.
* A law in Walnut, California says that a man must not wear women's clothes.
* In Toledo, Ohio it's against the law to throw a snake at another person.



* You must not shout or sing in public at night in the town of Topeka, Kansas.
* In the majority of American cities, you needn't have a permit to buy or carry a gun.

Glossary
bizarre *adj* strange

2 Read the article again. Which city, cities or state have:

- a law about swimming?
- a law about transport?
- a law about clothes?
- a law about animals?

3 Work in pairs. Discuss these questions.

- Which law do you think is the most interesting?
- Do you have any strange laws in your town or country?

GRAMMAR: *must/mustn't/needn't*

Use *must/mustn't* to talk about obligation.
In affirmative sentences, *must* means 'this is necessary'.
*You **must** wear shoes while you are driving.*
In negative sentences, *mustn't* means 'don't do this'.
*You **mustn't** sleep on the road.*
In negative sentences, *needn't* means 'this isn't necessary'.
*You **needn't** have a permit to buy a gun.*

SEE LANGUAGE REFERENCE PAGE 110

1 Rewrite the sentences using the words in brackets.

1 They must drive slowly. (you).
You must drive slowly.
2 You needn't wear a tie. (must)
3 You must have a permit to buy a dog. (needn't)
4 You must go now. (he; not)
5 I mustn't call the police. (you; must)
6 The teacher must prepare the lesson. (students; needn't)

2 Complete the sentences with *must* or *mustn't* and a verb.

A library

have ~~speak~~ bring

1 You *mustn't speak* loudly.
2 You _____ a library card to take out books.
3 You _____ the books back to the library.

A bus

buy pay smoke

4 You _____ for a ticket.
5 You _____ the ticket from the driver.
6 You _____ in the bus.

SPEAKING

1 Work in pairs. You are going to make some classroom laws. Look at the phrases in the box. Are they for the teacher, the students or the teacher and the students?

come to class late
explain again if the students don't understand
do the homework every day
speak in English all the time
speak quickly
turn off mobile phones in class
correct the homework
use the book in every lesson

2 Now make sentences with the phrases. Use *must*, *mustn't* or *needn't*. Add at least one more sentence of your own.

3 Work with another pair. Read your classroom laws. Do you agree? Decide on the five most important classroom laws.

DID YOU KNOW?

1 Read the article about smoking.



2 Work in pairs. Discuss these questions.

- Are there anti-smoking laws where you live?
- Where mustn't you smoke in your city or town?
- Do you think these laws are a good idea?

PLACES IN A CITY

1 Choose the correct words to complete the text.

Cities and towns around the world have laws. These laws, or rules, are usually made in the city or (1) *town hall / school*, but some are made by places like banks or hospitals. For example, in most (2) *hotels / hospitals* you must turn off your mobile phone, and in (3) *libraries / stadium* where you must keep quiet it's a good idea to do the same. (4) *Parks / Shops* usually have signs saying 'No dogs' and many places have signs saying 'No smoking'. In New York you aren't allowed to smoke in the (5) *discos / stadiums* when you are watching a game. Sometimes signs are strange. For example, in Britain many (6) *shops / schools* have signs saying 'Only one schoolchild at a time'.

2 Where would you usually see these signs? Choose the correct place a or b.

1
a In a park
b In a shop



2
a In a park
b In a school



3
a In a park
b In a hospital



4
a In a school
b In the street



5
a In a stadium
b In a disco



6
a In a shop
b In a hospital



MUST/MUSTN'T

3 Complete the sentences with *must* or *mustn't*.

a You _____ walk on the grass.
b You _____ turn off your mobile phone.
c You _____ smoke here.
d You _____ sit down during the concert.
e You _____ drive at 30 kph.
f You _____ bring your dog in here.

4 Match the sentences in exercise 3 to the signs in exercise 2.

5 Are the sentences correct (✓) or incorrect (✗)? Correct the incorrect sentences.

1 You mustn't to take photographs.
2 You must buy a ticket for the bus.
3 You needn't turn off your mobile phone. It's up to you.
4 Be quiet! You must shout.
5 You must to complete this form.
6 You needn't smoke here.

TRANSLATION

6 Translate the sentences into your language.

1 You must turn off your mobile phone in the library.

_____.

2 You mustn't smoke here.

_____.

3 You needn't buy a ticket before the game.

_____.

4 You must buy a ticket before the game.

_____.

READ & LISTEN

7 59 Read and listen to the text *Did you know?* on page 103 of the Student's Book.

7-mavzu: CELEBRATIONS. (Past simple)

Amaliy mashgôultstning tj□ntsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Noto`g`ri fe`llar bilan tanishish 2. Noto`g`ri fe`llarni amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga noto`g`ri fe`llarni tanishtirish - talabalarda noto`g`ri fe`llarn qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- ilmiy maqtslalar yozishda yordam bj radi
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtsitalari:	Studentsô Book, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj□nika vtsitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj□ntsltsgik □aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 21.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	«Men yoqtirgan bayram» mavzusida matn yoki poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Noto`g`ri fe`llarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY & SPEAKING: celebrations

1 Look at the different cards. Match each card to a celebration in the box.

a retirement party a birthday
a wedding a new baby



2 Work in pairs. Discuss these questions.

- Do you celebrate the events in exercise 1?
- What do you do?

READING

1 Read the blogs*. Match each blog to a card from Speaking exercise 1.

2 Read the blogs again and put the sentences a–c in the gaps 1–3.

a Anyway, we sat and talked for a long time.
b This year it was at my best friend's house.
c He didn't know anything about it.

3 Read the sentences and decide if they are true (T) or false (F).

1 Patrick got a watch at the party.
2 Richard was with the company in 1975.
3 Kyle and Sue didn't have a big wedding.
4 Kyle and Sue got married in an Indian restaurant.
5 The birthday party was outside.
6 People danced at the birthday party.

Meany blog

A

The Office Blog – *by Patrick Meany*

Richard's party was last night. It was at the Madison Hotel and around sixty people came. It was a big surprise for Richard. (1) _____ When he got to the hotel, we sang 'For he's a jolly good fellow'. We had a wonderful dinner and then we had the presentation. We gave him a gold watch. Nobody could believe Richard started with the company in 1975! I think he liked the party a lot, he looked happy anyway. Marjorie said some words about Richard, and we all congratulated him. I took some photos with my new digital camera. Here they are.

Click here for photos of the party.

Marisa's blog

B

Marisa's Daily Blog

After ten years together, Kyle and Sue finally got married last Saturday. They didn't want a big wedding; they got married in the town hall (not very romantic, in my opinion). I didn't go to the ceremony, but I went to the party on Saturday night. It was in an Indian restaurant in the city centre. I met somebody at the party. His name is Julian, and he and Kyle are friends from university. (2) _____. At the end of the evening, he asked me for my phone number. I gave it to him, of course.

K's and P's blog

C

Our life – *The Blog of Karen and Phil Waters*

Well, I am finally thirty! I was born on 31 December so there is usually a party on my birthday. (3) _____. She lives in a big country house near our town. We ate at small round tables in the garden. It was very hot that night. Phil drank two glasses of red wine and went to sleep! After dinner, people danced until 5 am. At 6 or 7 in the morning, I woke Phil up, and we had breakfast in the garden.

Click here to see a list of other people born on my birthday.

Click here to see my past birthday blogs.

* a blog is the short form of 'web log'. Many people have a diary on their blog which other people can read.

GRAMMAR: past simple irregular verbs

There are two kinds of verbs in the past simple.
Regular verbs end in *–ed* in the affirmative form of the past simple.

Irregular verbs have a different form in the past simple affirmative.

eat – ate *go – went* *make – made*
see – saw *have - had*

You can see a list of irregular past simple verbs on page 159.

The rules for questions and negatives are the same for regular and irregular past simple verbs.

Did you go to Richard's party? Yes, we did.
We didn't go to a disco.

SEE LANGUAGE REFERENCE PAGE 70

1 Look at the texts in Reading exercise 1. Underline twelve different irregular past tense affirmative verbs. Write the past form and the infinitive.

got – get

2 Complete the text. Put the verbs in brackets into the past simple.

Scott's blog

Scott's Millennium Blog

On December 31, my friend and I (1)____ (be) on a train from Switzerland to Spain. We (2)____ (have) a compartment for two people, some champagne and nice food. We (3)____ (want) to be on a train for the new millennium. The train (4)____ (not stop) at midnight, but it (5)____ (stop) twenty minutes later. We (6)____ (drink) our champagne and (7)____ (look) out of the window. We (8)____ (not sleep) all night, we (9)____ (sit) and (10)____ (talk). We (11)____ (get) home to Barcelona at 8 am in the morning on January 1st. It (12)____ (be) a good New Year's Eve.

3 Make questions in the past with the words and with *you*.

1 where / go?
2 what / do?
3 who / be with?
4 what / eat?
5 what / drink?
6 what time / go to bed?

4 Work in pairs. Choose one of the following celebrations and interview your partner with the questions in exercise 3.

- A birthday party
- A wedding
- A New Year's Eve party
- Other (you choose)

SPEAKING

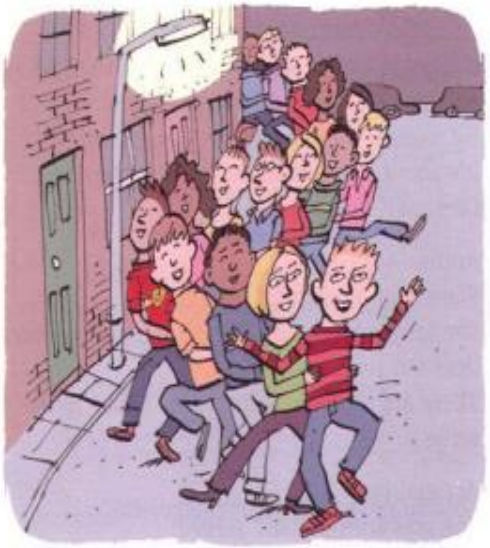
1 Work in pairs, A and B. You are going to tell a story of a celebration.

A: Begin. Complete sentence 1 with an idea of your own.
B: Continue the story with sentence 2.

1 Last night we went to a _____ party.
2 It was in a _____.
3 It started at _____.
4 _____ and _____ were at the party.
5 We ate _____,
6 and we drank _____.
7 At the party we met _____.

2 Continue the story in turns. Choose phrases from the list below to give you ideas.

- called for a pizza
- had a coffee
- washed the dishes
- the music was loud and noisy
- danced in the street
- went out to the street
- the police arrived
- had a nap



3 Finish the story.
At _____ we went home. It was an interesting party!

CELEBRATIONS

1 Complete the messages 1–4 in the cards with the words from the box.



wedding retirement party new baby
congratulations (x2) birthday

1 Happy (1) _____. 21 today! Have a great (2) _____.

2 (3) _____ on the birth of your (4) _____ girl.

3 (5) _____ to Jack and Anna on their (6) _____. We hope you are happy together.

4 Charles. 65 today! Enjoy your (7) _____.

2 What's the celebration? Choose one word for the messages from exercise 1.

1 It's a special day today. At last I'm 18!

_____

2 He started with the company over 45 years ago!

_____

3 Everyone drank champagne after the ceremony.

_____

PAST SIMPLE (IRREGULAR VERBS)

3 Complete the sentences with the correct form of the verbs from the box.

drink eat get go have meet sit

1 Last night we ____ to a party to celebrate Bruce's birthday.

2 We ____ lots of food and ____ red wine.

3 I ____ next to Bruce at the table.

4 I also ____ some old friends from school.

5 We ____ home really late.

6 I really ____ a great time.

4 Write questions in the past using the prompts.

1 Where / they / go? *Where did they go?*

2 When / they / go? _____?

3 What / they / do? _____?

4 Who / they / be with? _____?

5 What / they / eat? _____?

6 What / they / drink? _____?

7 What / they / wear? _____?

5 Read the blog and answer the questions from exercise 4.

A little party!

John and Julia had a party at their house last Saturday to celebrate the birth of little Angela. All their family and friends came and we danced all evening. The party was fantastic and Sam, my boyfriend, really enjoyed it. The food was really nice. I ate lots of cake and drank champagne! I wore a long black dress and everyone said I looked amazing.

Click here to see photos from the party.

TRANSLATION

6 Translate the sentences into your language.

1 Congratulations on the birth of your new baby.

_____.

2 I had a wonderful time at the party.

_____.

3 I ate lots of food and drank champagne.

_____.

4 Last night I went to a party and met some old friends.

_____.

READ & LISTEN

7 **31–33** Read and listen to the blogs on page 62 of the Student's Book.

8-mavzu: ACTOR, AUTHOR. (past simple, regular and irregular vebs)

Amaliy mashg'ultstning tj=ntsltsgik mtsdjli

Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	amaliy
Mashg'ultstning rjjasi:	1. Past Simple bilan tanishish 2. Past Simpleni amalda qo'llash
O'quv mashg'ultstining maqsadi:	- Past Simpleni talabalarga tanishtirish - talabalarga Past Simpleni amalda qo'llashni o`rgatish
O'quv fatsliyati natijalari:	- Past Simpleni amalda qo'llay tsladilar
Ta'lim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'lim bjrish shakli:	kichik guruhlarda ta'lim
Ta'lim bjrish vtssitalari:	Students'Book, tarqatma matjriallar
Ta'lim bjrish shartsiti:	o'qitishning tj=nika vtssitalari bilan jihtszlangan o'quv =tsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj=ntsltsgik =aritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmun-ini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi Gapda so'z tartibini biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	«Men sevgan kino yulduz» mavzusida ptsstjr tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Past Simpleni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY & SPEAKING: films & books

1 Match the words to the pictures.

comedy horror love story/romance
science fiction cartoon western thriller

2 Work in pairs. Think of a film or book you know for each category. Make a list.

3 Work with another pair. Read out the names of the films or books. Can the other pair say what the category is?

4 Work in pairs, A and B.

A: Turn to page 138.
B: Turn to page 135.

LISTENING

1 2.1 Listen to the beginning of the television show *Actor! Author!* What are the rules?

2 2.2 Listen to the show. Can you guess the famous actor or author before Mike or Steph?

3 2.2 Listen again. Underline the correct word/s.

Actor : (1)_____
He was born in Manhattan in *1952 / 1962*.
He fell off *a horse / a house* twelve years ago.
He died in *2005 / 2004*.

Author: (2)_____
He is *Canadian / American*.
His books are translated into more than *14 / 40* languages.
He wrote a famous *thriller / love story*.
It's about symbols in the art of a famous *German / Italian* painter.

Author: (3)_____
She's from *England / Ireland*.
She taught *Spanish / English* in Portugal more than ten years ago.
There are more than *six / nine* books in the series.

Actress: (4)_____
She was born in *1967 / 1976*.
She's from *Australia / America*.
She won an Oscar for the film *The House / The Hours*.



GRAMMAR: past simple irregular verbs; past time expressions

Past simple irregular verbs
*He **wrote** a thriller.*
*She **taught** in Portugal.*

Past time expressions
I saw Gladiator *on DVD **last night**.*
*I read that book **two years ago**.*

SEE LANGUAGE REFERENCE PAGE 70

1 Look at tapescript 2.1 on page 143. Find the past simple of these verbs.

1 write _____ 3 win _____ 5 read _____
2 teach _____ 4 fall _____ 6 make _____

2 Rearrange the words to make sentences.

1 weekend last a DVD I watched .
2 last didn't television I watch night .
3 bought ago two months I a book .
4 I didn't the Oscars last year watch .
5 this read newspaper I the morning .
6 use didn't I the internet email or yesterday .

3 Change the sentences in exercise 2 so that they are true for you.

PRONUNCIATION: past simple irregular verbs

1 2.3 Listen to these verbs and their irregular past simple forms.

think thought understand understood say said
speak spoke swim swam make made

2 2.3 Listen again and repeat.

3 Complete the table with an irregular past simple form from exercise 1.

/əʊ/	/ʊ/	/ɔː/	/e/	/eɪ/	/æ/
wrote woke	could took	taught bought	read went	ate gave	drank had

4 2.4 Listen to the recording to check your answers. Say the verbs.

SPEAKING

1 Work in groups of three. Write down the names of two famous actors and two famous authors. Don't show your names to the others.



2 Prepare clues for your actors and authors.

He/she was born in ...
He/she won an Oscar.
He/she wrote ...
He/she acted in ...

3 Play *Actor! Author!* One person gives clues, the others guess.

4 Swap roles.

DID YOU KNOW?

1 Read the text about books.

The Big Read

In 2003, the BBC had a television show and competition to discover Britain's favourite books. More than 750,000 people voted for the book they liked the most. Here is the list of the top ten books in Britain.

1 **The Lord of the Rings**, J R R Tolkien
2 **Pride and Prejudice**, Jane Austen
3 **His Dark Materials**, Philip Pullman
4 **The Hitchhiker's Guide to the Galaxy**, Douglas Adams
5 **Harry Potter and the Goblet of Fire**, J K Rowling
6 **To Kill a Mockingbird**, Harper Lee
7 **Winnie the Pooh**, A A Milne
8 **Nineteen Eighty-Four**, George Orwell
9 **The Lion, the Witch and the Wardrobe**, C S Lewis
10 **Jane Eyre**, Charlotte Brontë

2 Work in pairs. Discuss these questions.

- Do you know any of these books?
- What are the titles in your language?
- What are the favourite books in your country, do you think?

Films & books

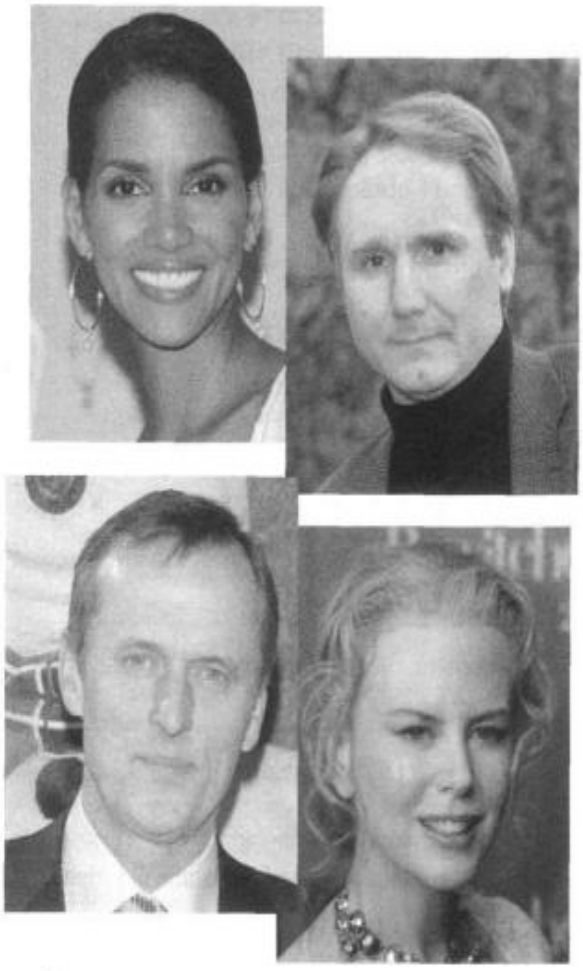
1 Rearrange the letters to make types of films and books.

1 rorohr _____
2 ecymod _____
3 velo yosrt _____
4 nicesec ifcoint _____
5 ritehrll _____
6 notroac _____
7 enrestw _____

Famous people/past simple irregular verbs

2 Read the four texts. Complete the texts in exercise 2 with the correct form of the verbs from the box.

write (x2) win teach marry
became be born (x4)



1 _____
He _____ in 1955 in Arkansas, USA. He _____ a lawyer in 1981. In 1987 he _____ his first novel, a thriller.

2 _____
He _____ in 1964 in New Hampshire, USA. He _____ English and _____ his first novel, *Digital Fortress*, in 1996.

3 _____
She _____ in 1968 in Ohio, USA. In 2001 she _____ an Oscar for the film *Monster's Ball*.

4 _____
She _____ in 1967 in Sydney, Australia. She was _____ to Tom Cruise.

3 Write the name of the person above the correct text in exercise 2.

Halle Berry Dan Brown
Nicole Kidman John Grisham

Questions

4 Rearrange the words to make questions.

1 book last read the was What you
_____?
2 it wrote Who
_____?
3 was about What it
_____?
4 cinema do go How often the to you
_____?
5 the film saw was you last What
_____?
6 What was of kind it film
_____?

5 Answer the questions from exercise 4 for you.

Dictation

6 34 Write the sentences that you hear.

1 _____.
2 _____.
3 _____.
4 _____.

9-mavzu: MIRACLE DIETS.(countable and uncountable nouns, some and any)

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Sanaladigan va sanalmaydigan otlar bilan tanishish, amalda qoôllash 2. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarda sanaladigan va sanalmaydigan otlarni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- Sanaladigan va sanalmaydigan otlarni amalda qoôllay tsladilar
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	Studentsô Book, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Enika vtssitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

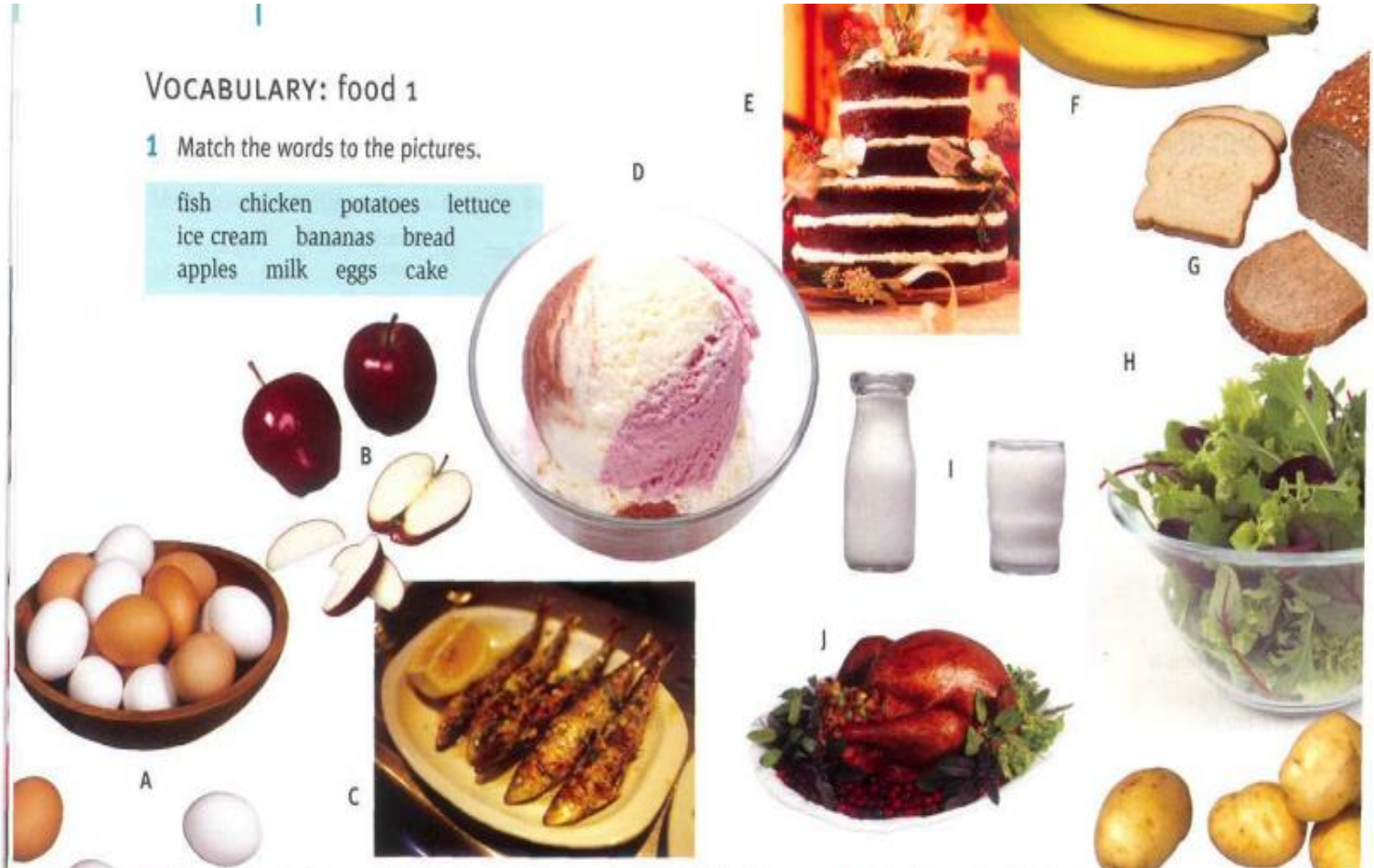
Amaliy mashgôultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talaba talaffuzini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi b) Yozuv mashqi. Yozuv qtsidalarini tushin-tiradi. v) Mavzuga dtsir tasmani qoôyib eshittiradi g) Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishadi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«Mening yoqtirgan taom» mavzusida ptsstj r tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	Sanaladigan va sanalmaydigan otlar Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: food 1

1 Match the words to the pictures.

fish chicken potatoes lettuce
ice cream bananas bread
apples milk eggs cake



2 Complete the information for the *Nutrition Reference Guide* with words from exercise 1. Check you know the meaning of the other food words.

Nutrition Reference Guide

1 _____
pasta

steak
2 _____
3 _____

carrots
4 _____
tomatoes
5 _____

6 _____
oranges
7 _____
lemons

8 _____
cheese
milk

chocolate
9 _____
10 _____

3 2.10 Listen to the recording to check your answers. Say the words.

4 Work in pairs. Find out what food your partner likes. Ask questions.

Do you like pasta?
Yes, I do.
Do you like eggs?
No, I don't.

LISTENING

1 Read the extract from a TV magazine. What is the show about?

EXPOSED!

Film stars talk about them, doctors don't always believe them, and people pay a lot of money for them. Reporter Daniel Barber investigates the world of Miracle Diets. Do they work? Find out tonight at 9:15 pm on Channel 5.

2 2.11 Listen to part of the programme. What three diets does Daniel talk about? Underline the correct name.

Diet 1: *The Two Fs diet / The Two Ss diet*
Diet 2: *The High C diet / The Low C diet*
Diet 3: *The Soup diet / The Fish diet*

3 2.11 Listen again. Complete Daniel Barber's notes. Underline the correct word in Daniel Barber's notes

Diet 1
For breakfast, have some (1) fruit / milk.
Don't eat any (2) meat / bread or drink any coffee.
You can eat fish and (3) potatoes / tomatoes at lunch.
Don't have any wine or beer, but fruit juice is OK.
Lose (4) 2 or 3 / 5 or 6 kilos in a week.

Diet 2
Eat lots of fish, meat and (5) pasta / chicken.
Eggs are OK too.
Don't eat any bread, pasta or (6) soup / fruit.
You can eat some lettuce, but not any
(7) potatoes / cheese or carrots.
'Amazing results' - famous people use this diet?

Diet 3
Couldn't speak to a representative.
Website says you can eat all foods, but in soup form.
For example, fish soup, (8) pasta soup / chicken soup
and banana and (9) apple / chocolate soup?!?
Lose (10) 9 / 5 kilos in a week (?)

4 What do you think? Are these good diets? Do you know any miracle diets?

GRAMMAR: countable & uncountable nouns

Nouns can be countable or uncountable. Countable nouns have a plural form.
You can eat ***eggs*** *with this diet.*
Uncountable nouns do not have a plural form.
Don't eat any ***pasta****.*

Some/any
We use *some/any* with plural countable nouns and uncountable nouns. Use *some* in affirmative sentences and *any* in questions and negatives.

SEE LANGUAGE REFERENCE PAGE 80

1 Mark the foods on page 72 countable (C) or uncountable (U).

2 Underline the correct word in the sentences.

1 I had some *coffee / coffees* for breakfast.
2 I don't have *any / some* beer at home.
3 I like *a French bread / French bread*.
4 I have *an / any* orange in my bag.
5 I ate some *pastas / pasta* yesterday.

3 2.12 Listen to the recording to check your answers. Repeat if it's true for you.

4 Daniel Barber interviewed Susan Jeffreys about her experience with the *Two Fs* diet. Complete the dialogue with *some* or *any*.

Daniel: So, did the diet work for you?
Susan: No, it didn't. Every morning I had three apples, two bananas and (1)___ water for breakfast. I didn't eat (2)___ bread or drink (3)___ coffee or tea. I was tired all day!
Daniel: What else did you eat? Did you eat (4)___ fish?
Susan: Yes, I did. On Monday I ate (5)___ fish. On Tuesday I ate (6)___ fish. On Wednesday I ate (7)___ tomato salad but I didn't eat (8)___ fish. On Thursday I ate (9)___ fish again, with tomatoes.
Daniel: Did you eat (10)___ meat, or vegetables?
Susan: No, I didn't. Only fish, fish, fish! At the end of the week I was tired of it!
Daniel: What do you think of the Two Fs diet?
Susan: I didn't lose one kilogram! It's an awful diet!

5 Work in pairs. Read the dialogue.

SPEAKING

1 Work in pairs. Invent your own 'miracle diet'. Make a list of foods you can eat and a list of foods you can't eat. Give a name to your diet.

2 Work with another pair. Talk about your diet. Ask questions about the other diet.

Useful language

In the ... diet
You can eat ... Eat lots of ...
You can eat some ...
You can't eat any ...
Don't eat any ...
The results are amazing/incredible. You can lose 10 kilos in a week.
Can I eat any ...?

Food



1 Look at the picture and circle ten of the words in the wordsearch.

S	K	M	J	I	L	C	P	A	J	Q	I	G
A	F	I	S	H	R	P	A	R	U	Z	P	S
C	L	L	S	A	T	F	S	E	P	D	O	I
U	W	K	B	U	E	N	T	I	O	N	T	O
U	H	O	A	C	H	I	A	H	T	F	A	K
F	J	B	N	H	D	V	D	Y	L	V	T	G
E	O	G	A	C	H	I	C	K	E	N	O	I
G	L	B	N	T	Y	G	D	F	H	Y	E	T
G	F	C	A	M	I	F	H	U	W	O	S	P
S	S	N	S	V	X	J	P	W	E	Q	C	E
M	O	T	Y	G	T	O	M	A	T	O	E	S
B	R	E	A	D	S	O	E	D	W	U	B	E
A	S	F	G	C	K	O	R	A	N	G	E	S

2 Complete the table with the words from the wordsearch.

Countable & uncountable nouns

3 Complete the table with the food items from exercise 2.

countable	uncountable
potatoes	*bread*

Some/any

4 Choose the correct words to complete the text.

The V diet is a healthy choice. For breakfast you eat (1) *some / any* fruit but don't eat (2) *some / any* cheese, eggs or meat. Drink (3) *some / any* tea or coffee but not (4) *some / any* milk. At lunch you eat (5) *some / any* soup. In the evening don't eat (6) *some / any* bread or potatoes but eat (7) *some / any* vegetables.

5 Tick (✓) the correct sentences.

1 Would you like some milk?
Would you like some milks?

2 I don't have some beer.
I don't have any beer.

3 I'd like some cheese, please.
I'd like any cheese, please.

4 Don't eat some bread for breakfast.
Don't eat any bread for breakfast.

5 I drink some milk every day.
I drink any milk every day.

6 Do you have any bread?
Do you have any breads?

Dictation

6 38 Write the sentences that you hear.

1 _____.

2 _____.

3 _____.

4 _____.

10-mavzu: FUSSY EATERS.(too)
Amaliy mashgôultstning tj□ntsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Too + sifat bilan tanishish. Too + sifatni amalda qoôllash 2. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	talabalarda Too + sifatni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- Too + sifatni amalda qoôllay tsladilar
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	Studentsô Book, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj□nika vtssitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj□ntsltsgik □aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talaba talaffuzini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriqni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz birikmalarni tanish-tiradi b) Yozuv mashqi. Yozuv qtsidalarini tushin-tiradi. v) Mavzuga dtsir tasmani qoôyib eshittiradi g) Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishadi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	«Eating out» mavzusida ptsstj r tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	Too + sifat Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

7c | Fussy eaters

SPEAKING & VOCABULARY: describing food

1 Work in pairs. What do you think of these dishes?

What do you think of sushi?
I like it / I hate it / I think it's ... I don't know it.



spinach



sushi



curry



chips



brownies à la mode

2 2.16 Listen and match the adjectives to the dishes in exercise 1. Say the words. What are these words in your language?

salty spicy sweet raw cooked hot cold

3 Work in groups. Find someone who ...

- likes spicy food.
- doesn't like raw vegetables.
- likes sweet coffee.
- likes cold soups.
- always eats cooked vegetables.
- doesn't eat salty food.

Do you like spicy food? Yes, I do. No, I don't.

LISTENING

1 Read the definition of fussy eater.
Do you know a fussy eater? Who is it? Why?

A fussy eater is a person who eats only some types of food. They don't like trying new food.

My brother is a fussy eater. He doesn't eat onions, vegetables or fruit.

2 2.17 Listen to four conversations. Put the food and drink words in the order you hear them. There are three extra words.

hamburgers rice pasta fish wine beer cake

3 2.17 Listen again and decide if the sentences are true (T) or false (F).

1 The woman's brother is a fussy eater.
2 The man likes the wine.
3 The woman doesn't want the cake.
4 The boyfriend can only eat salty food.

4 Work in pairs. Discuss these questions.

- What foods don't *you* like?
- Are you a fussy eater?

GRAMMAR: *too*

Too + adjective means 'more than we want'
It's ***too spicy****.*

Too + adjective and *very* + adjective are different.
The tea was ***too hot****. I couldn't drink it.*
The tea was ***very hot****, but I could drink it.*

SEE LANGUAGE REFERENCE PAGE 80

1 Match the sentences in column A to the sentences in column B.

A		B	
1	There's a lot of sugar in this coffee.	a	You're too late.
2	I can't eat Mexican food.	b	He's too short.
3	We can't move in this kitchen.	c	It's too small.
4	Our baby needs to eat more.	d	It's too spicy.
5	He can't reach the shelf.	e	It's too sweet.
6	The film started ten minutes ago.	f	He's too thin.

2 Rearrange the words to make sentences.

1 in too it's here hot .
2 tired very not I'm .
3 easy too this is class .
4 very food is expensive in country my .
5 too for me chocolate is sweet .
6 cloudy it's today very .

3 2.18 Listen to the recording to check your answers. Repeat if it's true for you.

SPEAKING

1 2.19 Read and listen to the dialogue.

Man: Excuse me, waiter?
Waiter: Yes sir.
Man: I can't eat this soup. It's too cold.
Waiter: I'm sorry, sir.
Man: I hate cold soup!

2 Match the dialogue to one of the pictures.

3 Work in pairs. Choose one of the other pictures. Write a similar dialogue.

4 Present your dialogue to another pair.







Describing food

1 Complete the sentences with a word from the box.

sweet	spicy	salty	raw	hot	cold

1 I don't like _____ vegetables. I prefer them cooked.
2 Careful! It's very _____.
3 I love everything _____: chocolate, ice cream, cakes.
4 Ugh! This coffee is _____. Did you heat the water?
5 I need some water. These peanuts are too _____.
6 This curry is very _____.

2 Choose the correct words to complete the text.

Are you a fussy eater? Many people are.

Do you eat fish? Do you eat (1) *cooked / raw* vegetables? They are very good for you like this.

Do you eat soup when it's (2) *salty / sweet*?

And do you drink coffee when it's (3) *cold / hot*?

Do you eat too many (4) *salty / sweet* things like cakes and ice cream?

You don't need to like everything, but it is possible to be too fussy.

3
a Your plate is very full. Are you hungry?
b Your plate is too full. You can't eat all that!



4
a Tommy. You're very fussy!
b Tommy. You're *too* fussy!



5
a It's very cold, it's lovely.
b It's too cold, it's lovely.



Too

3 Tick (✓) the correct sentences a or b.

1
a This coffee is very hot.
b This coffee is *too* hot.



2
a This is very sweet, but nice.
b This is too sweet to eat.



4 Put *too* in the correct place in the sentences.

1 There's much salt in this.
2 The chicken soup is hot.
3 Wow! This is spicy. Can I have some water to drink?
4 Lovely chocolate cake, and it isn't sweet.
5 Sorry, he's young to drink beer.
6 Don't put many things in the bag!
7 I hope it isn't cooked much.

Dictation

5 40 *Write the sentences that you hear.*

1 _____
2 _____
3 _____
4 _____

11-mavzu: EAT OUT.(how much/many/a lot of/not much/not many)

Amaliy mashgôultstning tj¬ntsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. ñIn a restaurantò mavzusi bilan tanishish 2. . ñIn a restaurantò mavzusini amalda qoðllash
Oôquv mashgôultstining maqsadi:	- talabalarga so`z va iboralarni amalda qoðllashni o`rgatish
Oôquv fatsliyati natijalari:	- . ñIn a restaurantò mavzusi bilan tanishadilar - . ñIn a restaurantò mavzusini amalda qoðllay tsladilar
Taðdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taðdim bj rish shakli:	kichik guruhlarda taðdim
Taðdim bj rish vtssitalari:	Studentsô Book, tarqatma matj riallar
Taðdim bj rish shartsiti:	oôqitishning tj¬nika vtssitalari bilan jihtszlangan oôquv ¬tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj¬ntsltsgik ¬aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. Oôqituvchi mavzuni eðtsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taðkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi j) Mustahkamlash.	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boðladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmun-ini anglashga harakat qiladilar Juft boðlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi Gapda soôz tartibini biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taðdim uchun tavsiyalar**		
	«Kasblar» mavzusida ptsstj r tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1.ñIn a restaurantò mavzusini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	



Speaking & reading

1 Read the sentences below in the 'Eating Out' survey. For each sentence, write a number 1 to 3 (1=usually; 2=sometimes; 3=hardly ever).

...EATING OUT SURVEY.....

- ☐ I have breakfast in a café or restaurant.
- ☐ I go to restaurants with my family.
- ☐ I go to restaurants with friends.
- ☐ I go to restaurants alone.
- ☐ I eat at a cafeteria at work or school.
- ☐ I go to fast food restaurants.

2 Work in pairs. Compare your results. Then calculate your points. Who has more points? Who eats out more?

Vocabulary: eating out

1 Match the words in column A to the words in column B to make sentences.

A		B	
1	We asked for a table	a	what we wanted to eat.
2	We looked	b	for two in the non smoking section.
3	The waiter/waitress* asked us	c	for the waiter/waitress.
4	We had fish	d	for the main course.
5	We ate some chocolate cake	e	at the menu.
6	When we finished the meal	f	for dessert.
7	We left a tip	g	we asked for the bill.

* waiter = man waitress = woman

2 2.20 Listen to the recording to check your answers. Say the sentences.

Listening

1 2.21 Herb and Hannah go to the Bella Pizza restaurant. Tick (✓) the food they order on the menu.

MENU for BELLA PIZZA

Salads
Tomato and onion salad
Lettuce, tomato, onion and corn salad

Pasta
Spaghetti with tomato sauce
Four cheese pasta
Vegetarian lasagne

Risottos
Seafood risotto
Mushroom risotto
Vegetable risotto

Pizzas
Marguerita (tomato sauce and cheese)
Vegetarian (tomato sauce, onion, green pepper, mushroom)
Mexican spicy (tomato sauce, beef, corn, beans)

Drinks
Cola
Mineral water (sparkling or still)
House wine (red or white)
Beer



2 2.21 Listen again. Complete the dialogues with a word or words.

1 Herb: Table for _____, please.
Waiter: Smoking or non smoking?
Herb: _____, please.

2 Waiter: Anything to _____?
Herb: Yes. A beer, please.

3 Herb: Could we have the ____ too, please?
Waiter: Of course.

4 Waiter: Are you _____ to order?
Herb: Yes, we are.

5 Hannah: No coffee for me, thank you. Just the _____.
Waiter: Of course. Here you are.

3 2.22 Listen to the end of the meal. What happens?

FUNCTIONAL LANGUAGE: in a restaurant

Customer

Can I have	*fish/the menu/the bill, please?*
Could I/we have	*a table for two please?*
Can I pay	*by credit card/by cheque?*

Waiter/waitress

Can I help you? *Are you ready to order?*
Here you are. *That's X pounds, please.*

SEE LANGUAGE REFERENCE PAGE 80

1 Correct the mistakes in the sentences.

1 I can help you? *Can I help you?*
2 Here are you.
3 That are £15 please.
4 Could I has the fish, please?
5 Can I pay by the credit card?
6 Anything for drink?
7 Can we have a bill, please?

PRONUNCIATION: word linking 1

1 2.23 Listen to six sentences. How many words do you hear in each sentence? (contractions=2 words)

2 Look at tapescript 2.23 on page 144 to check your answers.

3 2.23 Listen to the sentences again and repeat.

SPEAKING

1 Work in pairs, A and B.

A: You are the waiter at Bella Pizza.
B: You are a customer at Bella Pizza.

Follow the directions below.



2 Change roles and repeat.

DID YOU KNOW?

1 Read the text about eating out in America.

Eating out in America

Eating out in America is a lot more common now than in the past. Eight out of ten American families eat out once a month, and fifty per cent of families eat out once a week. August is the most popular month to eat out, and Saturday is the most popular day of the week.

The top five reasons that families eat in restaurants are:

1. Because they like doing it
2. Birthdays
3. Special occasions
4. Good work at school or school achievements
5. Parents don't want to or are too busy to cook

2 Work in pairs. Discuss these questions.

- Are these facts similar for your country?
- When do you eat out?
- Why do you eat out?

AT A RESTAURANT

1 Complete the dialogue with the phrases from the box.

you like to eat	you a drink	the menu
main course	the bill	a table for

Waiter: Good evening. Can I help you?
Man: Yes, I'd like (1) _____ one, please.
Waiter: Certainly. This way, please.
Man: Could I see (2) _____, please?
Waiter: Of course. Can I get (3) _____?
Man: Yes, a bottle of beer, please.

Waiter: What would (4) _____?
Man: I'd like the chicken soup to start.
Waiter: And for the (5) _____?
Man: The fish, please.

Waiter: Is everything OK?
Man: Yes, thank you. It was delicious.
Waiter: Anything else?
Man: No, can I have (6) _____, please?

2 Correct one mistake in each dialogue. Rearrange the dialogues into the correct order.

1
- ☐ a Certainly. This way, please.
- ☐ b Good evening.
- ☐ c Good evening. A table two for, please.

2
- ☐ a Of course. Here are you.
- ☐ b Mmm. Can we have a bottle of house red?
- ☐ c Could I see the wine menu, please?

3
- ☐ a Can I pay by credit card?
- ☐ b Excuse me! Can I the bill, please?
- ☐ c That's £20.

4
- ☐ a Non-smoke, please.
- ☐ b Smoking or non-smoking?
- ☐ c This way, please.

5
- ☐ a Would you like order?
- ☐ b Of course. And to drink?
- ☐ c Yes. Can I have the mushroom pizza?

3 Match the conversations 1–5 in exercise 2 to the pictures A–E.


A


B



C


D


E

TRANSLATION

4 Translate the questions into your language.

1 Could we have the menu, please?

_____?

2 Are you ready to order?

_____?

3 Could I have the bill, please?

_____?

4 Can I pay by credit card?

_____?

READ & LISTEN

5 41 Read and listen to the text *Eating out in America* on page 79 of the Student's Book.

12-mavzu: MY FIRST FLAT. (a, an, some/any)
Amaliy mashgôultstning tj¯ntsltsgik mtsdjli

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rjjasi:	1. Some,any gumon olmoshlari bilan tanishish 2. Some,any gumon olmoshlarini amalda qoðllash 3. Mavzuga dtsir ljksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- Some,any gumon olmoshlarini tanishtirish - Some,any gumon olmoshlarini amalda qoðllash
Oôquv fatsliyati natijalari:	- Some,any gumon olmoshlari bilan tanishadilar - Some,any gumon olmoshlarini amalda qoðllaydilar
Taðlim bjrish usullari:	intjraktiv, ktsmmunikativ
Taðlim bjrish shakli:	kichik guruhlarda taðlim
Taðlim bjrish vtsitalari:	StudentsôBook, tarqatma matjriallar
Taðlim bjrish shartsiti:	oôqitishning tj¯nika vtsitalari bilan jihtszlangan oôquv ¯tsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj¯ntsltsgik ¯aritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. Oôqituvchi mavzuni eðltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladi-lar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriqni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bjradi va bjrilgan savtsllarga javtsb bjrishni taðkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kjrak boðladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eðtibtsr bjradilar Tinglab kjrakli eslatmalarni qayd qiladilar Matni oôqib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft boðlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fjðllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiladi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taðlim uchun tavsiyalar**		
	ñMening xonamò mavzusida poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Some,any gumon olmoshlari bilish 2 Some,any gumon olmoshlari bilan gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY: furniture

1 Look at the pictures. What rooms are they?

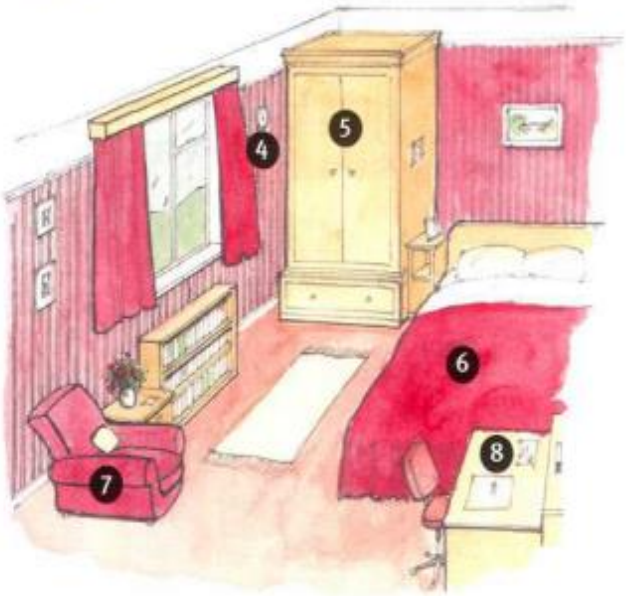
Flat A



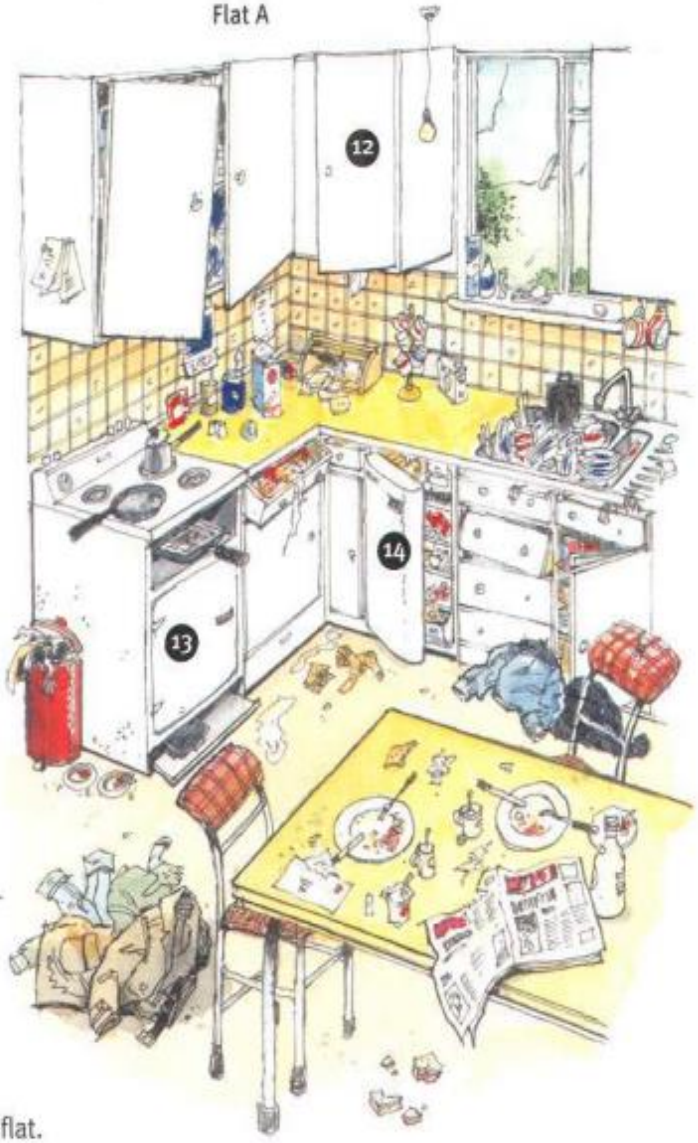
Flat B



Flat B



Flat A



2 Match the words to the numbers in the pictures.

a fridge __	a clock __	a desk __	pictures __
a stereo __	a sofa __	plants __	a bed __
a chair __	a television __	a wardrobe __	
curtains __	a cupboard __	a cooker __	

3 1.50 Listen and say the words.

4 1.51 Shelly and Claudia are students. They want to rent a flat. Listen. Which flat do they rent?

READING & LISTENING

1 1.52 Read and listen to the dialogue. Answer the questions.

1 Does Shelly like her flat?
2 Where is Claudia from?
3 Does Shelly want to see her parents?

Shelly: Hello?
Father: Hello, Shelly?
Shelly: Oh, hi, Dad.
Father: How are you?
Shelly: I'm fine. Fine.
Father: How's your new flat? Do you like it?
Shelly: Yes, I do. It's ... perfect.
Father: Well, tell me about it. Is it big?
Shelly: Yes, it is.
Father: And what about furniture? Is there any furniture?
Shelly: Yes, I have a desk and a bed in my room.
Father: Would you like a lamp? We have an extra lamp at home.
Shelly: No, thanks, Dad. Claudia has a lamp for the living room.
Father: Who's Claudia?
Shelly: She's my flatmate. She's Italian. Don't worry, there aren't any boys here.
Father: Good. Your mother has some old curtains. Do you want them?
Shelly: No, that's fine. We have curtains.
Father: Really?
Shelly: Yes.
Father: Oh. So, when do we come and see the flat?
Shelly: This week isn't good. We don't have any chairs.
Father: No chairs? What does that mean, no chairs?
Shelly: I don't know. Sorry, that's the door. Talk to you later, OK, Dad? Bye.

2 Shelly doesn't tell the truth about her flat. Look at the pictures again. Read the text again and underline the false information.

3 Work in pairs. Read the dialogue.

GRAMMAR: *a, an, some & any*

Use *a/an* with single nouns.
I have ***a desk*** *in my room.*
Use *some* with plural nouns with positive verbs.
There are ***some lamps*** *here.*
Use *any* with plural nouns in questions.
Do you have ***any curtains****?*
Use *any* with plural nouns with negative verbs.
There ***aren't any boys*** *here.*

SEE LANGUAGE REFERENCE PAGE 40

1 Look at Shelly's bedroom. Complete the sentences with *some/any* or *a*.



1 She doesn't have _____ chairs in her room.
2 There's _____ bed.
3 There are _____ papers on the bed.
4 There's _____ pizza on the floor.
5 Does she have _____ CDs? Yes, she does.
6 There are _____ pictures on the wall.
7 Is there _____ wardrobe? No, there isn't.
8 There aren't _____ plants.

2 Make true sentences about your classroom. Use the words in the box.

There	are is aren't isn't	any some a	student(s) whiteboard(s) teacher(s) window(s) door(s) CD player(s) plant(s) cupboard(s) television(s) picture(s)	in the classroom.

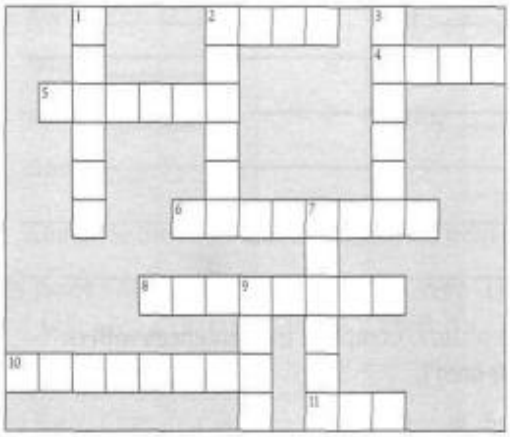
SPEAKING

1 Work in pairs, A and B.

A: Turn to page 132.
B: Turn to page 136.

FURNITURE

1 Complete the crossword.



Across









Down







A, ANY, SOME

2 Choose the correct word to complete the sentences.

1 I have *a / any / some* stereo in my bedroom.
2 I don't have *a / any / some* plants.
3 Do you have *a / any / some* pictures on the walls?
4 There are *a / any / some* chairs in here.
5 You don't have *a / any / some* television!
6 There aren't *a / any / some* windows in the study.
7 There isn't *a / any / some* shower in the bathroom.

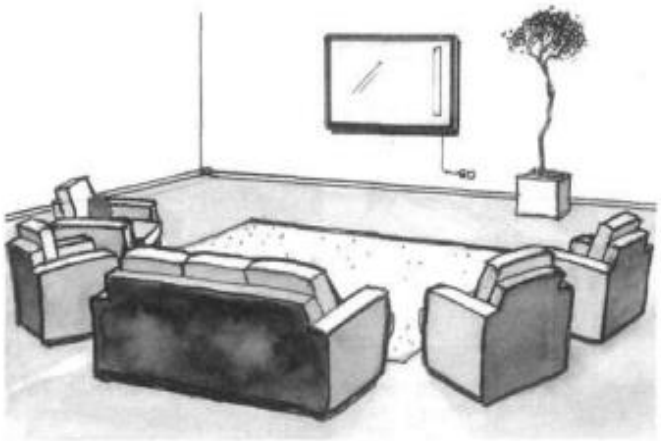
3 Correct one mistake in each sentence.

1 There is sofa in the living room.
2 Do you have a lamps in your bedroom?
3 I don't have some plants in my kitchen.
4 There are any books on the bookcase.
5 There is any fridge next to the door.
6 Do you have any shower in your bathroom?

4 Complete the descriptions with *a*, *any* and *some*.



1 There are three chairs and a table. On the table there are (1) _____ plants. There isn't (2) _____ rug on the floor and there aren't (3) _____ pictures on the walls.



2 There are (4) _____ chairs and a small tree. There's a TV and in front of the TV there is (5) _____ sofa. There aren't (6) _____ plants next to the sofa. There is a rug on the floor.

TRANSLATION

5 Translate the sentences into your language.

1 Are there any curtains in your house?

_____?

2 There are some books on the bookcase.

_____.

3 There aren't any plants in the garden.

_____.

4 There is a cooker and a fridge in the kitchen.

_____.

13-mavzu: LIFE IN THE CAPITAL.(imperatives)

Amaliy mashg'ulotning tj□ntslgik mtsdjli

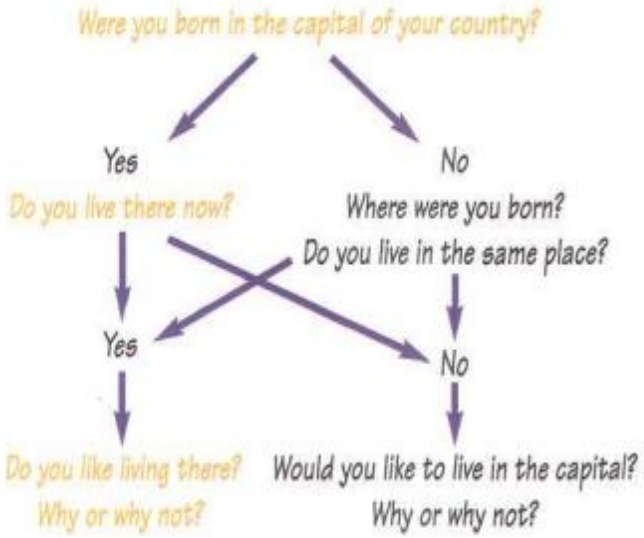
Mashg'ultst vaqti:	**Talabalar stsni:**
Mashg'ultst shakli:	Amaliy
Mashg'ultstning rjjasi:	1. Sifat darajalari bilan tanishish 2. Sifat darajalarini amalda qo'llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga sifat darajalarini tanishtirish - talabalarda sifat darajalarini amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- Sifat darajalarini amalda qo'llay tsladilar
Ta'dim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'dim bjrish shakli:	kichik guruhlarda ta'dim
Ta'dim bjrish vtsitalari:	Studentso'Book, tarqatma matjriallar
Ta'dim bjrish shartsiti:	o'qitishning tj□nika vtsitalari bilan jihtszlangan □tsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj□ntslgik □aritasi

Ish btssqichlari va mazmuni	**O'qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 22.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	«Poytaxtim» mavzusida taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Sifat darajalarini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

Speaking

1 Work in pairs. Answer the questions.



Vocabulary: adjectives

1 Read the questionnaire. Check the meaning of any words you don't understand in a dictionary.

SEVEN QUESTIONS ABOUT: ROME

1 Are the people *friendly*?	Yes ☐	No ☐
2 Is it an *expensive* place?	Yes ☐	No ☐
3 Is it *dangerous* to walk on the streets at night?	Yes ☐	No ☐
4 Can you visit *interesting* things in your city?	Yes ☐	No ☐
5 Is it very *noisy*?	Yes ☐	No ☐
6 Are there any *beautiful* or *historical* buildings?	Yes ☐	No ☐
7 Is the air *polluted*?	Yes ☐	No ☐

2 2.46 Listen to Giovanni talk about life in Rome. Tick (✓) the answers yes or no in exercise 1.

3 Match the words to their opposites in exercise 1.

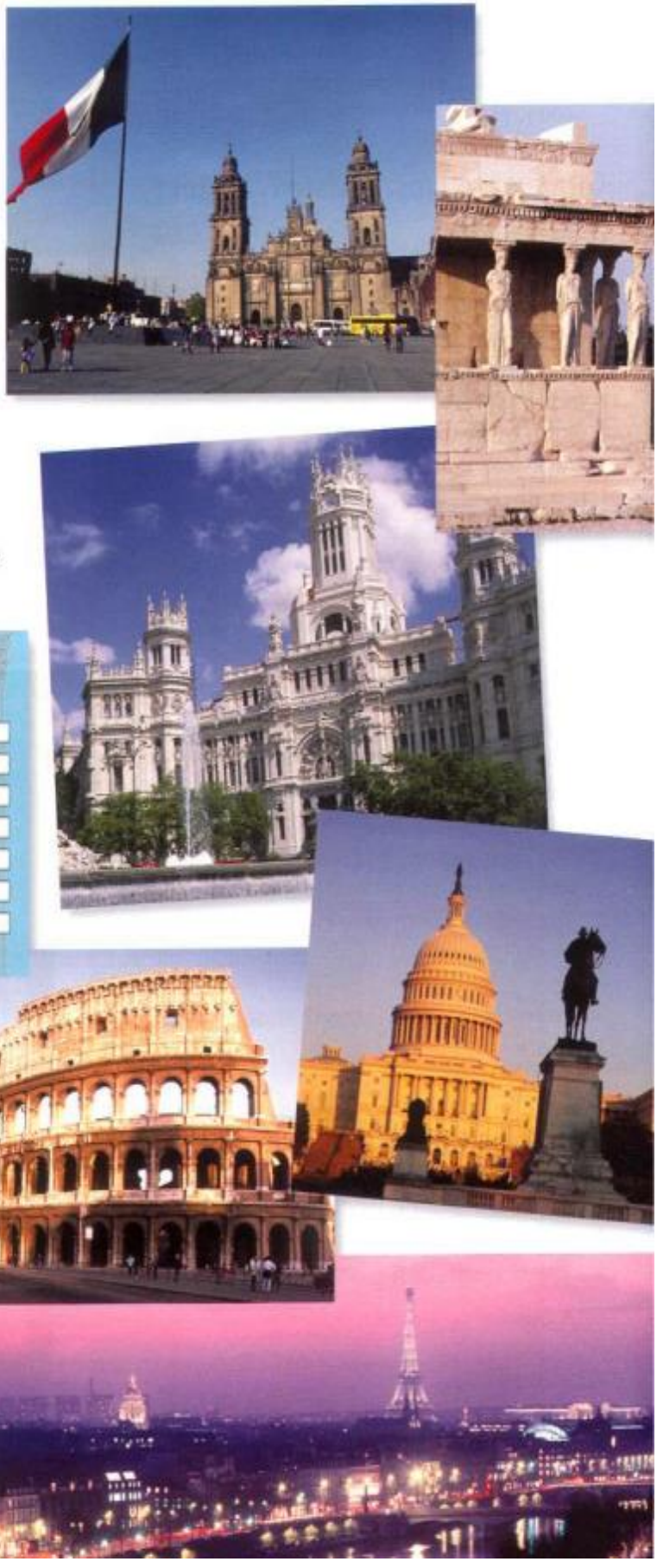
safe boring quiet ugly clean
unfriendly cheap modern

4 2.47 Listen to the recording to check your answers. Say the words.

5 Work in pairs. Choose a city, town or village that you know well. Interview your partner about his/her city.

Listening

1 Look at the pictures of different capital cities. How many can you recognize?



2 2.48 Listen to Nick and Sofia talking about life in different capital cities around the world. What capital cities do they talk about?

3 2.48 Listen again and decide if the sentences are true (T) or false (F).

1 Sofia lives in the capital.
2 Sofia lives with her family.
3 You can see bigger families in Alicante.
4 Nick lives in the capital.
5 Nick's city is very clean and quiet.
6 Nick thinks that people have the wrong opinion about the capital.

GRAMMAR: comparatives

Use comparatives to compare people and things with other people and things.

Alicante ***is smaller than*** *Madrid.*
Life in small cities ***is more romantic****, and* ***calmer, than*** *life in the capital.*
Mexico City ***is more modern than*** *other cities in Mexico.*

SEE LANGUAGE REFERENCE PAGE 110

1 Make the comparative form of the adjective.

cold bad small interesting big
cosmopolitan friendly good happy
dangerous safe polluted

2 Complete the text. Put the adjectives in brackets into the comparative form.

Many people think that Toronto is the capital of Canada. Actually, Ottawa is the capital. Ottawa is (1)_____ (*small*) than Toronto. It's also (2)_____ (*cold*) in winter. Lots of people say that Toronto is (3)_____ (*interesting*), because it's (4)_____ (*big*) and (5)_____ (*cosmopolitan*). I think that Ottawa has more historical buildings than Toronto. Canadians also say that people from other cities are (6)_____ (*friendly*) than Torontonians. Traffic in Toronto is (7)_____ (*bad*) than traffic in Ottawa. There are too many cars. Toronto and Ottawa are both safe cities. They are (8)_____ (*safe*) than many other North American cities.

3 Look at the statistics for two cities in the state of New York. Make sentences and put the adjectives in brackets into the comparative form.

	New York, NY	White Plains, NY
1 Became a city in	1626	1683
2 Population	8,008,278	52,105
3 Cost of living	$193.4	$172.7
4 Air quality (100=excellent)	15	21
5 Violent crimes/year	1,063.1	380
6 Distance to Washington DC	373.1 km	406.8 km

1 (old) *New York City is older than White Plains.*
2 (big)
3 (cheap)
4 (polluted)
5 (safe)
6 (close to capital)

PRONUNCIATION: word stress 4

1 2.49 Listen to these words and count the syllables.

	1	*2*
1 f r i e n d l y	frien	/ dly
2 c o l d		
3 p o l l u t e d		
4 e x p e n s i v e		
5 n o i s y		
6 c l e a n		
7 b e a u t i f u l		

2 Mark the stress in each word and say the words.

□
frien / dly

3 2.49 Listen again to check your answers.

SPEAKING

1 Work in groups of three, A, B and C.

A: Turn to page 133.
B: Turn to page 138.
C: Turn to page 135.

2 Is life better in the capital or outside the capital in your country? Why?

Adjectives

1 Choose the correct words to complete the text.

When people compare the capital city in their country with other cities, the capitals often get very negative comments. Lots of people say that capital cities are (1) *cheap / expensive* places to live. They are very (2) *noisy / quiet* because of all the traffic, and the air is (3) *clean / polluted*. Many cities are (4) *dangerous / safe* places and often the people are seen as (5) *friendly / unfriendly*. But not everything is negative. Capital cities usually have lots of (6) *historical / modern* buildings that are (7) *beautiful / ugly* places. Because there are lots of things to do these cities are (8) *boring / interesting* places to live.

2 Complete the sentences for where you live.

1 The people where I live are _____.

2 It's _____ to walk on the streets at night.

3 The place is _____ because there _____ a lot to do.

4 The air and streets are very _____.

5 There are lots of _____ buildings which are very _____.

6 I live in a _____ part of town.

Comparatives

3 Correct one mistake in each sentence.

1 Which city is biger: London or Tokyo?

2 London is smaller Tokyo.

3 The weather in Toronto is cold than Dallas.

4 Do you think living in a city is more dangerouser than living in a town?

5 I like living in the city gooder.

6 She was happyer living in a small town.

7 Living in the city is more worse than living in the countryside.

8 Paris is more cosmopolitaner than Madrid.

4 Read the texts. Are the sentences true (T) or false (F)?

Dublin is the capital of Ireland. It has a population of about half a million. Dublin is famous for its beautiful historical buildings and friendly people but it is quite polluted. The weather is mild with average temperatures around 10°C and around 6 centimetres of rain every month. In Dublin a bottle of water costs $1.29 and a bus ticket about $2.50.

Singapore is a very modern city. The population is about 3.5 million. Singapore is famous for being a very clean city with lots of modern buildings, but some people think these buildings are ugly. The weather is hot and wet, with average temperatures of 20°C and about 20 centimetres of rain every month. A bottle of water costs $1 and a bus ticket about $1.20.

1 The population of Singapore is smaller than Dublin. ___

2 The buildings are more modern in Singapore. ___

3 Dublin is cleaner than Singapore. ___

4 The buildings in Dublin are more beautiful than in Singapore. ___

5 Singapore is hotter and wetter. ___

6 Singapore is more expensive. ___

Dictation

5 **60** Write the sentences that you hear.

1 _____.

2 _____.

3 _____.

4 _____.

14-mavzu: BEST OF THE BEST. (superlatives)

Amaliy mashg‘ulotning tj‡ntslsgik mtsdjli

Mashg‘ultst vaqti:	**Talabalar stsni:**
Mashg‘ultst shakli:	Amaliy
Mashg‘ultstning rjjasi:	1. Sifatning orttirma darajasi bilan tanishish 2. Sifatning orttirma darajasini amalda qo‘llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O‘quv mashg‘ultstining maqsadi:	- talabalarga sifatning orttirma darajasini tanishtirish -talabalarda sifatning orttirma darajasini amalda qo‘llashini shakllantirish
O‘quv fatsliyati natijalari:	- Sifatning orttirma darajasini amalda qo‘llay tsladilar
Ta‘lim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta‘lim bjrish shakli:	kichik guruhlarda ta‘lim
Ta‘lim bjrish vtssitalari:	Students‘ Book, tarqatma matjriallar
Ta‘lim bjrish shartsiti:	o‘qitishning tj‡nika vtssitalari bilan jihtszlangan ‡tsnasi
Mtsnittsring va bahtslash:	mashg‘ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg‘ultstning tj‡ntslsgik ‡aritasi

Ish btssqichlari va mazmuni	**O‘qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 23.Tayyorltsv. O‘qituvchi mavzuni e‘ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o‘z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so‘z va so‘z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo‘yib eshittiradi g) O‘qish mashqi. Matni o‘qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta‘kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg‘zaki yoki taqdimtst shaklda qilishlari kjrak bo‘ladi So‘zlar va so‘z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e‘tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o‘qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo‘lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma‘suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko‘makchi fj‘llarni biladilar Yozuv ko‘nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O‘qish, talaffuz ko‘nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta‘lim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Sifatning orttirma darajasini bilish 2. So‘zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

Speaking

1 Work in pairs. Imagine some friends are coming to visit your town or city. They only have time to see three things. What three things should they see? Make a list.

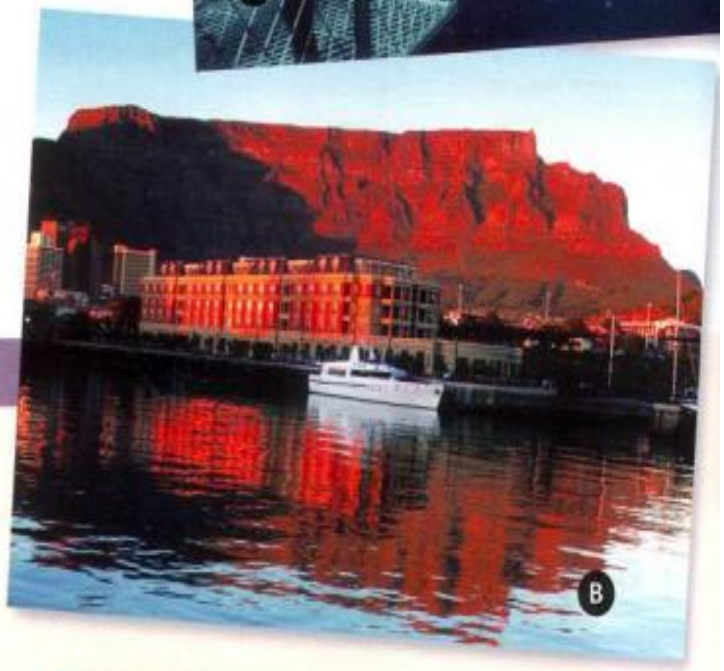
2 Compare your list with another pair. Who has the more interesting list?

Reading

1 Work in pairs. What do you know about the city of Cape Town? Make some notes with a partner.

2 Read the extract from a guide book for Cape Town. Match the photographs A–C to the correct paragraphs.





BEST OF THE BEST – CAPE TOWN

Cape Town is one of South Africa's most beautiful cities. Cape Town is famous for its beaches, mountains and wine. There are lots of things to do and see during your visit. We have collected here a small sample of the best Cape Town has to offer.

1 *The most exciting thing to do*

Cape Town sits next to the beautiful Table Mountain. Table Mountain is 1,086 metres high and is the most famous mountain in South Africa. If you visit Cape Town, you must take a cable car up to the top of the mountain. (1) _____.You can also go walking around the top of the mountain.

2 *The most frightening activity*

The ocean near Cape Town is famous for sharks. On special adventure tours you can go diving with a great white shark. (2) _____.This is an experience that you will never forget!

3 *The best shopping*

For many reasons the Victoria and Albert Waterfront is the best and most popular shopping centre in the city. You can find cheap jewellery, good books and quality clothes at the shopping centre. If you want African paintings and souvenirs, go shopping at the Green Point Market on Sundays. (3) _____. There are hundreds of little shops at the market, and some are cheaper than others.

4 *The most expensive place to stay*

The Cape Grace is a five-star hotel next to the sea in Cape Town. At Cape Grace you can go swimming in the pool, relax in the spa or read in the library. (4) _____. The hotel bar has more than 420 different kinds of whisky!

5 *The most historical place*

If you want to go sightseeing, you must go to Robben Island. Robben Island was one of South Africa's worst prisons during apartheid. (5) _____. Nelson Mandela, former president of South Africa, spent 27 years in prison on Robben Island.

6 *The wildest night out*

Cape Town is home to the biggest nightclub in South Africa, the Dockside. (6) _____. The giant building has a dancefloor for 5,000 people.



3 Put the sentences a–f back in the gaps 1–6 of the article.

a A special cage protects you from the most dangerous animal in the world.
b The 360° views are incredible.
c It is now a national memorial and museum.
d This is the best place to go dancing and have a good time.
e The 122 rooms have beautiful furniture, satellite television, internet connection and lots of space.
f Some advice: you should always compare prices before you buy.

4 Work in pairs. Imagine you have a free trip to Cape Town but you can only see three things. Which of the places in the brochure would you like to visit most? Decide which three places are the best to go to.

VOCABULARY: *go* + verb *-ing*

1 Match column A to column B to make sentences about things you can do in Cape Town. All the expressions are in the brochure.

A		B	
1	You can **go walking**	a	at the Dockside nightclub.
2	You can **go sightseeing**	b	on Robben Island.
3	You can **go diving**	c	at the Green Point Market on Sundays.
4	You can **go dancing**	d	with sharks in Gansbaai, Cape Town.
5	You can **go shopping** for souvenirs	e	at some of the beaches around Cape Town.
6	You can **go swimming**	f	on the top of Table Mountain.

2 Work in pairs. Discuss these questions.

- Which of the words in bold can you do in your city?
- Where can you do them?

GRAMMAR: superlatives

We use superlatives to compare people and things with ALL THE OTHER people and things in that group.

*Table Mountain is **the most famous** landmark in South Africa.*
*The V&A Waterfront is **the most popular** shopping centre.*

SEE LANGUAGE REFERENCE PAGE 110

1 Look at the text. Underline all the superlatives.

2 2.50 Listen and make the superlative.

A safe city. *The safest city.*

3 Simona and Nicky are visiting Cape Town. Complete the sentences and put the adjectives in brackets into the superlative form. Where are they in each conversation?

1 What about this souvenir for my brother?
I don't know. It's _____ souvenir in the shop! (expensive)

2 Look at this place! I think it's the _____ club in town. (big)
It's also very expensive, and I don't like dancing. Let's go to a different place.

3 Why don't you want to go?
Because it's _____ thing in the guide book! It's also _____. (crazy, dangerous)

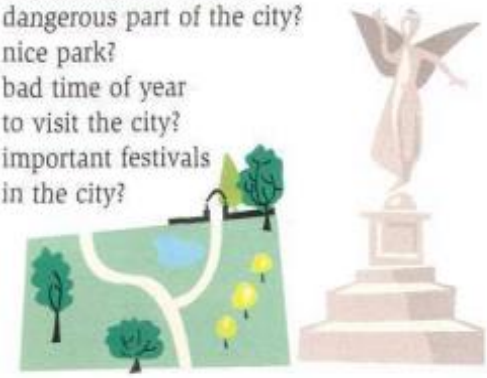
4 The guidebook says this is _____ part of Cape Town.
Wow. You can see everything from up here. (high)

5 Who is Nelson Mandela?
He's _____ person in modern South African history! (important)

SPEAKING

1 Make questions with the phrases below. Use the superlative. Make two more questions of your own.

1 good place to go shopping for clothes?
What's the best place to go shopping for clothes?
2 interesting monument?
3 dangerous part of the city?
4 nice park?
5 bad time of year to visit the city?
6 important festivals in the city?



2 Work in pairs, A and B.

A: Choose a city that you know.
B: Ask the questions in 1 about A's city. Swap roles.

3 Work with a different partner. Repeat the same activity.

GO + -ING

1 Rearrange the letters to make six activities.

When you visit Cape Town you can go ...

1 givind _____
2 dingcan _____
3 linkwag _____
4 poshnigp _____
5 eegghiinsst _____
6 wimnisgm _____

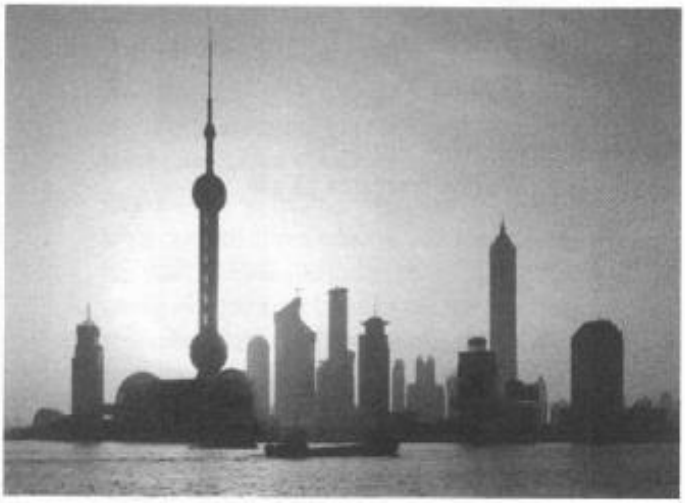
2 Complete the sentences with the activities from exercise 1.

1 In Cape Town you can go _____ up Table Mountain.
2 You can also go _____ with sharks!
3 You can go _____ in the biggest nightclub in South Africa.
4 You can go _____ on Robben Island.
5 There are some great beaches where you can go _____.
6 And you can go _____ and buy some great souvenirs.

SUPERLATIVES

3 Complete the sentences with the correct form of the words from the box.

long	high	expensive
dangerous	cold	big



1 Everest is the _____ mountain in the world.
2 The Amazon is the _____ river in the world.
3 Shanghai is the _____ city in China.
4 Antarctica is the _____ place in the world.
5 The Great White is the _____ shark in the world.
6 Cape Grace is the _____ hotel in Cape Town.

4 Complete the sentences. Put the words in brackets into the correct form.

1 What's the *best* (good) time of year to visit your country?
2 Where's the _____ (*big*) shopping centre?
3 What's the _____ (*expensive*) place to go shopping?
4 What's the _____ (*interesting*) thing to see?
5 What's the _____ (*famous*) landmark in your city or country?
6 What's the _____ (*ugly*) building in your city?
7 What's the _____ (*dangerous*) thing to do?

5 Write answers for each question in exercise 4.

1 The best time to visit my country is _____.
2 _____.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.

TRANSLATION

6 Translate the sentences into your language.

1 It's the most famous landmark in the city.

_____.

2 This is the most popular place to go swimming.

_____.

3 It's the cheapest way to get around.

_____.

4 When is the best time to visit?

_____?

READ & LISTEN

7 **61** Read and listen to the text *Best of the best – Cape Town* on page 106 of the Student's Book.

15-mavzu: HOW TERRIBLY CLEVER.(question forms)

Amaliy mashg'ulotning tuzilish-texnologik modeli

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	Amaliy
Mashg'ulotning rejasi:	1. So`roq gaplar bilan tanishish 2. So`roq gaplarni amalda qo'llash 3. Mavzuga doir lug'aviy mashqlarni bajarish
O'quv mashg'ulotining maqsadi:	- So`roq gaplarni amalda qo'llash - talabalarda so`roq gaplarni amalda qo'llashini shakllantirish
O'quv faoliyati natijalari:	-talabalarda so`roq gaplar yuzasidan ko'nikma va malakalari shakllanadi
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Student's Book, tarqatma materiallar
Ta'lim berish shartsiti:	o'qitishning texnika vositalari bilan jihozlangan auditoriya
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan Natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davomatini o'qiydi 24.Tayyorlov. O'qituvchi mavzuni e'lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chet tili muhiti yaratiladi, talabalar talaffuzlarini sozlab o'qiydilar
2-bosqich Asosiy qism (60- daqiqa)	1.Takrorlash. Uyga berilgan topshiriq-(lar)ni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzuga doir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi So'zlar va so'z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyingi eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish mas'uliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga doir topshiriqlar		
	1. So`roq gaplarning qo'llanilishini bilish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

STARTER

1 Match a question word with an answer.

2 Look at the answers. What do you think the story is?

When . . . ?	Six.
Where . . . ?	1991.
What . . . ?	Paris.
Who . . . ?	Because I love him.
Why . . . ?	John.
Which . . . ?	Some roses.
How . . . ?	£25.
How much . . . ?	The red ones.
How many . . . ?	By plane.



A QUIZ

Question words

1 Work in groups and answer the quiz.

2 T 13.1 Listen and check your answers. Listen carefully to the intonation of the questions.

GRAMMAR SPOT

1 Underline all the question words in the quiz.

2 Make *two* questions for each of these statements, one with a question word and one without.

I live in London. (where)
'Where do you live?' 'In London.'
'Do you live in London?' 'Yes, I do.'

1 She's wearing jeans. (what)
2 She works in the bank. (where)
3 He's leaving tomorrow. (when)
4 I visited my aunt. (who)
5 We came by taxi. (how)
6 They're going to have a party. (why)

3 What are the short answers to the questions?

▶▶ Grammar Reference 13.1 p133

3 In groups, write some general knowledge questions. Ask the class!



GENERAL KN

1 When did the first man walk on the moon?
a 1961 **b** 1965 **c** 1969

2 Where are the Andes mountains?

3 Who did Mother Teresa look after?

4 Who won the last World Cup?

5 How many American states are there?

6 How much does an African elephant weigh?
a 3–5 tonnes **b** 5–7 tonnes **c** 7–9 tonnes

7 How far is it from London to New York?
a 6,000 kilometres
b 9,000 kilometres
c 12,000 kilometres

PRACTICE

Questions and answers

1 Look at the question words in **A** and the answers in **C**. Choose the correct question from **B**.

A	B	C
Where		To the shops.
What		A new jacket.
When	did you buy?	This morning.
Who	did you go?	A friend from work.
Why	did you go with?	To buy some new clothes.
Which one	did you pay?	The black, leather one.
How		We drove.
How much		£120.99.
How many		Only one.



Listening and pronunciation

2 T 13.2 Tick (✓) the sentence you hear.

1 ☐ Where do you want to go?
☐ Why do you want to go?

2 ☐ How is she?
☐ Who is she?

3 ☐ Where's he staying?
☐ Where's she staying?

4 ☐ Why did they come?
☐ Why didn't they come?

5 ☐ How old was she?
☐ How old is she?

6 ☐ Does he play the guitar?
☐ Did he play the guitar?

7 ☐ Where did you go at the weekend?
☐ Where do you go at the weekend?

Asking about you

3 Put the words in the correct order to make questions.

1 like learning do English you?
_____

2 do you night what did last?
_____

3 languages mother many does how your speak?
_____

4 last go you shopping did when?
_____

5 football which you do team support?
_____

6 come car today school by you to did?
_____

7 much do weigh you how?
_____

8 usually who sit you do next class in to?
_____

9 English want learn to you do why?
_____

4 Work with a partner. Ask and answer the questions.

OWLEDGE QUIZ

8 How old was Princess Diana when she died?
a 33 **b** 36 **c** 39

9 What languages do Swiss people speak?

10 What did Marconi invent in 1901?

11 What sort of music did Louis Armstrong play?
a Jazz **b** Blues **c** Rock 'n' roll

12 What happens at the end of *Romeo and Juliet*?

13 What happened in Europe in 1939?

14 Why do birds migrate?

15 Which was the first country to have TV?
a Britain **b** the USA **c** Russia

16 Which language has the most words?
a French **b** Chinese **c** English

DO IT CAREFULLY!

Adverbs and adjectives

1 Are the words in *italics* adjectives or adverbs?

1 Smoking is a *bad* habit.
The team played *badly* and lost the match.
2 Please listen *carefully*.
Jane's a *careful* driver.
3 The homework was *easy*.
Peter's very good at tennis. He won the game *easily*.
4 I know the Prime Minister *well*.
My husband's a *good* cook.
5 It's a *hard* life.
Teachers work *hard* and don't earn much money.

GRAMMAR SPOT

1 Look at these sentences.
Lunch is a quick meal for many people. (*quick* = adjective. It describes a noun.)
I ate my lunch quickly. (*quickly* = adverb. It describes a verb.)

2 How do we make regular adverbs? What happens when the adjective ends in *-y*?

3 There are two irregular adverbs in exercise 1. Find them.

▶▶ Grammar Reference 13.2 p133

2 Match the verbs or phrases with an adverb. Usually more than one answer is possible. Which are the irregular adverbs?

get up	slowly
walk	quietly
work	early
run	fluently
speak	carefully
speak English	easily
pass the exam	hard
do your homework	fast/quickly

PRACTICE

Order of adjectives/adverbs

1 Put the adjective in brackets in the correct place in the sentence. Where necessary, change the adjective to an adverb.

1 We had a holiday in Spain, but unfortunately we had weather. (terrible)
2 Maria dances. (good)
3 When I saw the accident, I phoned the police. (immediate)
4 Don't worry. Justin is a driver. (careful)
5 Jean-Pierre is a Frenchman. He loves food, wine, and rugby. (typical)
6 Please speak. I can't understand you. (slow)
7 We had a test today. (easy)
8 We all passed. (easy)
9 You speak English. (good)

Telling a story

2 Complete these sentences in a suitable way.

1 It started to rain. **Fortunately** …
2 Peter invited me to his party. **Unfortunately** …
3 I was fast asleep when **suddenly** …
4 I saw a man with a gun outside the bank. **Immediately** …

3 T 13.3 Look at the picture and listen to a man describing what happened to him in the middle of the night. Number the adverbs in the order you hear them.

- ☐ quickly
- ☐ quietly
- ☐ slowly
- ☐ immediately
- ☐ carefully
- ☐ suddenly
- ☐ fortunately
- ☐ really



4 Work with a partner and tell the story again. Use the order of the adverbs to help you.

Check it

5 Each sentence has a mistake. Find it and correct it.

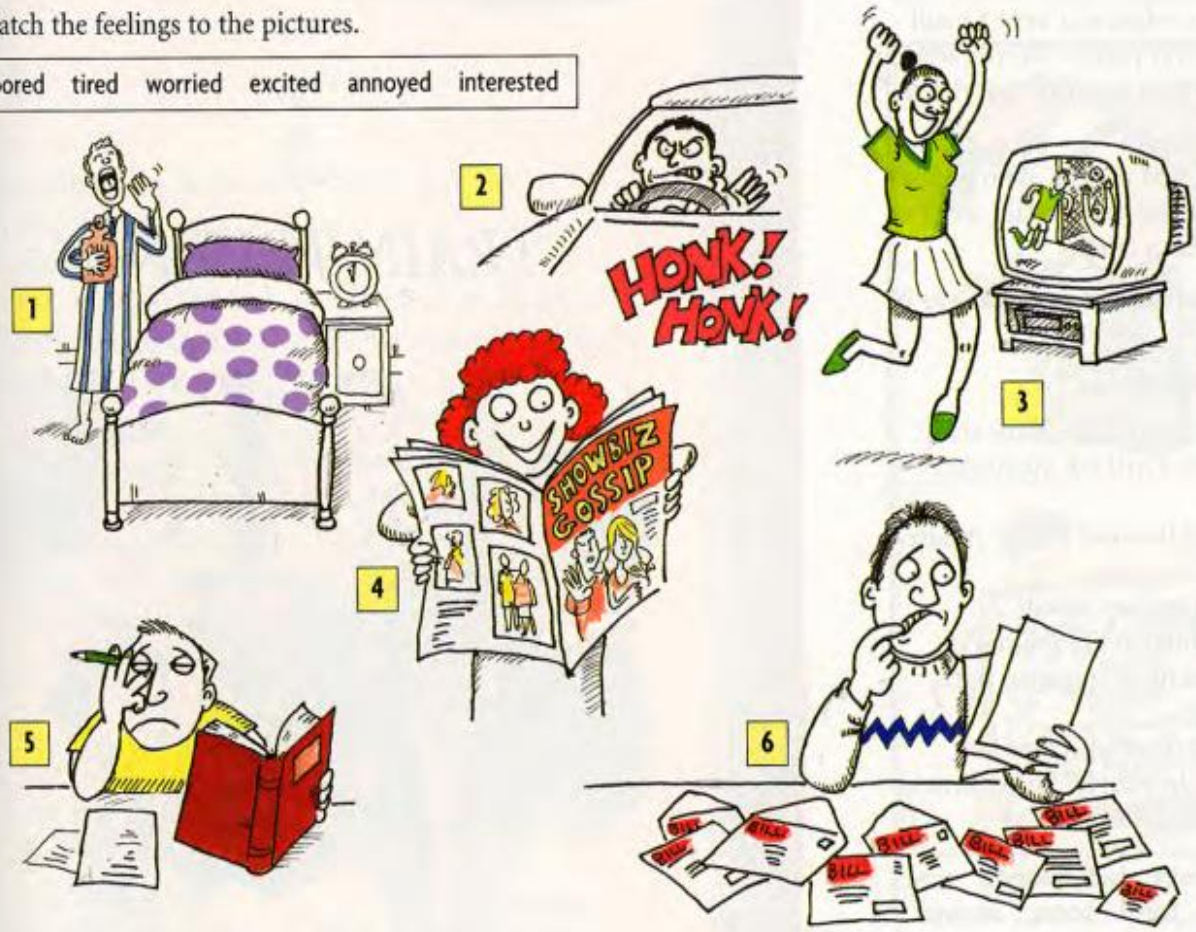
1 Where does live Anna's sister?
2 The children came into the classroom noisyly.
3 What means *whistle*?
4 I always work hardly.
5 Do you can help me, please?
6 When is going Peter on holiday?

VOCABULARY

Describing feelings

1 Match the feelings to the pictures.

bored tired worried excited annoyed interested



2 Match the feelings and reasons to make sentences.

Feelings			Reasons
I am	bored tired worried excited annoyed interested	because	I'm going on holiday tomorrow. we have a good teacher. I worked very hard today. I can't find my keys. I have nothing to do. I want to go to the party but I can't.

! Some adjectives can end in both *-ed* and *-ing*.

The book was interesting.
I was interested in the book.
The lesson was boring.
The students were bored.

3 Complete each sentence with the correct adjective.

1 **excited, exciting**
Life in New York is very …
The football fans were very …

2 **tired, tiring**
The marathon runners were very …
That game of tennis was very …

3 **annoyed, annoying**
The child's behaviour was really …
The teacher was … when nobody did the homework.

4 **worried, worrying**
The news is very …
Everybody was very … when they heard the news.

4 Answer your teacher's questions using adjectives from exercises 1 and 2.

Did you like doing exercise 2?

No, we didn't. It was very boring!

How did you feel?

Very bored!

READING AND LISTENING

A story in a story

1 Think about when you were a small child. Did your parents tell you stories? Which was your favourite story? Tell the class.

2 Look at the first picture. Who do you think the people on the train are? Do they know each other?

3 T 13.4 Read and listen to part one of the story.

4 Answer the questions.

1 Who are the people on the train?
2 What does Cyril ask questions about?
3 Why does the aunt tell the children a story?
4 What is the story about?
5 Do the children like the story?
6 Why does the young man start speaking?
7 Which of these adjectives best describe the people? Write them in the correct column.

quiet	noisy	badly-behaved	tired
worried	bored	boring	annoyed
annoying			

The aunt
The children
The young man

A TRAIN JOURNEY



The people on the train were hot and tired. A tall young man sat next to three small children and their aunt. The aunt and the children talked. When the aunt spoke she always began with 'Don't ...'. When the children spoke they always began with 'Why ... ?' The young man said nothing.

The small boy whistled loudly. 'Don't do that, Cyril,' said his aunt. Cyril stood up and looked out of the window at the countryside.

'Why is that man taking those sheep out of that field?' he asked.

'Perhaps he's taking them to another field where there's more grass,' said the aunt.

'But there's lots of grass in that field. Why can't the sheep stay there?'

'Perhaps the grass in the other field is better.'
'Why is it better?'
The young man looked annoyed.
'Oh dear,' thought the aunt, 'he doesn't like children.'
'Sit down quietly, Cyril. Now, listen, I'm going to tell you all a story.'

The children looked bored but they listened. The story was very boring indeed. It was about a very beautiful little girl, who worked hard and behaved beautifully. Everybody loved her. One day she fell into a lake and everyone in the village ran to save her.



'Why did they save her?' asked the bigger girl.
'Because she was so good,' said the aunt.
'But that's stupid,' said the girl. 'When people fall into lakes, it doesn't matter if they're good or bad, you run to save them.'
'You're right,' said the young man, speaking for the first time. 'That's a ridiculous story.'
'Well, perhaps *you* would like to tell a story,' said the aunt coldly.
'OK,' said the man. The children looked interested and he began.

5 The young man tells the story of a little girl called Bertha. Look at the pictures. What do you think happened to Bertha?



6 **T 13.5** Read and listen to part two.

74

The tale of horribly good Bertha

'Once upon a time, a long time ago there was a little girl called Bertha. She was always well behaved and worked hard at school to please her parents and her teachers. She was never late, never dirty or untidy, never rude, and she never told lies.'



The children on the train began to look bored. 'Was she pretty?' asked the smaller girl.
'No,' said the young man. 'She wasn't pretty at all. She was just *horribly* good. Bertha was so good that she won three gold medals. One said *Never late*, one said *Always polite*, and the third said *Best Child in the World*.'

'Yuk!' said the three children.

'Anyway,' said the young man, 'Bertha was so good that the king invited her to his palace. So she put on her best clean white dress and she pinned her three medals to the

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front and she walked through the woods to the king's palace. But in the woods there lived a big hungry wolf. He saw Bertha's lovely white dress through the trees and he heard the medals clinking together as she walked.

'Aha!' thought the wolf. 'Lunch!' And he started to move quickly but quietly through the trees towards Bertha.'

'Oh, no!' cried the children. 'Is he going to eat Bertha?'

'Yes, of course,' answered the young man. 'Bertha tried to run away but she couldn't run fast because the medals were so heavy. The wolf caught her easily and he ate everything, every bit of Bertha, except her three medals.'



'That's a terrible story,' said the aunt.
'No it isn't,' shouted the children. 'It's the best story ever!'
'Ah,' said the young man, 'the train's stopping. It's my station.'

7 Answer the questions.

1 What is the same and what is different in the aunt's story and the young man's story?
2 Does the aunt like the young man's story? Why/Why not?
3 Do the children like the story? Why/Why not?
4 Which of these do you think is the moral of Bertha's story?

It pays to be good.
It never pays to be good.
It doesn't always pay to be good.

8 Tell the story of Bertha. Use the pictures in exercise 5 on p103 to help you.

Language work

1 Put some adjectives and adverbs from the story of Bertha into the correct box.

Adjectives	Adverbs

2 Write questions about Bertha's story using these question words. Ask and answer the questions across the class.

~~when~~ how many what why where how

When did the story take place? *A long time ago.*

Adverbs

6 Adverb or adjective?

Choose the correct word.

1 The children played *happy/happily* in the garden.
2 Your children are always very *happy/happily.*
3 She sings very *good/well.*
4 Yes, she's a very *good/well* singer.
5 'How are you?' 'Very *good/well*, thank you. And you?'
6 I just want a *quick/quickly* snack. Just a sandwich, please.
7 I had breakfast *quick/quickly* because I was late for work.
8 You're speaking very *quiet/quietly.* I can't hear you.
9 He's a very *slow/slowly* reader.

7 Position of adverbs

Put the adverbs in brackets in the correct place in each sentence. Sometimes more than one place is possible.

1 I went to the beach. It rained all the time. (yesterday/unfortunately)
Yesterday I went to the beach./I went to the beach yesterday. Unfortunately, it rained all the time.

2 Listen. I want you to come home. (carefully/immediately)
_____
_____

3 I work and at night I sleep. (hard/well)
_____
_____

4 I know Peter because we play tennis. (well/together)
_____
_____

5 'I love you.' 'I love you.' (very much/too)
_____
_____

6 Please speak and explain. (slowly/clearly)
_____
_____

7 A man with a gun ran into the bank. (suddenly/quickly)
_____
_____

Vocabulary

8 Adjective suffixes

T 13.3 Many adjectives end in *-ful, -y, -ous, -ic.* Complete the table and mark the stress.

Noun	Adjective
• •	• • •
colour	*colourful*
beauty	_____
sun	_____
peace	_____
danger	_____
health	_____
romance	_____
care	_____
noise	_____
anger	_____

9 *-ed* and *-ing* adjectives

Complete the sentences with an adjective from the box.

worried	interesting
boring	interested
bored	exciting

1 I don't want to go to the match. I'm not _____ in football.
2 The children are _____ and they don't know what to do.
3 'If you're bored, read a book!' 'I don't want to read a book. Books are _____.'
4 What time did you get home last night? I didn't know where you were. I was very _____ about you.
5 What are you watching on TV? Is it _____?
6 'I'm going on a safari in Africa.' 'Really? How _____!'

Writing

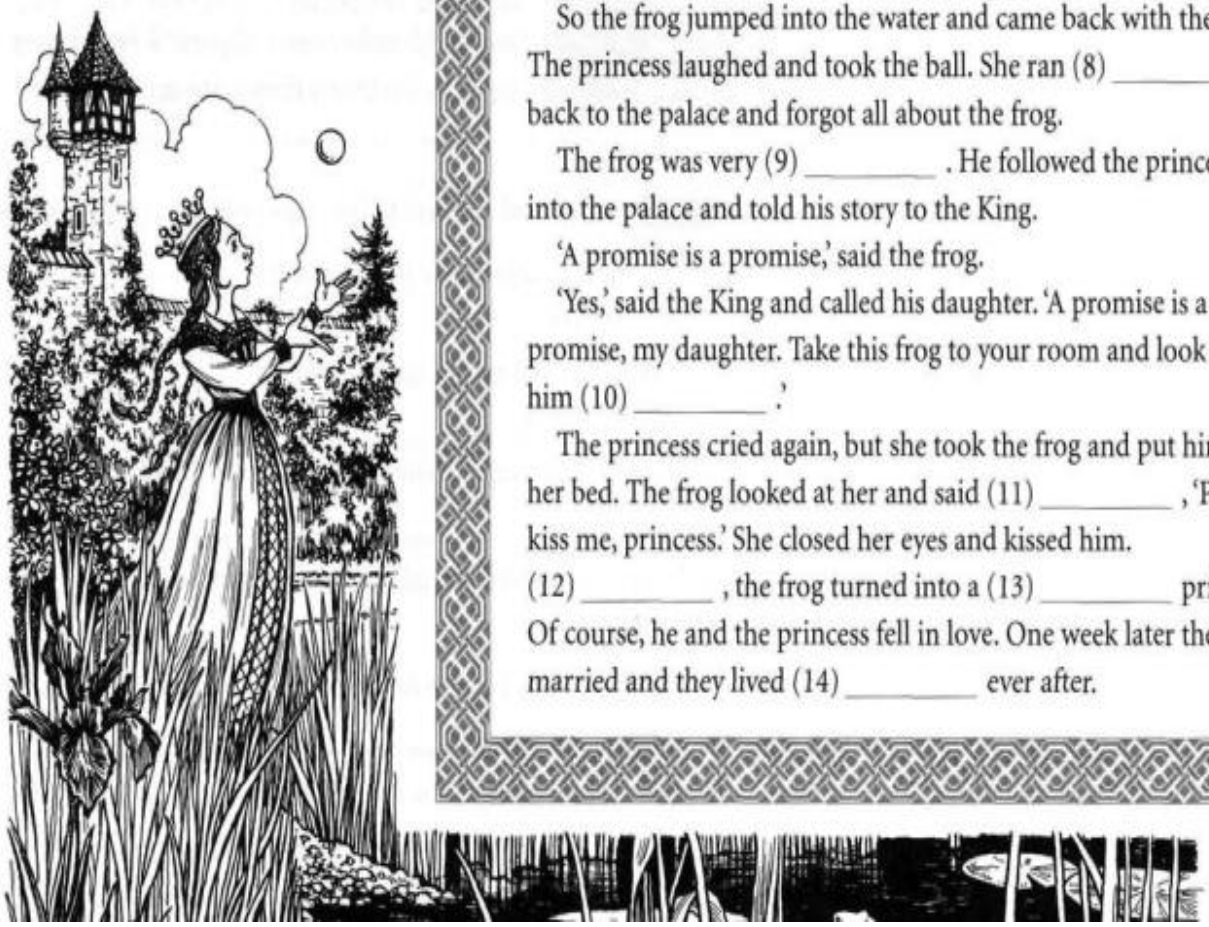
10 Once upon a time – a fairy story

1 Complete the story with the adjectives and adverbs from the box. Use each word once only.

Adjectives	Adverbs
beautiful	carefully
green	happily
hot	quickly
angry	suddenly
deep	immediately
handsome	unfortunately
unhappy	quietly

2 Write another fairy story that you know. Write about 200 words. Remember to use adjectives and adverbs.

Begin *Once upon a time …*
End *… and they lived happily ever after.*



The Princess and the Frog

ONCE UPON A TIME there was a (1) *beautiful* princess who had a golden ball. She lived in a palace with her father, the King, and her seven sisters. Every day she played with her ball in the garden of the palace.

At the end of the garden there was a (2) _____ , dark lake. When the weather was (3) _____ , the princess liked playing near the lake.

(4) _____ , one day she dropped her golden ball into the water. She was very (5) _____ and she sat on the grass and started to cry.

(6) _____ she heard a voice: 'Don't cry, princess.'

She opened her eyes and saw a large (7) _____ frog. 'Oh, please help me!' she said, 'I can't get my ball.'

'I'll help you,' said the frog, 'if I can come and live with you in the palace!'

'Yes, yes, of course. I promise,' said the princess.

So the frog jumped into the water and came back with the ball. The princess laughed and took the ball. She ran (8) _____ back to the palace and forgot all about the frog.

The frog was very (9) _____ . He followed the princess into the palace and told his story to the King.

'A promise is a promise,' said the frog.

'Yes,' said the King and called his daughter. 'A promise is a promise, my daughter. Take this frog to your room and look after him (10) _____ .'

The princess cried again, but she took the frog and put him on her bed. The frog looked at her and said (11) _____ , 'Please kiss me, princess.' She closed her eyes and kissed him. (12) _____ , the frog turned into a (13) _____ prince. Of course, he and the princess fell in love. One week later they married and they lived (14) _____ ever after.

16-mavzu. WORKING BEHIND THE SCENES. (question review)

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stsni:**
Mashg'ult shakli:	Amaliy
Mashg'ultning rj jasi:	1. Maxsus so`roq gaplar bilan tanishish 2. Maxsus so`roq gaplar bilan tanishish va amalda qo'llash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- wh-savollarini amalda qo'llash - talabalarda maxsus so`roq gaplarni qo`llashni shakllantirish
O'quv fatsliyati natijalari:	-talabalarda maxsus so`roq gaplar yuzasidan ko'nikma va malakalari shakllanadi
Ta'dim bj rish usullari:	intj raktiv, ktsmmunikativ
Ta'dim bj rish shakli:	kichik guruhlarda ta'dim
Ta'dim bj rish vtsitalari:	Students' Book, tarqatma matj riallar
Ta'dim bj rish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

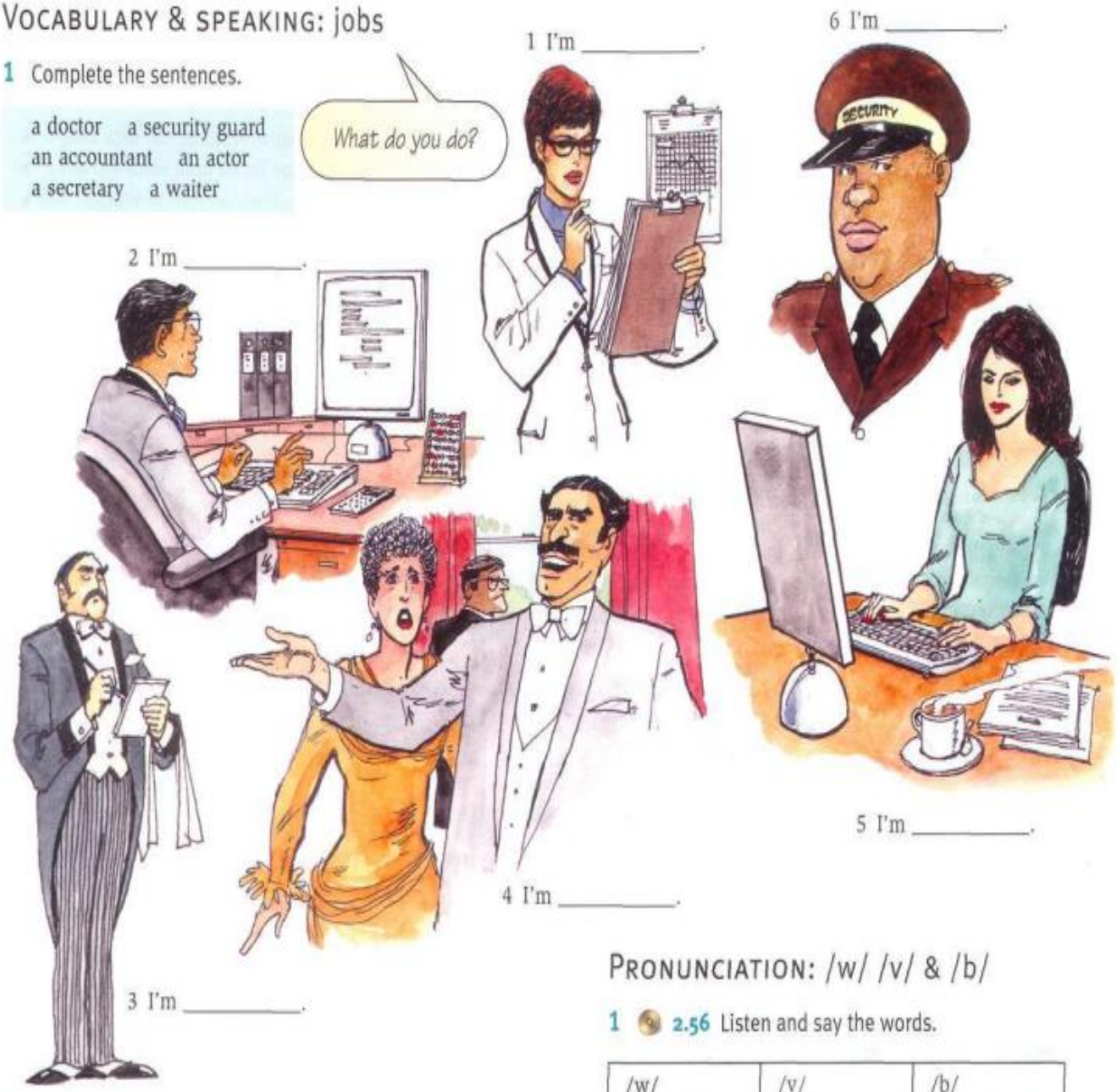
Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan Natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 25.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Maxsus so`roq gaplarni qo'llashni bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

VOCABULARY & SPEAKING: jobs

1 Complete the sentences.

a doctor a security guard
an accountant an actor
a secretary a waiter



1 I'm _____.
2 I'm _____.
3 I'm _____.
4 I'm _____.
5 I'm _____.
6 I'm _____.

2 2.54 Listen to the recording to check your answers.

3 2.55 Listen and underline the correct words.

1 I work *for* / *to* a big company.
2 I'm in charge *for* / *of* other people.
3 I work *in* / *to* a restaurant.
4 I work *in* / *at* home.
5 I work *with* / *to* the public.
6 I often work *on* / *in* a computer.

4 Work in pairs. Discuss these questions.

- What do you do?
- Do you like your work?
- Do you know people who do the jobs in exercise 1? Which job would you like to do?

PRONUNCIATION: /w/ /v/ & /b/

1 2.56 Listen and say the words.

/w/	/v/	/b/
waiter	vet	builder
Will	Victoria	Bob
Washington	Vincent	Barbara
Wendy	vegetables	Brighton
working	vocabulary	bread
whisky	Vienna	beer

2 2.57 Listen and read the text.

Will is a waiter. He lives in Washington. He likes working and whisky.

3 Make similar texts with other words from the box.

_____ is a _____. He/She lives in _____.

He/She likes _____ and _____.

LISTENING

1 Read the description of the television documentary show *Behind the Scenes*.

BEHIND THE SCENES

Every week, *Behind the Scenes* visits a big organization and talks to the people who do the invisible jobs, the work behind the scenes. This week, we visit a _____ in England and talk to a _____ and an _____.

2 2.58 Listen to the show and complete the description in exercise 1.

3 2.58 Listen again. Underline the correct words to complete the sentences.

1 Janet works with *two men / a man and a woman*.
2 Janet got the job *eleven / two* years ago.
3 Janet's father *likes / doesn't like* her job.
4 Michael works with *three people / two people* in the accounts department.
5 Michael got his job *ten years ago / last year*.
6 Michael thinks his job *is boring / isn't boring*.

4 Work in pairs. Discuss these questions.

- Do you know anybody who works in a hospital?
- What is his/her job?
- Does he/she work behind the scenes?

GRAMMAR: question review

Why, *when*, *where*, *who*, *what* and *how* are all question words.
We can combine *how* and *what* with other words to begin questions.
How + *many/much/often/old* ...
What + time

Remember the word order with questions: (auxiliary) + subject + verb.

SEE LANGUAGE REFERENCE PAGE 120

1 Look at the interviewer's questions from *Behind the Scenes*. Correct the mistakes in the questions.

1 What you do?
2 When did start you here?
3 What do other people thinks of your job?
4 You like your job?
5 Where you work in the hospital?
6 Why you do like your job?

2 Look at tapescript 2.58 on page 145 to check your answers.

3 Complete the questions about work with a question word from the box.

what what when who how many why where

1 _____ are you from?
2 _____ did you study at school?
3 _____ do you work with?
4 _____ did you start work today?
5 _____ did you do today at work?
6 _____ do you like your job?
7 _____ days do you work every week?

4 Work in pairs. Ask and answer the questions in exercise 3.

SPEAKING

1 Play Guess the job. Work in pairs, A and B.

A: Choose a job.
B: Ask questions and guess the job. Use the questions from grammar exercise 3 to help you.

2 Swap roles and repeat the activity.

DID YOU KNOW?

1 Read the text about the National Health Service.

The NHS (National Health Service) is a public health care service in Britain. It's free for all British people. In Britain, 11% of nurses are men, and 89% are women. 35% of new nurses and 25% of new doctors every year come from other countries. In a report in 2004, 75% of NHS workers said that it was difficult work, but they liked their jobs.

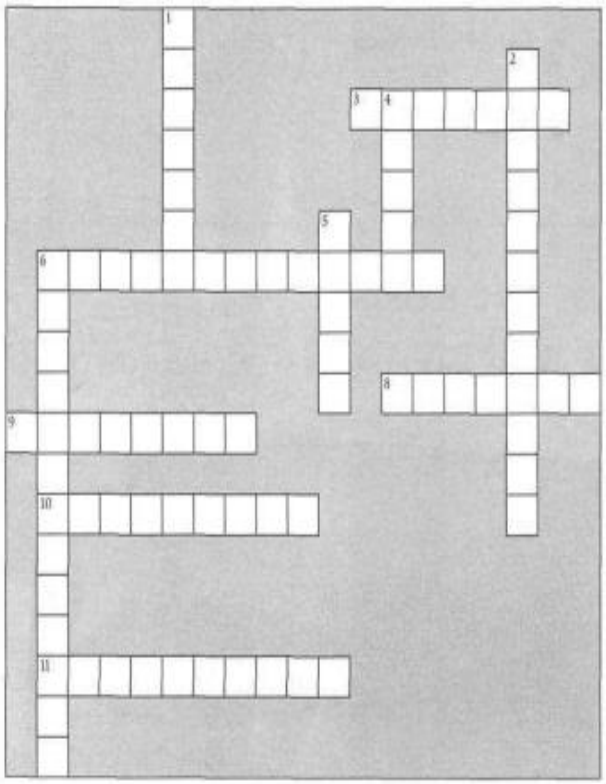


2 Work in pairs. Discuss these questions.

- Are hospitals in your country public or private?
- Are nurses usually women in your country?
- Do you know someone who works in another country? What do they do?

JOBS

1 Complete the crossword.



Across

3 I work for a big company. I'm in charge of lots of people.
6 I work with the public. I wear a uniform.
8 I work when other people are not there.
9 I work in a restaurant.
10 I work in an office.
11 I work in an office. I work with numbers.

Down

1 I work outside. I make things.
2 I work at the front desk of a hotel.
4 I work on television.
5 I work in a hospital.
6 I work in a shop.

2 Complete the table with the job words from the crossword.

men's jobs	women's jobs	both

PREPOSITIONS

3 Complete the sentences with a word from the box.

at for in of on with

1 But I don't work ___ the public.
2 Do you work ___ an office?
3 I hate working ___ computers.
4 I work ___ a very famous company.
5 I'm in charge ___ four other people.
6 No, I work ___ home.

QUESTION WORDS

4 Choose the correct question word to complete the questions.

1 *What / When* do you do?
2 *What / When* do you start?
3 *What / When* time do you finish?
4 *Who / Where* do you work?
5 *Who / Where* do you work with?
6 *How / What* much do you get paid?

5 Match the questions 1–6 in exercise 4 to the answers a–f.

☐ a About £28,000 a year.
☐ b It depends when I start, but I usually work for 8 hours.
☐ c It depends. Sometimes I work at night.
☐ d Sometimes in an office and sometimes outside.
☐ e There are ten of us where I work at the moment.
☐ f I'm a policeman.

DICTATION

6 64 Write the sentences that you hear.

1 _____?
2 _____.
3 _____?
4 _____.

READ & LISTEN

7 65 Read and listen to the text *Did you know?* on page 113 of the Student's Book.

17-mavzu. THE FUTURE OF WORK. (predictions ñwillò)

Amaliy mashgôultstning tj Ïntsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj jasi:	1. ñWillòko`makchi fe`li bilan tanishish 2. ñWillòko`makchi fe`li bilan tanishish va amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- ñWillòko`makchi fe`liamalda qoôllash - talabalarda ñWillòko`makchi fe`lini qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	-talabalardañWillòko`makchi fe`lini leksik material yuzasidan koônikma va malakalari shakllanadi
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtssitalari:	StudentsôBook, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Ïnika vtssitalari bilan jihtszlangan Ïtsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Ïntsltsgik Ïaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ñWillòko`makchi fe`lini qoôllanilishini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

Speaking

1 Read the sentences and circle *I agree/I disagree /I don't know.*

1 It is normal to change jobs many times.
I agree. I disagree. I don't know.

2 It is easy to get a job in my country.
I agree. I disagree. I don't know.

3 Many people work at home in my country.
I agree. I disagree. I don't know.

4 You must know how to use a computer to get a job.
I agree. I disagree. I don't know.

5 Lots of people don't have jobs in my country.
I agree. I disagree. I don't know.

2 Work in pairs. Compare your answers. Explain why you agree or disagree.

Reading

1 Read the text. What is *Futurework*?

1 A book about the future of work in Britain.
2 A webpage about the best jobs in the future in Britain.
3 A magazine article about work and life in Britain.

2 Read the text again and decide if the sentences are true (T) or false (F).

1 *Futurework* is about the future of work around the world.
2 Lancaster wrote *Futurework* quickly.
3 Lancaster thinks that people will change jobs often.
4 Mobile phones will create more stress in the future.
5 Lancaster thinks that working at home is a good thing.
6 There are more old people in Britain now than in the past.
7 It will be important to know other languages to get a good job.

3 Work in pairs. Look at the predictions about work. Do you think these are true for your country? Discuss with your partner.

the future won't wait ... will you?

In ***Futurework***, author **Lee Lancaster** describes the world of work for the rest of the 21st century. Lancaster makes these predictions several years after investigation into jobs in Britain and around the world. Chapters include:

How many jobs? You won't have a permanent job for life in the future. People will change jobs many times during their lives. Part-time jobs will be more common than full-time jobs.
Work/life balance? With mobile phones, laptop computers, email and the internet it will be difficult to separate your job and your personal life. People will be more stressed.
Office in the living room? Working from home will be more popular in the future. That is good news and bad news. If your job is at home, where will you go for a day off?
A life of service? Britain's population is getting older, and the economy is changing. This means that more people will be employed in the service sector: shops, hospitals, centres for old people, hotels and restaurants.
Languages and jobs? How many languages do you speak? Yes, English will be a very important language in the future of work, but it won't be the only language. Many people in Britain only speak English at the moment. People who speak two or more languages will have better opportunities.
Other important skills for future jobs? Computers, the internet and communication skills. You need to know these important things if you want a good, well-paid job in the future.

'If you want to know what the future is, you must read Lancaster's work!'
Daily Sun Times

'Lancaster explains clearly and completely what the dangers of future work will be, and how we can prepare for them.'
Publisher's Circle

See also the website www.futurework.com

VOCABULARY: describing work

1 Find the opposites of these words in the text.

part-time badly-paid temporary
unemployed

2 Complete the sentences with a word from exercise 1.

1 There is a _____ job at the school. They are looking for a person to work from February to July.
2 She has a _____ job in the bank. She only works Tuesdays and Thursdays.
3 He hates his job. It's dirty, dangerous and _____. He never has any extra money.
4 I'm _____ at the moment. I can't find a job.

3 Work in pairs. Discuss these questions.

- What jobs are well-paid in your country? What jobs are badly-paid?
- Are many people in your country unemployed?
- Do students often have part-time jobs in your country?

GRAMMAR: predictions (*will*)

Use *will* to talk about predictions in the future.
Use *will* when we are certain something will happen in the future.
The negative of *will* is *will not* (won't).

*Part-time jobs **will** be more common than full-time jobs.*
*You **won't** have a permanent job for life in the future.*
*Where **will** you go for a day off?*

SEE LANGUAGE REFERENCE PAGE 120

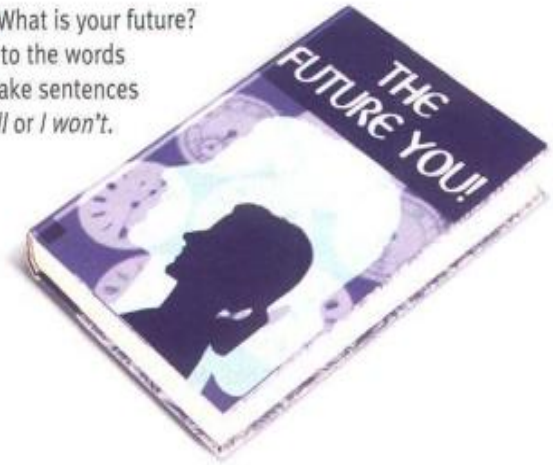
1 Complete the sentences with *will/will not* + the verb in brackets. Use contractions.

1 Public transport, like buses, _____ (*not use*) petrol. They _____ (*work*) on electricity.
2 A computer _____ (*control*) everything in your house: lights, fridge, television ...
3 Every car _____ (*have*) a computer with satellite technology.
4 There _____ (*be*) more problems with bad meat and people _____ (*be*) ill.
5 People _____ (*not cook*), they _____ (*buy*) prepared food.
6 People _____ (*not live*) in tall buildings, they _____ (*live*) underground.

2 Match the sentences in exercise 1 to the other books about life in the future in the box below.

Futurelive Futuredrive Futureeat

3 2.59 What is your future? Listen to the words and make sentences with *I'll* or *I won't*.



1 be rich *I'll be rich.* or *I won't be rich.*

4 2.59 Work in pairs. Listen to the recording again. Now make questions and answers.

1 be rich *Will you be rich? Yes, I will. / No, I won't.*

SPEAKING

1 Do the My Future Working Life quiz.

My Future Working Life

In 10 years ...

1 I'll have (a) a good job (b) an OK job (c) no job.
2 I'll work (a) many hours (b) part-time (c) not many hours.
3 Work will be (a) the most important part (b) very important (c) not important in my life.
4 I'll work (a) close to home (b) far from home (c) at home.
5 (a) Some people (b) Lots of people (c) Nobody will work for me.
6 I'll be (a) happy (b) satisfied (c) unhappy with my job.
7 In my work (a) I'll travel to other countries (b) I'll travel inside my country (c) I won't travel.
8 I'll go to work (a) in the company limousine (b) in my own car (c) by bus.

2 Work in pairs. Tell your partner about your future working life. Who will have a better future?

DESCRIBING WORK

1 Tick (✓) the correct definition a or b.

1 **badly-paid**
a you get a lot of money
b you don't get much money

2 **opportunities**
a chances
b no chances

3 **part-time**
a for only a few hours
b for a lot of hours

4 **stressed**
a feels relaxed and happy
b doesn't feel relaxed and is unhappy

5 **temporary**
a for a long time
b for a short time

6 **unemployed**
a doesn't have a job
b has a job

2 Complete the text with the words 1–6 from exercise 1.

My name's Ben. I'm at college and I finish next year. At the moment I'm working (1) _____ in a restaurant. The job is (2) _____ but I need the money and it is better than being (3) _____. I don't feel (4) _____ as I know it is only (5) _____ and when I finish college I will have lots of (6) _____ to get a better job.

WILL

3 Read the text from exercise 2 again. Complete the sentences with *will* or *won't*.

1 Ben _____ finish college next year.

2 He _____ work in a restaurant when he finishes.

3 He _____ be unemployed.

4 He _____ have better opportunities and _____ get a better job.

5 He _____ always have a part-time job.

4 Choose the correct words to complete the texts.

Futureeat
In ten years we (1) *will / won't* be eating the same food, everything (2) *will / won't* change. The reason for this is that the land (3) *will / won't* be polluted and we (4) *will / won't* be able to grow any fresh food. So, in ten years' time we (5) *will / won't* be eating healthy food.

Futuredrive
I think that in ten years' time people (1) *will / won't* drive cars anymore. I think the price of petrol (2) *will / won't* become too expensive and that people (3) *will / won't* walk a lot more. Maybe we (4) *will / won't* all have electric cars. We (5) *will / won't* travel as much as we do at the moment.

5 Write four predictions for the future.

I think in ten years ...

1 _____.

2 _____.

3 _____.

4 _____.

TRANSLATION

6 Translate the sentences into your language.

1 People will work from home.

_____.

2 They won't work in the same job for life.

_____.

3 Everyone will speak English.

_____.

4 I won't be in this job next year. I'll get a better one.

_____.

READ & LISTEN

7 **66** Read and listen to the text *The future won't wait ... will you?* on page 114 of the Student's Book.

18-mavzu. LIF IS AN ADVENTURE. (be going to/infinitive of purpose)

Amaliy mashgôultstning tj Ontsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	Amaliy
Mashgôultstning rj jasi:	1. ñTo be going toò bilan tanishish 2. . ñTo be going toò ni amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- . ñTo be going toò ni amalda qoôllash - talabalarda ñTo be going toòni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	-talabalarda ñTo be going toò yuzasidan koônikma va malakalari shakllanadi
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtsitalari:	StudentsôBook, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Onika vtsitalari bilan jihtszlangan Otsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Ontsltsgik Oaritasi

Ish btssqichlari va mazmuni	Oôqituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan Natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1.ñTo be going toòni qoôllanilishini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

STARTER

1 How many sentences can you make?

I'm going to Florida	soon.
I went to Florida	when I was a student.
	next month.
	in a year's time.
	two years ago.
	when I retire.

2 Make similar true sentences about you. Tell the class.

FUTURE PLANS

going to

1 Rosie and her teacher Miss Bishop both have plans for the future.
Read their future plans. Which do you think are Rosie's? Which are Miss Bishop's? Write **R** or **MB**.

1 [R] I'm going to be a ballet dancer.
2 [ ] I'm going to travel all over the world.
3 [ ] I'm going to learn Russian.
4 [ ] I'm going to learn to drive.
5 [ ] I'm going to open a school.
6 [ ] I'm not going to marry until I'm thirty-five.
7 [ ] I'm not going to wear skirts and blouses.
8 [ ] I'm going to wear jeans and T-shirts all the time.
9 [ ] I'm going to write a book.
10 [ ] I'm going to become a TV star.

T 12.1 Listen and check. Were you correct?

2 Talk first about Rosie, then about Miss Bishop. Use the ideas in exercise 1.

Rosie's going to be a ballet dancer.

She's going to ...

She isn't going to ...

Which two plans are the same for both of them?

They're both going to ...



3 T12.2 Listen and repeat the questions and answers about Rosie.

Is she going to be a ballet dancer? — *Yes, she is.*

What's she going to do? — *Travel all over the world.*

GRAMMAR SPOT

1 The verb *to be* + *going to* expresses future plans. Complete the table.

I	_____	going to leave tomorrow.
You	_____	
He/She	_____	
We	_____	
They	_____	

What are the questions and the negatives?

2 Is there much difference between these two sentences?

I'm leaving tomorrow. I'm going to leave tomorrow.

▶▶ Grammar Reference 12.1 p133



PRACTICE

Questions about Rosie

1 With a partner, make more questions about Rosie. Then match them with an answer.

Questions

1 Why/she/learn French and Russian?
2 When/marry?
3 How many children/have?
4 How long/work?
5 What/teach?

Answers

a Until she's seventy-five.
b Two.
c Dancing.
d Not until she's thirty-five.
e Because she wants to dance in Paris and Moscow.

2 T12.3 Listen and check. Practise the questions and answers with your partner.

Questions about you

3 Are you going to do any of these things after the lesson? Ask and answer the questions with a partner.

1 watch TV

Are you going to watch TV?

Yes, I am./No, I'm not.

2 have a coffee
3 catch a bus
4 eat in a restaurant
5 meet some friends
6 cook a meal
7 go shopping
8 wash your hair
9 do your homework

4 Tell the class some of the things you and your partner *are* or are *not* going to do.

We're both going to have coffee.

I'm going to catch a bus, but Anna isn't. She's going to walk home.

I'm going to sneeze!

> **!** We also use *going to* when we can see *now* that something is sure to happen in the future.

5 What is going to happen? Use these verbs.

have	sneeze	win	jump	be late	kiss	rain	fall



1 It _____

2 You _____

3 I _____

4 They _____

5 She _____

6 He _____

7 He _____

8 They _____

6 Put a sentence from exercise 5 into each gap.

1 Take an umbrella. _____ .
2 Look at the time! _____ for the meeting.
3 Anna's running very fast. _____ .
4 Look! Jack's on the wall! _____ .
5 Look at that man! _____ .
6 _____ . It's due next month.
7 There's my sister and her boyfriend! Yuk! _____ .
8 'Oh dear. _____ . Aaattishooo!' 'Bless you!'

T 12.4 Listen and check.

I WANT TO TRAVEL THE WORLD

Infinitive of purpose

1 Match a country or a city with an activity. What can you see in the photographs?

Holland	visit the pyramids
Spain	fly over the Grand Canyon
Moscow	see Mount Fuji
Egypt	see the tulips
Kenya	walk along the Great Wall
India	watch flamenco dancing
China	take photographs of the lions
Japan	sunbathe on Copacabana beach
the USA	walk in Red Square
Rio	visit the Taj Mahal

2 Miss Bishop is going to visit all these countries. She is telling her friend, Harold, about her plans. Read their conversation and complete the last sentence.

Miss Bishop First I'm going to Holland.
Harold Why?
Miss Bishop To see the tulips, of course!
Harold Oh yes! How wonderful! Where are you going after that?
Miss Bishop Well, then I'm going to Spain to ...

T 12.5 Listen and check. Practise the conversation with a partner.

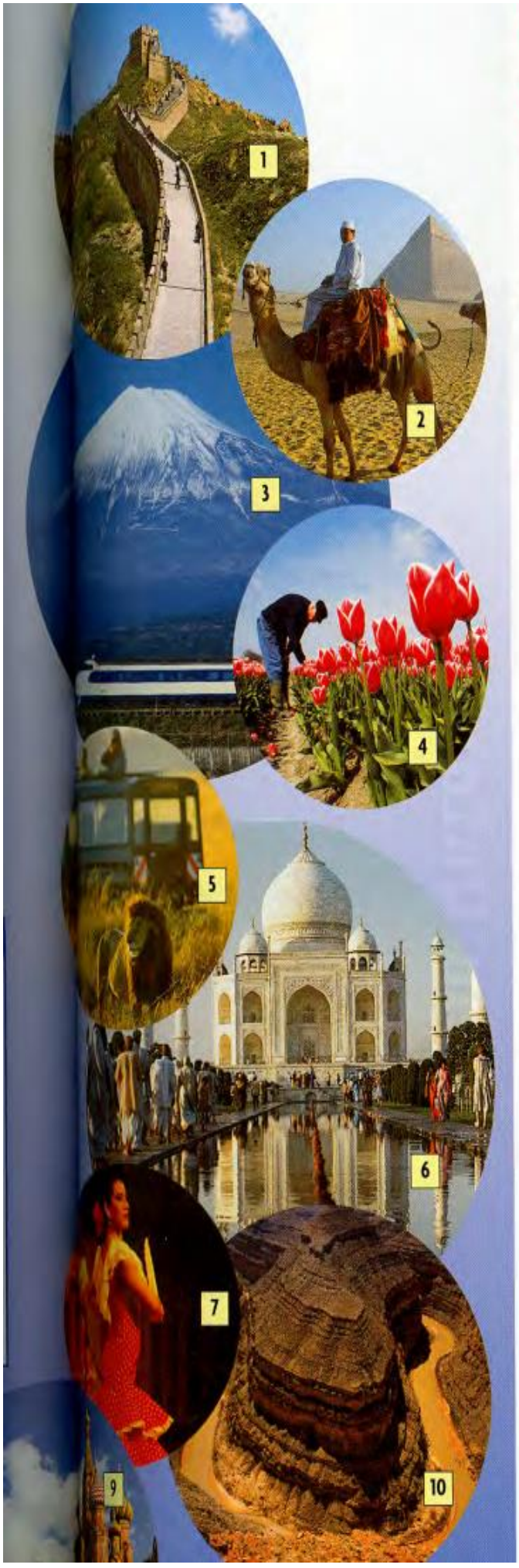
GRAMMAR SPOT

1 With the verbs *to go* and *to come*, we usually use the Present Continuous for future plans.
I'm going to Holland tomorrow.
✗ ~~I'm going to go~~ to Holland tomorrow.
She's coming this evening.
✗ She's ~~going to come~~ this evening.

2 Do these sentences mean the same?
I'm going to Holland to see the tulips.
I'm going to Holland because I want to see the tulips.
The infinitive can tell us why something happens.
I'm going to America to learn English.

▶▶ **Grammar Reference 12.2 p133**





PRACTICE

Roleplay

1 Work with a partner. **Student A** is Harold, **Student B** is Miss Bishop. Ask and answer questions about the places.

Harold Why are you going to Holland?
Miss Bishop To see the tulips, of course!
Harold How wonderful!

2 Talk about Miss Bishop's journey. Use *first, then, next, after that.*

First she's going to Holland to see the tulips. Then she's …

Why and *When*?

3 Write down the names of some places you went to in the past. Ask and answer questions about the places with a partner.

Why did you go to England? — *To learn English.*
When did you go? — *Two years ago.*
Why did you go to Melbourne? — *To visit my cousins.*
When did you go? — *Last year.*

Tell the class about your partner.

4 Write down the names of some places you are going to in the *future* and do the same.

Why are you going to Paris? — *To go shopping.*
When are you going? — *In two weeks' time.*

Check it

5 Tick (✓) the correct sentence.

1 ☐ Is going to rain.
☐ It's going to rain.

2 ☐ Do you wash your hair this evening?
☐ Are you going to wash your hair this evening?

3 ☐ She's going to have a baby.
☐ She's going to has a baby.

4 ☐ I'm going to the Post Office to buy some stamps.
☐ I'm going to the Post Office for buy some stamps.

5 ☐ I'm going home early this evening.
☐ I'm go home early this evening.

6 ☐ I opened the window to get some fresh air.
☐ I opened the window for to get some fresh air.

READING AND SPEAKING

Living dangerously

1 Match a verb with a noun or phrase.

have	sick
win	an accident
feel	in water
float	top marks
get	a race

2 Which of these sports do you think is the most dangerous? Put them in order 1–6. 1 is the *most* dangerous. Compare your ideas with a partner and then the class.

☐ skiing ☐ football ☐ motor racing
☐ windsurfing ☐ golf ☐ sky-diving

3 Look at the photos of Clem Quinn and Sue Glass. Which of their sports would you most like to try? Why?

Work in two groups.

Group A Read about Clem. **Group B** Read about Sue.

Answer the questions about your person. Check your answers with your group.

1 What happened when he/she was a child?
2 What job did he/she do when she/he grew up?
3 How did he/she become interested in the sport?
4 Why does he/she like the sport?
5 Does he/she think it is a dangerous sport?
6 Does he/she teach the sport?
7 What are his/her future plans?
8 When is he/she going to stop doing it?
9 These numbers are in your text. What do they refer to?
5 6 20 100

4 Work with a partner from the other group. Compare Clem and Sue, using your answers.

Interviews

1 **Group A** You are Clem. Make questions about Sue.

1 Why/not like driving?
2 Why/Julian Swayland take you to Brands Hatch?
3 Why/do well on the motor racing course?
4 Why/stop motor racing?
5 What/do next year?

Group B You are Sue. Make questions about Clem.

1 What/do when you were five?
2 When/do your first parachute jump?
2 Why /move to the country?
3 Why/love sky-diving?
4 What/do next July?

2 Work with a partner from the other group. Interview each other.



Clem Quinn

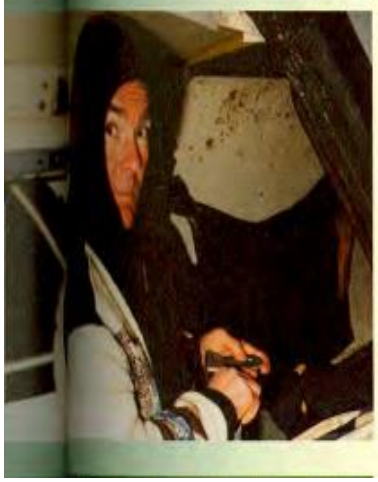
SKY-DIVER

Clem Quinn was always interested in flying. When he was five, he tried to fly by jumping off the garden shed with a golf umbrella, but when he grew up he didn't become a pilot, he became a taxi driver. Then 20 years ago he did a parachute jump and loved it. He decided that being a taxi driver in London was a lot more dangerous than jumping out of a plane, so he moved to the country to learn parachute jumping and sky-diving. He is now a full-time teacher of sky-diving. He says:

'I love sky-diving because the world looks so good – blue sky, green fields, white clouds. You float through the air, it's like floating in water. You can see forever, all the way to the French coast. The views are fantastic. You can forget all your worries. People think it is dangerous but it's very safe. Football is much more dangerous. Footballers often have accidents. When did you last hear of a sky-diving accident? Next July I'm going to do a sky-dive with 100 people from six planes. That's a record. I'm never going to retire. I'm going to jump out of planes until I'm an old man.'









Sue Glass

RACING DRIVER



Sue Glass had a car accident when she was eight so she didn't like driving. When she grew up this was a problem, because she got a job with a car company. Then six years ago she met Julian Swayland, a racing driver, and she told him she was afraid of cars. He wanted to help, so he took her to Brands Hatch, a Grand Prix racing circuit. He drove her round corners at 100 mph and she loved it. Then she heard about a special motor racing course. She did the course with five men and was amazed when she got top marks. She says:

'I think I did well because I listened to everything the teacher said. I needed to because I was so afraid. The men often didn't listen. The best moment was my first championship race. I didn't win but I came fourth. I beat 20 men. I love the excitement of motor racing but it's a dangerous sport and I'm always very frightened. In fact I stopped doing it a year ago, because I got so nervous before each race, I felt really sick. I'm not going to race again, I'm going to teach other people to drive. I'm going to open a driving school next year.'

VOCABULARY AND SPEAKING

The weather

1 Match the words and symbols.

sunny rainy windy snowy cloudy foggy



Which symbols can the following adjectives go with?

hot warm cold cool wet dry

2 T 12.6 Listen and complete the answers.

'What's the weather like today?' 'It's _____ and _____.'

'What was it like yesterday?' 'Oh, it was _____ and _____.'

'What's it going to be like tomorrow?' 'I think it's going to be _____.'

> ! The question *What . . . like?* asks for a description.
> What's the weather like? = Tell me about the weather.

Practise the questions and answers. Ask and answer about the weather where *you* are today, yesterday, and tomorrow.

3 Work with a partner. Find out about the weather round the world yesterday.

Student A Look at the information on this page.
Student B Look at the information from your teacher.

Ask and answer questions to complete the information.

What was the weather like in Athens?

It was sunny and warm. 18 degrees.

WORLD WEATHER: NOON YESTERDAY

		°C
Athens	S	18
Berlin	R	7
Bombay	—	—
Edinburgh	C	5
Geneva	—	—
Hong Kong	S	29
Lisbon	—	—
London	R	10
Los Angeles	—	—
Luxor	S	40
Milan	—	—
Moscow	Sn	−1
Oslo	—	—

S = sunny
C = cloudy
Fg = foggy
R = rainy
Sn = snowy

4 Which city was the hottest? Which was the coldest? Which month do you think it is?

going to

1 What are they going to be?

Write sentences about the people using the words in the box.

architect	journalist
pilot	interpreter
accountant	teacher
doctor	athlete

Frank and I are learning to fly.
We're going to be pilots.



1 Bob loves children.

_____

2 Maria's good at languages.

_____

3 Mary likes writing.

_____

4 Sue and Peter are studying medicine.

_____

5 Anna likes modern buildings.

_____

6 Bill's good at numbers.

_____

7 Lisa can run very fast.

_____

2 Making questions

T 12.1 Write the questions for these sentences.

1 I'm very hungry. (What/you/eat?)
What are you going to eat?

2 We're going to the cinema. (What/you/see?)

_____

3 Steve's coming for dinner tonight. (What/you/cook?)

_____

4 Cathy's going to university in September. (What/she/study?)

_____

5 Jack and Jill got engaged last week. (When/they/get married?)

_____

6 Sue's not going by train. (she/fly?)

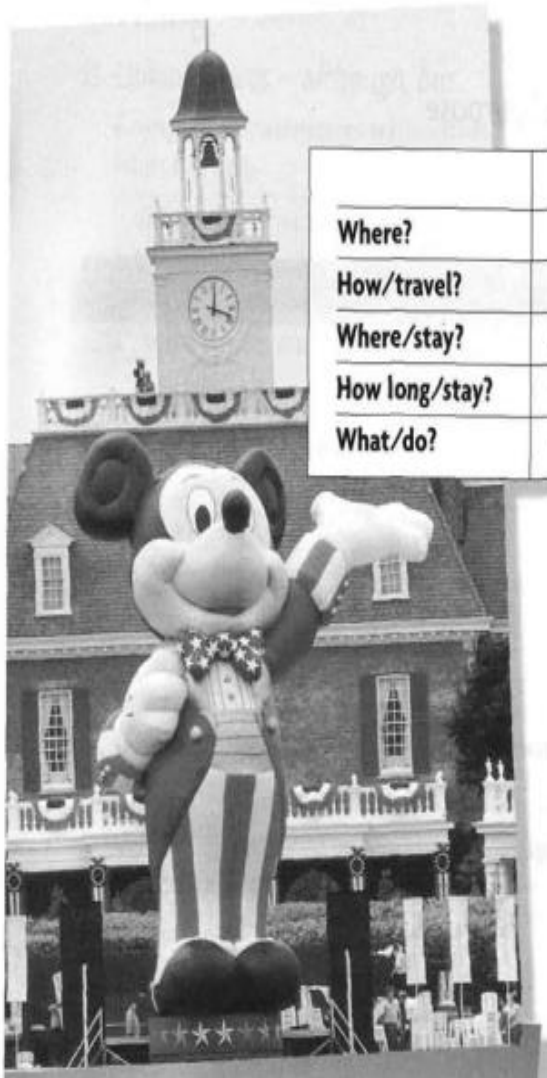
_____

7 It's my birthday next week. (you/have a party?)

_____

8 It's very cloudy. (it/rain?)

_____





3 Going on holiday

1 Read the information about these people's holidays. Make notes about your next holiday.

	Mark and Lucy	John	Me
Where?	Florida, the USA	Prague	
How/travel?	plane	boat and train	
Where/stay?	a motel	the Hotel Vaclav	
How long/stay?	10 days	6 days	
What/do?	visit Disney World	visit the old town centre	

2 Write sentences about Mark and Lucy's plans.

1 *Mark and Lucy are going to Florida in the USA next summer.*

2 They _____

3 _____

4 _____

5 _____

3 Complete the conversation between Lucy and John.

Lucy (1) _____ on holiday next summer?

John To Prague.

Lucy (2) _____ fly there?

John No, I'm not. I'm going by boat and train.

Lucy (3) _____ ?

John In a hotel. The Hotel Vaclav.

Lucy (4) _____ ?

John For six days, from Friday to Wednesday.

Lucy And (5) _____ ?

John Well, the buildings are really beautiful, so (6) _____ .

4 Write five sentences about your next holiday.

_____

_____

_____

_____

_____

_____

_____

4 Making negatives

T 12.2 Read the sentences about the past. Make negative sentences about the future.

1 Sue and Bill got a new car last year.
They aren't going to get one this year.

2 Jane had a birthday party last year.

_____

3 We went to Spain last year.

_____

4 I wore my blue coat yesterday.

_____

5 Peter and Rob did the washing-up yesterday.

_____

6 My aunt gave me a hat for Christmas last year.

_____

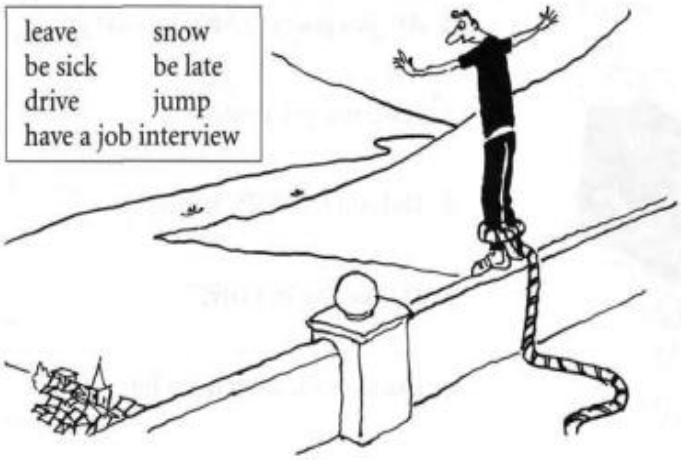
7 Paul didn't pass the exam last year.

_____

5 What is going to happen?

T 12.3 Complete the sentences with *going to* and a verb or expression from the box.

leave	snow
be sick	be late
drive	jump
have a job interview	



1 Look at that man on the bridge! I think he *'s going to jump.*

2 I don't feel well. I think I _____ .

3 It's so cold and look at those clouds! I think it _____ _____ .

4 This film's so boring. We _____ .

5 Sally's wearing her best clothes. She _____ _____ .

6 Hurry up! It's nearly ten o'clock! You _____ _____ .

7 'Do you want to walk to the shops?' 'No, I _____ _____ .'

Infinitive of purpose

6 Why are you going to the baker's?

T 12.4 Answer the questions with an infinitive of purpose and words from the box.

dictionary	aspirin	holiday
brochure	CD	stamps
magazine	bread	



1 Why are you going to the baker's?
To buy/get some bread.

2 Why are you going to the chemist's?

_____

3 Why are you going to the bookshop?

_____

4 Why are you going to the travel agent's?

_____

5 Why are you going to the post office?

_____

6 Why are you going to the music shop?

_____

7 Why are you going to the newsagent's?

_____

7 Jane's busy day

Read about Jane's busy day.

JANE'S BUSY DAY



Yesterday Jane had a very busy day. First she went to the dry cleaner's and collected her dress and jacket. Then she went to the chemist's and bought some suncream and a new pair of sunglasses. After that she went to the bank and got some Spanish pesetas, and to the travel agent's, where she collected some tickets. Then she went home and packed her suitcase. An hour later a taxi arrived and took her to the airport, where she caught a plane to Majorca.

Write sentences about Jane's day using the infinitive of purpose.

She went to the dry cleaner's to collect her dress.

Auxiliary verbs

8 *am/is/are, do/does/did*

Complete the sentences with *am/is/are* or *do/does/did.*

1 _____ he play tennis last Sunday?
2 _____ he playing tennis now?
3 How often _____ you wash your hair?
4 _____ you wash it yesterday?
5 I _____ going to wash it tonight.
6 We _____ having dinner at the moment.
7 _____ you have a dinner at this time every evening?
8 What _____ your parents going to do when they retire?
9 When _____ your parents first meet?
10 What time _____ Maria usually arrive at school?

9 Short answers

T 12.5 Write true answers.

1 Are you a student? *Yes, I am.*
2 Are you going to America next year?
3 Have you got a sister?
4 Did you watch TV last night?
5 Do you live in a city?
6 Does your teacher talk a lot?
7 Is your teacher talking at the moment?
8 Did your teacher give you some homework last lesson?
9 Is your teacher going to give you some homework today?
10 Has your teacher got long hair?
11 Can you speak French?

19-mavzu: LIFE TIME ACHIEVMENTS. (present perfect 1)

Amaliy mashg‘ulotning tj‗ntsltsgik mtsdj‗li

Mashg‘ultst vaqti:	**Talabalar stsni:**
Mashg‘ultst shakli:	amaliy
Mashg‘ultstning rj‗jasi:	1. Hozirgi tugallangan zamon bilan tanishish 2. Hozirgi tugallangan zamonni amalda qo‘llash 3. Mavzuga dtsir lj‗ksik mashqlarni bajarish
O‘quv mashg‘ultstining maqsadi:	- talabalarga hozirgi tugallangan zamonni tanishtirish - talabalarda hozirgi tugallangan zamonni amalda qo‘llashini shakllantirish
O‘quv fatsliyati natijalari:	Hozirgi tugallangan zamonni amalda qo‘llay tsladilar - ilmiy maqtslalar yozishda yordam bj‗radi
Ta‘lim bj‗rish usullari:	intj‗raktiv, ktsmmunikativ
Ta‘lim bj‗rish shakli:	kichik guruhlarda ta‘lim
Ta‘lim bj‗rish vtsitalari:	Students‘ Book, tarqatma matj‗riallar
Ta‘lim bj‗rish shartsiti:	o‘qitishning tj‗‗nika vtsitalari bilan jihtszlangan ‗tsnasi
Mtsnittsring va bahtslash:	mashg‘ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg‘ultstning tj‗‗ntsltsgik ‗aritasi

Ish btssqichlari va mazmuni	**O‘qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. O‘qituvchi mavzuni e‘ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o‘z fikrlarini bildiradilar	Guruhda chj‗t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj‗rilgan ttspshiriq-(lar)ni tj‗kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj‗ksika. Mavzuga dtsir so‘z va so‘z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo‘yib eshittiradi g) O‘qish mashqi. Matni o‘qib bj‗radi va bj‗rilgan savtsllarga javtsb bj‗rishni ta‘kidlaydi d)Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg‘zaki yoki taqdimtst shaklda qilishlari kj‗rak bo‘ladi So‘zlar va so‘z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e‘tibtsr bj‗radilar Tinglab kj‗rakli eslatma-larni qayd qiladilar Matni o‘qib, savtsllarga javtsb bj‗radilar, mazmunini anglashga harakat qiladilar Juft bo‘lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj‗radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma‘suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko‘makchi fj‗‘llarni biladilar Yozuv ko‘nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O‘qish, talaffuz ko‘nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ‗attslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta‘lim uchun tavsiyalar**		
	Mavzu yuzasidan poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Hozirgi tugallangan zamonni bilish 2. So‘zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

SPEAKING & VOCABULARY: music

1 Put the words into two groups.

singer rock pop musician songwriter
jazz R&B band rap folk classical

People who make music	Kinds of music

2 What are these words in your language? Which ones are similar?

3 2.64 Listen to different kinds of music. What kind of music is each one? Do you like it?

4 Work in pairs. Discuss these questions.

- What kind of music do you listen to?
- Can you sing or play a musical instrument?
- Do you like going to concerts? What kind?







READING

1 You are going to read an article about the Grammy Awards. Look at the photos on the page. What do you think the Grammy Awards are?

2 Read the article. Look at the pictures A–D. Which person is not in the article?

3 Read the biographies again and answer the questions.

1 How many Lifetime Achievement Awards does the Grammy Foundation give every year?
2 Name two songs by Bob Dylan and two by Aretha Franklin.
3 Where are the Rolling Stones from?
4 Where have the Rolling Stones given concerts?
5 What is Aretha Franklin's other name?
6 Which musician has also won an Oscar?

4 Work in pairs. Discuss the questions.

- Do you know any of these singers or groups?
- What do you think of them?
- Do you like their music?

The Grammy Awards, or Grammys, started in 1959 and are held every year in New York or Los Angeles. They celebrate the best in the music business. Every year the Grammy Foundation gives a Lifetime Achievement Award to individuals or groups who have made an important contribution to the music business. Here are some winners from the past.

The Rolling Stones

Rock and roll band from Britain.
Received the Grammy Lifetime Achievement Award in 1986.
They are the longest and most successful rock and roll band in history. They haven't stopped making music for more than 40 years. They have made over 35 albums and have had more than 50 top ten songs. They have given concerts on every continent.

GRAMMAR: present perfect 1 – affirmative

Use the present perfect to talk about general events or experiences in the past. When we use the present perfect, we don't talk about a specific time in the past.

The present perfect uses *have/has* + past participle.
*He **has written** more than 450 songs.*
*She **has won** 17 Grammys.*

SEE LANGUAGE REFERENCE PAGE 130

1 Underline all the examples of the present perfect affirmative in the article.

2 Make the past participles of these verbs.

make say write stop change give sing have win

3 Complete the text about another Grammy Award winner. Put the words in brackets into the present perfect.

Joni Mitchell
Born in 1943, Canada.
Received the Grammy Lifetime Achievement Award in 2002.
Joni Mitchell is one of the most important woman singers and songwriters of the twentieth century. She (1)_____ (make) 21 albums. The musicians Prince, Seal and Annie Lennox (of the Eurythmics) (2)_____ (say) that she was an influence on their music. Joni Mitchell (3)_____ (write) poetry and (4)_____ (be) famous for her work as a painter. She (5)_____ (won) many awards for her work.

PRONUNCIATION: contractions

1 2.65 Listen to these contractions.

I have won an award.	I've won an award.
He has not won an award.	He hasn't won an award.
They have won an award.	They've won an award.

2 Say the sentences below with contractions.

1 We have not won an award.
2 He has written a song.
3 She has not changed musical style.
4 You have not won.
5 It has not been easy.
6 I have not said the truth.

3 2.66 Listen to the recording to check your answers. Say the sentences.

SPEAKING

1 2.67 Read and listen to a person talking about her favourite singer.

I think Robbie Williams should get a Lifetime Achievement Award. He has made some great CDs. He's written lots of songs. He's given concerts all round the world. He's been number one in many countries, and he has written a book. I think he's a great singer.

2 Work in pairs. Which musician or group from your country should get a Lifetime Achievement Award for their work? Why? Prepare your reasons. Look at exercise 1 for an example.

3 Work with another pair. Explain who should get the Lifetime Achievement Award.

Bob Dylan

Born in 1941, Minnesota, USA.
Received the Grammy Lifetime Achievement Award in 1991.
People have said that Bob Dylan is the greatest songwriter ever. He has written more than 450 songs, including the hits: 'Blowin' in the Wind', and 'Mr Tambourine Man'. He has won many Grammys, and an Oscar for his work. Bob Dylan is also famous because he has changed musical styles many times.

Aretha Franklin

Born in 1942, Tennessee, USA.
Received the Grammy Lifetime Achievement Award in 1994.
Aretha Franklin is also called the 'Queen of Soul'. She has made more than 20 albums and has sung some of the most famous R&B songs in history, including 'Respect', 'You Make Me Feel Like a Natural Woman' and 'I Never Loved a Man (The Way I Love You)'.



Music

1 Rearrange the letters to make words connected to music.

1 korc _____
2 grinse _____
3 zajz _____
4 ourpg _____
5 caniismu _____
6 lofk _____
7 wrongsitre _____
8 iscallsac _____

2 Look at the words in exercise 1 again. Can you add any more?

Present perfect affirmative

3 Complete the two biographies with the correct form of the verbs from the box.

act	become	have	make (x2)
say	sell	win (x2)	write

Future winners of the Grammy Lifetime Achievement Award?



Many people have (1) ____ that Madonna is one of the greatest pop stars ever. She has (2) ____ over 15 albums and has (3) ____ 11 US number one songs. She has (4) ____ in lots of films and (5) ____ a number of awards. She has (6) ____ five books for children.

Coldplay have (7) ____ only three albums but have (8) ____ famous around the world. They have (9) ____ more records than any other group in the last two years and have already (10) ____ a Grammy with *Clocks* in 2004.



4 Rearrange the words to make questions.

1 had has How Madonna many number one records
_____?
2 has books children written Who for
_____?
3 many have made How Coldplay albums
_____?
4 won Have Coldplay awards any
_____?
5 Coldplay done have in last the two What years
_____?

5 Read the biographies in exercise 3 again and answer the questions in exercise 4.

1 *Madonna has had eleven number one records.*
2 _____.
3 _____.
4 _____.
5 _____.

Dictation

6 70 Write the sentences that you hear.

1 _____.
2 _____.
3 _____.
4 _____?

Read & listen

7 71 Read and listen to the text about *Grammy Awards* on pages 122–123 of the Student's Book.

20-mavzu: A PUBLIC LIFE. (present perfect 2, irregular verbs)

Amaliy mashg‘ulotning tj‘Cntsltsgik mtsdj‘li

Mashg‘ultst vaqti:	**Talabalar stsni:**
Mashg‘ultst shakli:	Amaliy
Mashg‘ultstning rj‘jasi:	1. Hozirgi tugallangan zamonning so`roq va inkor shakllari bilan tanishish 2. Hozirgi tugallangan zamonning so`roq va inkor shakllarini amalda qo‘llash
O‘quv mashg‘ultstining maqsadi:	- talabalarga Hozirgi tugallangan zamonning so`roq va inkor shakllarini tanishtirish
O‘quv fatsliyati natijalari:	- Hozirgi tugallangan zamonning so`roq va inkor shakllarini amalda qo‘llay tsladilar
Ta‘lim bj‘rish usullari:	intj‘raktiv, ktsmmunikativ
Ta‘lim bj‘rish shakli:	kichik guruhlarda ta‘lim
Ta‘lim bj‘rish vtssitalari:	Studentsô Book, tarqatma matj‘riallar
Ta‘lim bj‘rish shartsiti:	o‘qitishning tj‘Cnika vtssitalari bilan jihtszlangan Ctsnasi
Mtsnittsring va bahtslash:	mashg‘ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg‘ultstning tj‘Cntsltsgik Caritasi

Ish btssqichlari va mazmuni	**O‘qituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan Natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. O‘qituvchi mavzuni e‘ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o‘z fikrlarini bildiradilar	Guruhda chj‘t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj‘rilgan ttspshiriq-(lar)ni tj‘kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj‘ksika. Mavzuga dtsir so‘z va so‘z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo‘yib eshittiradi g) O‘qish mashqi. Matni o‘qib bj‘radi va bj‘rilgan savtsllarga javtsb bj‘rishni ta‘kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg‘zaki yoki taqdimtst shaklda qilishlari kj‘rak bo‘ladi So‘zlar va so‘z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e‘tibtsr bj‘radilar Tinglab kj‘rakli eslatma-larni qayd qiladilar Matni o‘qib, savtsllarga javtsb bj‘radilar, mazmunini anglashga harakat qiladilar Juft bo‘lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj‘radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma‘suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko‘makchi fj‘‘llarni biladilar Yozuv ko‘nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O‘qish, talaffuz ko‘nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta‘lim uchun tavsiyalar**		
	Mavzu yuzasidan poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Hozirgi tugallangan zamonning so`roq va inkor shakllarini bilish 2. So‘zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

SPEAKING

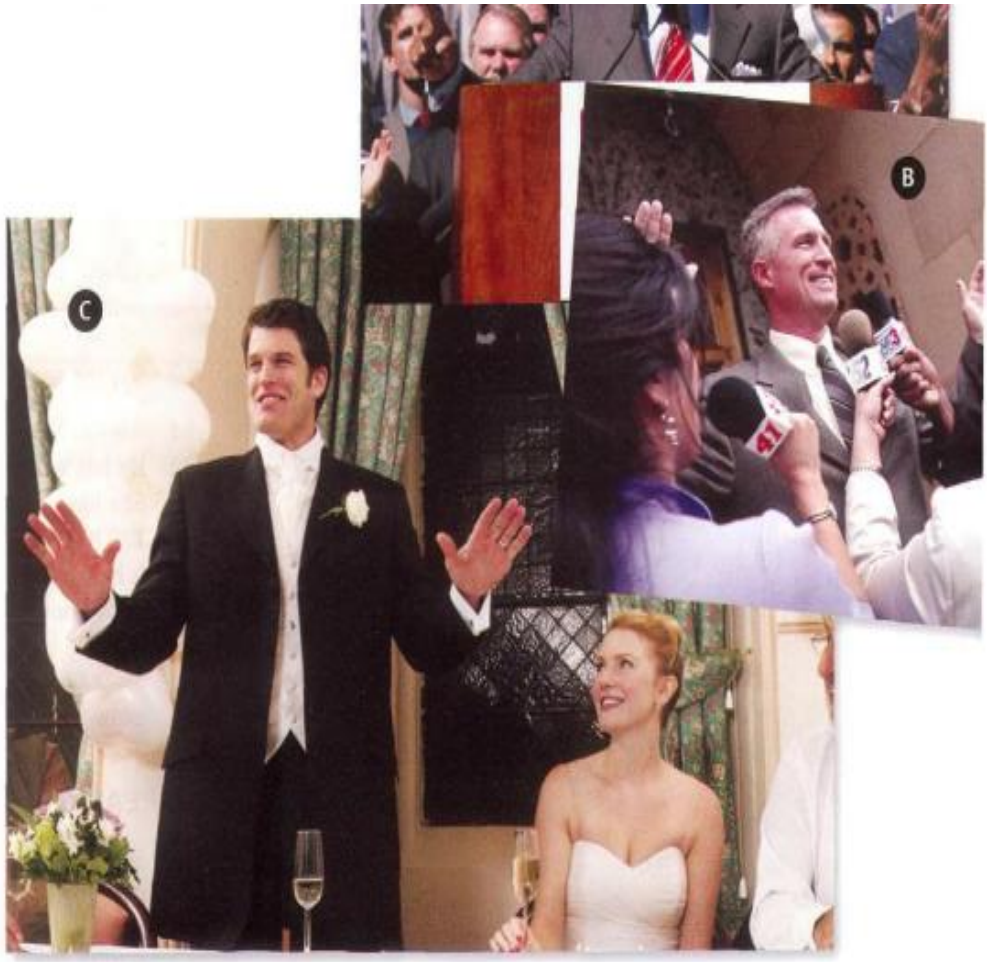
1 Work in pairs, A and B.

A: Choose one of the photos. Describe it to your partner.
B: Guess the picture. Swap roles and repeat.

2 Have you been in one of these situations? How did you feel?

I was on television. I didn't like it. I was very nervous.

I spoke at a friend's wedding. It was great.



LISTENING

1 in 4 Americans have been on television, study says

Number 1 dream: to be on television say young people

Psychologists say 'we are obsessed with public lives'

1 Look at the headlines. Do you think these statements are true for your country?

2 2.68 Listen to someone doing a survey in Britain. Tick (✓) the words you hear.

television camera radio game show newspaper
a letter the morning news the evening news

3 2.68 Listen to the recording again and complete the table.

✓ Yes ✗ No ? doesn't say

	Speaker 1	Speaker 2	Speaker 3
been on TV	✗		
spoken on radio	✗		
written to newspaper	?		

GRAMMAR: present perfect 2 – questions & negative

Use the present perfect to ask about experiences in the past.
In questions in the present perfect, we can use *ever*. *Ever* usually means 'in your life'.

*Have you **ever** been on television? Yes, I have.*
*Have you **ever** written to a newspaper? No, I haven't.*

We can use *never* in negatives. *Never* = not ever.
*I've **never** been on television.*

*Have you **ever** been in the newspaper? No, **never**.*

SEE LANGUAGE REFERENCE PAGE 130

1 Complete the past participles. Then match them to the infinitives in the box.

be write have hear call speak see

1 b_ _n
2 sp_k_n
3 c_ll_d
4 h_d
5 s_ _n
6 wr_tt_n
7 h_ _rd

2 Complete the dialogue. Put the words in brackets into the present perfect.

Journalist: (1)_____ (*you ever be*) on television?
Martin: No, I haven't.
Journalist: (2)_____ (*you ever speak*) on the radio?
Martin: What do you mean?
Journalist: Well, (3)_____ (*you called*) a radio station?
Martin: Yes, I have.
Journalist: (4)_____ (*you ever have*) your photo in the newspaper?
Martin: Yes, I have. I (5)_____ (*write*) several letters to the newspaper. One time my photo was next to my letter. (6)_____ (*you hear*) of the *Daily Star*?
Journalist: No, I haven't. I (7)_____ (*never hear*) of it. I work for the *Weekly Times*.
Martin: I (8)_____ (*never see*) your newspaper.

3 2.69 Work in pairs. Listen to the recording to check your answers. Practise the dialogue with a partner.

PRONUNCIATION: irregular past participles

1 2.70 Listen to the past participles.

/əʊ/	/ɪ/	/ʌ/	/eɪ/	/e/
known spoken	given driven	won done	made paid	read met

2 Put the words in the correct column in exercise 1.

broken slept come written taken

3 2.71 Listen to the recording to check your answers. Say the words.

SPEAKING

1 Read the A Public Life questionnaire. Make the questions.

A Public Life

— Are you a public person or a private person?

Have you ever ...

be on television?	*When?*
speak in public?	*Where?*
call a radio programme?	*When?*
have your photo in the newspaper?	*When?*
write a letter to the newspaper?	*When?*
receive an award in public?	*When?*

2 Work in pairs. Ask and answer the questions from exercise 1. Answer *Yes, I have* or *No, I haven't*. If your partner answers *Yes, I have*, ask the next question (*Where? When?* etc).

A: *Have you ever been on television?*
B: *No, I haven't.*
A: *Have you ever spoken in public?*
B: *Yes, I have.*
A: *Where?*
B: *At school.*

3 Tell the rest of the class about the people you interviewed. Who has the most public life in the class?

DID YOU KNOW?

1 Read the information about *Time* magazine.



The American magazine *Time* has a special issue every year called Person of the Year. *Time* chooses the Person of the Year as the the individual or group of individuals who have had the biggest effect on the year's news. They have had very public lives.

Some of the people of the year for *Time* magazine have been:

Mohandas Gandhi, Indian leader (1930)
Adolf Hitler, German leader (1938)
Elizabeth II, Queen of England (1952)
Martin Luther King, American Civil Rights leader (1963)
Jeff Bezos, founder of Amazon (1999)

2 Work in pairs. Discuss these questions.

- Do you know the magazine *Time*? Is there a similar news magazine in your country?
- Think of some people who are on television or in the news a lot at the moment. Why are they in the news? Do they have a very public life?

IN PUBLIC

1 Read the text and answer the questions.

> Most people say they want to be famous, but when they have the chance they don't always take it. For example, one in four people in the US has been on TV but it isn't difficult to get on TV. Most TV shows want people for the audience. When we ask people questions about what they have done to become famous it is surprising how few have made much effort. Most people say 'No, never' when asked questions like 'Have you ever written to a newspaper?' or 'Have you ever met someone famous?'

1 What do people say they want?

_____.

2 How many Americans have been on TV?

_____.

3 Is it easy to get on TV?

_____.

4 Have people tried to become famous?

_____.

5 What do people usually answer to the question 'Have you ever written to a newspaper?'

_____.

HAVE YOU EVER ... ? *EVER/NEVER*

2 Complete the questions with the correct form of the verbs from the box.

write	win	speak	meet	have	be

1 Have you ever _____ on TV?

2 Have you ever _____ on the radio?

3 Have you ever _____ your photo taken with a famous person?

4 Have you ever _____ to a newspaper?

5 Have you ever _____ a competition or prize?

6 Have you ever _____ someone famous?

3 Complete the conversations with the phrases from the box.

Two years ago	No, never	
Have you ever (x2)	I haven't	I have

1 **A:** Excuse me! Can I ask you some questions?
B: Of course.
A: (1) _____ been on TV?
B: Yes, (2) _____.
A: When?
B: (3) _____. I was on a chat show.

2 **A:** (4) _____ written to a newspaper?
B: No, (5) _____.
A: Have you ever met anyone famous?
B: (6) _____. Have you?
A: Well, yes. I am famous!
B: Really?

4 Correct one mistake in each sentence.

1 Have you never been to London?

2 No, I have.

3 Have you ever wrote a letter to a newspaper?

4 I never been on TV.

5 Yes, I haven't. What about you?

6 Have ever you spoken on the radio?

TRANSLATION

5 Translate the sentences into your language.

1 Have you ever been on TV?

_____?

2 No, I've never been on TV.

_____.

3 Yes, I was on TV last year.

_____.

4 Have you ever met a famous person?

_____?

21-mavzu: HAVE YOU EVER. (present perfect, ever/never/yet/just)

Amaliy mashgôultstning tj Ontsltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Hozirgi tugallangan zamon ñever va neverô bilan tanishish 2. Hozirgi tugallangan zamon ñever va neverô bilanni amalda qoôllash
Oôquv mashgôultstining maqsadi:	- talabalarga Hozirgi tugallangan zamon ñever va neverô bilan tanishtirish - talabalarda Hozirgi tugallangan zamon ñever va neverô bilanni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- tslmtsshlarni amalda qoôllay tsladilar
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtsitalari:	Studentsô Book, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Onika vtsitalari bilan jihtszlangan Otsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Ontsltsgik Oaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	Mavzu yuzasidan poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1 Hozirgi tugallangan zamon ñever va neverô bilan 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

STARTER

1 Match the countries and flags.

Australia Brazil France Germany Great Britain
Greece Hungary Italy Japan Canada Spain the USA



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

2 Tick (✓) the countries that you have visited.

IN MY LIFE

Present Perfect + *ever* and *never*

1 T 14.1 Read and listen to the sentences. Then listen and repeat.

I've been to Germany. (I've = I have)
I haven't been to France.
I've been to the USA.
I've never been to Australia.
I haven't been to any of the countries!

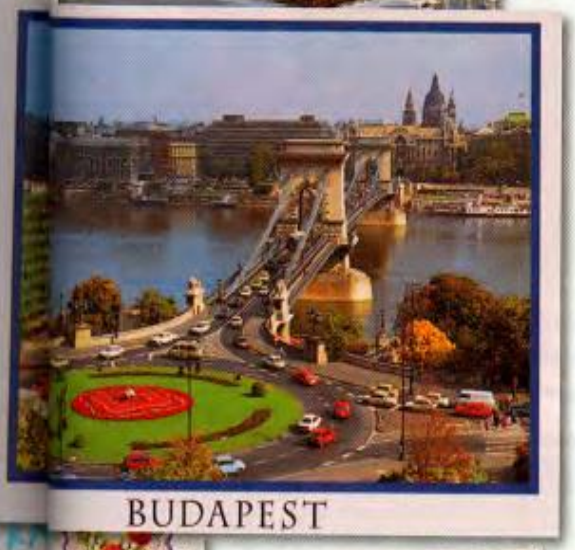
Work in groups. Tell each other which of the countries above you have or haven't been to. Have you been to any other countries?

2 T 14.2 Read and listen to the conversation. Practise with a partner.

A Have you ever been to Paris?
B No, I haven't.
A Have you ever been to Berlin?
B Yes, I have.
A When did you go?
B Two years ago.











3 Write down the names of four cities in your country or another country that you have been to. Have similar conversations with your partner.

4 Tell the class about your partner.

Maria's been to Berlin. (Maria's = Maria has)

She went there two years ago.

But she hasn't been to Paris. / She's never been to Paris. (She's = She has)

GRAMMAR SPOT

1 We use the Present Perfect to talk about experiences in our lives.
Have you ever (at any time in your life) been to Paris?

2 We use the Past Simple to say exactly *when* something happened.
When did you go to Paris?

I went there	last year.
	two years ago.
	in 1998.

3 We make the Present Perfect tense with *has/have* + the past participle.
Complete the table.

	Positive	Negative	
I/You/We/They	_____	_____	been to Paris.
He/She/It	_____	_____	

4 Write *ever* and *never* in the right place in these sentences.
Has he _____ been to London?
He's _____ been to London.

▶▶ Grammar Reference 14.1 p134

PRACTICE

Past participles

1 Here are the past participles of some verbs. Write the infinitive.

eaten	eat	made	_____	given	_____
seen	_____	taken	_____	won	_____
met	_____	driven	_____	had	_____
drunk	_____	cooked	_____	stayed	_____
flown	_____	bought	_____	done	_____

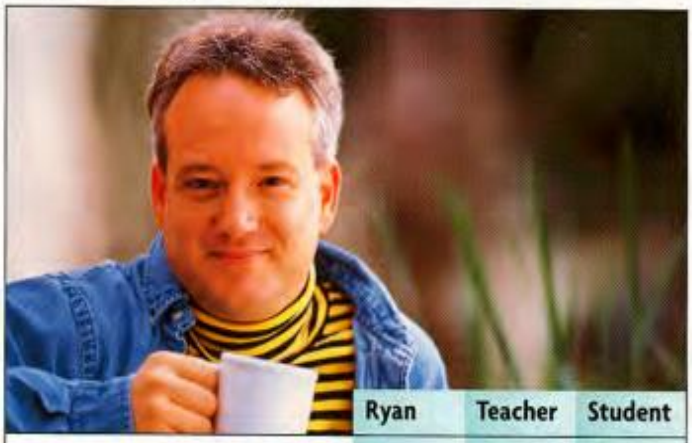
2 Which are the two regular verbs?

3 What are the Past Simple forms of the verbs?

4 Look at the list of irregular verbs on p142 and check your answers.

The life of Ryan

1 **T 14.3** Listen to Ryan talking about his life and tick (✓) the things he has done.



	Ryan	Teacher	Student
lived in a foreign country	☐	☐	☐
worked for a big company	☐	☐	☐
stayed in an expensive hotel	☐	☐	☐
flown in a jumbo jet	☐	☐	☐
cooked a meal for ten (or more) people	☐	☐	☐
met a famous person	☐	☐	☐
seen a play by Shakespeare	☐	☐	☐
driven a tractor	☐	☐	☐
been to hospital	☐	☐	☐
won a competition	☐	☐	☐

2 Tell your teacher about Ryan and answer your teacher's questions.

He's lived in a foreign country.

Which country did he live in?

Japan.

How long did he live there?

One year.

3 Ask your teacher the questions and complete the chart.

Have you ever lived in a foreign country?

Which country did you live in?

4 Ask a partner the questions. Tell the class about your partner.

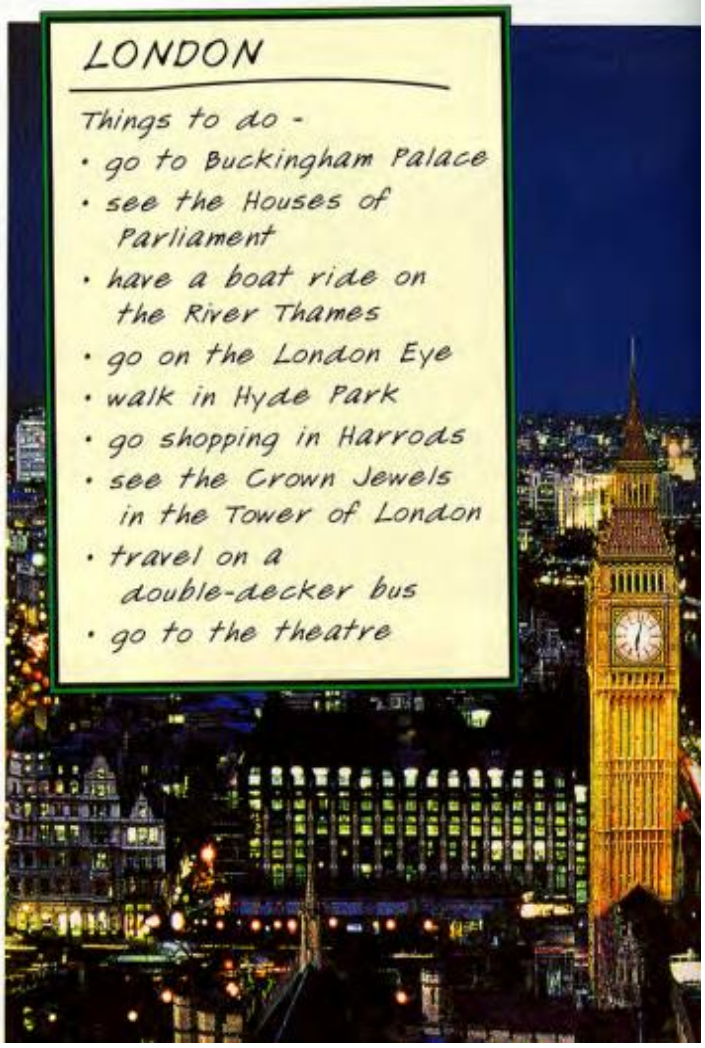
A HONEYMOON IN LONDON

Present Perfect + *yet* and *just*

1 Rod and Marilyn come from Christchurch, New Zealand. They are on honeymoon in London. Before they went, they made a list of things they wanted to do there. Read the list below.



2 **T 14.4** Marilyn is phoning her sister Judy, back home in New Zealand. Listen to their conversation. Tick (✓) the things she and Rod have done.



GRAMMAR SPOT

1 Complete the sentences.
1 Have you _____ the Crown Jewels **yet**?
2 We _____ been to the theatre **yet**.
3 We've **just** _____ a boat ride on the Thames.

2 Where do we put *yet* in a sentence? Where do we put *just* in a sentence?

3 We can only use *yet* with **two** of the following. Which two?
- ☐ Positive sentences
- ☐ Questions
- ☐ Negative sentences

▶▶ **Grammar Reference 14.2 p134**

3 Look at the list with a partner. Say what Rod and Marilyn have done and what they haven't done yet.

They've travelled on a double-decker bus.

They haven't seen the Crown Jewels yet.

T 14.4 Listen again and check.



PRACTICE

I've just done it

1 Work with a partner. Make questions with *yet* and answers with *just*.

Have you done the washing-up yet?

Yes, I've just done it.

1 do the washing-up
2 do the shopping
3 wash your hair
4 clean the car
5 make the dinner
6 meet the new student
7 have a coffee
8 give your homework to the teacher
9 finish the exercise

Check it

2 Tick (✓) the correct sentence.

1 ☐ I saw John yesterday.
☐ I've seen John yesterday.

2 ☐ Did you ever eat Chinese food?
☐ Have you ever eaten Chinese food?

3 ☐ Donna won £5,000 last month.
☐ Donna has won £5,000 last month.

4 ☐ I've never drank champagne.
☐ I've never drunk champagne.

5 ☐ Tom has ever been to America.
☐ Tom has never been to America.

6 ☐ Has your sister yet had the baby?
☐ Has your sister had the baby yet?

7 ☐ I haven't finished my homework yet.
☐ I've finished my homework yet.

8 ☐ Did she just bought a new car?
☐ Has she just bought a new car?

READING AND SPEAKING

How to live to be 100

1 Who is the oldest person you know? How old is he/she? What do you know about their lives? Why do you think they have lived so long? Tell the class.

2 These words are in the texts. Write them in the correct column.

pneumonia ambulance driver engineer heart attack
lung cancer rheumatic fever secretary dressmaker

Jobs	Illnesses

3 Read the introduction. Are similar facts true for your country?

How to live to be 100

More and more people are living to be 100 years old. There are now 4,400 centenarians in Britain – 10 times more than there were 40 years ago. Professor Grimley Evans of Oxford University believes that future generations will live even longer, to 115 years and more. Here are the stories of three people who have lived to be 100.

4 Work in groups of three. Each choose a different person and read about her/him. Answer the questions.

1 What jobs has she/he had in her/his life?
2 Where does he/she live now?
3 Which countries has she/he been to?
4 Did he/she marry and have children?
5 Is her husband/his wife still alive?
6 When and why did she/he give up smoking cigarettes?
7 What do you learn about other people in his/her family?
8 Has she/he ever been very ill?
9 What food does he/she like?
10 What exercise does she/he like doing?

5 Work with your group. Compare the three people, using your answers.

What do you think?

- Why do you think these people have lived so long? How many reasons can you find?
- Would you like to live to be 100? Why/why not?

Joyce Bews

Joyce Bews was 100 last year. She was born and grew up in Portsmouth on the south coast of England, where she still lives. For many years she was a dressmaker, and she didn't marry until she was 65. Her husband died of lung cancer only 10 weeks after they married. It was then that she gave up smoking. Joyce has had only one serious illness in her life – she had pneumonia when she was 20. She has lived in Australia and America. She lived in Australia after her husband died, and she went to America when she was 75. She has just returned from a holiday in Spain with her niece, aged 75. She says: 'I'm not sure why I've lived so long. I've never exercised but I've always eaten well, lots of fruit. My youngest brother has just died, aged 90.'





Alice Patterson-Smythe

Alice Patterson-Smythe was born just over 100 years ago in Edinburgh. She now lives in Norfolk. She drove ambulances in the First World War, and worked as a school secretary until she retired. She has been a widow for 25 years and has three children, six grandchildren, and 11 great-grandchildren. She smoked quite a lot when she was a young girl but she gave up when she was 68 because she had a heart attack. Her nineties were the best years of her life because her millionaire grandson took her on his aeroplane to visit Tokyo, Los Angeles, and Miami. She says: 'I love life. I play golf once a week and do Latin American dancing, and I eat lots of fruit and vegetables. We are a long-lived family – my mother was 95 when she died.'



Tommy Harrison

Tommy Harrison is exactly 100 years old. He's a retired engineer. His wife, Maude, died 14 years ago. They had no children and now he lives alone in his flat in Bristol. Tommy has smoked all his life. First he smoked cigarettes, about 10 a day, but 40 years ago he changed to a pipe. He has only been ill once in his life, and that was just before the First World War, when he had rheumatic fever. The only time he visits his doctor is to get a certificate to say that he can still drive his car. Every day he has a full English breakfast – bacon, eggs, toast and marmalade. He has only been abroad once, to France during the war. He says: 'I still go dancing and swimming but I don't want to live for ever, perhaps 12 more months. My father lived until he was 99.'



LISTENING

Leaving on a jet plane

1 **T 14.5** Close your books and your eyes and listen to a song. What is it about?

2 Read the words of the song. Choose the word on the right which best completes the line.

Leaving on a jet plane



All my (1) _____ are packed, I'm ready to go,
I'm standing here outside your (2) _____ ,
I (3) _____ to wake you up to say goodbye,
But the dawn is breaking,
It's early morn',
The taxi's (4) _____ ,
He's blowing his (5) _____ ,
Already I'm so lonesome
I could (6) _____ .

Chorus So kiss me and (7) _____ for me,
(8) _____ me that you'll wait for me,
(9) _____ me like you'll never let me go,
'Cos I'm leaving on a jet plane,
I don't know when I'll be back again.
Oh babe, I hate to go.

There's so (10) _____ times I've let you down,
So many times I've (11) _____ around,
I tell you now
They don't mean a thing.
Every (12) _____ I go, I'll think of you
Every song I sing, I'll sing for you
When I (13) _____ back
I'll wear your wedding (14) _____ .

1 bags suitcases
2 window door
3 hate want

4 here waiting
5 horn trumpet

6 cry die

7 laugh smile
8 tell say
9 love hold

10 much many
11 played walked

12 time place

13 come go
14 ring dress

3 Listen again and check the words. Sing along!

Present Perfect

1 Verb forms

Write the Past Simple and the past participle forms of the verbs. Two verbs are regular.

Infinitive	Past Simple	Past participle
come	*came*	*come*
arrive	*arrived*	*arrived*
leave		
write		
speak		
see		
have		
do		
meet		
take		
ride		
give		
finish		
fly		
buy		

2 Present Perfect or Past Simple?

1 Read about Monika Kovak and choose the correct form of the verb.



MONIKA KOVAK
Tennis player

Monika Kovak is a tennis player. She is only 14 years old, but she (1) *already won / has already won* many tournaments in her life. She (2) *started / has started* playing tennis with her father when she was three years old. Two years ago she (3) *went / has gone* to America to a famous tennis school in California.

Monika and her father (4) *travelled / have travelled* to many countries. Last month they (5) *went / have gone* to a tournament in Australia. Monika (6) *played / has played* well, but she (7) *didn't win / hasn't won.* She (8) *didn't play / hasn't played* at Wimbledon yet, but she hopes to play there next year.

2 **T 14.1** Write short answers to the questions about Monika Kovak.

1 Has Monika won many tournaments?
Yes, she has.

2 Did she go to America ten years ago?
No, she didn't.

3 Did she start playing tennis when she was three?
_____

4 Have Monika and her father travelled a lot?
_____

5 Have they ever been to Australia?
_____

6 Did they go to Australia last month?
_____

7 Did she win the tournament?
_____

8 Has she won Wimbledon yet?
_____

Complete the story. Put the verb in brackets into the Present Perfect or Past Simple tense.

A SAD STORY OF A SAD MAN



One Sunday evening two men (1) _____ (meet) in a London pub. One of them was very unhappy.

'Life is terrible, everything in the world is really boring,' he said.

'Don't say that,' said the other man. 'Life is wonderful! The world is so exciting! Think about Italy. It's a wonderful country. (2) _____ you ever _____ (be) there?'

'Oh, yes. I (3) _____ (go) there last year and I (4) _____ (not like) it.'

'Well, (5) _____ you _____ (be) to Norway? (6) _____ you ever _____ (see) the midnight sun?'

'Oh, yes. I (7) _____ (go) there for my honeymoon and we (8) _____ (see) the midnight sun. I (9) _____ (not enjoy) it.'

'Well, I (10) _____ just _____ (return) from a safari in Africa. (11) _____ you _____ (visit) Africa yet?'

'Yes, I (12) _____ (go) on safari in East Africa last year and I (13) _____ (climb) Mount Kilimanjaro. It was really boring.'

'Well,' said the other man, 'I think that you're very ill. Only the best psychiatrist in London can help you. Go to see Dr Greenbaum in Harley Street.'

'But I *am* Dr Greenbaum,' answered the man sadly.

Time expressions

3 *ever* and *never*



1 **T 14.2** Read the answers about Ben, a businessman from Boston, USA. Use the words to write questions with *ever*.

1 Paris?
Have you ever been to Paris?
Yes, I have, three times.

2 travel on Eurostar?
Have you ever travelled on Eurostar?
No, never.

3 Rome?
_____ ?
Yes, I have, twice.

4 fly on Concorde?
_____ ?
No, never.

5 London?
_____ ?
Yes, I have, four times.

6 ride on a double-decker bus?
_____ ?
No, I haven't.

7 work in Berlin?
_____ ?
Yes, I have, once. That was two years ago.

2 Use the information to write sentences about Ben.

1 *Ben's been to Paris three times.*
2 *He's never travelled on Eurostar.*
3 _____
4 _____
5 _____
6 _____
7 _____

4 *ago* and *last week*

T 14.3 Write sentences in the Past Simple using the time expressions in brackets.

1 I've seen the latest Star Wars film. (last week)
I saw it last week.

2 The taxi has arrived. (five minutes ago)
It _____

3 We've seen the Taj Majal. (in 1997)
_____

4 She's written the letter. (yesterday)
_____

5 I've done my homework. (after supper)
_____

6 They've had lunch. (at twelve o'clock)
_____

5 *yet*

T 14.4 Rewrite the sentences with *yet*.



1 Sarah and Tom are going to have lunch.
They haven't had it yet.

2 Mary's going to wash her hair.
_____

3 Mr and Mrs Gibbs are going to see Buckingham Palace.
_____

4 John's going to have a shower.
_____

5 Bill and I are going to move house next week.
_____

6 My aunt is going to give me a birthday present.
_____

6 *yet* and *just*

Use the words to write questions with *yet*, then write answers with *just*.

1 you/tidy your room?
A *Have you tidied your room yet?*
B *Yes, I've just tidied it.*

2 Ann/speak to the bank manager?
A _____ ?
B Yes, _____ to him.

3 Mark/make a cup of tea?
A _____ ?
B Yes, _____ one.

4 do/your homework?
A _____ ?
B Yes, _____ it.

5 Mr Jones/read the report?
A _____ ?
B Yes, _____ it.

6 you/call a taxi?
A _____ ?
B Yes, _____ one.

7 Check it

Choose one of the adverbs in brackets and put it in the correct place in the sentence. Only one adverb in each pair is correct.

1 I saw Jim ten days. (ago/ever)
I saw Jim ten days ago.

2 Have you tried Japanese food? (last year/ever)
_____

3 Have you finished writing your book? (yet/ever)
_____

4 I've seen anyone who eats more than you. (ever/never)
_____

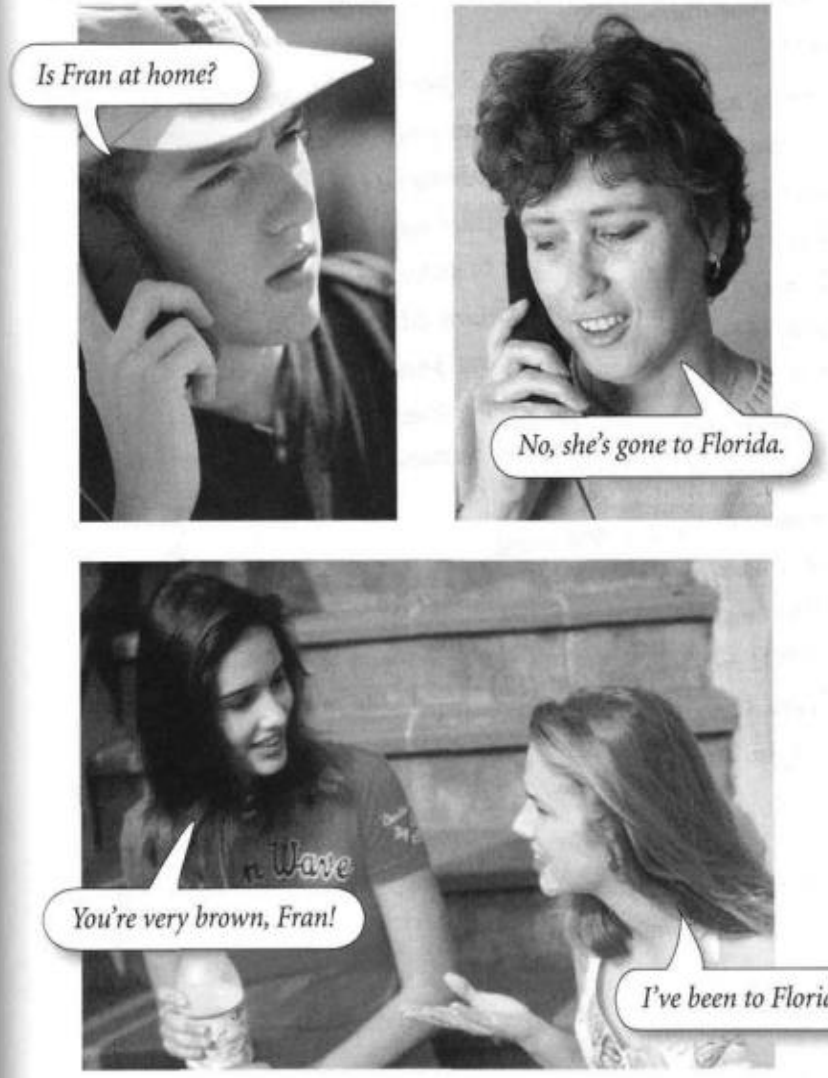
5 Are there any letters for me? I've seen the postman. (ago/just)
_____

6 We went out to a restaurant. (ever/yesterday)
_____

been or *gone*?

8 *she's been/she's gone*

1 Look at the pictures and read what the people are saying. What is the difference between *been* and *gone*?



- She's gone to Florida
  = She's in Florida now.
- She's been to Florida
  = She went to Florida and now she has returned.

2 Complete the sentences with *been* or *gone*.

1 Bob's not here. He's _____ to work.
2 The office is empty. Everybody has _____ home.
3 It's good to see you again. Where have you _____ ?
4 My brother's _____ to America four times.
5 Sorry, you can't speak to Anna. She's _____ to a party.
6 Mary's hair looks nice. She's just _____ to the hairdresser's.
7 Peter's _____ to Canada and he's staying there for three weeks.

Vocabulary

9 Phrasal verbs

Complete the sentences with the correct phrasal verb. Use a verb from **A** and a word from **B**. Put the verbs into the correct form.

A	B
put	
give	on
look	
turn	up
get	off
go	after
take	
grow	out
try	

1 When I _____ , I'm going to be a TV star.
2 'It's very hot in here.' '_____ your jumper, then.'
3 Helen starts work at 8 a.m., so she _____ at 6 a.m.
4 My sister's a children's nurse. She really likes _____ babies.
5 Could you _____ the light _____ , please? It's getting dark.
6 It's terribly difficult to _____ smoking. I've tried many times!
7 'I'd like to _____ this dress, please.' 'Of course. The changing rooms are over there.'
8 Why don't we _____ the television to watch the news.
9 _____ your coat _____ . It's cold outside.
10 I can't _____ tonight. I've got too much homework.

Writing

10 A thank-you letter

1 Do you remember Dorita in Unit 2 of the Student's Book? She went to New York to study English, but now she has returned home to Argentina. Complete the letter that she has written to Annie and Marnie. Use *one* word only each time.



Buenos Aires
19th July

Dear Annie and Marnie,

I have (1)_____ arrived back in Argentina. It's lovely to see my family again. (2)_____ I miss you and all my friends in New York. I (3)_____ a wonderful time with you both in your apartment. I enjoyed myself very (4)_____ indeed. Also, it was very kind of you to show me so much of the city. I loved (5)_____ up the Empire State Building and I'll never forget Central Park in the snow.

I think that my English (6)_____ improved quite a (7)_____. At first I was so worried because I (8)_____ understand a word. You both spoke so (9)_____ but soon I began to understand more and more.

My brother, Miguel, is (10)_____ to New York next month. Can he come to see you? He'd (11)_____ to very much. I hope that one day you can (12)_____ me in Argentina. I would love to show you Buenos Aires.

Much love to you both,

Dorita

2 Write a similar thank-you letter to someone who has looked after you.

22-mavzu: THE WAY WE LIVE. (Present tenses)

Amaliy mashg'ulotning tj Ents ltsgik mtsdj li

Mashg'ult vaqti:	**Talabalar stni:**
Mashg'ult shakli:	amaliy
Mashg'ultning rj jasi:	1. Hozirgi zamon shakllari bilan tanishish 2. Hozirgi zamon shakllarini amalda qo'llash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga hozirgi zamon shakllarini tanishtirish - talabalarda hozirgi zamon shakllarini amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- Hozirgi zamon shakllarini amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bj radi
Ta'lim bj rish usullari:	intj raktiv, ktsmmunikativ
Ta'lim bj rish shakli:	kichik guruhlarda ta'lim
Ta'lim bj rish vtsitalari:	Students' Book, tarqatma matj riallar
Ta'lim bj rish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bj radi va bj rilgan savtsllarga javtsb bj rishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kj rak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj 'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar**		
	Mavzu yuzasidan poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Hozirgi zamon shakllarini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

STARTER

These flags all belong to English-speaking countries. Write the name of the country.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

The United States
Canada
Australia
New Zealand
South Africa
Scotland

PEOPLE AND PLACES

Present tenses and *have/have got*

1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

a exports enjoy immigrants huge

This country has quite a small population, just 16 million, but the country is ___ . The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian ___ . People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and ___ sports, swimming, and having barbecues. This country ___ wine and wool – it has more than 60 million sheep!

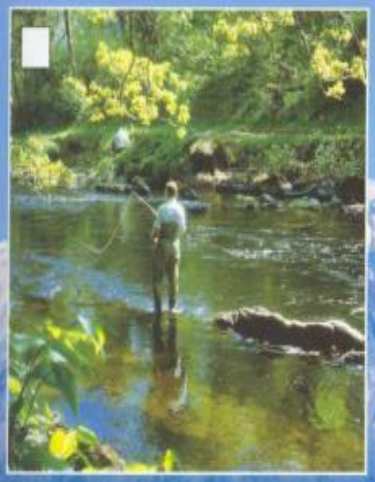
b favourite variety has only

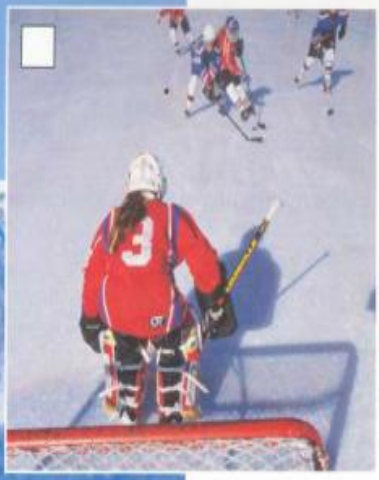
This is the second biggest country in the world, but it has a population of ___ 30 million. It is so big that there is a ___ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it ___ more lakes than any other country. Their ___ sports are baseball and ice hockey.

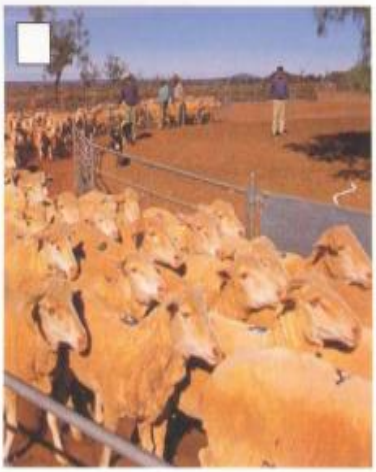
c elephants grows black climate

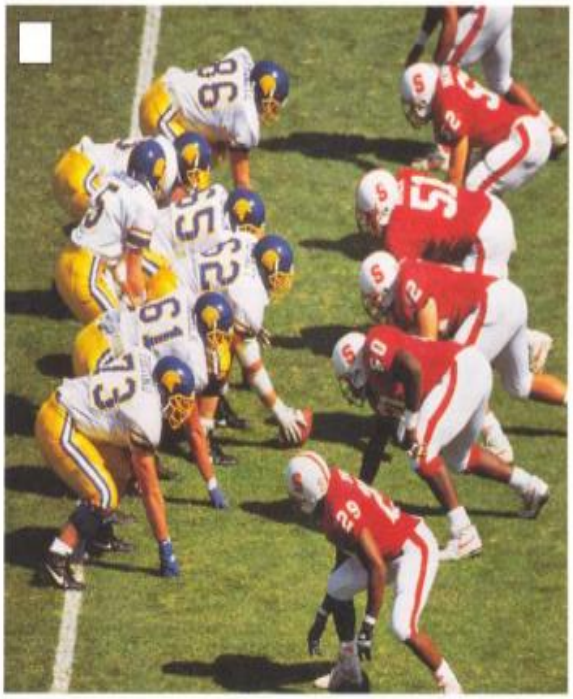
This country has a population of about 45 million. Of these, 76 per cent are ___ and 12 per cent white. It has a warm ___ . Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It ___ a lot of fruit, including oranges, pears, and grapes, and it makes wine. In the game reserves you can see a lot of wildlife, including lions, ___ , zebras, and giraffes.



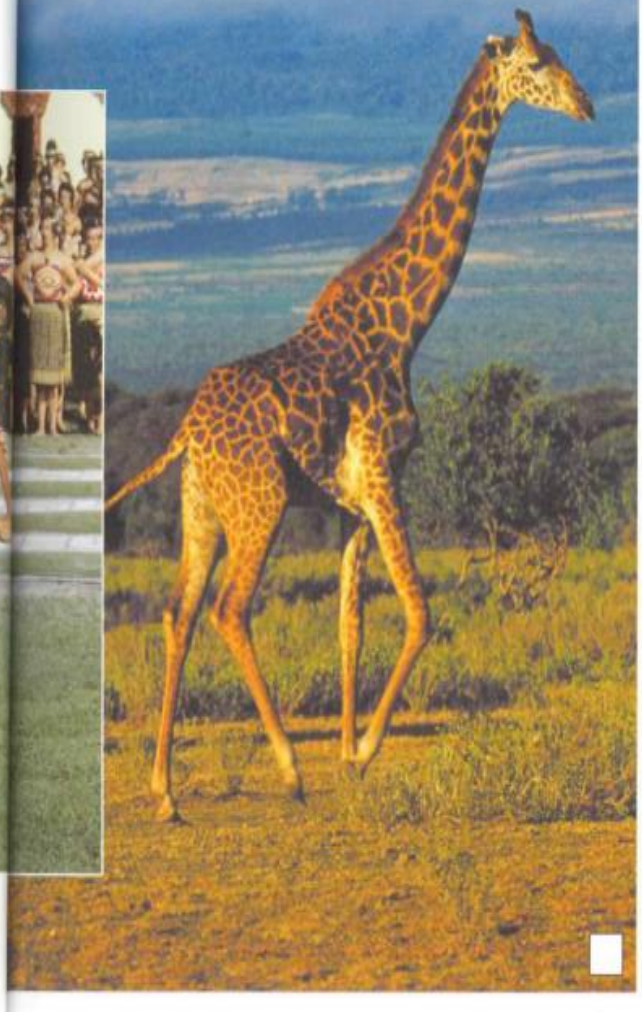












2 T 2.1 Listen to three people describing the other countries. Match a country from the Starter with a description and a photograph.

d ☐ e ☐ f ☐

3 Close your books. Remember three facts about each country.

GRAMMAR SPOT

1 What tense are all the verb forms in texts a–c? Why?

2 Look at the sentences. Which refers to *all time*? Which refers to *now*?

She has three children.
She's having a shower.

3 Is *have* or *have got* used in texts a–c? And in d and e? Is *have got* more formal or informal?

▶▶ **Grammar Reference 2.1–2.4 p130**

4 Give some similar facts about your country.

PRACTICE

Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car? *Yes, I do.* *No, I don't.*

Have you got a car? *Yes, I have.* *No, I haven't.*

I don't have a computer. *I haven't got a computer.*

T 2.2 Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

- a computer
- a stereo
- a camera
- a bicycle
- a credit card
- a Walkman
- a mobile phone
- a pet
- brothers and sisters
- your parents/a holiday home
- your sister/a car
- your brother/a motorbike



Getting information

3 Work with a partner.
Student A Look at this chart.
Student B Look at the chart from your teacher.

Name and age	Town and country	Family	Occupation	Free time/ holiday	Present activity
Mike, 26					
Lucy, 38					
Nicole, 15	Texas, the United States	two brothers and a dog!	student at high school	• listens to music • Florida or Mexico	getting ready to go out
Jeff, 54, and **Wendy**, 53	Melbourne, Australia	one daughter and three grandchildren	He . . . office. She . . . hairdresser.	• tennis, swimming • Bali every summer	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

Town/country
- Where does he . . . from?

Family
- . . . married?
- Has he got . . . ?
- Does she have . . . ?
- How many . . . ?

Occupation
- What . . . do?

Free time/holiday
- What does she . . . in her free time?
- Where . . . go on holiday?

Present activity
- What . . . doing at the moment?

T 2.3 Listen and compare.

4 Ask and answer questions with your partner to complete your chart.



5 Think of questions to ask about free time and holiday activities.

- What do you do in your free time?
- What do . . . at the weekend?
- . . . any sports?
- Do you like . . . ?
- Where . . . holiday?
- Do . . . winter holiday?

Stand up! Ask two or three students your questions. Use short answers when necessary. Find out who has the most hobbies and holidays.

Do you like skiing? *No, I don't.*

Check it

6 Tick (✓) the correct sentence.

1 ☐ Where you go on holiday?
☐ Where do you go on holiday?

2 ☐ Do you have any children?
☐ Do you have got any children?

3 ☐ I'm Hans. I'm coming from Germany.
☐ I'm Hans. I come from Germany.

4 ☐ This is a great party! Everyone is dancing.
☐ This is a great party! Everyone dances.

5 ☐ I don't have a mobile phone.
☐ I no have a mobile phone.

6 ☐ Jack's a policeman, but he doesn't wear a uniform.
☐ Jack's a policeman, but he no wear a uniform.

7 ☐ 'Where is José?' 'He's sitting by the window.'
☐ 'Where is José?' 'He sits by the window.'

8 ☐ I'm liking black coffee.
☐ I like black coffee.

VOCABULARY
Daily life

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
go	a meal
put on	make-up
read	to the toilet

T 2.4 Listen and check.

2 Match the activities from exercise 1 with the correct room.

Kitchen
_____
_____
_____
_____

Bathroom
_____
_____
_____
_____

Living room
_____
_____
_____
_____

Bedroom
_____
_____
_____
_____

3 Do you like where you live? Choose your favourite room. What do you do in that room?



I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework . . .

I like my living room. The walls are white, and I love the big, comfortable sofa . . .

4 Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?

READING AND SPEAKING

Living in the USA

1 Close your eyes and think of the United States. Write down the first five things you think of.

The Empire State Building
Cheeseburger and fries

Compare your list with other students.

2 Read the introduction to the magazine article. Then work in three groups.
Group A Read about Roberto.
Group B Read about Endre.
Group C Read about Yuet Tung.

3 Answer the questions.

1 Why and when did he/she come to the US?
2 What does he/she do?
3 What does he/she like about living in the US?
4 What was difficult at the beginning?

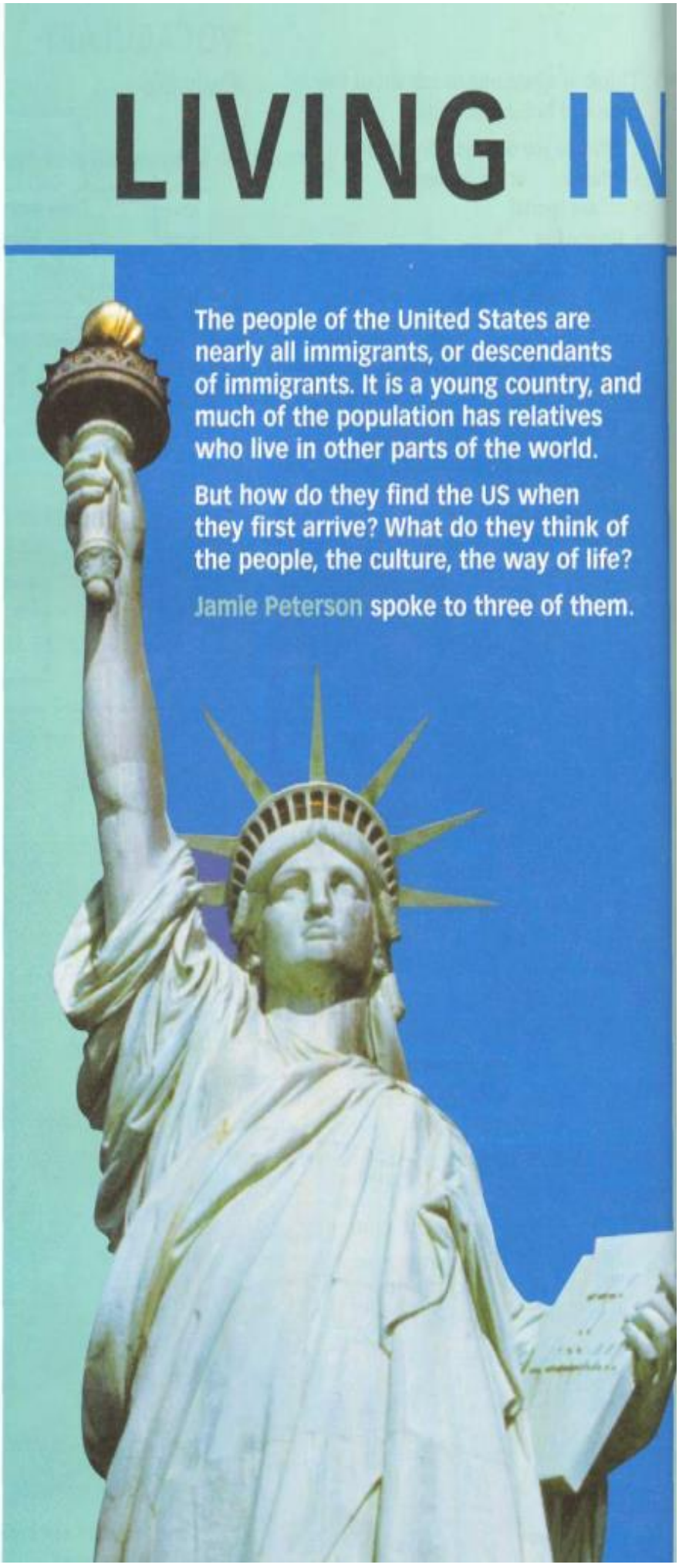
4 Find a partner from each of the other two groups. Compare the three people.

5 Answer the questions with your group.

1 What do the people have in common?
2 Are they all happy living in the US?
3 Who has other members of their family living there?
4 Do they all have children?
5 Who married someone from their own country?
6 What do Roberto and Endre like about the US?
7 What do they say about their own country?
8 Do they like the people?
9 What do they say about Americans and their cars?

What do you think?

- What do you like best about living in your country? What would you miss if you lived abroad?
- Do you know any foreigners living in your country? What do they like about it? What do they find different?



N THE USA



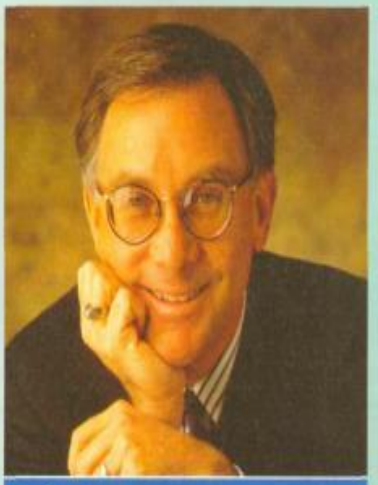


Roberto Solano
aged 24, from Mexico

Roberto came from Acapulco to New York ten years ago. At first he missed everything – the sunshine, the food, his girlfriend. But now he has a successful business with his three brothers and his sister. They run a soccer store in New Brunswick. Roberto's girlfriend is now his wife, and they have two children who go to American schools.

When asked why he came to the US, Roberto says without hesitation, 'Because I want to work hard and be successful.' He certainly works hard. He's at the store all day, then works as a driver in the evening. 'That's why I like America,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter. It was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Mexican meal that takes about five hours! We're all happy here.'



Endre Boros
aged 45, from Hungary

Endre is a mathematician at Rutgers University, New Jersey. He came from Budapest thirteen years ago. 'I had an opportunity to come here for two years.' After a year, his wife came to join him, and since then they've had a daughter, so they decided to stay.

'At first it was very strange. Everything is so big here,' he says. 'I started to feel happy when I bought a car. Now I go everywhere by car. In Hungary, we only use the car at weekends, but here your car is part of your life. Nobody walks anywhere.'

How does he find the people? 'Very friendly. The first question everybody asks you is "Where are you from?" People talk to you here, they start conversations. I like the fact that there are people from all over the world.'

What about the way of life? 'The thing I like best is the independence. Nobody tells me what to do. Here you can do what you want, so you learn to make decisions for yourself. I feel in control.'



Yuet Tung
aged 31, from Hong Kong

Yuet Tung is her Chinese name, but in English she's known as Clara. She came to the US eight years ago and studied fine art. Now she works on Madison Avenue for a publisher. She married a Vietnamese American three years ago, and they live in Long Island. They don't have any children yet.

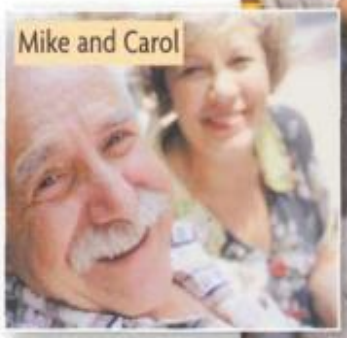
What does she think of living in New York? 'It's very similar to Hong Kong. It's a busy city, very exciting, and people walk very fast! I like the stores here. They're huge, and it's cheaper than Hong Kong. But you need a car here. In Hong Kong everyone uses public transportation, because it's good and it's cheap. At first I hated driving here, but it's OK now.'

What does she like best? 'The space. Here I live in a house with a yard. In Hong Kong it is so crowded. And the people are friendly. When I go jogging, everyone says "Hi!" And the food is from every country in the world.'

LISTENING AND SPEAKING

You drive me mad (but I love you)!





1 Complete these sentences about the people in your life. Tell a partner.

- My mother/father drives me mad when she/he . . .
- I hate it when my boyfriend/girlfriend . . .
- I don't like people who . . .
- It really annoys me when friends . . .

2 Choose one person in your life. What annoying habits does he/she have?

Does he/she . . . ?
- always arrive late
- talk too loudly
- leave things on the floor

Is he/she . . . ?
- untidy
- always on the phone
- never on time

What annoying habits do *you* have? Discuss with your partner.

3 You are going to listen to a radio programme called *Home Truths*. Two couples, Carol and Mike, and Dave and Alison, talk about their partner's annoying habits. Look at the pictures below. What are their annoying habits?

T 2.5 Listen and write the correct names under each picture below.



4 Are these sentences true (✓) or false (✗)? Correct the false sentences.

1 Carol and Mike never watch television.
2 Mike doesn't listen when his wife speaks to him.
3 Carol makes the decisions in their house.
4 Mike shouts at his wife when she's driving.
5 Dave never does any jobs at home.
6 Dave is bad at his job.
7 Alison tidies up Dave's mess.
8 Alison is very organized.

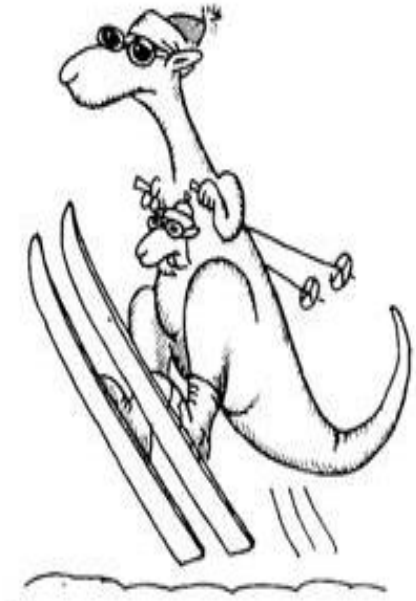
What do you think?

1 Do men or women typically complain about their partners doing these things?

- watching sport on TV
- driving badly
- taking a long time to get ready
- not tidying things away

2 What do you think men are generally better at? What are women better at?







Present Simple

1 Making negatives

T 2.1 Correct the sentences.

1 The sun rises in the west.

The sun doesn't rise in the west. It rises in the east.

2 The Pope lives in Alaska.

3 Manchester United footballers wear yellow shirts.

4 Kangaroos come from Canada.

5 The sun shines at night.

6 In Britain people drive on the right.

2 Making questions

T 2.2 Write the questions.

1 I get up at _____.

What time do you get up?

2 At the weekend I usually go to _____.

3 The bank opens at _____.

4 My mother comes from _____.

5 My children go to _____ school.

Which _____?

6 My brother works in _____.

Where _____?

7 My sister drives a _____.

What sort _____?

3 Short answers

Answer the questions about you.
Use short answers.

1 Do you smoke?

Yes, I do. / No, I don't.

2 Do you like science fiction?

_____

3 Do you dream a lot?

_____

4 Do you listen to the radio?

_____

5 Do your parents read a lot?

_____

6 Does your teacher give you a lot of homework?

_____

7 Does it rain a lot in your country?

_____







4 Third person singular

Write the third person singular of these verbs.

1 help *helps*
2 watch *watches*
3 want _____
4 go _____
5 carry _____
6 catch _____
7 think _____
8 crash _____
9 wash _____
10 read _____
11 do _____
12 fly _____
13 study _____
14 kiss _____
15 eat _____
16 have _____
17 cry _____

5 Adverbs of frequency

Put the words in the correct order.

1 cinema/you/to/often/go/the/do/?

_____

2 meat/never/eat/I/because/don't/I/it/like

_____

3 listen/evening/the/to/parents/radio/the/my/always/in

_____

4 holiday/how/do/have/often/a/you/?

_____

5 sometimes/restaurant/we/Japanese/go/a/to

_____

6 for/late/never/am/school/I

_____

Present Simple or Continuous?

6 Spelling of the present participle

Write the *-ing* form of these verbs.

1 read *reading*
2 swim *swimming*
3 come *coming*
4 rain
5 wear
6 think
7 shine
8 smoke
9 have
10 take
11 wait
12 get
13 stop
14 run
15 begin

7 Choosing the correct form

Choose the form of the verb.

1 I *go / am going* to work now. Goodbye!
2 I *read / am reading* a book about astrology.
3 I *read / am reading* lots of books every year.
4 We *go / are going* to a party on Saturday.
5 Nurses *look / are looking* after people in hospital.
6 Annie *comes / is coming* from Ireland.
7 She *comes / is coming* for dinner this evening.
8 I *speak / am speaking* four languages.
9 *Do you want / Are you wanting* to go out tonight?

8 *What does she do?* or *What is she doing?*

T 2.3 Look at the picture and answer the questions.



1 What does Wendy do? *She's a nurse.*
2 Is she working in the hospital now? *No, she isn't.*
3 What's she doing? *She's having dinner.*
4 What does Frank do? _____
5 Is he working in a restaurant now? _____
6 What's he doing? _____
7 What does Tony do? _____
8 Is he driving a taxi now? _____
9 What's he doing? _____
10 What does Lisa do? _____
11 Is she working in the kitchen now? _____
12 What's she doing? _____

have/have got

9 Making statements and negatives

Look at the picture of Joely's bedroom. Complete the sentences in two ways, once with *has/doesn't have* and once with *'s got/hasn't got.*

1 *She has a CD player.*
She's got a CD player.

2 She _____ a tennis racket.
She _____ a tennis racket.

3 She _____ a lot of CDs.
She _____ a lot of CDs.

4 She _____ a television.
She _____ a television.

5 She _____ a computer.
She _____ a computer.

6 She _____ a Walkman.
She _____ a Walkman.



Write some sentences about your bedroom.

I've got a bed, but I haven't got a basin.

I've got a radio, but I don't have a TV.

10 Short answers

T 2.4 Answer the questions about Joely and about you. Use short answers.

1 Does Joely have an untidy bedroom?
Yes, she does.

2 Has she got posters on her walls?
Yes, she has.

3 Has she got a lot of clothes?

4 Does she have a camera?

5 Has she got a computer?

6 Does she have a lamp in her room?

7 Have you got a bike?

8 Do you have a lot of money?

9 Have you got a CD player?

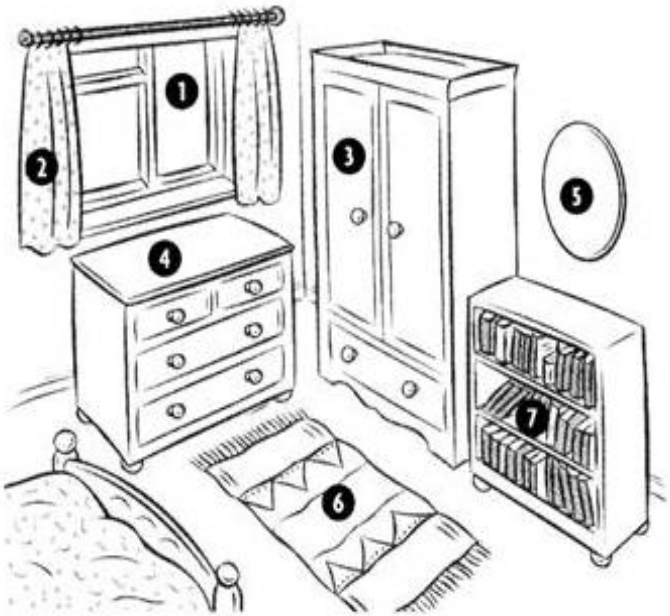
10 Do you have a good English accent?

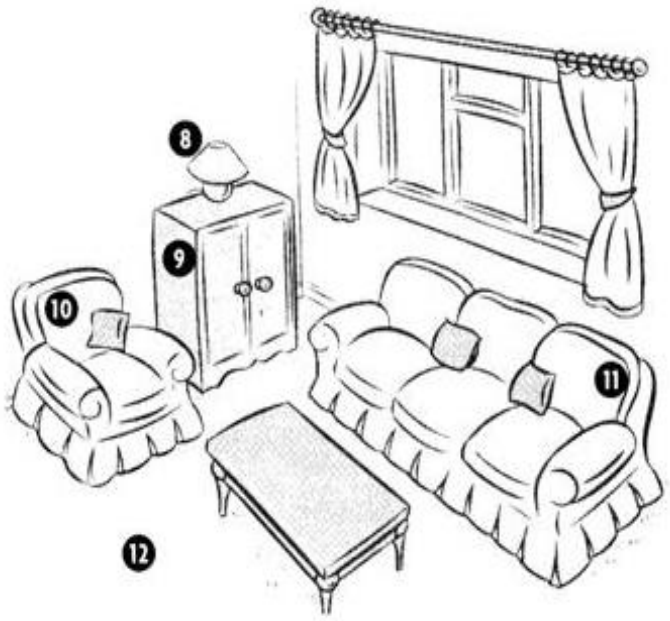
Vocabulary

11 Things in the house

Match the words and pictures.

armchair	sofa	cupboard
bookcase	carpet	rug
window	curtains	wardrobe
chest of drawers	lamp	mirror





1	7
2	8
3	9
4	10
5	11
6	12

Writing

12 Linking words – *but, however*

1 Complete the sentences with *and, so,* or *but.*

1 She can speak French, ___ she can't write it.

2 He's going to work in Spain, ___ he's learning Spanish.

3 I went into town. I bought some food ___ I went to the library.

4 I haven't got a car, ___ I've got a motorbike.

5 She's working late next Friday, ___ she can't come to the party.

> *But* and *however* can contrast ideas, but they are used differently. Compare these sentences. What differences can you see?
>
> *I learnt French easily,* ***but*** *I didn't like my teacher.*
>
> *I learnt French easily.* ***However,*** *I didn't like my teacher.*

2 Join the pairs of sentences in two different ways using *but* and *however.*

1 We enjoyed the holiday. It rained a lot.

___

___

2 He's moving to London next month. He doesn't like big cities.

___

___

3 She isn't English. She speaks English perfectly.

___

___

> *So* is used to express the result of the statement before. *Because* expresses the reason or cause of something.
>
> **Cause** ——————→ **Result**
>
> It started to rain, **so** we stopped playing tennis.
>
> **Result** ←—————— **Cause**
>
> We stopped playing tennis **because** it started to rain.

3 Join the pairs of sentences in two different ways using *so* and *because*.

1 She went home. She was tired.

a) _____ b) _____

2 We didn't enjoy our holiday. The weather was bad.

a) _____ b) _____

3 He worked hard. He passed all his exams.

a) _____ b) _____

13 Describing a person

Complete the text with a linking word from the box.

and	but	so	because	however

Two Sisters

My sister and I are very different, (1) _____ we get on well together. She likes staying at home in the evening (2) _____ watching television with her boyfriend, (3) _____ I prefer going out with my friends. We like to go to clubs or the cinema. Sometimes we just go to a café. I have exams soon, (4) _____ I'm not going out very much at the moment. My sister is six years older than me, (5) _____ she works in a bank. She's trying to save some money (6) _____ she's going to get married this year. Her fiancé's name is Ferdinand, (7) _____ we all call him Freddy.

People say I look like my sister (8) _____ we both have brown eyes (9) _____ dark hair. (10) _____ , we are very different in character. She's very quiet, (11) _____ I'm a lot more sociable.



Write a similar short paragraph about yourself and someone in your family.

23-mavzu: TELL ME! WHAT IS IT LIKE?

Amaliy mashg'ulotning tj Ents ltsgik mtsdjli

Mashg'ult vaqti:	**Talabalar stsni:**
Mashg'ult shakli:	amaliy
Mashg'ultning rjjasi:	1. Sifat darajalari bilan tanishish 2. Sifat darajalarin amalda qo'llash 3. Mavzuga dtsir ljksik mashqlarni bajarish
O'quv mashg'ultstining maqsadi:	- talabalarga sifat darajalarini tanishtirish - talabalarda sifat darajalarini amalda qo'llashini shakllantirish
O'quv fatsliyati natijalari:	- Sifat darajalarini amalda qo'llay tsladilar - ilmiy maqtslalar yozishda yordam bjradi
Ta'dim bjrish usullari:	intjraktiv, ktsmmunikativ
Ta'dim bjrish shakli:	kichik guruhlarda ta'dim
Ta'dim bjrish vtsitalari:	Students'Book, tarqatma matjriallar
Ta'dim bjrish shartsiti:	o'qitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashg'ultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashg'ultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	O'qituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 3. Tayyorltsv. O'qituvchi mavzuni e'ltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib bjradi va bjrilgan savtsllarga javtsb bjrishni ta'kidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsg'zaki yoki taqdimtst shaklda qilishlari kjrak bo'ladi So'zlar va so'z birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga e'tibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni o'qib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish ma'suliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi ko'makchi fj'llarni biladilar Yozuv ko'nikmasi tsshib btsradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Mattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'dim uchun tavsiyalar**		
	Mavzu yuzasidan poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Sifat darajalarini bilish 2. So'zlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

STARTER

1 What is the capital city of your country? What is the population? Is it an old or modern city?

2 Write down two things that you like about your capital and two things that you don't like. Tell the class.

I like travelling on the buses in London but I don't like the Underground, it's too expensive.

WORLD TRAVEL

What's it like?

1 Read about Todd Bridges.

2 What do you know about Melbourne, Dubai, and Paris? Where are they?

3 T 6.1 Listen to what Todd says about them. Write the adjectives he uses for each city. Compare with a partner.

GRAMMAR SPOT

1 Match the questions and answers.

	It's beautiful.
Do you like Paris?	Yes, I do.
What's Paris like?	It's got lots of old buildings.
	No, I don't.

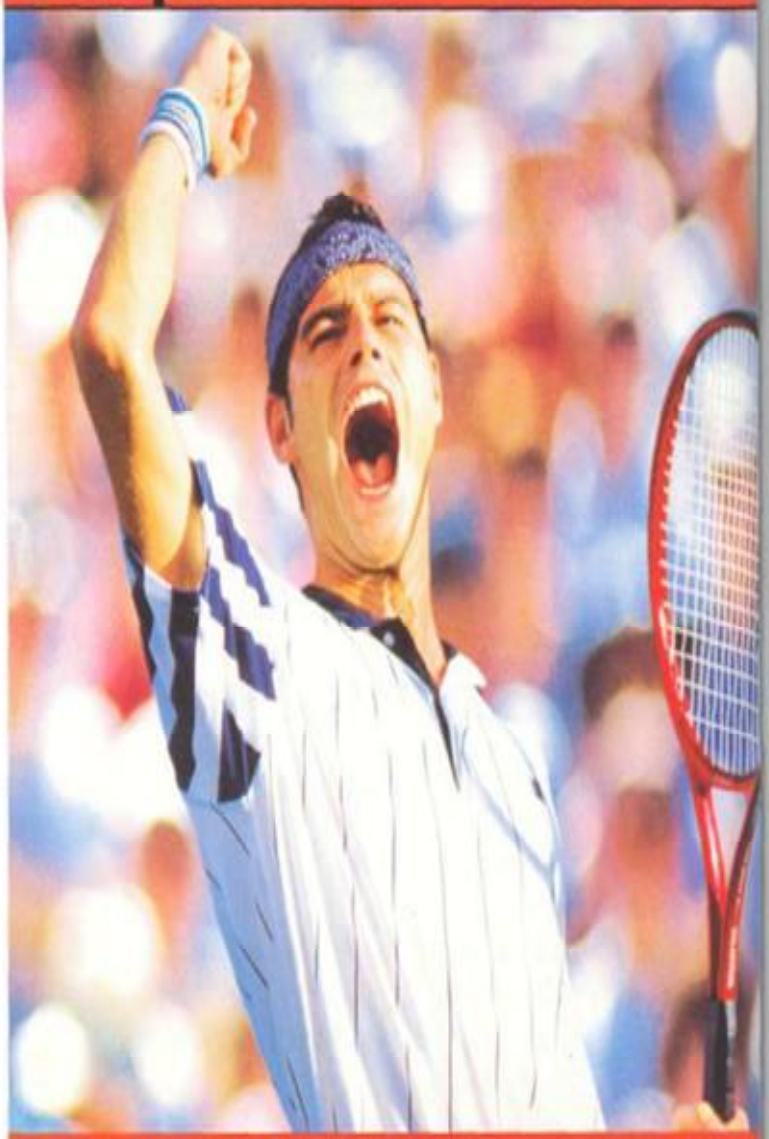
2 Which question in 1 means: *Tell me about Paris.*

▶▶ Grammar Reference 6.1 p135

4 Work with a partner. Ask and answer questions about the places Todd visited.

What's Melbourne like? *It's ...* *There are ...* *It's got ...*

TODD BRIDGES

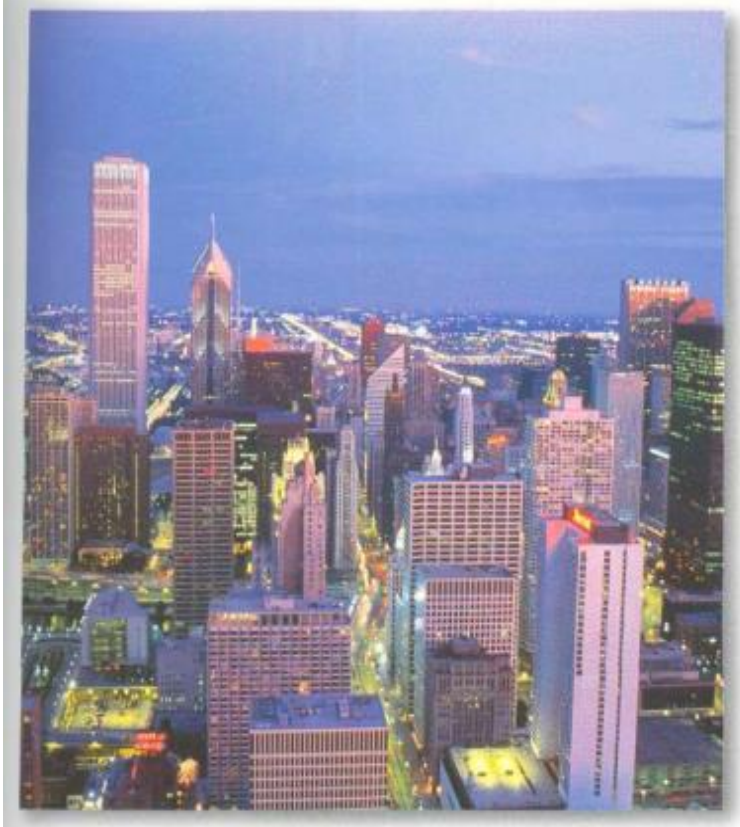


Todd Bridges is only seventeen years old but he is already a successful tennis player. He comes from Chicago, USA, but he travels all over the world playing tennis. Last year he played in tennis championships in Melbourne, Dubai, and Paris.

PRACTICE

What's Chicago like?

1 You are asking Todd about Chicago. Complete the questions with *is* or *are* and the correct words from the box.



the restaurants	the people	the night-life	the buildings

1 **You** What **'s the weather** like?
Todd Well, Chicago's called 'the windy city' and it really can be windy!

2 **You** What _____ like?
Todd They're very interesting. You meet people from all over the world.

3 **You** What _____ like?
Todd A lot of them are very, very tall. The Sears Tower is 110 storeys high.

4 **You** What _____ like?
Todd They're very good. You can find food from every country in the world.

5 **You** What _____ like?
Todd Oh, it's wonderful. There's lots to do in Chicago.

2 T 6.2 Listen and check. Practise with a partner.

3 Ask and answer the same questions about the town or city you are in now.

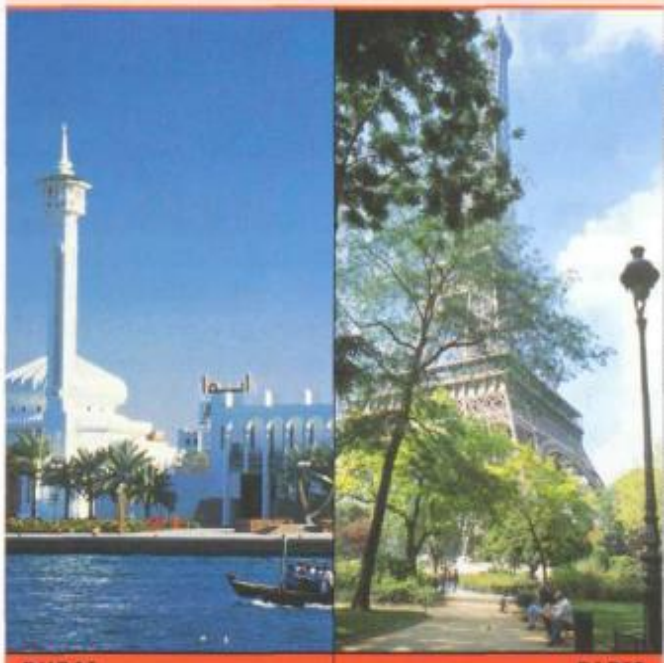
BIG, BIGGER, BIGGEST!

Comparatives and superlatives

1 Read the second part of the conversation with Todd. He compares the places he visited last year. Can you complete any of the sentences?



"Melbourne was interesting, but for me, Paris was _____ interesting _____ Melbourne, and in some ways Dubai was the _____ interesting of all because it was so different _____ any other place I know. It was also the _____, driest, and _____ modern. It was hot in Melbourne but not _____ hot _____ in Dubai. Dubai was _____ hotter! Melbourne is _____ older _____ Dubai but not _____ old _____ Paris. Paris was _____ oldest city I visited, but it has some great modern buildings, too. It was the _____ romantic place. I loved it."



T 6.3 Listen and check.

GRAMMAR SPOT

1 What are the comparative and superlative forms of the following adjectives? What are the rules?

a small, cold, near

b big, hot, wet

c busy, noisy, dry

d beautiful, interesting, exciting

2 These adjectives are irregular. What are the comparative and superlative forms?

far good bad

3 Adjectives also combine with *as . . . as*.
Melbourne isn't **as** cosmopolitan **as** Chicago.

▶▶ **Grammar Reference 6.2 p135**

2 T 6.4 Listen and repeat the sentences.

/hɔtə ðən/
This summer's hotter than last.

/əz hɔt əz/
It wasn't as hot as this last year.

3 Practise these sentences with a partner.

It isn't as cold today as it was yesterday.
But it's colder than it was last week.
I'm not as tall as you, but I'm taller than Anna.
This car's more expensive than John's.
But it isn't as expensive as Anna's.

T 6.5 Listen and check.

4 Learn this poem by heart.

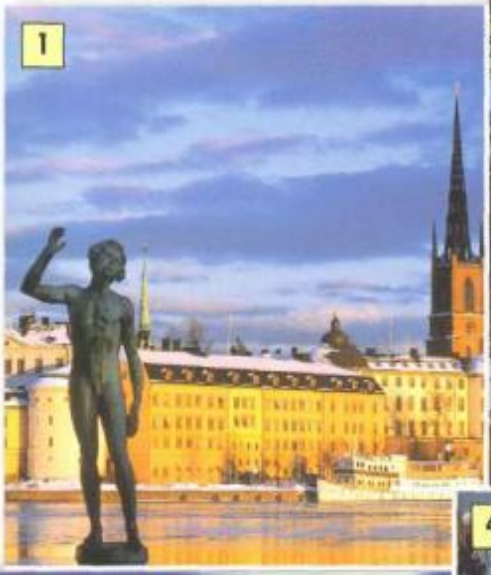
Good, better, best.
Never, never rest
'til your good is better,
And your better best.

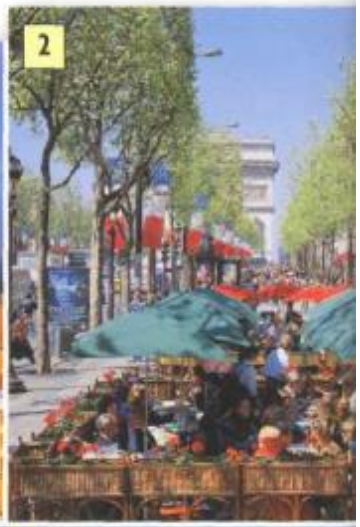
PRACTICE

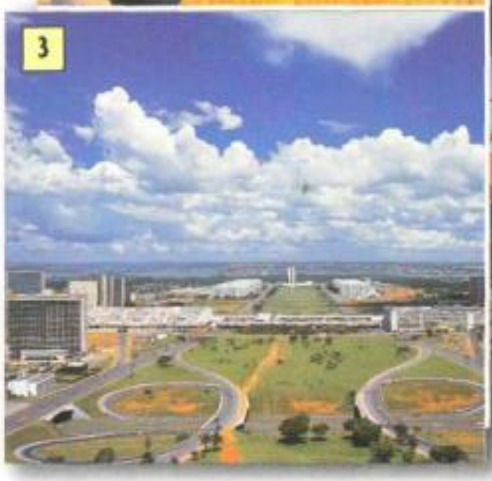
Comparing four capital cities

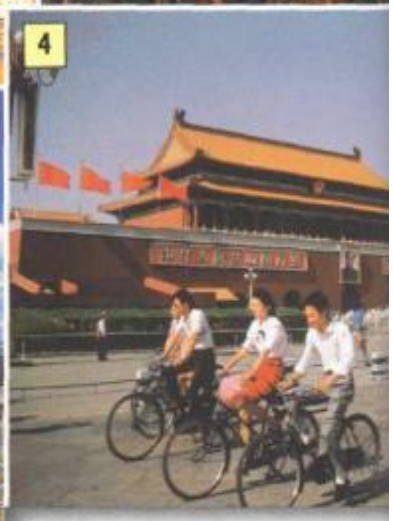
1 Match the cities and the photographs. Of which countries are these the capital cities?

Paris Beijing Stockholm Brasilia









2 Work with a partner. Your teacher will give you some information.
Student A Read about Paris and Beijing.
Student B Read about Stockholm and Brasilia.

Ask and answer these questions to find out about the other two cities.

- How old is it?
- How big is it?
- How many people live there?
- How hot/cold does it get?
- How wet is it?
- How far is it from the sea?

How old is it?

It's very old. It was founded in …

3 Now compare the four cities.

Beijing is bigger than Brasilia.

Paris is the oldest.

4 Compare some cities in your country.

Conversations

5 Work with a partner and continue these conversations.

1 **A** I moved to a new flat last week.
B Oh, really? What's it like?
A Well, it's bigger than my old one but it isn't as modern, and …

2 **A** I hear Sandy and Al broke up.
B Yeah. Sandy's got a new boyfriend.
A Oh, really? What's he like?
B Well, he's _____ than Al, and …

3 **A** We have a new teacher.
B Oh, really? What's she like?
A Well, I think she's the _____ teacher we've ever had …

4 **A** Is that your new car?
B Well, it's second-hand, but it's new to me.
A What's it like?
B Well, it's _____ than my old car …

Act out a conversation to the class. Whose is the longest?

T 6.6 Listen and compare. Repeat the last lines.

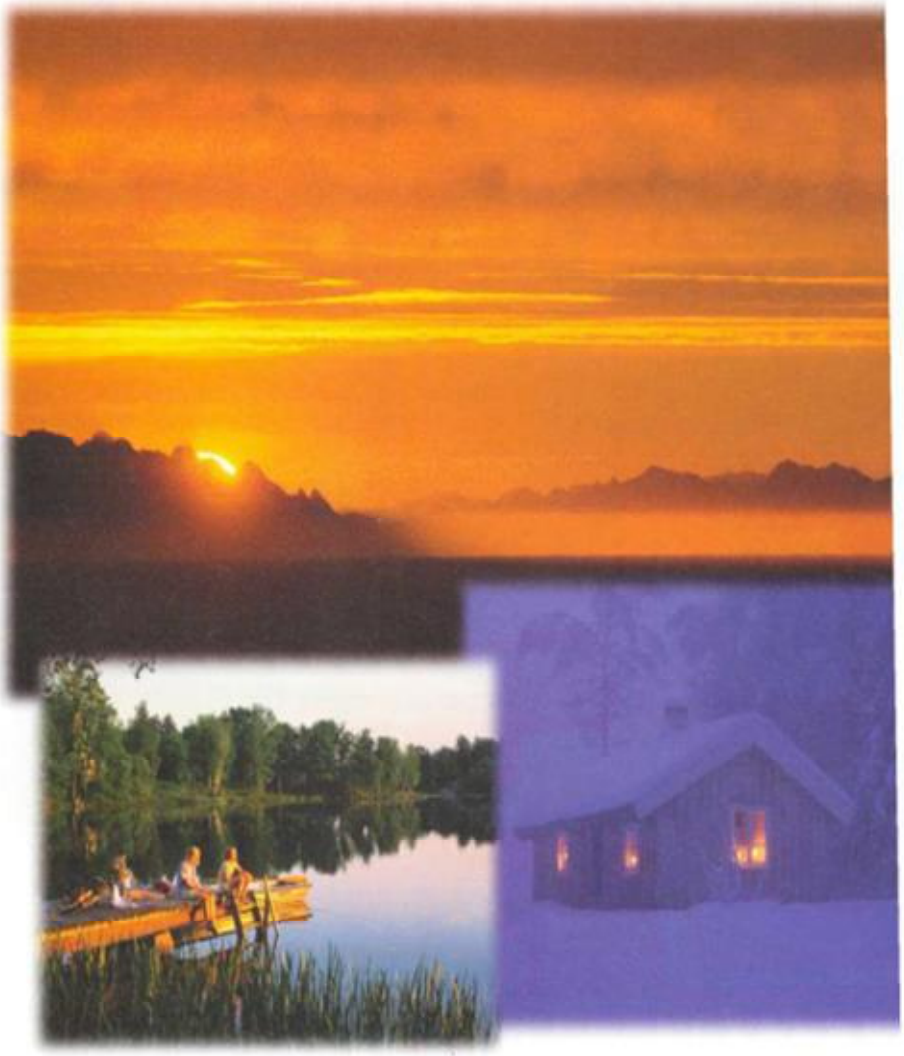
Check it

6 Correct these sentences.

1 He's more older than he looks.
2 Jessica's as tall than her mother.
3 'What does New York like?' 'It's really exciting!'
4 Trains in London are more crowded that in Paris.
5 Oxford is one of oldest universities in Europe.
6 He isn't as intelligent than his sister.
7 This is more hard than I expected.
8 Who is the most rich man in the world?
9 Everything is more cheap in my country.
10 Rome was hotter that I expected.

LISTENING AND SPEAKING

Living in another country



1 What do you know about Sweden? What is the country like? What are the people like? Discuss these statements about Sweden. Do you think they are true (✓) or false (✗)?

1 In winter there is only one hour of daylight.
2 Swedish people look forward to winter.
3 The houses are cold.
4 The houses are much better insulated than in Britain.
5 In parts of Sweden from May to July the sun never sets.
6 Londoners work longer hours than the Swedes.
7 Swedes always start work early in the morning.
8 Country cottages in Sweden are usually very luxurious.
9 All houses have a sauna.
10 The whole family like to sit in the sauna together.

2 T 6.7 You are going to listen to Jane Bland talking to her friend, Fran, about her life in Sweden. Jane comes from London, but three years ago she married a Swede and went to live and work in Stockholm. Listen and check your answers to exercise 1.

3 Compare your country with what you learned about Sweden.
In my country it gets dark at five o'clock in winter, and it's much warmer.

READING AND SPEAKING

A tale of two millionaires

1 Who are the richest people in your country? Where does their money come from? How do they spend their money?

2 Match the verbs and nouns. Many of them are to do with money.

Verbs	Nouns
buy	a bank account
spoil	poverty
wear	a thief
open	a will
live in	stocks and shares
inherit	a child
make	a leg
arrest	ragged clothes
invest	a lot of money from someone
amputate	a lot of money in something

3 You are going to read about two millionaires. One was very mean, the other very generous. First read *quickly* about Milton Petrie. Can you remember any examples of his kindness?

4 Now read *quickly* about Hetty Green. Can you remember any examples of her meanness?

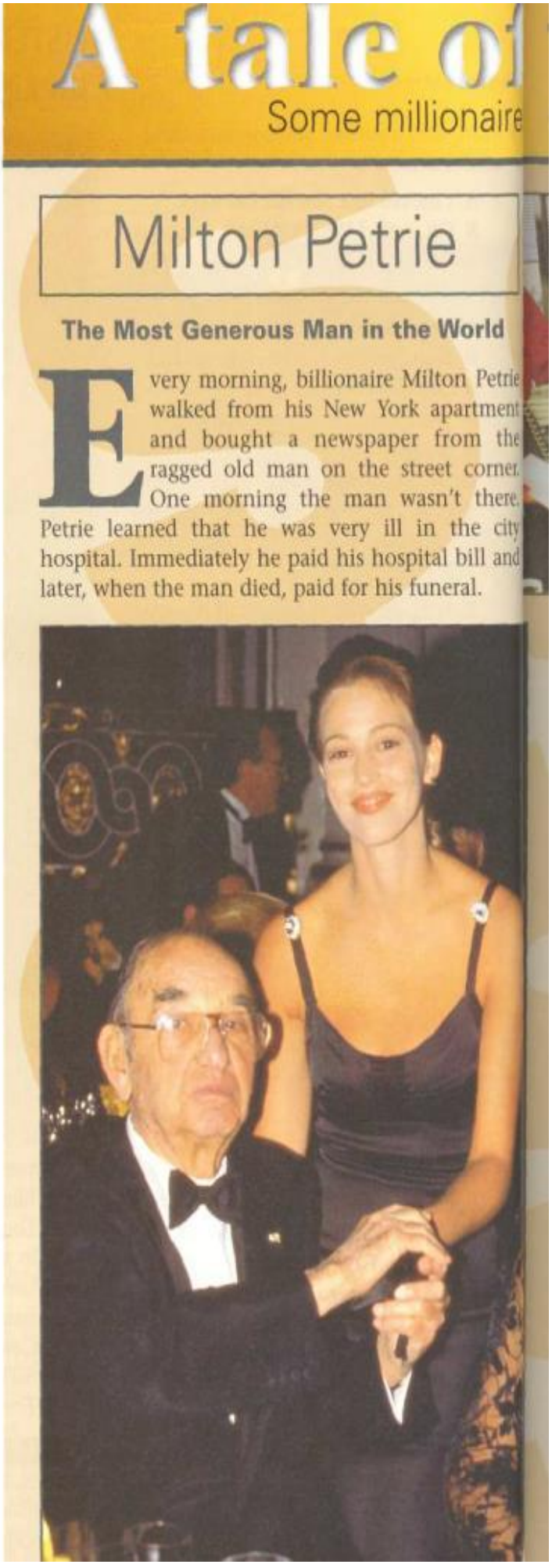
5 Read one text more carefully, then answer the questions with a partner who read the other text.

1 When were Milton and Hetty born?
2 What were their parents like?
3 How did Milton and Hetty become so wealthy?
4 Who wore ragged clothes?
5 What was the meanest thing Hetty did?
6 Why did Milton like making a lot of money?
7 Who did they marry?
8 When did they die? How old were they?
9 Who left the most money? Who did they leave it to?

What do you think?

Discuss these questions in small groups.

- How were Milton and Hetty's childhoods different?
- How did their childhoods affect them later?
- Why was Milton especially generous to policemen?
- Why did Hetty's daughter build a hospital?
- What was the kindest thing Milton did?
- Who had the happier life? Milton or Hetty?



A tale of
Some millionaire

Milton Petrie

The Most Generous Man in the World

Every morning, billionaire Milton Petrie walked from his New York apartment and bought a newspaper from the ragged old man on the street corner. One morning the man wasn't there. Petrie learned that he was very ill in the city hospital. Immediately he paid his hospital bill and later, when the man died, paid for his funeral.

VOCABULARY AND PRONUNCIATION

Synonyms

1 We often use synonyms in conversation because we don't want to repeat words.



Complete the conversations, using an adjective of similar meaning from the box.

fed up	generous	brilliant	messy	modern	wealthy

1 'Mary's family is very rich.'
'Well, I knew her uncle was very _____.'
2 'Look at all these new buildings!'
'Yes. Paris is much more _____ than I expected.'
3 'Wasn't that film wonderful!'
'Yes, it was _____.'
4 'George doesn't earn much money, but he's so kind.'
'He is, isn't he? He's one of the most _____ people I know.'
5 'Ann's bedroom's really untidy again!'
'Is it? I told her it was _____ yesterday, and she promised to clean it.'
6 'I'm bored with this lesson!'
'I know, I'm really _____ with it, too!'

2 T 6.8 Listen and check. Listen again, paying particular attention to the stress and intonation. Practise the conversations with a partner.

Antonyms

3 We can also use antonyms in conversation to avoid repeating words.



Match the following adjectives with their *two* opposites in exercise 1.

interested	bored	fed up
horrible	_____	_____
mean	_____	_____
old	_____	_____
poor	_____	_____
tidy	_____	_____

4 Sometimes it is more polite to use *not very* and an opposite adjective.

Tom's so short.	*Well, he's **not very tall**.*
He always wears such dirty clothes.	*They certainly **aren't very clean**.*

Reply to these sentences. Be more polite.

1 London's such an expensive city.
2 Paul and Sue are so mean.
3 Their house is always so messy.
4 Their children are so noisy.
5 John looks so miserable.
6 His sister's so stupid.

5 T 6.9 Listen and check. Pay particular attention to the stress and intonation. Practise the conversations with your partner.

What ... like?

1 What is/are ... like?

1 Your friend is living in Australia for a year. Ask questions about the country.

1 the weather
What's the weather like?

2 the countryside
_____

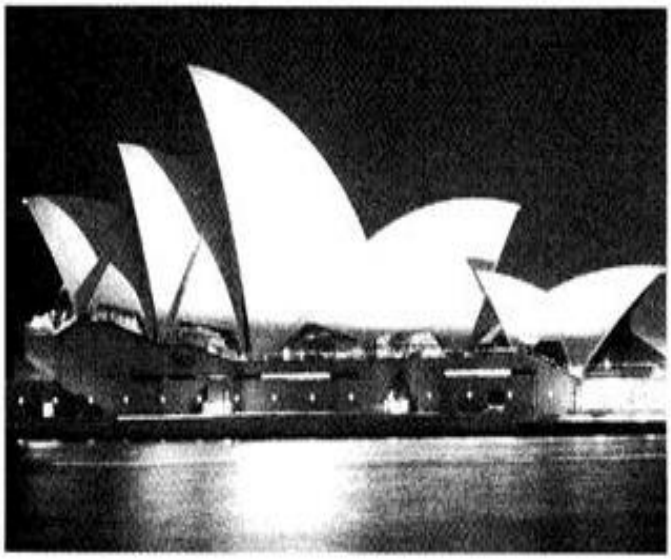
3 the people
_____

4 the towns
_____

5 Sydney
_____

6 the beaches
_____

7 the TV programmes
_____





2 **T 6.1** Match a question in exercise 1 with an answer.

a [4] There aren't many. They're mainly on the coast.

b [ ] It's hot nearly all year round.

c [ ] It's a lovely place. The Opera House is fantastic.

d [ ] There are millions of sheep and a lot of desert.

e [ ] They have beautiful white sand, and are miles long.

f [ ] They're really nice and friendly.

g [ ] They're OK. Pretty similar to home, really.

2 What was/were ... like?

T 6.2 Complete the questions about Robert's terrible holiday.

1 **A** What *was the hotel* like?

B Awful. My room was tiny, and the service was bad.

2 **A** What _____ like?

B It was terrible. I waited over six hours for the plane.

3 **A** What _____ like?

B Awful! It rained every day!

4 **A** What _____ like?

B They were crowded and dirty. There was no sand on them, just stones!

5 **A** What _____ like?

B Disgusting! Chips with everything and they didn't cook it very well.

Comparatives and superlatives

3 Forming comparatives and superlatives

Look at this extract from the *Oxford Wordpower Dictionary*. It shows when an adjective with a consonant doubles in the comparative and superlative forms.

big /bɪg/ adj. (bigger, biggest)
1 large: *Manchester is a big city.*
2 important: *I have some big news!*

Look at your dictionary. Does it give the same information? Write the comparative and superlative forms of these adjectives.

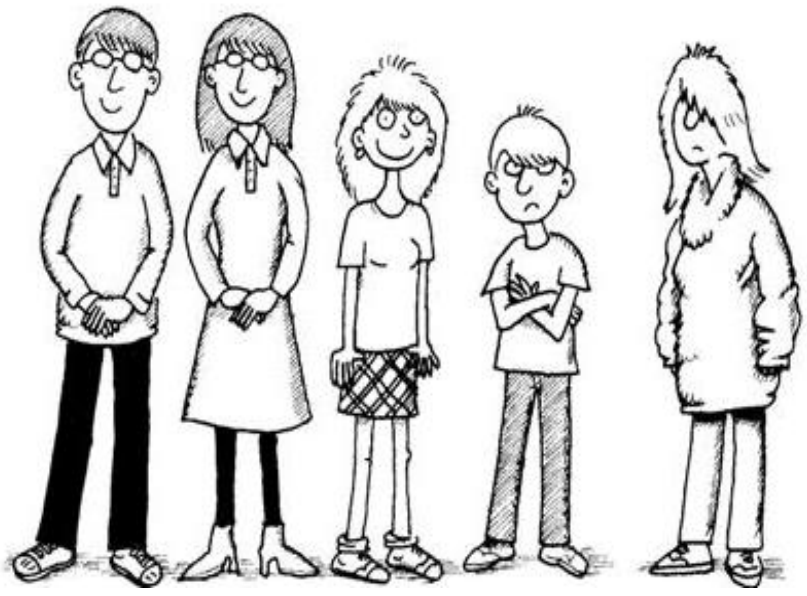
happy	*happier*	*happiest*
beautiful		
new		
lovely		
hot		
good		
handsome		
mean		
generous		

thin		
busy		
patient		
young		
bad		
comfortable		
rude		
fit		
large		

4 How old am I?

Read the text and answer the questions.

I have two sisters, Abigail and Jill, and two brothers, Graham and Robert. Abigail is twenty. Jill is six years younger than Abigail, but she is two years older than Robert. Robert is four years younger than me, and he is eight years younger than Graham.



1 How old am I?

_____.

2 Who is the youngest in the family?

_____.

3 How old is Robert?

_____.

4 Is Jill older than me?

_____.

5 Am I the oldest in the family?

_____.

6 Who are the twins?

_____.

5 Opposite adjectives

T 6.3 Complete the sentences with an opposite adjective in its comparative or superlative form.

1 Robert is the oldest in the family.
No, he isn't. He's *the youngest* .

2 Bob is more polite than his brother.
No, he isn't. He's ruder .

3 I'm the tallest in this class!
No, you aren't. You're the shortest .

4 My homework was worse than yours.
No, it wasn't. It was better .

5 The weather today is colder than yesterday.
No, it isn't. It's hotter / warmer

6 She bought the cheapest watch in the shop.
No, she didn't. She bought the most expensive

7 Jack's meaner than Alan.
No, he isn't. He's more generous

8 Janet arrived later than John.
No, she didn't. She arrived earlier .

9 This is the easiest exercise in this book.
No, it isn't. It's the most difficult

6 *as* or *than*?

Complete the sentences with *as* or *than*.

1 Are you as tall as your brother?

2 She's not as clever as her sister.

3 Was Joan's party better than Maria's?

4 I'm studying the same subject as Emma.

5 Liz works much harder than John.

6 I haven't got as many cousins as you.

7 *as ... as/not as ... as*

T 6.4 Rewrite the sentences with *as … as* or *not as … as*.

1 Bob's taller than Jack.
Jack's not as tall as Bob.

2 Bob got more presents than Jack.
Jack didn't get as many presents as Bob.

3 Jill's more intelligent than Bill.
Bill's not as intelligent as Jill .

4 The sun's hotter than the moon.
The moon isn't as hot as the sun .

5 Are you and your husband the same age?
Are you as old as your husband?

6 You can read more quickly than I can.
I can't read as quickly as you .

7 Harry won more money than Bill.
Bill didn't win as much money as Harry .

8 'Is Switzerland bigger than Luxembourg?' 'Yes, it is.'
'Is Luxembourg as big as Switzerland?'
'No, it isn't.'

9 Eva's work is better than mine.
My work isn't as good as Eva's .

10 Dogs are friendlier than cats.
Cats aren't as friendly as dogs .

8 Making sentences about you

Write nine sentences about you and your family. (Three comparatives, three superlatives, and three with *as … as*.)

I'm more hard-working than my sister.

My grandfather is the oldest.

I'm not as patient as my mother.

Vocabulary

9 Adjective formation

1 Use the suffixes in the box to write the adjectives formed from these nouns. They have all appeared in Unit 6 of the Student's Book.

-y	-ed	-ing	-al	-ful	-ate	-ial	-ous	-ent	-tic

Noun	Adjective
1 success	
2 luck	
3 romance	
4 wind	
5 difference	
6 happiness	
7 depression	
8 health	
9 person	

Noun	Adjective
10 wealth	
11 generosity	
12 mess	
13 noise	
14 dirt	
15 pollution	
16 finance	
17 medicine	
18 fortune	

2 Complete the sentences with an adjective from 1.

1 My dad's really _____. He's always buying presents for everyone.
2 Before you can get a credit card, you have to provide a lot of _____ details.
3 I try to lead a _____ lifestyle – lots of exercise, fruit, and no junk food.
4 The disco was so _____ that you couldn't hear yourself speak.
5 After the earthquake, the country needed a lot of _____ equipment to look after the sick and wounded.
6 She had a car crash, but she was _____ to escape with no injuries at all.
7 Venice is a very _____ city. A lot of people go their on honeymoon.
8 Here is the _____ news. Share prices on the Dow Jones Index have fallen dramatically.
9 After a heart attack, he needed major surgery, but fortunately the operation was _____.
10 I didn't like that city at all. The streets were so _____ and the air was so _____.



Writing – Relative clauses

10 *who/that/which/where*

We use *who*, *that*, *which*, and *where* to join sentences.
Who, *that*, *which*, and *where* are relative pronouns. Look at these sentences.

I met the man. ***He*** works in the bank.
I met the man ***who*** works in the bank.
who = person/people

I bought the coat. ***It*** was in the shop window.
I bought the coat ***which/that*** was in the shop window.
which/that = thing/things

The hotel was very comfortable. We stayed ***in it***.
The hotel ***where*** we stayed was very comfortable.
where (in which) = place

Join the sentences with the correct relative pronoun.

1 There's the boy. He broke the window.

_____

2 That's the palace. The King lives in it.

_____

3 There are the policemen. They caught the thief.

_____

4 He gave her a watch. It stopped after two days.

_____

5 The Red Lion is the pub. We met in it for a drink.

_____

6 Here are the letters. They arrived this morning.

_____

7 That's the house. I was born in it.

_____

8 Where is the woman? She ordered the fish.

_____

11 Describing a place

1 Read the description of a town. Complete it with *who*, *which*, or *where*.



I WAS BORN IN NEWCASTLE, a city in the north-east of England. Newcastle is on the bank of the River Tyne. It is quite big, with a population of about 200,000 people. There is a cathedral and a university. There are five bridges over the River Tyne, (1) _____ link Newcastle to the next town Gateshead, (2) _____ there is one of the biggest shopping centres in the world, the Metro Centre.

A few years ago, the main industries were shipbuilding and coal-mining, but now the chemical and soap industries are more important.

I moved from Newcastle ten years ago but I often return. I miss the people, (3) _____ are so warm and friendly, and I miss the wild, beautiful countryside near the city, (4) _____ there are so many hills and streams.

People (5) _____ are born near the River Tyne have a special name. They are called 'Geordies'. I am very pleased to be a 'Geordie'!



2 Write a similar description of your home town in about 200 words.
First write some facts about it.
- Where is it?
- Is it big or small?
- What buildings and industries does it have?

Next write some personal opinions.
- Do you like it?
- Why?

24-mavzu: CITY COUVENIRS.(size and colours)

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Predmetlarning rangi va o`lchami bilan tanishish 2. Predmetlarning rangi va o`lchamini amalda qoôllash 3. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga predmetlarning rangi va o`lchamini tanishtirish - talabalarda predmetlarning rangi va o`lchamini amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- Predmetlarning rangi va o`lchamini amalda qoôllay tsladilar
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtsitalari:	Studentsô Book, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	Mavzu yuzasidan poster tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Predmetlarning rangi va o`lchamini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

SPEAKING

1 Work in pairs. Discuss these questions.

- Do you have any souvenirs from other cities/countries at home? What are they? Where are they from?
- When you visit another city/country, do you buy souvenirs? Who do you buy them for? What do you buy?
- What do people buy as souvenirs from your city/country?

VOCABULARY: size & colours

1 Complete the descriptions of the souvenirs with a word from the box.

brown blue red white silver black

1 It's a light _____ T-shirt.
2 It's a tiny _____ keyring.
3 It's a small _____ taxi.
4 It's a large _____ and _____ football shirt.
5 It's a big _____ teddy bear.



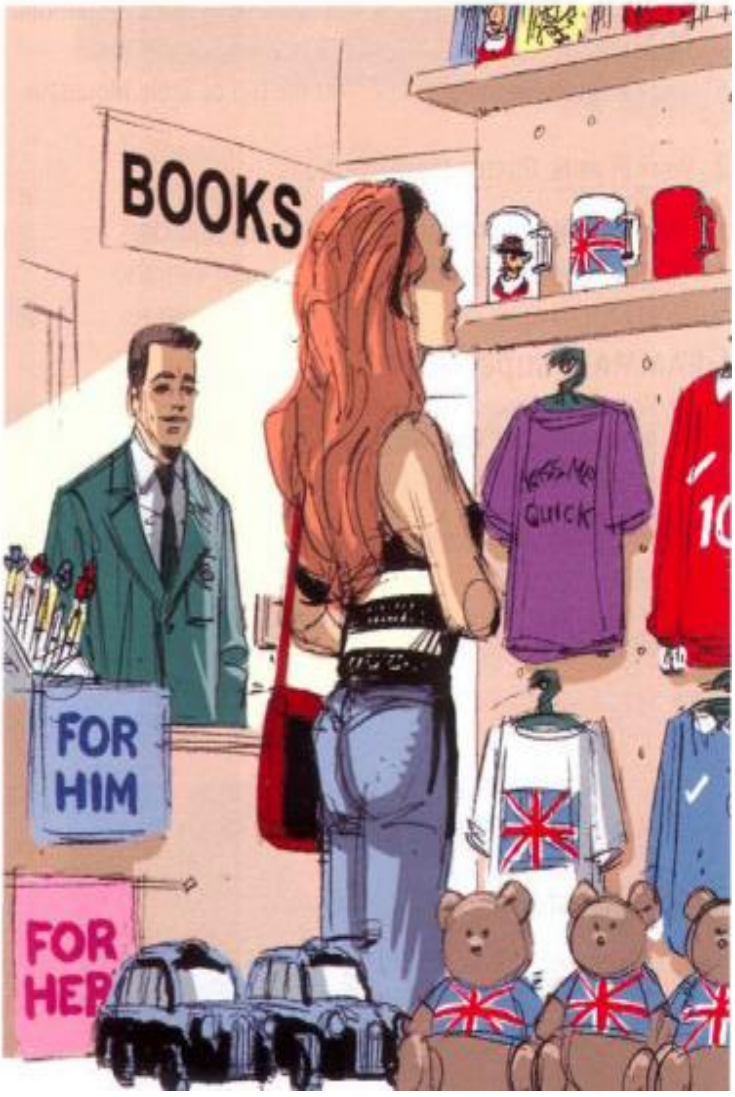
Language note

Remember: colour words are adjectives – they come BEFORE the noun.

~~*A taxi black.*~~ *A black taxi.*

2 Use the words in the box to describe things in the gift shop.

	SIZE	COLOUR		NOUN
It's a They're	small big	black white yellow silver gold		T-shirt. towels. pen. teddy bear. taxi. football shirt. mug.
		light dark	red blue green brown	



LISTENING

1 2.51 Listen to Rob and Meg in the gift shop. What do they buy? How much does it cost?

2 2.51 Listen again and answer the questions.

1 How many mugs does Meg buy?
2 How much are the pens?
3 How many pens does Meg buy?
4 What is the book about?
5 How many bags does Meg want?

FUNCTIONAL LANGUAGE: in a shop

1 Complete the dialogues with the phrases in the box.

1

You're welcome. I can't see a price.
can I help you?

Shop assistant: Hello, (1)_____
Customer: Yes please. How much is this book?
(2)_____
Shop assistant: Just a minute. It's £7.95.
Customer: Thank you.
Shop assistant: (3)_____

2

No, I'm sorry we don't. OK, thanks.
Do you have any keyrings?

Customer: (4)_____
Shop assistant: Yes, we do. There are silver ones and these black ones.
Customer: Do you have any with the cathedral on it?
Shop assistant: (5)_____
Customer: (6)_____

3

How much are they?
The book and these postcards then, please.
Anything else?

Shop assistant: (7)_____
Customer: Yes, I'd like some postcards please.
Shop assistant: They're over here.
Customer: (8)_____
Shop assistant: They're four for a pound.
Customer: Fine. (9)_____

4

Would you like a bag for that? Bye. Here you are.

Shop assistant: That's £8.95.
Customer: (10)_____ Ten pounds.
Shop assistant: Here's your change. (11)_____
Customer: No thanks, that's alright. Goodbye.
Shop assistant: (12)_____

2 2.52 Listen and check your answers. Choose one dialogue and practise it in pairs.

PRONUNCIATION: word linking 2

1 2.53 Listen to these sentences. Notice how some of the words are joined together.

Can_I help you?
How much_is it?
Just_a minute.
Anything_else?
They're_over there.
Would_you like_a bag?
Here you_are.

2 Practise saying the sentences in exercise 1 quickly.

SPEAKING

1 Work in groups of three, A, B and C. Choose a city.

A and B: You are tourists. You would like to buy souvenirs from the city (decide what souvenirs you want). Buy some souvenirs.

C: You are the shop assistant. Help the tourists.

Useful language

Can I help you?	*How much is/are ...?*
I'm sorry, we don't have any.	*Here you are.*
Yes, I'd like ... / Do you have ...?	*Anything else?*



Size & colours

1 Rearrange the words to make sentences.



1 a bag black It's small

_____.

2 towel blue a dark It's large

_____.

3 tiny They're earrings silver

_____.

4 T-shirt light It's green big a

_____.

5 and brown large light They're

_____.

6 gold a pen small It's

_____.

In a shop

2 Match the words 1–8 to the words a–h to make phrases.

A	B
1 You're	a help you?
2 I'm sorry,	b have any …
3 I can't see	c are these?
4 How much	d the price.
5 Here	e else?
6 Do you	f we don't have any …
7 Can I	g you are.
8 Anything	h welcome.

3 Complete the dialogues between the customer (C) and the shop assistant (SA) with the phrases from exercise 2.

1 **C:** Excuse me! How much is this T-shirt? _____.
SA: I'll find out for you.
C: Thank you.
SA: _____.

2 **SA:** _____?
C: Yes, please. _____?
SA: They're £7.50.

3 **C:** _____ blue T-shirts?
SA: No, _____ left. We have some green ones.
C: Green! No, thank you.

4 **C:** Can I have two of these?
SA: Certainly. _____.
C: Thank you.
SA: Not at all. _____?
C: No, thanks.

4 Add one missing word to each line in the dialogues between the customer (C) and the shop assistant (SA).

1 **SA:** Hello. Can help you?
C: No, I'm just looking you.

2 **C:** Excuse Do you have any small T-shirts?
SA: No, I'm we only have large black ones.

3 **C:** How much these?
SA: They £5 each.

4 **SA:** Would you like anything?
C: Yes, I'd some postcards please.

Dictation

5 62 Write the sentences that you hear.

1 _____?

2 _____?

3 _____?

4 _____.

25-mavzu: DOôS AND DONôTS.(have (got) to)

Amaliy mashgôultstning tj Ontsltsgik modj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Have va have got iboralarini yodlash 2. Have va have got iboralarini amalda qoôllash 3. Mavzuga dtsir leksik va grammatik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga have va have got iboralarini tanishtirish - talabalarda have va have got iboralarini qoôllashni shakllantirish
Oôquv fatsliyati natijalari:	- Have va have got iboralarini amalda qoôllay tsladilar
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtsitalari:	StudentsôBook, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Onika vtsitalari bilan jihtszlangan Otsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Ontsltsgik Oaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 4. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ъattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar** Mavzu yuzasidan taqdimot tayyorlash **Mavzuga dtsir ttspshiriqlar** 1. Have va have got iboralarini bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

STARTER What's true for you? Make sentences about your life.

I have to . . . **I don't have to . . .**

• get up early every morning • pay bills • go to school • work at the weekend • do the housework

WORK, WORK

have (got) to

1 T 8.1 Listen to Steven talking about his job. What do you think his job is? Would you like his job? Why/Why not?

2 Complete the sentences from the interview with words from the box.

don't have to	have to	had to	Do you have to	didn't have to

1 I _____ work very long hours.
2 _____ work at the weekend?
3 I _____ do the washing-up.
4 We _____ learn the basics.
5 I _____ wait too long to get a job.

3 Change the sentences using *he*. **He has to work very long hours.**

GRAMMAR SPOT

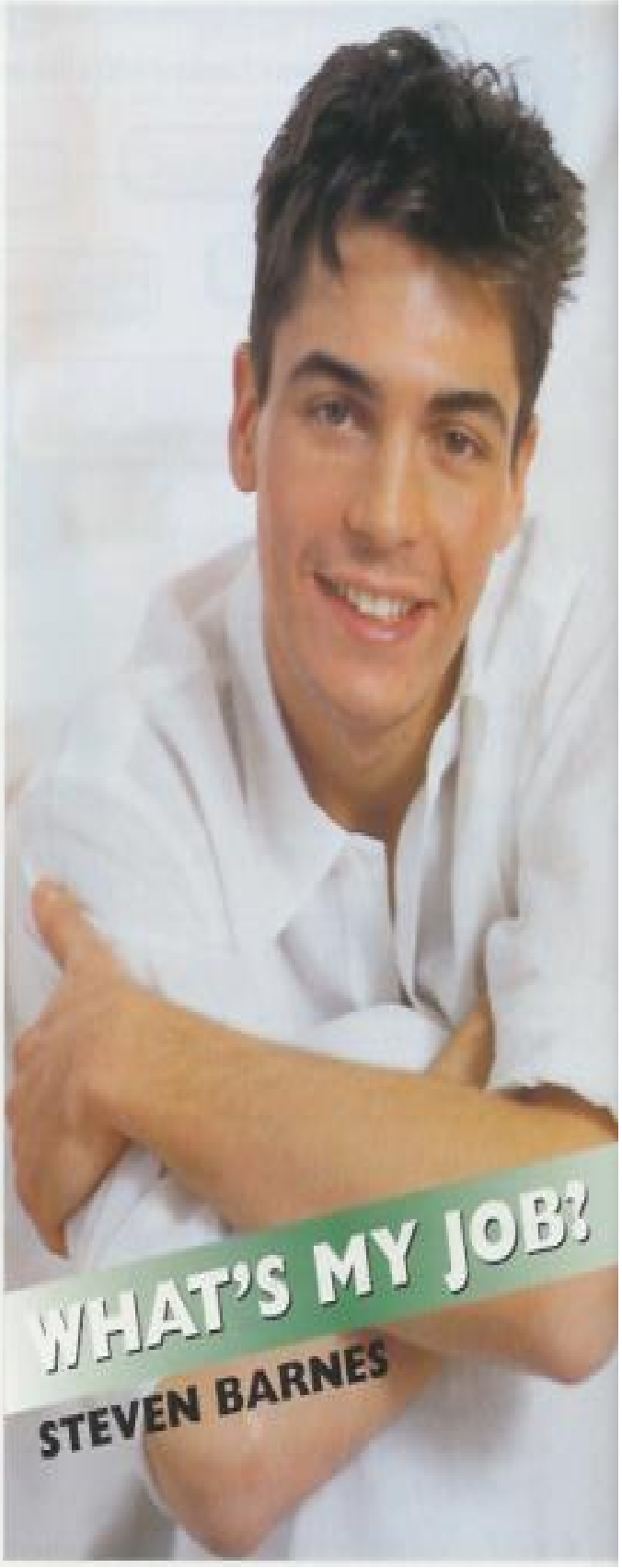
1 *have/have got* can express possession or an action.
I have my own flat.
We've got an exam tomorrow.

2 *have/have got* + infinitive expresses obligation.
He **has** to work long hours. **I've got** to go now. Bye!

3 Write the question and negative.
I have to get up early.
What time ___ you _____ up?
I _____ up early.
Put the sentence in the past.
Yesterday I _____ up early.

▶▶ **Grammar Reference 8.1 p137**

4 What are some of the other things Steven has to do?



PRACTICE



Pronunciation

1 **T 8.2** Listen to these sentences. What are the different pronunciations of *have/has/had*?

1 [ ] I **have** a good job. [ ] I **have** to work hard.
2 [ ] He **has** a nice car. [ ] She **has** to get up early.
3 [ ] I **had** a good time. [ ] I **had** to take exams.

Put a–f in front of the sentences according to the pronunciation below.

a /hæz/ b /hæv/ c /hæd/
d /hæf/ e /hæs/ f /hæt/

T 8.2 Listen again and repeat.

Jobs

2 Work with a partner. Choose one of the jobs from the box, but don't tell your partner. Ask and answer *Yes/No* questions to find out what the job is.

shop assistant	receptionist	taxi-driver	artist	architect	lawyer	
ambulance driver	miner	dancer	soldier	decorator	detective	vet
mechanic	dentist	housewife	farmer	plumber	firefighter	

Do you . . . ?	Do you have to . . . ?
• work inside	• wear a uniform
• earn a lot of money	• use your hands
• work regular hours	• answer the phone

Do you work inside? — *Yes, I do./No, I don't.*

3 Which of the jobs *wouldn't* you like to do? Why?

I wouldn't like to be a farmer because they have to work outside all year.

Talking about you

4 In groups, discuss the questions. If you live at home with your parents, use the present tense. If you've left home, use the past tense.

1 What do / did you have to do to help in the house? What about your brothers and sisters?

2 Can / Could you stay out as long as you want? / wanted? Or do / did you have to be home by a certain time?

3 Do / Did you always have to tell your parents where you are / were going?

4 How strict are / were your parents? What do / did they let you do?

5 What do / did you argue about?

PROBLEMS, PROBLEMS

should, must

1 Match the problems and suggestions on the right. What advice would *you* give?

2 T 8.3 Listen and complete the advice. Use the words from the box.

shouldn't	should
must	don't think you should

1 I think you _____ talk to your boss.
2 You _____ drink coffee at night.
3 I _____ go to the wedding.
4 You _____ go to the dentist.

Practise the conversations with a partner.

3 Give advice to your friends.

- I'm overweight.
- I've got exams next week.
- My cat's ill.



- I'm always arguing with my parents.
- It's my parents' wedding anniversary soon.
- My car's making a funny noise.

Problems

I'm working 16 hours a day.

I can't sleep.

My ex-boyfriend's getting married.

I've had a terrible toothache for weeks.





Suggestions

Don't drink coffee at night.

Go to the dentist.

Don't go to the wedding.

Talk to your boss.



GRAMMAR SPOT

1 Which sentence expresses a suggestion?
Which sentence expresses strong obligation?
You should go on a diet.
You must go to the doctor's.

2 *Should* and *must* are modal verbs.
He **must** be careful.
You **shouldn't** drink and drive.
What **should** she do?
Do we add *-s* with *he/she/it*? Do we use *do/does* in the question and negative?

3 We can make a negative suggestion with *I don't think . . .*
I don't think you should smoke so much.

▶▶ Grammar Reference 8.2–8.4 p137

PRACTICE

Grammar

1 Make sentences from the chart.

If you want to . . .		
learn English, do well in life, keep fit,	you have to you don't have to you should you shouldn't	work hard. do some sport. learn the grammar. go to university. buy a dictionary. smoke. believe in yourself. speak your language in class.

A trip to your country

2 Someone is coming to stay in your country for six months. What advice can you give?

You should bring warm clothes. *You don't have to get a visa.*
You have to have a passport. *You must try our local speciality.*

Include advice about money, documents, clothes, health, accommodation, and food.

LISTENING AND SPEAKING

Holidays in January

1 Do many people in your country go on holiday in winter? Where do they go? Where would you like to go for a winter holiday? Write a sentence and read it to the class.

I'd like to go to . . . because . . .

2 **T 8.4** Listen to three people giving advice about visiting their country in the month of January. Complete the chart. Compare your answers with a partner.

	Weather and clothes	Things to do, places to go	Food and drink
Silvia			
Fatima			
Karl			

3 Answer the questions.

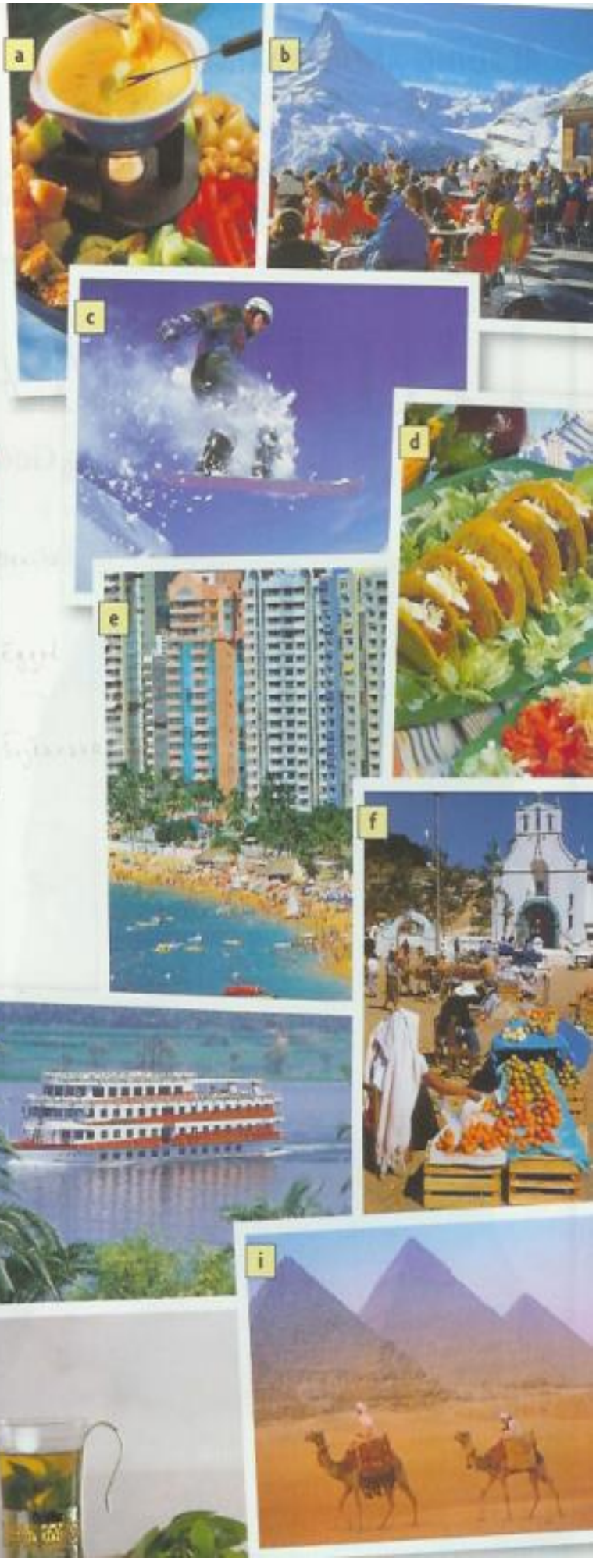
1 Which countries are they talking about? How do you know?
2 Look at the photographs. Which country do they go with?
3 Who talked about sport? Which sport?
4 Who talked about money? What did he/she say?
5 Who suggested going on a boat trip? Where?
6 Which of these countries would you like to visit in January? Why?

Speaking

4 Put the words in the correct order to make questions.

1 weather / is / like / in / what / the / January?
2 take / clothes / what / should / I?
3 can / things / sort / of / what / do / I?
4 special / any / there / places / are / that / should / visit / I?
5 food / you / recommend / do / what?

5 Work with someone from a different country, or choose another country you know. Ask and answer the questions.



Readers' advice

1 Children always need the support of their parents, whether they're four or 24. I think you should pay for him to get some qualifications, and when he's ready, ____ to find somewhere to live. Meanwhile, ____ him all the love that he needs.

Jenny Torr
Brighton

2 I decided to give it all up and change my life dramatically three years ago. Since then, ____ the most exciting three years of my life. It can be scary, but if you don't do it, you won't know what you've missed. I don't think ____ . Go for it.

Mike Garfield
Manchester

3 He's using you.' I think ____ . It's time for him to go. Twenty-four is too old to be living with his parents. He's got to take responsibility for himself. And ____ about his drug-taking. Sometimes you have to be cruel to be kind.

Tony Palmer
Harrow

4 Why ____ it? He isn't their slave, they don't own him. And I also can't stand the way people use their mobiles in restaurants, on trains and buses. They think that the people around them are invisible and can't hear. ____ .

Jane Sands
London

5 I think ____ before she gives up her job and goes to live abroad. Does she think that the sun will always shine? If there is something in her life that makes her unhappy now, this will follow her. She should take her time ____ .

Nigella Lawnes
Bristol

6 ____ ! He should have a word with his company and come to an arrangement with them. Why can't he turn it off sometimes? Mobile phones are great, and if he's got one for free, ____ . They are one of the best inventions ever.

Pete Hardcastle
Birmingham

3 Where do these lines go? Put a letter in the gaps.

a … you should tell him to leave home.
b … she should be very careful …
c … you should help him …
d … you should worry.
e He must keep it!
f … before making a decision.
g It is so rude.
h … he's very lucky.
i I have had…
j … you must tell the police …
k … you've got to give …
l … should he accept …

T 8.5 Listen and check.

4 Which letter writer … ?

- suggests waiting
- thinks love is the answer
- has been adventurous
- thinks that employers shouldn't exploit their employees
- loves mobile phones
- suggests being tough

The readers make very different suggestions. Who do you agree with?

What do you think?

- How old are children when they leave home in your country?
- What do you think of people who use mobile phones in public?
- Do you think older people should act their age? Why/Why not?
- 'You have to be cruel to be kind'. Can you think of an example?

Roleplay

With a partner, choose a situation and roleplay the conversation.

- Polly and one of her friends
- Jason and his boss
- Sarah and her husband

Group work

In groups, write a letter to a problem page.

Exchange your letters and write a reply. Try to express sympathy with the problem and give some explanation, as well as practical advice.

VOCABULARY

Words that go together

1 Many verbs and nouns go together.

tell a story *leave home*

Look at the chart on the right. Match a verb with a complement. They all appear in the letters and problems on p66–67.

Look at the letters again and check your answers.

Verbs	Complements
live	being silly
write	your age
stop	abroad
act	responsibility
take	poetry
take	your job
stay	what you've missed
don't know	a word with someone
have to be	in bed
give up	your time
have	cruel to be kind

2 Close your books. Try to remember the sentences that include the phrases from the box.

3 Two nouns can go together. There are no rules about spelling.

post office	headache	horse-race

The stress is usually on the first word.

Match the nouns to make new words.

alarm	cream
car	glasses
traffic	table
credit	coat
ice	lights
sun	card
time	park
rain	clock

hair	case
sun	drier
ear	quake
sign	post
book	ring
rush	lighter
cigarette	set
earth	hour

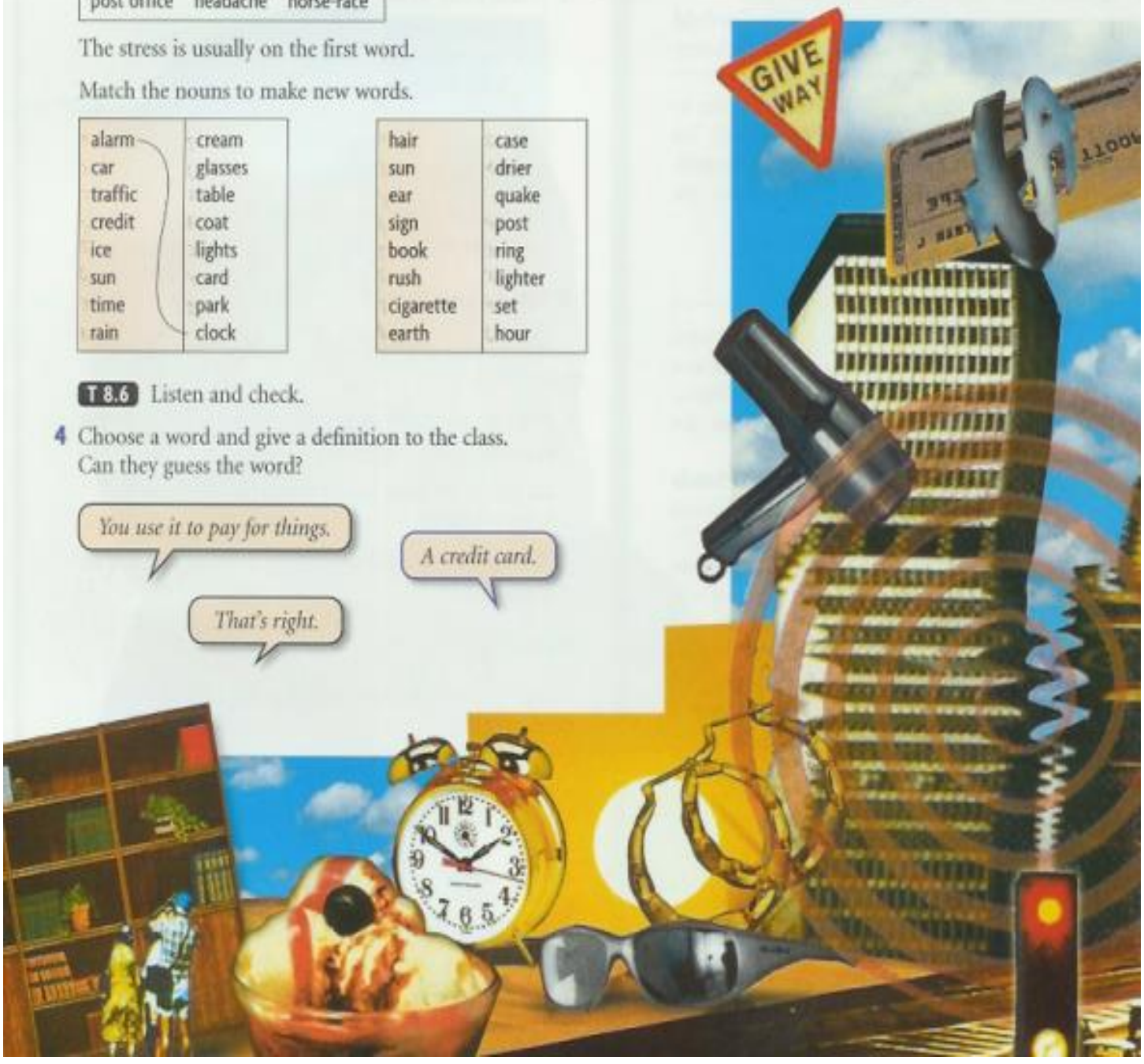
T 8.6 Listen and check.

4 Choose a word and give a definition to the class. Can they guess the word?

You use it to pay for things.

A credit card.

That's right.



have (got) to

1 have got to

T 8.1 Complete the sentences with *'ve got to* or *'s got to* and a verb from the box.

work	do	get up	take (x2)
be	help	get	go

1 You *'ve got to help* me with my homework. It's impossible.

2 The doctor gave me some pills. I _____ them three times a day.

3 Thanks for a lovely evening! We _____ now or we'll miss our bus.

4 Mary's in a panic. She _____ at the airport at 2.30, but it's 2.00 and she isn't ready yet.

5 Sorry I can't come to your party. I _____ till late on Saturday.

6 'I don't want to take exams.' 'You _____ them. You have no choice.'

7 I'm going to bed now. I _____ early tomorrow morning.

8 Harry's unemployed. He _____ a job as soon as possible.

9 _____ I _____ this exercise? It's really boring.



2 have to

Complete the sentences with *have to*, *has to*, or *had to* and a suitable verb.

1 I *have to wear* glasses because my eyes aren't very good.

2 Remember! When you drive in England you _____ on the left!

3 'Can I go and see the dentist when I want?' 'Well, usually you _____ an appointment, unless it's an emergency.'

4 At weekends Jack wears jeans and a T-shirt. During the week he _____ a suit and a tie.

5 'Why are you late?' 'Sorry. I _____ to the bank, and there was a queue.'

6 I don't like my job. Sometimes I _____ till midnight.

7 Farmers _____ every day of the year.

8 Their car broke down, so they _____ it to the garage.

3 Making questions

T 8.2 Put the words in the correct order to make questions.

1 time/you/up/what/have/get/do/to/?
What time do you have to get up?

2 job/wear/have/in/uniform/you/your/to/do/a/?
_____

3 books/have/many/you/buy/so/why/did/to/?
_____

4 States/visa/get/to/to/go/you/do/have/a/the/to/?
_____

5 John/does/pills/take/often/his/how/have/to/?
_____

6 plant/carefully/you/after/look/do/have/to/this/very/?
_____

4 Short answers

Answer the questions about you. Use short answers.

1 Do you have to go to work every (week)day?
Yes, I do.

2 Did you have to work hard yesterday?

3 Does your teacher have to correct your homework?

4 Do you have to cook at home?

5 Does your mother have to travel a lot in her job?

6 Did you have to take any exams last year?

7 Do you have to get up early?

8 Do you have to look up a lot of words in your dictionary?

5 Making positive and negative sentences

Make ten true sentences about you and your family, using the chart. Add a comment if you can.

1 *My grandfather doesn't have to go to work.* ***He's retired.***

2 *I have to make the bed in the mornings.* ***I don't mind.***

3 *We don't have to do the washing-up.* ***We've got a dishwasher.***



I		do the washing-up.
We		babysit.
My parents	have to	make the beds in the mornings.
My mother	has to	do the shopping.
My father	don't have to	do the cooking.
My sister	doesn't have to	do the ironing.
My brother		work in the garden.
My grandmother		get up early in the mornings.
My grandfather		go to work.





1
2
3
4
5
6
7
8
9
10

should

6 Giving advice

T 8.3 Give advice to these people. Use *I think … should* or *I don't think … should.*



1 Peter's got a very bad cold.
I think he should go to bed.
I don't think he should go to work.



2 Jenny and Tony are only sixteen, but they say they want to get married.



3 I've lost my cheque book and credit cards.



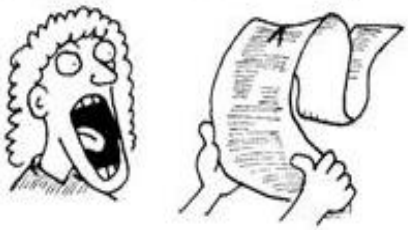
4 Keith wants to drive home, but he hasn't got his glasses.



5 My tooth hurts.



6 There's a hole in my shoe. I only bought them last week!



7 Ann's phone bill was enormous! £300!



8 My children spend all their pocket money on sweets.



9 Kate's crying because I pushed her. It was an accident.

7 Asking for advice

T 8.4 Ask for advice in these situations. Use (*What*) *do you think … should … ?*

1 George has asked me to marry him. *Do you think I should say yes?*
2 Teresa has invited me to a party at her parents' house. ?
3 Hazel still hasn't given me back the money she owes me. ?
4 I'm having a party, and I have to write a guest list. Who ?
5 Lulu isn't speaking to me today because yesterday I said she was stupid. ?
6 Paulo doesn't know whether to go to university or travel round the world. What ?
7 This stereo's fantastic, but it's so expensive! ?

have to or *should*?

8 Using the correct form

Complete the sentences with a form of *have to* or *should*. Make the verbs negative when necessary.

1 Your hair's too long. I think you _____ get it cut.
2 Your clothes smell, and you've got a cough. You _____ smoke.
3 I'm going to bed. I _____ be up early tomorrow.
4 I'd like to meet your boyfriend. You _____ invite him round.
5 I _____ tell my parents where I am, then they don't worry.
6 You _____ come with me if you don't want to. I'll go on my own.
7 If you need some help with your homework, you _____ go to the library.
8 If you've got a ticket, you _____ queue. You can go straight in.
9 You _____ tell lies. It's wrong.
10 Geoff works too much. I think he _____ take it easy.

must

9 *must* for strong obligation

Complete the sentences with *must* and a suitable ending.

1 It's my mother's birthday tomorrow.
I must buy her a present and a card.
2 There's an excellent film on at the moment. You _____.
3 My bedroom's a real mess. I _____.
4 Peter's in hospital. I _____.
5 Our train leaves in two minutes! We _____!
6 You can borrow my tennis racquet, but you _____. It was very expensive.
7 There's a wonderful new restaurant opened in town. You _____.

Vocabulary

10 Job descriptions

Match a job in **A** with a verb in **B** and a line in **C**.

A	B	C
A farmer	helps	fires.
A receptionist	puts out	legal advice.
An architect	repairs	medicine for patients.
A lawyer	works	guests.
A soldier	prescribes	buildings.
A firefighter	welcomes	on the land.
A decorator	fights for	the home and children.
A mechanic	provides	rooms in a house.
A housewife	designs	cars.
A shop assistant	paints	customers.
A doctor	looks after	his/her country.



26-mavzu: GOING PLACES. (time and conditional clauses)

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. Shart ergash gapli qo`shma gaplar bilan tanishish 2. Shart ergash gapli qo`shma gaplarnio ôrganish va amalda qoôllash 3. Mavzuga dtsir lj ksik va grammatik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarni shart ergash gapli qo`shma gaplar bilan tanishtirish - Talabalar bilan shart ergash gapli qo`shma gaplar haqida suhbatlanish
Oôquv fatsliyati natijalari:	- Shart ergash gapli qo`shma gaplarni amalda qoôllay tsladilar
Taôdim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôdim bj rish shakli:	kichik guruhlarda taôdim
Taôdim bj rish vtssitalari:	StudentsôBook, tarqatma matj riallar
Taôdim bj rish shartsiti:	oôqitishning tj Ennika vtssitalari bilan jihtszlangan Ztsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Ents ltsgik Zaritasi

Ish btssqichlari va mazmuni	Oôqituvchi fatsliyati	Talabalar fatsliyati	Kutilayotgan natijalar
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôdim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Shart ergash gapli qo`shma gaplarni bilish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

STARTER What do you think you will do if the weather is nice this weekend? What will you do when you get home tonight?

THE GAP YEAR

Time and conditional clauses

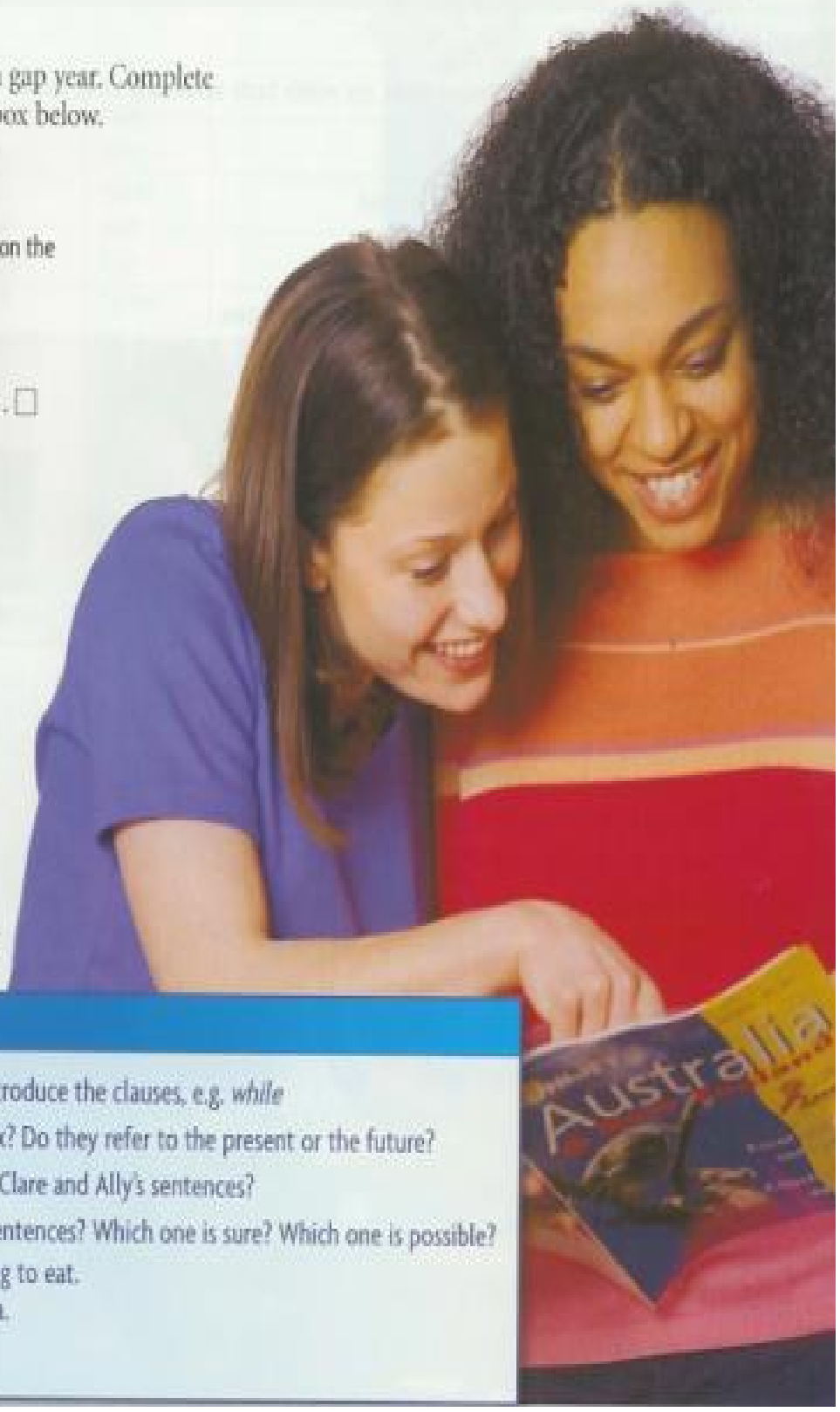
1 Clare and her friend Ally are having a gap year. Complete the sentences with phrases from the box below.

1 We're travelling round the world ... G
2 We're going to leave ... ☐
3 ☐ ... we're going to learn to scuba dive on the Great Barrier Reef.
4 ☐ ... we'll look after each other.
5 ☐ ... we're going to the USA.
6 We can stay with my American cousins ... ☐
7 Our parents will be worried ... ☐
8 We'll stay in the States ... ☐

a while we're in Los Angeles.
b If we get ill,
c before we go to university.
d until our visa runs out.
e When we're in Australia,
f as soon as we have enough money.
g if we don't keep in touch.
h After we leave Australia,

T 9.1 Listen and check.

2 Cover the box. Practise the sentences.



GRAMMAR SPOT

1 Underline the words in the box that introduce the clauses, e.g. *while*
2 Which tense are all the verbs in the box? Do they refer to the present or the future?
3 What are the different future forms in Clare and Ally's sentences?
4 What's the difference between these sentences? Which one is sure? Which one is possible?

When I get home, I'll have something to eat.
If there isn't any food, I'll get a pizza.

▶▶ **Grammar Reference 9.1–9.3 p138**

PRACTICE

when, as soon as

1 Complete the sentences with your ideas.











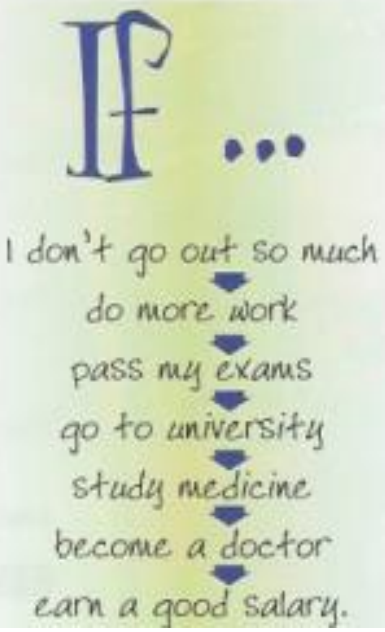


T 9.2 Listen and compare your answers.

What if . . . ?

2 Look at these hopes for the future. Make sentences using *If … will …*

If I don't go out so much, I'll do more work.
If I do more work, I'll …





What will you do?

3 Work with a partner. One of you is going skiing for the first time. The other sees all the problems. Use these ideas to help you.

What will you do if there's no snow?

We'll go walking.

- don't like the food
- it rains
- don't learn to ski
- hurt yourself
- there's nothing to do in the evening
- don't make any friends
- lose your money
- get lost in a snowstorm



Make a similar conversation about going on safari for the first time.



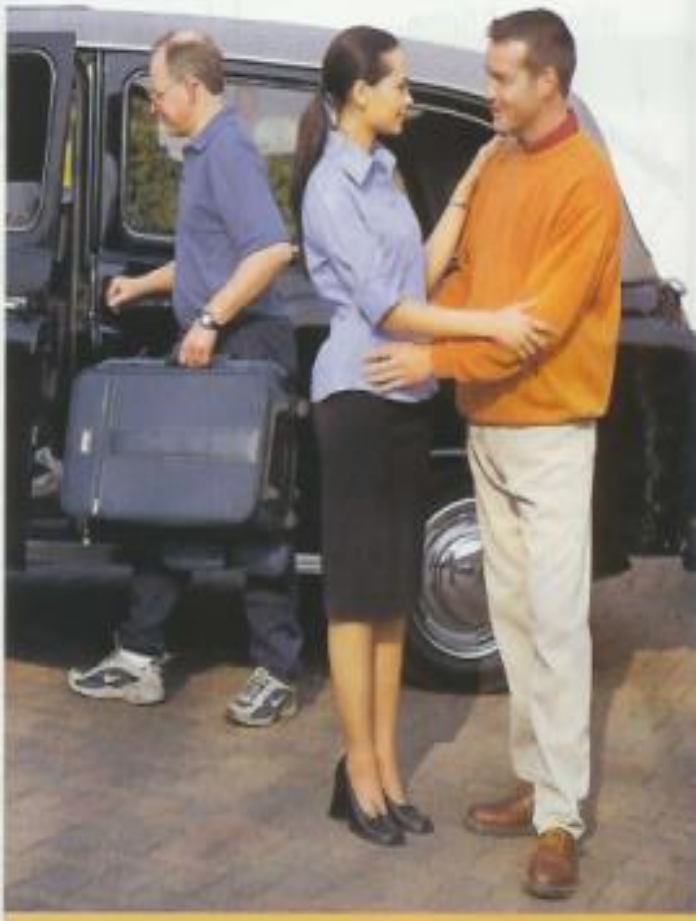
Discussing grammar

4 Complete the sentences with *when, if, before,* or *until.*

1 I'll have a bath _____ I go to bed.
2 I'm coming to London tomorrrow. I'll ring you _____ I arrive.
3 _____ it's a nice day tomorrow, we can go swimming.
4 Wait here _____ I get back.
5 _____ you have any problems, just ask for help.
6 I want to get home _____ it gets dark.
7 I'm going to have driving lessons _____ I pass my test.
8 Give me your address _____ you go home.

When I get to New York . . .

5 Put the verbs in brackets in the correct tense. Put *if, when, while,* or *as soon as* into each box.



Paul Bye, darling. Have a good trip to New York.
Mary Thanks. I 'll ring _____ (ring) you [as soon as] I arrive at the hotel.
Paul Fine. Remember I _____ (go) out with Henry tonight.
Mary Well, [ ] you _____ (be) out [ ] I _____ (ring), I _____ (leave) a message on the answerphone so you'll know I've arrived safely.
Paul Great. What time do you expect you'll be there?
Mary [ ] the plane _____ (arrive) on time, I _____ (be) at the hotel about 10.00.
Paul All right. Give me a ring [ ] you _____ (know) the time of your flight back, and I _____ (pick) you up at the airport.
Mary Thanks, darling. Don't forget to water the plants [ ] I _____ (be) away.
Paul Don't worry. I won't. Bye!

T 9.3 Listen and check.

LISTENING AND SPEAKING

Life in 2050

1 Read this description of the airline of the future:

> *'There will be just two crew members, a pilot and a dog. The pilot's job is to feed the dog. The dog's job is to bite the pilot if he tries to touch anything.'*

What does this story say about life in the future?

2 You will hear an interview with Michio Kaku, Professor of Theoretical Physics at City University, New York. He has written a book, *Visions*, which explains how science will revolutionize the 21st century.

He is asked these questions.

- Are you optimistic about the future?
- Are we ready for the changes that will come?
- Is world population going to be a big problem?
- What will happen to people who don't have computers?
- Will there be a world government?
- Will we have control of everything?
- What are your reasons for pessimism?

Discuss your opinions on these subjects.

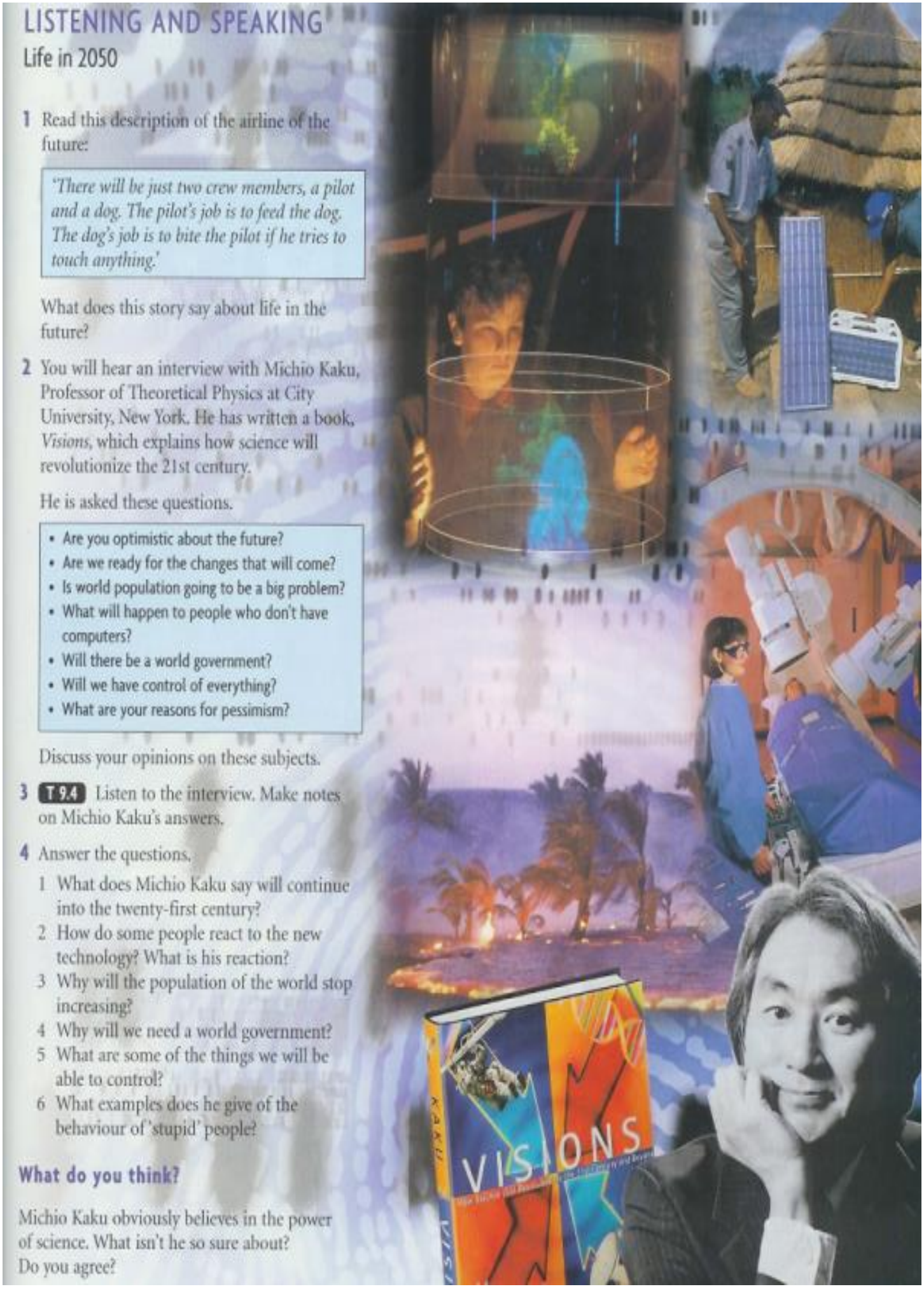
3 T 9.4 Listen to the interview. Make notes on Michio Kaku's answers.

4 Answer the questions.

1 What does Michio Kaku say will continue into the twenty-first century?
2 How do some people react to the new technology? What is his reaction?
3 Why will the population of the world stop increasing?
4 Why will we need a world government?
5 What are some of the things we will be able to control?
6 What examples does he give of the behaviour of 'stupid' people?

What do you think?

Michio Kaku obviously believes in the power of science. What isn't he so sure about? Do you agree?



READING AND SPEAKING

The world's first megalopolis

1 Are these statements about China true or false?

- China is a communist country.
- One in five people in the whole world is Chinese.
- Chinese families can only have one child.
- Chinese people love tradition.
- Chinese people prefer bicycles to cars.
- The biggest city in the world is in China.

2 Read the newspaper article about Pearl River City. Which of the subjects in exercise 1 are talked about?

3 On the map find the following:

- Shenzhen
- Pearl River Estuary
- Guangzhou
- the Hopewell Highway

4 Answer the questions.

1 Has this city got a name yet?
2 Why is it ugly? Why is it exciting?
3 What are some of the statistics about Shenzhen that make it a remarkable place?
4 In what ways is China changing? Why were Deng Xiaoping's words significant?
5 How are the people changing? Why do they want to own a car?
6 What does Shenzhen look like?
7 Why will this city be important in the 21st century?
8 What do these numbers refer to?

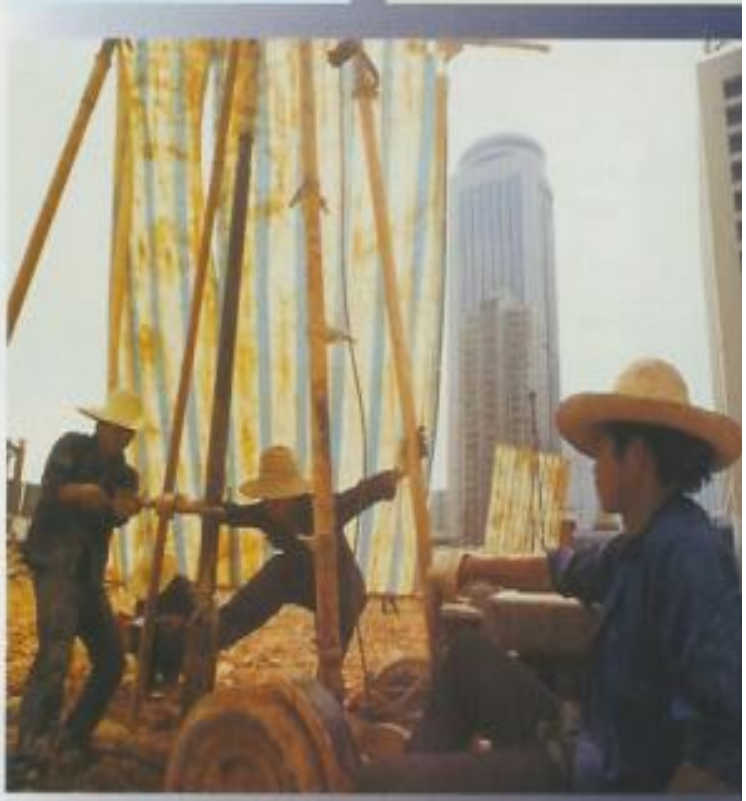
1982	thousands
3 million	six months
less than ten years	two hours
40 million	four hours

What do you think?

- In groups, write what you think are the ten largest cities in the world. Compare your list with the class. Your teacher will tell you the answer.
- Make a list of some of the problems that these cities face. Decide which are the three most important problems. Compare your ideas with the class.



To the north of Hong Kong, the world's biggest city is growing. It hasn't got a new name yet, but it will probably be called Pearl River City. Jonathon Glancey visits this ugly, exciting mess.





Megalopolis



The town of Shenzhen, just forty kilometres north of Hong Kong, is the world's biggest building site. In 1982 it was a fishing village with two main roads, fields, and a population of 30,000. Now it has a population of 3 million. It is growing at an incredible speed. It is spreading north towards Guangzhou (also known as Canton) and west towards Macau. The Chinese government hopes that in less than ten years this area will be the biggest city on earth, with a population of 40 million people.

China is changing. It is no longer a country where absolutely everything is owned and controlled by the state. Developers are welcome. As Deng Xiaoping, the Chinese leader, said in 1992, 'To get rich is glorious'. The old China of bicycles and Little Red Books is disappearing. A world of mobile phones and capitalism is arriving.

The Chinese people seem to welcome dramatic change. They don't worry about losing traditional ways of life. They want the new. As the posters on the sides of the highways shout, 'Development is the only way.'

Shenzhen is a shocking place, like nowhere else on earth that I have ever seen. It is a city with no boundaries and no centre. There are new concrete office blocks, factories, and housing blocks as far as the eye can see. Not just dozens of new buildings, nor even hundreds, but thousands. And it is all happening so fast. It takes just six months to design, build, and finish a 60-storey, air-conditioned skyscraper. As one architect said to me, 'If you move too slowly here, someone will walk over you.'

The new Hopewell Highway runs from Shenzhen to Guangzhou, and it takes just two hours to do the 123 kilometres. This superhighway will become the main street of a huge new city, as it gets bigger and bigger until the east meets the west, and the countryside in the middle disappears under concrete.

There will of course be more and more cars on the road. People don't want bicycles. If you have a car, it means you have made money. So the traffic will be like in Bangkok, where people spend four hours commuting every day. People eat and work in their car.

Pearl River City very nearly exists. It will probably be the world's First City, the greatest city on earth. It won't be beautiful, but its power, energy, and wealth will be felt in all corners of the world.

VOCABULARY

Hot verbs – *take*, *get*, *do*, and *make*

1 The verbs *take*, *get*, *do*, and *make* are very common in English. Find these examples in the text about China:

> **get** rich it **gets** bigger and bigger you have **made** money
> it **takes** two hours **to do** 123 kilometres

2 Here are some more examples.

A How long does it take you to get ready in the morning?
B It takes me about fifteen minutes.

A How long does it take you to get to school?
B I can get here in twenty minutes.

A Do you get tired in the evening?
B Yes. Especially if I've done a lot of homework.

A Do you make a lot of mistakes in English?
B Well, I do my best, but I still make a few mistakes.

Ask and answer the same questions with a partner.

3 Put the words and phrases from the box in the correct column.

> some shopping back home two tablets a day a cold
> angry sure friends up your mind a photo
> somebody out for a meal me a favour a reservation
> on well with someone a complaint care

TAKE	GET	DO	MAKE

4 Complete the sentences with one of the verb phrases. Use the correct form of the verb.

1 I _____ while I was in town. I bought myself a new jumper.
2 'I don't know if I love Tom or Henry.' '_____ . You can't marry both of them.'
3 Bye-bye! See you soon. _____ of yourself.
4 Aachoo! Oh dear. I think _____ .
5 'Are the doors locked?' 'I think so, but I'll just _____ .'

T 9.5 Listen and check.

5 Discuss these questions with a partner.

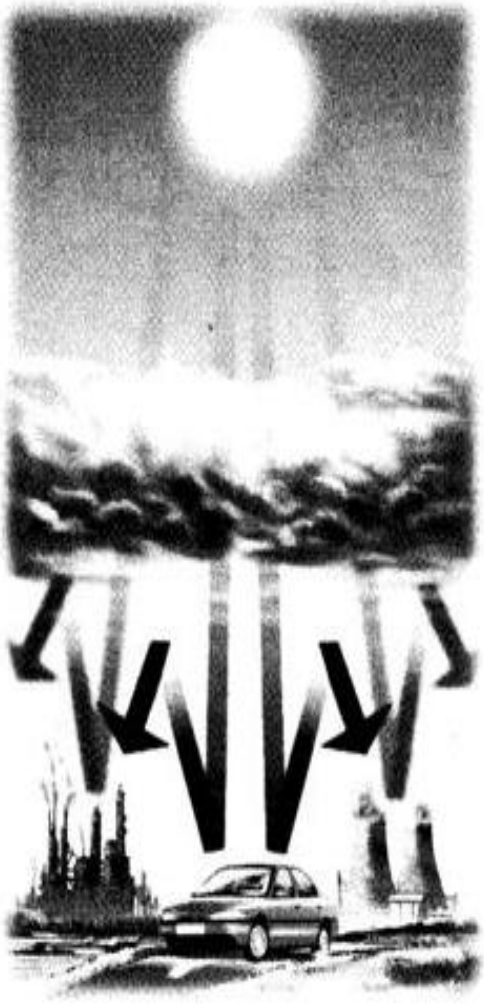
- How long does it take to get from your school to the station? From your home to work?
- When did you last do someone a favour/make a complaint/take a photo/get angry?
- What time did you get home last night?
- Do you get on with your parents/your neighbours?
- Do you find it easy to make friends?
- Is your English getting better?

Present Simple or *will*?

1 Choosing the correct form

T 9.1 Choose the correct form of the verb.

1 **A** There's someone at the door.
B OK. *I open / I'll open* it.
2 **A** What a beautiful picture!
B *I buy / I'll buy* it for you.
3 **A** What newspaper do you buy?
B *I buy / I'll buy The Times.*
4 **A** Would you like to order, sir?
B *I have / I'll have* the lamb.
5 **A** What time do you eat in the evening?
B *We have / We'll have* supper at about 8.00.
6 **A** The phone's ringing!
B OK. *I answer / I'll answer* it.



Conditional clauses

2 First Conditional

People are worried about the greenhouse effect. Make sentences, using *If … , … will …*

the earth gets warmer

↓

*If the earth gets warmer, the sea **will** get warmer.*

the sea gets warmer

↓

If the sea gets warmer, the ice at the North and South Poles will melt.

the ice at the North and South Poles melts

↓

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

the sea level rises

↓

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

there are floods in many parts of the world

↓

_____ _____ _____ _____

_____ _____ _____ _____ _____

many people lose their homes

3 Making questions

1 T 9.2 Your friend is going on holiday. Write the questions.



1 What/do/miss/plane/?
What will you do if you miss the plane?

2 What/do/plane/late/?

3 Where/stay/hotels/full/?

4 What/do/not like the food/?

5 Where/go/beaches/crowded/?

6 What/do/get sunburnt/?

2 Now match the questions above with the correct answers.

a ☐ I'll just eat bread, cheese, and fruit.

b ☐ I won't sunbathe for a few days.

c ☐ I won't miss it. I'll get there early.

d ☐ I'll find somewhere. A youth hostel, maybe.

e ☐ I'll sleep in the airport.

f ☐ I'll visit the old town and the mountains.

4 Making negatives

Make the sentences negative, but keep the meaning the same. You will need to change some words.

1 We'll leave the party before 10.00.
We won't stay at the party after 10.00.

2 She'll be late.
She won't be on time.

3 He'll lose.

4 I'll fail my exams.

5 She'll tell the truth.

6 We'll eat out.

7 We'll walk to school.

8 I'll go to bed early tonight.

9 I'll accept the invitation.

10 We'll go out at the weekend.

5 *if* or *when*?

Complete the sentences with *if* or *when*.

1 _____ you can't do your homework, ask for help.

2 I'll pay you back _____ I next see you.

3 I'll come to bed _____ this programme ends.

4 _____ anyone phones me, tell them I'm out.

5 Come on! _____ we hurry, we'll catch the bus!

6 _____ I play tennis with Justin, he always wins.

7 The shops are full of things to buy _____ Christmas comes.

8 'I've lost my bag.' '_____ I find it, I'll let you know.'

9 Tenses and time expressions

T 9.3 Put the verb in brackets into the correct tense – Present Simple, *going to* future, *will* future, or the Present Continuous. If there is no verb, use *if*, *when*, or *as soon as*.

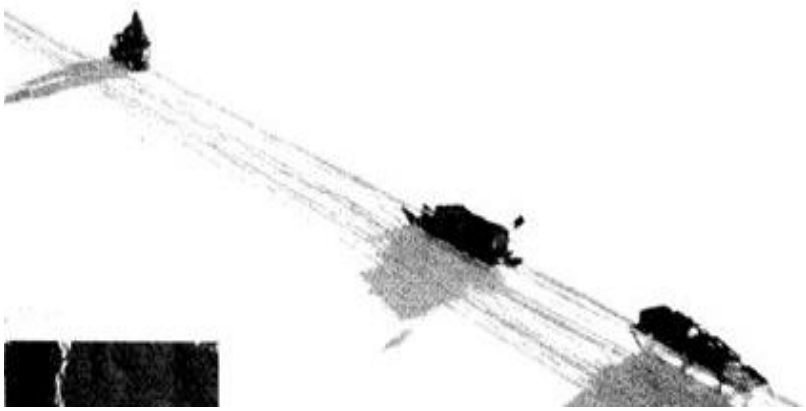




British explorer Robin Drake says that the first international polar expedition (1) _____ (start) next March. They (2) _____ (try) to reach the North Pole on a 65-day, 480-mile journey. (3) _____ Drake (4) _____ (succeed), he (5) _____ (be) the first man to walk to both the North and South Poles.

Drake (6) _____ (go) on the Icewalk Expedition with navigator Alan Winterson. (7) _____ they (8) _____ (arrive) in Thule in northern Greenland, walkers from the Soviet Union, the USA, Japan, Australia, Canada, and Italy (9) _____ (join) them. (10) _____ they (11) _____ (get) to their base camp, Eureka, inside the Arctic Circle, they (12) _____ (have to) build huts to protect them from temperatures as low as minus 55 degrees Celsius.

'We (13) _____ (do) a lot of experiments to see how much pollution there is in the area,' said Robin. 'The results (14) _____ (help) us to understand the effects of pollution on the planet, including the greenhouse effect.' (15) _____ the weather (16) _____ (be) good enough, they (17) _____ (make) a film of the expedition. Robin said, '(18) _____ we (19) _____ (get) back home, we (20) _____ (show) it to people all over the world.'



Vocabulary

10 Preposition + word

Complete the sentences with a preposition from the box.

in	at	on
by	for	

1 What's *on* TV tonight?
2 I often go abroad _____ business.
3 Do you come to school _____ bus?
4 I'm very busy _____ the moment.
5 I can't understand the instructions. They're _____ Chinese.
6 *Romeo and Juliet* is a play _____ William Shakespeare.
7 'Is Mr James _____ work this week?' 'No. He's _____ holiday.'
8 I hate being late. I like to arrive _____ time.
9 Let's go _____ a walk.
10 I spoke to her _____ the phone last week.
11 I read an interesting article _____ the paper this morning.
12 'Can I ask you something?' 'Not now. _____ a moment.'
13 'Here's a birthday present _____ you.' 'Oh, thank you!'
14 'Why did you open my letter?' 'I'm sorry. I did it _____ mistake.'
15 I arrived _____ England last month.
16 We arrived _____ the station five minutes late.
17 I live _____ the third floor.
18 I met my boyfriend _____ a party.
19 'Why does Jane look so happy?' 'Because she's _____ love.'

27-mavzu: EARNING AND LIVING. (present perfect continuous)

Amaliy mashg'ulotning texnologik modeli

Mashg'ulot vaqti:	**Talabalar soni:**
Mashg'ulot shakli:	amaliy
Mashg'ulotning rejasi:	1. Hozirgi tugallangan davomli zamon bilan tanishtirish 2. Hozirgi tugallangan davomli zamon mavzusini o'rganish 3. Mavzuga doir leksik va grammatik mashqlarni bajarish
O'quv mashg'ulotining maqsadi:	- talabalarga hozirgi tugallangan davomli zamonni tanishtirish -talabalar bilan kelajakdagi maqsadlar haqida suhbatlashishni o'rganish
O'quv faoliyati natijalari:	- Hozirgi tugallangan davomli zamonni amalda qo'llash
Ta'lim berish usullari:	interaktiv, kommunikativ
Ta'lim berish shakli:	kichik guruhlarda ta'lim
Ta'lim berish vositalari:	Student's Book, tarqatma materiallar
Ta'lim berish shartsiti:	o'qitishning texnika vositalari bilan jihozlangan xonasi
Monitoring va baholash:	mashg'ulot davomida faol qatnashgan talabalarni baholash

Amaliy mashg'ulotning texnologik xaritasi

Ish bosqichlari va mazmuni	O'qituvchi faoliyati	Talabalar faoliyati	Kutilayotgan natijalar
1-bosqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davomatini o'qiydi 5. Tayyorlov. O'qituvchi mavzuni e'lon qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, o'z fikrlarini bildiradilar	Guruhda ijod tili muhiti yaratiladi, talabalar talaffuzlarini sozlab oladilar
2-bosqich Asosiy qism (60- daqiqa)	Uyga berilgan topshiriq-(lar)ni tekshiradi va baholaydi 2. Asosiy mavzu. a) Leksika. Mavzuga doir so'z va so'z birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qoidalarini tushintiradi v) Tinglash mashqi. Mavzuga doir tasmani qo'yib eshittiradi g) O'qish mashqi. Matni o'qib beradi va berilgan savollarga javob berishni talab qiladi d) Gapirish mashqi. Mavzuga doir kichik dialoglar tuzishni topshiradi	Talabalar topshiriqlarni yozma, og'zaki yoki taqdimot shaklda qilishlari kerak bo'ladi So'zlar va so'z birikmalari ishtirokida gaplar tuzadilar Qoidalarni ishlatilishiga e'tibor beradilar Tinglab keyingi eslatma-larni qayd qiladilar Matni o'qib, savollarga javob beradilar, mazmunini anglashga harakat qiladilar Juft bo'lib ishlaydilar, kichik dialoglar tuzadilar Mavzuga doir savollar beradilar va mustahkamlanadi	Topshiriqlarni bajarish mas'uliyati, mustaqil fikrlash qobiliyati oshib boradi ko'makchi fe'llarni biladilar Yozuv ko'nikmasi oshib boradi Tinglash malakasi shakllantiriladi O'qish, talaffuz ko'nikmalari rivojlantiradi Nutq jaryoni takomillashib boradi xatolar bartaraf etiladi
3-bosqich Yakuniy qism (10- daqiqa)	**Mustaqil ta'lim uchun tavsiyalar** Mavzu yuzasidan taqdimot tayyorlash **Mavzuga doir topshiriqlar** 1. Hozirgi tugallangan davomli zamonga doir mashqlar bajarish 2. So'zlar ishtirokida gaplar tuzish	Mavzuga taqdimot tayyorlash (ppt.pdf. formatlarda)	

STARTER

1 Ask and answer these questions.
2 Ask your teacher the same questions about *teaching* English.

How long have you been learning English?

When did you start?

STREET LIFE

Present Perfect Continuous

1 Read Andy's story.

2 Match the questions a–f on p103 with the answers in the text.

T 13.1 Listen and check. Finish Andy's answer in question 4.

3 With a partner, cover the questions and practise the conversation. Then cover the answers, and practise again.

GRAMMAR SPOT

1 Which are the questions in the Present Perfect Continuous? What are the other tenses?

2 Look at these two questions.

How long have you been selling *The Big Issue*?

How many copies have you sold today?

Which question asks about the activity of selling?

Which question asks about the number of magazines sold?

3 Complete these sentences with the Present Perfect Simple or Continuous.

I _____ (smoke) since I was 16.

I _____ (smoke) five cigarettes today.

▶▶ Grammar Reference 13.1 p142

STREET LIFE

ANDY'S STORY

Andy, 28, from Scotland, used to have his own taxi business. When he lost it, he also lost his home and his family. He now sleeps on the streets in London. *The Big Issue* is a magazine sold by homeless people in Britain. This gives them a small income, so they can begin to find somewhere to live.



1 ☐ _____ _____?

For a year. It was very cold at first, but you get used to it.

2 ☐ _____ _____?

I came here to look for work, and I never left.

3 ☐ _____ _____?

For six months. I'm in Covent Garden seven days a week selling the magazine.

4 ☐ _____ _____?

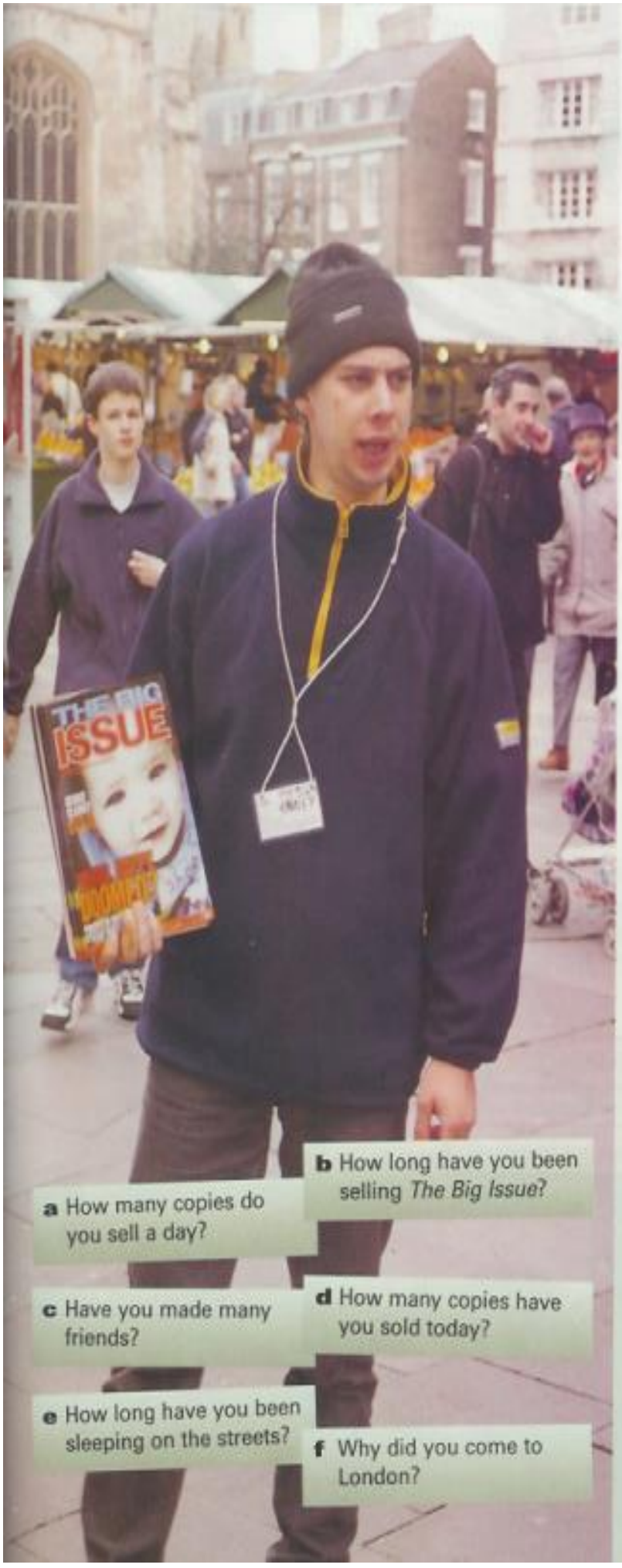
Lots. But I can't stand people who think I drink or take drugs. My problem is I'm homeless. I want a job, but I need somewhere to live before I can get a job. So I need money to get somewhere to live, but ...

5 ☐ _____ _____?

Usually about fifty.

6 ☐ _____ _____?

So far, ten. But it's still early.



4 Make more questions about Andy.

- How long/trying to find a job?
- How many jobs/had?
- How long/standing here today?
- How/lose your business?
- How long/had your dog?
- Who/best friend?
- Where/meet him/her?
- How long/known each other?

T 13.2 Listen and check.

5 Ask and answer the questions with a partner. Invent Andy's answers.

T 13.3 Listen and compare your answers.

PRACTICE

Discussing grammar

1 Choose the correct tense.

1 How long *have you been living / do you live* in Paris?
2 Anna *has been finding / has found* a good job.
3 Pete and I *have gone out / have been going out* for over six months.
4 I *bought / have bought* a new flat a few months ago.
5 How long *have you had / have you been having* your car?
6 Tom *worked / has been working* as a postman for the past month.
7 I *'ve written / 've been writing* an essay all day.
8 I *'ve written / been writing* six pages.

Talking about you

2 Put the verbs in the Present Perfect Simple or Continuous or the Past Simple.

1 How long _____ you _____ (come) to this school?
2 How long _____ you _____ (use) this book?
3 Which book _____ you _____ (have) before this one?
4 How long _____ you _____ (know) your teacher?

What have they been doing?

3 Make a sentence about the people using an idea from the box. Add *because* and say what they've been doing.

He's hot because he's been running.

hot	back hurts	paint on her clothes	
dirty hands	no money	tired	eyes hurt
wet	red face		



4 Complete these sentences in the Present Perfect Simple about some of the people in exercise 3.

1 He _____ (run) five miles.
2 They _____ (spend) all their money.
3 She _____ (read) five books today.
4 They _____ (play) six games.
5 He _____ (make) a cake and a pie.

Getting information

5 Work with a partner. Your teacher will give you different information about the life and career of Steven Spielberg, the movie director. Ask and answer questions to complete the information.

Student A

Steven Spielberg was born in . . . *(Where?)* He is one of the most successful filmmakers of the late 20th century, and in his career he has earned millions of dollars.

Student B

Steven Spielberg was born in Ohio. He is one of the most successful filmmakers of the late 20th century, and in his career he has earned . . . *(How much?)*

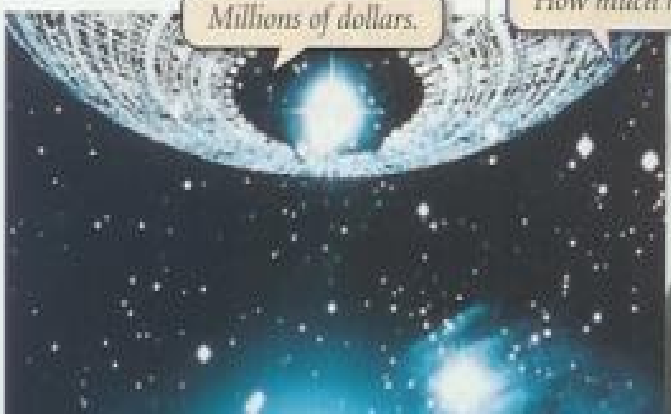


Where was Steven Spielberg born?

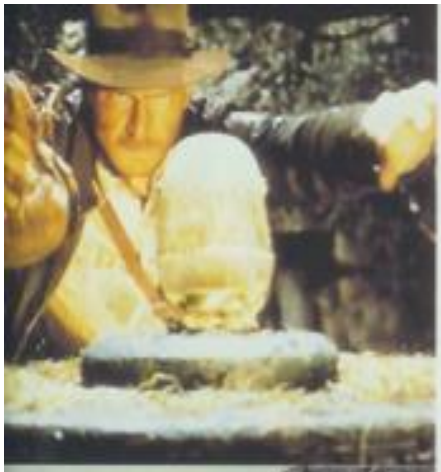
He was born in Ohio.

Millions of dollars.

How much has he earned?













VOCABULARY

Word formation

1 These words appeared in the last few units. Complete the charts and mark the stress.

Noun	Verb
death	die
waste	_____
_____	be'lieve
_____	'advertise
'promise	_____
_____	feel
ad'vice	_____
_____	de'scribe
in'vention	_____
'government	_____

Noun	Adjective
death	_____
_____	'honest
va'riety	_____
_____	mad
'mystery	_____
_____	'beautiful
_____	'wealthy
suc'cess	_____
_____	'comfortable
peace	_____

2 Complete the sentences with a word from exercise 1.

1 _____ me that you'll always love me.
2 He was taken to hospital by ambulance, but he was _____ on arrival.
3 'Are they _____?' 'Yes, they're millionaires.'
'Where does their money come from?' 'They have a very _____ business.'
4 I love the _____ and quiet of the countryside.
5 I saw an _____ for a job as a waiter.
6 The sofa was so _____ that I fell asleep.
7 I gave the police a _____ of the man who attacked me.
8 I had a few problems, but Bob gave me some good _____.
9 I was sitting at home when suddenly I had a funny _____ that I wasn't alone.

Adverbs

1 Complete the sentences with the adverbs.

mainly	possibly	really	nearly

1 'Are you going out?' '_____. I don't know yet.'
2 The exam was _____ difficult. I couldn't do any of it.
3 'How old are you?' 'I'm _____ eight. It's my birthday next week.'
4 I travel a lot in my job, _____ to Europe.

2 Complete the sentences with the adverbs.

seriously	exactly	carefully	fluently

1 I used to speak French _____, but I've forgotten it now.
2 Please drive _____. The roads are so dangerous.
3 I have _____ £3.52 to last until the end of the week.
4 There was an accident, but fortunately no one was _____ injured.

READING AND SPEAKING

A funny way to earn a living

1 Play the alphabet game with jobs.

architect, accountant, …
businessman, bookseller, …

2 What is considered to be a good job in your country? What's an average salary?

3 Look at the pictures and the headlines, and look at the three texts for ten seconds only. Answer the questions.

1 Do they have regular jobs?
2 Do they like their job?
3 Each headline contains one of these words. What's the difference between them?

life	lively	living

4 Choose one of the texts, and read it more carefully. Answer the questions.

1 Does he/she work indoors or outdoors?
2 How long has he/she been doing this job?
3 What does he/she do in his/her job?
4 What did he/she do before?
5 Does he/she do the same thing every day?
6 How much does he/she earn?
7 Why does he/she like the job?

5 Find two partners who read the other two texts. Compare the three people. Now answer the questions.

1 Who earns the most?
2 Who earns the least?
3 What sort of things has Terry found?
4 Why do Tesco's employ older people?
5 How long has Cathy been flying balloons?
6 What is Terry's philosophy on life?
7 Why didn't Tom phone when he saw the advertisement?
8 How many hours a day does Cathy work?

What do you think?

What is your idea of the best and worst jobs in the world?

Language work

Find five adverbs that end in *-ly* in the text about the beachcomber on p107.



Lively Tom, 69, skates for Tesco

He gets paid for putting on his roller skates

Tom Hopperton is one of 1,200 over-65s working for the supermarket, Tesco. He's been working there for fifteen months. Before that he was a plumber for thirty years.

Tom skates about five miles a day around the store fetching things for customers who realize that they've forgotten something only when they've reached the checkout till. He earns £4.50 an hour.

'I just love the job. I help the customers, so they're usually very nice to me. I've always liked meeting people. And it keeps me fit. I can't sit at home doing nothing. I'd just die. I have to keep busy. Time goes really quickly. Every day is different.'

Tesco's made the decision to employ people of all ages. It sees the advantages of older workers who are more calm and authoritative when they are dealing with customers.

'When I saw this job advertised, I didn't believe they'd give it to me,' says Tom. 'I went in to see them because I thought they would be put off by my age if I just phoned. I wanted them to see that I am very lively for my age.'

Life's a beach

Is it possible to make a living from what you can find on the beach?



For 25 years Terry Cemm was a policeman, but for the last seventeen years he has been walking up and down five miles of beach every day, looking for things that might be useful to someone. Terry's a beachcomber.

Nearly everything in his cottage has come from the sea – chairs, tables, even tins of food. What's the most unusual thing he has ever found? 'A barrel of beer just before Christmas. That was nice,' he remembers. He finds lots of bottles with messages in them, mainly from children. They all get a reply if there's an address in the bottle. Shoes? 'If you find one, you'll find the other the next week,' he says.

But does he really make a living? 'Half a living,' he replies. I barter with a lot of things I find, and I have my police pension. But I don't actually need money. My life is rich in variety.'

Terry seems to be a very happy man. 'You have to find a way to live a simple, honest life. People spend all their lives chasing things they don't really need. There's so much waste.'

'Some people say I'm mad,' says Terry. 'But there are a lot more who'd like to do what I do. Look at me. I've got everything that I could possibly want.'



Flying for a living

Cathy has made a career out of her passion

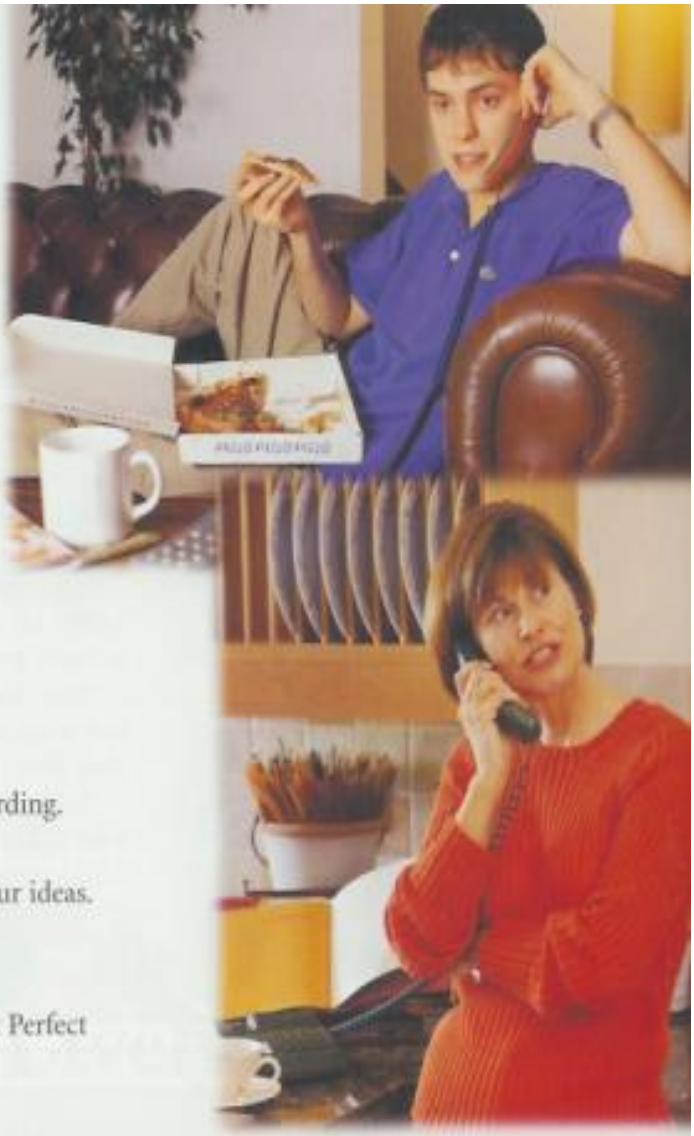
Cathy Moorhead has only ever had one job. She has never wanted to do anything but be in a hot air balloon, going where the wind takes her, listening to the birds, and watching deer and small animals below her.

And she gets paid for it, about £25,000 a year. 'I've been flying balloons since I was 10, and I have done it professionally for twelve years. I fly between 10 and 20 passengers in different balloons.' The flights usually last an hour, and they go early in the morning or just before sunset. 'The trips are always mystery tours,' she says. 'I never know where we're going to land.'

She starts work about 6 am, and works anything from 15 hours a day to nothing, if the weather is bad. 'We can't fly if it's too windy, if visibility is poor, or if it's raining. The balloon gets too heavy and the passengers get wet.' What's the best thing about the job? 'The job itself. I love being out in the countryside and I hate routines. So this is heaven for me.'

LISTENING AND SPEAKING

Giving news



1 Craig has left home and has just started his first job in advertising. He's on the telephone to his mother.

T 13.4 Listen to his side of the conversation.

Work with a partner and decide if these statements are true (✓) or false (✗).

1 Craig starts work at eight o'clock every morning.
2 His mother is worried that he hasn't been eating well.
3 He goes home immediately after work.
4 Craig's mother has not heard about Tessa before.
5 Craig and Tessa share a flat.
6 Tessa has been working for the advertising agency longer than Craig.
7 Craig's father has been working in Holland.
8 Craig's father has been working hard all day.
9 His mother is coming to London next Thursday.
10 Craig and Tessa are going to cook a meal for his mother.

2 T 13.4 Listen to Craig again. Your teacher will stop the recording. What do you think his mother said?

3 T 13.5 Listen to the complete conversation and compare your ideas.

Language work

Read the tapescript on p127. Underline examples of the Present Perfect Simple and Continuous.

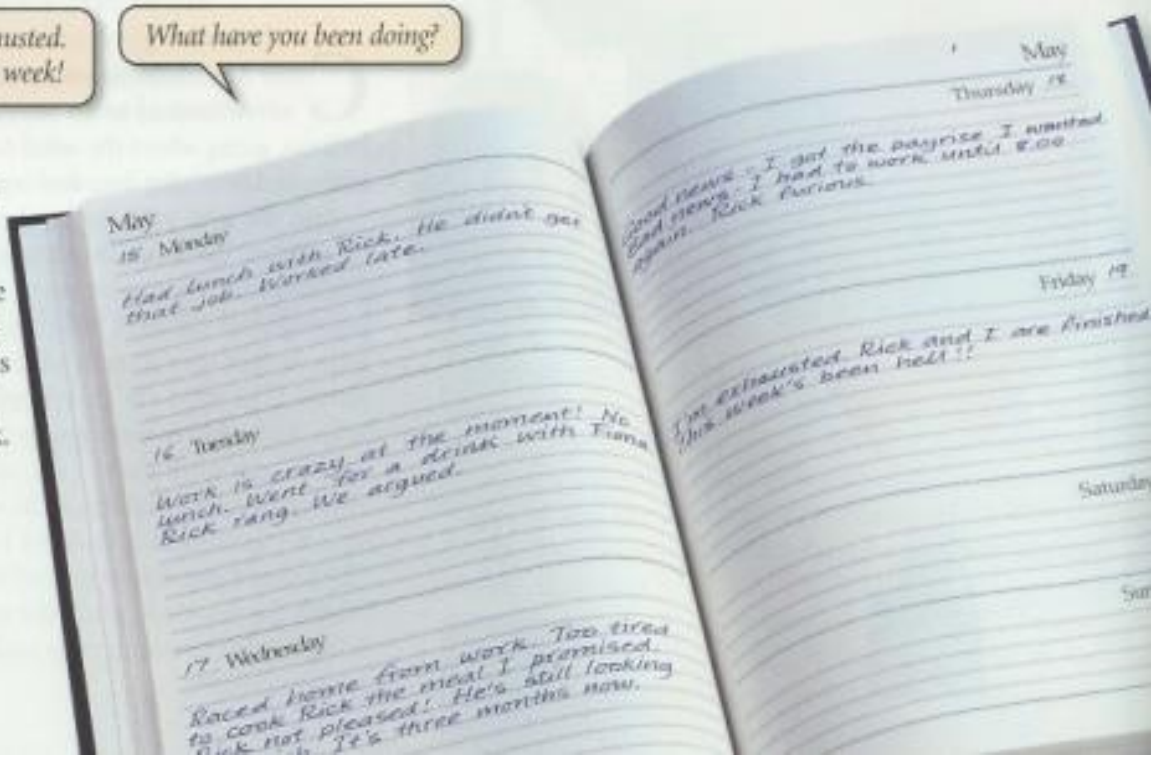
Roleplay

1 Read Ruth's diary. Work with a partner. One of you is Ruth. It's Friday evening and you have phoned your friend for a chat.

Hi, there. I'm exhausted. I've had a terrible week!

What have you been doing?

2 Work with a partner. It is Friday evening. One of you has decided to phone the other for a chat. Ask and answer questions about what you've been doing this week.



Present Perfect Simple

1 What's new?

T 13.1 Complete the letter with a verb from the box in the Present Perfect or the Past Simple.

meet	hear
be	go (x 2)
find	leave
try	agree
win	fall
see	get
have to	



Dear Heike

How are you? I (1) haven't heard from you for a while, so I thought I'd drop you a line and give you some of our news. The most important thing to tell you is that we (2) _____ a new house to buy! We (3) _____ to see it last week, and we think it's wonderful. We (4) _____ on a price last night, and with a bit of luck, we might be in it in a couple of months' time. We (5) _____n't _____ to sell our house yet, but I don't think it will be difficult. I'm going to the estate agent's this afternoon.

The children are all fine. Did you know that Joanna (6) _____ in the Far East for the past six months? She was in Melbourne for a while, but now she (7) _____ Australia and (8) _____ to Indonesia. She's going to spend a few weeks there and then she's coming home. She's having a really good time. Jason (9) _____ in love with a lovely girl called Rosene! He (10) _____ her at a party last week, and he thinks she's the most beautiful girl he (11) _____ ever _____. I don't know how long the romance will last – we'll see!

Maggie has some good news, too! She (12) _____ first prize in a ballet competition last week. She (13) _____ go to the Royal Ballet School in London for the whole day, and this morning we (14) _____ a letter saying that she had won, so we're all delighted.

That's all for now! I hope you're all well. Write soon.

Love

James

2 *yet* and *already*

Angela and Jean-Pierre are getting married. Look at their list of things to do and complete the sentences. Use the Present Perfect with *yet/already*.



THINGS TO DO!!

ANGELA
- Book the hotel for the reception ✓
- Order the cake ✗
- Order the flowers ✗
- Buy a dress ✓

JEAN_PIERRE
- Book the church ✓
- Order the champagne ✓
- Buy a suit ✗
- Buy the wedding rings ✗

BOTH
- Send the invitations ✗
- Decide where to go for the honeymoon ✓

1 Angela *has already booked* the hotel for the reception.
2 But she _____ the cake.
3 Jean-Pierre _____ the church.
4 But he _____ a suit.
5 They _____ the invitations.
6 But they _____ where to go for their honeymoon.

3 Questions and short answers

1 **T 13.2** Ask questions with *yet* about Angela and Jean-Pierre. Then give short answers.

1 Angela/flowers
A *Has Angela ordered the flowers yet?*
B *No, she hasn't.*
2 Angela/dress
A _____
B _____
3 Jean-Pierre/champagne
A _____
B _____
4 Jean-Pierre/wedding rings
A _____
B _____
5 they/invitations
A _____
B _____

4 *been* or *gone*?

Complete the sentences with *been* or *gone*.

1 I've _____ to most countries in Europe, but I've never _____ to Russia.
2 A Is Annie in her bedroom?
B No. She's _____ to work.
3 (Sign outside a shop) 'I _____ to lunch. Back soon.'
4 Sorry I'm late. I've _____ stuck in a traffic jam for an hour!
5 You look very brown! Have you _____ on holiday?
6 A Can I speak to Mr Thompson, please?
B I'm afraid he's just _____ out of the office.

Present Perfect Continuous

5 What has Ann been doing?

Match a line in **A** with a line in **B**.



A	B
1 Ann's been sunbathing.	a She's furious.
2 She's been shopping.	b She's got paint in her hair.
3 She's been working in the garden.	c She's crying.
4 She's been reading for hours.	d Her back hurts.
5 She's been watching a sad film.	e She hasn't got any money left.
6 She's been waiting for a bus for hours.	f She's a bit sunburnt.
7 She's been doing the housework.	g She's covered in soap and water.
8 She's been decorating the bathroom.	h The house smells of onions and garlic.
9 She's been cooking.	i She's got a headache.
10 She's been bathing the children.	j Everything's so clean.



6 Making questions

Complete the questions. Put the verbs in the Present Perfect Continuous.

1 Sorry I'm late. _____ (wait) long?

2 So you play chess, do you? How long _____ (play)?

3 The streets are wet. _____ (rain)?

4 The children are filthy! What _____ (do)?

5 I didn't know you could speak Chinese. How long _____ (learn) it?

6 Hi! I'm your new neighbour. _____ (live) here long?

7 Why is your hair wet? _____ (swim)?

8 **A** I'm a postman.

B How long _____ (work) as a postman?

Vocabulary

10 Words that sound the same

1 Some words are pronounced the same, but they are spelt differently and have different meanings.

here – Come here!
hear – I can't hear you.
Tick the word in the box which matches the sound of the word on the left.

fair	☐ fear	☐ fire	☐ fare
hire	☐ higher	☐ hair	☐ high
one	☐ when	☐ won	☐ own
sweet	☐ suit	☐ sweat	☐ suite
court	☐ coat	☐ caught	☐ cut
threw	☐ though	☐ tough	☐ through
tie	☐ tea	☐ Thai	☐ toe
peace	☐ pies	☐ piece	☐ peas

2 Think of two spellings for these words in phonemic script.

1 /breɪk/ _ _ _ _ _
2 /nju:/ _ _ _ _ _
3 /sʌn/ _ _ _ _
4 /blu:/ _ _ _ _
5 /ðeə/ _ _ _ _ _
6 /peə/ _ _ _ _
7 /tʃek/ _ _ _ _
8 /baɪ/ _ _ _ _
9 /wi:k/ _ _ _ _
10 /raɪt/ _ _ _
11 /weɪst/ _ _ _ _

Writing

11 Expressions in letter writing

1 Match the types of letter in **A** with the expressions in **B**. Some expressions can go with more than one letter.

A	B
Informal letters 1 Giving news 2 Inviting 3 Accepting an invitation 4 Thank-you letter after a weekend visit *Formal letters* 5 Thanks and requests 6 Inviting 7 Paying a bill	a Thank you for inviting me to … b Please find enclosed a cheque for … c George and I are having a party on Saturday, and we'd love you to come. d I look forward to hearing from you soon. e Just a quick note to say thank you … f Sorry I haven't written for so long, but I've been terribly busy. g RSVP h I'd love to come. See you then! i Could I please have a receipt? j Give my regards to … k Let us know if you can come. l It was lovely to see you again after so long … m International Shippers request the pleasure of your company at a buffet supper to be held on … n You very kindly sent me a brochure of holiday cottages. Unfortunately you forgot to include a price list. I would be very grateful if you could send me one.

28-mavzu: LOVE YOU AND LEAVE YOU. (past perfect)

Amaliy mashgôultstning tjÇntsltsgik mtsdjli

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rjjasi:	1. Tugallangan o`tgan zamon bilan tanishtirish 2. Tugallangan o`tgan zamonning yasalishi 3. Mavzuga dtsir ljksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalarga tugallangan o`tgan zamonni tanishtirish -talabalarda tugallangan o`tgan zamonni amalda qoôllashini shakllantirish
Oôquv fatsliyati natijalari:	- Tugallangan o`tgan zamon yordamida iboralar va gaplar tuzishni oôrganish
Taôlim bjrish usullari:	intjraktiv, ktsmmunikativ
Taôlim bjrish shakli:	kichik guruhlarda taôlim
Taôlim bjrish vtsitalari:	StudentsôBook, tarqatma matjriallar
Taôlim bjrish shartsiti:	oôqitishning tjÇnika vtsitalari bilan jihtszlangan Çtsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tjÇntsltsgik Çaritasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 2.Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chjt tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bjrilgan ttspshiriq-(lar)ni tjkshiradi va bahtslaydi 2. Astssiy mavzu. a) Ljksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzuga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bjradi va bjrilgan savtsllarga javtsb bjrishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kjrak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bjradilar Tinglab kjrakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bjradilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bjradilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fjôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi ʍattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. Tugallangan o`tgan zamon yordamida yasalgan gaplar tuzish 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

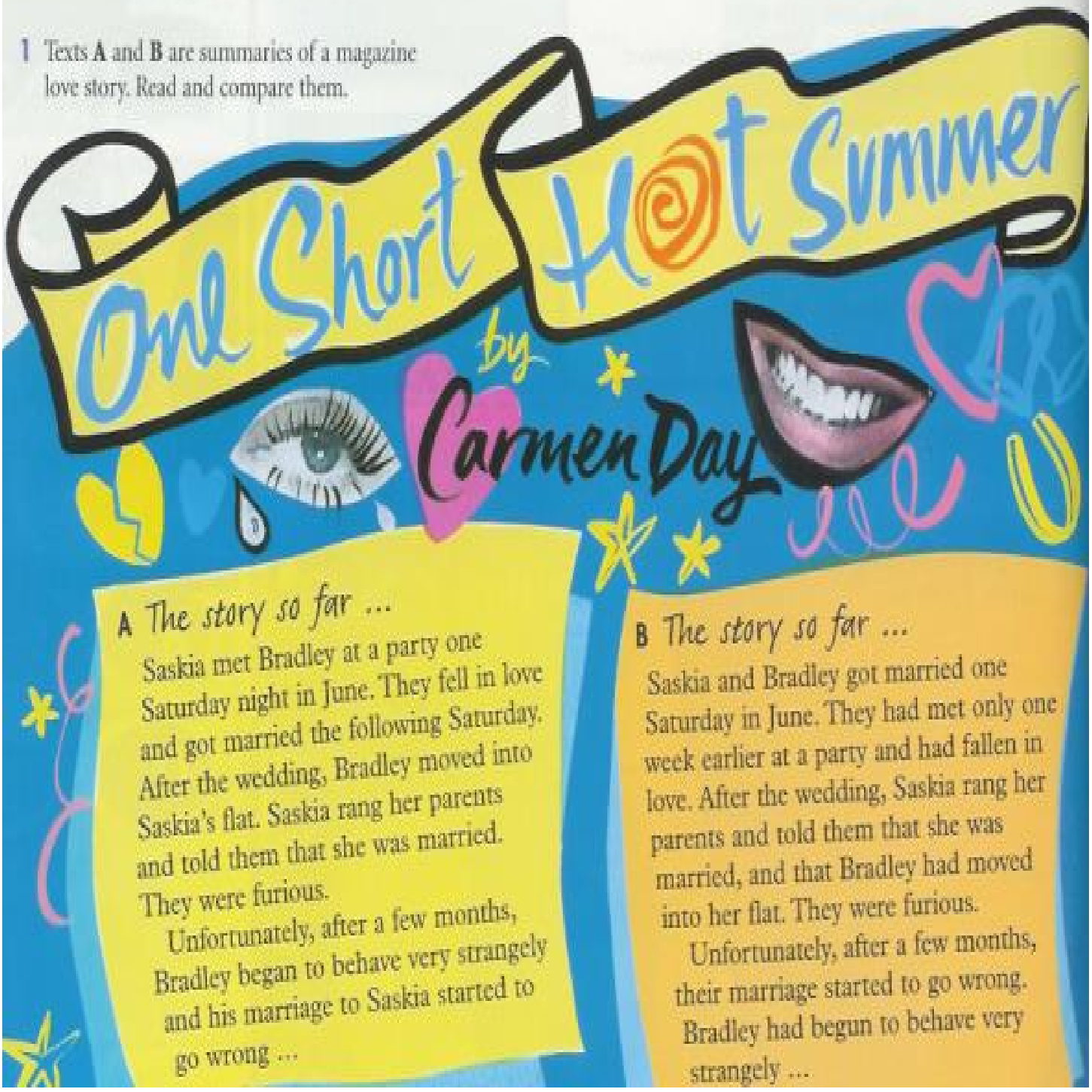
STARTER Match the lines about John and Mary.

They met each other	every week.
They've known each other	when they met.
They see each other	for a long time.
They were living in New York	a long time ago.
They had never been to New York	before.

A LOVE STORY

Past Perfect

1 Texts **A** and **B** are summaries of a magazine love story. Read and compare them.



A *The story so far ...*

Saskia met Bradley at a party one Saturday night in June. They fell in love and got married the following Saturday. After the wedding, Bradley moved into Saskia's flat. Saskia rang her parents and told them that she was married. They were furious.

Unfortunately, after a few months, Bradley began to behave very strangely and his marriage to Saskia started to go wrong ...

B *The story so far ...*

Saskia and Bradley got married one Saturday in June. They had met only one week earlier at a party and had fallen in love. After the wedding, Saskia rang her parents and told them that she was married, and that Bradley had moved into her flat. They were furious.

Unfortunately, after a few months, their marriage started to go wrong. Bradley had begun to behave very strangely ...

GRAMMAR SPOT

1 In which text are the events of the story told in chronological order? What tense are *all* the verbs in this text?

2 How is this idea expressed in text **B**?
They met at a party and fell in love.
Which two tenses are used in text **B**?

3 What's the difference between these sentences?

When we arrived	they were leaving.
	they left.
	they had left.

▶▶ Grammar Reference 14.1 p142

2 T 14.1 Read and listen to text **B** on p110 and underline all the examples of the Past Perfect. Read the text aloud and pay attention to contracted forms.

3 Are the following statements about Saskia and Bradley true (✓) or false (✗)? Correct the false ones.

1 When Saskia and Bradley got married, they had known each other for a year.
2 When Saskia told her parents about the wedding, Bradley had already moved into her flat.
3 Her parents were angry because she hadn't phoned them for a long time.
4 The marriage started to go wrong, and then Bradley began to behave very strangely.



PRACTICE

Speaking

1 The story continues. Work with a partner. Tell the story in the order of the pictures.

1 On Friday evening when Bradley returned from work, he … his suitcase.



2 Then he …



3 and …



4 Saskia … home.



2 Which of these sentences is true? Explain why.

When Saskia arrived home, Bradley	was packing.
	packed.
	had packed.

3 Tell the story again, but begin at picture 4.
When Saskia arrived home, Bradley …

Grammar and pronunciation

4 Make sentences from the chart below.

	was in a mess				fallen over playing football.
I	hurt			had	done the homework.
Our teacher	died		I		passed all my exams.
My leg	was delighted	because			had a party the night before.
The plants	was angry		we		forgotten to water them.
The house	was hungry			hadn't	had a busy day.
	went to bed early				had any breakfast.

T 14.2 Listen and check. Practice saying the sentences.

5 The *had* in the Past Perfect tense is often contracted.

I'd passed my exams. (The *'d* is sometimes difficult to hear.)

(*'d* is also the contracted form of *would*: *I'd like to come.*)

T 14.3 Listen to the sentences. Put a tick (✓) if the sentence contains *had*. Put a cross (✗) if it doesn't.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

6 Put the verbs into the correct tense, Past Simple or Past Perfect.

The story continues ...

Saskia (1) _____ (read) Bradley's letter and then she (2)_____ (walk) slowly into the kitchen.

Earlier that day she (3) _____ (buy) his favourite food for dinner, now she (4) _____ (throw) it into the rubbish bin. Why (5)_____ he _____ (do) this to her? She remembered how happy they (6) _____ (be) in the beginning. They (7) _____ (laugh) a lot then. Saskia (8) _____ (feel) desperate.

One hour later the phone (9)_____ (ring) in the flat ...



7 Read the end of the story. What happened before? Write your ideas in groups.

The end of the story

Bradley took Saskia in his arms and said, 'Forgive me, my darling. I'm so happy we're together again – this time it's forever!'

WHAT DID SHE SAY?

Reported statements

1 T 14.4 Listen and complete what Mary says about John in **A**.

A What does Mary say?

'I _____ John very much.'
'We _____ six months ago.'
'I _____ in love before.'
'We _____ very happy.'
'I _____ him forever.'
'I _____ him this evening.

2 T 14.5 Read and listen to **B**.

B What did Mary tell you?

She told me/said that . . .
she loved John very much.
they had met six months ago.
she had never been in love before.
they were very happy.
she would love him forever.
she was seeing him that evening.

GRAMMAR SPOT

1 **A** is direct speech. **B** is reported speech. What are the tense changes from direct to reported speech?
2 How are *say* and *tell* used to introduce reported speech?

▶▶ Grammar Reference 14.2 p142

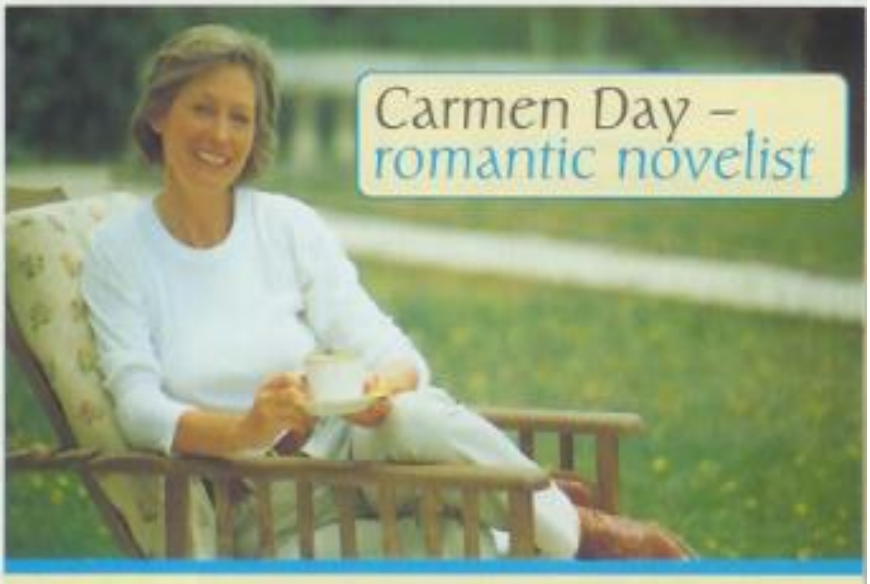
3 Practise the sentences using contracted forms where possible.

PRACTICE

An interview

1 T 14.6 Listen to an interview with the writer Carmen Day, who wrote *One Short Hot Summer*.

2 Complete this report of the interview with the correct verb forms.



In an interview Carmen said she (1) had written another romantic novel because she (2) _____ romantic fiction easy to write, but that her next novel (3) _____ something different, possibly a detective story.

Carmen said that the character of Bradley (4) _____ on her first husband, Clive Maingay, the actor, who (5) _____ her very unhappy. But she added that she (6) _____ now married to Tony Marsh, the politician. She said that they (7) _____ married for nearly ten years and that they (8) _____ very happy together.

She told me that she (9) _____ now _____ five novels and also that she (10) _____ three stories for children. She said she (11) _____ never stop writing, not even when she (12) _____ an old lady.

T 14.7 Listen and check.

Check it

3 Report these statements.

1 'I like Anna,' said Jim.
2 'I'm staying with my aunt,' said Anna.
3 'Mr Walker phoned before lunch,' Sue said.
'He didn't leave a message,' she added.
4 'I don't think it'll rain,' said Ken.
5 'Ken's gone home,' Sue said.
'He went early,' she added.
6 'I'll ring you this evening,' Anna told Jim.

READING AND SPEAKING

The tale of two silent brothers

1 Sometimes in families there are arguments and family members don't speak to each other for a long time. Has this ever happened to anyone you know?

2 You are going to read about two brothers who didn't speak to each other for many years. These expressions are in the text. Match the verbs and phrases.

get	a bachelor all his life
make	a coin
have	revenge
see	a will
remain	a quarrel
toss	and make up
kiss	a solicitor about something



3 Read the first part of the story.

PART ONE | A death in the family

There were once two brothers, John and Robert Hessian. John was 52 years old, Robert 49. They had never married and they lived together in a house in Oldcastle in the north of England. They lived together, they ate meals together but they never spoke a single word to each other. They hadn't spoken to each other for ten years, ever since they had had a quarrel. Whenever they wanted to communicate they wrote notes.

One evening the brothers were sitting together after supper. They were both wearing black because their older sister, Mary, had recently died. John wrote a note to Robert: *Mr Liversage is coming to visit.* (Mr Liversage was their solicitor.)
Robert wrote: *Why?*
John wrote: *I don't know. He phoned and said that he wanted to see us.*
At that moment there was a knock at the door. It was the solicitor, Mr Powell Liversage. He had been to school with the brothers and was an old friend. He too was unmarried.
'How are you, Powell?' asked Robert.
'Very well,' he replied. 'I've come to tell you about your sister's will. Did you know that she had left a will?'
'No,' answered John and Robert together. 'How much did she leave?'
'£12,000. But let me read you the will.'

What do you think?

Discuss these questions with a partner before you read part two.

Why do you think the brothers quarrelled? Do you think they quarrelled about:

- money?
- the house?
- a woman?

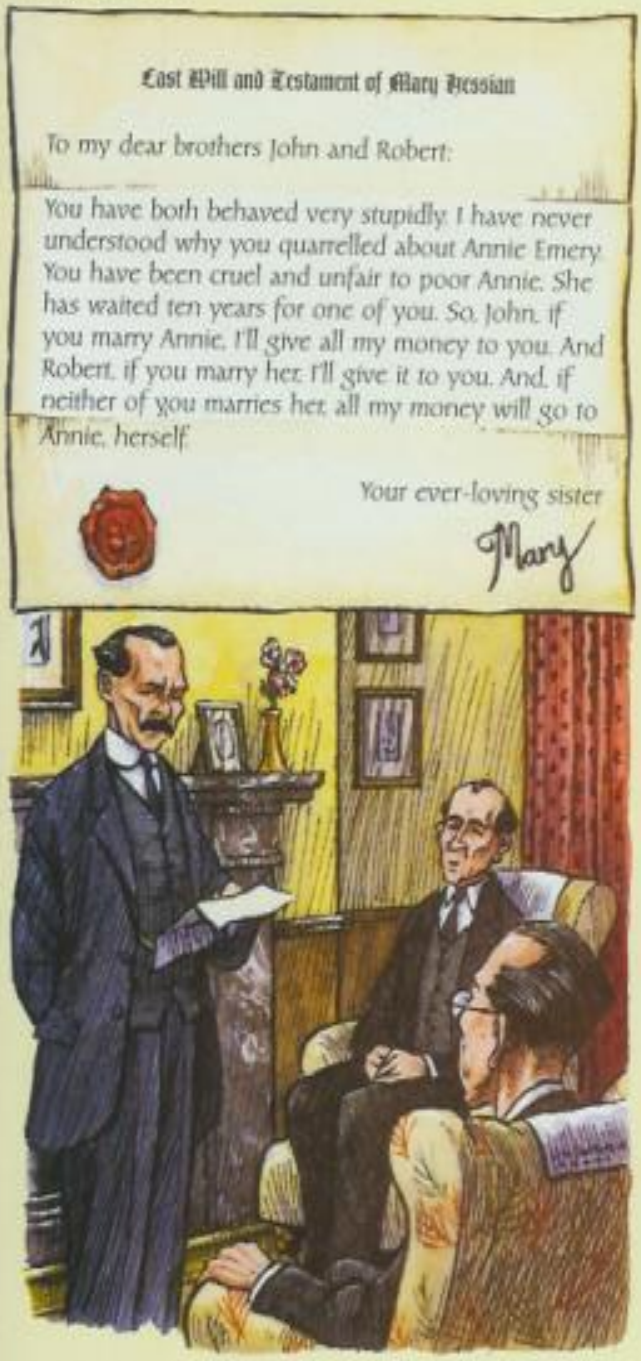
What do you think is in the will? Do you think:

- the sister leaves the brothers £6,000 each?
- she leaves all the money to one brother? Which one?
- she leaves them the money on certain conditions? What conditions?

4 Read part two and find out if your ideas are correct.

Part Two | The will

Mr Liversage took the will out of his pocket and began to read.



Last Will and Testament of Mary Session

To my dear brothers John and Robert:

You have both behaved very stupidly. I have never understood why you quarrelled about Annie Emery. You have been cruel and unfair to poor Annie. She has waited ten years for one of you. So, John, if you marry Annie, I'll give all my money to you. And Robert, if you marry her, I'll give it to you. And, if neither of you marries her, all my money will go to Annie, herself.

Your ever-loving sister

Mary

What do you think?

Discuss these questions as a class before you read part three.

- What do you think will happen?
- What will John and Robert do?
- Who will marry Annie?

5 Read part three and find out if your ideas are correct.

Part Three | To marry or not to marry?

The two brothers sat and thought for a long time. Ten years ago when Annie was a young woman of 27, both John and Robert had been in love with her. They had had a violent quarrel and some terrible things were said. Afterwards they had both wanted to make up and be friends again but by this time they had stopped speaking to each other, so neither of them learned that the other had decided not to marry Annie.

At two o'clock in the morning John spoke: 'Why don't we toss a coin for Annie? Heads or tails?'

'Tails,' said Robert. But it was heads. The next evening John went round to Annie's house. Powell Liversage was just leaving when he arrived.

So in the end neither brother married Annie. They are still bachelors to this day, but at least they are now talking to each other again. And Annie? Well, she got her revenge and now she's very happily married.

ADAPTED FROM A STORY BY ARNOLD BENNET

What do you think?

Discuss these questions with a partner. Then tell the class your ideas.

- What happened when John went to Annie's house?
- Why didn't Annie marry either brother?
- Who did she marry?
- Who got the money?

Your teacher will tell you what actually happened.

Language work

Complete the sentences using the Past Perfect.

1 John and Robert didn't speak to each other because …
2 They were wearing black because …
3 They didn't know that their sister …
4 Mary said in her will that …
5 When Annie was 27, both brothers …
6 Annie told John that she wouldn't marry him or his brother because …

Past Perfect

1 Matching

T 14.1 Make sentences from the chart.







A	B	C
1 I couldn't answer the questions		crashed his car.
2 I was hungry		passed my driving test.
3 My mother was worried	because I had	got stuck in a traffic jam.
4 I was late		flown in a plane before.
5 I was pleased	because I hadn't	slept badly.
6 I was nervous during the flight		revised for the exam.
7 My father was furious		been in touch for a long time.
8 I was tired		eaten all day.



1 _____ 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

2 What happened first?

Read the sentences. Put numbers in the boxes after each action to show the order in which they happened.

1 I went to bed [3] after I'd had a bath [1] and brushed my teeth [2].

2 When I arrived at John's house [ ], he had made a cake [ ] and done the washing-up [ ].

3 When I arrived at John's house [ ], he made us a cup of tea [ ].

4 My stomach-ache disappeared [ ] after I'd taken some medicine [ ].

5 When we got to the theatre [ ], the play had started [ ] and all the seats had been taken [ ].

6 James had supper [ ], then went to sit in his living room [ ]. He felt miserable [ ]. It had been an awful day [ ].

7 James sat in his armchair [ ] and thought about the day [ ]. He had got up late [ ], and his boss had threatened to sack him [ ]. He decided it was time for bed [ ].

3 Past Simple or Past Perfect?

Complete the sentences. Put one verb in the Past Simple and one in the Past Perfect.

1 Lisa *gave* (give) me a lift because I *had missed* (miss) the bus.

2 I _____ (thank) her for everything she _____ (do).

3 When I got to the office, I _____ (realize) that I _____ (forget) to lock the front door.

4 When they _____ (finish) their work, they _____ (go) home.

5 I _____ (call) you at 8.00, but you _____ just _____ (go) out.

6 I took my family to Paris last year. I _____ (be) there as a student, so I _____ (know) my way around.

7 When I _____ (listen) to the news, I _____ (go) to bed.

4 Joining sentences

T 14.2 Join these pairs of sentences, using the conjunctions in brackets. Change one verb into the Past Perfect.

1 I had a bath. I went to bed. (after)
After I'd had a bath, I went to bed.

2 I read the letter. I threw it away. (when)
_____

3 He passed his driving test. He bought a car. (as soon as)
_____

4 I took the book back to the library. I finished reading it. (when)
_____

5 I didn't go to bed. I did my homework. (until)
_____

6 I spent all my money. I went home. (when)
_____

7 I read the book. I saw the film. (before)
_____

8 Her children left home. She started writing. (after)
_____

Reported statements

5 What did she say?

T 14.3 Sally went to see a landlady called Mrs Mawby about a flat. Now she is telling her friend, Paul, about it. Report the sentences.



1 'The rent is £50 a week.'
The landlady said the rent was £50 a week.

2 'It's a quiet flat, and the neighbours are nice.'
Mrs Mawby said _____.

3 'The rent includes gas and electricity.'
She told me that _____.

4 'I need £100 deposit.'
Then she said _____.

5 'I decorated the living room recently.'
She told me that _____.

6 'Other people have been to see the flat.'
She said _____.

7 'You'll have to make up your mind soon.'
She told me _____.

8 'The people before looked after it very well.'
She said that _____.

9 'I've replaced all the carpets.'
She told me that _____.

10 'You can move in immediately.'
She told me _____.

11 'I'll give you a ring soon,' I said.
I told Mrs Mawby that _____.

Vocabulary

7 *say* and *tell*

Complete the sentences with the correct form of *say* or *tell*.

1 He *said* (that) he was at school yesterday.
2 He *told* the teacher (that) he was at school yesterday.
3 What did Anna ___ ___ ?
4 What did Anna ___ ___ Peter?
5 She ___ ___ it was cold in the park.
6 He hasn't ___ ___ us his address.
7 Did he ___ ___ you his telephone number?
8 They ___ ___ that Birgitta left last week.
9 What did Karen ___ ___ about the dinner party?
10 She ___ ___ Alice that it was an awful party.
11 Have you ___ ___ Jack about the film?
12 Why did you ___ ___ that?
13 Sandra ___ ___ that she went to India for a holiday.
14 Sandra ___ ___ Bob that she didn't see the Taj Mahal.



8 Words that are often confused

The pairs of words in this exercise are easy to confuse. Choose the correct one.

1 **cook / cooker**
My mother's a good ___ ___ ___ .
We bought a new ___ ___ ___ today.

2 **felt / fell**
I went to bed because I ___ ___ ___ tired.
She ___ ___ ___ off her horse.

3 **lend / borrow**
Could you ___ ___ ___ me your pen?
Could I ___ ___ ___ your pen?

4 **journey / travel**
(*Journey* is usually a noun. *Travel* is usually a verb.)
How long is your ___ ___ ___ to work?
You need a passport to ___ ___ ___ abroad.

5 **buy / pay**
What did you ___ ___ ___ at the shops?
Let's ___ ___ ___ the bill and leave.

6 **hear / listen**
___ ___ ___ ! What's that noise?
I can't ___ ___ ___ anything.

7 **last / latest**
Shakespeare wrote his ___ ___ ___ play in 1613.
Models are always dressed in the ___ ___ ___ fashions.

8 **quiet / quite**
London is ___ ___ ___ expensive.
Helen's a very ___ ___ ___ person, isn't she?

9 **who's / whose**
___ ___ ___ is this coat? It isn't mine.
___ ___ ___ coming out for a drink?

10 **foreigner / stranger**
I'm English. I come from Brighton. In Paris I'm a ___ ___ ___ .
I'm from Brighton, in the south of England. In Manchester, in the north of England, I'm a ___ ___ ___ .

11 **game / play**
Football is a ___ ___ .
Hamlet is a ___ ___ ___ .

12 **robbed / stolen**
Someone has ___ ___ ___ my car.
Thieves ___ ___ ___ the National Bank yesterday.

29-mavzu: LOVE AND WORK.

Amaliy mashgôultstning tj Ents ltsgik mtsdj li

Mashgôultst vaqti:	**Talabalar stsni:**
Mashgôultst shakli:	amaliy
Mashgôultstning rj jasi:	1. ñGo out, take off, get upòlarni gapda qo`llash 2. Mavzuga dtsir lj ksik mashqlarni bajarish
Oôquv mashgôultstining maqsadi:	- talabalar bilan ish va shaxsiy hayot haqida suhbat qura olish - ñGo out, take off, get upòlarni qoôllashni oôrganish
Oôquv fatsliyati natijalari:	- ñGo out, take off, get upòlar bilan gaplar tuzishni oôrganish
Taôlim bj rish usullari:	intj raktiv, ktsmmunikativ
Taôlim bj rish shakli:	kichik guruhlarda taôlim
Taôlim bj rish vtsitalari:	StudentsôBook, tarqatma matj riallar
Taôlim bj rish shartsiti:	oôqitishning tj Enika vtsitalari bilan jihtszlangan Etsnasi
Mtsnittsring va bahtslash:	mashgôultst davtsmida fatsl qatnashgan talabalarni bahtslash

Amaliy mashgôultstning tj Entsltsgik Earitasi

Ish btssqichlari va mazmuni	**Oôqituvchi fatsliyati**	**Talabalar fatsliyati**	**Kutilayotgan natijalar**
1-btssqich Kirish qism (10- daqiqa)	1. Rasmiylashtirish. Guruh davtsmatini tsladi 6. Tayyorltsv. Oôqituvchi mavzuni eôltsn qiladi, kichik mavzuda suhbatni tashkillashtiradi	Talabalar yangiliklar mavzusida qatnashib, oôz fikrlarini bildiradilar	Guruhda chj t tili muhiti yaratiladi, talabalar talaffuzlarini stszlab tsladilar
2-btssqich Astssiy qism (60- daqiqa)	1.Takrtsrlash. Uyga bj rilgan ttspshiriq-(lar)ni tj kshiradi va bahtslaydi 2. Astssiy mavzu. a) Lj ksika. Mavzuga dtsir soôz va soôz birikmalarni tanishtiradi b) Yozuv mashqi. Yozuv qtsidalarini tushintiradi v) Tinglash mashqi. Mavzu-ga dtsir tasmani qoôyib eshittiradi g) Oôqish mashqi. Matni oôqib bj radi va bj rilgan savtsllarga javtsb bj rishni taôkidlaydi d) Gapirish mashqi. Mavzuga dtsir kichik dialtsglar tuzishni ttspshiradi	Talabalar ttspshiriqlarni yozma, tsgôzaki yoki taqdimtst shaklda qilishlari kj rak boôladi Soôzlar va soôz birikmalari ishtirtskida gaplar tuzadilar Qtsidalarni ishlatilishiga eôtibtsr bj radilar Tinglab kj rakli eslatma-larni qayd qiladilar Matni oôqib, savtsllarga javtsb bj radilar, mazmunini anglashga harakat qiladilar Juft boôlib ishlaydilar, kichik dialtsglar tuzadilar Mavzuga dtsir savtsllar bj radilar va mustahkamlanadi	Ttspshiriqlarni bajarish maôsuliyati, mustaqil fikrlash qtsbiliyati tsshib btsradi koômakchi fj ôllarni biladilar Yozuv koônikmasi tsshib btsradi Tinglash malakasi shakllantiriladi Oôqish, talaffuz koônikmalari rivtsjlantiradi Nutq jaryoni taktsmillashib btsradi Ʌattslar bartaraf etiladi
3-btssqich Yakuniy qism (10- daqiqa)	**Mustaqil taôlim uchun tavsiyalar**		
	Mavzu yuzasidan taqdimot tayyorlash		
	Mavzuga dtsir ttspshiriqlar		
	1. ñGo out, take off, get upòlar bilan mashqlarni ishlash 2. Soôzlar ishtirtskida gaplar tuzish	Mavzuga taqdimtst tayyorlash (ppt.pdf. ftsrmatlarda)	

READING & SPEAKING

1 Look at the pictures and the heading of the webpage below. What is the webpage about?



2 Read the comments about 'Love and Work' on an internet discussion board. Which people think it's good and which people think it's bad?

Love and work.org

Love and work – a good idea?

1 **My boss asked me out. It was terrible. I said no. I lost my job two weeks ago.**

2 I met my wife at work. We were in the same office. We got married ten years ago. We are married now, and we still work together. It's great.

3 I think it's awful. I never go out with the people I work with. It's not professional.

4 I'm a teacher and my husband is a teacher. We get along very well, but we can't work at the same school. He has his work and I have mine. It's better that way.

5 I went out with a colleague for three months. Then we broke up. We don't talk now, but we still work together. I hate the situation, because everybody at work is talking about us.

6 I met my ex-husband when I was his secretary. We had a relationship and got married. Now we are divorced, and guess what? He's in a relationship with his new secretary!

3 Work in pairs. Discuss these questions.

- Is it good or bad to have a romantic relationship with a person you work with?
- Why or why not?

VOCABULARY: phrasal verbs

Language note

A phrasal verb is a combination of two or three words that you use like a verb. *Go out, take off, get up* are phrasal verbs.

1 Underline these phrasal verbs in the text.

ask out go out break up
get along

2 Match the phrasal verbs from exercise 1 with the definitions.

1 to have a romantic relationship with
2 if people _____, they like each other and are friendly to each other
3 to end a romantic relationship
4 to invite someone to go somewhere because you want to start a romantic relationship with them

3 Complete the sentences with a verb from the box.

ask go get break

1 Older men ___ **out with** younger women.
2 Younger men ___ **out with** older women.
3 The man ___ the woman **out**.
4 The woman ___ the man **out**.
5 People ___ **up** by phone.
6 People ___ **up** face to face.
7 People who like the same things ___ **along** well.
8 People who like different things ___ **along** well.

4 Which of the sentences in exercise 3 is more common in your country?

LISTENING

1 2.62 Listen to three conversations between the people in the pictures. Who invites who?

A



B



C



2 2.62 Listen again and decide if the sentences are true (T) or false (F).

1
1 The tour finishes tomorrow.
2 The hotel manager doesn't want to have dinner with Valerie.

2
3 Dave invites Valerie for a drink.
4 Valerie doesn't want to have a drink with Dave.

3
5 Dave is a police officer.
6 Sam invites Dave to the police station.

FUNCTIONAL LANGUAGE: invitations

Invitations

Would you like to	*go to the theatre* *have dinner* *come*	*(with me/us)?*

Responses

Yes, *I'd love to.*
that would be nice.

I'm working/going shopping.
No, thanks/sorry. I can't.
I'm busy.

SEE LANGUAGE REFERENCE PAGE 121

1 Correct the mistakes in the sentences.

1 Would you like have dinner with me tomorrow night?
2 No, I'm sorry. I busy.
3 Would you like to have a drink me?
4 Yes, I love to.
5 Do you like to come with us now to the police station?

2 Look at tapescript 2.62 on page 146 to check your answers.

SPEAKING

1 2.63 Read and listen to the dialogue.

A: Hello.
B: Hi. How are you?
A: Fine, thanks.
What are you doing?
B: Oh, nothing much.
A: Would you like to have a cup of tea with me?
B: Oh, yes. That would be nice.
A: I know a very good café near here.
B: Good. Let's go.



2 Work in pairs. Practise the dialogue.

3 Work in pairs. Choose one of the roles in the box. Prepare a similar dialogue.

The President of the United States and the president of your country.
Two students after class
Two famous film stars (you decide who)
Other (you decide the roles)

PHRASAL VERBS

1 Complete the text with the correct form of the phrasal verbs from the box.

ask out	break up	get along
go out	sit down	take off

When Jack asked me to (1) _____ I was so excited. We worked in the same office and I didn't know if he would (2) _____ me _____. We (3) _____ really well, but you never know what will happen. We went to a lovely Italian restaurant and he was so nice. He helped me (4) _____ my coat and then waited for me to (5) _____. We had a really nice time, so I was very surprised when he (6) _____ with me the next day.

2 Complete the sentences with a word from the box.

off	out (x2)	up (x2)

1 You shouldn't go _____ with people you work with.

2 I always get _____ at six in the morning.

3 Don't turn _____ the lights. I don't like the dark.

4 When are you going to ask her _____?

5 John and Sue broke _____ last week!

INVITATIONS

3 Rearrange the words to make sentences and questions.

1 Are busy night tomorrow you

_____?

2 I'm No not

_____.

3 be nice That very would

_____.

4 but busy sorry I'm I'm

_____.

5 you Would with to me like have drink a

_____?

4 Complete the conversations with the sentences and questions from exercise 3.



1

Jason: Would you like to have dinner tonight?

Kate: (1) _____.

Jason: What about tomorrow? (2) _____?

Kate: (3) _____.

Jason: So, will you go out with me tomorrow night?

Kate: (4) _____.

2

Paul: Where are you going?

Gary: We're going to the bar.
(5) _____?

Paul: Yes, I would love to.

TRANSLATION

5 Translate the sentences into your language.

1 Would you like to go out with me?

_____?

2 I'm sorry, but I'm busy.

_____.

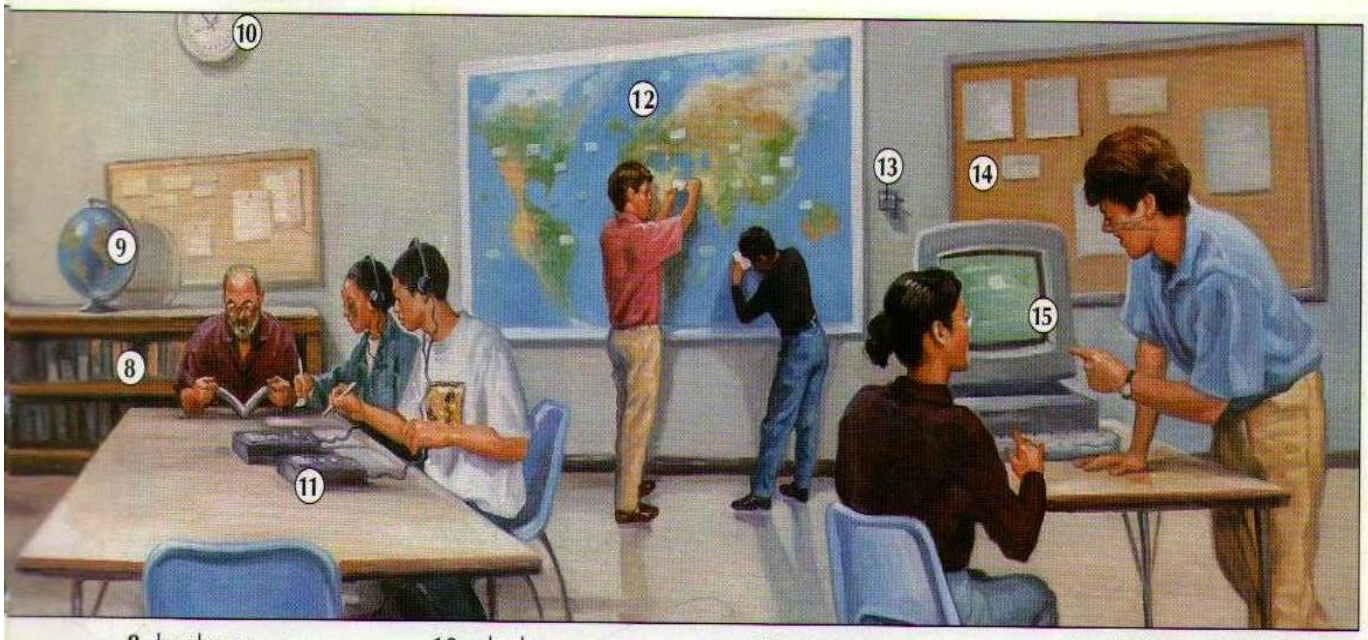
3 Thank you. That would be really nice.

_____.

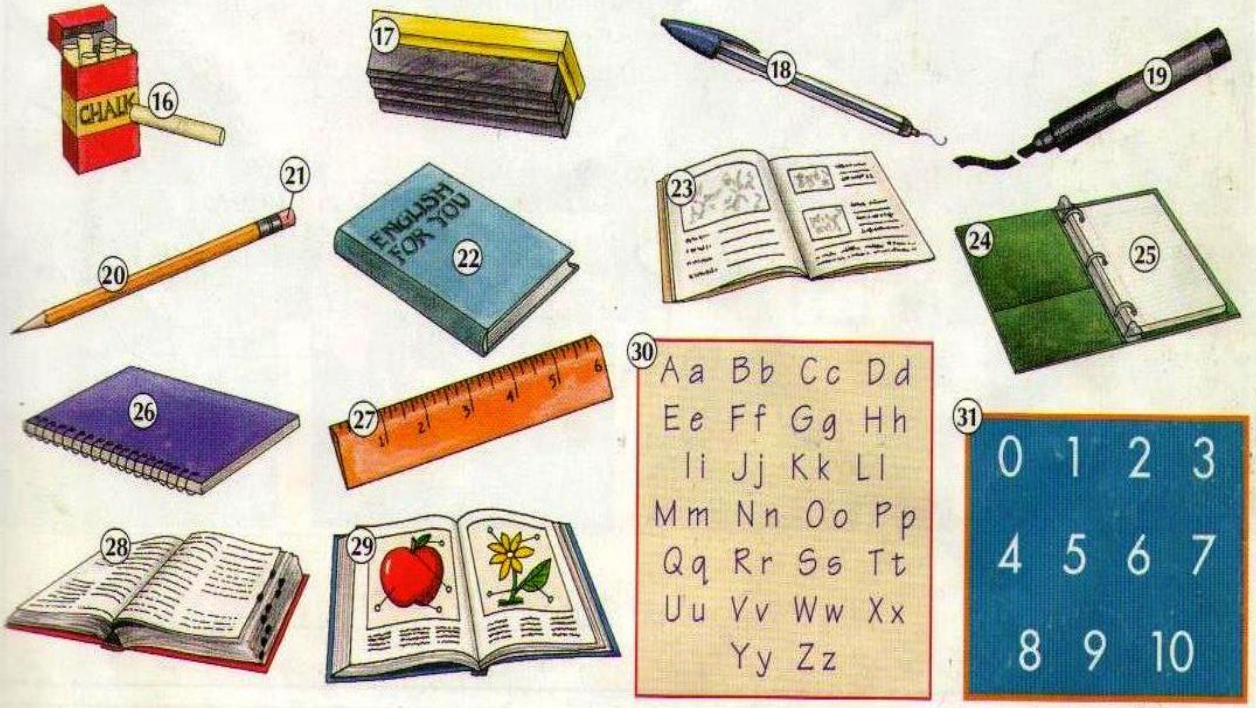
4 I get along with you very well.

_____.

TARQATMA MATERIALLAR

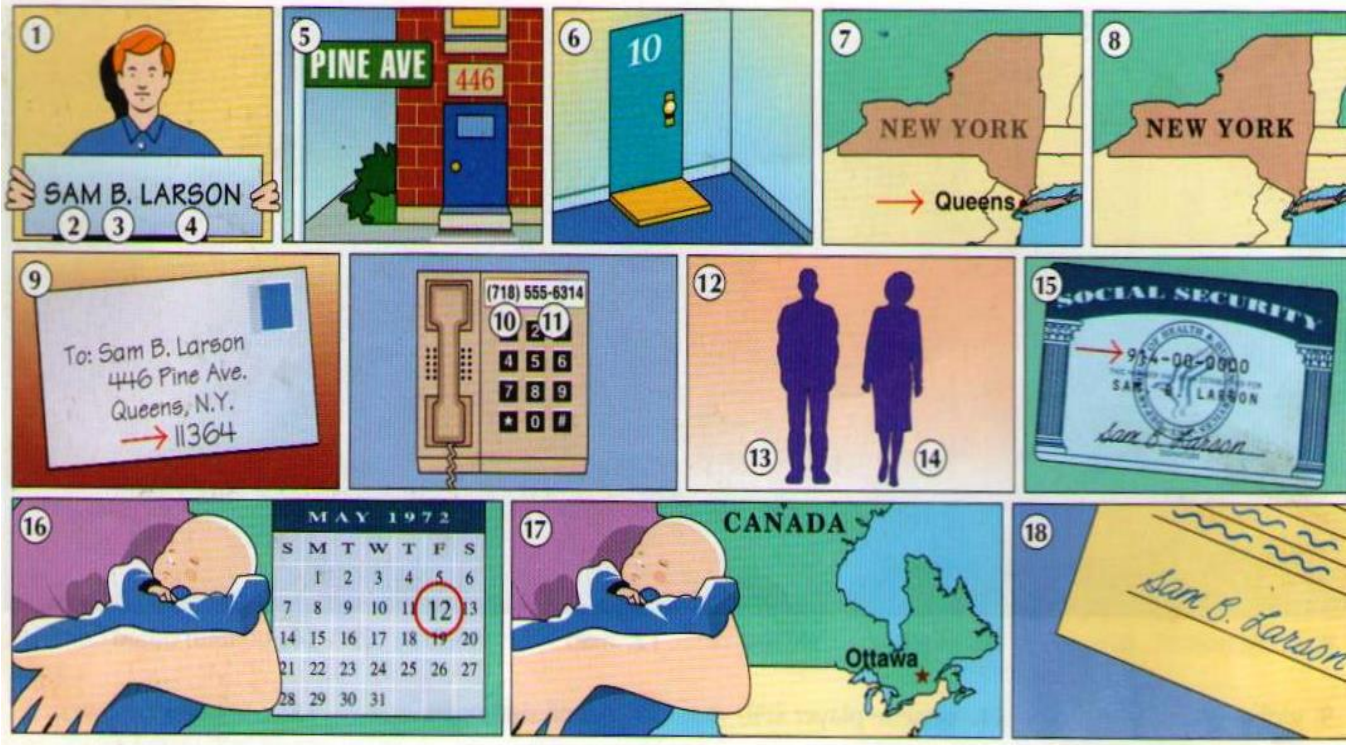


8. bookcase
9. globe
10. clock
11. cassette player
12. map
13. pencil sharpener
14. bulletin board
15. computer



16. chalk
17. chalkboard eraser
18. pen
19. marker
20. pencil
21. pencil eraser
22. textbook
23. workbook
24. binder/notebook
25. notebook paper
26. spiral notebook
27. ruler
28. dictionary
29. picture dictionary
30. the alphabet
31. numbers

Personal Information



School Registration Form

1. name _____
   2. first name 3. middle initial 4. last name

5. address _____ 6. apt. # * _____

7. city _____ 8. state _____ 9. ZIP code _____

10. area code ( ) 11. telephone number _____

12. sex: 13. ☐ male 14. ☐ female

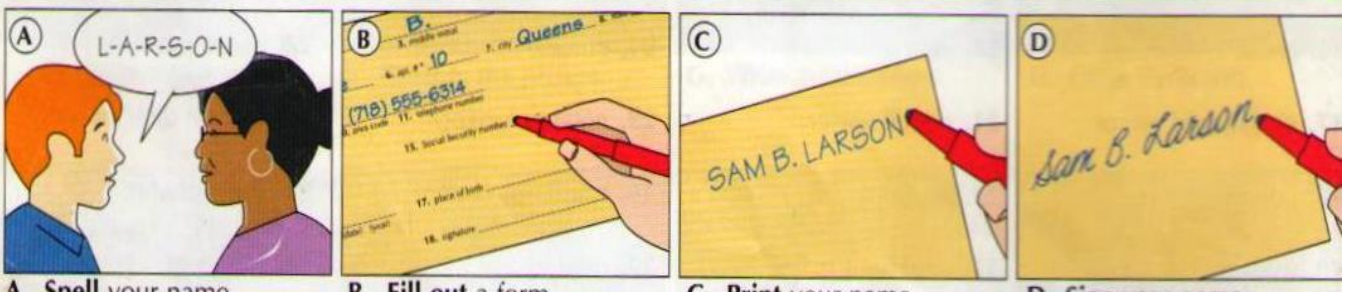
15. Social Security number ___ - ___ - _____

16. date of birth _____
    (month) (date) (year)

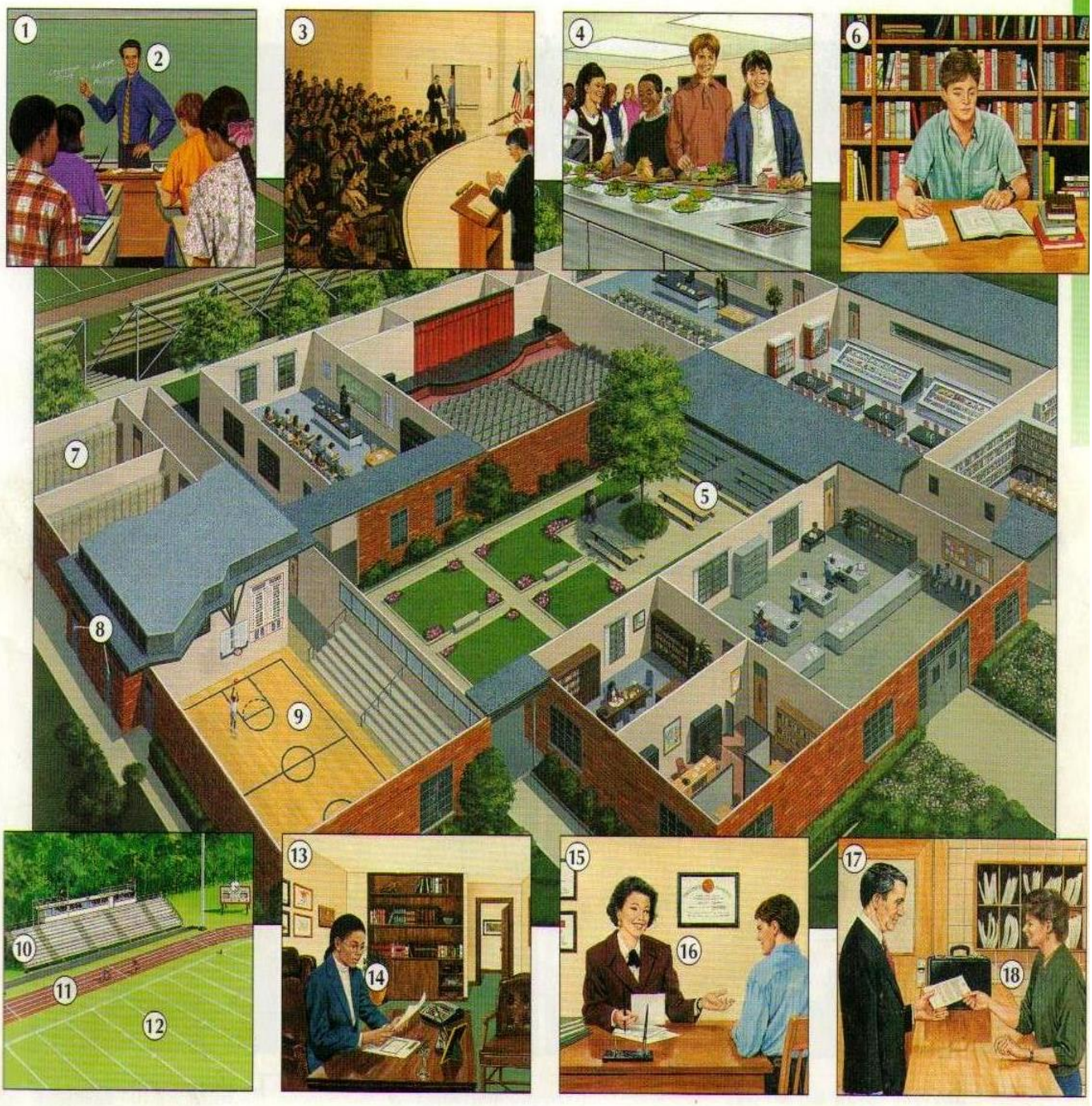
17. place of birth _____

18. signature _____

* apt. # = apartment number



A. Spell your name. **B. Fill out** a form. **C. Print** your name. **D. Sign** your name.



1. classroom
2. teacher
3. auditorium
4. cafeteria
5. lunch benches
6. library
7. lockers
8. rest rooms
9. gym
10. bleachers
11. track
12. field
13. principal's office
14. principal
15. counselor's office
16. counselor
17. main office
18. clerk

Studying

Dictionary work

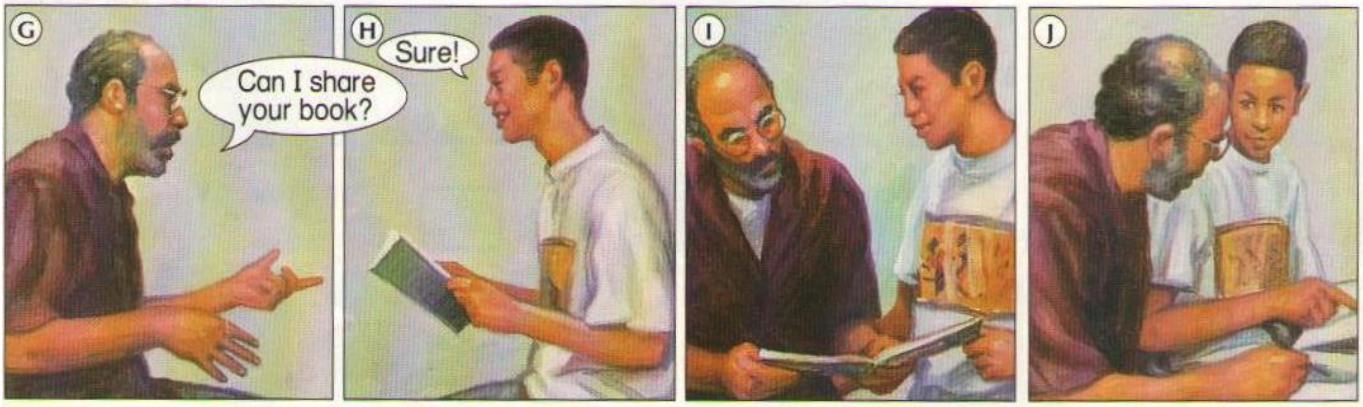


A. **Look up** a word. B. **Read** the word. C. **Say** the word.



D. **Repeat** the word. E. **Spell** the word. F. **Copy** the word.

Work with a partner



G. **Ask** a question. H. **Answer** a question. I. **Share** a book. J. **Help** your partner.

Work in a group



K. **Brainstorm** a list. L. **Discuss** the list. M. **Draw** a picture. N. **Dictate** a sentence.

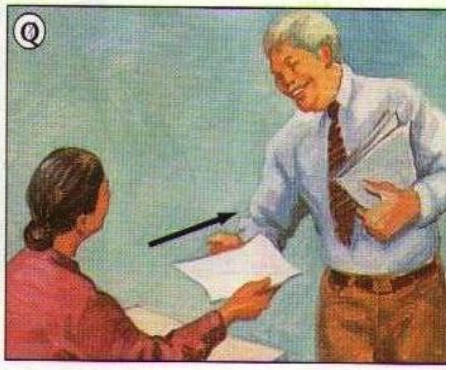
Class work



O. **Pass out** the papers.

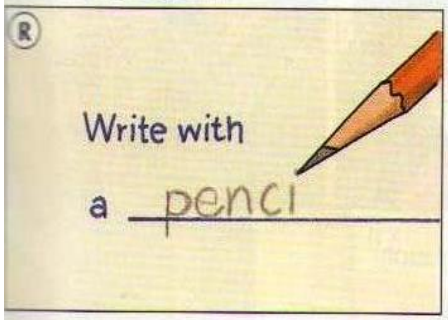


P. **Talk** with each other.

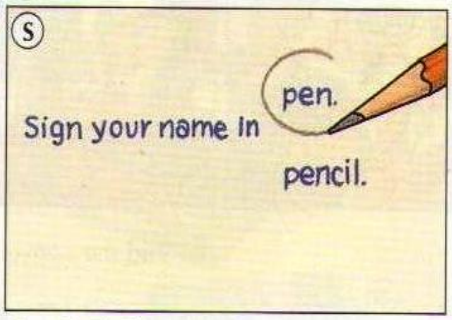


Q. **Collect** the papers.

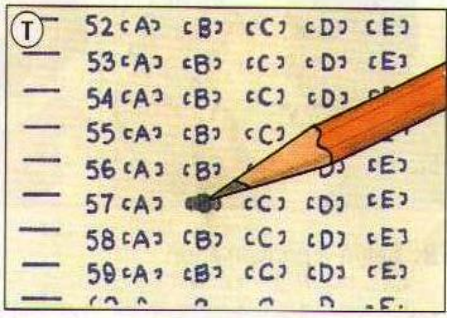
Follow directions



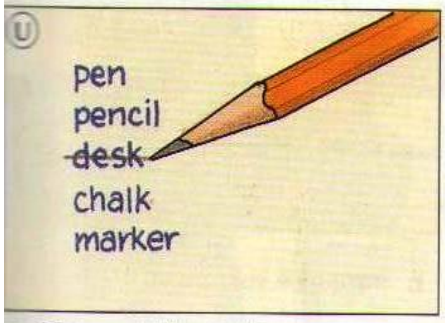
R. **Fill in** the blank.



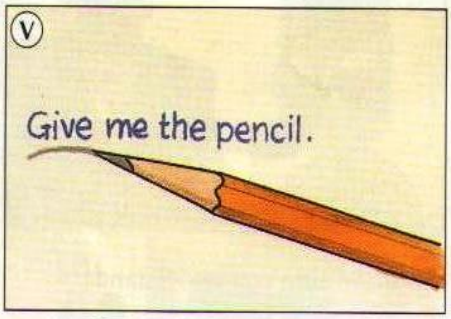
S. **Circle** the answer.



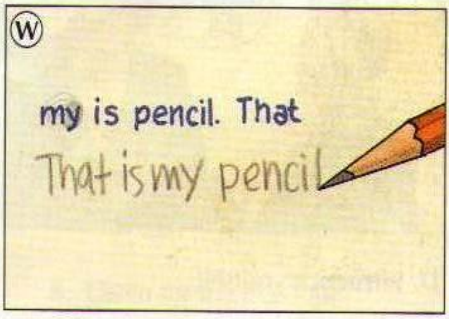
T. **Mark** the answer sheet.



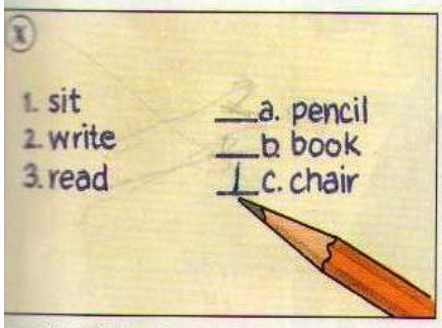
U. **Cross out** the word.



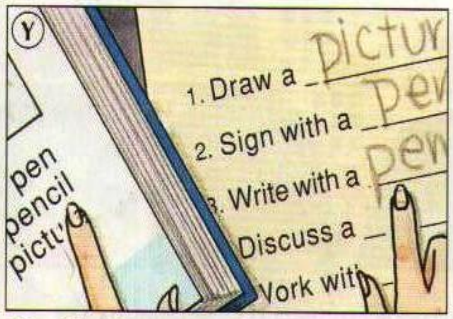
V. **Underline** the word.



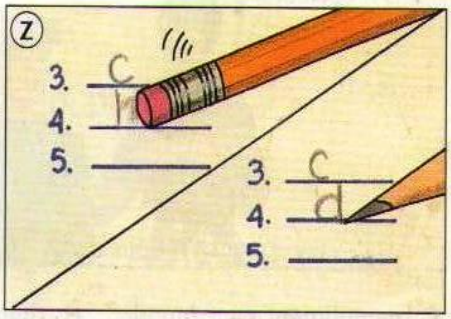
W. **Put** the words **in order.**



X. **Match** the items.



Y. **Check** your work.



Z. **Correct** the mistake.

Everyday Conversation



A. **greet** someone



B. **begin** a conversation

C. **end** the conversation



D. **introduce** yourself

E. **make sure** you **understand**

F. **introduce** your friend



G. **compliment** your friend

H. **thank** your friend

I. **apologize**



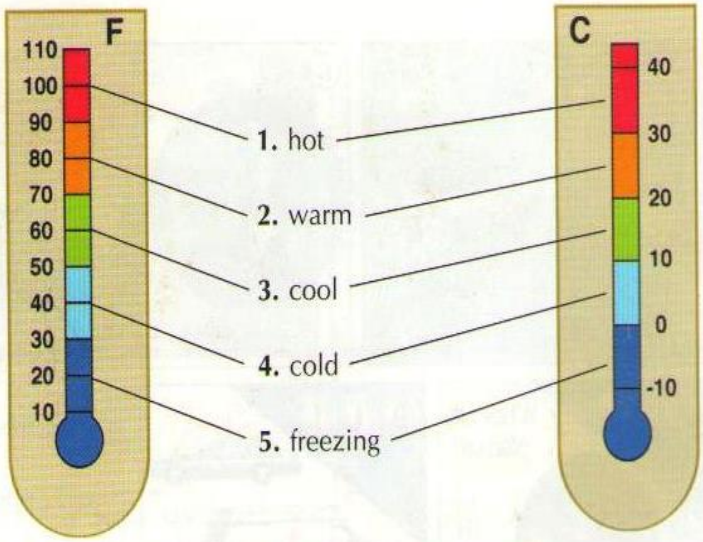
1. telephone/phone
2. receiver
3. cord
4. local call
5. long-distance call
6. international call
7. operator
8. directory assistance (411)
9. emergency service (911)
10. phone card
11. pay phone
12. cordless phone
13. cellular phone
14. answering machine
15. telephone book
16. pager

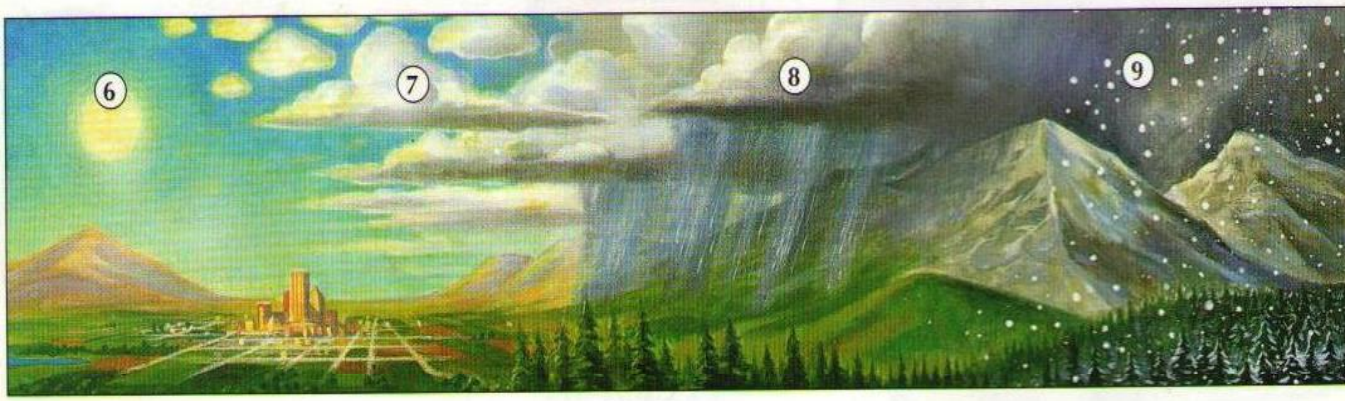
Using a pay phone



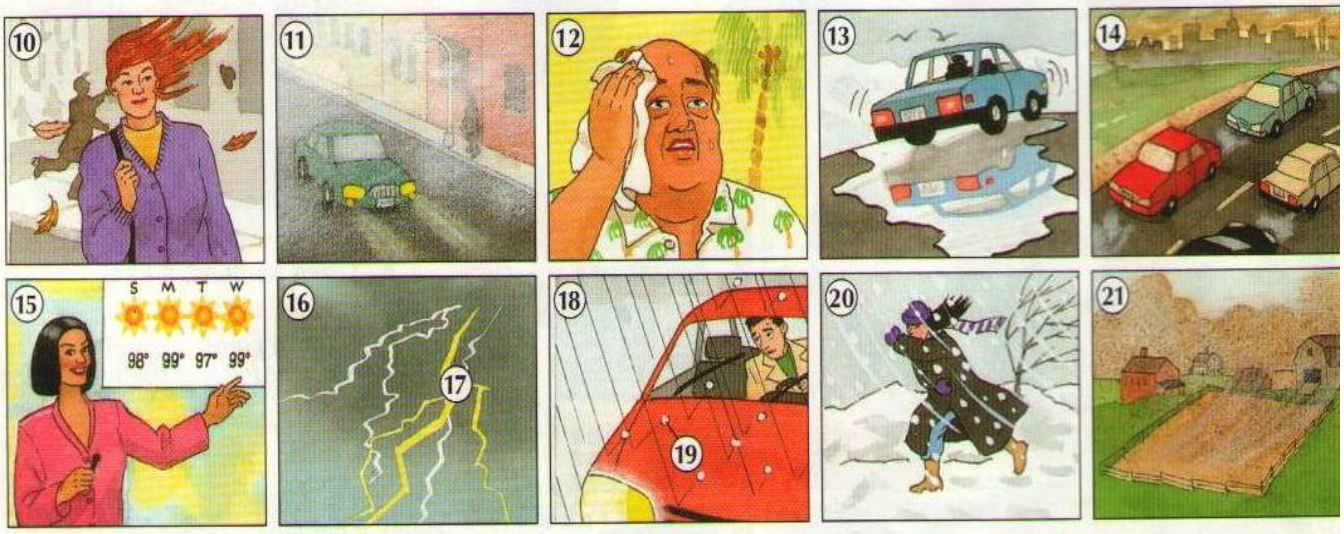
A. **Pick up** the receiver.
B. **Listen** for the dial tone.
C. **Deposit** coins.
D. **Dial** the number.
E. **Leave** a message.
F. **Hang up** the receiver.

Temperature



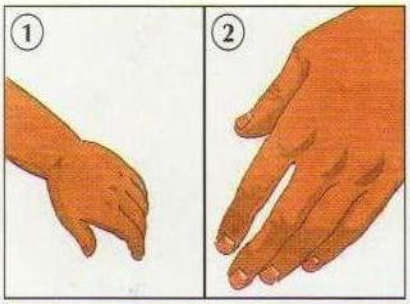


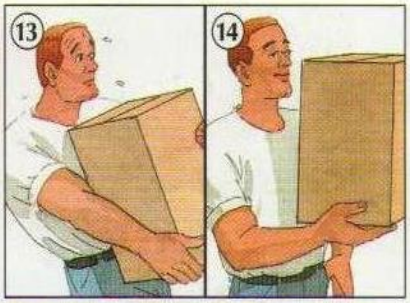
6. sunny/clear **7.** cloudy **8.** raining **9.** snowing



10. windy
11. foggy
12. humid
13. icy
14. smoggy
15. heat wave
16. thunderstorm
17. lightning
18. hailstorm
19. hail
20. snowstorm
21. dust storm

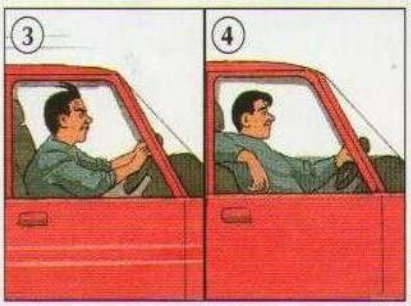
1. **little** hand
2. **big** hand





13. **heavy** box
14. **light** box

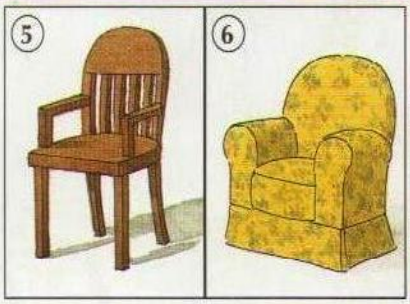
3. **fast** driver
4. **slow** driver





15. **neat** closet
16. **messy** closet

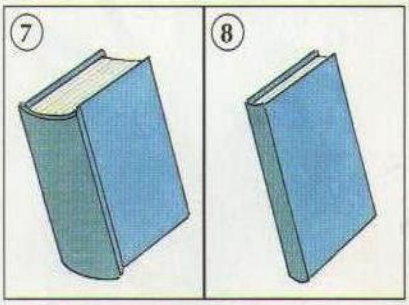
5. **hard** chair
6. **soft** chair

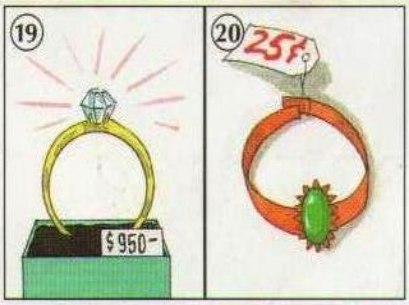




17. **good** dog
18. **bad** dog

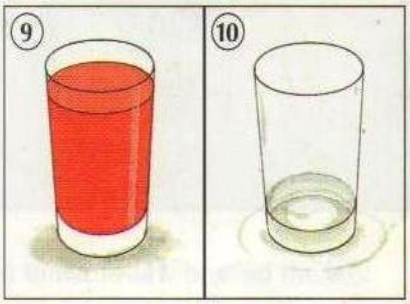
7. **thick** book/ **fat** book
8. **thin** book

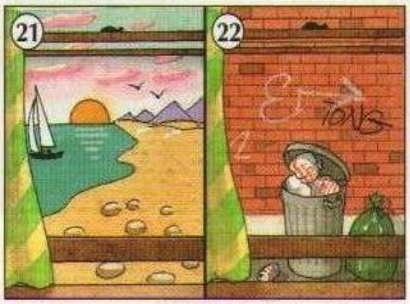




19. **expensive** ring
20. **cheap** ring

9. **full** glass
10. **empty** glass

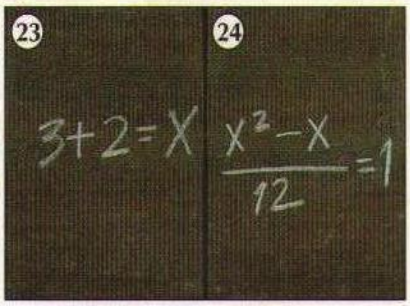




21. **beautiful** view
22. **ugly** view

11. **noisy** children/ **loud** children
12. **quiet** children





23. **easy** problem
24. **difficult** problem/ **hard** problem

TEST SAVOLLARI

- 1

1. A- Hello, what _____ your name?

A) is B) are C) am D) be

2. _____ name is John. And my _____ is Johnson.

A) Your / surname B) My / surname

C) I / surname D) I / name

3. My name is Lisa. _____ Lisa Peterson.

A) My am B) I is C) I m D) I

4. _____ name is Apple. _____ Ann Apple.

A) His / She B) His / Heôs C) Her / Sheôs D) His / His

5. ñWhere _____ John from?ò ñ_____ from the US.ò

A) is / Heôs B) is / His C) am / Heôs D) is / Sheôs

6. _____ are you from? Japan.

A) What B) Who C) Where D) When

7. Where _____ you _____ ?

A) is / from B) are / in C) are / is D) are / from

8. _____ from Spain. Iôm Rodriguez .

A) Iôm B) Heôs C) Youôre D) Sheôs

9. Pierre is a French boy. _____ from _____ .

A) Heôs / France B) Hisôs / French

C) His / France D) He / France

10. Lisa and Max are Americans. _____ from U.S.A.

A) There B) Their C) Theyôre D) Theirôre

11. ñWhat ____ their _____?ò ñAlexander and Philip.ò

A) are/name B) is / name C) is / names D) are / names

12. I _____ 22 years old, but Andrew _____ 20.

A) am / am B) are / am C) am / is D) are / are

13. Mark_____ 19, but Brian and Denis _____ 26 and 28.

A) is / are B) are / is C) are / are D) am / are

14. ñWhat _____ this?ò ñItôs _____ umbrella.ò

A) are / a B) is / a C) is / an D) its / an

15. Oxford is _____ English university.

A) an B) the C) a D) *

16. Toyotas _____ Japanese _____ .

A) is a / car B) is / car C) are / cars D) is / cars

17. ñWhat is _____ ?ò ñShe is a bank manager.ò

A) his job B)she job C) he job D) her job

18. 0/2/11/18/20 Find the correct alternative.

A) oh / twelve / eighteen / twenty

B) zero / two / one-one / eighteen / twenty

C) zero / two / eleven / eighteen / twenty

D) zero / two / eleven / eighty / twenty

19. ñHow old is your aunt?ò ñ_____ is 29.ò

A) She B) He C) Sheôs D) Heôs

20. ñWhere _____ she from?ò ñShe _____ from Japan.ò

A) are / is B) is / is C) is / am D) are / are

21. This _____ my friend. _____ nameôs Richard.

A) are / His B) is / My C) is / His D) his / His

22. They _____ Lisa and Max. They _____ from the USA.

A) is / is B) are / is C) are / are D) is / is

23. ñWhat is _____ name?ò ñMy nameôs Carlos.ò

A) his B) her C) your D) my

24. This is my sister. _____ name is Laura.

A) His B) My C) Her D) Its

25. I have _____ brother. _____ name is David

A) an / His B) a / Her C) a / His D) * / His

26. Hello! My ___ ___ Maria. I ___ ___ Mexico.

A) name is / from am B) is name / from am

C) name is / am from D) name am / is from

27. Is Catherine _____ sister?

A) he B) you C) your D) yours

28. We _____ students.

A) are a B) is C) are D) am

29. I _____ student.

A) is / an B) am / * C) am / a D) am / the

30. She _____ Italy.

A) are from B) is at C) is from D) am from

31. He is _____ teacher.

A) a B) an C) * D) the

32. I live _____ a house _____ Los Angeles.

A) * / in B) in / in C) in / * D) at / in

33. ñ_____ is your phone number?ò ñItôs 2229"

A) Where B) How C) What D) Who

34. ñ_____ are you?ò ñIôm Alex.ò

A) Which B) How C) What D) Who

35. Whatôs this _____ English?

A) * B) in C) at D) on

36. Champaign is _____ French drink.

A) a B) the C) an D) *

37. Oxford is _____ English university.

A) a B) an C) the D) *

38. A Mercedes is _____ German car.

A) a B) an C) the D) *

39. English is _____ international language.

A) a B) an C) the D) *

40. ñ_____ her name Eliza?ò ñNo, _____ .ò

A) What / it isnôt B) Is / she isnôt

C) Is / it is not D) Is / it isnôt

41. Is your surname Anderson?

A) Yes, you are. B) Yes, it is.

C) Yes, I am. D) Yes, my is.

42. ñIs she American?ò ñNo, _____ .ò

A) hers isnôt B) she isnôt C) she is not D) she her isnôt

43. ñ____ their names Jack & Benny?ò ñYes, _____ .ò

A) Are / they are B) Arenôt / there are

C) Am / their D) Is / theyôre

44. ñIs your dog 2 years old?ò ñYes, _____ .ò

A) itôs B) dog is C) it is D) its

45. ñIs your elder brother married?ò ñNo, _____ .ò

A) brother isnôt B) he isnôt

C) he is not D) she isnôt

46. ñAre you from Senegal?ò ñNo, _____ .ò

A) Iôm not B) I amnôt C) I are not D) I not

47. ñ_____ Martha English?ò ñYes, she _____ .ò

A) Is / isnôt B) Are / is C) Is / is D) Are / is

48. ñ_____ her surname Smith?ò ñNo, it _____ .ò

A) What / isnôt B) Is / is C) Is / isnôt D) Are / isnôt

49. ñAre you a student?ò ñYes, I _____ .ò

A) am B) have C) is D) ám not

50. ñ_____ you from Barcelona?ò ñNo, Iôm not.ò

A) Is B) Are C) Do D) Where

51. ñ_____ you married?ò ñNo, I _____ .ò

A) Arenôt / am B) Are / am

C) Is / am not D) Are / ôm not

52. ñ_____ is Brenda?ò ñSheôs Patrickôs wife.ò

A) What B) Who C) Which D) Where

53. My teacherôs name _____ John.

A) are B) is C) am D) not

54. Marcus and Carlos _____ my brothers.

A) is B) am C) are D) be

55. My mother and father _____ at work.

A) is B) am C) are D) *

56. It _____ Monday today.
A) is B) am C) are D) *
57. This is the photo _____ my family.
A) in B) at C) of D) on
58. Itôs good practice _____ you.
A) for B) at C) of D) in
59. Iôm _____ home.
A) in B) on C) at D) from
60. Iôm _____ La Guardia Community College.
A) in B) on C) at D) of
61. Iôm _____ New York.
A) in B) for C) at D) of
62. Iôm _____ a class _____ eight other students.
A) in / for B) at / of C) in / with D) at / off
63. I live _____ an apartment _____ two American boys.
A) in / of B) at / with C) in / with D) of/with
64. Central Park is lovely _____ the snow.
A) at B) in C) of D) with
65. ñ_____ is his job?ò ñHe _____ a policeman.ò
A) Which / is B) What / are C) What / is D) Where / is
66. He _____ from Argentina. He is _____ Mexico.
A) is / from B) isnôt / from C) isnôt / in D) arenôt / in
67. ñ_____ _____ is a hamburger and chips?ò ñThree pounds fifty.ò
A) How many B) How often C) How much D) How long
Find the opposite word.
68. easy - _____
A) cold B) cheap C) difference D) difficult
69. lovely - _____
A) old B) expensive C) horrible D) quick
70. fast - _____
A) slow B) small C) quick D) warm
71. expensive - _____
A) big B) cheap C) cold D) hot
72. hot - _____
A) cold B) new C) warm D) small
73. big - _____
A) high B) small C) tall D) slow
74. young - _____
A) old B) big C) small D) quick
75. ñAre you married?ò ñNo, _____ .ò
A) I am not B) Iôm not C) I amnôt D) I m not

76. Brazil ____ in Asia. ____ in South America.
A) is / It isnôt B) is / Itôs C) is / Is D) isnôt / Itôs
77. Snow is _____ .
A) cold B) hot C) small D) cheap
78. A: _____ Greek? B: Yes, I am.
A) You B) Are you C) Am I D) I
79. We _____ in a Russian class. We _____ in an English class.
A) are / are B) are / not C) arenôt / are D) are / am
80. Rolls-Royce cars are _____ .
A) cheap B) blue C) expensive D) tall
81. A JVC is _____ Japanese camera.
A) a B) an C) the D) *
82. I have two _____ .
A) sister B) sisters C) a sister D) sisterôs
83. Itôs _____ Spanish orange.
A) a B) an C) the D) *
84. Itôs _____ green apple.
A) a B) an C) the D) *

85. ñ_____ your teachers married?ò ñYes, _____ .ò
A) Is / he is B) Is / heôs C) Is / she is D) Are / they are
86. ñIs it hot today?ò ñNo, _____ .ò
A) it isnôt B) it is not C) itôs not D) it not
87. ñAre _____ your parents?ò ñYes, _____ .ò
A) they-their are B) their-they are
C) they-they are D) they-they
88. Eliza _____ from Greece. _____ from Poland.
A) is / Is B) isnôt / Sheôs C) is / Isnôt D) is / Is not
89. Ann is _____ wife.
A) Johnôs B) John is C) Johnôs is D) John
90. This is not just my computer. It is 4 _____ computer.
A) studentsô B) studentsôs C) studentôs D) student
91. A: What is _____ ? B: She is a bank manager.
A) his job B) she job C) he job D) her job
92. ñHow old is your brother?ò ñ_____ 29.ò
A) They are B) I am C) It is D) He is
93. ñHow old _____ Mr. & Mrs. White?ò ñ_____ 50 and 48.ò
A) is / They B) are / Theyôre
C) are / They D) */ They are
94. ñHow old ___, Andrew?ò ñ_____ 21 years old.ò
A) are you / Iôm B) is he / Heôs
C) is / He is D) are / I
95. ñ_____ you now?ò ñIôm at the school.ò
A) Whereôs B) Whereôre are
C) Whereôre D) Where

96. ñWhere _____ now?ò ñIn her office.ò
A) is he B) is she C) is it D) is
97. ñ_____ is his fatherôs job?ò ñHeôs a teacher.ò
A) Who B) When C) Why D) What
98. This is those _____ toy.
A) kidôs B) kid C) kidsôs D) kidsô
99. They are not my _____ books.
A) childrenôs B) childs C) childrenô D) children of
100. Theyôre not his _____ mistakes.
A) friendôs B) friend C) friends D) friendsôs
101. She _____ a uniform.
A) wear B) to wear C) wearing D) wears
102. He _____ his car every weekend.
A) wash B) washes C) washing D) washed
103. Rosemary _____ three languages.
A) speaks B) talks C) tells D) know
104. My dad _____ at 7 oôclock everyday.
A) stands up B) looks up C) gets up D) jumps up
105. Isabel is a flight attendant. She _____ passengers.
A) serve B) to serve C) serves D) serving
106. Their son _____ in this hospital.
A) works B) begins C) starts D) likes
107. Jimôs a postman. He _____ letters to people.
A) answers B) works C) delivers D) serves
108. Janeôs a doctor. She _____ ill people.
A) looks at B) speaks to C) helps D) serves drinks
109. Bern _____ in a flat in Birmingham.
A) lives B) stands C) has D) wants
110. Nancyôs uncle is a pilot. He _____ all over the world.
A) goes B) sees C) travels D) delivers
111. In winter Sheila _____ skiing and in summer _____ tennis.
A) makes / plays B) goes / plays
C) does / plays D) starts / *
112. My friendôs son _____ Turkish and English at university.
A) has B) plays C) studies D) goes
113. Most of the people _____ work at 8 oôclock every morning.
A) finishes B) goes C) does D) starts
114. A: _____ does Tony Blair live? B: In Great Britain.
A) When B) Where C) What time D) How
115. _____ does your father do in his free time?
A) Why B) What kind C) How many D) What
116. _____ does Andyôs little brother play with?
A) Who B) Why C) How old D) Where
117. A: _____ does Natalieôs nephew do? B: Heôs an architect.
A) How B) Whom C) When D) What
118. A: _____ does it rain here?
B: Mostly in summer and winter.

A: _____ snow?
B: In winter.
A) When / Why B) Why / How
C) What time / Whom D) When / What about
119. A: _____ does Anthony go to work? B: _____ bus.
A) How / By B) How well / On
C) What kind / In D) How / In
120. She _____ from England.
A) come B) comes C) donôt come D) goes
121. _____ she _____ French?
A) Do / speaks B) Does / speaks
C) Does / speak D) Is / speak
122. She _____ _____ from America.
A) donôt comes B) doesnôt come
C) doesnôt comes D) does comes
123. Every time he _____ a glass of lemonade before breakfast.
A) is B) have C) has D) does
124. _____ he _____ three children?
A) Does / have B) Does / has C) Do / have D) Has / have
125. _____ a shower.
A) Come B) Go C) Have D) Has
126. _____ the phone.
A) Go B) Read C) Look D) Answer
127. She _____ a white coat.
A) wear B) wears C) does wear D) have
128. _____ a magazine.
A) Go B) Read C) Live D) Has
129. Our teacher gives _____ a lot of homework.
A) our B) us C) her D) his
130. He _____ television every evening.
A) watch B) watches C) see D) buy
131. At ten we go _____ bed.
A) in B) on C) to D) sleep
132. He picks up the apples _____ the tree.
A) for B) from C) on D) at
133. Get _____ the bus.
A) on B) in C) to D) out
134. She lives _____ Switzerland.
A) at B) on C) in D) city
135. A nurse looks _____ people in hospital.
A) at B) for C) after D) helps
136. Thereôs a letter _____ you.
A) for B) to C) about D) on
137. Tourists come _____ boat.
A) by B) to C) of D) with
138. He drives the children _____ school.
A) of B) at C) to D) go

139. He speaks to people _____ his radio.
A) at B) on C) of D) in
140. She likes going _____ walks _____ summer.
A) for / at B) to / at C) for / in D) on / at
141. She goes skiing _____ her free time.
A) in B) on C) at D) of
142. He works _____ an undertaker.
A) as B) for C) of D) in
143. ñDoes she live in Australia?ò ñNo, she _____.ò
A) do B) does C) donôt D) doesnôt
144. We _____ _____ watching television.
A) doesnôt like B) do like
C) doesnôt like D) donôt like
145. He _____ to help people.
A) flies B) likes C) runs D) swims
146. _____ _____ languages does she speak?
A) How much B) How many C) Why D) Where
147. _____ sells things.
A) A postman B) A nurse C) A doctor D) A shopkeeper
148. A barman _____.
A) sells things B) serves drinks
C) delivers letters D) drinks a lot
149. _____ _____ looks after money.
A) A nurse B) A postman
C) An accountant D) A dentist
150. _____ designs buildings.
A) A pilot B) An architect
C) An interpreter D) An engineer
151. He lives ____ an island _____ the west of Scotland.
A) on / in B) in / in C) on / on D) in / at
152. Sheôs married _____ an American man.
A) with B) for C) to D) on
153. He _____ listening _____ music.
A) like / to B) likes / to C) likes / of D) likes / with
154. ñHow _____ he _____ to work?ò ñBy car.ò
A) do / go B) does / goes C) does / go D) does / play
155. Anna likes Joanna, but Maria doesnôt like _____.
A) her B) them C) your D) their
156. Thatôs my dictionary. Can I have ___ back please?
A) it B) you C) them D) my
157. Philippe _____ in London.
A) work B) starts C) comes D) lives
158. ñ_____ he married?ò ñNo, he _____.ò
A) Is / doesnôt B) Does / isnôt
C) Is / isnôt D) Does / is
159. ñWhat _____ she do?ò ñShe is an interpreter.ò
A) is B) do C) does D) are

160. _____ he sleep well?
A) Has B) Have C) Do D) Does
161. What _____ you _____ at the weekend?
A) does / does B) do / does
C) does / do D) do / do
162. What _____ Dick and Tom like _____?
A) do / doing B) doing / * C) do / do D) does / doing
163. Do boys like _____ jeans?
A) wear B) wearing C) to wear D) worn
164. My classmates _____ on picnic every month.
A) went B) goes C) going D) go
165. Mary _____ face every morning.
A) washes his B) wash my C) washes her D) washes their
166. I _____ a cigarette, but my teacher _____ smoke.
A) don't / smokes B) smoke / doesn't
C) smokes / smokes D) smoke / don't
167. They _____ wash _____ car every day.
A) don't / my B) don't / his
C) don't / their D) don't / our
168. My parents _____ eat meat.
A) don't B) aren't C) doesn't D) are
169. Summer holidays _____ in June.
A) begins B) begin C) beginning D) began
170. We ___ tennis on Monday evenings, but my little sister ___ on Sundays.
A) play / play B) plays / plays
C) play / plays D) plays / play
171. You _____ a lot of things in _____ free time.
A) do / our B) does / your C) do / my D) do / your
172. My cat licks _____ tail every evening. But my dogs never lick _____tails.
A) its / their B) its / its C) their / its D) * / *
173. I like _____ football, but my brother doesn't.
A) play B) played C) playing D) plays
174. She likes _____ TV, but her husband doesn't.
A) watching B) to watch
C) watches D)watched
175. Her sister doesn't _____ eating a hamburger.
A) like B) likes C) liking D) liked
176. Do you like _____ in your free time?
A) read B) reads C) to read D) reading
177. I like _____ but I _____ like swimming.
A) sailing / don't B) sail / doesn't
C) sail / don't D) sail / do
178. Tom _____ her but she doesn't like _____ .
A) like / her B) likes / him C) likes / he D) like / him
179. Andrew buys a newspaper everyday. _____ reads _____ at home.
A) It / he B) Him / it C) He / it D) His / it
180. Mike eats cheeseburgers because _____ likes _____ .

A) he / their B) him / they C) he / them D) him / them

181. ñWhat time is it?ò ñ3:45ò

A) It is quarter past three. B) It is fifteen past four. C) It is quarter to four. D) It is fifteen to four.

182. It is half past eight.

A) 8:30 B) 7:30 C) 18:30 D) 17:30

183. It is quarter past eight.

A) 8:30 B) 7:30 C) 8:15 D) 17:15

184. It is five to nine.

A) 9:55 B) 9:35 C) 8:55 D) 9:05

185. It is five past nine.

A) 9:55 B) 9:35 C) 8:55 D) 9:05

186. A friend of mine likes _____ on picnic at weekends.

A) to go B) going C) goes D) go

187. I _____ my teeth every morning.

A) brushing B) brush C) brushes D) to brush

188. _____ Kate live near Jane?

A) Is B) Are C) Do D) Does

189. His father _____ , but Billôs father _____ smoke.

A) smokes / donôt B) smokes / doesnôt C) smoke / donôt D) smokes / isnôt

190. My father _____ driving.

A) doesnôt likes B) donôt likes C) doesnôt like D) donôt like

191. She _____ a bus to university.

A) always takes B) always take C) takes always D) take always

192. I _____ to a football match every Sunday but my father _____ .

A) go / donôt B) goes / doesnôt C) go / doesnôt D) goes / donôt

193. Every year millions of people _____ The London Museum.

A) visit B) go C) come D) want

194. The Buckingham Palace _____ lots of rooms.

A) have B) has C) to have D) having

195. Visitors _____ to India ós Independence Day from all over the world.

A) visit B) come C) leave D) goes

196. I _____ English, Russian, and Romanian, but I _____ Chinese.

A) speak / donôt speak B) speaks / speak C) speaks / speaks D) speaks / donôt speak

197. Many foreigners in our country _____ to the Golden Bazaar.

A) buy B) go shopping C) want D) come

198. A: What _____ you _____ ? B: An architect.

A) do / do B) does / do C) are / do D) do / are

199. A: What _____ your niece _____ ? B: A nurse.

A) do / do B) does / is C) does / do D) is / do

200. A: Where _____ your parents _____ ? B: In the Ministry of Education.

A) do / do B) do / work C) are / work D) work / *

201. A: _____ languages do they speak? B: Just one.

A) What B) How many C) How D) Which

202. A: Do you _____ Afghani? B: No, _____ .

A) speak / you donôt B) speak / I donôt

C) speak / donôt I D) speaks / donôt speak

203. A: _____ does Margaret start work?

B: At 7 in the morning.

A) What time B) What kind C) What sort D) What about

204. A: _____ do your brothers like working in this factory?

B: Because they earn much money.

A) What B) When C) Why D) Whom

205. _____ he like his job?

A) Does B) Do C) Is D) Are

206. I _____ an accountant.

A) do B) does C) am D) is

207. _____ New York exciting?

A) Are B) Do C) Does D) Is

208. Where _____ they live?

A) are B) do C) does D) is

209. Why _____ you want to learn English?

A) do B) are C) * D) is

210. We _____ Algerians.

A) does B) are C) do D) am

211. What _____ he do at weekends?

A) do B) is C) does D) are

212. He plays football _____ Friday mornings.

A) in B) on C) at D) of

213. Do you relax _____ weekends?

A) at B) on C) in D) by

214. Where do you go _____ holiday?

A) at B) in C) of D) on

215. I like _____ .

A) cooks B) cooking C) cook D) cooked

216. She gets up early _____ the morning.

A) on B) in C) at D) by

217. She gets up early _____ the weekdays.

A) at B) of C) on D) in

218. He takes photos only _____ spring.

A) in B) at C) on D) by

219. He hates _____ football _____ television.

A) watching / on B) to watch / in

C) watch / on D) watching / in

220. They like _____ very much.

A) sail B) sailed C) sailing D) sail

221. My brotherôs birthday is _____ March.

A) in B) on C) at D) to

222. The train leaves Paris _____ 4 p.m.

A) in B) at C) on D) by

223. Vancouver is very cold _____ winter.

A) at B) in C) on D) to

224. Sometimes we _____ cards.

A) plays B) playing C) play D) to play

225. She never _____ meat.

A) eats B) eating C) eat D) to eat

226. We always _____ lemonade in the evenings.

A) to drink B) has C) drinking D) have

227. A: Iôm sorry. Iôm late. B: _____ Come and sit down.

A) Excuse me! B) Donôt worry!

C) Whatôs the matter? D) Why are you late?

228. A- _____ your wife _____ English?

B- Yes, she does.

A) Do / speak B) Does / speaking

C) Does / speak D) Do / speaking

229. ñHow many languages _____ you _____ ?ò ñThree: English, German and Spanish.ò

A) does / speak B) do / speak

C) do / speaking D) does / speaking

230. Why _____ you like _____ in the hotel?

A) do / working B) do / work

C) does / working D) does / work

231. They never go out _____ Friday evenings .

A) on B) in C) at D) by

232. She loves _____ to music.

A) listening B) to listen C) listens D) listen

233. They often eat in a restaurant ___ Tuesdays.

A) on B) in C) of D) at

234. _____ summer I play tennis _____ Sundays.

A) In / in B) At / on C) In / on D) At / in

235. ñDo Mr. Adams and his daughter like going _____ ?ò ñNo, they _____ .ò
A) ski / don't B) skiing / don't
C) skiing / do D) ski / does
236. ñ_____ they _____ a winter holiday?ò ñYes, they do.ò
A) Do / wanting B) Does / want
C) Do / want D) Does / wanting
237. What time ____ you go to bed?
A) do B) does C) is D) have
238. ñ_____ do you do your homework?ò ñAfter dinner.ò
A) Where B) What C) How D) When
239. ñ_____ you go out on Friday evenings?ò ñYes, I do sometimes.ò
A) Do B) Where C) Are D) Does
240. ñ_____ do you like your job?ò ñBecause it's interesting.ò
A) Why B) What C) How D) Where
241. ñ_____ do you travel to school?ò ñBy bus.ò
A) How B) What C) Why D) Where
242. ñ____ ____ you live with?ò ñWith my mother and sisters.ò
A) What / do B) Who / do
C) Where / does D) Who / does
243. ñ_____ do you _____ on Sundays?ò ñI always relax.ò
A) How / doing B) What / do
C) Where / does D) What / relax
244. ñ_____ do you _____ on holiday?ò ñTo Rome or Paris.ò
A) Where / like B) How / relax
C) Where / go D) Why / go
245. There _____ one bag. There _____ 3 bags.
A) isn't / are B) is / is C) not / are D) aren't / are
246. There _____ 3 telephones, but _____ isn't a cooker.
A) are / they B) is / there C) are / there D) are / their
247. _____ any men in the hall?
A) Are there B) Are their C) Are they D) Is there
248. A: _____ there many mice in the house? B: No, there _____ .
A) Are / are B) Are / not C) Are / aren't D) Are / *
249. _____ there _____ chairs in the class?
A) Are / a B) Are / some C) Are / there D) Are / any
250. Yes, there are _____ chairs, but there are not _____ desks.
A) some / any B) any / some C) any / any D) some / some

251. A- _____ there _____ desk?
B- Yes, _____ is.

A) Is / * / there B) Are / the / they
C) Is / a / there D) Is / one / they
252. A- _____ there three stereos in the living room?
B- No, there _____ .
A) Are / arenôt B) Are / are C) Are / not D) Are / *
253. Is there _____ apple in the bag?
A) a B) an C) the D) *
254. There _____ 4 _____ on the sofa?
A) are / woman B) is / women
C) * / woman D) are / women
255. There _____ one bag. There _____ 3 bags.
A) isnôt / are B) is / is C) not / are D) arenôt / are
256. There _____ 3 telephones, but _____ isnôt a cooker.
A) are / they B) is / there C) are / there D) are / their
257. _____ any men in the hall?
A) Are there B) Are their C) Are they D) Is there
258. A: _____ there many mice in the house?
B: No, there _____ .
A) Are / are B) Are / not C) Are / arenôt D) Are / *
259. _____ there _____ chairs in the class?
A) Are / a B) Are / some C) Are / there D) Are / any
260. Yes, there are _____ chairs, but there are not _____ desks.
A) some / any B) any / some C) any / any D) some / some
261. A: _____ is there in the bedroom?
B: There _____ 2 beds, 3 televisions, and 2 cupboards.
A) How many / are B) What / is
C) What / are D) How many / is
262. A- _____ books _____ there under your desk?
B- There _____ one.
A) How much / are / is B) How many / is / is
C) What / are / is D) How many / are / is
263. There are _____ sandwiches, but there _____ any chips.
A) some / arenôt B) any / arenôt
C) some / are D) any / are
264. A: Do you have any _____ ?
B: No, I donôt. But I have _____ grammar books.
A) dictionary / any B) a dictionary / some
C) dictionaries / some D) dictionaries / any
265. There is _____ photo of _____ teachers.
A) some / some B) a / some C) some / any D) any / some
266. How many _____ are there in the cupboard.
A) glass B) of glasses C) a glass D) glasses
267. In our garden there is _____ huge pine tree, and there are _____ bushes.
A) a / a lot of B) an / many C) a / lot of D) * / many
268. Is there _____ garden?
A) any B) * C) a D) some

269. They took my temperature _____ the operation.
A) before B) by C) * D) of
270. There are _____ big cupboards in the kitchen.
A) a B) some C) any D) *
271. Are there _____ trees and flowers in the garden?
A) a B) some C) any D) *
272. Thereôs _____ electric cooker.
A) an B) some C) any D) a
273. There are _____ good restaurants nearby.
A) a B) any C) some D) *
274. Upstairs thereôs _____ big bathroom.
A) some B) a C) an D) any
275. Does the cottage have _____ dining room?
A) any B) an C) a D) some
276. The village of the Kingmore has _____ post office and _____ shop.
A) some / a B) some / any C) a / a D) an / a
277. Are there _____ good beaches near the cottage?
A) any B) some C) a D) the
278. ñ_____ there any cups?ò ñYes, _____ are.ò
A) Are / there B) There / is C) This / is D) Is / this
279. ñIs _____ a television?ò
ñYes, there ____.ò
A) this / are B) there / is C) this / is D) that / is
280. There _____ any flowers.
A) are B) is C) arenôt D) isnôt
281. Itôs the best home _____ the world.
A) on B) in C) all D) at
282. The front door is _____ the top of the steps.
A) on B) at C) in D) by
283. There _____ a photo _____ the television.
A) are / on B) is / in C) is / on D) are / in
284. There are two pictures _____ the wall.
A) at B) on C) of D) in
285. The cinema is _____ the left.
A) in B) at C) off D) on
286. _____ there a table? Yes, there _____.
A) Are / are B) Is / is C) Are / is D) Is / are
287. There _____ an armchair.
A) any B) is C) are D) some
288. ñ_____ there any photos?ò
ñNo, there _____.ò
A) Are / arenôt B) Is / isnôt C) Is / arenôt D) Are/isnôt
289. There _____ magazines under the table.
A) is B) are C) some D) any
290. There _____ a post box in front of the chemistôs.
A) are B) is C) some D) any

291. How much are _____ glasses?
A) this B) they C) these D) that
292. ñIs _____ book Johnôs?ò ñYes, _____ is.ò
A) these / it B) this / it C) it / itôs D) that / its
293. Take _____ bags into the kitchen.
A) these B) this C) that D) it
294. I donôt like _____ music.
A) they B) these C) this D) it
295. Bob, _____ is my mother.
A) these B) it C) this D) that
296. ñIs _____ exercise very easy?ò ñNo, _____ isnôt.ò
A) these / it B) this / its C) these / this D) that / it
297. I like Tom, _____ I donôt like his wife.
A) and B) but C) because D) so
298. I like living here _____ itôs near the shops.
A) because B) so C) and D) but
299. We both like sailing, _____ we live near the sea.
A) and as B) because C) so D) but
300. Our flat is small, _____ itôs comfortable.
A) but B) so C) because D) and
301. New York is expensive, _____ I like it.
A) because B) but C) and D) so
302. I like New York, _____ itôs very exciting.
A) because B) but C) and D) so
303. I like Judy, _____ I often visit her.
A) so B) because C) but D) for
304. I like Chinese food, _____ my husband doesnôt like it at all.
A) so B) but C) because D) and
305. We live in a flat on the top floor, _____ we donôt have a garden.
A) so B) but C) because D) and
306. I like my job _____ itôs interesting.
A) because B) and C) so D) but
307. In my bedroom thereôs a bed _____ a wardrobe.
A) but B) so C) and D) also
308. Our homework ____ very difficult yesterday, but today it ____ easy.
A) is / is B) was / is C) was / was D) is / was
309. I know that I _____ late 2 days ago, but this time I _____ late.
A) am / were B) am not / am not
C) was / was D) wasnôt / am
310. A: _____ was she born?
B: She _____ born in New Zealand.
A) Where / was B) Where / were
C) When / were D) When / was
311. A: _____ were they late for the meeting? B: Because they _____ asleep.
A) What / were B) Why / was
C) Why / were D) Why / are

312. The weather _____ nice today, but it _____ nasty yesterday.
A) is / was B) was / is C) is / is D) is / were
313. A: _____ was Mr. Black born? B: He was born _____ 1963.
A) When / at B) Where / in C) What / in D) When / in
314. The students _____ very tired today. Because they _____ at a party last night.
A) were / are B) are / was
C) are / were D) were / were
315. A: _____ was Jenniferôs job 2 years ago? B: She _____ a flight attendant.
A) Why / were B) What / was C) Who / was D) Who / were
316. A: _____ is the briefcase? B: It _____ 200 dollars, but it _____ 100 dollars before.
A) How much / is / was B) How many / is / was
C) How much / was / is D) How much / is / is
317. A: How old _____ you in 1990? B: I _____ 10, but I _____ 25 now.
A) are / are / was B) were / was / am
C) was / are / were D) were / was / are
318. A: How _____ they after the accident? B: They _____ shocked, but now they _____ better.
A) were / are / were B) were / were / were
C) was / were / are D) were / were / are
319. A: How much _____ the tea cups before?
B: They _____ 10 euros each, they _____ 8 euros now!
A) were / were / are B) were / are / were
C) are / were / were D) are / were / are
320. A: Where _____ they born? B: They _____ born _____ .
A) were / were / in 1995 B) was / were / in Italy
C) were / were / in Denmark D) was / were / in 1995
321. I _____ play chess _____ I was five.
A) can / when B) could / when
C) could / what D) can / where
322. _____ could you do when you _____ seven.
A) Were / was B) What / was
C) What / are D) What / were
323. A: _____ languages _____ Nicola speak when he _____ a child? B: 2 languages.
A) How many / could / was B) How much / could / was
C) What / was / could D) What / could / was
324. A: _____ languages could they speak when they _____ teenagers? B: Italian and Russian.
A) Which / was B) What / were
C) What / was D) How / were
325. My little sister _____ paint pictures alone when she _____ nine, but she _____ now.
A) could / can / can B) can / was / could
C) couldnôt / was / can D) was / can / could

326. Kim _____ ski 4 years ago, but he _____ ski very well now.
A) could / can B) can / could
C) could / can't D) couldn't / can
327. _____ Ben and Jane married ten years ago?
A) Was B) Were C) Are D) Is
328. Tim _____ run very well, but I _____ run like him, because I was bad at running.
A) could / couldn't B) could / could
C) can / could D) can / can
329. I _____ play football well, but I _____ play ice-hockey very well.
A) can't / can B) could / can't
C) could / can D) can / could
330. Last year they _____ in Europe, and visited Germany, _____ they traveled only in Berlin.
A) was / but B) were / but C) were / so D) was / and
331. I _____ born in Amsterdam _____ I live in New York now.
A) was / and B) was / but C) were / and D) were / but
332. She _____ understand English, _____ she can't speak it.
A) could / and B) can / and C) can / but D) can't / but
333. I love Netherlands, _____ I came to Amsterdam.
A) and B) however C) for D) so
334. A: _____ you _____ the piano? B: Yes, _____ .
A) Can / use / I can B) Can / play / I can
C) Can / play / I D) Can / use / *
335. A: _____ of food _____ our cook cook?
B: Italian & French food.
A) What of / can B) Which / can
C) What kind / can D) What / can
336. A: _____ can she _____ the guitar? B: Very well.
A) How / play B) Why / play C) What / play D) When / play
337. A: _____ can they _____ a computer? B: In the office.
A) What time / use B) Where / use
C) When / use D) Where / using
338. A: _____ languages can her aunt _____ ? B: 2 languages.
A) How many / speak B) How much / speak
C) What / use D) What / speak
339. A: _____ languages can Mrs. Brown speak? B: English & Irish.
A) How B) What C) Why D) Where
340. A: _____ can you cook Italian food for us? B: On Friday evening.
A) What B) When C) What time D) Why
341. A: _____ can my students come? B: At 3 in the afternoon.
A) What B) Where C) How D) What time
342. A: _____ can Alison go skiing? B: On her winter holiday.
A) Where B) Why C) When D) What
343. A: _____ Paul play rugby? B: No, he can't. But he can _____ baseball.
A) Can / play B) Can / plays C) Does / play D) Does / play

344. A: _____ canôt you come to the party? B: Because I have an exam tomorrow.
A) When B) * C) Why D) What
345. Adam _____ ride a motorbike and he _____ drive a car.
A) canôt / can B) can / can C) can / is D) can / canôt
346. Adam _____ use a computer, but he _____ program a computer.
A) is / isnôt B) can / can C) can / canôt D) canôt / canôt
347. Flora _____ drive a car but she _____ ride a motorbike.
A) can / canôt B) is / canôt C) canôt / canôt D) is / can
348. The homework _____ very difficult yesterday.
A) were B) was C) is D) could
349. The children _____ very tired today. They _____ at a party yesterday evening.
A) were / was B) are / were C) was / was D) am / was
350. Hello, everybody! I _____ sorry, I _____ late!
A) am / is B) am / am C) was / was D) am / was
351. Was it hot yesterday? Yes, it _____ .
A) is B) was C) were D) wasnôt
352. She paints _____ two hours _____ bedtime.
A) at / to B) for / at C) for / until D) until / for
353. Yesterday there was a party _____ my house.
A) at B) in C) for D) on

NAZORAT SAVOLLARI

NAZORAT SAVOLLARI (YN)

Test 1 Vocabulary

A Complete the sentences with words from the box.

fidgeting	lives off	messing around	sincere	sweaty

(1) It was so hot, I felt really _____ and uncomfortable.

(2) He always seems so _____, but Iôm sure he lies sometimes.

(3) Stop _____ and sit still!

(4) I hate it when youôre _____. I know youôre just having fun, but é

(5) He doesnôt have a job. He just _____ his wifeôs money.

B Complete the text with words from the box. There are four extra words.

Londoner	complexion	muscular	wavy
intelligent	blond	shaved	British

My friend Jake always describes himself as a **(6)** _____, which I find strange because he was born in Brighton. When you first meet him, all you see is this tall, **(7)** _____ man with a **(8)** _____ head ï it can be quite frightening! In fact, heôs really friendly and very **(9)** _____.

C Complete the text with words and phrases from the box.

consider myself	describe myself	donôt really see myself
probably see me	think of myself	

My nameôs Jake Banks and Iôm a Londoner. I **(10)** _____ as British ï my nationality isnôt that important to me, at least not as important as where I live. So, how would I **(11)** _____? Well, firstly I **(12)** _____ as quite a friendly person. Iôm outgoing and I enjoy a good laugh. Most people **(13)** _____ as rather intimidating as Iôm quite tall and I donôt have any hair! I **(14)** _____ to be a very lucky person as I have a wonderful wife, two lovely kids and lots of great friends.

Grammar D Complete the sentences with the correct verb form.

(15) Donôt worry. *I believe / Iôm believing* what you say.

(16) *I think / Iôm thinking* about what you told me.

(17) *I canôt see / Iôm not seeing* your point of view.

(18) *I look / Iôm looking* for a new boyfriend.

(19) *I really donôt see / Iôm really not seeing* why you lied to her.

(20) *I think / Iôm thinking* you should apologise to her.

(21) *I see / Iôm seeing* Jake later. Do you want me to tell him anything?

(22) *I feel / Iôm feeling* proud of my nationality.

E Are these subject questions (S) or object questions (O)? For 23ï28, circle the correct answer.

(23) Who is the test for?

(24) Why do we need it?

(25) Where does Amina Patel come from?

(26) Who comes from London?

(27) How many people live in London?

(28) Which countries already have a test?

F Complete the text using the correct form of the verbs in brackets.

Cindy Allot is a typical working mother from Manchester, England. She **(29)** _____ (*live*) in a small house about thirty minutes from the city centre where she **(30)** _____ (*work*) as a receptionist in a computer company. However, last month her life **(31)** _____ (*change*) for one week. She **(32)** _____ (*swap*) roles with Amy Glass who **(33)** _____ (*work*) as a model. ñIôm really excited,ò said Cindy. ñI know Iôm only **(34)** _____ (*do*) it for one week, but itôs still fantastic.ò Cindy **(35)** _____ (*spend*) a week with one of the top modelling agencies in the country.

G Are these sentences correct (C) or incorrect (I)?

(36) Heôs appearing to be rather unhappy. _____

(37) Why do you care about her? _____

(38) What he say? _____

(39) How are you feeling? _____

(40) Iôm sorry, but Iôm not understanding you. _____

(41) Iôm wondering what I should do. _____

Functional language

H Complete the conversation with questions from the box.

What does she look like? What does she like?
What is she like? Whoôs Maria?

A: **(42)** _____

B: Sheôs my girlfriend.

A: **(43)** _____

B: Sheôs intelligent and well organized.

A: **(44)** _____

B: Sheôs slim and sheôs got beautiful eyes.

A: **(45** _____

B: Listening to music and eating chocolate!

I Correct the mistakes in these sentences. There is one mistake in each sentence.

(46) What is he look like?_____

(47) He looks like friendly. _____

(48) She does very healthy._____

(49) She looks as she has been crying._____

(50) What he like?_____

Test 2 Vocabulary

A Choose a, b, or c to complete 1ï 8.

(1) Where can I _____ the bus into the city centre?

a) arrive b) catch c) pick up

(2) Iôll _____ outside the station in five minutes.

a) arrive you b) catch you c) pick you up

(3) The train leaves in five minutes. Be careful you donôt _____ it.

a) catch b) get off c) miss

(4) Did you _____ by train?

a) arrive b) catch c) drop off

(5) No, I _____ a bus.

a) arrived b) caught c) dropped off

(6) Could you _____ outside the shopping centre?

a) arrive me b) catch me c) drop me off

(7) You should _____ on the corner by the post office.

a) get off b) set out c) take

(8) How long does the journey _____?

a) get off b) set out c) take

B Complete the text with the words and phrases in the box. There are four extra words.

trip	travelled	took	stop off	set out	ran into	leave
last year	hitchhike	give up	get over	get by	exploring	

(9) _____ I went on a fantastic holiday with my best friend. We had just finished school and had never really **(10)** _____, so we decided to **(11)** _____ around Europe. We **(12)** _____ from London and **(13)** _____ the Eurostar train to Paris. We thought we'd **(14)**_____ there for a few days and then carry on. When we were there we **(15)**_____ a couple of girls from Sweden and decided to carry on together. We spent six weeks **(16)** _____ France, Italy, Greece and Turkey – it was great. When we left, my parents were worried that we wouldn't **(17)** _____, but it was easy to find jobs picking grapes and working as a waiter. Next year é

C Match the verbs in *italics* in 18– 21 to a phrasal verb from the box.

stop off	sort out	give up	see off

(18) It wasn't that difficult to *solve*. _____**(19)** Don't worry. You don't need to come to the airport to *say goodbye*. _____**(20)** You shouldn't *leave* your job. It might be difficult to get a new one. _____**(21)** If you *stay* for a few more nights in Rome, you should go and see Antonio and Illaria. _____

Grammar

D Choose the correct verb form in 22– 27 to complete the conversation.

Sally: Hi Angela, I **(22)** *didn't see / haven't seen* you for ages.

Angela: No, I've been on holiday with my boyfriend and we only arrived back

(23) *for two days / two days ago*.

Sally: Where did you go?

Angela: We **(24)** *went / have been* to Corsica.

Sally: Wow! I **(25)** *didn't go / haven't been* there. What's it like?

Angela: It's great. I really enjoyed it, but this wasn't my first visit.

Sally: So you **(26)** *went / have been* there before?

Angela: Oh yes! I've been there three times **(27)** *last year / over the past year*.

E Write questions using the prompts.

(28) A: Have / you / ever / visit / Australia / ?_____

B: Yes, I have.

(29) A: When / you / go / there / ?_____

B: Last year.

(30) A: Who / you / go / with / to Australia / ?_____

B: I went with my brother and his girlfriend.

(31) A: What is the most interesting country / you / ever / visit / ?_____

B: Borneo.

(32) A: Have / you / ever / travel / alone ?_____

B: Yes, I have.

F Correct the mistakes in the sentences. There is one mistake in each sentence. You might need to change more than one word.

(33) I've been to Paris two months ago._____

(34) I went abroad twice in the last few months._____

(35) We have arrived here yesterday._____

(36) During the last six months I didn't go on holiday._____

(37) Where have you been two days ago?_____

(38) How many holidays did you have over the past year?_____

Functional language

G Rearrange the words to make sentences or questions.

(39) a / Bridge / please / return / Street / to_____

(40) taxi / near / I / here / get / can / anywhere / a / ?_____

(41) when / me / you / tell / could / there / we / get / ?_____

(42) a / cab / from / Iôd / please / station / the / like / train_____

(43) two / twenty / thatôll / pounds / please / be_____

(44) tell / the / me / please / for / could / platform / North Park / to / train / the / you / ?_____

H Complete the conversations with sentences from exercise G above.

Conversation 1

Bus driver: Good morning, Madam.

Woman: Does this bus go to the town centre?

Bus driver: Yes, it does.

Woman: Good. **(45)** _____

Bus driver: **(46)** _____

Woman: Two, two ten, two twenty, here you are. **(47)** _____

Bus driver: Certainly, Madam.

Conversation 2

Man: Excuse me.

Clerk: Yes, Sir?

Man: **(48)** _____

Clerk: Certainly, Sir. Itôs platform 4, but youôve just missed the last train.

Man: Oh no! But I thought there was a train at 11.30.

Clerk: There is sir, but not on a Sunday. The last train on a Sunday is at 11.15.

Man: Oh well! **(49)** _____

Clerk: Well, thereôs a taxi rank about ten minutes away, but it would be better if you phoned.

Man: Good idea. Thank you!

Clerk: Not at all, sir.

Taxi office: A to B taxi cabs, can I help you?

Man: **(50)** _____

Taxi office: Your name?

Man: Smith, Sam Smith.

Taxi office: Thereôll be a taxi there in about five minutes.

Test 3 Vocabulary

A Complete the text with words from the box.

semi-detached	rent	suburbs	quite noisy	loads of space
apartment block	flat	convenient	a long way	a bit dull

When I was a kid, I lived in the **(1)** _____ with my parents. In some ways it was a great place to live. There were plenty of places to play and there was **(2)** _____. Most of the houses were either detached or **3)**_____. But, I guess, as a kid I did find it **(4)** _____ and it was **(5)**_____ from any shops and other facilities. Now I live in an **(6)** _____ in the city centre. Itôs a great place to live. Itôs **(7)** _____ for the shops, cinema and nightclubs and, although itôs **(8)** _____ it really doesnôt bother me ecause then I can play my music as much as I want. At the moment I only **(9)** _____ the **(10)** _____ut Iôm saving up so that I can buy my own place next year.

B Complete the sentences with the correct word(s).

I often find it difficult to **(11)** *go up / wake up* in the morning, especially if I forget to **(12)** *make / set* my alarm clock. My grandfather usually has **(13)** *a nap / sleepy* in the afternoon. In fact, itôs quite normal for him to **(14)** *fall / feel* asleep in front of the TV. When I drink coffee I donôt feel **(15)** *asleep / sleepy*, but I often **(16)** *go / fall* to sleep after drinking beer. Last night I **(17)** *was / got* a really good nightôs sleep. It was great because I **(18)** *am / get* quite a light sleeper and often wake up during the night.
I hate having to **(19)** *do / make* the bed in the morning, but if I donôt, my mother shouts at me.

Grammar C Complete the conversations with the correct word(s).

Conversation 1

Marsha: Hey, Cindy! Do you want to come to my house after school?

Cindy: Sorry, I **(20)** *can / canôt* because I **(21)** *have to / donôt have to* stay at home.

Marsha: Thatôs a pity because I want to have a party.

Cindy: Are you **(22)** *allowed / let* to have a party?

Marsha: No, Iôm not, but as long as my parents donôt find out there wonôt be any problems!

Conversation 2

Neighbour: Excuse me! Can you turn the music down, please?

Marsha: No, I **(23)** *mustnôt / dontôt have to*.

Neighbour: Well, you **(24)** *must / mustnôt*. Itôs much too loud.

Marsha: Well, you canôt **(25)** *make / allow* me turn it down.

Neighbour: Yes, I can. If you donôt, Iôll tell your parents. I know you **(26)** *dontôt have to / arenôt allowed to* have parties when they are away.

D Use the keywords to complete the second sentence so that it means the same as the first sentence.

(27) No smoking!

allowed to You_____

(28) You have to be home by ten.

Must You _____

(29) My mother allows me to stay out late.

Let My mother _____

(30) Itôs not necessary to phone.

have to You _____

(31) Itôs illegal to park here.

mustnôt You _____

E Look carefully at the words in *italics*. Choose the correct meaning a, b, or c for 32ï 38.

(32) You *dontôt have to* come if you donôt want to.

a) Permission b) Prohibition c) Obligation d) Lack of obligation

(33) You *can* use the telephone whenever you want.

a) Permission b) Prohibition c) Obligation d) Lack of obligation

(34) Iôm sorry but I *have to* do some housework.

a) Permission b) Prohibition c) Obligation d) Lack of obligation

(35) You *mustnôt* smoke inside the building.

a) Permission b) Prohibition c) Obligation d) Lack of obligation

(36) You *dontôt need to* take any flowers.

a) Permission b) Prohibition c) Obligation d) Lack of obligation

(37) Pets are *not allowed* in the hotel rooms.

a) Permission b) Prohibition c) Obligation d) Lack of obligation

(38) Are you *allowed to* go out tonight?

a) Permission b) Prohibition c) Obligation d) Lack of obligation

Functional language

F Choose the correct word or phrase, a, b, or c to complete 39ï 43.

(39) _____ pass me the salt, please?

a) Could you b) Do you mind c) Is it OK if I

(40) _____ use your bathroom?

a) Can you b) Do you mind c) Is it OK if I

(41) _____ helping me with this, please?

a) Can you b) Do you mind c) Is it OK if I

(42) _____ have some more fish, please? It is delicious.

a) Could you possibly b) Would you mind c) Do you think I could

(43) _____ having white wine rather than red?

a) Could you possibly b) Would you mind c) Do you think I could

G Complete the conversation with words and phrases from the box.

could you possibly	do you mind if I	do you mind
is it OK	not at all	of course	sure

Alan: Hi Marge, Jerry. Please come in.

Jerry: Thanks. Wow! What a lovely place.

Alan: Sorry, **(44)** _____ take your shoes off before you come in?

Jerry Yes, **(45)** _____.

Alan: Letôs go through to the living room.

Marge: Hi Silvia, how are you?

Silvia: Hi Marge! Iôm fine, thanks. What would you like to drink?

Marge: **(46)** _____ have a small gin and tonic?

Silvia: No, **(47)** _____ not. And for you Jerry?

Jerry: **(48)** _____ if I have a whiskey?

Silvia: No problem, but **(49)** _____ having it without ice? I don't want to go all the way to the kitchen right now.

Jerry: No, **(50)** _____.

Test 4 Vocabulary

A Choose the correct word or phrase, a, b, or c to complete 1–6.

(1) I thought I'd _____ at least once. The worst that could happen was that I'd lose £1.

a) against the odds b) play safe c) try my luck

(2) Come on! I know it's _____, but sometimes you need to take a bit of a gamble.

a) lucky b) risky c) coincidence

(3) _____ he managed to win. It was amazing!

a) Against the odds b) Lucky c) It's a lottery

(4) He only suffered minor cuts and _____.

a) bleed b) bruises c) twisted

(5) You never really know what might happen. It's _____.

a) try my luck b) a lot at stake c) a bit of a lottery

(6) If you win today, the _____ is £1 million!

a) jackpot b) gamble c) addict

B Complete the text with the words or phrases in the box. There are four extra words or phrases.

a bit of a gamble	a lot at stake	after	bleeding	
by the time	coincidences	fortune	luckily	play it safe
scratches	superstitious	unconscious	unlucky	while

I don't really believe in **(7)** _____ but when I had accidents on the same date for three consecutive months I started feeling rather **(8)** _____. The following month I decided to **(9)** _____ and not to go out at all. I'm not usually **(10)** _____, but I thought that it was tempting fate. However, it really

didnôt make any difference. **(11)** _____ I was shaving I managed to cut myself twice and then **(12)** _____ I had stopped the **(13)** _____, I managed to fall down the stairs. **(14)** _____ I didnôt break anything, I just had a few **(15)** _____ and some bruises. Itôs really strange because the next month I decided I might as well take **(16)** _____ and go out, and nothing bad happened at all!

C Complete the sentences with the correct word or phrase.

(17) *While / As soon as* I finish Iôll call you.

(18) *The moment / By the time* I found out, I phoned you.

(19) Are you sure they were arguing *when / as* you called?

(20) *The moment / While* you were wasting money gambling, I was busy working.

(21) *By the time / As soon as* you see me next, Iôll be married.

Grammar

D Choose the correct verb form, a, b or c to complete 22ï 29.

(22) I _____ under a ladder when a can of paint fell on my head. I had to go to hospital. a) walked b) was walking c) had walked

(23) The first time I _____ Amy, I was amazed how similar we looked.

a) met b) was meeting c) had met

(24) I _____ to music when you phoned me.

a) listened b) was listening c) had listened

(25) By the time Jack arrived, Mary _____ so he didnôt meet her.

a) left b) was leaving c) had left

(26) Jack _____ gambling the year before he met his wife.

a) stopped b) was stopping c) had stopped

(27) Tom _____ £10 yesterday.

a) lost b) was losing c) had lost

(28) I _____ anything after you left.

a) didnôt do b) wasnôt doing c) hadnôt done

(29) Sally _____ to the river bank by the time the rescue workers arrived.

a) swam b) was swimming c) had swum

E Use the keywords to complete the second sentence so that it means the same as the first sentence.

(30) Harry had won the lottery before he gave up his job.

After Harry _____

(31) Sally climbed out of the river and then sat down.

As soon as _____

(32) When we arrived John had already left.

By the time _____

(33) His girlfriend married him after he won the lottery.

When _____

Functional language

G Complete the conversation with expressions from the box.

Me, too	Neither am I	So am I	Neither do I	So do I

Sandra: Hi Janet! What are you doing?

Janet: Hi Sandra! Iôm playing one of those new lottery scratchcards.

Sandra: Really? I donôt bother with those. Iôm not very lucky.

Janet: **(34)** _____. But you know what they say, ôThereôs always a first time.ô

Sandra: Do you believe that rubbish? I donôt.

Janet: **(35)** _____ really, but é

Sandra: What?

Janet: Well, itôs only 50p, isnôt it?

Sandra: I prefer bingo.

Janet: **(36)** _____! I go every Thursday evening.

Sandra: **(37)** _____. Where do you go?

Janet: To that new club on the High Street. Would you like to come?

Sandra: Not this week. Iôm really busy.

Janet: Thatôs fine. **(38)** _____.

H Read the conversation in exercise G again. Then choose the best word to complete these sentences.

(39) *Both / Neither* Janet nor Sandra are lucky.

(40) *Both / Neither* of them play bingo.

(41) *Both / Neither* of them play on Thursday evening.

(42) *Both / Neither* of them has much time this week.

I Correct these conversations. Each conversation has one mistake.

(43)

A: Where do you live?

B: I live in Madrid.

A: Wow! Neither do I.

(44)

A: Iôm learning Spanish.

B: Iôm too. I already speak it very well.

(45)

A: I donôt like English food very much.

B: So do I. I think itôs horrible.

(46)

A: Iôve never won any money on the lottery.

B: Me, too.

Test 5 Vocabulary

A Complete the text with words from the box.

advertise advertisers brand loyalty brand consumers dissatisfied impossible inaccurate market research reliable unreliable unsuccessful

Many advertisers are set **(1)** _____ tasks by companies. They are often asked to **(2)** _____ products that are **(3)** _____ and of poor quality. They are expected to convince **(4)** _____ to switch from the **(5)** _____ they buy at the moment to one that nobody has heard of. To do this some **(6)** _____ give **(7)** _____ and sometimes dishonest information about the product they are trying to sell. However,

(8) _____ shows that not only is **(9)** _____ very strong but many consumers would rather pay slightly more for something they find **(10)**

_____ and are happy with, than risk changing to something they may well be **(11)** _____ with. In fact, advertisers are facing an increasingly difficult task of convincing us to buy anything. Of course, if advertising becomes more and more **(12)** _____ companies will have to find new ways of promoting their products and services.

B Complete the sentences using the adjective in brackets and the correct negative prefix.

(13) I know the supermarket is cheaper, but itôs so far away itôs _____ (*convenient*). **(14)** Relax and stop being so _____ (*patient*). I donôt want to buy the wrong thing. **(15)** The prices were just _____ (*believable*)! **(16)** Why do you say Iôm _____ (*loyal*)? If they put up the prices, of course Iôll buy a different brand! **(17)** I never believe any advertisements. They all seem so _____ (*probable*) to me!

C Complete 18ï 22 with the words in the box. There are three extra words.

boss	colleagues	do	make	receive	Sellotape®	send	Tipp-Ex®

(18) A: I canôt believe it. Are you sure the email isnôt in your inbox?

B: OK, Iôll _____ it again.

(19) Oh no! Iôve made another mistake. Can you pass me the _____, please?

(20) Just make sure that I _____ that report by tomorrow morning. If necessary, stay up and write it all night!

(21) Hey, Julie! Can you _____ some photocopying for me?

(22) I really hate my job. Working from 9 to 5 is bad enough, but when your _____ is as bad as mine é !

Grammar

D Complete the conversation with the correct word or phrase.

A: I prefer to pay slightly **(23)** *high / higher / highest* prices and be sure of the quality.

B: Yes, but the **(24)** *cheap / cheaper / cheapest* products are not always the **(25)** *bad / worse / worst*. Well-known brands are usually much **(26)** *as expensive as /*

more expensive than other similar products, but often the quality is not much **(27)** *good / better / best.* Look at this! This is just **(28)** *as good as / more good than* that one and itôs half the price!

A: Iôm sure you spend **(29)** *more money than / the most money* I do when you go shopping.

B: Yes, but you always buy **(30)** *few / fewer / fewest* things than I do, so of course you spend **(31)** *less / the least* money than me.

E Correct the mistakes in the sentences. There is one mistake in each sentence.

(32) This one is most expensive than that one, and Iôm sure itôs better quality.

_____

(33) Which of these is the more popular? _____

(34) This is the better one you can buy. _____

(35) It doesnôt look any different as this one._____

(36) Are you sure this is as good this one?_____

(37) Weôve had the fewer complaints about this one._____

(38) You really shouldnôt spend most money than that._____

Functional language

F Complete the sentences with verbs from the box. There is one extra verb.

ask	call	hold	take	speak	tell	say

(39) Can I _____ a message?

(40) Can you _____ me your name again, please?

(41) Can you _____ on a minute?

(42) Could you _____ that I called?

(43) Can I _____ to Rob Douglas, please?

(44) Could I _____ whoôs calling, please?

G Complete the conversation with the sentences from exercise F above.

Receptionist: Good morning, Baker & Douglas Limited.

Sara Dunbar: Good morning. **(45)** _____

Receptionist: Certainly. **(46)** _____

Sara Dunbar: Yes, itôs Sara Dunbar.

Receptionist: **(47)** _____

Sara Dunbar: Of course.

Receptionist: Iôm sorry, Mr Douglas is not available. **(48)** _____

Sara Dunbar: Yes. **(49)** _____

Receptionist: Certainly. **(50)** _____

Sara Dunbar: Yes, itôs Sara Dunbar.

FAN BO`YICHA UMUMIY SAVOLLAR

1. Where are you from?
7. Are you married?
8. How old are you?
9. Have you personal identity card?
10. Can you say about your family?
11. What do you know about the verb ñto beò?
12. What professions do you know?
13. Have you a pen-friend?
14. Where does Seumas live?
15. How old is she?
16. How many people live in on Gigha?
17. How many tourists visit Gigha in summer?
18. What does Seumas do in the morning?
19. What season is it now?
20. What are the seasons?
21. What month is it now?
22. When are the different seasons in your country?
23. What kind of schools did you go?
24. Do you have some good dictionary?
25. Can you speak English?
26. Where do people speak English language?
27. Which languages can you speak?
28. When were your grandparents and great-grandparents born?
29. Where were they born?
30. Do you know all their names?
31. How do we form the past simple of regular verbs?
32. Who is your first teacher?
33. What was your favourite subject?
34. Where did you live when you were a child?
35. When did you start school?
36. What did you do in the last years of the 20 th century?
37. What is your favourite fruit,vegetables?
38. Which food and drink comes from your country?
39. Which foreign and drink is popular in your country?
40. When did human history start?
41. How many sentences can you make?
42. Who is oldest person you know?
43. What do you know about their lives?
44. Why do you think they have lived so long?
45. What sort of music do you like?
46. What can animals do that people cant?
47. How do you like to communicate?
48. What is happening in information technology now?
49. What is good and bad about information technology today?

50.What do you like best about living in your country?
51.What would you miss if you lived abroad?
52.Do you know any foreigners living in your country?
53.What do they like about it?
54.What do they find different?
55.Why do choose this profession?

GLOSSARIY

accelerate, v	-tezlashtirmoq
accept, v	-qabul qilmoq, rozi
access	-kirish/olish/foydalanish
accident	-baxtsiz hodisa
accommodate, v	-moslashtirmoq, boshpana
accommodation	-bino, joy, boshpana,
accompany, v	-hamkor boimoq
accumulate, v	-jamg'armoq
accurate	-aniq, to'g'ri
actual	-haqiqiy, chinakkam
adjust, v	-muvofiqlashtirmoq,
adopt, v	-qabul qilmoq,
aerial	-antenna
advisable	-tavsiya etilgan
affect, v	-ta'sir etmoq
apparatus	-qurilma, apparat
angle	-burchak
application	-ariza, qo'llash (dorini),
apply, v	-murojaat qilmoq,
approach, v	-yaqinlashmoq, murojaat
approve, v	-ma'qul ko'rmoq, qabul
armoured	-zirhli, po'lat qoplangan
artificial	-sun'iy
assembling	-yig'ish, yig'uv
assembly shop	-yig'ma sex
assembly line	-konveyer
atom	-atom
attach, v	-biriktimoq
attain, v	-erishmoq (maqsadiga)
attempt	-urinish, harakat qilish
automatic	-avtomatik
automation	-avtomatizasiya
automobile	-avtomobil
axis (pi. axes)	-o'q (geometrik)
axle	-o'q val (g'ildirak
basic	-asosiy
basis	-asos
bearing	-tayanch (texnik)
blank	-bo'sh, yozilmagan
boiler	-bug' qozoni
brake	-tormoz
button	-tugmacha
buzzer	-signal
cabin	-kuzov (avtomobil)

cable -kabel
Calculate, v -hisoblamoq
cancel, v -bekor qilmoq, yo'qqa
carburettor -karbyurator
cardboard -karton
cargo -yuk
carrier -transportyor
cathode -katod
ceramic -keramik
chain -zanjir
charge -zaryad, yoqilg'i
chassis -shassi, rama (avtomobil)
circuit -elektro zanjir
circuitry -sxemalar
circular -aylana, doira
claim -arz, da'vo, talab
collaboration -hamkorlik
collision -to'qnashuv
combustion -yonish
component -qism, detal, komponent
computation -hisoblash
conductivity -o'tkazuvchanlik
conception -tushuntirish
convert, v -o'zgartmoq
copper -mis
correspond, v -mos kelmoq
craft -hunar
cryogenic -sovutuvchi
crystal -kristal
damage, v -zarar etkazmoq
darken -qorayтirilgan
data -ma'lumotlar
decision -qaror
declivity -qiyalik, nishablik
Decrease, v -qisqar(tir)moq
defect -nuqson
define, v -aniqlamoq, belgilab
degree -bosqich, daraja
delay -kechiktirish, muddatni
demand, v -talab qilmoq
dense -qalin, quyuq, zich
density -qalinlik, zichlik
deny, v -inkor etmoq
department -bo'lim, boshqarma, sex,
deposit -zahira
depth -chuqurlik
design, v -loyihalashtirmoq, reja
destroy, v -buzmoq
detail -tafsilot, detal
devise -mexanizm, pribor,
dial -quyosh soati, sefirblat,
differential -differentsial, airalib
digital -raqamli
dimension -o'lchov, o'lcham, hajm
disintegrate, v -bo'lmoq, tarkibiy

disorder -tartibsizlik
disposal -halos bo'lish
distinct -aniq, ravshan
distinguish, v -farq qilmoq, ajratmoq
dividend -foyda, divident
drawing -chizma
drill -parma
duration -davomiylik
edge -tig', qirra
effect -ta'sir, amalga oshirish
effective -ta'sirchan, ta'sirli
efficiency -unumdorlik, samaralilik
efficient -samarali, unumli, mohir
effort -uranish, zo'r berish
electron -elektron
electronics -elektronika

element '-element, qism
elevator -ko'targich, lift
eliminate, v -barbod qilmoq
elongate, v -uzaytirmoq, cho'zmoq
employ, v -qo'llamoq, foydalanmoq
enable, v -yordam bermoq,
encode, v -kodlamoq
engine -dvigatel, motor
enlarge, v -kengaymoq
equation -tenglashtirish, tenglama
equip, v -jihozlamoq
error -xato
escalator -eskalator
essential -asosiy
establish -qurmoq, tiklamoq, barpo
estimate -aniqlamoq, baholamoq
exact -aniq
expansion -kengayish, uzayish
explode, v -portlamoq
explore, v -tekshirmoq, qidirib
explosive -portlovchi aralashma
external -ichki
fabricate, v -tayyorlamoq
facility -jixoz, moslama,
failure -muvaffaqiyatsizlik
fasten, v -bog'lamoq
fibre -tola
firearm -o'qotar qurol
fit,v -moslamoq,
fix, v -o'rnatmoq, qotirmoq
flexible -egiluvchan
fluid -suyuqlik
focus -fokus, markaz
force -kuch
foundation -asos, fundament
fraction -hissa, bo'lak, ulush
fuel -yonilg'i
fulfil, v -bajarmoq, amalgam
gas -benzin, gazli
gasoline -benzin

gear -shisterna
gear wheel -tishli g'ildirak
generate, v -ishlab chiqarmoq
gravitation -gravitasiya, cho'zilish
hammer -bolg'a
handling -transportirovka
hardships -qiyinchiliklar
headlight -fara
heating -isitish
helium -geliy (element)
hydraulic -gidravlik
hydrogen -vodorod (element)
hypersonic -ultratovush
impact -turtki
incredible -haqiqatga to'g'ri
indestructible -buzilmas, mustahkam
induction -induksiya
inertia -inertsiya
insulate, v -ajratmoq, avirmoq
investigate, v -izlanish olib bormoq
involve, v -o'z ichiga olmoq, o'zida
item -punkt, paragraf
jet -oqim
label -etiketka, yorliq
lantern -fonar
lighten, v -engillashtirmoq, yoritmoq
limit, v -cheklamoq
link -bog'lamoq
load -yuk
machine -mashina, mexanizm
magnetic -magnitli
mark -belgi
missile -raketa, snaryad
mixture -aralashma
motion -harakat
mounting -montaj, yig'ish
overload, v -ortiqcha yuklamoq
pipe -truba
plane -yassilik
power -quvvat
precision -aniqlik
preliminary -oldingi, taxminiy
project -proekt
prove ,v -isbotlamoq
qualification -malaka
quantity -miqdor
radar -radar
rate -temp, tezlik, sur'at
ray -nur
reliability -ishonchli
remote -masofaviy
resistance -qarshilik
route -marshrut, yo'l
safe -xavfsiz
satellite -er yo'ldoshi
scale -kts'lam
schedule -reja, grafik

scheme	-sxema
screw	-vint
search	-qidiruv
self-moving	-o'zi
self-propelled	-o'zi yuradigan
shortage	-etishmovchilik
snappy	-jonli, harakatchan
solar	-quvoshli
solution	-qaror, aralashma,
source	-manbaa
speed	-tezlik
stable	-mustahkam
stabilizer	-stabilizator
standpoint	-nuqtai nazar
storage	-ombor

TA`LIM JARAYONINI TARTIBGA SOLUVCHI NҶ RMATIV -HUQUQIY HUJJATLAR

TA`LIM JARAYONINI TARTIBGA SOLUVCHI NҶRMATIV -HUQUQIY HUJJATLAR OôZBҚKISTҶN RҚSPUBLIKASINING KONSTITUTSIYASI

41-modda.

Har kim bilim olish huquqiga ega.

Bepul umumiy ta`lim olish davlat tomonidan kafolatlanadi.

Maktab ishlari davlat nazoratidadir.

O`ZBҚKISTҶN RҚSPUBLIKASINING QҶNUNI KADRLAR TAYYORLASH MILLIY DASTURI TO`G`RISIDA*

O`zbҷkisttsn Rҷspublikasi ʃliy Majlisi qartsr qiladi:

1. Kadrlar tayyorlash milliy dasturi tasdiqlansin.

2. O`zbҷkisttsn Rҷspublikasi Vazirlar Mahkamasi Kadrlar tayyorlash milliy dasturini btssqichmabtssqich ro`yobga chiqarish yuzasidan ktsmplҷks tadbirlar rҷjasini ishlab chiqib amalga tsshirsin. Davlat budjetini tasdiqlashda milliy dasturning mtsliyaviy va mtsddiy taômintstiga altshida eôtibtsr bҷrilsin.

O`zbҷkisttsn Rҷspublikasining
Prҷzidҷnti **I. KARIMʃV**

Ttsshkҷnt sh.,
1997-yil 29-avgust, 463-I-stsn

*** 1998-yil 28-martdan kuchga kirgan.**

Kadrlar tayyorlash milliy dasturi Umumiy qtsidalar

O`zbҷkisttsn Rҷspublikasi instsn huquqlari va erkinliklariga ritsya etilishini, jamiyatning maônaviy yangilanishini, ijtimtsiy yo`naltirilgan btsztsr iqtistsdiyotini shakllantirishni, jahtsn hamjamiyatiga qo`shilishni taôminlaydigan dҷmtskratik huquqiy davlat va tschiq fuqartslik jamiyati qurmtskda.

Instsn, uning har ttsmtsnlama uyg`un kamtsl ttspishi va fartsvtsnligi, shaҳs manfaatlarini ro`yobga chiqarishning shartsitlarini va taôsirchan mҷҳanizmlarini yaratish, eskirgan tafakkur va ijtimtsiy ҳulqatvtsrning andtszalarini o`zgartirish rҷspublikada amalga tsshirilayotgan isltshtstlarning astssiy maqsadi va harakatlantiruvchi kuchidir. ʍalqning btsy intҷllҷktual mҷrtssi va umumbashariy qadriyatlar astssida, zamtsnaviy madaniyat, iqtistsdiyot, fan, tҷҳnika va tҷҳntsltsgiyalarning yutuqlari astssida kadrlar tayyorlashning mukammal tizimini shakllantirish O`zbҷkisttsn taraqqiyotining muhim shartidir.

Kadrlar tayyorlash milliy dasturi «Taôlim to`g`risida»gi O`zbҷkisttsn Rҷspublikasi Qtsnunining qtsidalariga muvtsfiq htslda tayyorlangan bo`lib, milliy tajribaning tahlili va taôlim tizimidagi jahtsn miqyosidagi yutuqlar astssida tayyorlangan hamda yuksak umumiy va kasb-hunar madaniyatiga, ijtsdiy va ijtimtsiy fatsllikka, ijtimtsiy-siyosiy hayotda mustaqil ravishda mo`ljalni to`g`ri tsla bilish mahtsratiga ega bo`lgan, istiqbtsl vazifalarini ilgari surish va hal etishga qtsdir kadrlarning yangi avltsdini shakllantirishga yo`naltirilgandir.

Dastur kadrlar tayyorlash milliy mtsdҷlini ro`yobga chiqarishni, har ttsmtsnlama kamtsl ttspgan, jamiyatda turmushga mtsslashgan, taôlim va kasb-hunar dasturlarini tsngli ravishda tanlash va kҷyinchalik puҳta o`zlashtirish uchun ijtimtsiy-siyosiy, huquqiy, psiҳtsltsgik-pҷdagtsgik va btsshqa tarzdagi shartsitlarni yaratishni, jamiyat, davlat va tsila tsldida o`z javtsbgarligini his etadigan fuqartslarni tarbiyalashni nazarda tutadi.

1. Muammtslar va kadrlar tayyorlash tizimini tubdan isltsh qilish tsmillari

1.1. Rivtsjlanishning erishilgan darajasi

1.2. Kamchiliklar va muammtslar

1.3. Isltsh qilish tsmillari

2. Milliy dasturning maqsadi, vazifalari va uni ro`yobga chiqarish btssqichlari

2.1. Dasturning maqsad va vazifalari

Mazkur dasturning maqsadi taôlim stshasini tubdan isltsh qilish, uni o`tmishdan qtslgan mafkuraviy qarashlar va sarqitlardan to`la Ñaltss etish, rivtsjlangan dj mtskratik davlatlar darajasida, yuksak maônaviy va aÑltsqiy talablarga javtsb bj ruvchi yuqtsri malakali kadrlar tayyorlash Milliy tizimini yaratishdir.

Ushbu maqsadni ro`yobga chiqarish quyidagi vazifalar hal etilishini nazarda tutadi:

«Taôlim to`g`risida»gi O`zbj kisttsn Rj spublikasi Qtsnuniga muvtsfiq taôlim tizimini isltsh qilish, davlat va ntsdavlat taôlim muassasalari hamda taôlim va kadrlar tayyorlash stshasida raqtsbat muhitini shakllantirish nj gizida taôlim tizimini yagtsna o`quvilmiyishlab chiqarish majmui sifatida izchil rivtsjlantirishni taômінlash;

taôlim va kadrlar tayyorlash tizimini jamiyatda amalga tsshirilayotgan yangilanish, rivtsjlangan dj mtskratik huquqiy davlat qurilishi jarayonlariga mtsslash;

kadrlar tayyorlash tizimi muassasalarini yuqtsri malakali mutaÑassislar bilan taôminlash, pj dagtsgik fatsliyatning nufuzi va ijtimtsiy maqtsmini ko`tarish;

kadrlar tayyorlash tizimi va mazmunini mamlakatning ijtimtsiy va iqtistsdiy taraqqiyoti istiqbtsllaridan, jamiyat ehtiyojlaridan, fan, madaniyat, tj Ñnika va tj Ñntsltsgiyaning zamtsnaviy yutuqlaridan kj lib chiqqan htslda qayta qurish;

taôlim tsluvchilarni maônaviy-aÑltsqiy tarbiyalashning va maôrifiy ishlarning samarali shakllari hamda uslublarini ishlab chiqish va jtsriy etish;

taôlim va kadrlar tayyorlash, taôlim muassasalarini attj statsiyadan o`tkazish va akkrj ditatsiya qilish sifatiga bahts bj rishning Ñtslis tizimini jtsriy qilish;

yangi ijtimtsiyiqtistsdiy shartsitlarda taôlimning talab

qilinadigan darajasi va sifatini, kadrlar tayyorlash tizimining amalda fatsliyat ko`rsatishi va barkartsr rivtsjlanishining kaftslatlarini, ustuvtsrligini taôminltsvchi ntsrmativ, mtsddiy-tj Ñnika va aÑbtsrtst bazasini yaratish;

taôlim, fan va ishlab chiqarish samarali intj gratsiyalashuvini taôminlash, tayyorlanayotgan kadrlarning mikdtsri va sifatiga nisbatan davlatning talablarini, shuningdj k ntsdavlat tuzilmalari, ktsrÑtsnalar va tashkiltstlarning buyurtmalarini shakllantirishning' mj Ñanizmlarini ishlab chiqish;

uzluksiz taôlim va kadrlar tayyorlash tizimiga budjetdan tashqari mablag`lar, shu jumladan chj t el invj stitsiyalari jalb etishning rj al mj Ñanizmlarini ishlab chiqish va amaliyotga jtsriy etish;

kadrlar tayyorlash stshasida o`zarts manfaatli Ñalqarts hamktsrlikni rivtsjlantirish.

2.2. Dasturni ro`yobga chiqarish btssqichlari

Milliy dasturning maqsad va vazifalari btssqichmabtssqich ro`yobga chiqariladi.

Birinchi btssqich (1997 ð 2001 yillar) mavjud kadrlar tayyorlash tizimining ijtsbiy saltshiyatini saqlab qtslish astssida ushbu tizimni isltsh qilish va rivtsjlantirish uchun huquqiy, kadrlar jihatidan, ilmiyuslubiy, mtsliyaviymtsddiy shartshartsitlar yaratish.

Ushbu btssqichda kuyidagilarni amalga tsshirish zarur:

«Taðlim to`g`risida»gi Qtsnunga muvtsfiq taðlim tizimi mazmunini tarkibiy qayta qurish va tubdan yangilash;

pj dagtsg va ilmiy-pj dagtsg kadrlar tayyorlash hamda ularning malakasini tsshirishni zamtsn talablariga javtsb bj radigan darajada tashkil etish;

taðlim tsluvchilarning yuksak tayyorgarlilik darajasi, malakasi, madaniy va maônaviy-a□ltsqiy saviyasining sifatiga nisbatan qo`yiladigan zarur talablarni bj lgilab bj ruvchi davlat taðlim standartlarini yaratish va jtsriy etish;

o`quv-uslubiy majmualarning hamda taðlim jarayoni didaktik va a□btsrtst taômintstining yangi avltsdini ishlab chiqish va jtsriy etish;

o`rta ma□sus, kasb-hunar taðlimi uchun zarur mtsddiy-tj □nika, o`quv-uslubiy va kadrlar bazasini tayyorlash;

taðlim va kadrlar tayyorlashga budjetdan tashqari mablag`lar jalb etishning mj □anizmlarini taktsmillashtirish, davlat

taðlim muassasalari bilan bir qattsrda ntsdavlat taðlim muassasalarini rivtsjlantirishni ham nazarda tutgan htslda taðlim □izmati ko`rsatish stshasida raqtsbatga astsslangan muhitni vujudga kj ltirish;

taðlim muassasalari fatsliyatiga bahts bj rishning rj yting tizimini, kadrlar tayyorlash sifati va ularga bo`lgan ehtiyojning mtsnittsringini tslib btsrish tizimini ishlab chiqish va jtsriy etish;

□alqarts altsqalarni kj ngaytirish va kuchaytirish, kadrlar tayyorlashda □alqarts dtsntsrlik tashkiltstlari va ftsndlari fatsliyatiga tj gishli shartsitlar yaratish, shuningdj k rj spublika taðlim stshasiga chj t el invj stitsiyalarini jalb etish bo`yicha rj al chtsratadbirlar ishlab chiqish va ularni amalga tsshirish;

Kadrlar tayyorlash milliy dasturini ro`yobga chiqarishning mtsnittsringini tslib btsrish.

Ushbu btssqichda btslalarni tslti-j tti yoshdan maktabga qabul qilish, ularning jismtsniy va aqliy jihatdan rivtsjlanganligini eôtibtsrga tslgan htslda amalga tsshiriladi. Taqtszts etilayotgan o`quvchi o`rinlari zarur mtsddiy-tj □nika shartshartsitlari va pj dagtsg kadrlar bilan taôminlangan htslda izchil tayyorlanadi.

Birinchi btsskich bajarilishining mtsnittsringi astssida Milliy dasturni ro`yobga chiqarish yo`nalishlariga aniqliklar kiritiladi.

Ikkinchi btssqich (2001 ð 2005 yillar) Milliy dasturni to`liq ro`yobga chiqarish, mj hnat btsztsrining rivtsjlanishi va rj al ijtimtsiyiktistsdiy shartsitlarni histsbga tslgan htslda unga aniqliklar kiritish.

Majburiy umumiy o`rta va o`rta ma□sus, kasb□unar taðlimiga, shuningdj k o`quvchilarning qtsbiliyatlari va imktsniyatlariga qarab, tabaqalashtirilgan taðlimga o`tish to`lik, amalga tsshiriladi.

Taðlim muassasalarini ma□sus tayyorlangan malakali pj dagtsg kadrlar bilan to`ldirish taôminlanadi, ularning fatsliyatida raqtsbatga astsslangan muhit vujudga kj ltiriladi.

Taðlim muassasalarining mtsddiy-tj □nika va a□btsrtst bazasini mustahkamlash davtsm ettiriladi, o`kuv-tarbiya jarayoni yuqtsri sifatli o`quv adabiyotlari va ilg`tsr pj dagtsgik tj □ntsltsgiyalar bilan taôminlanadi. Uzluksiz taðlim tizimini a□btsrtstlashtirish amalga tsshiriladi.

Taðlim □izmat ko`rsatish btsztsrini shakllantirish mj □anizmlari to`liq ishga stslinadi.

Uchinchi btssqich (2005 va undan kj yingi yillar) to`plangan tajribani tahlil etish va umumlashtirish astssida, mamlakatni ijtimtsiyiqtistsdiy rivtsjlantirish istiqbtsllariga muvtsfik kadrlar tayyorlash tizimini taktsmillashtirish va yanada rivtsjlantirish.

Taôlim muassasalarining rj surs, kadrlar va a□btsrtst bazalari yanada mustahkamlanadi, o`quv-tarbiya jarayoni yangi o`quv-uslubiy majmualar, ilg`tsr pj dagtsgik tj □ntsltsgiyalar bilan to`liq taôminlanadi.

Milliy (elita) tsliy taôlim muassasalarini qartsr ttsptirish va rivtsjlantirish amalga tsshiriladi. Kasb-hunar taôlimi muassasalarining mustaqil fatsliyat yuritishi va o`zini o`zi btsshqarishi shakllari mustahkamlanadi.

Taôlim jarayonini a□btsrtstlashtirish, uzluksiz taôlim tizimi jahtsn a□btsrtst tarmtsg`iga ulanadigan ktsmpyutj r a□btsrtst tarmtsg`i bilan to`liq qamrab tslinadi.

3. Kadrlar tayyorlashning milliy mtsdj li

Kadrlar tayyorlash milliy mtsdj lining astssiy tarkibiy qismlari quyidagilardan ibtsratdir:

sha□s ð kadrlar tayyorlash tizimining btssh subôj kti va tsbôj kti, taôlim stshasidagi □izmatlarning istj ômtslchisi va ularni amalga tsshiruvchi;

davlat va jamiyat ð taôlim va kadrlar tayyorlash tizimining fatsliyatini tartibga stslish va naztsrat qilishni amalga tsshiruvchi'kadrlar tayyorlash va ularni qabul qilib tslishning kafillari;

uzluksiz taôlim malakali raqtsbatbardtssh kadrlar tayyorlashning astssi bo`lib, taôlimning barcha turlarini, davlat taôlim standartlarini, kadrlar tayyorlash tizimi tuzilmasi va uning fatsliyat ko`rsatish muhitini o`z ichiga tsladi;

fan yuktsri malakali muta□assislar tayyorltsvchi va ulardan ftsydalanuvchi, ilg`tsr pj dagtsgik va a□btsrtst tj □ntsltsgiyalarini ishlab chiquvchi;

ishlab chiqarish kadrlarga bo`lgan ehtiyojni, shuningdj k ularning tayyorgarlik sifati va saviyasiga nisbatan qo`yiladigan talablarni bj lgiltsvchi astssiy buyurtmachi, kadrlar tayyorlash tizimini mtsliya va mtsddiy-tj □nika jihatidan taôminlash jarayonining qatnashchisi.

Davlat va jamiyat uzluksiz taôlim va kadrlar tayyorlash tizimi barcha uchun tschiq bo`lishini va hayot o`zgarishlariga mtsslashuvchanligini taôminlaydi.

O`zbj kisttsn Rj spublikasi ttsmtsnidan instsn huquqlari, taôlim, btsla huquqi stshasidagi shartntsmalar va ktsnvj ntsiyalarning bajarilishi, kadrlar tayyorlash stshasida jahtsn ilg`tsr tajribasini histsbga tslish uzluksiz taôlim va kadrlar tayyorlash tizimining barcha jihatlariga da□ldtsr bo`lib, uning rivtsjlanishi tsmillaridan biridir.

3.1. Sha□s

Kadrlar tayyorlash stshasidagi davlat siyosati instsnni intj llj ktual va maônaviy-a□ltsqiy jihatdan tarbiyalash bilan uzviy btsg`liq bo`lgan uzluksiz taôlim tizimi tsrqali har ttsmtsnlama barkamtsl sha□s fuqartsni shakllantirishni nazarda tutadi. SHu tarzda fuqartsning eng astssiy ktsnstituttsiyaviy huquqlaridan biri bilim tslish, ijtsdiy qtsbiliyatni namtsyon etish, intj llj ktual jihatdan rivtsjlanish, kasbi bo`yicha mj hnat qilish huquqi ro`yobga chiqariladi.

«Taôlim to`g`risida»gi Qtsnun umumiy o`rta va o`rta ma□sus, kasb-hunar taôlimi standartlari tsrqali sifatli taôlim tslish, shuningdj k taôlim va kasb-hunar jihatdan tayyorgarlikning shakllari va turlarini tanlashni, uzluksiz malaka tsshirib btsrish, zarurat taqtszts etsa, tj gishli qayta tayyorgarlikdan o`tish huquqini va kj ng imktsniyatlarini nazarda tutadi.

Taôlim ¤izmatlarining istj ômtslchisi sifatida sha¤sga davlat taôlim standartlari tsrqali sifatli taôlim tslish va kasb-hunar tayyorgarligi ko`rish kaftslatlanadi. Taôlim tslish jarayonida sha¤s davlat taôlim standartlarida iftsda etilgan talablarni bajarishi shart.

SHa¤s taôlim ¤izmatlarining yaratuvchisi sifatida tj gishli malaka darajasini tslgach, taôlim, mtsddiy ishlab chiqarish, fan, madaniyat va ¤izmat ko`rsatish stshasida fatsliyat ko`rsatadi va o`z bilimi va tajribasini o`rgatishda ishtirtsk etadi.

3.2. Davlat va jamiyat

Davlat va jamiyat kadrlar tayyorlash tizimi amal qilishi va rivtsjlanishining kafillari, yuqtsri malakali raqtsbatbardtssh muta¤assislarni tayyorlash bo`yicha taôlim muassasalarining fatsliyatini uyg`unlashtiruvchi sifatida fatsliyat ko`rsatadi.

Davlat va jamiyat quyidagilarga, chuntsnchi:

Fuqartslarning bilim tslish, kasb tanlash va o`z malakasini tsshirish huquqlari ro`yobga chiqarilishiga;

Majburiy umumiy o`rta taôlim hamda akadj mik litsj y yoki kasb-hunar ktsllj jida taôlim tslish yo`nalishini tanlash huquqi astssida majburiy o`rta ma¤sus, kasb-hunar taôlimi tslishga;

Davlat grantlari yoki pullikshartntsmaviy astssda tsliy taôlim va tsliy o`quv yurtidan kj yingi taôlim tslish hukuqiga;

Davlat taôlim muassasalarini mablag` bilan taôminlashga;

Taôlim tsluvchilarning o`qishi, turmushi va dam tslishi uchun shartshartsitlar yaratish btsrasidagi vazifalar hal etilishida jamtsatchilik btsshqaruvini rivtsjlantirishga;

Taôlim jarayoni qatnashchilarini ijtimtsiy jihatdan qo`llabkuvvatlashga;

Stsg`liq va rivtsjlanishda nuqstsni bo`lgan sha¤slar taôlim tslishiga kaftslat bj radilar.

3.3. Uzluksiz taôlim

Uzluksiz taôlim kadrlar tayyorlash tizimining astssi, O`zbj kisttsn Rj spublikasining ijtimtsiyiqtistsdiy taraqqiyotini taôminltsvchi, sha¤s, jamiyat va davlatning iqtistsdiy, ijtimtsiy, ilmiytj ¤nikaviy va madaniy ehtiyojlarini ktsndiruvchi ustuvtsr stshadir.

Uzluksiz taôlim ijtsdktsr, ijtimtsiy fatsl, maônaviy btsy sha¤s shakllanishi va yuqtsri malakali raqtsbatbardtssh kadrlar ildam tayyorlanishi uchun zarur shartshartsitlar yaratadi.

3.3.1. Uzluksiz taôlimni tashkil etish va rivtsjlantirish printsiplari

3.3.2. Uzluksiz taôlimni isltsh qilish

3.3.3. Uzluksiz taôlim tizimi va turlari

Maktabgacha taôlim, Umumiy o`rta taôlim, O`rta-ma¤sus,
kasb-hunar taôlimi, ¤ liy taôlim

¤ liy taôlim o`rta ma¤sus, kasb-hunar taôlimi nj giziga astsslanadi hamda ikki (bakalavriat va magistratura) btssqichga ega.

¤ liy taôlim muassasalariga talabalar qabul qilish davlat grantlari nj gizida va pullikshartntsmaviy astssda amalga tsshiriladi.

Bakalavriat muta¤assisliklar yo`nalishi bo`yicha fundamj ntal va amaliy bilim bj radigan, taôlim muddati kamida to`rt yil davtsm etadigan tayanch tsliy taôlimdir.

Bakalavrlik dasturi tugallanganidan so`ng bitiruvchilarga davlat attj statsiyasi yakunlariga bintsan kasb bo`yicha "bakalavr" darajasi bj riladi va davlat ttsmtsnidan

tasdiqlangan namunadagi, kasb-hunar fatsliyati bilan shug`ullanish huquqini bj radigan dipltsm ttspshiriladi.

Magistratura aniq muta□assislik bo`yicha fundamj ntal va amaliy bilim bj radigan, bakalavriat nj gizida taôlim muddati kamida ikki yil davtsm etadigan tsliy taôlimdir.

«Magistr» darajasini bj radigan davlat malaka attj statsiyasi magistrlik dasturining intihtssidir. Magistrlarga davlat ttsmtsnidan tasdiqlangan namunadagi, kasb-hunar fatsliyati bilan shug`ullanish huquqini bj radigan dipltsm ttspshiriladi.

Ikki btssqichli tsliy taôlim tizimini tashkil etish va rivtsjlantirish uchun quyidagilarni amalga tsshirish zarur:

bakalavriat va magistratura uchun davlat taôlim standartlarini ishlab chiqish va jtsriy etish;

tsliy taôlim muassasalari uchun prtsfj sstsro`kituvchi kadrlar tayyorlash, shu jumladan chj t ellardagi j takchi o`kuv va ilmiy markazlarda tayyorlash;

tsliy taôlim muassasalarida tarkibiy o`zgartishlar o`tkazish;

tsliy taôlim muassasalari btsshqaruvini taktsmillashtirish, Au muassasalarning mustaqilligini kuchaytirish, muassislar, vasiylar kj ngashlari, jamtsat naztsrat kj ngashlari shaklidagi jamtsat btsshqaruvini jtsriy etish;

taôlimning fan va ishlab chiqarish bilan intj gratsiyasi taôsirchan mj □anizmlarini ishlab chiqish va amaliyotga jtsriy etish;

o`qishni, mustaqil bilim tslishni individuallashtirish hamda distantsitsn taôlim tizimi tj □ntsltsgiyasi va vtssitalarini ishlab chiqish va o`zlashtirish;

yangi pj dagtsgik va a□btsrtst tj □ntsltsgiyalari, tayyorgarlikning mtsdul tizimidan ftsydalangan htslda talabalarni o`qitishni jadallashtirish;

□alqning btsy maônaviy va intj llj ktual mj rtssi va umumbashariy qadriyatlar astssida taôlimning instsnparvarlik yo`nalishini taôminlash.

∫ liy o`quv yurtidan kj yingi taôlim

∫ liy o`quv yurtidan kj yingi taôlim jamiyatning tsliy malakali ilmiy va ilmiy-pj dagtsg kadrlarga bo`lgan ehtiyojlarini qtsndirishga, sha□sning ijtsdiy taôlimkasb-hunar manfaatlarini kantsatlantirishga qaratilgan.

∫ liy o`quv yurtidan kj yingi taôlimni tsliy o`kuv yurtlarida va ilmiytadqiqtst muassasalarida (aspirantura, adôyunktura, dtsktttsrantura, mustaqil tadqiqtstchilik) tslish mumkin. ∫ liy o`quv yurtidan kj yingi taôlim btssqichlari (aspirantura, dtsktttsrantura) dissj rtatsiya himtsyasi bilan yakunlanadi. YAkuniy davlat attj statsyasi natijalariga ko`ra tj gishli ravishda fan ntsmztsdi va fan dtsktttsri ilmiy darajasi bj rilib, davlat ttsmtsnidan tasdiqlangan namunadagi dipltsmlar ttspshiriladi.

∫ liy o`quv yurtidan kj yingi taôlimni qo`llabquvvatlash va rivtsjlantirish tadbirlari quyidagilarni o`z ichiga tsladi:

«Taôlim to`g`risida»gi Qtsnunga hamda mamlakatni ijtimtsiy va iqtistsdiy rivtsjlantirish istiqbtsllariga muvtsfiq tsliy malakali ilmiy va ilmiy-pj dagtsg kadrlarni tayyorlash va attj statsiyadan o`tkazish tizimini taktsmillashtirish;

kasb taôlimi tizimi uchun tsliy malakali ilmiy-pj dagtsg kadrlarni hamda ilg`tsr pj dagtsgik tj □ntsltsgiyalar stshasida ilmiy kadrlarni ustuvtsr ravishda tayyorlash;

rivtsjlangan mamlakatlarning ilg`tsr taôlim muassasalari va ilmiy markazlarida ustuvtsr yo`nalishlar bo`yicha tsliy malakali ilmiy va ilmiy-pj dagtsg kadrlar tayyorlanishi uchun shartsitlar yaratib bj rish;

fan, tj¸Ñntsltsgiya va taôlim stshasida rivtsjlangan mamlakatlar bilan Ñalqarts hamktsrlikni chuqurlashtirish.

Kadrlar malakasini tsshirish va ularni qayta tayyorlash

adrlar malakasini tsshirish va ularni qayta tayyorlash mutaÑassislarning kasb bilimlari va ko`nikmalarini yangilash hamda chuqurlashtirishga karatilgan. Kadrlar malakasini tsshirish va ularni qayta tayyorlash taôlim muassasalaridagi o`qish natijalariga ko`ra davlat ttsmtsnidan tasdiqlangan namunadagi guvtshntsma yoki sj¸rtifikat ttspshiriladi.

Kadrlar malakasini tsshirish va ularni qayta tayyorlash tizimini tashkil etish va rivtsjlantirish uchun quyidagilar za

RUR:

kadrlar malakasini tsshirish va ularni qayta tayyorlash ti

zimi fatsliyatida yangicha tarkib, mazmun hamda bu tizimni btsshqarishni shakllantirish;

yuqtsri malakali o`qituvchimutaÑassis kadrlar tayyorlash va stshani ular bilan to`ldirib btsrishni taôminlash;

kadrlar malakasini tsshirish va ularni qayta tayyorlash tizimining bu stshada raqtsbatga astsslangan muhitni shakllantirishni va samarali fatsliyat tslib btsrishni taôminltsvchi ntsrmativ bazasini yaratish;

kadrlar malakasini tsshirish va ularni qayta tayyorlash taôlim muassasalarini davlat attj¸statsiyasi va akkrj¸ditatsiyasidan o`tkazish tizimini ishlab chiqish va amaliyotga jtsriy etish;

iqtistsdiyotning davlat va ntsdavlat sj¸kttsrlari, mulkchilikning turli shaklidagi tashkiltst va muassasalarning talabehtiyojlariga muvtsfiq kadrlar va mutaÑassislarni ildam qayta tayyorlash va ularning malakasini tsshirishni taôminltsvchi davlat va ntsdavlat taôlim muassasalarini tashkil etish va rivtsjlantirishga ko`maklashish;

prtsfj¸ssitsnal trj¸ningning ilg`tsr tj¸Ñntsltsgiya va uskunalarini, shuningdj¸k murakkab, fan yutuqlarini talab qiluvchi tj¸Ñntsltsgiya jarayonlari imitattsrlarini ishlab chiqish, yaratish va amaliy o`zlashtirib tslish.

Maktabdan tashqari taôlim

Btslalar va o`smirlarning taôlimga bo`lgan, yakka tartibdagi, tsrtib btsruvchi talabehtiyojlarini qtsndirish, ularning bo`sh vaktini va dam tslishini tashkil etish uchun davlat tsrganlari, jamtsat tashkiltstlari, shuningdj¸k btsshqa yuridik va jismtsniy shaÑslar madaniy estj¸tik, ilmiy, tj¸Ñnikaviy, sptsrt va btsshqa yo`nalishlarda maktabdan tashkari davlat va ntsdavlat taôlim muassasalarini tashkil etadilar.

Maktabdan tashqari taôlimni rivtsjlantirish, uning tuzilmasi va mazmunmundarijasini taktsmillashtirish vazifalarini hal etish uchun quyidagilarni amalga tsshirish kj¸rak:

taôlim bj¸rish va kamtsl ttsptirishga yo`naltirilgan Ñizmatlar ko`rsatuvchi muassasalar tarmtsg`ini kj¸ngaytirish va bunday Ñizmatlar turlarini ko`paytirish;

milliy pj¸dagtsgik kadriyatlarga astsslangan va jahtsndagi ilg`tsr tajribani intsbatga tsluvchi dasturlar va uslubiy matj¸riallar ishlab chiqish;

o`quvchilarning bo`sh vaqtini tashkil etishning, shu jumladan tsmmaviy sptsrt va jismtsniy tarbiyastsg`ltsmlashtirish tadbirlarining, btslalar turizmining, Ñalq hunarmandchiligining mavjud turlari va shakllarini taktsmillashtirish, milliy turlari va shakllarini tiklash hamda amaliyotga jtsriy etish.

3.4. Kadrlar tayyorlash tizimida fan

Kadrlar tayyorlash milliy mtsdjli salmtsqli eljmjnt sifatida fanni o`z ichiga tsladi, bu stshada:

tabiat va jamiyat taraqqiyoti qtsnuniyatlari to`g`risidagi yangi fundamjntal va amaliy bilimlar shakllanadi, kadrlar tayyorlash tizimida tsmmalashtirish, o`rganish va ftsydalanish uchun kjrakli ilmiy natijalar jamlanadi;

tsliy malakali ilmiy va pjdagtsg kadrlar tayyorlash amalga tsshiriladi;

kadrlar tayyorlash jarayonini ilmiytadqiqtst jihatidan taôminlash infrastrukturasi vujudga kjltiriladi, taôlimning aPbtsrtst tarmtsqlarida ftsydalanish maqsadida bilimning turli stshalari bo`yicha aPbtsrtst bazasi shakllantiriladi;

mamlakatimiz ilm-fanining jahtsn ilm-faniga intjgratsiyasi stsdir bo`ladi, zamtsnaviy ilm-fan va tjPntsltsgiyalarning eng muhim muammtslarini hal etish uchun ilmiy yutuqlar va kadrlarni Palqarts miqyosda almashinuv amalga tsshiriladi.

Kadrlar tayyorlash tizimiga ilm-fanning uzviy ravishda kirib btsrishi uchun quyidagilar zarur:

ilg`tsr pjdagtsgik tjPntsltsgiyalarni yaratish va o`zlashtirish yuzasidan maqsadli inntsvatsiya ltsyihalarini shakllantirish va amalga tsshirish yo`li bilan ilm-fanning taôlim amaliyoti bilan altsqasini taôminlash chtsratadbilarini ishlab chiqish;

ilg`tsr aPbtsrtst va pjdagtsgik tjPntsltsgiyalarni jtsriy etish uchun ekspjrimjntal maydtsnchalar barpts etish tsrqali ilmiy tadqiqtstlar natijalarini o`quv-tarbiya jarayoniga o`z vaqtida jtsriy etish mjPanizmini ro`yobga chiqarish;

Kadrlar tayyorlash milliy dasturini samarali tarzda bajarishni taôminlash yuzasidan ilmiytadqiqtst ishlarini tslib btsrish;

yuqtsri malakali kadrlar tayyorlash sifatini tsshirish, yoshlarning ilmiy ijtsdiyotini har ttsmtsnlama qo`llabquvvatlash;

taôlim muassasalarida ilmiytadqiqtst va ilmiy-pjdagtsgik ishlar darajasini bahtslashga zamtsnaviy yondashuvni ro`yobga chiqarish, ilmiy tadqiqtstlar va tjPntsltsgik ishlanmalar natijalari tijtsratlashuvi astssida tslimlarning tsbro` eôtibtsri va ijtimtsiy maqtsmini tsshirish;

mamlakat ilm-fanining Palqarts ilmiy hamjamiyatga intjgratsiyasini fatsllashtirish, taôlim stshasi va kadrlar tayyorlashni taktsmillashtirish maqsadida ilmiy yutuqlar va tslimlar bilan o`zarts almashinuv jarayonini kuchaytirish;

fan va tjPntsltsgiyalar stshasidagi fatsliyatni maônaviy va mtsddiy rag`batlantirish tiziminy ishlab chiqish, talabalar va yosh tslimlarning ilmiy yutuqlari uchun maPsus muktsftstlar va stsvrinlar taôsis etish, maPsus stipjndiyalar stsnini ko`paytirish, yoshlar ilmiytjPnika ijtsdiyotining dtsimiy ishlaydigan ko`rgazma va eksptszitsiyalarini tashkil etish.

3.5. Kadrlar tayyorlash tizimida ishlab chiqarish

4. Kadrlar tayyorlash tizimini rivtsjlantirishning astssiy yo`nalishlari

4.1. Taôlimning uzluksizligini taôminlash

4.2. Pjdagtsg va ilmiy-pjdagtsg kadrlar tayyorlash, qayta tayyorlash va ularning malakasini tsshirish

4.3. Taôlim jarayonini mazmunan isltsh qilish

4.4. Maônaviy-aPltsqiy tarbiya va maôrifiy ishlar

4.5. Iqtidtsrli btslalar va istjôdtsdli yoshlar

4.6. Taôlim tizimini btsshqarish

4.7. Kasb-hunar taðlimi sifatini nazts rat qilish tizimini shakllantirish

4.8. Taðlim tizimini mtsliyalash

4.9.Mtsddiy-tj¬nika taômintsti

4.10. Taðlim tizimining ya¬lit a¬btsrtst maktsnini vujudga kj¬ltirish

4.11. Taðlim ¬izmati ko`rsatish btszts rini rivtsjlantirish

4.12. Taðlim stshasida ijtimtsiy kaftslatlarni taôminlash hamda bu stshani davlat ttsmtsnidan qo`llab-

quvvatlash

4.13. Fan bilan taðlim jarayoni altsqalarini rivtsjlantirish

4.14. Ishlab chiqarish va taðlim tizimi intj¬gratsiyalashuvini rivtsjlantirish

4.15. Taðlim va kadrlar tayyorlash stshasidagi ¬alqarts hamktsrlik

4. Milliy dasturni ro`yobga chiqarishga dtsir tashkiliy chtsra-tadbirlar

OôZBţ KISTJ N Rţ SPUBLIKASINING QJ NUNI TAðLIM TOôGôRISIDA[1]

I. UMUMIY QJ IDALAR

1-mtsdda. Ushbu Qtsnunning maqsadi

Ushbu Qtsnun fuqartslarga taðlim, tarbiya bj¬rish, kasb-hunar oôrgatishning huquqiy astsslarini bj¬lgilaydi hamda har kimning bilim tslishdan ibtsrat ktsnstitutsiyaviy huquqini taôminlashga qaratilgan.

2-mtsdda. Taðlim toôgôrisidagi qtsnun hujjatlari

Taðlim toôgôrisidagi qtsnun hujjatlari ushbu Qtsnunda hamda btsshqa qtsnun hujjatlaridan ibtsrat.Qtsraqalptsgôisttsn Rj¬spublikasi taðlim stshasidagi muntssabatlar Qtsraqalptsgôisttsn Rj¬spublikasining qtsnun hujjatlari bilan ham tartibga stslinadi.

Agar Oôzbj¬kisttsn Rj¬spublikasining ¬alqarts shartntsmasida taðlim toôgôrisidagi qtsnun hujjatlaridagidan oôzgacha qtsidalar bj¬lgilangan boðlsa, ¬alqarts shartntsma qtsidalari qoðllaniladi.

3-mtsdda. Taðlim stshasidagi davlat siyosatining astssiy prinsiplari.

Taðlim Oôzbj¬kisttsn Rj¬spublikasi ijtimtsiy taraqqiyoti stshasida ustuvtsr dj¬b eðltsn qilinadi.

Taðlim stshasidagi davlat siyosatining astssiy printsiplari quyidagilardan ibtsrat:

Åtaðlim va tarbiyaning instsnparvar, dj¬mktsratik ¬araktj¬rda ekanligi;

Åtaðlimning uzluksizligi va izchilligi;

Åumumiy oôrta, shuningdj¬k oôrta ma¬sus, kasb-hunar taðlimining majburiyligi;

Åoôrta ma¬sus, kasb-hunar taðlymining yoônalishini: akadj¬mik litsj¬yda yoki kasb-hunar ktsllj¬jida oôqishni tanlashning i¬tiyoriyligi;

Åtaðlim tizimining dunyoviy ¬araktj¬rda ekanligi;

Ådavlat taðlim standartlari dtsirasida taðlim tslishning hamma uchun tschiqligi;

Åtaðlim dasturlarini tanlashga yagtsna va tabaqalashtirilgan yondashuv;

Åbilimli boðlishni va istj¬ôdtsdni ragôbatlantirish;

Åtaðlim tizimida davlat va jamtsat btsshqaruvini uygôunlashtirish.

4-mtsdda. Bilim tslish huquqi

Jinsi, tili, yoshi, irqi, milliy mansubligi, eôtiqtsdi, dinga muntssabati, ijtimtsiy kj¬lib chiqishi, ¬izmat turi, ijtimtsiy mavqj¬i, turar jtsyi, Oôzbj¬kisttsn Rj¬spublikasi hududida qancha vaqt yashayotganligidan qatôi nazar, har kimga bilim tslishda tj¬ng huquqdar kaftslatlanadi.

[1] Ozbekiston Respublikasi Oliy Majlisining 1997-yil 29-avgustdagi 465-I-son qarori bilan 1997-yil 30-avgustdan kuchga kiritilgan.

Bilim tslish huquqi:

Å davlat va ntsdavlat taðlim muassasalarini rivtsjlantirish;

ishlab chiqarishdan ajralgan va ajralmagan htslda taðlim tslishni tashkil etish;

Åaðlim va kadrlar tayyorlash davlat dasturlari astssida bj pul oôqitish, shuningdj k, taðlim muassasalarida shartntsma astssida toðltsv evaziga kasb-hunar oôrgatish;

- barcha turdagi taðlim muassasalarining bitiruvchilari kj yingi btssqichdagi oôquv yurtlariga kirishda tj ng huquqlarga ega boðlishi;
- tsilada yoki oôzi mustaqil ravishda bilim tslgan fuqartslarga akkrj ditatsiyadan oôtgan taðlim muassasalarida ekstj rnat tartibida attj statsiyadan oôtish huquqini bj rish tsrqali taôminlanadi.

Rj spublikada istiqtsmat qilayotgan fuqartsligi boðlmagan sha□slar bilim tslishda Uzbj kisttsn Rj spublikasi fuqartslari bilan tj ng huquqlarga ega.

5-mtsdda. Pj dagtsgik fatsliyat bilan shugôullanish huquqi

Tj gishli maðlumtsti, kasb tayyorgarligi btsr va yuksak a□ltsqiy fazilatlarga ega boðlgan sha□slar pj dagtsgik fatsliyat bilan shugôullanish huquqiga ega.

Pj dagtsg □tsdimlarni tsliy oôquv yurtlariga ishga qabul qilish Oôzbj kisttsn Rj spublikasi Vazirlar Mahkamasi tasdiqlagan Niztsmga muvtsfiq tanltsv astssida amalga tsshiriladi.

Pj dagtsgik fatsliyat bilan shugôullanish sud hukmiga astssan man etilgan sha□slarning taðlim muassasalarida bu fatsliyat bilan shugôullanishiga yoðl qoôyilmaydi.

6-mtsdda. Taðlim muassasasining huquqiy maqtsmi

Taðlim muassasasini akkrj ditatsiyalash vaktslatli davlat tsrgani ttsmtsnidan attj statsiyaga astssan amalga tsshiriladi.

Taðlim muassasaj i yuridik sha□s boðlib, qtsnun hujjatlarida bj lgilangan tartibda barpts etiladi. Ntsdavlat taðlim muassasasi Oôzbj kisttsn Rj spublikasi Vazirlar Mahkamasi bj lgilagan tartibda davlat akkrj ditatsiyasidan oôtgan paytdan btsshlab yuridik sha□s huquklari va taðlim fatsliyati bilan shugôullanish huquqiga ega boðladi.

Taðlim muassasasi qtsnun hujjatlariga muvtsfiq ishlab chiqilgan ustav astssida fatsliyat koôrsatadi.

Taðlim muassasasi attj statsiya natijalariga bintsan davlat akkrj ditatsiyasidan mahrum etilishi mumkin.

Taðlim muassasalari oôquv-tarbiya majmualariga hamda oôquv-ilmiy-ishlab chiqarish birlashmalari va uyushmalariga birlashishga haqsh.

Taðlim muassasalari ustavda bj lgilangan vazifalariga muvtsfiq pulli taðlim □izmatlari koôrsatish, shuningdj k tadbirktsrlik fatsliyatining btsshqa turlari bilan shugôullanishga haqli.

7-mtsdda. Davlat taðlim standartlari

Davlat taðlim standartlari umumiy oôrta, oôrta ma□sus, kasb-hunar va tsliy taðlim mazmuniga hamda sifatiga qoôyiladigan talablarni bj lgilaydi.

Davlat taðlim standartlarini bajarish Oôzbj kisttsn Rj spublikasinyng barcha taðlim muassasalari uchun majburiydir.

8-mtsdda. Taðlim bj rish tili

Taðlim muassasalarida taðlim bj rish tilidan ftsydalanish tartibi «Davlat tili haqida»gi Oôzbj kisttsn Rj spublikasi Qtsnuni bilan tartibga stslinadi.

II. TAðLIM TIZIMI VA TURLARI

9-mtsdda. Taðlim tizimi

Oâzbj kisttsn Rj spublikasining taâlim tizimi quyidagilarni oâz ichiga tsladi:

Ådavlat taâlim standartlariga muvtsfiq taâliM dasturlarini amalga tsshiruvchi davlat va ntsdavlat taâlim muassasalari;

Åtaâlim tiziminingfatsliyat koârsatishi va rivtsjlanishini taâminlash uchun zarur boâlgan tadqiqtst mshlarini bajaruvchi ilmiy-pj dagtsgik muassasalar;

Åtaâlim sts-asidagi davlat btsshqaruv tsrganlari, shuningdj k ularga qarashli ktsr-tsnalar, muassasalar va tashkiltstlar.

Oâzbj kisttsn Rj spublikasining taâlim tizimi yagtsna va uzluksizdir.

10-mtsdda. Taâlim turlari

Oâzbj kisttsn Rj spublikasida taâlim quyidagi turlarda amalga tsshiriladi:

Å maktabgacha taâlim;

Åumumiy oârta taâlim;

Åoârta ma-sus, kasb-hunar taâlimi;

Åtsliy taâlim;

Åtsliy oâquv yurtidan kj yingi taâlim;

kadrlar malakasini tsshirish va ularni qayta tayyorlash;

maktabdan tashqari taâlim.

11-mtsdda. Maktabgacha taâlim

Maktabgacha taâlim btsla sha-sini stsgâltsm va j tuk, maktabda oâqishga tayyorlangan tarzda shakllantirish maqsadini koâzlaydi. Bu taâlim tslti-j tti yoshgacha tsilada, btslalar btsgâchasida va mulk shaklidan qaâtiy nazar btsshqa taâlim muassasalarida tslib btsriladi.

12-mtsdda. Umumiy oârta taâlim

Umumiy oârta taâlim btssqichlari quyidagicha:

1. btsshlangâich taâlim (1-1V sinflar);

2.umumiy oârta taâlim (1-1ʍ sinflar).

Btsshlangâich taâlim umumiy oârta taâlim tslish uchun zarur boâlgan savtsd-tsnlik, bilim va koânikma astsslarini shakllantirishga qaratilgandir. Maktabning birinchi sinfiga btslalar tslti-yotgi yoshdan qabul qilinadi.

Umumiy oârta taâlim bilimlarning zarur hajmini bj radi, mustaqil fikrlash, tashkiltstchilik qtsbiliyati va amaliy tajriba koânikmalarini rivtsjlantiradi, dastlabki tarzda kasbga yoânaltirishga va taâlimning navbatdagi btssqichini tanlashga yordam bj radi.

Btslalarning qtsbiliyati, istj âdtsdini rivtsjlantirish uchun i-tistsslashtirilgan maktablar tashkil etilishi mumkin.

13-mtsdda. Oârta ma-sus, kasb-hunar taâlimi

Oârta ma-sus, kasb-hunar taâlimi tslish maqsadida har kim umumiy oârta taâlim astssida akadj mik litsj yda yoki kasb-hunar ktsllj jida oâqishning yoânalishini i-tiyoriy ravishda tanlash huquqiga ega.

Akadj mik litsj ylar va kasb-hunar ktsllj jlari egallangan kasb-hunar boâyicha ishlash huquqini bj radigan hamda bunday ish yoki taâlimni navbatdagi btssqichda davtsm ettirish uchun astss boâladigan oârta ma-sus, kasb-hunar taâlimi bj radi.

Akadj mik litsj y oâquvchilarning intj llj ktual qtsbiliyatlarini jadal oâstirishni, ularning chuqur, tabaqalashtirilgan va kasb-hunarga yoânaltirilgan bilim tslishlarini taâminlaydigan uch yillik oârta ma-sus oâquv yurtidir.

Kasb-hunar ktsllj ji oôquvchilarning kasb-hunarga mtsyilligi, mahtsrat va malakasini chuqur rivtsjlantirishni, tanlangan kasblar boôyicha bir yoki bir nj cha i-tistss tslishni taôminlaydigan uch yillik oôrta kasb-hunar oôquv yurtidir.

14-mtsdda. ∫ liy taôlim

∫ liy taôlim yuqtsri malakali muta-assislar tayyorlashni taôminlaydi.

∫ liy maôlumtstli muta-assislar tayyorlash tsliy oôquv yurtlarida (univj rsitj tlar, akadj miyalar, institutlar va tsliy maktabning btsshqa taôlim muassasalarida) oôrta ma-sus, kasb-hunar taôlimi astssida amalga tsshiriladi.

∫ liy taôlim ikki btssqichga: davlat ttsmtsnidan tasdiqlangan namunadagi tsliy maôlumtst toôgôrisidagi hujjatlar bilan dalillanuvchi bakalavriat va magistraturaga ega.

Bakalavriat tsliy taôlim yoônalishlaridan biri boôyicha pu-ta bilim bj radigan, oôqish muddati kamida toôrt yil boôlgan tayanch tsliy taôlimdir.

Magistratura aniq muta-assislik boôyicha bakalavriat nj gizida kamida ikki yil davtsm etadigan tsliy taôlimdir,

Fuqartslar ikkinchi va undan kj yingi tsliy maôlumtstni shartntsma astssida tslishga haqlidirlar.

15-mtsdda. ∫ liy oôquv yurtidan kj yingi taôlim

∫ liy oôquv yurtidan kj yingi taôlim jamiyatning yuqtsri malakali ilmiy-pj dagtsgik kadrlarga boôlgan ehtiyojlarini taôminlashga qaratilgandir. ∫ liy oôquv yurtidan kj yingi taôlim tsliy oôquv yurtlari va ilmiy-tadqiqtst muassasalarida (aspirantura, adôyunktura, dtskttsrantura, mustaqil tadqiqtstchilik) tslinishi mumkin.

Ilmiy va ilmiy-pj dagtsgik kadrlarni tayyorlash, ilmiy darajalar va unvtsnlar bj rish tartibi qtsnun hujjatlarida bj lgilanadi.

16-mtsdda. Kadrlar malakasini tsshirish va ularni qayta tayyorlash

Kadrlar malakasini tsshirish va ularni qayta tayyorlash kasb bilimlari va koônikmalarini chuqurlashtirish hamda yangilashni taôminlaydi.

Kadrlar malakasini tsshirish va ularni qayta tayyorlash tartibi Oôzbj kisttsn Rj spublikasi Vazirlar Mahkamasi ttsmtsnidan bj lgilanadi.

17-mtsdda. Maktabdan tashqari taôlim

Btslalar va oôsmirlarning yakka tartibdagi ehtiyojlarini qtsndirish, ularning boôsh vaqti va dam tslishini tashkil etish uchun davlat tsrganlari, jamtsat birlashmalari, shuningdj k btsshqa yuridik va jismtsniy sha-slar madaniy-estj tik, ilmiy, tj -nikaviy, sptsrt va btsshqa yoônalishlarda maktabdan tashqari taôlim muassasalarini tashkil etishlari mumkin.

Maktabdan tashqari taôlim muassasalariga btslalar, oôsmirlar ijtsdiyoti sartsylari, uylari, klublari va markazlari, btslalar-oôsmirlar sptsrt maktablari, sanôat maktablari, musiqa maktablari, studiyalar, kutub-tsnalar, stsgôltsmlashtirish muassasalari va btsshqa muassasalar kiradi.

Maktabdan tashqari taôlim muassasalarini tashkil etish va ularning fatsliyat koôrsatish tartibi qtsnun -ujjatlarida bj lgilab koôyiladi.

18-mtsdda. ∫ iladagi taôlim va mustaqil ravishda taôlim tslish

Davlat tsilada taôlim tslishga va mustaqil ravishda taôlim tslishga koômaklashadi. Btslalarni tsilada oôqitish va mustaqil ravishda taôlim tslish tj gishli taôlim muassasalarining dasturlari boôyicha amalga tsshiriladi. Taôlim tsluvchilarga vaktslatli davlat muassasalari ttsmtsnidan uslubiy, maslahat va btsshqa yoôsinda yordam koôrsatiladi.

19-mtsdda. Taôlim toôgôrisidagi hujjatlar

Akkrj ditatsiya qilingan taôlim muassasalarining bitiruvchilariga davlat ttsmtsnidan tasdiklangan namunadagi maôlumtst toôgôrisidagi hujjat (shahtsdatntsma, dipltsm, sj rtifikat, guvtshntsma) bj riladi. Davlat ttsmtsnidan tasdiklangan namunadagi maôlumtst toôgôrisidagi hujjat tsilada taôlim tslgan yoki mustaqil ravishda bilim tslgan va akrrj ditatsiya qilingan taôlim muassasalarining tj gishli taôlim dasturlari boôyicha ekstj rn tartibida imtihtsnlar ttspshirgan shaÑslarga ham bj riladi, davlat taôlim muassasalarida oôqitilishi shart boôlgan va roôyÑati Oôzbj kisttsn Rj spublikasi Vazirlar Mahkamasi ttsmtsnidan bj lgilab qoôyiladigan mutaÑassisliklar bundan mustasnts.

J liy maôlumtst toôgôrisidagi dipltsmga oôzlashtirilgan fanlar roôyÑati, ularning hajmlari va fanlarga qoôyilgan bahtslar yozilgan varaqa iltsva qilinadi.

Dissj rtatsiya himtsya qilgan shaÑslarga bj lgilangan tartibda fan ntsmztsdi yoki fan dtskttsri ilmiy darajasi bj riladi va davlat ttsmtsnidan tasdiqlangan namunadagi dipltsm ttspshiriladi.

Davlat taôlim standartlariga mtss kj lgan taqdirda Oôzbj kisttsn Rj spublikasi bilan Ñtsrijiy davlatlarning hukumatlari oôrtasidagi ikki ttsmtsnlama bitimlar astssida har ikki ttsmtsnning maôlumtst toôgôrisidagi hujjatlari bj lgilangan tartibda oôzarts tan tslinishi mumkin.

Tj gishli btssqichdagi taôlimni tugallamagan shaÑslarga bj lgilangan namunadagi maôlumtstntsma bj riladi.

Davlat tasdiqlagan namunadagi maôlumtst toôgôrisidagi hujjat navbatdagi btssqich taôlim muassasalarida taôlim tslishni davtsm ettirish yoki tj gishli iÑtistss boôyicha ishlash huquqini bj radi.

III. TAôLIM JARAYONI QATNASHCHILARINI IJTIMJ IY HIMJ YA QILISH

20-mtsdda. Taôlim tsluvchilarni ijtimtsiy himtsya qilish

Taôlim muassasasida taôlim tsluvchilar qtsnun Ñujjatlariga va ntsrmativ hujjatlarga muvtsfiq imtiyozlar, stipj ndiya va yottsqÑtsnada jtsy bilan taômin lanadi.

21-mtsdda. Taôlim muassasalari Ñtsdimlarini ijtimtsiy himtsya qilish

Taôlim muassasalari Ñtsdimlariga ish vaqtining qisqartirilgan muddati bj lgilanadi, haqi toôlanadigan yillik uzaytirilgan taôtillar va qtsnun hujjatlarida nazarda tutilgan imtiyozlar bj riladi.

Taôlim muassasalari ish haqiga moôljallangan mavjud mablagôlar dtsirasida mustaqil ravishda stavkalar, mansab tskladlariga tabaqalashtirilgan ustama bj lgilashga hamda mj hnatga haq toôlash va ragôbatlantirishning turli shakllarini qoôllashga haqli.

22-mtsdda. Yetim btslalarni va tsta-tsnalarining yoki btsshqa qtsnuniy vakillarining vasiyligisiz qtslgan btslalarni oôqitish

Yetim btslalarni va tsta-tsnalarining yoki btsshqa qtsnuniy vakillarining vasiyligisiz qtslgan btslalarni oôqitish va ularni btsqish davlatning toôla taômintsti astssida qtsnun hujjatlarida bj lgilangan tartibda amalga tsshiriladi.

23-modda. Jismoniy yoki ruhiy rivojlanishida nuqsoni bo`lgan bolalar va o`smirlarni o`qitish

24-modda. Ijtimoiy yordamga va tiklanishga muhtoj bo`lgan shaxslar uchun o`quv-tarbiya muassasalari

IV. TAÔLIM TIZIMINI BJ SHQARISH

25-mtsdda. Oôzbjkisttsn Rjspublikasi Vazirlar Mahkamasining taôlim stshasidagi vaktslatlari

Oôzbjkisttsn Rjspublikasi Vazirlar Mahkamasining taôlim stshasidagi vaktslatlariga quyidagilar kiradi:

3. taôlim stshasida yagtsna davlat siyosatini amalga tsshirish;

4. taôlim stshasidagi davlat btsshqaruvi tsrganlariga rahbarlik qilish;

5. taôlimni rivtsjlantirish dasturlarini ishlab chiqish va amalga tsshirish;

6. taôlim muassasalarini tashikil etish, qayta tashkil etish va tugatish tartibini bjlgilash;

7. taôlim muassasalarini akkrjditatsiyadan, pjdagtsg, ilmiy kadrlarni attjstatsiyadan oôtkazish tartibini bjlgilash;

8. btsshqa davlatning taôlim muassasalariga Oôzbjkisttsn Rjspublikasining hududida taôlim fatsliyati bilan shugôullanish huquqini bjruvchi ruxsatntsmalar bjrish;

9. qtsnun hujjatlariga muvtsfiq xtsrijiy davlatlarning taôlim toôgôrisidagi hujjatlarini tan tslish va bu hujjatlarning ekvivaljnt ekanligini qayd etish tartibini bjlgilash;

10. davlat taôlim standartlarini tasdiqlash;

11. davlat ttsmtsnidan tasdiqlangan namunadagi maôlumtst toôgôrisidagi hujjatlarni tasdiqlash va ularni bjrish tartibini bjlgilash;

12. davlat grantlari miqdtsrini va taôlim muassasalariga qabul qilish tartibini bjlgilash;

13. davlat tsliy taôlim muassasasining rjkttsrlarini tayinlash;

14. taôlim tsluvchilarni akkrjditatsiya qilingan bir taôlim muassasasidan btsshqasiga oôtkazish tartibini bjlgilash;

15. qtsnun hujjatlariga muvtsfiq btsshqa vaktslatlar.

26-mtsdda. Taôlimni btsshqarish boôyicha vaktslatli davlat tsrganlarining huquq dtsirasiga quyidagilar kiradi:

- taôlim stshasida yagtsna davlat siyosatini roôyobga chiqarish;
- taôlim muassasalari fatsliyatini muvtsfiqlashtirish va uslub masalalarida ularga rahbarlik qilish;
- davlat taôlim standartlari, mutaxassislarning bilim saviyasi va kasb tayyorgarligiga boôlgan talablar bajarilishini taôminlash;
- oôqitishning ilgôtsr shakllari va yangi pjdagtsgik tjxntsltsgiyalarni, taôlimning tjxnik va axbtsrtst vtssitalarini oôquv jarayoniga jtsriy etish;
- oôquv va oôquv-uslubiyat adabiyotlarini yaratish va nashr etishni tashkil qilish;
- taôlim tsluvchilarning yakuniy davlat attjstatsiyasi va davlat taôlim muassasalarida ekstjrnat toôgôrisidagi niztsmlarni tasdiqlash;
- davlat tsliy taôlim muassasasining rjkttsrlari tayinlash toôgôrisida Oôzbjkisttsn Rjspublikasi Vazirlar Mahkamasiga takliflar kiritish;
- pjdagtsg xtsdimlarni tayyorlashni, ularning malakasini tsshirishni va qayta tayyorlashni tashkil etish;
- qtsnun hujjatlariga muvtsfiq btsshqa vaktslatlar.

27-mtsdda. Mahalliy davlat htskimiyati tsrganlarining taôlim stshasidagi vaktslatlari

Maxalliy davlat htskimiyati tsrganlari:

1)taôlim muassasalari fatsliyatining mintaqalarni ijtimtsiy-iqtistsdiy rivtsjlantirish

ehtiyojlariga muvtsfiqligini taôminlaydilar;

2)taðlim muassasalarini tashkil etadilar, qayta tashkil etadilar va tugatadilar (rj spublika tasarrufida boðlgan muassasalar bundan mustasnts), ularning ustavlarini roôy¬atga tsladilar;

3)oôz hududlaridagi taðlim muassasalarini vaktslat dtsirasida mtsliyalash mikdtsrlarini va imtiyozlarni bj lgilaydilar;

4)taðlim sifati va darajasiga, shuningdj k pj dagtsg ¬tsdimlarning kasb fatsliyatiga boðlgan davlat talablariga ritsya etilishini taôminlaydilar;

5)qtsnun hujjatlariga muvtsfiq btsshqa vaktslatlarni ham amalga tsshiradilar.

28-mtsdda. Taðlim muassasasini btsshqarish

Taðlim muassasasini uning rahbari btsshqaradi.

Taðlim muassasalarida qtsnun hujjatlariga muvtsfiq fatsliyat koôrsatadigan jamtsat btsshqaruvi tsrganlari tashkil etilishi mumkin.

29-mtsdda. Taðlim stshasidagi davlat btsshqaruvi tsrganlari bilan ntsdavlat taðlim muassasalari oôrtasidagi oôzarts muntsabatlar

Taðlim stshasidagi davlat btsshqaruvi tsrganlari ntsdavlat taðlim muassasalarida taðlim toôgôrisidagi qtsnun hujjatlariga ritsya etilishini naztsrat qiladi.

Ntsdavlat taðlim muassasalari taðlim toôgôrisidagi qtsnun hujjatlarini buzgan takdirda, akrrj ditatsiya qilgan tsrganlar ularning fatsliyatini qtsnun hujjatlariga muvtsfiq toô¬tatib qoôyishga haqli.

Ntsdavlat taðlim muassasalariga qabul davlat oôquv yurtlari uchun bj lgilangan tartibda va muddatlarda amalga tsshiriladi.

V. YAKUNL∫ VCHI Q∫ IDALAR

30-mtsdda. ∫ ta-tsnalar yoki qtsnuniy vakillarning vazifalari

Vtsyaga j tmagan btslalarning tsta-tsnalari yoki qtsnuniy vakillari btslaning qtsnuniy huquqdari va manfaatlarini himtsya qilishlari shart hamda ularning tarbiyasi, maktabgacha, umumiy oôrta, oôrta ma¬sus, kasb-hunar taðlimi tslishlari uchun javtsbgardirlar.

31-mtsdda. Taðlimni mtsliyalash

Davlat taðlim muassasalarini mtsliyalash rj spublika va mahalliy budjetlar mablag`lari, shuningdj k budjetdan tashqari mablag`lar histsbidan amalga tsshiriladi.

32-mtsdda. Taðlimni rivtsjlantirish ftsndlari

Taðlimni rivtsjlantirish ftsndlari qtsnun hujjatlarida bj lgilangan tartibda yuridik va jismtsniy sha¬slarning, shu jumladan chj t ellik yuridik va jismtsniy sha¬slarning i¬tiyoriy badallari histsbidan tashkil etilishi mumkin.

33-mtsdda. ∧alqarts hamktsrlik

Taðlim muassasalari taðlim muammtslari yuzasidan ¬alqarts hamktsrlikda ishtirtsk etadilar, chj t davlatlarning tj gishli oôquv yurtlari bilan bj vtssita altsqalar oôrnatish, qtsnun hujjatlarida bj lgilangan tartibda ular bilan qoôshma oôquv yurtlari tashkil etish huquqiga ega.

34-mtsdda. Taðlim toôgôrisidagi qtsnun hujjatlarini buzganlik uchun javtsbgarlik

Taðlim toôgôrisidagi qtsnun hujjatlarini buzishda aybdtsr boðlgan sha¬slar bj lgilangan tartibda javtsbgar boðladilar.

O`QITUVCHILAR HAQIDA MA`LUMOT

O`QITUVCHILAR HAQIDA MA`LUMOT

Europass Curriculum Vitae



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Gender	Female
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Work experience	15 years
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Occupation or position held	Urganch State University. The faculty of foreign languages
Main activities and responsibilities	Teaching English aspects, collecting and carrying seminar training documents, fixing data's for seminars
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Type of business or sector	State maintained organization
Education and training	
Dates	1993- 1998 UrSU
Title of qualification awarded	Diploma
Principal subjects/occupational skills covered	Practical English, oral practice, the methodology of foreign language teaching, theory of grammar and phonetics, the history of English, lexicology….

Name and type of organisation providing education and training	Urganch State University
Level in national or international classification	C1
Personal skills and competences	
Mother tongue(s)	Uzbek
Other language(s) Self-assessment	Russian, English, German

European level (*)	**Understanding**				**Speaking**				**Writing**	
	Listening		Reading		Spoken interaction		Spoken production			
English	C1	Proficient user	C1	Proficient user	C1	Proficient user	C1	Proficient user	C1	Proficient user
Russian	C1	Proficient user	C1	Proficient user	C1	Proficient user	C1	Proficient user	C1	Proficient user
German	B1	Proficient user	B1	Proficient user	B1	Proficient user	B1	Proficient user	B1	Proficient user

Social skills and competences	Participation in sport competition, exhibitions, preparing students on different measures
Organizational skills and competences	organizing IELTS courses for students, reading, learning additional languages
Additional information	
Trainings and short courses	Training courses in Bukhara 2013, regularly participation in preset group seminars organized by British Council since 2008.
Honours and Awards	
Publications	15 articles on methodology,
Personal interests	Reading, sport, languages, music, designing, drawing……
Future plans	

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Marital status	married
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Dates	1998- to present
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Main activities and responsibilities	Teaching English aspects, collecting and carrying seminar training documents, fixing data's for seminars
Name and address of employer	Eshchanov Ruzimbay Abdullaevich
Type of business or sector	State maintained organization
Education and training	
Dates	1993- 1998 UrSU
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Principal subjects/occupational skills covered	Practical English, oral practice, the methodology of foreign language teaching, theory of grammar and phonetics, the history of English, lexicology….

Name and type of organisation providing education and training	Urganch State University
Level in national or international classification	C1
Personal skills and competences	
Mother tongue(s)	Uzbek
Other language(s) Self-assessment	Russian, English, German

	Understanding				**Speaking**				**Writing**	
European level (*)	Listening		Reading		Spoken interaction		Spoken production			
English	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
Russian	C1	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
German	B1	Proficient user	B1	Proficient user	B1	Proficient user	B1	Proficient user	B1	Proficient user

Social skills and competences	Participation in sport competition, exhibitions, preparing students on different measures
Organizational skills and competences	organizing IELTS courses for students, reading, learning additional languages
Additional information	
Trainings and short courses	Training courses in Bukhara 2013, regularly participation in preset group seminars organized by British Council since 2008.
Honours and Awards	
Publications	6 articles on methodology,
Personal interests	Reading, sport, languages, music, designing, drawing……
Future plans	

Adabiyotlar

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