

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**GULISTAN STATE UNIVERSITY**

**English Language and Literature Department**

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# **Communicative English**

**(Teaching-Methodological Package)**

**Gulistan – 2013**

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## ANNOTATION

**ГулДУ Ўқув-услугий кенгашининг 2013 йил  
1 февралдаги 4 сонли йиғилишида муҳокама қилинган  
ва ўқув жараёнида фойдаланишга тавсия этилган.**

Ушбу ўқув-услугий мажмуа замонавий педагогик технологиялар асосида олий таълим муассасалари филология факультети Инглиз тили таълим йўналиши 4-босқич “Инглиз тили” фани ўқув дастури бўйича тайёрланган. Ўқув-услугий мажмуа Гулистон давлат университети ўқув-услугий кенгаши томонидан тавсия этилган.

**Тузувчи: Тилаволдиев О.Х.**

**Такризчилар: Уразбаев Х.И. Бўтаева Д.Х.**

Данный учебно-методический комплекс английскому языку, рекомендуемый для публикации учебно-методическим советом Гулистанского государственного университета, основан на современных педагогических технологиях, составлен согласно программе по английскому языку для студентов 4-курса по направлению филология английского языка факультетов филологии вузов.

**Составитель: Тилаволдиев О.Х.**

**Рецензенты: Уразбаев Х.И. Бўтаева Д.Х.**

The given teaching methodological aid is based on new pedagogical technologies and prepared in accordance with the academic program of English language for the 4<sup>th</sup> year students of philological faculties of higher education institutions.

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## AUTHORS

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**Tilavoldiev Otabek Khusanboevich** is a teacher of English Language and Literature Department since 2011. He has graduated from Uzbekistan State World Languages University in 2005 and obtained bachelor degree in linguistics. In 2007 he graduated Master Degree Department of Uzbekistan State World Language University and obtained MA in Linguistics. He has been teaching Practical Course of the English Language, Practical Phonetics, General English to the students of the department. He is an author of 2 scientific articles, more than 10 conference materials and 3 manuals dedicated to teaching and learning English language in different ages.

## RECOMMENDATIONS AND SUGGESTIONS

The present course and manual is designed to lead students through a process of skill development in speaking skills from the Council of Europe's Common European Framework (CEF) level A2 to CEF level B2. Each of the units is based on a different topic, and the activities progressively develop the students' skills in spoken interaction (dialogues, discussion, negotiations) and spoken production (talks).

The manual is in the form of outline lesson plans for each unit of the book and include these features:

- A breakdown of each unit into three (or occasionally four) lesson blocks of approximately 45 minutes.
- An estimated teaching time for each activity.
- An indication of which activities are suitable for homework.
- Tips and advice to help exploit the activities to the full.
- Example vocabulary and brainstorming ideas.
- Answer key for the closed exercises, and sample answers for open exercises such as question formation, dialogues, and talks.
- Guidelines for assessing students' speaking performance.

Estimated teaching times can only be approximations, and actual times will depend on the size of the class, the approach of the teacher, and the capabilities and level of interest of the students.

The answer key includes sample answers for the open exercises, e.g. talks. These give an indication of what would be an appropriate response to the activity. The level of English in these samples represents an 'ideal' which you could expect only from the very best students.

These sample answers also provide further useful topic vocabulary which may be appropriate to teach in the lesson.

Teachers should check the lesson notes in advance and identify any homework activities which could be done to help students prepare for the next lesson. Where exercises have been suggested for homework, they have not been included in the timings for the 45-minute lesson. In the reading texts and exercises in each unit of the Student's Book, key topic vocabulary has been highlighted. You could simply point out these words to students. Alternatively, you could use the following ideas:

- Ask students to create a spider-diagram with some, or all, of these words to show how they link together.
- Create a crossword or wordsearch with some, or all, of these words for students to do as homework or in class.
- Ask students to record the words in a notebook under grammar headings such as 'nouns', 'adjectives', and 'verbs', or topic headings such as 'sports equipment' and 'sports places', whichever they find most useful.

• Ask students to study the words for homework in preparation for a test in the next lesson. The assessment methods and tables proposed for assessing speaking performance are based on the Common European Framework published by the

Council of Europe. Two tables of performance criteria are provided; one for spoken interaction (for use with dialogue activities) and the other for spoken production (for use with giving talks). Each table is designed to determine the student's level within the range A2–B2 of the CEF. A process of continuous assessment by the teachers, and by the students themselves, is recommended. Continuous evaluation of the students' progress is both useful and motivating, while the process of self and peer assessment helps them take responsibility for their own learning. At the back of this book you will find a photocopiable form which you can use to record and monitor student assessments. Teacher and student record forms are also included and are designed to help you control and monitor the assessment process. These forms are based on the requirements of the Council of Europe's suggested 'European Language Portfolio', and are photocopiable.

We have provided a Practice Oral Examination which you may find useful as a model for developing your own formal testing programme in the skills of 'spoken production' and 'spoken interaction'.

Finally, there is student audio material in the form of MP3 files. You and your students can use the audio material by reading the texts in the book while listening to the recordings. This will introduce students to the correct pronunciation of longer and less familiar words, and give a feel for intonation and stress patterns. Encourage your students to incorporate the language from the text into their dialogues and talks, and to improve their pronunciation by imitating what they hear. Listening and reading at the same time is also thought to aid vocabulary acquisition, so students should be encouraged to revise previous units by listening to the material at home.

Optional photocopiable listening exercises (with an answer key) have been provided which may be used in class or as homework. These activities should be done BEFORE reading the text in the book. There are two kinds of activity for each recording; a comprehension exercise and a 'listening for pronunciation' exercise. These activities focus on active listening for language learning, e.g. learning to pick up the stress patterns within words.

# REGULATORY DOCUMENTS

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Олий таълим муассасаларида талабалар билимини назорат  
қилиш ва баҳолашнинг рейтинг тизими тўғрисида  
НИЗОМ**

Гулистон - 2013

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.)

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом куйидаги 6 та бўлимдан иборат:

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Яқуний қоидалар**

**I. Умумий қоидаларга киритилган ўзгартиришлар**

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.

**II. Назорат турлари ва уни амалга ошириш тартиби**

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда *ҳар бир фаннинг ишчи ўқув дастурида* машғулот турлари билан биргаликда кўрсатилади.
- 5. *Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.*
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун куйидаги назорат турларини ўтказиш назорат тугилади:
  - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда *оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум*, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

**Оралиқ назорат**

- – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони (*бир семестрда*

*мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо) ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;*

### **Яқуний назорат**

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Яқуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан яқуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо) ўтказилиши мумкин.**
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудири томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.

8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида яқуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, яқуний назорат натижалари **бекор қилинади** ҳамда яқуний назорат **қайта** ўтказилади.

### **III. Баҳолаш тартиби ва мезонлари**

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **яқуний назоратга – балл;**
- **жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойихаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **яқуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
  - а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
    - **хулоса ва қарор қабул қилиш;**
    - **ижодий фикрлай олиш;**
    - **мустақил мушоҳада юрита олиш;**
    - **олган билимларини амалда қўллай олиш;**
    - **моҳиятини тушуниш;**
    - **билиш, айтиб бериш;**
    - **тасаввурга эга бўлиш.**
  - б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
    - **мустақил мушоҳада юрита олиш;**
    - **олган билимларини амалда қўллай олиш;**
    - **моҳиятини тушуниш;**
    - **билиш, айтиб бериш;**
    - **тасаввурга эга бўлиш.**
  - в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
    - **моҳиятини тушуниш;**
    - **билиш, айтиб бериш;**

- **тасаввурга эга бўлиш.**
- г) куйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
- **аниқ тасаввурга эга бўлмаслик;**
- **билмаслик.**
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича **аниқ мезонлар** ишлаб чиқилиб, кафедра мудирини томонидан **тасдиқланади** ва талабаларга эълон қилинади.
- 16. **Намунавий мезонларга мувофиқ** мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан **якуний назорат учун баҳолаш мезонлари** ишлаб чиқилиб, олий таълим муассасаси **Илмий-услубий кенгаши томонидан тасдиқланади** ва турдош олий таълим муассасаларига етказилади.
- 17. Талабаларнинг ўқув фани бўйича **мустақил иши** жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги куйидагича аниқланади:

$$R_f =$$

- бу ерда:
- V – семестрда фанга ажратилган умумий ўқув юкмаси (соатларда);
- –фан бўйича ўзлаштириш даражаси (балларда).
- 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг **саралаш балл** ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга **киритилмайди.**
- **Жорий ва оралиқ** назорат турлари бўйича **55 ва ундан юқори бални** тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва **ушбу фан бўйича** якуний назоратга **кирмаслигига** йўл қўйилади.

20. Талабанинг семестр давомида фан бўйича тўплаган **умумий бали** ҳар бир назорат туридан белгиланган қоидаларга мувофиқ **тўплаган баллари йиғиндисига** тенг.

#### IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ **деканат** томонидан тузилган **рейтинг назорат жадваллари** асосида ўтказилади. Якуний назорат семестрнинг охири мобайнида ўтказилади.
- 22. Талаба фан бўйича **курс лойиҳаси (иши)ни** ушбу фан бўйича тўплаган баллари **умумлаштирилишига қадар** топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириш** учун, **навбатдаги шу назорат туригача**, сўнгги жорий ва оралиқ назоратлар учун **якуний назоратгача** бўлган муддат берилади.
- **Касаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва якуний** назоратларни топшира олмаган талабаларга **факультет декани фармойиши** асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади.**
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра

*ректор буйруғи* билан 3 (уч) аъзодан кам бўлмаган таркибда *апелляция* комиссияси ташкил этилади.

- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, *шу куннинг* ўзида хулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида *белгиланган муддатларда* ўтказилиши ҳамда расмийлаштирилиши *факультет декани, кафедра мудири, ўқув бўлими* ҳамда *ички назорат ва мониторинг бўлими* томонидан назорат қилинади.

#### **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари *семестр якунида* рейтинг қайдномасига *бутун* сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган *умумий ўқув юклама соатлари*, “Фандан олинган баҳо” устунига эса *100 баллик* тизимдаги *ўзлаштириши* қўйилади.
- Талабанинг саралаш балидан *наст* бўлган ўзлаштириши рейтинг дафтарчасига қайд *этилмайди*.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари *гурӯх журнали* ҳамда *қайдномада* қайд этилади ва *шу куннинг* ўзида (назорат тури *ёзма иш* шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра *фан ўқитувчиси* талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтингини унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича *умумий рейтинги* барча фанлардан тўпланган рейтинг баллари *йигиндис* орқали аниқланади.
- 31. Талабалар умумий рейтинги ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани *деканат* томонидан расмийлаштиришда фан *бир неча семестр* давом этган бўлса, *рейтинглар йигиндис* олинади.
- *Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириш кўрсаткичи ҳисобга олинади.*
- 33. Талабаларнинг назорат турлари бўйича эришган *натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб*, мунтазам равишда таҳлил қилиб борилади.
- 34. Жорий, оралиқ ва якуний назорат натижалари *кафедра йигилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида* мунтазам равишда муҳокама этиб борилади ва тегишли *қарорлар* қабул қилинади.

#### **VI. Якуний қоидалар**

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг холислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

**Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги**

**Гулистон Давлат университети**



**Талабаларнинг фанлардан мустақил  
ишларини ташкил этиш, назорат қилиш  
ва баҳолаш тартиби тўғрисида  
Низом**

**Гулистон-2013**

**Гулистон давлат университетида талабалар мустақил  
ишларини ташкил этиш, назорат қилиш ва баҳолаш  
тартиби тўғрисида Низом**

**I. Умумий қоидалар**

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, қўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

**1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.**

**II. Талабалар мустақил ишининг мақсад ва вазифалари**

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;
- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;
- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;
- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;
- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;
- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;
- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;
- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини

хамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

### **III. Талаба мустақил ишининг ташкилий шакллари**

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;

- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;
- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

### **IV. Фанлардан ўқув машғулотлари бўйича топшириқлари**

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширигандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консултациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

### **V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби**

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулоти бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулоти кесимида мустақил иш топшириқларини график асосида машғулоти дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

## **VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш**

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудирини томонидан тасдиқлашга тавсия этилади.

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_\_ январдаги \_\_\_\_\_-сонли буйруғи билан қайта тасдиқланган.*

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ**

**ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ**



**Талабаларнинг фанлардан қолдирган  
дарсларини қайта ўзлаштириши тўғрисида  
НИЗОМ**

**Гулистон**

# **Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ**

## **1. Умумий ҳолатлар**

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юрларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритувида бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

### **3. Мазкур Низом:**

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутади.

## **II. Фанлардан қолдирилган дарсларнинг қайта ўзлаштирилишини қайд қилиш тартиби**

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журналига “й” ёки “нб” белгиларини кўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

**5. “Ўқитувчи журнали” ва “Гуруҳ журнали”даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.**

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш “Ўқитувчи журнали” ва “Гуруҳ журнали”да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

**8. Қолдирилган дарсларни тўлиқ ўзлаштирмаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.**

### **III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби**

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

**12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкломаси ҳисобидан амалга оширилади.**

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирмаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

### **IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар**

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги даволат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг даволати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг даволати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халакит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_ январдаги \_\_ -сонли буйруғи билан қайта тасдиқланган.*

## STUDENT ASSESSMENT CRITERIA

Percentage	Assessment Criteria	Rating Scale
Excellent, 86-100%	Possesses enough theoretical knowledge. Accomplishes tasks independently. Has a full answer to the given questions and assignments. Has a clear understanding of the task. Actively during the lessons. Obeys the rules established in the class and has a skill of working in cooperation with others. Skillfully accomplishes and registers the given tasks.	4
Good, 71-85%	Possesses enough theoretical knowledge. Accomplishes tasks. Has enough answers to the questions. Has a clear and essential understanding of the task. Fully obeys the rules set in the classroom.	3
Satisfactory, 55-70%	Shows an attempt to accomplish the tasks. Attempts to answer the set questions. Not fully understands the essence of the tasks. Follows the rules.	2
Unsatisfactory 0-54%	In case a student is not prepared for the theoretical part of the lesson, does not have answers and does not accomplish the set tasks, and has a passive participation in the class the student will be evaluated in unsatisfactory level.	1

# WORKING SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ

“ТАСДИҚЛАЙМАН”

ГулДУ ректори

Проф. А. Өмиров

2012 йил

« 30.08 » 2012 й.

## ИНГЛИЗ ТИЛИ

танлов фани бўйича

### ишчи ўқув дастури

10000 – Гуманитар соҳа

120000 – Гуманитар фанлар

5120100 – Филология ва тилларни ўқитиш

Умумий ўқув соати	– 68
Шу жумладан:	
Маъруза	–
Амалиёт машғулоти	– 34
Лаборатория иши	–
Мустақил таълим соати	– 34

Гулистон – 2012 й.

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

**Тузувчи:** Тилаволдиев О. – ГулДУ Инглиз тили ва адабиёти кафедраси  
ўқитувчиси \_\_\_\_\_ (имзо)

**Тақризчи:** Тожиев Х. – ГулДУ Инглиз тили ва адабиёти кафедраси  
доценти \_\_\_\_\_ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2013 йил “\_\_\_”  
\_\_\_\_\_ даги \_\_\_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий  
Кенгашида кўриб чиқиш учун тавсия қилинди.

**Кафедра мудири:**

**Бўтаева Д.Ҳ.**

Фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг  
2013 йил “\_\_\_” \_\_\_\_\_ даги “\_\_\_” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий  
Кенгаши раиси:

доц. М.Бойэшонов

Келишилди:

Ўқув ишлари бўйича ректор муовини

доц. Н.Баракаев

## 1.КИРИШ

Олий таълим тизимида юксак малакали, ижодкорлик ва ташаббускорлик қобилиятига эга, келажакда касбий ва ҳаётий муаммоларни мустақил ҳал қила оладиган, янги техника ва технологияларга тез мосланишга лаёқатли кадрларни тайёрлашда таълим жараёнини замонавий ўқув-методик мажмуалар билан таъминлаш муҳим аҳамиятга эга.

### 1.1. Фаннинг мақсади:

Талабаларнинг лингвистик, коммуникатив ва лингво-мамлакатшунослик имкониятларини шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутати. Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

Лингво-мамлакатшунослик компетенцияси тили ўрганилаётган мамлакатни айна пайтдаги ижтимоий-иқтисодий ва маданий ривож ва шунга мос тарзда нутқ муомала маданиятини назарда тутати. Оғзаки ва ёзма нутқ амалиёти фанининг касбий педагогик мақсади жса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

Фаннинг вазифалари: янги лексик материалларни сақловчи янги нутқий консутрукциялар намуналарини кейинги босқичларда мустаҳкамлаш. Инглиз тилида сўзлашувчи мамоакатларнинг талаффузидаги ўхшашликларни ва фарқли томонларини кўрсатиш. Талабаларни тўғри талаффуз қилишга ўргатиш, фонемаларнинг морфемалар яшашдаги ўрни ва аҳамияти ҳақида тушунча бери. Нутқ амалиёти талабаларнинг мантиқий тафаккурини чет тилидаги нутқий қобилиятлини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларини, тил бўйича мустақил ишлаш малакаларини ривожлантириш. Асосий чет тили дарсларида ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларини қўлланилишини кўзда тутати.

### 1.2. Фан бўйича талабаларнинг билимига, кўникма ва малакаласига қўйиладиган талабалар:

Инглиз тили ўқув фанини ўзлаштириш жараёнида бакалавр:

- ўрганилаётган тилнинг морфологик тузилиши ва товуш тизими
- ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;
- ўрганилаётган тилнинг ривож ва тил доирасидаги асосий экстралингвистик шаклланишнинг асосий факторлари ҳамда тарихий манбалари, унинг диалектик ҳилма-ҳиллиги;
- мулоқотнинг оғзаки ва ёзма турлари билиши лозим

### 1.3 Фаннинг ўқув режасидаги фанлар билан боғлиқлиги

Амалий фонетика фанини чуқур ўзлаштириш, назарий ва амалий масалалар ечимини тўлиқ ниҳоясига етказиш учун қатор фанларга асосланади;

Хусусан амалий фонетика: лексикология, асосий чет тили, стилистика, инглиз тили грамматикаси ва орфографияси, пунктуация ва б.;

Лексикология фанининг сўзларнинг ясалиши, морфема, сўзларнинг шакл ва мазмунига кўра турлари бўлимлари;

Грамматиканинг содда ва мураккаб сўзлар, уларнинг кўплик ва бирликдаги шакллари, гап бўлаклари, синтаксис, морфология бўлимлари;

#### 1.4 Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш

Фанни ўқитишда талабаларнинг билимини рейтинг назорати тизимини қўллаб аниқлашга асосланган замонавий педагогик технологиялар қўлланилади Талабаларга ушбу фанни ўқитишда компьютер технологиясидан амалий машқлар бажаришда, Internet маълумотларидан фойдаланган ҳолда мустақил ишларни бажаришда фойдаланиш, ҳамда тест саволлари тўпламидан фойдаланиш тавсия этилади.

#### Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимооти

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий машғулот	Лаборатория машғулотлар
1.	Hobbies and Free Time	2	-	2	-
2.	Science and Technology	2	-	2	-
3.	Sports and Games	2	-	2	-
4.	Tourism, Holidays and transport.	2	-	2	-
5.	Culture and entertainment	2	-	2	-
6.	The media and communications	2	-	2	-
7.	The first intermediate	2		2	
8.	Customs and Celebrations	2	-	2	-
9.	Famous British and American People.	2	-	2	-
10.	The World of Work	2	-	2	-
11.	Housing and Families	2	-	2	-

12.	Health	2	-	2	-
13.	Clothes and Fashion	2	-	2	-
14.	Education	2	-	2	-
15.	Crime	2	-	2	-
16.	The Environment	2	-	2	-
17.	The second intermediate	2	-	2	-
	<b>Жами</b>	<b>34</b>		<b>34</b>	

## 2. Ўқув материаллари мазмуни

### 2.1 Амалий машғулотлар мазмуни

#### 2.1.1 Hobbies and Free Time (2 coar)

Hobbies and leisure activities. Talking about pictures of free time. Roleplay a hobby doctor and a patient. The effectiveness of hobby consultations. [A.2. 7-8]

#### 2.1.2 Science and Technology (2 coar)

Talking about pictures of science and discoveries and inventions. [A.2. 11-12]

#### 2.1.3 Sports and Games (2 coar)

Diet, sport and lifestyle. Roleplay a coach and a sportman/woman. [A.2. 15-18]

#### 2.1.4 Tourism, Holidays and transport. (2 coar)

Three short texts: tourist sites in UK. Asking polite indirect questions. Interrupting politely. [A.1. 27-28]

#### 2.1.5 Culture and entertainment (2 coar)

Three short texts: tourist sites in UK. Asking polite indirect questions. Interrupting politely. [A.2. 29-32]

#### 2.1.6 The media and communications (2 coar)

Talking about the future. Ideas for a news programme. Choosing the best programme proposal. [A.2. 33-36]

#### 2.1.7 The first intermediate (2 coar)

Talking about the future. Ideas for a news programme. Choosing the best programme proposal. [A.2. 37-38]

#### 2.1.8 Customs and Celebrations (2 coar)

Describing and comparing photos showing different ways of celebrating Christmas. A class debate on modern society and materialism [A.2. 40-42]

#### 2.1.9 Famous British and American People. (2 coar)

Expressing wishes and regrets. [A.2. 44-46]

#### 2.1.10 The World of Work (2 coar)

Oral exercises on the themes of work and professions in modern societies. Word combinations and speech patterns. [A.2. 47-48]

#### 2.1.11 Housing and Families (2 coar)

Oral exercises on the themes of work and professions in modern societies. Word combinations and speech patterns. [A.2. 50-52]

#### 2.1.12 Health (2 coar)

Templates of asking for an admission, opinion, agreement, or an explanation. Possible guests at a wedding. [A.2. 54-56]

### **2.1.13 Clothes and Fashion (2 coar)**

Oral exercises and debates on health problems and health protection. [A.2.56 -58]

### **2.1.14 Education (2 coar)**

Exercises in talking about clothes and fashion. [A.2. 57-58]

### **2.1.15 Crime(2 coar)**

Describing photos of school activities. How your country's education system can be improved? [A.2. 59-60]

### **2.1.16 The Environment (2 coar)**

Exercises in talking about crime. Phrases and speech patterns used in giving opinion. [A.2. 60-62]

### **2.1.17 The second intermediate (2 coar)**

The environmental problems. Exercises in correct utterance of ideas dedicated to the problem of nature and environment. [A.2. 77-78]

## **3. Мустақил таълимни ташкил этишининг шакли ва мазмуни**

Талабаларнинг маъруза, амалий ва лаборатория машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан маъруза матнлари ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 34 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- Амалий машғулотларга тайёрланиш ва уй вазифаларини бажариш – 17 соат.
- Мавзулар бўйича мустақил топшириқларни бажариш – 17 соат.

Қолдирилган дарсларни топшириш учун талаба дарс материалини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур. Қолдирилган ЯН белгиланган тартиб бўйича топширилади.

### **Талабалар мустақил таълимнинг мазмуни ва ҳажми (Маъруза, амалий машғулот ва лаборатория ишлари )**

<b>№</b>	<b>Themes</b>	<b>Doing Works</b>	<b>Deadline</b>	<b>Hours</b>
1	Mahatma Gandhi and his contribution to the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 1	2
2	Nelson Mandela and his contribution to the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 2	2
3	Martin Luther King and his contribution to the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point	Week 3	2

		presentation		
4	Alfred Nobel and his contribution to the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 4	2
5	Christopher Columbus and his contribution to the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 5	2
6	Dalai Lama XIV and his contribution to the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 5	2
7	The Greatest Inventions and their impact on the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 7	2
8	The Greatest Disasters of the 20 <sup>th</sup> Century and their impact on the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 8	2
9	The Greatest Novels of the Mankind and their impact on the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 9	2
10	The Greatest Writers of History and their impact on the world history	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 10	2
	100 Men who changed the History	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 11	2
	Customs and Traditions of Uzbekistan	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 12	
	Customs and Traditions of the USA	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 13	2
	Customs and Traditions of the UK	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 14	2
	Famous People of Uzbekistan	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 15	2

		presentation		
	Famous People of the UK	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 16	2
	Famous People of the USA	Preparing oral presentation and presenting to the group. Showing and telling the power point presentation	Week 17	2

#### 4. Рейтинг баҳолаш тизими

##### 4.1. Рейтинг назорати жадвали

№	Вазифа	Сони	Балл	Умумий балл
<b>1. Жорий Назорат (ЖН)</b>				
1.1	Амалий машғулотлар давомида машқлар бажариш	17	2	34
1.2	Оғзаки тақдимот	1	2	2
1.3	Амалий машғулотларга тайёргарлик ва уй вазифаларини бажариш (ТМИ)	17	1	17
1.4	Белгиланган мавзу асосида оғзаки тақдимот тайёрлаш (ТМИ)	17	1	17
<b>Жами</b>				<b>70</b>
<b>2. Якуний Назорат (ЯН)</b>				
4.1	Ёзма шакли	3	10	30
ЯБ Жами				<b>30</b>
<b>Жами</b>		<b>70+30=100</b>		<b>100</b>

#### КУЗГИ СЕМЕСТР

№	Сентябр				Октябр				Ноябр				Декабр				Январ							
	3-8	10-15	17-22	24-29	2-6	8-13	15-20	22-27	29-3	5-10	12-17	19-24	26-1	3-7	10-15	17-22	24-27	28-10	11-12	14-19	21-26			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
1	ЖН 70%	Амалий	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					<b>36</b>
		Мустақил таълим	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2						<b>34</b>
3	ЯН – 30%																						<b>30</b>	
	<b>Жами</b>		<b>24</b>				<b>24</b>				<b>22</b>												<b>100</b>	
	<b>Жами Гп бўйича</b>		<b>24</b>				<b>48</b>				<b>70</b>										<b>30</b>		<b>100</b>	

**Эслатма:** 7 семестрда ўқитиладиган “Инглиз тили” фанининг ўқув ҳажми 64 соатни ташкил этади фан коэффиценти эса 0,64 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,64 га кўпайтирилади ва бугунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	55-64	45-54	35-44	<44

#### 4.2. ЖНни баҳолаш мезонлари

Амалий фонетика фани бўйича жорий баҳолаш талабанинг амалий машғулотидаги ўзлаштиришини аниқлаш учун қўлланилади. ЖН ҳар бир амалий машғулотида сўров ўтказиш, савол ва жавоб, фонетика машқлар бажариш каби шаклларда амалга оширилади. ЖН ҳар бир амалий машғулотида савол ва жавоб, суҳбат, ҳамда топшириш каби шаклларда амалга оширилади. Талабага ЖН да бутун баллар қўйилади.

#### Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолаш кўрсаткичи	Баҳолаш мезонлари	рейтинг бали
Аъло, 86-100%	Етарли назарий билимга эга. Топшириқларни мустақил ечган. Берилган саволларга тўлиқ жавоб беради. Масаланинг моҳиятига тўлиқ тушунади. Аудиторияда фаол. Ўқув тартиб интизомига тўлиқ риоя қилади. Топшириқларни намунали расмийлаштирган.	4
Яхши, 71-85%	Етарли назарий билимга эга. Топшириқларни ечган. Берилган саволларга етарли жавоб беради. Масаланинг моҳиятини тушунади. Ўқув тартиб интизомига тўлиқ риоя қилади.	3
Қониқарли, 55-70%	Топшириқларни ечишга ҳаракат қилади. Берилган саволларга жавоб беришга ҳаракат қилади. Масаланинг моҳиятини чала тушунган. Ўқув тартиб интизомига риоя қилади.	2
Қониқарсиз 0-54%	Талаба амалий машғулоти дарси мавзусига назарий тфйёрланиб келмаса, мавзу бўйича масала, мисол ва саволларига жавоб бера олмаса, дарсга сушт катнашса билим даражаси қониқарсиз баҳоланади	1

#### 4.4. ЯНни баҳолаш

Якуний назорат “Инглиз тили” фанининг барча мавзуларини қамраб олган бўлиб, амалий машғулотлар ўтиб бўлингандан сўнг ёзма равишда амалга оширилади. Бундан мақсад талабаларнинг фан бўйича ўзлаштириш кўрсаткичлари, яъни билим даражаси ёки муаммоларни ечиш кўникмалари ва малакалари аниқланади. ЯН назорат ишлари тест усулида ҳам ўтказилиши назарда тутилган, тест соволлари ишчи ўқув дастури асосида тайёрланади. ЖНга ажратилган баллдан 55% дан паст балл тўплаган талаба ўзлаштирмаган ҳисобланади ва ЯНга киритилмайди. ЯНни ўзлаштирмаган

талабаларга қайта топшириш имконияти берилади. ЯН бўйича олинадиган ёзма иш вариантлари кафедра мудири раҳбарлигида тузилади ва деканатларга топширилади.

## 5.ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

### 5.1. АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхона да мавжуд нусхаси
1.	Bakieva G., Iriskulov A., Abduraimova Y. Touch the Future. UzSWLU.	15
2	James Gault. Headway Talking Points. OUP. 2000	10

### 5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
1.	Mark Hancock. English Pronunciation in Use. Cambridge Univ. Press. 2000	15

Кутубхона мудараси  
имзоси ва муҳри

### 5.3. ТАВСИЯ ҚИЛИНАДИГАН ҚЎШИМЧА АДАБИЁТЛАР ВА АХБОРОТ МАНБАЛАРИ

№	Муаллиф, номи, тури, йили, ҳажми, сақланиш жойи, электрон адреси	
1.	Cambridge Advanced Learners Dictionary, L., 2000.	
2.	Kingdon R. English Intonation Practice. England, 1960.	
3.	Колыхалова О. А. Учись говорить по английски. – М., 1998.	
4.	Коробова И. В., Интенсификация обучения английскому произношению с учетом специфики ранее изученных языков (рус. узб.) – С., 2000.	

## TECHNOLOGY OF EDUCATION

The sessions use various task types which may be new to the participants and therefore you will often need to model an activity to make sure the participants know what is expected of them. Below are some activities that are often used in the sessions.

**Jigsaw** – for this activity put participants in groups, for example, if you have 20 participants, put them in 5 groups of 4 and give each group a task. It can be a reading passage, listening, writing task or something different. The main point here is that each group should receive incomplete information which is different from what the other groups have. Instruct participants that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.

After the groups have studied the information rearrange them into 4 new groups of 5 so that there are representatives from all the groups in each new group. Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on.

**Rotation** - put participants in groups and give them a task to complete (make a poster; come up with a list of solutions for the problem, etc).

After the participants have finished their task ask a representative from each group to remain at their desks and the rest of the group to go to another table to see what the other group has done. You can choose for the groups to move clockwise or anticlockwise. The representatives should answer any questions and explain their group's choice. Encourage the 'visiting' group members to ask questions, share their views and offer suggestions. After the groups have done the first 'visit' to the neighbouring group ask them to rotate to another group. Repeat the rotation until all the groups have seen the product of all other groups.

**Mingle** – in this type of activity participants go around the room asking and answering each other's questions. They need to speak to as many people in the room as possible. You can sometimes limit the time to make the activity more exciting or let participants finish the activity.

This activity is good for kinaesthetic learners. It also fosters rapport between you and participants and is often used as an energiser or an icebreaking activity.

**Role play** – in a role play activity participants are asked to take a role of somebody else. The main condition for a successful role-play is that each participant of a role-play has a certain goal to pursue e.g. to persuade his/her partner to do something. Neither of the participants in the role play knows what his/her partner's goal is and therefore they don't know how their partner will respond.

**Problem solving** – put participants in groups. Give the groups a task which requires a group solution. While finding a solution group members discuss various ideas and try to find a compromise. This is a good example of a communicative activity where participants in the discussion use English to find the solution.

## “АҚЛИЙ ҲУЖУМ” ТЕХНОЛОГИЯСИ

Ақлий ҳужум технологияси дарс мавзусига оид қўйилган муаммони ечиш ёки саволга жавоб топиш мақсадида ғояларни жамлаш ва саралашга асосланади. Талабалар бирлашган ҳолда ечими номаълум муаммони ечишга ёки саволга жавоб топишга ҳаракат қиладилар, энг мақбул ечимни топиш бўйича шахсий ғояларини илгари сурадилар. Бунда дарс жараёни қуйидаги босқичлар асосида амалга оширилади: муаммоли вазиятни келтириб чиқариш, унинг ечимини топиш учун талабаларни жалб қилиш, турли ечимлар тақдимотини эшитиш, ечимларни солиштириш ва танлаш ҳамда хулосалаш босқичлари кўринишида.

Ақлий ҳужум технологияси танлаб олинган мавзулар дорасида маълум кадриятларни аниқлаш, айна вақтда уларга муқобил бўлган ғояларни танлаш учун шароит яратилиши керак.

*Дарс жараёнида ақлий ҳужум услубидан фойдаланишида қуйидаги қоидаларга амал қилиш талаб этилади:*

- талабаларни қўйилган муаммо доирасида кенг фикрлашга ундаш;
- талабалар томонида кутилмаган мантиқий фикрларни билдиришларига эришиш;
- талабалар томонидан билдирилаётган фикр ёки ғояларни рағбатлантириб бориш;
- талаба ўзининг шахсий фикр ёки ғояларига асосланиши ёки аксинча ўз фикрини ўзгартириш мумкин эканлигини тушунтириш;
- бошқалар томонидан билдирилган фикр ёки ғоялар устидан кулиш, кинояли шарҳларнинг билдирилишига йўл қўймаслик;
- янги фикр ёки ғояларни билдириш давом этаётган экан, муаммонинг ягона тўғри ечимини эълон қилишга шошилмаслик;
- дарс жараёнида талабаларнинг ҳар қандай фаолиятлари, улар билдираётган фикр ва ғояларни иложи борица баҳоламаслик, сабаби паст баҳо олган талаба кейинги дарсларда янги фикрлар билдирмаслиги ва дарс жараёнида иштирок этмаслиги мумкин.

Профессор-ўқитувчи аудиторияда имкон қадар ҳар бир талабанинг фикрини эшитиши, фикрини янада бойроқ, илмий тарзда баён этишига туртки бўладиган муносабатни билдириши лозим. Аксарият ҳолларда талабалар бирор фаннинг дастлабки босқичларида фаол қатнашишади, кейинги босқичларда эса пассив иштирок этишади. Бунда профессор-ўқитувчи томонидан ҳукмрон фикрни ўтказилиши сабаб бўлади. Қачонки, талабанинг мустақил, ижодий фикри ҳар дарс жараёнида ўсиб борса кўзланган мақсадга эришилади. Аслида янги педагогик технологияларнинг бош мақсади ҳам талабаларнинг мустақил, ижодий ва илмий фикрини шакллантириш, ривожлантириш ҳамда муайян фаннинг юқори даража ўзлаштиришига эришишдир.

Янги педагогик технологиялар орасида “Пинборд” технологияси ҳам «Аклий хужум» технологияси қаторида қўлланилиб келинмоқда. Яъни, бунда фақат билдирилган фикр ва ғоялар оғзаки эмас, балки олдиндан тайёрланган, тарқатма материаллар умумлаштирилиб, доскага ёзилади. Шу боис, уни ёзма «Аклий хужум» деб ҳам аташади. Қолаверса, бу методда билдирилган фикр ва ғоялар барчани кўз олдида туради, фикр ва ғояларни турли хусусиятларига қараб саралаш, синфларга бўлиш имконияти яратилади.

### “ФСМУ” ТЕХНОЛОГИЯСИ

ФСМУ услуги охириги йилларда кичик гуруҳларда, илмий тадқиқот йўналишини танлаган талабалар гуруҳида қўлланилиб келинаётган янги услублардан ҳисобланади. Талаба бу усулда ўз фикрига кўпроқ суянади, яъни мустақил фикрлаш, ўз устида ишлаш, ижодий ёндошиш томонларини кўпроқ кўрсатади. ФСМУ услубининг қисқартма кўриниши маъно бўйича қуйидагича таҳлил этилади:

**Ф** - фикрингизни баён этинг;

**С** - фикрингиз баёнига сабаб кўрсатинг;

**М** - кўрсатган сабабингизни исботловчи мисол келтиринг;

**У** - фикрингизни умумлаштиринг.

ФСМУ технологияси воситасида талабалар мунозарали масалаларни ҳал этишни, ўқув жараёнини баҳс-мунозарали ўтказилишини ўрганадилар, шунингдек талабалар ўз фикрларини ҳимоя қилишга, эркин фикрлаш ва ўз фикрини бошқаларга ўтказишга, очиқ ҳолда баҳслашишга эришиб, баҳслашиш маданиятини ўзлаштирадилар. Мазкур услуб талабаларга тарқатилган оддий қоғозга ўз фикрларини аниқ ва қисқа ҳолатда ифода этиб, фикрини тасдиқловчи далиллар ёки инкор этувчи фикрларни баён этишга ёрдам беради. Қолаверса, янги мавзунини чуқур ўрганишдан аввал талабаларнинг фикрлаш фаолиятини жадаллаштириш ҳамда кенгайтириш учун хизмат қилиши мумкин. Шунингдек ўтилган мавзунини мустаҳкамлаш, яхши ўзлаштириш, умумлаштириш ҳамда талабаларни шу мавзу бўйича тасавурларини ёзма шаклида, далил ва исботлар билан ифодалашга ундайди. Бу эса талабаларга ўз билимлари, тушунчалари ва тасавурлари даражасини аниқлашга ёрдам беради. Шу ўринда таъкидлаш жоизки, маъруза матнини яхши билган, яхши ўзлаштирган, билимли ва ақлидрокли талабалар бу услуб асосида тўғри ишлай оладилар. Бакалавр ва магистр талабаларига малакавий ва магистрлик илмий ишларини мавзуларини танлашда, ФСМУ технологиясидан фойдаланилса, талаба ва магистрлар танлаган мавзуларини ўз фикрини илмий жиҳатдан асослаб беришга ўрганадилар.

Ушбу технология бир машғулот давомида ўқув материални чуқур ва яхлит ҳолатда ўрганиш, ижодий тушуниб етиш, эркин эгаллашга йўналтирилган. У турли мазмун ва характерга, яъни муаммоли, мунозараларга эга бўлган мавзуларни ўрганишда кўпроқ қўлланилади. У ўз ичига оғзаки ва ёзма иш шакллари қамраб олади, ҳамда бир машғулот давомида ҳар бир иштирокчининг турли топшириқларни бажариши, навбат билан талаба ёки ўқитувчи ролида бўлиши, керакли баллни тўплашга имконият беради.

Бумеранг технологиясининг мақсади - дарс давомида талабалар янги мавзунини яққа ва гуруҳ ҳолатида ўқиб ўрганиш, турли саволлар, ўзаро суҳбат - мунозаралар орқали ўзлаштиришига имконият яратишдир.

Бумеранг технологияси танқидий фикрлаш ва мантиқни шакллантиришга имконият яратади. Қолаверса, хотиралар, ғоялар, фикрлар ҳамда далилларни ёзма ва оғзаки шаклларда баён қилиш кўникмаларини ривожлантиради. Шунингдек, мазкур технология таълим бериш билан бир қаторда тарбиявий характердаги бир қатор вазифаларни ҳам амалга ошириш имкониятини яратади: яъни,

- ◆ жамоа билан ишлаш маҳорати;
- ◆ муомалалик;
- ◆ хушфехллик;
- ◆ кўникувчанлик;
- ◆ ўзгалар фикрига ҳурмат;
- ◆ фаоллик;
- ◆ раҳбарлик сифатларини шакллантириш;
- ◆ ишга ижодий ёндошиш;
- ◆ ўз фаолиятининг самарали бўлишига қизиқиш;
- ◆ ўзини ҳолис баҳолаш.

Бундан кўринадики, талабаларимиз бир вақтнинг ўзида фанга тегишли билимлар билан маънавий-маърифий, тарбиявий билимлар кўникма ва қирраларини ҳам ўзлаштиришади.

Ушбу технология талабаларни дарс жараёнида, дарсдан ташқари турли адабиётлар, матнлар билан ишлаш, ўрганилган материалларни ёдида сақлаб қолиш, сўзлаб бера олиш, фикрини эркин ҳолда баён эта олиш ҳамда дарсга ажратилган вақт давомида барча талабаларни баҳолай олишга қаратилган.

Бумеранг технологияси аудиторияда талабалар сони кўп бўлиб, гуруҳларга бўлинишга шароит йўқ бўлган ҳолда қўлланилса мақсадга мувофиқ бўлади.

Мазкур технологияда матннинг ҳажмига қараб аудитория қаторларга бўлинади, маъруза матнлари тарқатилади ва регламент белгиланади. Белгиланган вақт ўтганадан сўнг ўқитувчи маъруза бўйича тайёрланган сценарий бўйича саволлар бериб боради, талабалар жавоблар берадилар ва бир-бирларини тўлдириб борадилар, талабалар эътиборидан қолиб кетган ёки айтилмаган маълумотлар ўқитувчи томонидан тўлдирилади ҳамда яқунланади.

Бумеранг технологиясининг яна бир варианты: аудиторияда гуруҳлар ташкил қилиш мумкинлигига қараб, шароитдан келиб чиқган ҳолда гуруҳларга бўлинади, масалан 6 та гуруҳ, ҳар бир гуруҳда 6 та талабадан. Бир гуруҳдаги 6 та талабага маъруза матнининг мураккаблигига ва ҳажмига қараб 6 хил материал берилади, қолган гуруҳларда ҳам худди шундай бўлади, регламент белгиланади. Талабалар бир-бирларига ҳалақит бермаган ҳолда маъруза матни устида ишлайдилар, ўрганадилар ва ўзлаштирадилар. Белгиланган вақтдан сўнг гуруҳ аъзолари бошқа гуруҳ аъзоларига ҳалақит бермаган ҳолда ўз гуруҳ аъзоларига ўрганган маъруза матнларини тушунтириб гапириб берадилар. Белгиланган вақт ўтганадан сўнг ўқитувчи маъруза бўйича тайёрланган сценарий бўйича саволлар бериб боради, талабалар жавоблар берадилар ва шу билан биргаликда бир-бирларини тўлдириб борадилар, талабалар эътиборидан қолиб кетган ёки айтилмаган маълумотлар ўқитувчи томонидан тўлдирилади ва яқунланади.

## ЧАРХПАЛАК ТЕХНОЛОГИЯСИ

Чархпалак технологияси айланиб келиш маъносини англатиб, табиий фанларни ўқитилишида кенг қўлланилиб келинаётган ва юқори натижаларга эришилаётган методлар қаторига киради. Мазкур метод кўпроқ маърузалар ўқишда, талаблар сони 20-25 нафар бўлганда юқори натижа беради. Албатта бу технология ҳам бир неча вариантлар ва босқичлар кўринишида амалга оширилади. Қуйида мазкур методни 3 вариант кўринишида таҳлил этиб ўтамыз.

Биринчи вариантнинг биринчи босқичида аудитория талабалари гуруҳларга бўлинади, иккинчи босқичда ўқитувчи томонидан олдиндан ўтилган мавзу ёки янги мавзу бўйича тайёрланган вазифалар гуруҳларга тарқатилади, учинчи босқичда белгиланган вақт давомида талабалар гуруҳ билан ишлашади ва ўқитувчи талабаларни фаоллашиш даражасини назорат қилиб туради. Тўртинчи босқичда гуруҳлар бажарган вазифалар бир-бирлари билан алмаштирилади, яъни биринчи гуруҳ, иккинчи гуруҳга, учинчи гуруҳга ва ҳаказо. Гуруҳлар сонига қараб бу жараён бир неча бор бажарилади, токи биринчи гуруҳнинг вазифаси ўзига қайтиб келгунигача қадар. Бешинчи босқич, бунда ўқитувчи жавобларни ўқийди, талабалар ўзлари бажарган вазифани текширади, баҳолайди, таҳлил қилади. Ўқитувчи хулоса қилиб, талабаларни баҳолайди.

Иккинчи вариантда аудиторияни гуруҳларга бўлиб ишлаш имконияти бўлмаганда қўллаш юқори самара беради. Мазкур вариантнинг биринчи босқичида ўқитувчи аудитория талабаларига вазифаларни тарқатиб чиқади, бунда талабалар яқка ҳолда ишлайди.

Иккинчи босқичда ўқитувчи томонидан белгиланган вақт давомида талабалар вазифаларини бажаришади. Ҳар бир ўтирган талабага битта вазифа ёки бир икки талабага алоҳида алоҳида вазифалар берилган бўлиши мумкин. Учинчи босқичда талабалар вазифаларини бир-бирлари билан алмаштирадилар ва аксинча бир бирлари билан алмашмасалар ҳам бўлади. Ўқитувчи

аудиториядаги шароитга қараб ўзгаришлар киритиши мумкин. Тўртинчи босқичда ўқитувчи жавобларни ўқийди, талабалар ўзлари бажарган вазифаларни қай даражада бажарганларига қараб ўзларини ўзлари баҳолайди. Вақт белгиланиша қараб ўқитувчи вазифаларни йиғиб олиши, текшириб кейинги дарсларда эълон қилади.

Учинчи вариантда гуруҳларга бўлиб, яна ҳар бир гуруҳ аъзосига алоҳида вазифалар берилади, гуруҳ аъзолари ўз ишларига гуруҳ номери ва ҳар бир гуруҳ аъзоси ўзиникини таниб олиш мақсадида шахсий белги қўйилади ва ўз ишлари қайтиб келгунга қадар алмаштиришни давом эттирадилар. Бу вариантда барча талабалар ишлайди, фаоллашади ва баҳоланади, эслаш, хотирлаш каби қобилиятлар шаклланади.

Бир қатор хорижий мамлакатларнинг (Голландия, Чехия, Япония, Корея) ўқув жараёнлари таҳлил этилганда маълум бўлдики, бу давлатларда талабалар проф-ўқитувчидан кўра кўпроқ ишлайди, яъни фикрлайди, ижодий ёндошади ва ҳақозо. Аудиториядаги ўқитувчи эса талабаларни фаоллаштиради. Шу билан бирга хорижий мамлакатларда талабаларнинг мустақил ишлашига кўпроқ шароит яратилади ва назорат қилинади. Шу нуқтаи назардан мазкур усулдан фойдаланиш кутилган натижаларни бериши мумкин.

# COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

## Warm-up Activities

1. **Renso:** In rows, students write word associations on the board, taking turns to write one after another. For example, [white→snow→Christmas→present→mom] The row with the most correctly spelled words at the end is the winner. I give the groups a starting letter by writing a word with six different letters across the board (one letter for each group to start with) so that they don't copy each other as much.
2. **Shiritori:** In rows, students write words that start with the last letter of the previous word on the board. For example, [bird→dog→green→new] For the older students, I make rules such as “no three letter words,” or “no four letter words” to challenge them further.
3. **The Message Race:** The last student in the row is given a sentence which he has 20 seconds to memorize. At the teachers cue, the student repeats the memorized sentence to the person in front of him, who then repeats it to the student in front of her. The person at the front of the row then writes the sentence she heard on the board. The first row finished correctly is the winner.
4. **Sentence Race:** The teacher reads a sentence that the students will write on the board as a team—one student, one word at a time. The first row finished correctly wins.
5. **Scattegories:** In pairs or groups, students race to think of one word for each category before the time runs out. All words must start with a letter designated by the teacher. Categories could be nouns, verbs, animals, drinks, places, etc. Sometimes I make points more difficult to earn. For example, a team only scores a point if no other team has the same word.
6. **Yes Game:** Students form questions for the ALT, JTE, or another student using a given grammar point, such as “Have you ever~?” or “Do you like~?” If the questioned person says “Yes,” the questioning team gets a point. The goal is to collect the most points in a set amount of time.

## Main Activities for Pairs

1. **Pair or whole class interviews:** Using the target grammar, students interview each other in pairs or by mingling with the whole class. The results of the interview are then reported as students write their own sentences at the end of class or for homework.

2. **Gap fill interviews:** Pairs have two different handouts, both missing information that the other has. Students interview each other with simple structured questions such as, “Whose pen is this?” or with more open-ended questions such as in a map activity (e.g. “Where is the post office?”)
3. **Comics:** Students create dialogues for comics in pairs. This can be open-ended with a simple “English only!” rule. Or it can be more guided with requirements of using certain grammar points or vocabulary words.
4. **Mastermind:** Students try to guess their partner’s secret sentence by making possible sentences using the day’s grammar.
5. **Mad libs:** This is similar to Scattegories, only the words students think of are later inserted into a story. This usually turns out to be entertaining for students and teachers alike.

### Main Activities for Groups

1. **Sentence Races, Read and Run style:** In teams, students send one person at a time to look at pictures shown by the teacher or dispersed around the classroom. The student reports what he saw, and as a group, students try to complete a sentence about that picture. The teacher can check each sentence before the group can move on to the next picture, or students can self-check with an answer sheet they receive upon completing their sentences.
2. **Song response:** In groups, students listen to a song and brainstorm about ways to describe the song. It could be as simple as an adjective brainstorm, or a writing activity based on the following prompts: “This song makes me...” or “I like this song because...”
3. **Song ordering:** Students put scrambled lyrics in order as they listen to a song. Or try this variation: students listen to the song and fill in gaps on a lyrics sheet, checking with their group for answers before getting the correct answer from the teacher. It can be helpful to include a “hints box” for filling in the blanks.

### The Message Race

These are sentences I have used with 3-nenseis. It is a review of mainly New Horizon 3 and some of New Horizon 2.

It is easy for me to speak English!	I know how to play the guitar.
I watch TV every weekend.	Tokyo Tower was built in 1958.
Would you like to go to an Eagles	I have a lot of homework to do after

game?	school.
I have never been to the moon.	He has just finished reading that book.
Talking with my friends makes me happy.	We have studied English for three years.
My house is next to the post office.	Watching TV makes me sleepy.
I think sushi is the most delicious food.	Baseball is a popular sport in Japan.
An elephant is smaller than a mouse.	Mt. Fuji is taller than Mt. Zao.
Yesterday I wrote a letter to my grandmother.	When I am cold, I drink hot tea.
When I am sad, I watch a funny movie.	You have to call your mother after school.
It is fun for me to watch movies and talk to my friends.	I play tennis every day after school.
English is used by many people in the world.	She has lived in Japan for two years.
I don't know how to drive a car.	It is difficult for me to eat <i>natto</i> .

# Have you ever?

→ **Yes, I have!**

→ **No, I haven't.**



<p><b>..touched a frog</b></p> <p>_____</p>	<p><b>..broken a window</b></p> <p>_____</p>	<p><b>..read a book in English</b></p> <p>Bethany</p> <p>_____</p>	<p><b>..eaten Italian food</b></p> <p>_____</p>
<p><b>..ridden a horse</b></p> <p>_____</p>	<p><b>..met a TV star</b></p> <p>_____</p>	<p><b>..eaten a raw egg</b></p> <p>_____</p>	<p><b>..swum in a river</b></p> <p>_____</p>
<p><b>..tried a bungee jump</b></p> <p>_____</p>	<p><b>..skied</b></p> <p>_____</p>	<p><b>..ridden on a roller coaster</b></p> <p>_____</p>	<p><b>..seen a UFO</b></p> <p>_____</p>

Find someone who HAS done the things written above and collect their name!



Now, write about yourself and your friends!

*Example: Bethany has read a book in English.*

1. I have

2.

3.

4.

5.

6.

7.

8.



Name:

Class:

No.

Date:

Favorite color:

# “Do you like~?” or “Do you play~” BINGO

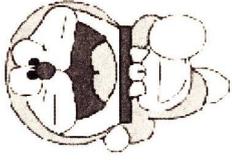
Example (例)

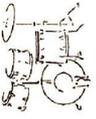
Q: Do you like Doraemon?

A: O → Yes, I do.

X → No, I don't.

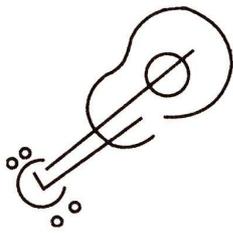
Please sign!



piano		soccer		strawberries		TV		Harry Potter	
icecream		the trumpet		snakes		cats		baseball	
milk		basketball		FREE!		music		pineapple	
Kitty-chan		lions		Spiderman		natto		Kendo	
games		the drums		pizza		the guitar		Doraemon	

# Let's Write Reports!

Please write about 5 classmates.



Examples:

Bethany likes Harry Potter.

Ms. Azuma plays the guitar.



1.

2.

3.

4.

5.

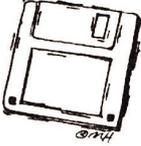
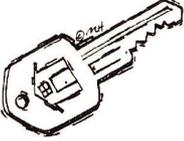
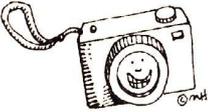
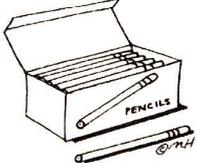
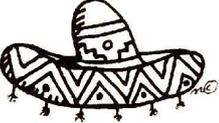
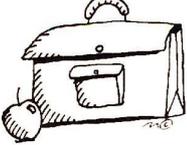
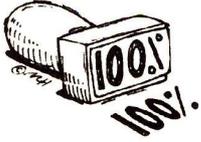
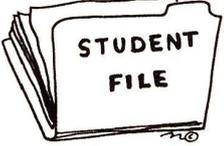
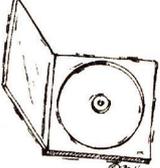
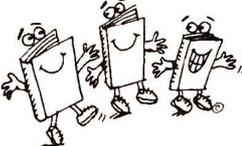
# Whose \_\_\_\_\_ is this?

A

## Examples (例)

Q: Whose bicycle is this?  
A: It's Sara's.

Q: Whose pens are these?  
A: They're Yuko's.

			
Mr. Sato			Mario
			
Akiko		Ken	
			
Shō			Ms. Nakano
			
Yuki		Takeshi	

Please write four sentences.

Examples (例): *This is Sara's bicycle.*

*These are Yuko's pens.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

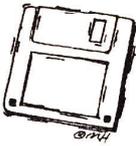
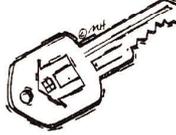
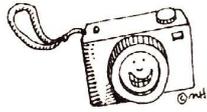
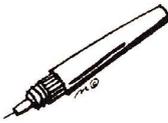
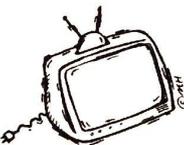
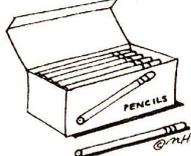
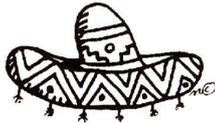
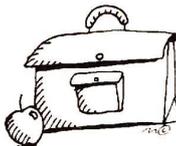
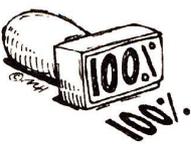
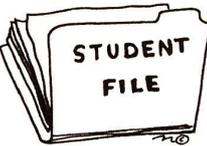
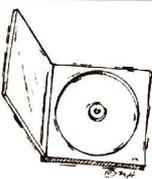
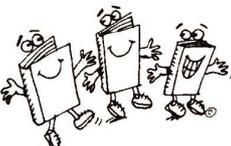
# Whose \_\_\_\_\_ is this?

B

## Examples (例)

Q: Whose bicycle is this?  
A: It's Sara's.

Q: Whose pens are these?  
A: They're Yuko's.

			
	Kumi	Mr. Kodama	
			
	Andy		Tomoko
			
	Kenny	Risa	
			
	Kumiko		Takeshi

Please write four sentences.

Examples (例): *This is Sara's bicycle.*

*These are Yuko's pens.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Calvin and Hobbes are having a conversation.  
Please put the sentences in the right order!**



a. ....Only

b.  
ever

c. A few, I guess.

d. GAAK! I was hoping it wouldn't be so fuzzy!

e. Really? What was it like?

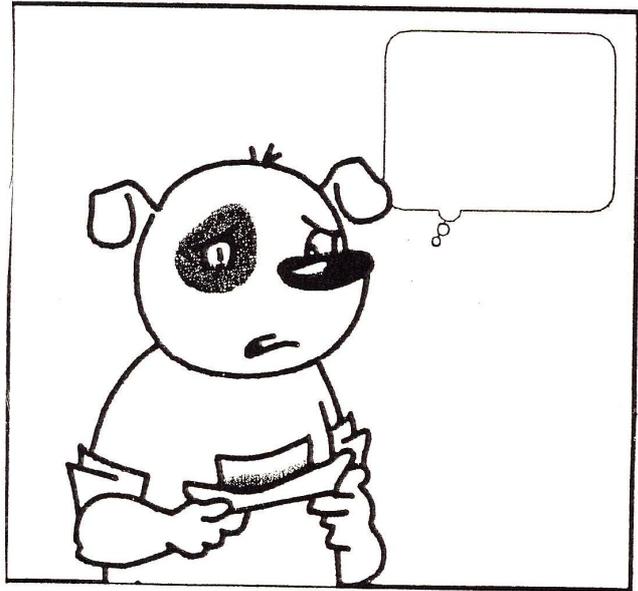
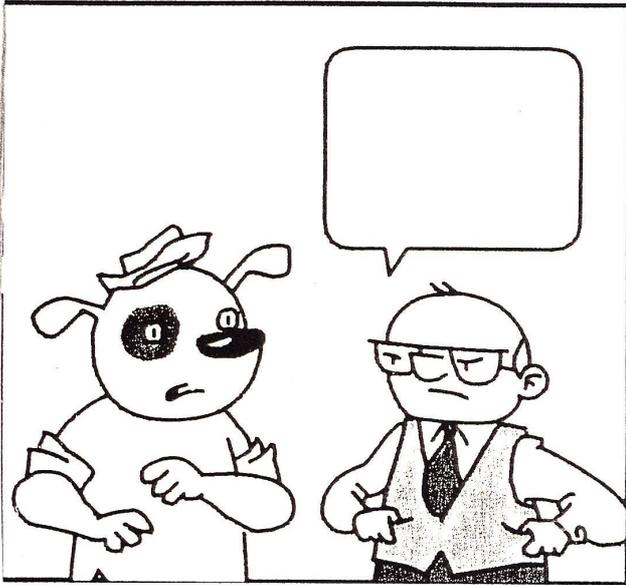
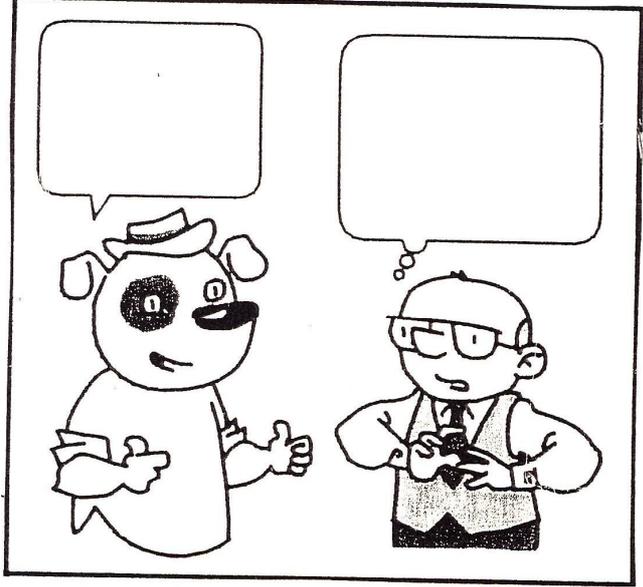
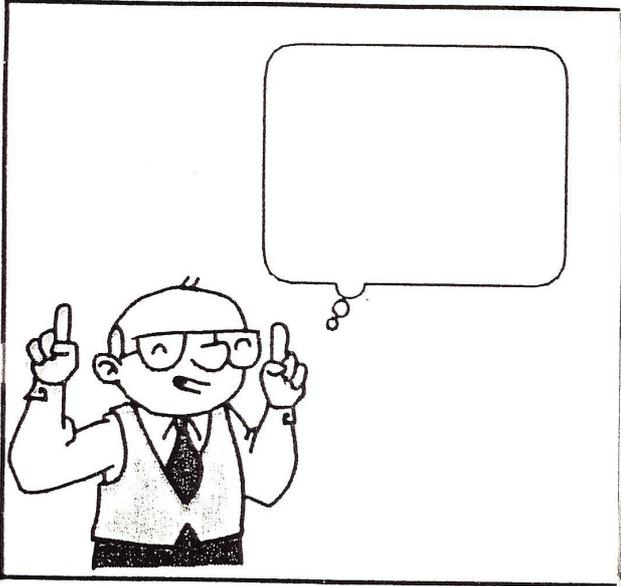
a lot MORE so!

Hobbes, have you  
kissed a girl?

from <http://teachingactivities.pbwiki.com/Comics+Lesson>

\_\_\_\_\_

Title



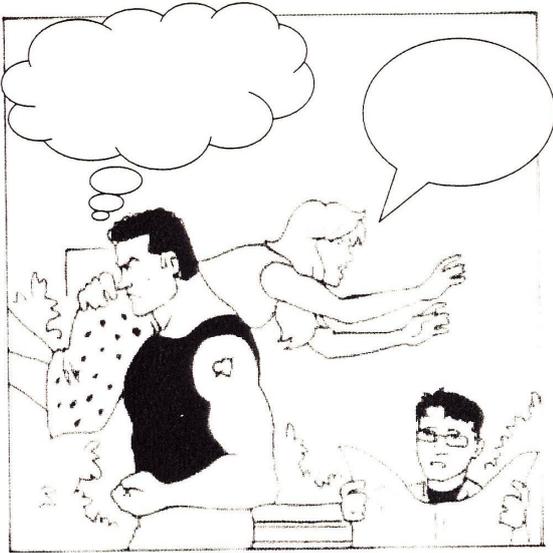
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Class: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Title

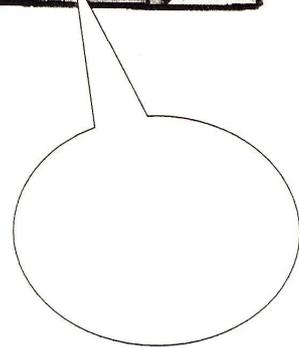
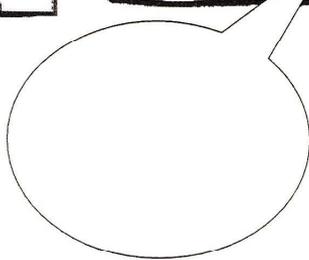
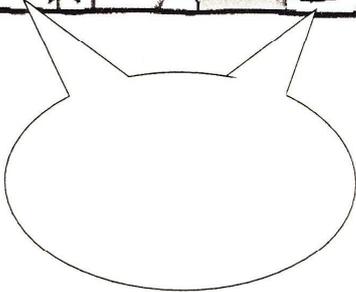
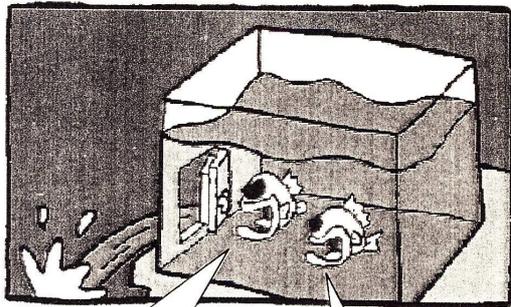
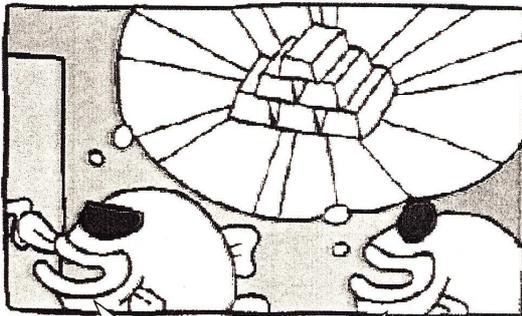
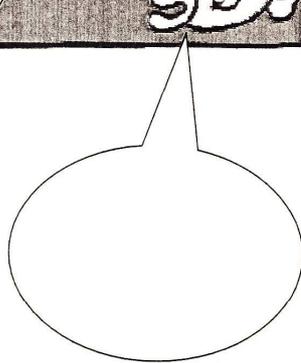
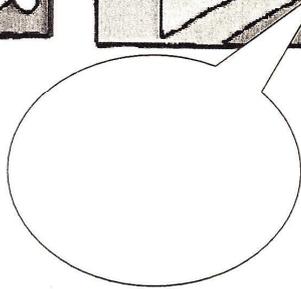
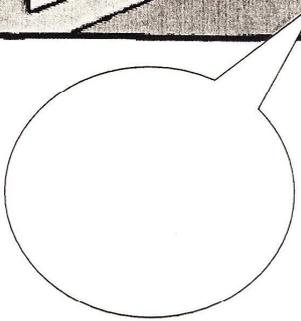
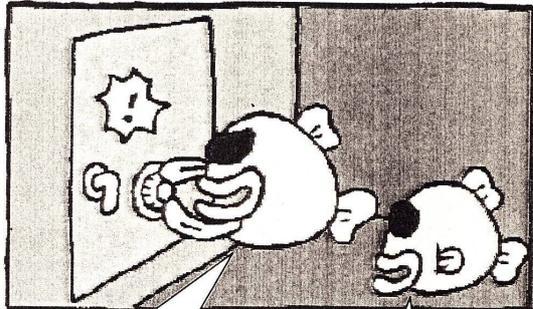
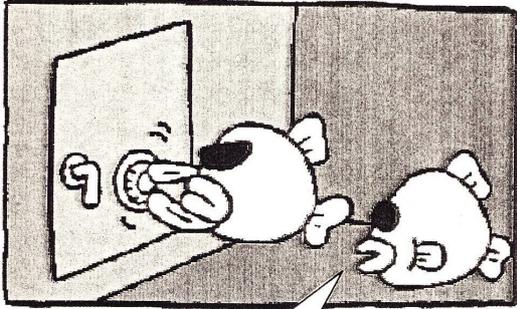


Name: \_\_\_\_\_

Class: \_\_\_\_\_

\_\_\_\_\_

Title \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_

**My Secret Sentence**

A	B	C	D



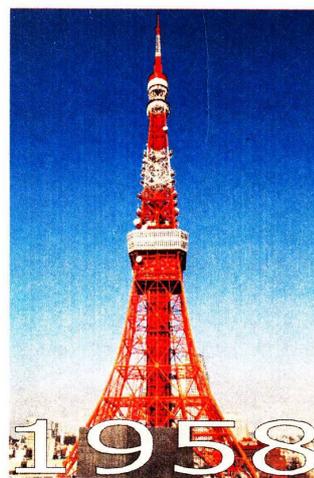
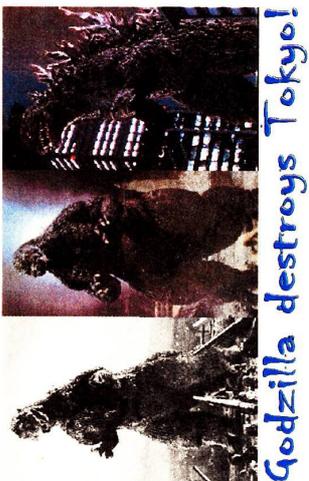
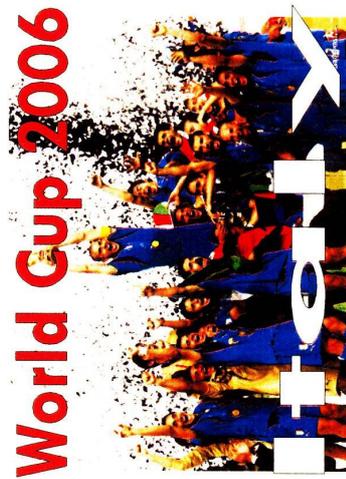
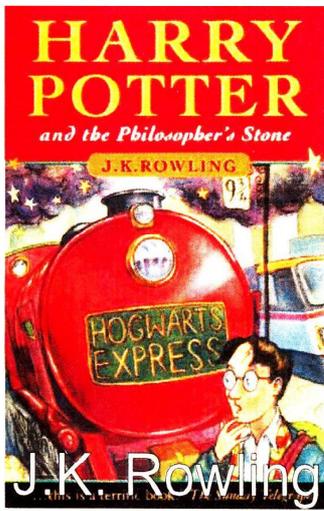
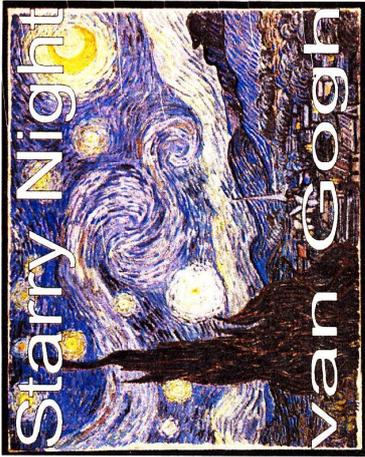


## MASTERMIND!

Choose one word or phrase each from A, B, C and D to make your secret sentence above. Remember: Don't show your partner!

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Spiderman is Kitty-chan is Bethany is We are Doraemon is They are Totoro is I am	happy  sad  glad  excited	to see to meet to talk to to go to the library with to hear the news from to study with to eat with to go shopping with	you. Harry Potter. Rilakkuma. them. Mickey Mouse. Pooh-san. us. Takeharu Sensei.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>OK!</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				





Dr. Frankenstein

0. This (*Starry Night*) is a picture painted by Van Gogh.
1. The picture painted by (Leonardo) da Vinci is very popular.
2. This is a picture of Tokyo Tower, built in 1958.
3. This is a monster created by Dr. Frankenstein.
4. *Harry Potter* is the book written by J.K. Rowling.
5. Tokyo is the city destroyed by Godzilla many times.
6. This is a picture of the World Cup won by Italy in 2006.

## VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

1. For many centuries, during the cold time of the year English people (*use*) coal in their fireplaces in private houses and smoke from factories contributed greatly to trouble, called smog.
2. The history of Scotland as well as the character of its people (*portray*) by such famous Scottish writers as Robert Burns, Sir Walter Scott and Robert Louis Stevenson.
3. The thistle (*have*) nothing pleasant in it, especially if one (*touch*) (*it, its, it's*) thorns. But it (*have*) (*-, an, the*) important meaning (*for, to, at*) Scotland. (*It's, it, its*) the Scottish national emblem.
4. Why the Scottish people (*choose*) the thistle as the national emblem of their country? - (*An, the, -*) answer is interesting, and it (*can, must, should*) be found in the history of Scotland.
5. I think that he (*discharge*) from (*a, the, -*) hospital soon. 6. I don't know why Peter (*be*) late. He might (*delay*) by the traffic.
7. (*A, the, -*) children (*not, allow*) to wear jewelry to school.
8. Helen said that she (*go*) to the circus (*last, that, the following*) week.
9. She (*needn't, mustn't, couldn't*) have bought such (*a/an, the, —*) expensive dress yesterday.
10. You (*should, would, needn't*) have seen this film on TV last night, it was very good.
11. (*Couldn't, may*) I speak to Jane, please? - Just a moment, please. I (*call*) her.
12. He (*work*) (*hard, hardly*) these days. He (*hard, hardly*) goes (*somewhere, anywhere*) now.
13. My mother (*near, nearly*) fainted when the man came (*near, nearly*). She (*not, see*) him for ages.
14. ... apple ... day keeps ... doctor away, (*a/an, the, -*)
15. When in ... Rome, do as ... Romans do. (*a/an, the, -*)
16. You can't teach (*a/an, the, -*) old dog (*with, by, at*) new tricks.
17. (*The, a, -*) Whispering Gallery in St. Paul's Cathedral which is over 100 feet above the floor is remarkable (*of, off, for*) its acoustics.
18. Who has prepared to work overtime besides (*I, my, me*)? 19. I can't find my book. Can you give me (*your, yours*)?
20. Let's go to the beach, ... ?
21. The people of Scotland (*choose*) the thistle as (*there, their, theirs*) national emblem because it (*save*) the land (*of, from, out of*) foreign invaders many years ago.
22. Mary Stuart (1542-1587), the queen of Scots, reigned in Scotland for only seven years; (*yet, also*) the romance, intrigue and mystery (*surrounding, surrounded*) her life (*make*) her a legendary figure in Scottish history.

23. Immigrants who (*arrive*) in Great Britain from all parts of the Common Wealth since 1945 only (*not, create*) a mixture of nations, but also (*bring*) their cultures and habits with them.
24. Mark Twain always (*think*) that his days on (-, *a, the*) Mississippi (*be*) the happiest in his life.
25. The house (*clean*) before the guests arrived.
26. Why is David late? - Perhaps, he (*hold*) up in (*a, the, -*) traffic.
27. Margaret Mitchell (*write*) the original novel "Gone with the Wind". The film (*release*) in 1939 and (*become*) (*a, the, -*) huge success soon after its release.
28. Two years (*is, are*) a long time to be away from home.
29. (*Could, would*) I use your telephone, please? - Yes, you (*can, could, would*).
30. There is nobody there. If he (*be*) in, he (*answer*) the telephone.

### Test 96

11. If (-, *a, the*) weather (*get*) (*bad*), the coast guard (*can't, might, need*) issue a warning to all ships. 2.1 (*not, go*) on holiday this year. - Neither ... .
3. The ticket inspector made him (*get off*) the bus because he (*not, buy*) a ticket.
4. Our planet (*get*) (*hot and hot*) because of global warming.
5. It was Alexander Graham Bell (*who, which*) (*invent*) (*a, the, -*) telephone.
6. I prefer to wear clothes which (*make*) from natural fibres.
7. All the newspapers (*deliver*) by 9 o'clock. I hope my article (*publish*) in today's paper.
8. Unless I have a quiet room, I (*not, be able*) to do any work.
9. We (*mustn't, can't, needn't*) go shopping this week. We've got (*many, plenty, little*) of food.
10. (*Shall, will, should*) I help you (*with, in, at*) washing-up? -No, I (*can, may, be to*) manage (*by, -, with*) it myself.
11. Could I see the manager, please? - Yes, you (*may, could, shall*).
12. (*Sudden*) she heard her name again. She turned to see her brother smiling (*cheerful, cheerfully*). "Nick!" gasped Julia. "You (*near, nearly*) frightened me to death!"
13. My friend found it (*hard, hardly*) to get used to (*live, living*) in a foreign country.
14. Peter has got ... cold, so he has to stay in ... bed. (*a/an, the, -*)
15. Millions of people were killed in ... World War II. (*a/an, the, -*)
16. We went to ... Bath by ... plane and lost our luggage at ... airport, (*a/an, the, -*)
17. I prefer travelling (*by, on, on*) train (*at, for, to*) driving. It's much (*pleasant*).
18. Let's invite him to our party, ... ? 19.1 don't feel well today. I am ill, ... ?
20. If you have (*any, some, a little*) problems, you can discuss them with your teacher. 21.1 have got three pairs of shoes, none of which (*be*) black.
22. Although they (*be*) to Spain twice this year, they are going (*again, also, too*) next month.
23. By the time she (*finish*) doing her homework, it was dark outside.
24. My grandparents (*live*) in the same neighbourhood for fifty years. They (*not, want*) to change (*anything, nothing, something*).
25. Wearing jeans in the office (*not, allow*) and nobody (*want*) to change this rule.

26. Soho (*pack*) with continental food shops and restaurants.
27. Most recently there (*be*) a lot of Chinese (*from, out of, off*) Hong Kong in Soho.
28. (*These, this*) trousers (*be*) very old. I want (*a, the, -*) new pair of jeans.
29. Helen (*buy*) an expensive jacket this week and now she (*not, have*) enough money for the rest of the week. She (*shouldn't, couldn't, mustn't*) have bought such an expensive thing.
30. I can't repair the roof. I (*can*) repair it if I (*have*) a long ladder.

### Test 97

1. As soon as he (*enter*) the room, he realized what (*go*) on.
2. The children (*pick*) the flowers for two hours before they realized what the time (*be*).
3. You can borrow my car suppose you (*put*) in (*some, any, a few*) petrol before you (*bring*) it back.
4. You won't get a visa (*if, when, unless*) you (*have*) your passport with you.
5. Soho, once considered one of (*dirty*) and (*dangerous*) parts of London, (*clean up*) in early 1980s.
6. Today, with its gurgling cappuccino machines and pavement cafes, Soho (*become*) a meeting place (*for, of, between*) all kinds of people from all over the world, whatever the hour of day or night.
7. Wales officially (*link*) to England in 1536 by the Act of Union. By 1970 only 25% of the population could speak Welsh, and in an effort to raise that proportion, education (*make*) bilingual.
8. (*Tell, say*) him to wait if he (*come*) earlier.
9. (*not, forget*) that you (*be to, must, can*) report to the manager as soon as you (*reach*) Manchester.
10. Somebody (*rob*) our flat today. You (*could, had to, ought to*) have locked the door when you (*go out*) in the morning.
11. "You (*should, might, could*) obey (*a, the, -*) law otherwise you (*have*) problems in your life, my boy", my father (*used to, was used to*) say.
12. Lucy (*wait*) (*hopeful, hopefully*) all morning for the postman to arrive but he didn't.
13. Let's hope there won't be any (*further, farther*) delays, ... .
14. Have you got any musical instruments at home? - Yes. We've bought ... piano. Our daughter goes to ... music school and is learning to play ... piano, (*a, the, —*)
15. ... Atlantic Ocean and ... warm waters of ... Gulf Stream influence ... weather of ... British Isles, (*a, the, —*)
16. I've bought ... shirt and ... pair of trousers. ... shirt is white and ... trousers (*be*) blue, (*a, the, -*)
17. (*not, try*) and do two things together. Concentrate (*on, at, for*) one thing (*at, on, for*) a time.
18. Where we (*have*) to sit? - You can sit (*anywhere, somewhere, everywhere*). It doesn't matter.
19. Would you like (*something, anything, nothing*) to eat? -Two (*teas, tea*), please.
20. We haven't got ... bread. - You'd better go to the shop, then. We need ... tomatoes too. (*some, any*)

21. By the end of this year he (*lecture*) at this college (*for, since, during*) ten years.
22. Let me know as soon as you (*make*) your decision, ...?
23. Look at the clouds. It (*rain*). - Don't bother. I already (*take*) my umbrella.
24. Don't worry. By Friday afternoon, Diane (*prepare*) all the dishes for the dinner party.
25. During the 1960s and 1970s, laws (*pass*) in Great Britain under which using open coal fires in homes in the city area (*forbid*).
26. Hadrian's wall, the greatest monument of (*the, a, -*) Roman occupation of Britain, (*build*) to act as a defence against the Celts from Scotland.
27. King Alfred (849 - 899) (*know*) as "Alfred the Great". He was (*the, an, -*) only monarch in English history who (*give*) this title.
28. Mike (*told, said*) me that he (*couldn't, mustn't, mightn't*) (*tell, say, ask*) one twin from (*other, another, the other*) as they were identical.
29. If you don't understand (*something, anything, nothing*), you (*must, may, should*) ask your teacher to help you with your studies.
30. I (*be*) very grateful if you kindly (*sign*) this document and let me have it back as soon as possible.

### Test 98

1. This time next month we (*travel*) around Africa, and we (*return*) home by the end of August.
2. Tina (*buy*) gifts for all her relatives before she (*leave*) (*for, at, to*) England. Yesterday she (*come*) to us to say goodbye.
3. More and more people (*develop*) health problems because of (*-, a, the*) air pollution.
4. When the train from Brussels (*arrive*)? - It (*arrive*) in 10 minutes at (*-, a, the*) Platform 7.
5. In 1301 after (*defeat/defeating*) the native Prince of Wales, King Edward I of England (*name*) his son "Prince of Wales". Since then (*old*) son of the king or queen of England traditionally (*give*) this title.
6. In 1536 Wales (*bring*) (*into, in, to*) the English system of national and local government by an Act of Union.
7. ... Welsh language is still very much a living force and (*teach*) side by side with ... English in schools of Wales, (*a, the, -*)
8. You asked John to fix you car, ...? - Yes, his advice (*was, were*) that I take it to the garage.
9. ... Young people (*should, have to, can*) respect ... elderly. ... life is often difficult for ... old people, (*a, the, -*)
10. After many attempts Terry (*be able to, could, might*) climb (*to, at, by*) the top of the mountain.
11. He (*drive*) a car (*well, good*) now, but two years ago he (*could, might, must*) ride only the bicycle.
12. Mrs Smith feels (*bad, badly*) today. She's by far (*beautiful*) woman I ever (see).
13. Was it a good party? - Yes, I (*leave*) far (*late*) I (*intend*) to.
14. ... name ... Soho is derived from ... hunting call, "So-ho", that ... huntsmen were heard to cry as they chased ... deer in ... royal parks, (*a, the, -*)

15. — Piccadilly Circus is like ... magnet for ... young people from all over ... world, (a, *the*, -)
- 16 - young people like to sit on ... steps under ... statue of Eros, celebrating ... freedom and friendship of ...youth, (a, *the*, -)
17. Many people think the increase (*in*, *at*, *of*) violent crime is because (*of*, *at*, -) television. 18.1 don't mind what we do today. We (*can*, *may*, *are to*) do (*something*, *anything*) you want.
19. Let's go (*somewhere*, *anywhere*) tonight, ...? - Thanks, but I don't want to go (*somewhere*, *anywhere*, *someone*) tonight.
20. It's (*your*, *yours*) birthday party, you can invite (*anyone*, *someone*, *somebody*) you like.
21. You (*visit*) (-, *a*, *the*) Disneyland when you were in Paris? -No, unfortunately it was too far from where we (*stay*).
22. Linda (*give up*) her work, so she (*can*, *must*, *may*) look after her children herself.
23. Someone (*give away*) the secret plans of the company and the boss is very angry.
24. Now this shop (*give out*) free gifts to anyone who (*spend*) more than £30.
25. The subjection of (a, *the*, -) Welsh (*complete*) by Edward I who (*make*) his son, afterwards Edward II, the first Prince of Wales.
26. Westminster Abbey is the church where nearly all the kings and queens (*crowns*) and where many of them (*bury*).
27. Sir Christopher Wren, the great architect of St. Paul's Cathedral (*die*) in 1723, aged 91, and (*bury*) in (*a*, *the*, -) building which his genius and toil (*create*).
- 28.1 won't open the door unless I (*know*) who it is.
29. I (*have*) a sleepless night. - You (*shouldn't*, *couldn't*, *might*) have stayed up so late last night.
30. If the earth suddenly (*stop*) spinning, we all (*fly*) off it.

### Test 99

1. Tom, (*you*, *finish*) reading the newspaper yet? - No, I still (*read*) it.
2. At noon yesterday, the staff (*have*) their monthly meeting.
3. The teacher (*give*) the students a test when the principle (*come*) into the classroom.
4. Dad (*close*) the windows, (*set*) the alarm, and (*leave*) the house. The children (*sleep*) already.
5. ... Nelson Column (*erect*) in 1842 in ... Trafalgar Square in commemoration of Admiral Nelson, who (*win*) a triumphant naval victory, but (*kill*) in the battle.
6. To commemorate Admiral Nelson's Victory in (a, *the*, -) great naval battle at Trafalgar, (a, *the*, -) Trafalgar Square (*construct*) in London.
7. In 1066 an invading army of the Normans (*win*) the victory at the battle of Hastings; as a result of that single battle, William, Duke of Normandy, (*crowns*) king of England and (*becomes*) known in the popular history as William the Conqueror.
8. My teacher told me I (*might*, *had to*, *needed*) stay after school as (*the*, *a*, -) punishment for talking in class.
9. (*Need*, *can*, *ought*) I borrow your pen? (*My*, *mine*) doesn't work.
10. I (*must*, *mustn't*, *may*) go to (*a*, *the*, -) bank. I haven't got (*some*, *any*, *little*) money.

11. What time (*mustn't, will, shall*) I pick you up from (a, *the, -*) work? - (*At, in, about*) 7 sharp.
12. Have you heard Jane's playing (*the, a, -*) piano (*late, lately*)? - Yes, but he (*not, seem*) to be getting (*good*).
13. I like living in the country. It's a lot (*peaceful*) than the city.
14. ... Louvre has a large number of famous works, such as ... Mona Lisa and ... Venus de Milo. (a, *the, -*)
15. (A, *the, -*) pyramids in Egypt (*build*) to be tombs for (a, *the, -*) pharaohs.
16. In ... New York you could visit ... Central park, ... Empire State Building and ... Times Square and see ... show on ... Broadway, (*a, the, -*)
17. He's late again. It's typical (*of, for, about*) him to keep everybody waiting.
18. Be careful, there (*be*) too (*many, much, a lot of*) cars in (*this, these*) cities.
19. (*Many, much, a little*) students have financial problems, ... ?
20. (*Few, little, a lot of*) customers (*come*) into the shop today. It (*be*) quite all day long.
21. A young woman (*sit*) on (a, *the, -*) park bench while the children (*play*) nearby.
22. The boy went to (a, *the, -*) bed early because he (*play*) football all day.
23. Peter decided that he (*not, leave*) for work until he (*shovel*) the snow from the drive.
24. The lawnmower (*break down*) while my father (*mow*) the lawn.
25. For many thousands of years stories (*pass*) from (a, *the, -*) generation to generation orally, either in words or in songs.
26. (A, *the, -*) new chairman of the company (*announce*) in a week. The candidates (*discuss*) now.
27. She (*expect*) to arrive (*to, in, at*) London at 3 o'clock tomorrow afternoon.
28. You just (*clean*) the stairs? - Yes, so be careful. (*It, they*) (*be*) very slippery.
29. You put that shirt in the washing machine. - I know. It ... be dry-cleaned, (*mustn't, couldn't, have to*)
30. A university degree is a useful thing. If I (*have*) a university degree, I (*sit*) in a comfortable office now instead of standing at a street corner selling newspapers.

### Test 100

1. The committee (*discuss*) the problem for two hours before they finally (*come*) to a decision.
2. Where are the children? - They (*decorate*) the Christmas tree as it (*be*) Christmas Eve today.
3. The parade already (*start*) by the time we (*arrive*). We (*delay*) by the traffic.
4. The team and their fans (*celebrate*) because they (*win*) the game.
5. John couldn't (*involve*) in the robbery. He was with me that evening.
6. Watching TV often (*considered*) a waste of time. On (a, *the, -*) other hand, TV is great company for those who live alone.
7. Neither Ann nor her friends (*attend*) today's meeting. Everybody is busy, ... ?
8. I'll tell you something, if you (*promise*) not to tell it to (*anyone, someone, no one*) else.
9. Look! The Greens (*bring*) us (a, *the, -*) bottle of wine (*for, to at*) our anniversary. - They (*needn't, couldn't, might not*) have done that, but it's very kind of (*they, them*).

10. You (*mustn't, oughtn't, needn't*) clean the floor today. -Oh, you (*do*) it already?
11. Your blue trousers (*be*) in the washing machine. - Oh, no! You (*shouldn't, mustn't, can't*) have done that. (*It, they*) (*have*) to be dry-cleaned.
12. This jacket was by far (*expensive*) in the shop, but it wasn't as (*expensive*) as (*your, yours*).
13. (*A, the, -*) Park Hotel is (*little*) expensive than (*a, the, -*) Plaza.
14. ... London manages in ... unique way to reflect ... past and, at ... same time, to live ... life of ... modern city, (*a, the, -*)
15. I have got ... car and ... motorcycle. ... car is second-hand and ... motorcycle is brand new. (*a, the, -*)
16. Do you know where ... tea comes from? - From ... India. (*a, the, -*)
17. I (*try*) to learn Spanish but I'm not very satisfied (*at, on, with*) my progress.
18. Our runners haven't won ... medals, have they? - No, not as ... as last time. But there's plenty of time. There are still ... events to come. I'd like to go and see some of the track events, but I haven't got... time at the moment, (*a lot of, much, many*)
19. The snow was quite deep. There seemed (*a few, few, a little, little*) hope of completing our journey.
20. I wanted some cake, but there was (*none, no*) left.
21. We (*travel*) for five hours before we (*reach*) our destination. Everyone (*be*) very tired.
22. My brother (*go*) to a book exhibition yesterday and (*buy*) an interesting book on antiques. He (*be*) there many times before.
23. They (*make*) sandwiches for the picnic when I (*phone*) to tell them that we were going to be late.
24. How long Mrs. Conrad (*give*) cooking lessons by the year 2010?
25. Look (*at, for, through*) that dolphin! It (*jump*) through those hoops.
26. If he (*go*) on telling lies, nobody (*believe*) a word he says.
27. They said that they (*leave*) early (*the, a, -*) next morning.
28. If you (*call*) me yesterday, I would have been able to meet you for lunch today.
29. (*Shall, will, would*) I pour you a glass of orange juice? -Yes, please and (*could, may, shall*) you put (*some, any*) ice in it, too?
30. If only we (*have*) a light! It's depressing waiting in darkness.

### Test 101

1. When the boy (*realize*) he (*lose*) his way he (*start*) to panic.
2. She (*not, be*) in a hurry that Monday morning because she (*take*) the day off.
3. How long you (*live*) in Sydney before you (*move*) back to London?
4. We (*attend*) our first lecture at the university at this time next Monday.
5. The pubs in London (*restore*) to their original Victorian beauty.
6. I've got two pounds and want to buy a CD. - Two pounds (*is, are*) not enough to buy a CD.
7. If I (*be*) you, I (*get*) a mobile phone.
8. I was worried as I (*be*) late because of the traffic.
9. (*Would, shall, will*) we go for a walk this afternoon?

- a) *Yes, we would.*                      b) *Why not. It's a lovely day.*
10. I'm sure the book is in your desk. It (*must, can, may*) be there.
11. Our new car is twice as (*expensive*) as (*their, theirs*), but it is far (*cheap*) than (*your, yours*) car.
12. Tom is (*a, the, —*) wonderful artist. No one else can paint (*like, as*) him.
13. What Mark (*do*) for a living? - He works (*as, like*) a hotel manager.
14. We have got ... dog now. It's ... German Shepherd. Some years ago we had ... cat. It was ... Siamese, (*a, the, —*)
15. Such English names as ... Ordeon, ... Hilton, ... Plaza, ... British Museum, ... Tate Gallery, ... Titanic, ... Times are known to many people all over ... world, (*a, the, -*)
16. Mark lived in ... London, in ... Oxford Street some years ago. He speaks ... English fluently, (*a, the, -*)
17. I felt sorry (*about, on, for*) the children when we went (*on, to, in*) holiday as it rained every day.
18. I'd like to know the truth. Tell me (*everything, all*). Tell me (*all, everything*) you know, please.
19. (*The most, most*) people would like to earn (*much, many, lot*) money to live without (*some, any, no*) problems.
20. I'm afraid, we've (*no, none, neither*) money to buy this picture. - You are right. We haven't got (*some, any, no*) money to buy (*it, its, it's*).
21. We (*live*) in Cardiff for ten years when the company that Bill (*work*) for (*offer*) him a position at the London office.
22. Where you (*be*) yesterday afternoon? I (*call*) you all afternoon but there (*be*) no answer.
23. London (*change*) a lot recently. First of all, the historic sites (*clean*) and restored, making the city look as if it (*revitalize*).
24. I (*blame*) for it before I even (*have*) a chance to defend (*myself, oneself, ours*).
25. The refugees (*prevent*) from entering the country. It's a serious problem now.
26. The first goal (score) by our team, but unfortunately they (*lose*) the game.
27. If you (*put*) on the kettle, I (*make*) the tea, but now I have no time to do it.
28. The police informed him that he (*be*) under arrest, adding that he (*can, must, may*) remain silent but (*something, anything, nothing*) he said (*take down*) and used against him.
29. The doctor suggested I (*see*) a counselor, and he added that a counselor (*could, must, may*) help me get over my difficulties.
30. Your notes are almost illegible. If you (*type*) them, they (*be*) a lot easier to read.

### **Test 102**

1. The spectators so (*move*) at the end of the film that everyone in the cinema (*cry*).
2. People often ignore the fact that air pollution (*must, can, could, might*) cause so many health problems.
3. The children spent all their money on computer games, so they (*be to, have to, must, could*) walk all the way back.
4. You (*must, can, might*) wear a life jacket when you go canoeing.
5. ... Young are usually impatient, but they should be more tolerant to ... old people, (*a, the, -*)

6. What musical instrument can you play? - I'm learning to play (*a/an, the, —*) violin.
7. ... Tango is not very popular with ... young people nowadays, (*a, the, -*)
8. My father usually travels by ... bus to ... work, (*a, the, -*)
9. We prefer to stay at (*a/an, the, -*) Ritz whenever we are in London.
10. When you arrive (*in, to, at, for*) England, you will be impressed (*by, with, at*) everything you will see there.
11. The teacher was pleased (*at, with, to, by*) the exam results.
12. The doctor warned me (*of, in, about, with*) the danger of eating too much fat food.
13. Lots of people care (*for, about, in, of*) elderly relatives.
14. We congratulated her (*on, in, with, about*) her success in her final exams.
15. Every day there is news of (*another, the other, other, others*) war breaking out somewhere in the world.
16. Can war actions ever be justified under (*some, any, every, none*) circumstances?
17. (*Each, another, all, every*) time I hear that music, it reminds me of you.
18. The exam was very difficult. Nobody passed it, ...?
19. The situation is uncertain. (*Nothing, anything, some, any*) could happen.
20. I wanted to know if the prices (*rise*) again by the end of the year.
21. The secretary didn't know when the president (*take*) the final decision on this issue.
22. I'd like to know if the river will not begin to rise until some rain (*fall*).
23. We asked the manager if they (*settle*) the price problem by the end of the month.
24. He promised that he (*phone*) us as soon as he (*arrive*) home.
25. None of them knew when the results (*announce*). Everybody (*wait*) for it.
26. Where St. Paul's Cathedral (*be situated*)<sup>1</sup>! - In the ... .
27. The ... party is a ruling party in Great Britain nowadays.
28. Try and (*do*) it right this time. - O.K. It's easy, as you (*right, rightly*) say.
29. My father is five years (*old*) than my mother but he looks (*young*) his age.
30. Why don't you get a cat? If you (*keep*) a cat, the mice (*not, run*) everywhere.

### Test 103

1. Soho (*use*) to be considered one of (*dirty*) and (*dangerous*) places in London, but it (*clean up*) in (*-, a, the*) early 1980s.
2. Today Soho is one of (*lively*) and (*bohemian*) areas of London, with cafes (*which, what, that*) stay open (*-, a, the*) day and night.
3. Alexander Gustave Eiffel (*design*) (*-, a, the*) Eiffel Tower which is situated in the centre of Paris.
4. I'm sorry but all the tickets (*sell*) for this performance.
5. The survivors (*pick*) out of the water by a cruise liner, which (*hear*) their distress call.
6. The classroom was empty when I came in. The class (*was, were*) all on a school outing.
7. Mr. Derec asked his assistant if he (*read*) the reports and added that he (*want*) to go through them himself.

8. The teacher explained that the Moon (*go*) round the Earth, but one of the pupils didn't believe that the Moon (*be*) flat and asked at what temperature water (*boil*) there.
9. I'm sure Robert realized how wrong he (*be*). He (*must, can, may*) have realized everything.
10. It's possible that they (*sell*) (*their, there*) house soon. I (*may, can, must*) see it as soon as possible.
11. New York City is one of (*large*) and densely populated (*cities, city*) in the world.
12. David is (*good*) player of all. He (*play*) (*good*) than anyone else.
13. I never (*know*) such an independent young woman. She's (*independent*) woman I've ever met.
14. We have holidays twice ... year. I like to spend my holiday travelling. My car can go 200 km ... hour. Last year I spent ... month cruising down ... Nile, (*a, the, -*)
15. ... French , ... Scottish and ... Japanese are very friendly as well as ... Americans and ... Greeks, (*a, the, -*)
16. Have you lived in ... same city and in ... same street all your life? - Oh, no. I've lived in ... State Street only for ... year, but before it I lived in ... High Street, (*a, the, -*)
17. The train is late but nobody (*know*) the reason (*for, of, about*) the delay.
18. I should ban cars. (*All, no, none*) cars pollute the air, don't ... ? - Well, except electric (*one, ones*), I suppose.
19. What kind of fruit (*should, can, must*) I eat to stay healthy? - I don't think it matters. (*All, more, many*) fruit (*be*) good for you.
20. I knew there (*be*) a power cut because it was so dark everywhere. - Yes, (*some, all*) the lights in (*our, ours*) street went cut.
21. What (*happen*) alongside the river Thames of late? - The old warehouses (*transform*) into galleries, shops and clubs.
22. How Soho (*change*)? - It (*clean*), there are pavement cafes, so it (*become*) a meeting place.
23. One Sunday afternoon Tim and his (*old*) sister (*sit*) at home watching TV. Their parents (*go out*) for the day.
24. He didn't remember that he (*order*) to appear before the judge.
25. May Week at Cambridge University (*celebrate*) neither in May nor a week.
26. If you (*not, come*) late, they (*let*) you in and you (*have*) a good rest.
27. The police inspector asked me where I (*be*) the night before, at the time of the burglary.
28. The manager asked his secretary if he (*be*) using the computer to find the secret code.
29. It wasn't necessary for her to come so early, but she did. She (*needn't, mustn't, can't*) have come so early.
30. It's a pity he never patented his invention. If he (*patent*) it, he (*make*) a lot of money.



- b) have let                      d) will let
4. My friend has been writing to me for years already, but he never ... a photo.  
a) sends                          c) will send  
b) has sent                      d) sent
5. Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.  
a) is leaving                    c) leaves  
b) will be leaving            d) left
6. When was this building finished? - They say it ... by the end of last year.  
a) had been finished        c) will be finished  
b) was finished              d) finishes
7. I thought that I ... my key and was very glad when I found it.  
a) lose                          c) had lost  
b) lost                          d) was losing
8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.  
a) lost                          c) had lost  
b) have lost                  d) lose
- 9.1 ... for this bank for five years already but I have decided to change my job.  
a) am working                c) have been working  
b) has worked                d) worked
10. Martin said that he ... the tickets the next day.  
a) bought                      c) will buy  
b) had bought                d) would buy
11. The house opposite our college ..., that's why we are using the back entrance at present.  
a) pulls down                c) is being pulled down  
b) is pulled down            d) pulled down
12. You ... an umbrella when you left the house, didn't you?  
a) have                        c) had had  
b) was having                d) had
13. By the time we got to the cinema the film ... .  
a) will begin                 c) had begun  
b) would begin              d) began
14. Is there anything I ... do to help you?  
a) can                         c) am to  
b) may                         d) as to
15. The last film I saw was ... frightening than this one.  
a) little                        c) least  
b) less                         d) the least
16. Someone is calling you. Will you answer ... phone?  
a) a                              c) -  
b) the                          d) these
17. To tell the truth I don't like ... pair of trousers that I bought last month.  
a) those                        c) that  
b) this                         d) a
18. Whose house is it? - It's ... .  
a) my                          c) her  
b) mine                        d) our
19. Today is ... cold than yesterday. So, I'm wearing my shorts.  
a) little                        c) least  
b) less                         d) the least
20. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.  
a) in                             c) -  
b) on                            d) at
- Test 3
1. Excuse me, do you speak English? I ... for a hotel.  
a) look                         c) was looking  
b) am looking                d) have been looking
2. Last summer we wanted a relaxing holiday, so we ... to stay on a small island.  
a) choose                      c) had chosen  
b) have chosen                d) chose
3. Mathematics ... hard. I don't understand it.  
a) are                         c) was  
b) is                            d) were
4. While we ... for the train, it started to rain.  
a) waited                     c) was waiting  
b) are waiting                d) were waiting
5. The police officer said that every house in that street ... already by the police.  
a) search                      c) had been searched  
b) were searched            d) searched
6. There is going to be a big art exhibition. It... a lot of visitors.  
a) attracts                    c) has attracted  
b) will attract                d) attracted
7. The result of his investigation ... in the newspaper soon.  
a) publish                     c) will be published  
b) be published              d) is published
8. When they arrived home, their children ... outside the door waiting for them.







## CURRENT CONTROL QUESTIONS ON THE SUBJECT

### Speaking topics (new)

1. What is the meaning of your name?
2. Does your name affect your personality?
3. Tell me something about your hometown.
4. What are the differences in accent between your hometown and Hanoi?
5. What is the character of the people like in your hometown?
6. What is people's favourite food in the region where you live?
7. Do you think that people have enough time for leisure now?
8. Are there any historic monuments in your region?
9. Describe your Job? How do you spend your typical day?
10. Tell me something about the Hue Festival.
11. How have weddings changed in recent years?
12. Tell me something about the <Navruz> Festival. <change with the festival name of your country>
13. Describe a traditional wedding ceremony.
14. Name a person whom you admire? Why? What influence does he / she has on your life? Would you like to become like him / her in future?
15. Are there any traditions concerning the birth of a baby?
16. How do you like <The test city> Compare it to your hometown. How did you get to this place?
17. What place do you like best in (the city)?
18. What places in (the city) should a foreigner visit?
19. What places would you recommend a visitor to go to in your region/hometown?
20. If you had the choice, where would you choose to live in India?
21. Which parts of India would you recommend a foreigner to visit?
22. Tell me something about your family.
23. Which is your favourite colour?
24. Do you think colours influence our life? How?
25. Which is the best place you've been to in Uzbekistan?
26. Who does most of the household chores in your family?
27. Are the traditional sexual roles within the family changing?
28. Why is the divorce rate increasing so rapidly? Is it a problem?
29. What is your opinion of the planning family policy?
30. How do you discipline your child?
31. Is it acceptable for couples to live together without marrying?
32. If you had the choice, would you have a son or a daughter?
33. Are you going to bring your child up any differently to the way your parents did?
34. What hopes do you have for your child? (if you are married)
35. Do women still have too heavy a burden in their day to day life?
36. Is the increasing influence of the West largely a positive or negative thing?

37. Are you looking forward to anything in particular in Australia / UK / USA ?
38. What do you do in your leisure time?
  
40. Who should bear the responsibility for payment of tuition fees?
41. What can be done to improve education in rural areas?
42. Have recent changes affected your job in any way?
43. Do you agree with private education? Why?
44. What can be done to close the gap between urban and rural areas?
45. If you had the power, what changes would you carry out within education?
46. Describe a typical working day for you
47. How do you see yourself in ten years time?
48. If you had the opportunity to change your job, what would you do instead?
49. If you had one million dollars, what would you do with it?
50. If you could start your life again, would you do anything differently?
51. What ambitions do you have?
52. Which country/place would you most like to visit?
53. What changes do you think India will see in the next few years?
54. Will any possible future changes affect your job in any way?
55. How do you think you will cope abroad?
56. How does it feel to go abroad for the first time?

# HANDOUTS AND PRESENTATION MATERIALS

## 1 Find the words

## Word cards

This is a **chicken**.  
Write it next to  
drawing number 11.



When you meet  
someone new, say:  
*Number 11 is a  
chicken.*

This is a **saucepan**.  
Write it next to  
drawing number 12.



When you meet  
someone new, say:  
*Number 12 is a  
saucepan.*

This is a **spoon**.  
Write it next to  
drawing number 13.



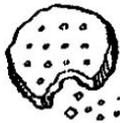
When you meet  
someone new, say:  
*Number 13 is a  
spoon.*

This is a **shop  
assistant**.  
Write it next to  
drawing number 14.



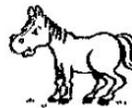
When you meet  
someone new, say:  
*Number 14 is a shop  
assistant.*

This is a **biscuit**.  
Write it next to  
drawing number 15.



When you meet  
someone new, say:  
*Number 15 is a  
biscuit.*

This is a **horse**.  
Write it next to  
drawing number 16.



When you meet  
someone new, say:  
*Number 16 is a horse.*

This is a **carrot**.  
Write it next to  
drawing number 17.



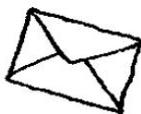
When you meet  
someone new, say:  
*Number 17 is a  
carrot.*

This is a **knife**.  
Write it next to  
drawing number 18.



When you meet  
someone new, say:  
*Number 18 is a knife.*

This is an **envelope**.  
Write it next to  
drawing number 19.



When you meet  
someone new, say:  
*Number 19 is an  
envelope.*

This is a **pig**.  
Write it next to  
drawing number 20.



When you meet  
someone new, say:  
*Number 20 is a pig.*

## 2 Bingo: Useful verbs

Teacher's master sheet



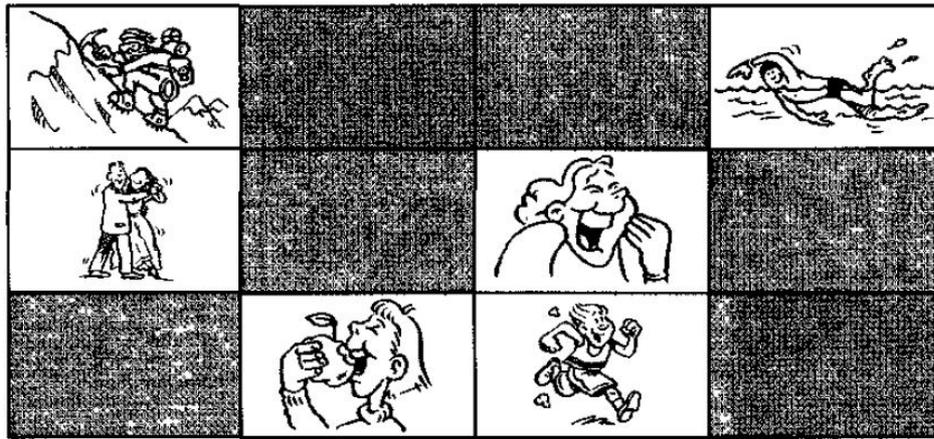
## 2 Bingo: Useful verbs

Teacher's cards



## 2 Bingo: Useful verbs

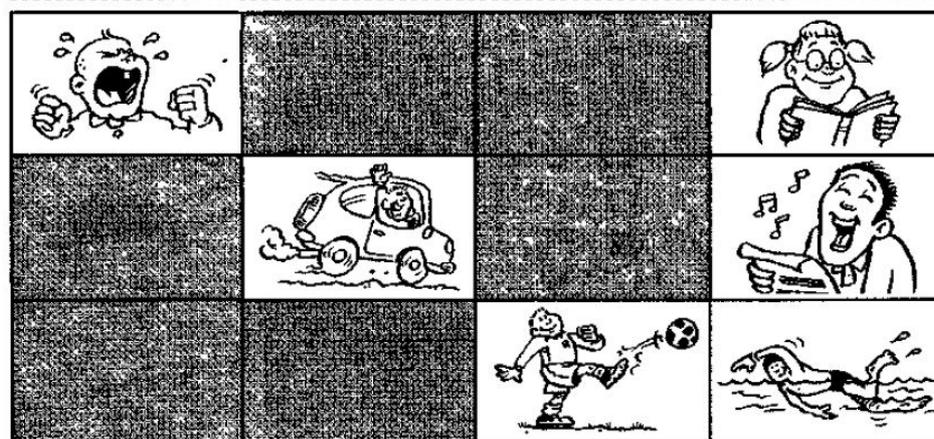
Students' cards



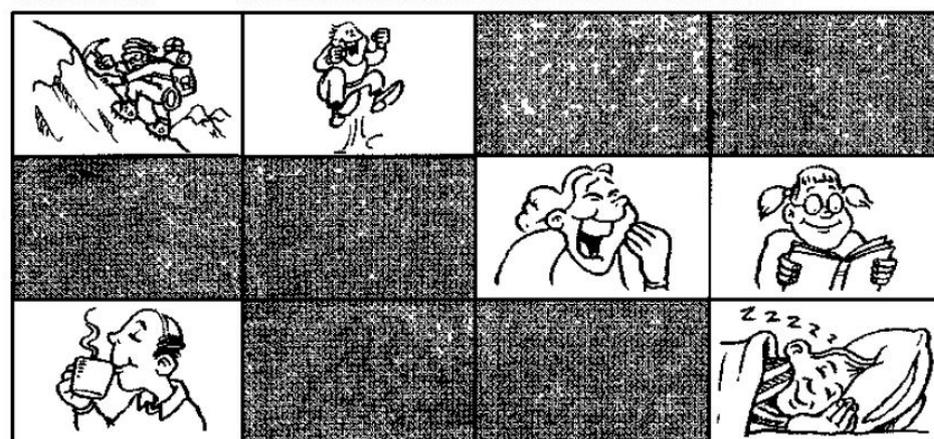
**Card  
1**



**Card  
2**



**Card  
3**



**Card  
4**

## 15 Bingo: Opposites

Teacher's master sheet

BIG (small)	WEAK (strong)	DRY (wet)	FAST (slow)
CLEAN (dirty)	HAPPY (sad)	HARD (soft)	HOT (cold)
LIGHT (heavy)	GOOD (bad)	LOW (high)	OLD (young)
RICH (poor)	RIGHT (wrong)	TALL (short)	FAT (thin)

## 15 Bingo: Opposites

Teacher's cards

BIG (small)	WEAK (strong)	DRY (wet)	FAST (slow)
CLEAN (dirty)	HAPPY (sad)	HARD (soft)	HOT (cold)
LIGHT (heavy)	GOOD (bad)	LOW (high)	OLD (young)
RICH (poor)	RIGHT (wrong)	TALL (short)	FAT (thin)

## 20 Half a crossword: Useful verbs

Group A

Work in groups A and B. You are A.

Some of the words in the following crossword are missing. Group B know what they are. Group B also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (2) Across? What's (3) Down?** etc.



Here are the words you will have to explain for Group B.

cook	cry	dream	drink
forget	kiss	lose	play
rain	run	shut	sing
sleep	swim	teach	throw

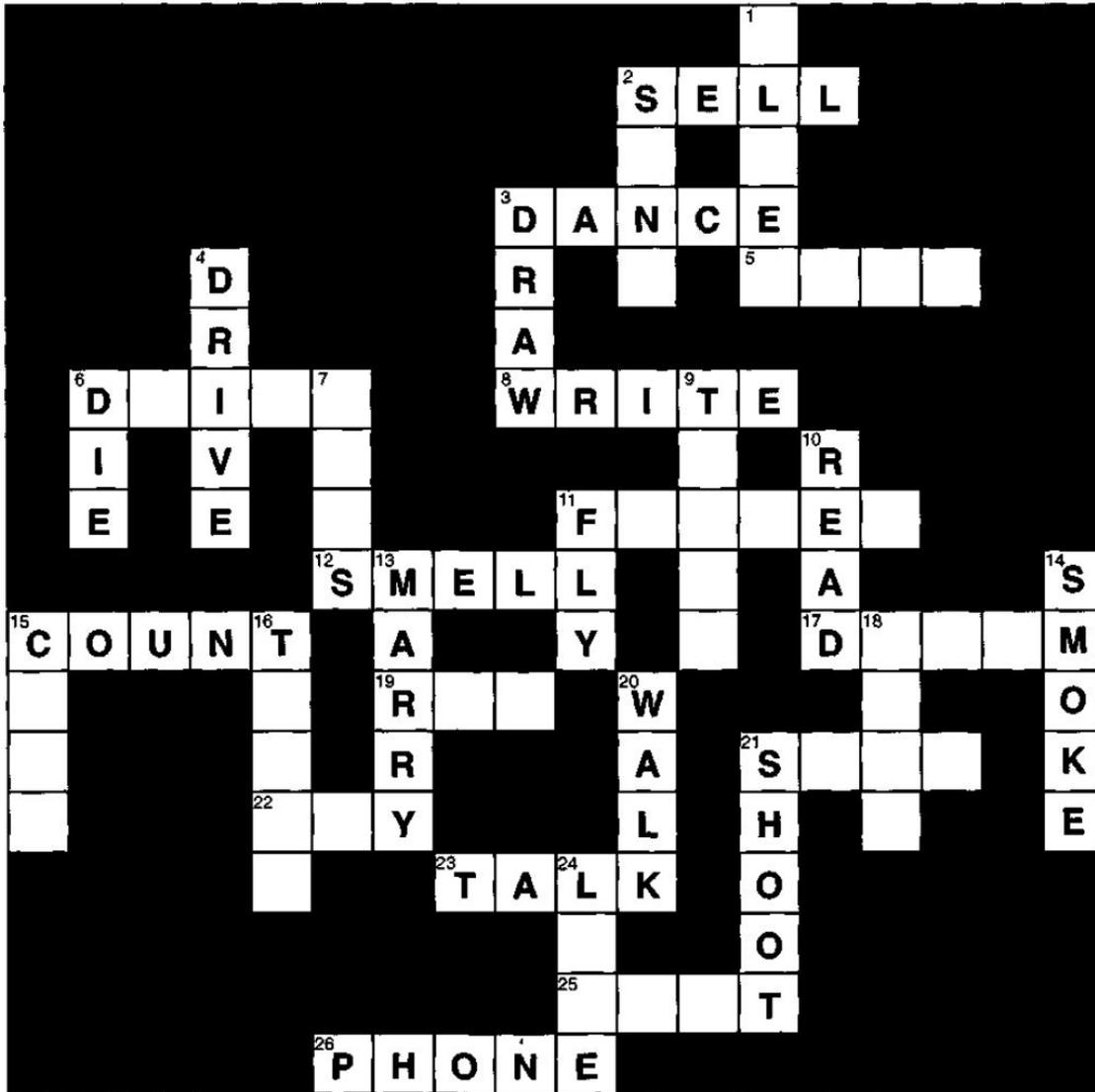
## 20 Half a crossword: Useful verbs

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (6) Across? What's (1) Down?** etc.



Here are the words you will have to explain for Group A.

count	dance	die	draw
drive	fly	marry	phone
read	sell	shoot	smell
smoke	talk	walk	write

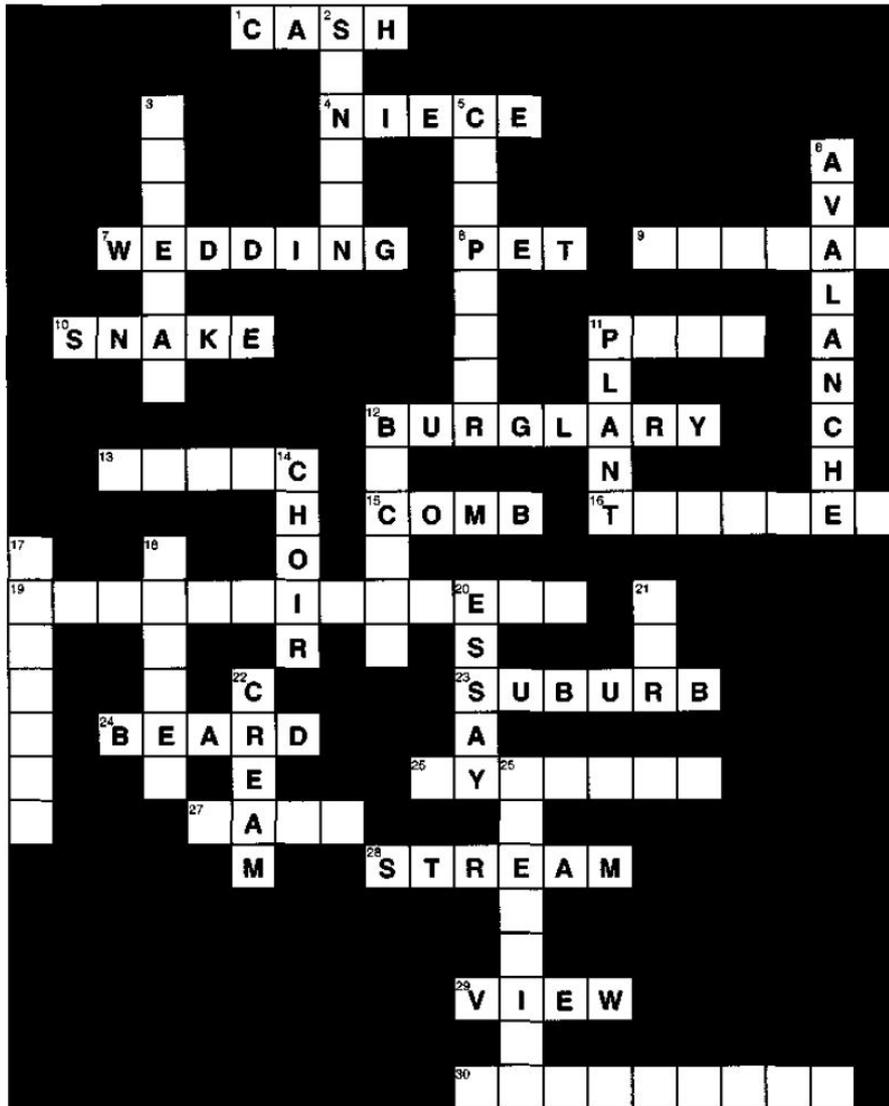
# 30 Half a crossword: Nouns

Group A

Work in groups A and B. You are A.

Some of the words in the following crossword are missing. Group B know what they are. Group B also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (9) Across? What's (3) Down?** etc.



Here are the words you will have to explain for Group B.

avalanche	choir	niece	stream
beard	comb	pet	suburb
burglary	cream	plant	view
cash	essay	snake	wedding

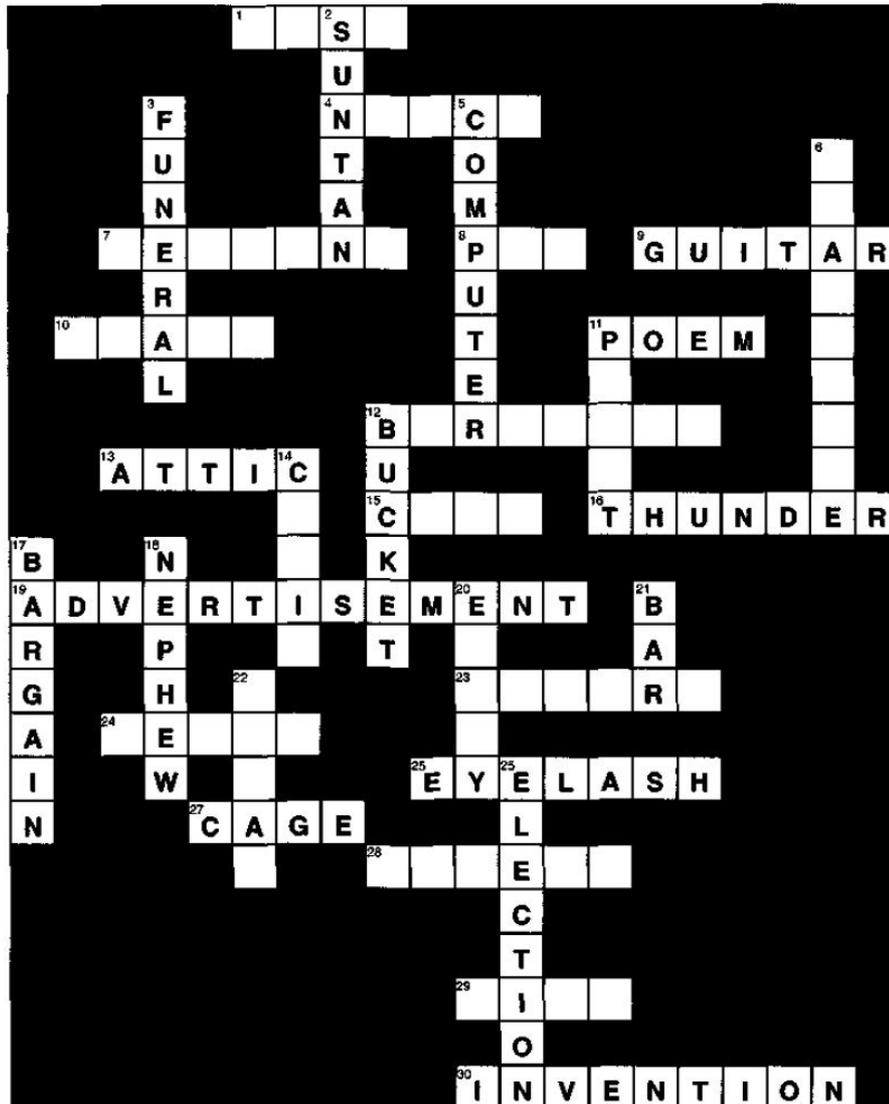
# 30 Half a crossword: Nouns

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (1) Across? What's (6) Down?** etc.



Here are the words you will have to explain for Group A.

advertisement	bucket	eyelash	nephew
attic	cage	funeral	poem
bar	computer	guitar	suntan
bargain	election	invention	thunder

**48 20-square: Explain the words**

Sentences

1 a <i>huge</i> garden	2 a <i>priceless</i> painting	3 a terrible <i>earthquake</i>	4 to <i>limp</i> along the street
5 a pleasant <i>chat</i>	6 a <i>temporary</i> job	7 a £10,000 <i>ransom</i>	8 the <i>average</i> salary
9 a face full of <i>freckles</i>	10 to <i>call off</i> a meeting	11 an ugly <i>scar</i>	12 a terrible <i>pessimist</i>
13 to <i>fall out</i> with a friend	14 a <i>plump</i> woman	15 an <i>exhausting</i> day	16 a successful <i>barrister</i>
17 a <i>courageous</i> soldier	18 to feel <i>embarrassed</i>	19 a £1 million <i>loss</i>	20 the only <i>survivor</i>

## 52 Make two words

Find two letters that will complete the word on the left and start the word on the right.

1	w	o	m		s	w	e	r		
	2	b	o		t	a	c	k		
	3	c	a	b		v	e	n	t	
4	b	l	o	u		c	r	e	t	
5	c	e	n	t		a	s	o	n	
	6	c	l			p	e	a	r	
7	y	e	l	l		n	e	r		
	8	e	a	g		a	t	h	e	r
9	p	r	e	t		r	e			
	10	t	o	a		r	e	a	m	
	11	c	r	e		o	u	n	t	
	12	s	p	o		i	o	n		
	13		o	p		e	m	y		
	14	p	i	l		h	e	r		
5	c	a	m	e		i	n			
	16	r	e	a		o	i	r		

Fold

<b>se</b>
<b>ch</b>
<b>st</b>
<b>en</b>
<b>le</b>
<b>ra</b>
<b>ap</b>
<b>on</b>
<b>at</b>
<b>re</b>
<b>ot</b>
<b>in</b>
<b>am</b>
<b>ow</b>
<b>an</b>
<b>ty</b>

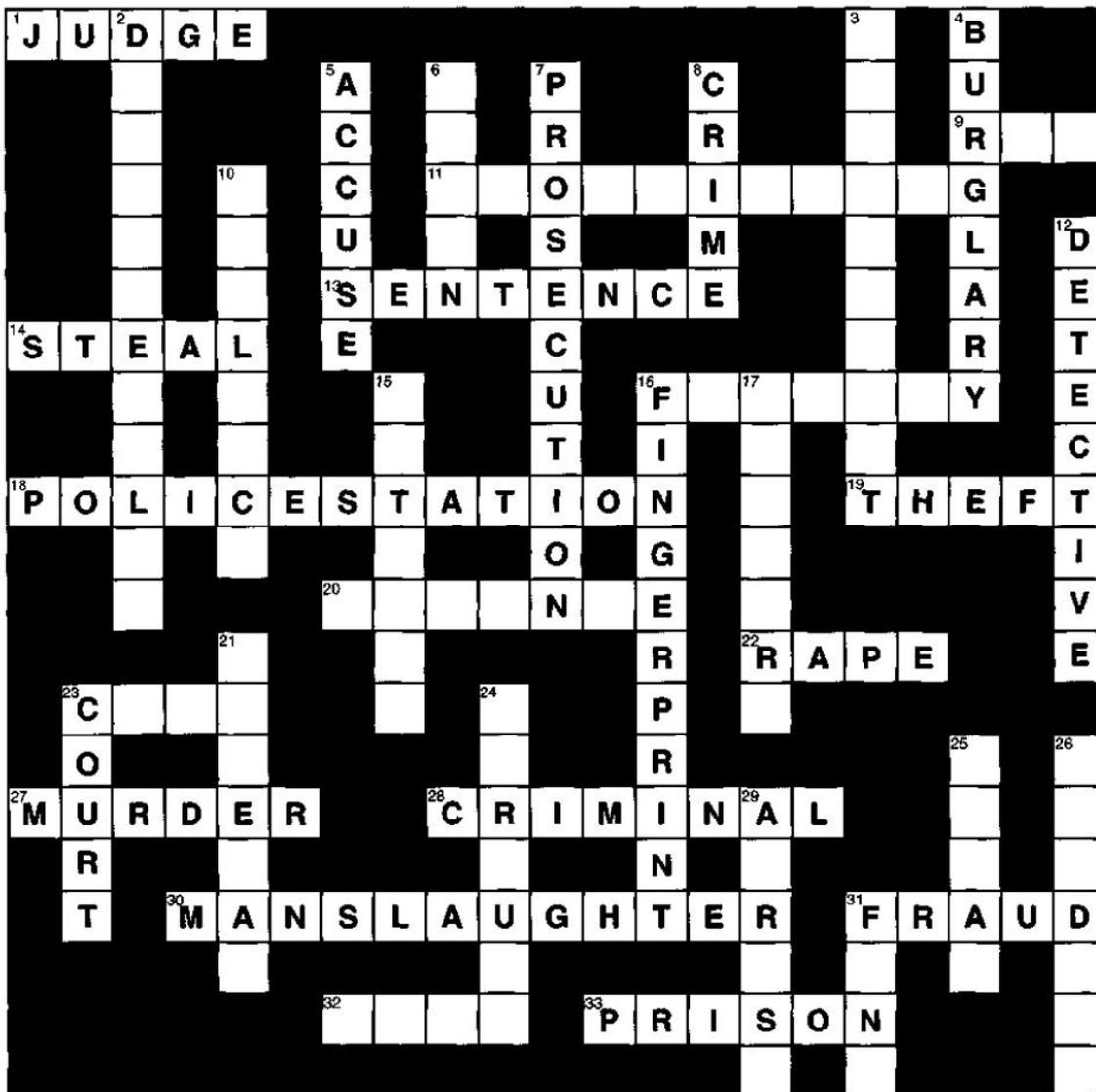
# 53 Half a crossword: Crime, law and order

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (9) Across? What's (2) Down?** etc.



Here are the words you will have to explain for Group A.

accuse	criminal	judge	prison	steal
burglary	detective	manslaughter	prosecution	theft
court	fingerprint	murder	rape	
crime	fraud	police station	sentence	



## 10. IT'S ALL IN THE FAMILY

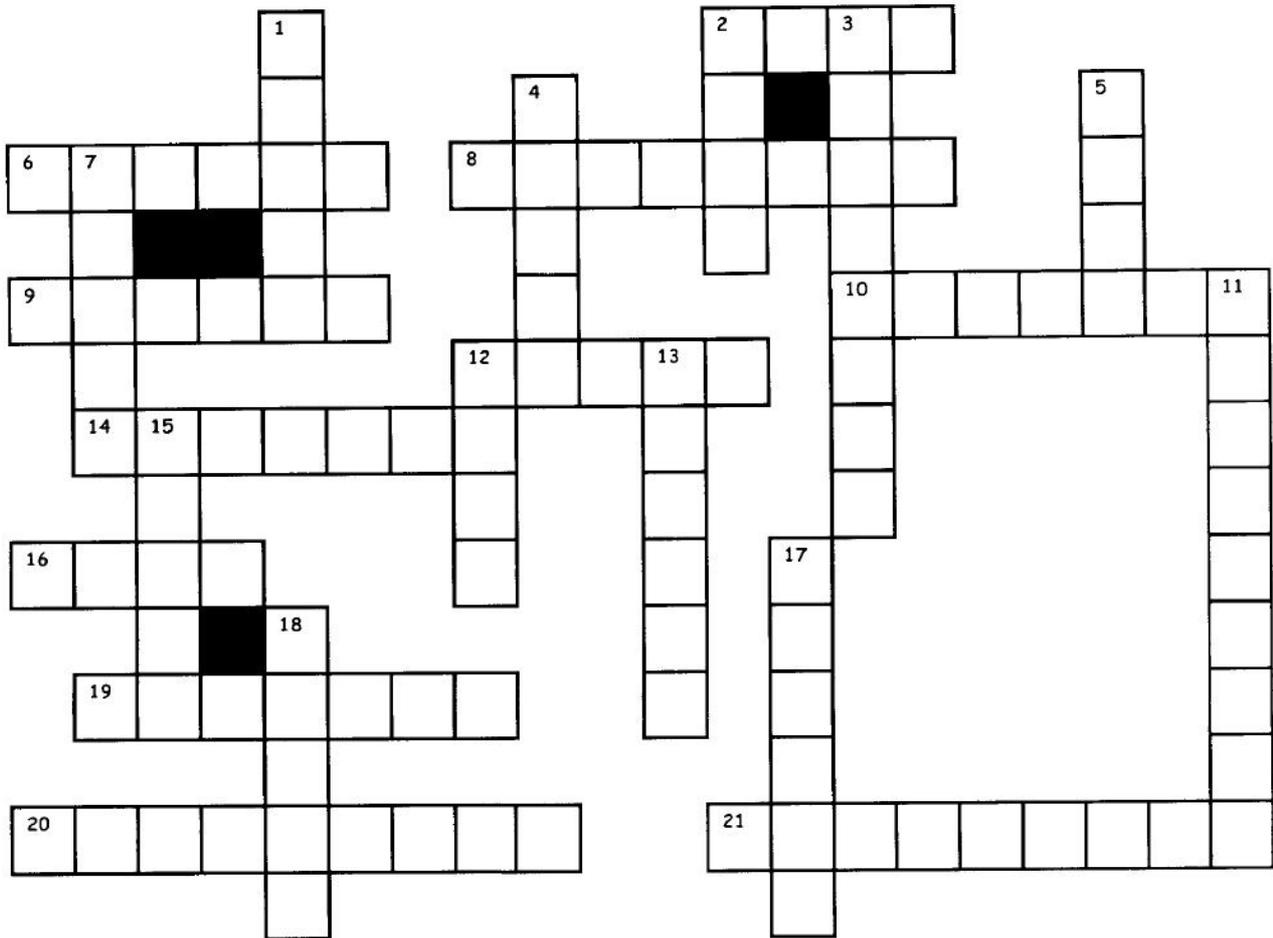
Each of the 30 words hidden in this word-find puzzle is all from the same family of words. They are all prepositions! These 30 words can be found backward, forward, diagonally, and vertically. Circle the 30 prepositions.

a b o v e u p o n h z c x a b o a r d w  
 k r k t l p j k s h o f f a m o n g h v  
 x m j t b w q m n n d c t a z f m s c h  
 h n x x m c s s c j w j b h n d r s c y  
 t d m w h h v e z b v o h x o j b o t r  
 a o h b i i r y v u u x t k n e r r m w  
 e l w s i n c e y t a m i d t p e c x e  
 n l f a i s s b r y z p w w o d g a s j  
 e r q n r l n i m z b t e f i m a t d q  
 b a g p f d d b d q v e b s g z r h b f  
 l e h t s n y w c e n b e l o w d r x q  
 m n f f u w j j k n n b y q j w i o w d  
 p p n o j o p i h h d h o w s x n u y t  
 v c r t r d l d s z f v n q y q g g z t  
 b a p f r e g t l w g n d h m y k h y z

aboard	around	beyond	from	regarding
about	before	but	in	since
above	below	by	inside	through
across	beneath	concerning	like	toward
amid	beside	down	near	upon
among	between	except	onto	with

## 19. SPELLING THE PLURALS

Write the correct plural of each of these 24 words below in the correct space within the crossword puzzle. Good luck!



**Across**

- 2. die
- 6. crisis
- 8. bacterium
- 9. loaf
- 10. donkey
- 12. life
- 14. stimulus
- 16. ox
- 19. shelf
- 20. passerby
- 21. mouthful

**Down**

- 1. goose
- 2. deer
- 3. child
- 4. radius
- 5. mouse
- 7. roof
- 11. spoonful
- 12. louse
- 13. echo
- 15. tooth
- 17. piano
- 18. fly

## 20. MISSPELLINGS

The words listed are misspelled. Spell each misspelled word correctly by writing the answers in the appropriate spaces.

**Across**

- 1. forein
- 2. priviledge
- 4. curteous
- 5. higene
- 6. attendance

- 10. Wendesday
- 13. voluntier
- 16. comunity
- 17. innferred
- 18. instence

**Down**

- 1. formirely
- 3. rhime
- 7. temporment
- 8. anounse
- 9. commision

- 11. dilima
- 12. sepirite
- 14. acktuel
- 15. kwaint

## 21. FIX UP THESE 20 MISSPELLINGS

The problem here is that there are 20 words (all misspelled) in this word-find puzzle. Circle the "nearly correctly" spelled words and then write the correct spellings on the lines below. Enjoy!

f	l	s	x	r	y	q	t	k	f	z	s	t	e	n	n	x	l	t	t
r	d	n	c	b	b	m	d	h	w	s	p	p	n	w	s	n	e	r	b
n	e	e	z	g	x	a	v	g	b	k	q	v	i	x	h	r	g	a	n
t	o	m	v	s	b	l	w	n	s	g	v	k	c	h	m	s	a	n	l
w	p	i	e	i	t	i	k	k	u	l	p	s	e	g	g	r	r	s	r
g	o	h	s	b	d	n	z	k	i	i	y	w	d	r	v	s	u	e	d
p	a	n	q	e	e	e	t	a	r	t	n	n	e	c	n	o	c	n	c
k	r	x	d	d	y	r	y	a	a	g	d	a	m	e	r	o	s	t	q
x	t	w	w	a	t	n	m	l	v	x	t	y	v	e	l	g	i	i	m
w	i	n	q	l	f	i	w	b	z	f	l	e	s	u	z	n	d	m	l
z	s	r	b	x	d	u	t	z	u	a	i	d	m	y	d	s	e	g	s
y	t	d	w	c	s	j	l	l	m	c	j	f	f	d	q	l	l	l	q
q	i	b	j	w	v	m	v	r	r	q	t	v	c	m	o	j	b	v	w
q	c	j	t	j	r	p	o	e	m	b	a	r	a	s	s	s	m	n	c
l	k	s	p	v	b	f	p	p	r	a	b	a	b	l	y	r	x	l	y


## 41. JUMPING FROM JUMBLE TO JUMBLE

Unscramble the four words in each Jumble puzzle. Then unscramble the circled letters to complete the sentences.

### Jumble #1

1. C L E I S: ○ ○ \_ ○ \_

2. T T U N A: \_ \_ ○ \_ \_

3. I R E E E: ○ \_ \_ \_ ○

4. T S N A L: ○ ○ \_ \_ \_

The frustrated detective was

\_\_\_\_\_.

### Jumble #2

1. E L C H E: \_ \_ \_ ○ \_

2. T M A L E: \_ ○ \_ \_ \_

3. R O U S C: ○ \_ \_ \_ \_

4. W N A T S: \_ \_ ○ ○ \_

The workers at the mint love to make

\_\_\_\_\_.

### Jumble #3

1. A S E W N R: \_ ○ \_ \_ ○ \_

2. S F Y E T I: ○ \_ \_ \_ \_ ○

3. O N W D U: \_ \_ ○ ○ ○ \_

4. B N I R E: ○ \_ \_ ○ \_

Your humerus is your \_ \_ \_ \_ \_

\_\_\_\_\_.

### Jumble #4

1. H W L A E: ○ \_ \_ \_ \_

2. G E E L Y: \_ \_ ○ \_ \_

3. B S A Y S: \_ \_ \_ \_ ○

4. L G L E A: ○ \_ \_ \_ ○

This is what the sailor saw AND felt

on the ocean blue: \_\_\_\_\_

## GLOSSARY

- adipla-:** to sew on piping or trim.
- adir-gazalar:** hilly area; hills.
- adir:** hills, slopes, heights.
- adirli:** hilly.
- adirlik:** hills, hilly area.
- adl:** (Arabic) justice, fairness. ~ tur- to uphold justice or truth.
- adl-insof:** justice and compassion.
- adliya:** arch. (Arabic) justice (s. yustitsiya).
- administrativ:** (Russian) administrative.
- administrator:** (Russian) administrator.
- administratorlik:** abstr. of ~ qil- to administer, to serve as an administrator.
- administratsiya:** (Russian) administration.
- admiral:** (Russian) admiral.
- admirallik:** abstr. of ~ unvoni title of admiral.
- adno:** obs. (Arabic) lowest, worst, lowliest.
- ado:** (Arabic) end, completion, fulfilment. ~ bo'l- to be finished, to be done; to be done in (by s.t.), to be worn down (by s.t.). ~ bo'lgur! Drop dead! ~ yet-/~ qil- to carry out, to complete, to fulfill; to wear out, to do in.
- adolat:** (Arabic) justice. ~ axtar-/izlato strive for justice.
- adolatli:** just, fair.
- adolatparvar:** (Persian) supporting or nurturing justice.
- adolatparvarlik:** patronage of justice.
- adolatsiz:** unjust.
- adolatsizlik:** injustice.
- adovat:** (Arabic) enmity, hostility. ~ qil-/et- to harbor enmity.
- adovatchilik:** s. adovat.
- adovatli:** hostile, full of enmity.
- adovatsiz:** cordial, free of enmity.
- adovatsizlik:** lack of enmity, cordiality.
- adoyi:** (Persian) ~ tamom bo'l- to be done in or completely worn down (by s.t.).
- adras:** (Persian) a mixed cotton and silken material.
- adrasbof:** (Persian) weaver of adras.
- adres:** (Russian) address. ~ stoli/~lar daftari address book. ~iga directed at one's person.
- adresant:** (Russian) sender.
- adresat:** (Russian) addressee.
- adreslan-:** to be addressed.
- adsorbtsiya:** (Russian) adsorption.
- advokat:** (Russian) lawyer.
- advokatlik:** abstr. of advokat.
- advokatura:** (Russian) lawyer work, lawyering; lawyers.
- adyol:** (Russian) blanket.
- aErochana:** (Russian) propeller-driven sled.
- aErodinamik:** (Russian) aerodynamic.
- aErodinamika:** (Russian) aerodynamics.
- aErodrom:** (Russian) aerodrome.
- aErofotos'yomka:** (Russian) aerial photograph.
- aEroklub:** (Russian) flying club.
- aEromexanika:** (Russian) airplane mechanics.
- aEronavigatsiya:** (Russian) aerial navigation.
- aEroplan:** arch. (Russian) aeroplane.
- aEroport:** (Russian) airport.
- aErostat:** (Russian) balloon.
- aErostatika:** (Russian) aerostatics.
- aErovokzal:** (Russian) airport terminal.
- afandi (Ott.):** sir, gentleman, esquire; teacher; nickname for Xo'ja Nasriddin; silly person, fool, knucklehead; joke, tale.
- affiks:** (Russian) affix
- affrikat:** (Russian) affricative.
- afg'on 1:** Afghan.
- afg'on 2** lit.: (Persian) cries, wailing, lamentation.
- afg'oniy:** (Persian) Afghan.
- afif:** obs. (Arabic) pure, chaste.
- afifa:** obs. (Arabic) fem. of afif.
- baadab:** (Persian) s. boadab.
- baayni:** (Persian) selfsame, identical.
- bab-baravar:** exactly the same, equal. babaq zool. dial. a species of large chicken.

**babbit:** (Russian) babbitt metal.

**bacha:** (Persian) child, boy.

**bachadon:** (Persian) womb.

**bachajish (coll.):** newborn baby; hatchling; baby-like.

**bachcha:** (Persian) (dial.) child, boy; dancing boy.

**bachchaboz:** (Persian) keeper or officiating of dancing boys; pederast.

**bachchag'ar:** (Persian) s. bachchataloq. bachchalik dial. abstr. of bachcha; childhood.

**bachchataloq:** (Persian) bastard, son-of-a-bitch.

**bachkana:** (Persian) (arch.) children's (clothing, etc.); childish, child-like, silly.

**bachkanaboz:** (Persian) childish, silly, immature.

**bachkanabozlik:** silliness, immaturity, childishness; immature or childish behavior.

**bachkanado'z:** (Persian) tailor of children's clothes.

**bachkanagarchilik:** s. bachkanabozlik.

**bachkanalarcha:** immaturely, childishly.

**bachkanalash-:** to turn, or become childish, silly. [bachkanalash-tir-]

**bachkanalik:** childishness, silliness, immaturity. ~ qil- to behave childishly.

**bachki:** (Persian) secondary shoots emanating from the base of a plant; corn grown to be harvested green; (coll. arch.) children's footwear. ~ barg secondary growth leaf.

**bachkila-:** to grow secondary branches or leaves; to have a second growth (corn).

**bad:** (Persian) bad. ~ ol- to suspect, doubt.

**bad'ya:** (Persian) large wooden or metal bucket.

**bad+:** (Persian) prefix indicating badness.

**badal:** (Arabic) compensation, reimbursement; (arch.) fee. ~iga in place of, as compensation for. ~ida during, throughout.

**badan:** (Arabic) skin, complexion; body. ~ tarbiya physical education. rohati ~ s. rohatbadan.

**badanli:** stout, heavy.

**badar:** (Persian) ~ ket- to disappear.

**badarg'a:** banishment, exile. ~ bo'l- to be banished, exiled. ~ qil- to drive out, banish, exile.

**badastir rare dial.:** (Persian) replete.

**badaviy:** (Arabic) Bedouin.

**badaviylik:** nomadic existence (of Arabs); primitiveness.

**badavlat:** (Persian) wealthy, monied.

**badavlatlik:** wealthiness.

**badaxloq:** (Persian) immoral, evil.

**badaxloqlik:** immorality; evil or immoral deed or behavior.

**badbashara:** (Persian) ugly, unattractive.

**badbaxt:** (Persian) luckless, unfortunate, miserable, wretched.

**badbaxtlik:** ill-fatedness; wretchedness, lowliness.

**badbin:** arch. (Persian) ill-wisher; pessimist.

**badbinlik:** pessimism; malevolence.

**badbo'y:** (Persian) malodorous, fetid.

**badbo'ylik:** smelliness, malodorousness.

**badburush:** ugly, unattractive; hideous, frightful.

**badburushlik:** ugliness, hideousness.

**badchehra:** (Persian) ill-looking, grim.

**baddosla- dial.:** v.i. to yell out, to holler; to yell at.

**badfe'l:** (Persian) evil-natured.

**badfe'llik:** bad, evil character.

**badgir lit.:** (Persian) evil-natured.

**badgirlik:** malevolence, rottenness.

**badgumon:** (Persian) suspicious, mistrustful.

**badhavo:** (Persian) stifling, airless, having bad air; arrogant, haughty.

**chakma:** s. chatma 1.

**chakmazak:** (Persian) incontinence (of urine).

**chakmon:** men's long woolen cloak. chaksa arch. locally variable measure of weight (e.g., 3 pud in the Ferghana Valley).

**chal-:** v.t. to play (instrument); to sound (horn, etc.); (~ yiqit-) to topple by placing one's foot on the opponent's foot; to tie; to cover; (dial.) to cut; to mix; to sweep poorly. gap bilan ~- to

beat with words. arvoh ~ib ketibdi  
 touched by devils. kasal/dard ~di  
 struck by illness. qorni nog'ora ~yapti  
 His stomach is making groaning  
 noises. tog'larni tuman ~di Mist  
 covered the mountains. [chaldir-,  
 chalin-, chalish-]  
**chala-chatti**: s. chala-chulpa.  
**chala-yarim**: half-baked;  
 incomplete(ly).  
**chala**: incomplete, half-done,  
 half-baked; premature (child);  
 half-burned firewood.  
**chalabosh**: having a rough or patchy  
 haircut.  
**chalajon**: half dead.  
**chalakam-chatti**: s. chala-chulpa.  
**chalama-chakki**: s. chala-chulpa.  
**chalamulla**: half-educated mullah.  
**chalaqursoq**: half-full, still hungry.  
**challasavod**: half-educated,  
 semi-literate.  
**chalchiq**: mud, mire; muddy  
 water. chaldivor coll. hovel, ruin.  
**chalg'i (o'roq)**: scythe.  
**chalg'i**: v.i. to be distracted (by), to  
 go astray (thoughts); to err. [chalg'it-]  
**chalg'ichi**: reaper.  
**chalg'it**: v.t. caus. of chalg'i-; to  
 distract.  
**chalg'it**: variegated, mottled (horse).  
**chalin**: v.i. pass. of gapga ~- to be  
 talked about. ko'zga ~- to be seen.  
 quloqqa ~- to be heard. [chalintir-]  
**chalish** - v.t./v.i.: coop. of oyog'i ~ib  
 yiqilib tushdi His legs crossed and he  
 tripped.  
**chalishoyoq**: bandy-legged.  
**chalishtir**: v.t. to cross (legs or arms).  
**chalkash**: v.i. to be tangled, jumbled,  
 tangled; to be confused, mixed up; to  
 become crossed. [chalkashtir-]  
**chalkash-chulkash**: confused,  
 jumbled.  
**chalkash**: tangled, jumbled; mixed up,  
 convoluted.  
**chalkashlik**: abstr. of chalkash;  
 confusion, disorder.  
**chalma 1**: dung pressed in a large disc  
 and used as fuel.  
**chalma 2**: turban (s. salla).  
**chalma 3**: border, piping. chalmaqovoq

bot. a type of pumpkin.  
**chalmash** - dial.: v.i. s. chalkash-.  
 [chalmashtir-, chalmashtiril-]  
**chalob**: a drink or soup made from  
 suzma. chalov bot. feather  
 grass. chalp-chulp ono. smacking  
 noise. chalp ono. smacking  
 noise. chalpak dial. deep-fried flat cake;  
 fruit leather. ~ bo'l- or ~(dek) bo'lib  
 tush- to fall flat on one's back. ~ qil- to  
 pick up bodily by the arms and legs.  
**chalpi**: v.t. to badmouth.  
**chalqa**: ~ tushib yot- to lie flat on one's  
 back. chalqamcha coll. s.  
 chalqancha (siga).  
**chalqancha (siga)**: flat on one's back.  
**chalqay** - dial.: v.i. to lie stretched out  
 on one's back. chalqi- dial. s. chayqal-  
**chama**: guess, estimate, figuring;  
 measure, standard. ~ son approximate  
 number. ~ ol-/~ga keltir- to wait for the  
 right time to do s.t. ~ qil- to figure, to  
 estimate, to guess. mening ~mda I  
 figure? ~si apparently, it seems, I  
 guess... 16-17 yashar ~sidagi bola a  
 boy of around 16-17 years of age.  
**chamadon**: (Persian) suitcase.  
**chamala- chamalan- chamalash** -]: v.t.  
 to guess, to estimate; to plan.  
 [chamalan-, chamalash-]  
**chamali**: approximate(ly).  
**chaman 1**: (Persian) flower bed, field  
 of flowers. ~ bo'lib ochil- to bloom.  
**chaman 2**: (Persian) lame (horse,  
 donkey).  
**chamandagul do'ppi**: flowered do'ppi.  
**chamanzor**: (Persian) flower garden.  
**chamanzorlik**: place full of flower  
 gardens.  
**chambar**: (Persian) circle, ring, hoop.  
**chambarak**: hoop used for holding  
 bowls, etc.; circular, round.  
**chambarchas**: (Persian) very tight or  
 firm; tightly linked, close.  
**chambarla**: v.t. to wind or tie tightly.  
**chan**: (Russian) vat.  
**chana**: (Russian) sled. ~ ot- or ~da  
 uch- to go by sled. **davlenie**: (Russian) blood  
 pressure.  
**davo**: remedy, cure. ~ qil- to treat,  
 cure, make better. ~ top- to find a cure;  
 to be cured; to find a means (to do s.t.).

**davola-:** to treat, care for. [davolan-, davolat-]  
**davolash:** v.n. of davola-; treatment.  
**davom:** continuation, duration; attendance. ~ Et-/~ Ettir-/so'zida ~ Ettirdi he continued speaking. ~ fe'li verb with continuous aspect. ~i bor there is more. ~ida during, in the course of.  
**davomat:** attendance.  
**davomchi:** continuer, successor.  
**davomli:** continuing, long-lasting, long-term.  
**davomsiz:** having poor attendance.  
**davosiz:** incurable.  
**davoxona:** s. shifoxona.  
davr-davron, davru davron (Persian): age, time of prosperity, golden age, golden years. ~ sur- to live one's golden years.  
**davr:** age, era, period, time. ~ sur- to rein; to live happily and in prosperity. ~i falak vicissitudes of fortune.  
**davra:** (Arabic) circle; round, tour; cycle; ceremony held before one's funeral for the forgiveness of sins (where a gift of charity to be given in the deceased's name is passed in a circle). ~ ol-/yasa-/qur- to form a circle.  
**davriy:** (Arabic) cyclical, periodic. ~ kasr continued fraction.  
**davriylik:** periodicity.  
**davron:** (Persian) ages, times, epochs. ~i falak the vicissitudes of fate. ~ charxi, charxi ~ the wheel of fortune. ~ sur- to live happily in prosperity.davur dial.fancy decorated horsecloth.  
**daxl:** (Arabic) relationship, association, connection. ~ Et-/qil- to touch, to affect.  
**daxldor:** (Persian) connected with, associated; participant.  
**daxlli:** s. daxldor.  
**daxlsiz:** having nothing to do with, not related to; inviolable.  
**daxlsizlik:** unconnectedness; inviolability.  
**daxma** lit.: (Persian) mausoleum, tomb, charnel house.  
**daxmaza:** (Persian) excessive troubles, headaches, etc. menga ko'p ~ qilma

Don't give me a lot of trouble.  
**daydi-:** v.i. to wander about, ramble, stray; to sneak about.  
**daydi:** vagrant, shiftless; stray. ~ bulut stray cloud. ~ gap fast-spreading rumor. ~ it stray dog. ~ shamol shifting wind. ~ o'q stray arrow.  
**daydilan-:** to wander about, ramble.  
**eksperiment:** (Russian) experiment.  
**eksperimental:** (Russian) experimental.  
**eksperimentchi:** experimenter.  
**ekspert:** (Russian) expert.  
**ekspertiza:** (Russian) expert investigation; panel of experts.  
**ekspluatator:** (Russian) exploiter.  
**ekspluatatorlik:** abstr. of ekspluatator.  
**ekspluatatsiya:** (Russian) exploitation. ~ qil- to exploit.  
**ekspluatatsiyachi:** s. ekspluatator.  
**eksponat:** (Russian) exhibit.  
**eksponometr:** (Russian) light meter.  
**eksport:** (Russian) export. ~ qil- to export.  
**ekspozitsiya:** (Russian) exposition; prelude; exhibition; layout.  
**ekspress:** (Russian) express.  
**eksrompt:** (Russian) improvisation (s. badiha).  
**ekspropriator:** (Russian) expropriator. ekspropriatsiya (Russian): expropriation.  
**ekstemizm:** (Russian) extremism.  
**ekstern:** (Russian) external student.  
**eksternat:** (Russian) external studies.  
**eksterritorial:** (Russian) extraterritorial.  
**eksterritoriallik:** extraterritoriality.  
**ekstra:** (Russian) super, supreme.  
**ekstrakt:** (Russian) extract.  
**ekstraktiv:** (Russian) extractive.  
**ekstraktsiya:** (Russian) extraction.  
**ekstremist:** (Russian) extremist.  
**ekstremistik:** (Russian) extremist.  
**ekuvli:** sown, planted; sowable, plantable.  
**ekuvsiz:** fallow.  
**ekvator:** (Russian) equator. osmon ~i celestial equator.  
**ekvatorial:** (Russian) equatorial.  
ekvivalent (Russian): equivalent.el-avlod, elu avlodkith and kin, blood.el-aymoq, elu aymoqpeople

and nation, tribe and people.  
**el-elat**: clan and tribe, people.  
**el-mardum**: people, nation.  
**el-ulus**: people, nation.  
**el-urug'**: people, kinsmen.el-xalq, elu xalqpeople, nation.el-yurt, elu yurtpeople and country.  
**el**: people; tribe, nation; country. ~ qatori like everyone else. ~ yotar payt bedtime. ~dan burun before all, before anyone else. ~ bo'l- to be close, to be together. ~ qil- to befriend, to make a close companion of.  
**ela-**: v.t. to sift; (neg. only) (not) to notice, (not) to take notice of; (rare) to rock. ~b yog'- to drizzle. [elan-, elat-]  
**elak**: sieve. ~dan o'tkaz- to run through a sieve. ~~~ qil- to run through a sieve, to go through with a fine-toothed comb.  
**ferma**: (Russian) farm.  
**ferment**: (Russian) ferment. ~ chiqarto produce ferment??  
**fermentativ**: (Russian) fermentative.  
**fermentatsiya**: (Russian) fermentation.  
**fermer**: (Russian) farmer.  
**festival'**: (Russian) festival.  
**fetish**: (Russian) fetish.  
**fetishizm**: (Russian) fetishism.  
**fevral''**: (Russian) February.  
**feyerbaxchi**: ?? [feyerbaxianets].  
**feyerbaxchilik**: ?? [feyerbaxianstvo].  
**fibra**: (Russian) fiber.  
**fideizm**: (Russian) fideism.  
**fido**: (Arabic) sacrifice, devotion. ~ bo'l- to be sacrificed, to be devoted. ~qil-/Et-/ayla- to sacrifice, to devote.  
**fidokor**: (Persian) devoted, devout, loyal.  
**fidokorlik**: devotion, self-sacrifice.  
**fidokorona**: (Persian) with self-sacrifice, devotedly.  
**fidoyi**: (Arabic) volunteer, one ready to sacrifice his life; loyal, self-sacrificing.  
**fig'on**: (Persian) cry, wail, lamentation.  
**figura**: (Russian) figure; chess-man.  
**fikr**: (Arabic) thought, idea; opinion. ~ga tol-/~ yurgiz-/~ olish- to exchange ideas. ~iga tush- to set one's mind to (doing) s.t. ~i buzuq ill-intentioned. ~i o'tkir clever, sharp. ~ qil-/~dan qayt- to reconsider, to change one's mind.

(mening) ~imcha in my mind/opinion...  
 ~ tarqatuvchi periodical press.  
**fikr-xayol**: (Arabic) s. fikr-zikr.  
**fikr-yod**: s. fikr-zikr.  
**fikr-zikr**: (Arabic) thoughts, mind, thinking.  
**fikran** lit.: (Arabic) in thought, mentally.  
**fikrat**: arch. (Arabic) thought, refectation.  
**fikrdosh**: (Persian) like-minded person.  
**fikriy**: (Arabic) intellectual, mental, having to do with inner thoughts.  
**fikrla-**: v.i. to think, to ponder. [fikrlash- fikrlashil-]  
**fikrlashuv**: v.n. of fikrlash-; discussion, exchange of thoughts.  
**fikrli**: thoughtful, reasoning, clear-headed.  
**fikrsiz**: unthinking.  
**fiksaj**: (Russian) fixer, fixing solution.  
**fil zool.**: (Arabic) elephant; bishop (chess).  
**fil''m**: (Russian) film, movie.  
**fil''moteka**: (Russian) film library.  
**fil''tr**: (Russian) filter.  
**fil''tratsiya**: (Russian) filtration.  
**fil''trla- fil''trlan-**: to filter.  
**g'aladonli**: containing a compartment or drawer.  
**g'alamis**: schemer, intriguist, troublemaker; scandalmonger.  
**g'alamislarcha**: corrupt, scheming manner.  
**g'alamislik**: scheming, intrigue, trouble-making.  
**g'alamisona**: s. g'alamislarcha.g'alaqa dial.latch, catch.  
**g'alat** lit.: (Arabic) mistaken, wrong.  
**g'alati**: (Arabic) queer, strange. ~ bo'lib ketyapman I'm feeling queer.  
**g'alatilik**: queerness, strangeness.g'alatsiz lit.free of mistakes.  
**g'alayon**: (Arabic) insurrection, uprising, revolt; trepidation, uneasiness.  
**g'alayonchi**: insurrectionist, rebel.g'alcha 1 coll.stocky, chunky.g'alcha 2 coll.slow, thick-headed.  
**g'aldira-**: to tremble; to rumble.

[g'aldirat-]  
**g'aliz:** (Arabic) vague, unclear, clumsy; heavy (food).  
**g'alla:** (Arabic) grain.  
**g'allachilik:** s. g'allakorlik.  
**g'alladon:** (Persian) s. g'aladon.  
**g'allakor:** (Persian) farmer that grows grain; grain-growing (farm, etc.).  
**g'allakorlik:** grain cultivation.  
**g'allasimon:** cereal- or grain-like (plant).  
**g'allaxona:** (Persian) granary.  
**g'alog'ul:** s. g'ala-g'ovur.  
**g'altak:** (Persian) spool; roller; pulley; wheelbarrow.  
**g'altakarava:** (Persian) wheelbarrow; gurney.  
**g'altakmashina:** pulley.  
**g'altakmola:** roller.  
**g'alva:** row, disturbance, commotion; trouble, worry.  
**g'alvachi:** obstreperous, quarrelsome person.  
**g'alvali:** rowdy, disorderly, noisy; worrisome, troublesome.  
**g'alvasiz:** quiet, peaceful, free of trouble.  
**g'alvay- dial.:** v.i. to be bulky, to bloat, to bulge. [g'alvaytir-]  
**g'alvir:** large sieve for sifting grain. ~dan o'tkaz- to sift, to put through a sieve. ~ni suvdan ko'tar- to put an end to. ~ qilib yubor- to riddle with holes.  
**g'alvirak:** full of holes; thin-shelled (nut).  
**g'alvirchi:** maker of sieves.  
**halokat:** (Arabic) death, demise; ruin, destruction; accident, wreck, disaster.  
**halokatli:** disastrous.  
**halol:** (Arabic) lawful to eat (acc. to Islam), "kosher"; lawfully, rightfully earned; upright, honest; lawfully married. ~ mehnat honest labor.  
**halola:** (Arabic) faithful wife; lawfully married woman.  
**haloli:** legitimate child.  
**halolla-:** v.t. to make canonically lawful to eat; to earn, to make good on, to justify. qo'lini ~- to have circumcised. egan tuzini ~- to do honor or justice to the food one has eaten (i.e., that others have given), to do a

honest day's work. [halollat-]  
**halollik:** canonical lawfulness; honesty, uprightness; faithfulness.  
**halolxo'r:** (Persian) one who works by the sweat of his brow.  
**halovat:** (Arabic) delight, pleasure, happiness; peacefulness.  
**halovatli:** pleasant; peaceful.  
**halovatsiz:** unpleasant, difficult, distressful.  
**halovatsizlik:** unhappiness, unpleasantness; unrest, disquiet.  
**halp-halp:** ~ qil- s. halpilla-.  
**halp-zalp:** huffing and puffing; hard work.  
**halp:** jon ~ida with all one's might.  
**halpilla-:** v.i. to droop, to hang loosely; to dash. ~gan odam rude, coarse person. halpinchoq dial.s. hayinchak.  
**halq:** arch. (Arabic) s. halqum.  
**halqa:** (Arabic) ring, hoop; link; circle. quloqqa ~ qilib taqib ol- to put in one's pipe and smoke it.  
**halqa-halqa:** rings and rings, ripples and ripples; welling up (tears).  
**halqala-:** v.t. to attach a ring to; to loop. [halqalan-]  
**halqalan-:** v.i. pass. of halqala-; to brim (tears).  
**halqum:** (Arabic) throat; barrel.  
**halvo:** (Arabic) s. bu (hali) ~ This is nothing yet.  
**halvogar:** s. holvagar.  
**halvoytar:** s. holvaytar.  
**ham 1:** (Persian) and, also, too; as well as, both.. and...; even (if, so); (w/neg.) not even. yana ~ even more. juda ~ very much. sira ~ not at all.  
**ham 2 children's speech:** ~ qil- to eat, to take a bite.  
**hama:** obs. (Persian) s. hamma.  
**Hamal:** (Arabic) Aries.  
**ilinarli:** s.t. to put one's hands on; useful, usable.  
**ilinchoq:** hindrance, encumbrance.  
**ilinj:** hope, wish, object of desire. ~ida yur- to have one's hopes set on. +da ~i bor to have one's eyes on.  
**ilintir-:** v.t. caus. of ilin-; to catch.  
**iliq-:** v.i. to tail, to follow (male dog wanting to mate with female dog); to

lust after.  
**iliq-issiq:** warm, pleasant. ~ida when still hot.  
**iliq-miliq:** lukewarm.  
**iliq:** warm.  
**ilit-**: v.t. caus. of ili-; to heat; to soft boil (egg). [ilitil-]  
**iljay-**: v.i. to grin, to smile, to beam (at). [iljayish-]  
**ilk:** first, initial; early.ilkis(dan) dial.suddenly, unexpectedly.  
**illat:** (Arabic) disease, sickness, disorder; evil.  
**illatli:** diseased, sick, troubled.  
**illatsiz:** free of disease, sickness, or defect.  
**illo:** (Arabic) except, but.  
**illo-billo:** (Arabic) not at all, never; by God.  
**illyuminator:** (Russian) porthole.  
**illyuminatsiya:** (Russian) illumination. ~ qil- to illuminate; to color (map).  
**illyustrativ:** (Russian) illustrative.  
**illyustrator:** (Russian) illustrator.  
**illyustratsiya:** (Russian) illustration.  
**illyuzionizm:** (Russian) illusionism.  
**illyuziya:** (Russian) illusion.ilm-amal coll.efforts to either turn onto or cool off s.o. with regards to another person. uning qilmagan ~i qolmadi He's tried everything.ilm-fan, ilmu fanscience and learning.ilm-hunar, ilmu hunarlearning and practical skills.ilm-ma'rifat, ilmu ma'rifatstudy and education, knowledge.ilm-tahsil arch.education, learning.  
**ilm:** (Arabic) learning, knowledge; science. ~ ahllari people/men of science.  
**ilma-teshik:** full of holes.  
**ilma:** crochet(ed). ~ tik- to crochet.ilmiy-ateistik adj.scientific atheism.ilmiy-ommaviy adj.popular science.ilmiy-texnikaviy adj.applied science.  
**ilmiy:** (Arabic) scientific, academic, scholarly. ~ daraja academic degree.  
**ilmli:** educated, knowledgeable.  
**ilmoq:** hook, peg, hanger; trap, snare.  
**ilmoqdor:** s. ilmoqli.  
**ilmoqli:** having a hook, etc.; sarcastic, tongue-in-cheek, biting, ensnaring, etc.

(words, speech).  
**ilmoqsiz:** lacking a hanger or hook; frank, straightforward.  
 added to keep them from unraveling; (dial.) false braids; (dial.) a tassle attached to one's hair.  
**jamarg'a:** s. jamg'arma; wealth, property, possessions.  
**jambil:** s. janbil.  
**jamg'ar-**: v.t. to save, to gather; to store. [jamg'aril-]  
**jamg'arma:** savings. ~ kapital/kapital ~si capital savings. sotsialistik ~ [sotsialisticheskaya nakopleniya?]??  
**jami(y)(ki):** all, the entire body of.  
**jamila:** (Arabic) beauty, belle.  
**jamiyat:** (Arabic) society.  
**jamla-**: v.t. to gather, to assemble; (math) to add. [jamlan-]jamlovchi son gram.collective pronoun (e.g., ikkov, uchulasi, beshovlon).  
**jamo:** (Arabic) (dial.) a village and its residents; (dial.) village council; people, community.  
**jamoat:** (Arabic) society, public, community. ~ jam everybody is present, everyone is there.  
**jamoatchi:** volunteer, s.o. involved in community work.  
**jamoatchilik:** community, society; civic-mindedness, involvement in civic activities. ~ asosida/~ yo'li bilan based on/with volunteer labor.  
**jamol:** (Arabic) beauty.  
**jamuljam:** (Arabic) all in all, altogether.janbil bot.savory.  
**janda:** patched coat worn by wandering dervishes; (in children's games:) extra turns given to inexperienced players.jandapo'sh arch.dervish, wandering mendicant; a person dressed in tatters.  
**jandarm(a):** (Russian) gendarme.  
**jandarmeriya:** (Russian) gendarmerie.  
**jang:** (Persian) battle, combat, fight.  
**jang-jadal:** battles, fighting.  
**jangari:** (Persian) rowdy, hot-headed, belligerent.  
**jangchi:** warrior.  
**janggoh:** (Persian) battlefield.  
**jangilla- v.i. ono.:** to jangle. [jangillat-]jangir-jungur ono.jingling

and jangling.

**jangnoma:** war chronicle, collection of tales of military exploits.

**jangovar:** (Persian) (arch.) warrior; military, militaristic; seasoned warrior, veteran; fierce, zealous, hard-working.

**jangovarlik:** abstr. of jangovar.

**jangsiz:** w/o a fight, unopposed.

**janjal-suron:** fighting and arguing.

**janjal:** fight, quarrel, dispute, disturbance. ~ chiqdi a fight broke out. ~ chiqar- to make a fuss, to cause a fight. ~ qil- to brawl, to start a fight.

**janjalchan:** s. janjalkash.

**janjalchi:** s. janjalkash.

**janjalkash:** quarrelsome; fight-seeker.

**janjallash-:** v.i. to quarrel, to fight.

**janjalli:** troubled, full of fighting; disputable.

**janjalsiz:** w/o a fight.

**kamar 1:** (Persian) belt; (obs.) back; strength. xizmat ~ini bog'la- to gird o.s. for a job. himmat ~ini bog'la- to be immensely generous.

**kamar 2:** (Persian) gully, hollow, cavern; (bone) socket.

**kamarband:** (Persian) wearing a belt, girt at the waist; ready for service; shoulder-belt.

**kamarbasta:** (Persian) (lit.) ready for service; (hist.) apprentice who has reached mastership.

**kamay-:** v.i. to lessen, to become less; to go down, to diminish. ~ib qolmaydi/biror joyi ~maydi It will not be diminished (in any way).

[kamayt(ir)-]

**kamayuvchi:** v.n. of kamay-; minuend.

**kambag'al:** (Persian) poor, needy.

**kambag'alchilik:** poverty, destitution.

**kambag'allash-:** v.i. to become poor, destitute.

**kambag'allik:** poverty.

**kambag'alparvar:** (Persian) caring for the poor, charitable.

**kambag'alparvarlik:** charitableness, philanthropy.

**kambala zool.:** (Russian) flounder.

**kambar:** (Persian) narrow.

**kambarg:** (Persian) having few leaves, bare.kamchalak bot.a type of iris.

**kamchil:** rare, hard-to-find.

**kamchilik:** defect, flaw; deficiency, shortcoming.

**kamchiliksiz:** flawless.

**kamchillik:** scarcity. ~ qil- to be insufficient.

**kamchiqim:** inexpensive, involving little expenditure.

**kamdan-kam:** seldom, rarely.

**kamdaromad:** (Persian) unprofitable.

**kamdiydor coll.:** (Persian) seldom met, one who is seldom seen.

**kamer:** (Russian) chamber (music).

**kamera:** (Russian) chamber, room; inner tube.

**kamerton:** (Russian) tuning-fork.

**kamfahm:** (Persian) dull-witted, slow, dense.

**kamfara:** (Russian) camphor.

**kamgak:** sheltered or secluded place; depression, hollow.

**kamgap:** (Persian) quiet, reticent.

**kamgo'sht:** (Persian) containing little meat; skinny, meagre; scrawny.

**kamhafsala:** (Persian) uninspired, unenthusiastic.

**kamhasalalik:** lack of enthusiasm. ~ qil- to show no enthusiasm.

**kamhosil:** (Persian) poor, unproductive.kami- coll.s. kamay- [kamit-, kamitil-]

**kamida:** at least.

**lak-lak 1:** hundreds of thousands, millions, tons.

**lak-lak 2:** ko'zi ~ o'tiribdi His eyes are sunken.lak-pak coll.s. lakalov.

**lakmus:** (Russian) litmus.

**lakot bo'l-:** to become drowsy or limp.

**lallay-:** v.i. to be sluggish or torpid; to stare blankly.

**lalmi:** unirrigated.

**lalmikor:** unirrigated; dry farmer.

**lalmikorlik:** dry farmland; dry farming.

**lama:** (Russian) lama.

**lampa 1:** (Russian) lamp, light. ~ moy kerosene. ~ shisha lamp chimney.

**lampa 2:** stucco ceiling.

**lampacha:** s. lampochka.

**lampochka:** (Russian) light bulb. qirqtalik ~ forty-watt bulb.landahur obs.s. landavur.

**landavur:** good-for-nothing, muddler, bungler.

**landavurlik:** clumsiness, ineptness.  
**landish bot.:** (Russian) lily of the valley.  
**landshaft:** (Russian) landscape.  
**lang 1:** arch. (Persian) lame.  
**lang 2:** ~ ochiq wide open. og'zi ~ ochilib qoldi His mouth opened wide.  
**lang 3:** dispepsia.  
**lang'illa-:** v.i. to blaze.  
**langar:** (Persian) anchor. ~ cho'p balance pole held by a tightrope walker.  
**lanj:** languid, lethargic, sluggish; soft, overcooked; indecisive, indisposed; shiftless; spiritless, dull. ~ qil- to make tired, lethargic. ~ javob indecisive answer. ~ havo changeable weather.  
**lanjlik:** abstr. of ~ qil- to do nothing; to waffle, to be indecisive.  
**lanka (Ch.):** a circular piece of sheep hide with a metal piece fastened to the back which is kicked in the air; the game in which this playing piece is used.  
**lantani:** (Russian) lanthanum.  
**lapang-lapang:** tottering or heaving from side to side.  
**lapangla-:** v.i. to waddle; to totter.  
**lapar:** song sung in turns by young men in women at weddings and other get-togethers.  
**laparchi:** lapar singer, one gifted at singing lapar songs.  
**lapashang:** good-for-nothing; muddler, bungler; spineless. lappak dial.flat.lappos coll.heavy-set; crude, vulgar.  
**laq-laq:** ~ qil- to ache, to throb.  
**laq-luq rare:** s. lash-lush.  
**laq:** gullibly, without thinking, easily. ~ Etib tush-/~qa tush- to be duped, to swallow the bait.  
**mahalla:** (Arabic) quarter, district, neighborhood.  
**mahallachilik:** local or neighborhood goings-on.  
**mahallalalik:** resident of a particular neighborhood.  
**mahalliy:** (Arabic) local, regional.  
**mahalliychilik:** regionalism.  
**mahalliydashdir-:** to nativize, to indigenize.  
**mahbub** lit.: (Arabic) beloved, darling.  
**mahbuba** lit.: (Arabic) (female) beloved, sweetheart.  
**mahbus:** (Arabic) prisoner; incarcerated.  
**mahdud:** obs. (Arabic) limited, circumscribed.  
**mahfil:** obs. (Arabic) assembly, gathering, meeting.  
**mahkam:** (Arabic) tough, firm, solid, durable, strong, tight; resolute; sharp, on the ball; tightly, firmly.  
**mahkama hist.:** (Arabic) court of law; office, corporation.  
**mahkamachilik:** working only for one's own corporate interests.  
**mahkamla-:** v.t. to tighten, to cinch, to make firm. [mahkamlan-, mahkamlat-]  
**mahkum:** (Arabic) condemned, sentenced; subjugated; doomed.  
**mahkumlik:** being doomed or condemned.  
**mahliqo:** (Persian) fair as the moon, beautiful.  
**mahliyo:** (Arabic) mesmerized, enraptured.  
**mahmadona:** (Persian) know-it-all; precocious talker.  
**mahmadonalik:** abstr. of mahmadona.  
**mahobat** lit.: (Arabic) greatness, majesticness; dread, fear.  
**mahobatli:** majestic; full of dread or fear.  
**mahol:** (Persian) impossible; difficult.  
**mahorat:** (Arabic) skill, expertise, art.  
**mahoratli:** skillful, deft.  
**mahpora poet.:** (Persian) fair as the moon.  
**mahr hist.:** (Arabic) dowry, marriage settlement. onang ~iga tushganmi? Since when is this yours?, Since when does this belong to you?  
**mahram arch., hist.:** (Arabic) secretary in the khanates of Khiva and Bukhara; trusted servant; confidant; person within the forbidden degrees of marriage and who can therefore associate with unveiled members of the family; dancing boy (s. bachcha).  
**mahrum:** (Arabic) deprived, dispossessed, divested, denied. huquqdan ~ bo'l- to be denied one's

rights.

**nasabli:** belonging to a certain lineage.  
oliy ~ high-born.

**nasabnoma:** pedigree, genealogy,  
genealogical tree. (Persian).

**nash'a:** pleasure, enjoyment, delight. ~  
qil- to enjoy, to take delight in; to  
shock, to amaze. (Arabic)

**nash'ali:** delightful.

**nash'u namo:** joys, wonders;  
flourishing, development. (Persian).

**nasha:** hemp; marijuana; hashish. ~  
urug' moyi hemp-seed oil. (+ga) ~ qilto  
stun, to startle. (Arabic).

**nashagul:** cut-leaf coneflower. (bot.).

**nashapoya:** hemp plant stalk; hemp  
field. (Persian).

**nashatir":** ammoniac. (Russian).

**nashavand:** hashish-smoker. (Persian).

**nashavandlik:** (habitual)  
hashish-smoking.

**nashida:** song, hymn. (Arabic).

**nashr:** printing. (Arabic).

**nashriyot:** publishing house. (Arabic).

**nashriyotchi:** worker in a publishing  
house; publisher.

**nashriyotchilik:** publishing,  
publication.nashvati a type of pear.  
(bot.)

**nasib:** s.t. assigned or rewarded as  
one's lot, destiny, fate, etc. ~  
bo'l-/qil-/Et- to be awarded as one's lot,  
to receive by the grace of God. ~ bo'lsa  
**God willing.:** (Arabic)

**nasiba:** lot, fate, share. (Arabic).

**nasibali:** fortunate, blessed.

**nasibasiz:** unfortunate, not blessed.

**nasihat:** counsel, advice. (Arabic):  
nasihatchi counsellor, advisor.

**nasihatgo'y:** counselor, advisor.  
(Persian).

**nasihatgo'ylik:** abstr. of nasihatgo'y;  
giving counsel, advice.

**nasihatomuz:** advisory, in an advising  
tone or manner. (Persian).

**nasim:** breeze. (Arabic).

**nasiya:** credit; s.t. promised to be done.  
va'dalaringiz hammasi ~ All your  
promises are empty talk. (Arabic)

**nasl-nasab:** lineage, family  
background.

**nasl:** family, lineage, blood; (future)

generation; breed, species. naslini ~- to  
defile the bloodline; to sully the family  
reputation. (Arabic).

**naslan:** in terms of lineage. (Arabic).

**naslchilik:** breeding, improvement of  
stock.

**nasldor:** pedigree, purebred; (rare)  
noble, blue-blooded. (Persian).

**nasldosh:** relation, of the same blood  
or species. (Persian).

**nasliy:** pertaining to lineage, breed,  
etc. (Arabic).

**naslli:** pedigree, purebred.  
its value (product).

**o'lmaydigan:** s. o'lmas.

**o'lpon:** land tax.

**o'lponchi:** tax collector.

**o'lsa-yitmas:** durable, tough.o'ltang  
dial.water-distributor, weir.o'ltirarch.  
s. o'tir-. [o'tirish-]

**o'tirish:** s. o'tirish.

**o'mar- coll.:** v.t. to run off with, to  
filch. [o'maril-, o'martir-]

**o'mboq-do'mboq:** bumpy.o'mgak  
coll.s. o'mgan.

**o'mgan:** breast.

**o'mganla-:** v.i. to forge ahead.  
[o'mganlat-]

**o'mildiriq:** breast-strap attached to a  
saddle??

**o'miz:** shoulder.

**o'mrov:** breast, chest.

**o'mrovdor:** s. o'mrovli.

**o'mrovla-:** v.i. to push or forge ahead.

**o'mrovli:** broad-chested.

**o'n:** ten.

**o'naqay:** right-handed; convenient,  
handy, easy; right(hand). ~ Etik right  
boot. ~ oshiq knucklebone from the  
right leg of an animal.

**o'nboshi:** commander of ten men;  
brigade leader.

**o'nboshilik:** abstr. of o'nboshi.

**o'ng 1:** right, right-hand. ~ ko'zi bilan  
qara- to treat well. ~ ko'zing chap  
ko'zingga oshna bo'lmaydigan (a time  
when) even friends can't be trusted.

**o'ng 2:** reality. ko'z ~i qorong'ilashdi  
his sight became blurry. ko'z ~ida in  
front of one's eyes. ko'z ~idan o'tdi to  
pass before one's eyes. ~ kel- to come  
true.

**o'ng 3:** front, top, face (of an object); right occasion, chance. ish ~idan keldi things worked out well. orqa~iga qaramasdan without looking, haphazardly. orqa~ini ol- to put o.s. in order.

**o'ng'al-:** v.i. to right o.s., to straighten out.

**o'ng'almas:** irremediable, irreparable. o'ng'ar- coll.s. o'ngla-.

**o'ng'aril-:** v.i. pass. of o'ng'ar-; to get better, to get well.

**o'ng'ay:** convenient, opportune; easy, simple.

**o'ng'aylan-:** s. o'ng'aylash-.

**o'ng'aylash-:** v.i. to become easy.

**o'ng'aylik:** convenience, ease.

**o'ng'aysiz:** awkward, uncomfortable.

**o'ng'aysizlan-:** v.i. to feel awkward or uncomfortable. [o'ng'aysizlantir-]

**o'ng'aysizlik:** uncomfortable or awkward feeling or position.

**papirus:** (Russian) papyrus.

**papka:** (Russian) file; document folder, paper-case.

**paporotnik bot.:** (Russian) fern. paq ono.bang!

**paqilla-:** v.i.

**paqir 1:** pail. paqir 2 arch. a two-pence coin. bir ~ga qimmat/arzimaydi not worth a red cent.

**paqpaq 1:** children's game in which a cup-shaped lump of clay is thrown onto the ground making a popping noise. paqpaq 2 bot. ground cherry.

**paqqos:** completely, entirely.

**par 1:** (Persian) down (feathers).

**par 2:** (Russian) pair; suited, a match.

**par 3 coll.:** (Russian) steam (s. bug').

**par-par:** ~ uch- to fly off with a flapping or whirring noise. ~ yon- to blaze, to shine brightly.

**parabola:** (Russian) parabola.

**parabolik:** (Russian) parabolic.

**parad:** (Russian) parade.

**paradigma:** (Russian) paradigm.

**parafin:** (Russian) paraffin.

**paragraf:** (Russian) paragraph. paraha dial.s. payraha.

**parallel:** (Russian) parallel.

**parallel'':** (Russian) parallel.

**parallelepiped:** (Russian) parallelepiped.

**parallelizm:** (Russian) parallelism.

parallelogramm (Russian):

parallelogram.

**parametr:** (Russian) parameter.

**paranji:** (Persian) veiled cloak worn by women.

**paranjili:** veiled, wearing a paranji.

**paranjisiz:** unveiled, not wearing a paranji.

**parashyut:** (Russian) parachute.

**parashyutchi:** parachutist.

**parashyutchilik:** parachute-jumping.

parashyutizm (Russian):

parachute-jumping.

**paratif:** (Russian) paratyphoid. paravuz

dial. edging, trim. ~ tut- to line with edging.

**parazit:** (Russian) parasite.

**parazitizm:** (Russian) parasitism.

**parazitolog:** (Russian) parasitologist.

**parazitologiya:** (Russian) parasitology.

**parcha 1:** (Persian) piece, fragment; excerpt, passage; section. bir ~ one piece, a little. ~ gulli having large (flower) designs.

about; to potter around (s. g'imir-g'imir).

**qimir:** ~ Et- to move, to make a move.

**qimirla-:** v.i. to move. ~b qol- to get up, to move; to rise (prices). bozor ~b qoldi Market prices have gone up.

[qimirlat-qimirlatish-, qimirlash-]

**qimiz:** kumiss, fermented mare's milk.

**qimizak:** sour (s. nordon).

**qimizxo'r:** kumiss drinker.

**qimizxo'rlik:** (sitting and) drinking kumiss.

**qimmat:** (Arabic) dear, expensive. ~ga tushdi It cost dearly. bir pulga ~ not worth a cent.

**qimmatbaho:** (Persian) expensive, valuable, priceless. ~ toshlar precious stones.

**qimmatchilik:** time or situation of high prices, expensive times.

**qimmatfurush:** (Persian) merchant with higher prices than others.

**qimmatlan-:** v.i. to become expensive.

**qimmatlash-:** v.i. to become more and more expensive. [qimmatlashtir-]

**qimmatli:** expensive, dear; precious, priceless.

**qimmatsira-**: v.t. to consider too expensive.

**qimmatsiz**: worthless.

**qimmatsizlan- rare**: v.i. to become cheaper, to go down in price; to become worthless.

**qimor**: (Arabic) gambling. ~ o'yna- to gamble.

**qimorboz**: (Persian) gambler.

**qimorbozlik**: asbtr. of qimorboz; gambling.

**qimorxona**: (Persian) gambling house.

**qimron**: (Persian) fermented camel's milk.

**qimti-**: v.t. to purse (lips), to squeeze between the lips; to flex, to move. o'zini ~- to be uptight. [qimtil-, qimtin-]

**qimtin-**: v.i. pass. of qimti-; to feel hesitant or shy; to move, to rouse o.s.

**qin**: sheath, scabbard; coat, tegument. ko'zi ~idan chiqayozdi His eyes nearly popped out of their sockets.

**qing'ay-**: v.i. to lean, to slant; to look cross-eyed; to go astray. ~ib qara- to look cross-eyed. [qing'aytir-]

**qing'ayuvchi**: active part. of qing'ay-; one goes astray.

**qing'ir-qiyshiq**: crooked, twisted.

**qing'ir**: crooked. ~iga ol- to take or judge wrongly. ~ qo'l qo'li ~ underhanded, crooked. ~ qara- to look askance at; to be crooked towards??

**qing'irlik**: crookedness. ~ka ol- to take wrongly, to assume to be crooked.

**qip-qizil**: bright red; utter(ly), complete(ly). ~ savodsiz utterly ignorant.

**qip-yalang'och**: bare naked; completely barren. [rejalashtir-, rejalashtiril-]

**rejali**: in order, ordered, planned; frugal, thrifty.

**rejasiz**: disorderly; spendthrift.

**rejasizlik**: disorder, chaos; unplannedness; wastefulness, uneconomicalness.

**rejim**: (Russian) regime; routine; conditions; diet.

**rejissura**: (Russian) (theatrical) production.

**rejissyor**: (Russian) director.

**rejissyorlik**: directorship.

**reklama**: (Russian) advertisement (s. ~ qil- to advertise.

rekognostsirovka (Russian): reconnaissance; reconnoitering.

rekomentatsiya (Russian): recommendation.

rekonstruktsiya (Russian): reconstruction.

**rekonstruktsiyala-**: v.t. to reconstruct. [rekonstruktsiyalan-]

**rekord**: (Russian) record. ~ qo'y- to set a record.

**rekordchi**: record-maker.

**rektor**: (Russian) rector, president (of a university).

**rektorat**: (Russian) rector's office.

**rekvizitsiya**: (Russian) requisition.

**rel''ef**: (Russian) relief.

**rel''s**: (Russian) rails, tracks.

**rel''sli**: adj. of ~ transport rail transportation.

**rel''ssiz**: non-rail...

**rele**: (Russian) relay.

**relyativist**: (Russian) relativist.

**relyativistik**: (Russian) relativistic.

**relyativizm**: (Russian) relativity.

remilitarizatsiya (Russian): remilitarization.

**remont**: (Russian) repair(s), maintenance. ~ qil- to repair, to overhaul.

**remontchi**: repair worker, repairman.

**remontxona**: repair shop.

**renegat**: (Russian) renegade.

**renegatlik**: desertion.

**renta**: (Russian) income (from investments or gov't securities).

**sanchqi**: fork (s. vilka).

**sandal 1**: a table constructed over a fire pit embedded in the floor which is covered with a quilt and around which people sit to keep warm in cold weather.

**sandal 2**: (Russian) sandal(s).

**sandalet**: (Russian) s. sandal.

**sandiq**: (Arabic) chest, trunk.

**sandiqcha**: small chest.

**sandiqchi**: s. sandiqsoz.

**sandiqchilik**: chest or trunk making.

**sandiqsoz**: (Persian) trunk-maker.

**sandiqzada**: (Persian) old, stale (stored in a trunk too long).

**sandira- 1**: v.i. s. sandiroqla- [sanderat-, sandirash-] sandira- 2 dial. to be at a loss, to be out of it. [sanderat-, sandirash-]

**sandiroqla-**: v.i. to loaf around, to wander about. [sandiroqlan-, sandiroqlat-, sandiroqlash-]

**sandon:** (Persian) anvil.  
**sang dial.:** (Persian) stone.  
**Sangar:** s. Tsugaru.sangbo'ron  
dial.stoning (s. toshbo'ron).  
**sangdil dial.:** (Persian) stone-hearted.  
**sangob:** (Persian) tanning solution.  
tering ~da chirigur May you  
rot.sangsar zool.stone marten.  
**sangsor dial.:** (Persian) stoning (s.  
toshbo'ron).  
**sangtarosh:** (Persian) stone mason.  
**sangtaroshlik:** abstr. of sangtarosh;  
stone masonry.l  
**sangzor dial.:** (Persian) stone field,  
stony area.  
**sanitar 1:** (Russian) medic.  
**sanitar 2:** (Russian) sanitary.  
**sanitariya:** (Russian) sanitation.  
**sanitarka:** (Russian) female medic.  
**sanitarlik:** sanitation; abstr. of sanitar  
1.sanjoq arch.flag, banner; copper  
image of a peacock or pigeon;  
subdivision of a province in the  
Ottoman Empire.  
**sanktsiya:** (Russian) sanction(s).  
**sanna-:** v.i. to invoke spells, to  
exorcize; to bewail, to bemoan; to  
babble on.  
**sannag'la-:** s. sanna-.  
**sano 1:** (Arabic) praise, eulogy.  
**sano 2:** (Arabic) ~yi makka senna.  
**sanoat:** (Arabic) industry.  
**sanoatchi:** industrialist.  
**sanoatlash-:** v.i. to become  
industrialized. [sanoatlashtir-,  
sanoatlashtiril-]  
**tabdil:** obs. (Arabic) change, shift.  
**tabel":** (Russian) table; time sheet or  
board; attendance sheet.  
**tabelchi:** timekeeper.  
**tabgir:** (Persian) fever-reducing;  
warming, heartening.  
**tabiat:** (Arabic) nature; environs,  
natural setting; character; mood,  
spirits; (sense of) taste. jonli ~ the  
natural world. past ~ lowly, greedy.  
so'fi ~ Sufi-like, monkish; light sleeper.  
~im ko'tarmaydi/tortmaydi I don't care  
for it.  
**tabiatan:** (Arabic) naturally.  
**tabiatshunos:** (Persian) naturalist.  
**tabiatshunoslik:** natural science.

**tabiatsozlik:** desire to please,  
conformance to one's wishes or  
character.  
**tabib:** (Arabic) doctor; folk  
healer.tabibchilik coll.s.  
tabiblik.tabibgarchilik coll.s. tabiblik.  
**tabiblik:** abstr. of tabib; medical  
practice.  
**tabiiy:** (Arabic) natural; naturally. ~  
chegaralar natural borders.  
**tabiiylik:** naturalness.  
**tabiiyot:** (Arabic) natural science.  
**tabiiyun:** arch. (Arabic) materialist.  
**tabla dial.:** (Arabic) stable.  
**tabletk:** (Russian) tablet.  
**tablitsa:** (Russian) table, chart.  
**tablo:** (Russian) indicator board,  
scoreboard.  
**tabobat:** (Arabic) medicine, medical  
science.  
**tabobatxona:** (Persian) hospital.  
**tabor:** (Persian) group or camp of  
wandering Gypsies.  
**tabrik:** (Arabic) congratulation.  
**tabrikla-:** v.t. to congratulate.  
[tabriklan-, tabriklash-]  
**tabriknoma:** (Persian) letter of  
congratulation.  
**tabriz bot.:** (Persian) a type of grape;  
raisins made from this grape.  
**taburet(ka):** (Russian) stool.  
**tachanka:** (Russian) a kind of  
4-wheeled cart drawn by two horses.  
**tachka:** (Russian) wheelbarrow (s.  
zambilg'altak).  
**tadbir:** (Arabic) measure, plan; means,  
solution.  
**tadbirkor:** (Persian) s. tadbirli.  
**tadbirkorlik:** prudence, care, foresight.  
**tadbirli:** provident, thoughtful;  
cautious.  
**tadbirsiz:** improvident, thoughtless,  
careless.  
**tadbirsizlik:** abstr. of tadbirsiz.  
**tadorik:** (Arabic) preparations.  
**tadqiq:** (Arabic) ~ qil- to research.  
**tadqiqiy:** (Arabic) research.  
**ulus hist. (Mong.):** state; nation.  
**ulush:** share; plot, allotment.  
**umaro hist.:** (Arabic) military  
leaders/commanders.  
**umbalaqash-:** v.i. s. umbaloq osh-.

**umbaloq:** somersault. ~ osh- to somersault. umburvoqi coll.s. umrboqi.  
**umid:** (Arabic) hope. ~ bog'la-/~(ini) uz- to lose hope. joningdan ~ing bormi? Do you hope to live? jonidan ~ini uz- to resign o.s. to dying.  
**umidbaxsh:** (Persian) hope-giving.  
**umidlan-:** v.i. to become hopeful. [umidlantir-]  
**umidli:** hopeful. ~ dunyo Hope springs eternal.  
**umidsiz:** hopeless.  
**umidsizcha:** hopelessly.  
**umidsizlan-:** v.i. to lose hope. [umidsizlantir-]  
**umidsizlarcha:** hopelessly.  
**umidsizlik:** hopelessness.  
**umidvor:** (Persian) hopeful.  
**umival'nik:** (Russian) faucet.  
**ummat:** (Arabic) community, people (of a faith). Muhammad ~i Muslims.  
**ummon:** arch. (Arabic) ocean, sea.  
**umoch:** soup made of crumbled bread.  
**umr:** (Arabic) life. bir ~ or ~ bo'yi a lifetime, one's whole life. ~ yo'ldoshi

spouse ('lifetime partner'). ~ kechir-/~ qil- to live together (as a married couple). ~ingdan baraka top God bless you.

**umrbod:** (Persian) one's whole life, to the end of one's life; forever.

**umrboqi:** (Arabic) a type of winter melon.

umrdosh (Persian): spouse.umrguzaronlik arch.~ qil- to live one's life.

**umrli:** uzun ~ long-lived. qisqa ~ short-lived.

**umrlik:** lifetime; life-long.

**umsun-:** v.i. to have one's breasts fill with milk and feel the need to suckle.

**umum:** (Arabic) all; society, people in general. ~ foydasi uchun for the benefit of all.

**umuman:** (Arabic) in general; usually; (w/neg.) not at all, never.

**umumbashariy:** common to all mankind.

# THEMES FOR INDEPENDENT STUDY

## LIST OF SYNOPSIS AND PRESENTATIONS

Mahatma Gandhi and his contribution to the world history
Nelson Mandela and his contribution to the world history
Martin Luther King and his contribution to the world history
Alfred Nobel and his contribution to the world history
Christopher Columbus and his contribution to the world history
Dalai Lama XIV and his contribution to the world history
The Greatest Inventions and their impact on the world history
The Greatest Disasters of the 20 <sup>th</sup> Century and their impact on the world history
The Greatest Novels of the Mankind and their impact on the world history
The Greatest Writers of History and their impact on the world history
100 Men who changed the History
Customs and Traditions of Uzbekistan
Customs and Traditions of the USA
Customs and Traditions of the UK
Famous People of Uzbekistan
Famous People of the UK
Famous People of the USA
American Writer
Information Technologies in Our Life
Healthcare and Medicine in Modern World
Olympic Games Sports
Tourism, Holidays and transport in Uzbekistan
Culture and entertainment
The media and communications
Mass Media and Youth
Customs and Celebrations
Famous British and American People.
The World of Work
Housing and Families
Health and Health Services
Clothes and Fashion and Youth
Education and Development
Crime and Punishment
The Environment and Ecology

## LIST OF USED LITERATURE

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2. James Gault. Headway Talking Points. OUP, 2000.
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5. Edwards C. Teachers Exploring Tasks in English Language Teaching. – Palgrave, Macmillan. 2005. – 311 p.
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7. Gasparov B. Speech, Memory, Intertextuality in Everyday Language. – De Gruyter Mouton. 2010. – 316 p.
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# BASIC ABSTRACT

## Session 1

### Theme: Hobbies and Free Time

#### Technological Schedule

step	The scope of work	Responsible
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the leisure activities in the UK.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> leisure time, drunken football fans, pubs, take part in, participate in, season sport, expenditure.</p> <ul style="list-style-type: none"> <li>• Organization of the lesson: working in groups and micro groups.</li> <li>• Visual aids: To use handouts, cards, chalk, blackboard, a map.</li> <li>• Methods and approaches: To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the questions, - Making the debate using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: Hobbies and Free Time

**The main key questions:** 1).Hobbies and free time; Leisure activities in the UK  
2) Work with audio and video

**Key words:** leisure time, drunken football fans, pubs, take part in, participate in, season sport, expenditure.

**The main notion:** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

Work or play?

- 1 Answer these questions as a class.
  - 1 How much time do you usually spend each week doing homework?
  - 2 When do you enjoy your hobbies?
  - 3 Why do you think it is important to have time for your leisure activities?
- 2 Work in groups of four. Complete the summary below using the information the class gave in exercise 1. Choose a person in your group to read your summary to the class.

### Summary

- 1 The students in our class spend between \_\_\_\_\_ and \_\_\_\_\_ hours on homework every week. \_\_\_\_\_ spends the longest time: \_\_\_\_\_ hours, and \_\_\_\_\_ spends the least time: \_\_\_\_\_ hours.
- 2 Most people enjoy their hobbies \_\_\_\_\_. Other times mentioned were \_\_\_\_\_. No one enjoyed their hobbies \_\_\_\_\_.
- 3 People thought that leisure time was important because \_\_\_\_\_ and \_\_\_\_\_. The most common reason given was \_\_\_\_\_.

### PRACTISING VOCABULARY



- 1 Work with a partner. Look at the pictures and answer the questions, using the words below to help you.

- 1 Where are the people?
- 2 What are they doing?
- 3 Why are they doing it?
- 4 How do they feel? What are they like?
- 5 What kind of hobbies are shown (cultural, sport, intellectual)?

**Picture a** river, rapids, raft, life jacket, helmet, paddle, adventurous, excitement, danger

**Picture b** sofa, living room, lazy, inactive, couch potato

**Picture c** pitch, strip, goal, fit, exercise, aggressive

**Picture d** chessboard, pieces, concentration, intelligence, quiet

**Picture e** audience, singer, stage, noisy, fun-loving, fan

**Picture f** texting, chatting, hanging out, gossiping

**Picture g** painting, brush, easel, landscape, paints, artist

Can you think of any other words to describe the pictures?

- 2 Choose one picture and describe it to the class.
- 3 Choose one activity shown in the pictures. Complete the questions about the activity you chose.
  - 1 How much time \_\_\_\_\_?
  - 2 When \_\_\_\_\_?
  - 3 Why \_\_\_\_\_?
- 4 Ask the other students in the class your questions.
- 5 Prepare a summary like the one in 'What do you think?' exercise 2. Read your summary to the class.

c



d



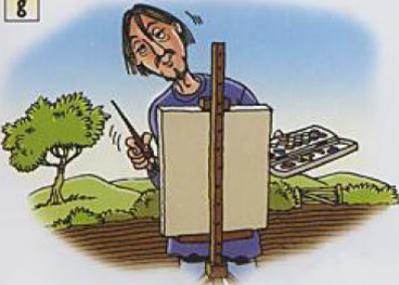
e



f



g



## PRACTISING LANGUAGE

1 Look at the language we use when giving a talk. Write your own examples.

### Introducing a presentation

*I'm going to talk about ...*

I'm going to talk about stamp collecting.

*I'd like to say something about ...*

I'd like to say something about my main hobby.

### Starting a new topic

*So, what can I say about ... ?*

So, what can I say about my new hobby of rafting?

*Speaking personally, ...*

Speaking personally, I find that ballroom dancing is a very relaxing hobby.

*Ask a question about the topic*

Why exactly are hobbies important?

2 Look at the language we use to make a list of points in an argument. Write your own examples using one of these ideas.

- Give five reasons why you like your favourite hobby.
- Give five reasons why doing homework is important.

### Making a list of points

First item

*To begin with/First of all*

To begin with, exercise keeps our bodies healthy.

Next items

*Secondly/Next/Also*

Also, doing something new is good for our minds.

Last item

*To finish with/Finally*

Finally, a hobby is a great way of relaxing.

3 Look at the language we use to end a presentation. Write your own examples.

### Ending a presentation

*To sum up*

To sum up, people with lots of hobbies are happy people.

## PREPARING TO TALK

- 1 Read the article on leisure activities in the UK. Is it different in your country?
- 2 Prepare to talk about lifestyles in the UK and your own country. First complete gaps 1–6 in this model with phrases from the language boxes on page 7. Then complete the remaining gaps with your own ideas.

### Lifestyles in the UK and my own country

I'm going to talk about \_\_\_\_\_.

- (1) \_\_\_\_\_, I'll talk about sport.  
(2) \_\_\_\_\_, I'll say a little about what people do at the weekends. (3) \_\_\_\_\_ I'll describe other things people do in their spare time.  
(4) \_\_\_\_\_, I'll try to explain why the UK is different from my country.

So, what can I say about sport? Well, in the UK it's not very \_\_\_\_\_.

People there only spend \_\_\_\_\_ while here in \_\_\_\_\_, people \_\_\_\_\_.

What do British people do instead of sport? Where can you find them on Saturday afternoons? They're all at the \_\_\_\_\_. The women are happy, but the men would rather be \_\_\_\_\_. In my country, \_\_\_\_\_.

Apart from sport and shopping, what other hobbies do the British have? The most popular is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are also popular. In my country, the most popular pastimes are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

(5) \_\_\_\_\_, I would say that British people are \_\_\_\_\_ than people in my country. Why should this be? (6) \_\_\_\_\_ it is because \_\_\_\_\_.

I'm not sure if I would like to live in the UK. My own favourite pastimes are \_\_\_\_\_ and \_\_\_\_\_.

So I would say that living in the UK would \_\_\_\_\_.

- 3 Discuss your ideas with a partner and answer any questions that he/she may have.

## Leisure activities in the UK

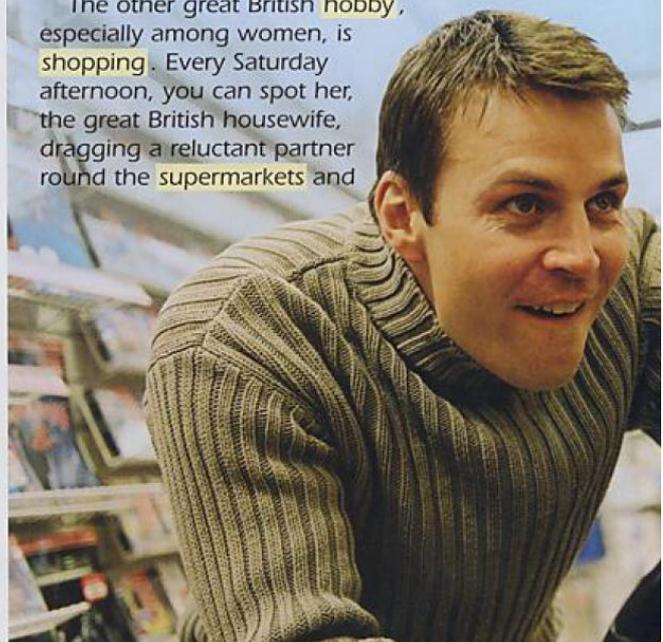
**People** in our part of the world may think the British have odd ideas about what they should do with their **leisure** time. They have seen so many caricatures of the average 'Brit'. **Drunken football fans** – 'lager louts' – appear on TV screens worldwide almost every week during the football **season**.

Young people come to our cities and make fools of themselves in the **pubs and night clubs**. You may wonder if they are really **typical** examples of average British youth. Just look on the Internet and you will find some interesting information.

Unlike in many countries, young people do not **take part in** sports activities very much in the UK. Government statistics show that the British spend on average only 15 minutes a day doing sports. And, contrary to what you might think, young people don't **participate in** sport more than older people. The average time spent **doing sport, playing games, or going swimming or hiking** doesn't change much with age.

If they are not **sporty**, what does the average UK citizen do in his or her **free time**? The answer might surprise you. He or she watches TV. Statistics show that British people watch TV between two and three hours daily, and men watch more than women.

The other great British hobby, especially among women, is **shopping**. Every Saturday afternoon, you can spot her, the great British housewife, dragging a reluctant partner round the **supermarkets** and



**SESSION 2**  
**Theme: Science and Technology**

**Technological Schedule**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the Television.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> telephone, writing, fire, light, heat, wire, communication, power, electricity, printing, cooking, education.</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, Making the debate using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: Science and Technology

**The main key questions:** 1). Science and Technology: Penicilling  
2) Work with the audio and VCD.

**Key words:** telephone, writing, fire, light, heat, wire, communication, power, electricity, printing, cooking, education.

**The main notion:** : The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

What did we do without it?

- 1 Look at the photos of important inventions and discoveries. Match these words with the photos. Some words are used more than once.

telephone	writing	fire	light	heat	wire	communication
power	electricity	printing	cooking	education		

Photo 1	Photo 2	Photo 3	Photo 4
---------	---------	---------	---------

*telephone*

- 2 Choose one photo and answer the questions.

- 1 What is the invention/discovery?
- 2 What is it used for?
- 3 Why is it important?
- 4 How did people manage before they had this invention/discovery?

- 3 Choose one of the photos. Complete the chart in a similar way to the example given.

Invention	Advantages	How people managed before
<i>aeroplane</i>	<i>travels long distances very quickly</i>	<i>travelled by horse carriage, boat or train, allowed more time for travel</i>

- 4 Prepare to talk about your invention/discovery. Complete the model, using the information in exercise 3.

**In my opinion** , \_\_\_\_\_ was a very important event for mankind. Thanks to this innovation, today we are able to \_\_\_\_\_. But how did people manage before they had \_\_\_\_\_? Well, **firstly** they \_\_\_\_\_ . **Secondly** , they \_\_\_\_\_ . **Finally** , they \_\_\_\_\_ .



- 5 Discuss your ideas with the class and answer any questions you are asked.

- Which of the four inventions or discoveries do you think was most important for mankind? Why?

## PRACTISING VOCABULARY

- 1 Replace the underlined words in the sentences with these synonyms. Put the word in the correct form.

select	routine	manufacture
essential	amendment	

- Our daily life would be so boring if we didn't have television.
  - The government is thinking about some changes to the law on animal research.
  - To be a successful scientific researcher it is necessary to have a logical mind.
  - They chose twenty students as subjects for their experiment.
  - Petrol is made from crude oil.
- 2 Sometimes words are similar, but do not have exactly the same meaning. Complete the sentences with the best word from each pair of words given.
- (issue, subject) The most controversial issue connected with the subject of genetic engineering is whether or not it is dangerous.
  - (prize, honour) It was a great \_\_\_\_\_ to win the \_\_\_\_\_ for the first commercial space flight.
  - (discovery, invention) The \_\_\_\_\_ of satellites led to the \_\_\_\_\_ of a lot of information about our solar system.
  - (fascinated, interested) I am \_\_\_\_\_ in all sciences, but my favourite is astronomy. In particular, I am \_\_\_\_\_ by the planet Saturn and its rings.
  - (research, development) Pharmaceutical companies pay universities to do \_\_\_\_\_ to help them with the \_\_\_\_\_ of new drugs and medicines.
  - (experimentation, survey) A recent \_\_\_\_\_ of public opinion showed that most people were against \_\_\_\_\_ on live animals.

## PRACTISING LANGUAGE

- 1 Look at the language we use to give opinions. Write your own examples, giving your opinions on modern technology, such as mobile phones, computers, MP3 players, etc.

### Strong opinions

<i>I'm convinced that ...</i>	I'm convinced that cloning a human being would set a dangerous precedent.
<i>It is really clear that ...</i>	It is really clear that the government must fund more scientific research.
<i>It is obvious that ...</i>	It is obvious that schools need better laboratory facilities.

### Neutral opinions

<i>I think that ...</i>	I think that life would be better without the motor car.
<i>I believe that ...</i>	I believe that I owe a lot to science, but only a little to my science teacher.

### Weak opinions

<i>It seems to me that ...</i>	It seems to me that not enough students study science at school.
<i>I would say that ...</i>	I would say that scientists should be paid more than business people.

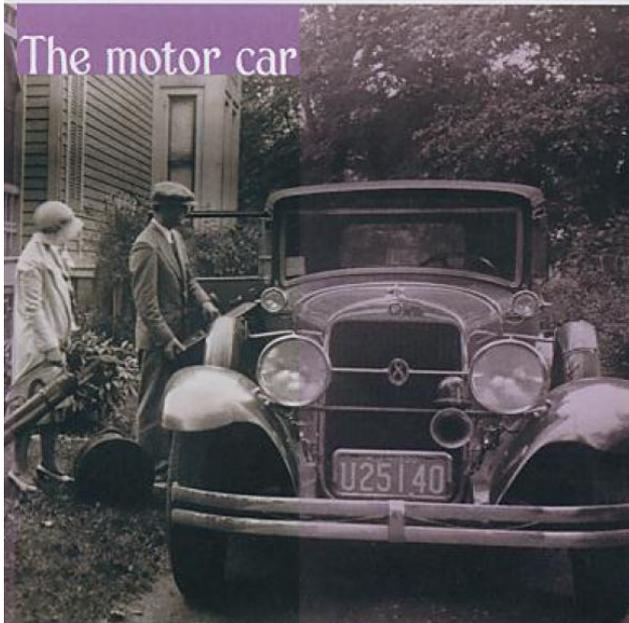
### Expressing concessions

<i>Although ...</i>	Although nuclear energy is cheap, I wonder if it really is safe.
<i>In spite of the fact that ...</i>	In spite of the fact that it is dangerous, a lot of young people still smoke.

## PREPARING TO TALK

1 Choose one of the photos. Read the text about the invention and answer the questions.

- 1 Who invented it?
- 2 When was it invented?
- 3 Why is it important?



### The motor car

The motor car is probably the most important invention in the history of transportation since the wheel.

A Frenchman, Amedee Bollee, built a car for 12 passengers in 1873, but its steam engine was impractical and the vehicle was too slow. Then came the invention of a practical petrol engine.

In 1889, in Germany, Gottlieb Daimler and Wilhelm Maybach built a car with a two-cylinder petrol engine which travelled at 10 mph. Another German, Karl Benz, also built a petrol-engined car in the same year. However, only a few motor cars were manufactured in Europe and the United States before 1900.

In 1901, The Curved Dash Oldsmobile was the first automobile to be produced in large numbers, but Henry Ford of Detroit is said to have introduced the modern method of mass production using assembly lines. He began making his Model-T in 1908, and by 1927, when Ford stopped making it, over 18 million had been produced. The model-T Ford opened the way to affordable motorized transport, and is considered to be the father of today's family car.



### Television

2

The Scottish electrical engineer John Logie Baird invented a mechanical television system.

This television pioneer created the first televised pictures of moving objects in 1924. Then, in 1928, he succeeded in transmitting an image of a human face across the Atlantic and demonstrated a colour television.

He persuaded the BBC to start broadcasting television on the Baird 30-line system in 1929. Simultaneous sound and vision was first broadcast in 1930. In July 1930, the first British television play was transmitted.

But in 1936, the BBC adopted the electronic television technology of Marconi-EMI. This technology had 405 lines per picture, compared to Baird's 30. The quality of the picture was much better.

Although Baird lost his early advantage, many people think he was the founder of the modern television which is enjoyed throughout the world today.

# Penicillin

3



In 1928, a scientist named Alexander Fleming was doing research at St Mary's Hospital in London. He was looking for something to fight bacterial infections.

When Fleming went on holiday, he did not wash his culture plates. To his surprise, when he came back a few weeks later he noticed that a mould had grown on one of them. The exciting part was that there were no bacteria growing around it. The mould prevented the bacteria from growing by producing some type of substance. Fleming named the substance 'penicillin'.

Fleming published his findings in 1929. After his discovery, much research began into finding out more about this incredible substance.

Although Fleming carried out many experiments with penicillin, he was not able to use its potential as a treatment against infections. Nevertheless, he is still known as the scientist who discovered penicillin.

Howard Florey, Ernst Chain, and Norman Heatley further developed Fleming's work in 1938 at Oxford University. They were able to make enough penicillin to establish it as a valuable drug.

The world now had a valuable treatment that would save the lives of many millions.

2 'The invention of the millennium' is an award for the most important scientific invention in the last 1000 years. In groups, talk about nominating an invention. Use the invention you chose in exercise 1 or any other invention or discovery. Use these headings to help you.

- What is the invention?
- When was it discovered or invented, and by whom?
- Why was it a great achievement?
- What are its benefits?
- Why do you think this invention should win the award?

## TALKING POINTS

- 1 Discuss your ideas with the class and answer any questions you are asked.
- 2 Read the voting instructions. In your groups, discuss and award the points.

### Voting instructions

- You cannot vote for your own invention.
- Discuss which invention was the most important.
- Give the most important invention three points.
- Give two points to the second most important invention, and one point to the third.

	invention	points
1st	_____	_____
2nd	_____	_____
3rd	_____	_____

- 3 Read out your votes to the class and explain why you made your choice. Which invention won the most votes?

### Off the cuff

You have one minute! What technical innovation would you miss most, and why?

**SESSION 3**  
**Theme: Sports and Games**

**Technological Schedule**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the Ex Olympics chief wants to “go soft” on drugs.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> meat, sweet, treatment, jogging, physiotherapist, Meditation, fats, drinking too much alcohol, injuring, sleeping, vitamins, dietician, medication, weight-training, fish, potatoes, Coach, drug abuse.</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: Sports and Games

**The main key questions:** 1) **Sports and Games:** Ex Olympics chief wants to “go soft” on drugs.

2) Work with the audio and VCD.

**Key words:** meat, sweet, treatment, jogging, physiotherapist, Meditation, fats, drinking too much alcohol, injuring, sleeping, vitamins, dietician, medication, weight-training, fish, potatoes, Coach, drug abuse.

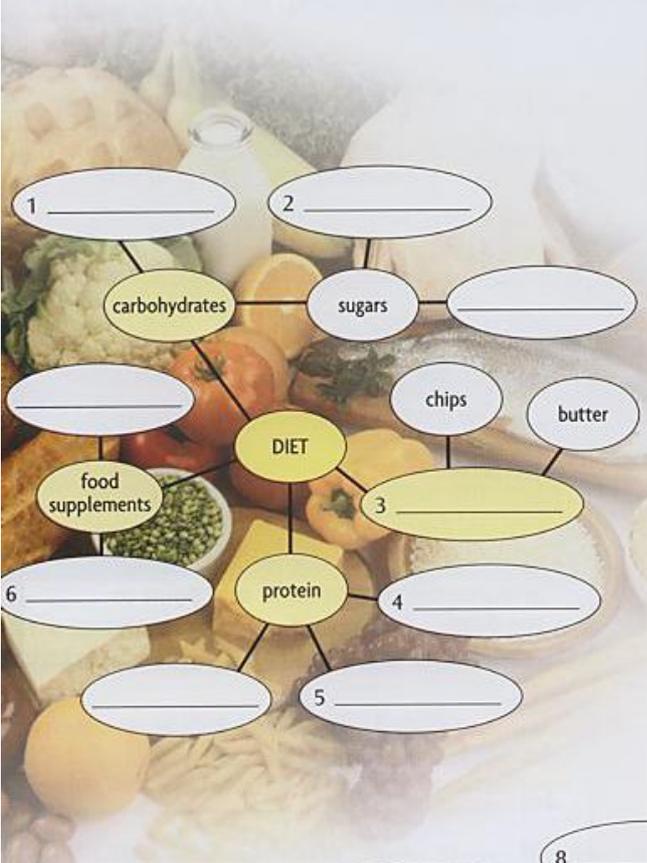
**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student’s fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.



1 \_\_\_\_\_

2 \_\_\_\_\_

carbohydrates — sugars — \_\_\_\_\_

\_\_\_\_\_ — chips — butter

DIET — 3 \_\_\_\_\_

food supplements — protein — 4 \_\_\_\_\_

6 \_\_\_\_\_ — 5 \_\_\_\_\_

### WHAT DO YOU THINK?

#### How to be the best

**1** Work with a partner. Complete gaps 1–18 in the spider-diagrams with words and phrases from the box. Think of other words to put in the remaining spaces.

meat sweets treatment jogging physiotherapist  
 meditation fats drinking too much alcohol injury  
 sleeping vitamins dietician medication  
 weight-training fish potatoes coach drug abuse

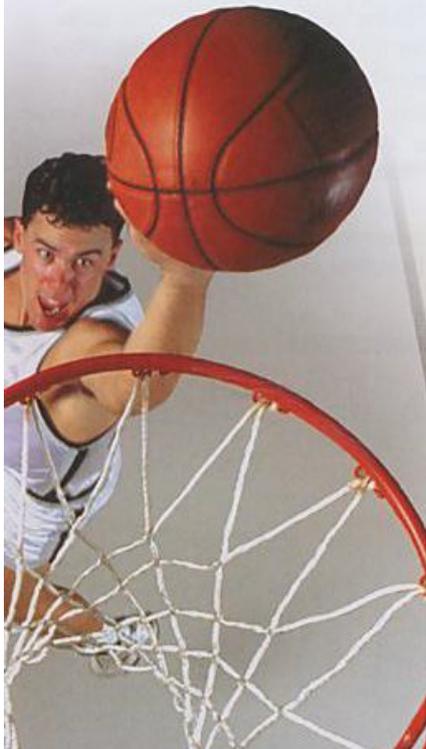
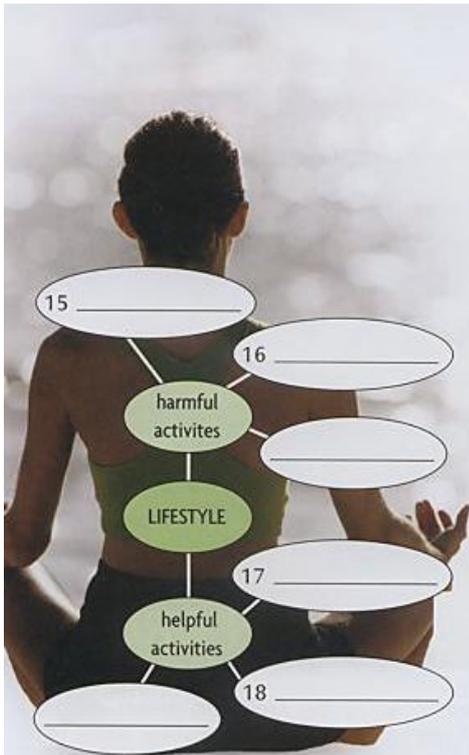
**2** Work in groups. How should sportsmen/women improve their performance? Make a list of ‘do’s’ and ‘don’t’s’.

DO	DON’T
<i>train every day</i>	<i>drink beer after training</i>

**3** Roleplay a conversation between a coach and a sportsman/woman. Work with a partner from another group.

**Student A** Look at p86.  
**Student B** Look at p87.





## PRACTISING VOCABULARY

1 Complete the chart with suitable words.

Sport	People	Playing area	Equipment
football	footballer, forward, goalkeeper, defender, referee	stadium, pitch, goal	ball, strip, boots
cycling			
golf		hole	club
athletics	runner, high jumper		javelin
water sports	swimmer		
motor sports	rally driver	track	
winter sports	skier		puck
tennis			racquet

2 Work with a partner. Tell your partner about a sport you like. Talk about where it is played, what you need, and how to play it.

## PRACTISING LANGUAGE

1 Look at the language we use to ask for and agree/disagree with an opinion. Write your own examples about equipment for one of your favourite sports.

### Asking for an opinion

*Do you agree/think that ... ?* Do you agree that people who do boxing are a bit mad?

*How do you feel about it?* I believe that skiing is a sport only for the rich. How do you feel about it?

*Question tags* Cycling is a great sport for summer, isn't it?

### Agreeing with an opinion

*You're quite right about ...* You're quite right about football, and golf is good, too.

*Of course ...* Of course skiing equipment is too expensive.

### Disagreeing with an opinion

*I'm sorry, but ...* I'm sorry, but in my opinion you can find good prices for skiwear if you shop around.

*I really can't agree. ...* I really can't agree. I think that cycling without a helmet is very dangerous.

*You may have a point, but ...* You may have a point, but a little danger is important in sport, isn't it?

## PREPARING TO TALK

1 Read the text. What are the two different opinions on drug use in sport?



4

## EX-OLYMPICS CHIEF WANTS TO 'GO SOFT' ON DRUGS

Juan Antonio Samaranch, the former president of the International Olympics Committee (IOC), has angered many British sportsmen, sportswomen, and sports administrators. In an interview with a Spanish newspaper, he demanded that some performance-enhancing drugs be legalised in sport. In his opinion, only drugs which harm health need to be banned.

Cycling has one of the worst reputations for drug abuse in sport. Many officials and cyclists really believe that using certain drugs is no different from having a special diet. So it is perhaps not surprising that the directors of Spain's top two cycling teams agreed with Mr Samaranch's point of view, saying that such a decision would improve the image of their sport.

However, Mr Samaranch's comments upset British experts, who have been asking for stricter controls, fearing that more freedom would make the current

problems even worse. Sir Arthur Gold, an anti-doping campaigner, and the president of the Amateur Athletic Association, called Mr Samaranch's comments 'unwise'. Craig Reddie, chairman of the British Olympic Association (BOA) said that the BOA was opposed to the use of all performance-enhancing drugs, whether they can harm an athlete's health or not. The former British world-record holders Steve Ovett and Steve Cram also spoke out against Mr Samaranch's views. Mr Ovett asked, 'How do you define dangerous? Is it when someone dies?'

Meanwhile, a leading British distance runner, Jon Brown, said that the banned performance-enhancing drug EPO was being used as much in his own sport as in cycling.

As a result of the controversy, the IOC announced a special conference in Lausanne to review the fight against doping in sport.

- 2 Make notes on the text. Use this chart to structure your notes.

Mr Samaranch's opinion	
People who support his opinion	
Reasons for their support	
People who disagree with Mr Samaranch	
Reasons for their disagreement	
Further action suggested	

- 3 Cover the text. Use the notes you made in exercise 2 to tell a partner what the text was about. Find out if your partner agrees or disagrees with Mr Samaranch, and why.
- 4 Prepare to talk about 'The drug problem in sport'. First, complete gaps 1–5 in this model with these linking words and phrases.

first of all finally also secondly to sum up

Then complete the remaining gaps with your own ideas.

**The drug problem in sport**

We think that there are \_\_\_\_\_ important problems we have to talk about.

(1) \_\_\_\_\_, we believe that \_\_\_\_\_

(2) \_\_\_\_\_, it seems to us that \_\_\_\_\_

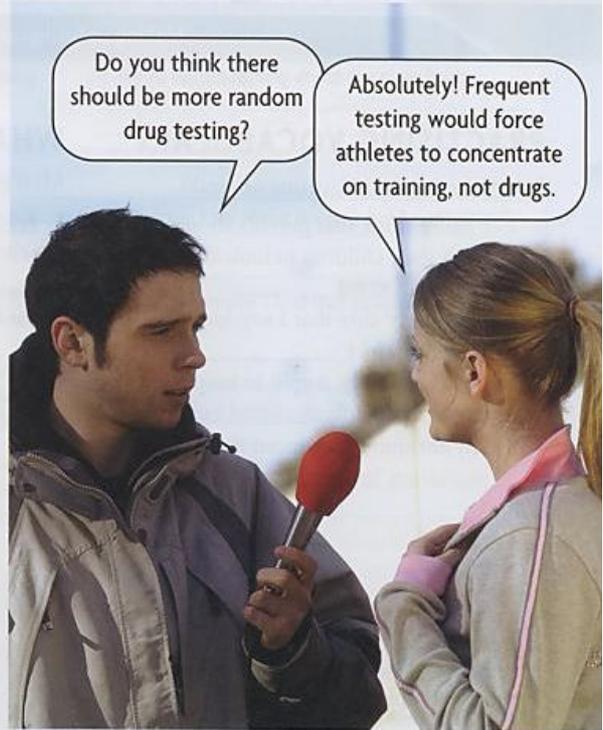
(3) \_\_\_\_\_, in our opinion, \_\_\_\_\_

(4) \_\_\_\_\_

So, (5) \_\_\_\_\_, we'd like to say \_\_\_\_\_

**TALKING POINTS**

- 1 Role play. One of you is a sportsman/woman. The other is a sports administrator. Discuss the problems mentioned in exercise 5. Make a list of possible solutions.



- 2 Class discussion. You are attending the conference on drug abuse mentioned in the text. Present some of your solutions. Prepare a plan of action to combat drug-taking in sport.

**Off the cuff**

You have one minute! Say which sport your teacher should take up, and why.

**SESSION 4**  
**Theme: Animals**  
**Technological Schedule**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>Save the Whale. Tigers under Threat.</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> Whale species, endangered, vulnerable, porpoises, collisions, intensive, diminishing, moratorium, WWF, conservation, stricter, significant, threat, suffer same fate, fear, predators, prey, extinct, roam, habitat, victim, poaching, poisoned, blown up.</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: Animals

**The main key questions:** 1) **Animals: Save the Whale. Tigers under Threat.**  
2) Work with the audio and VCD.

**Key words:** Whale species, endangered, vulnerable, porpoises, collisions, intensive, diminishing, moratorium, WWF, conservation, stricter, significant, threat, suffer same fate, fear, predators, prey, extinct, roam, habitat, victim, poaching, poisoned, blown up.

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

**Objectives:**

- have developed student's fluency in speaking and writing.
- to prepare student for making up the composition.
- to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### PRACTISING VOCABULARY

- 1 Are these opinions strong or weak?
- 1 I **really** think that parents should teach their children to look after pets properly. **strong** \_\_\_\_\_
  - 2 I am **fairly** sure that I wouldn't like a **spider** as a pet. \_\_\_\_\_
  - 3 It is **completely** stupid to keep a big dog in a small flat. \_\_\_\_\_
  - 4 I'm not **quite** convinced that being a **vegetarian** helps animals. \_\_\_\_\_
  - 5 I am **absolutely** certain that I wouldn't like a **lion** as a birthday present. \_\_\_\_\_

- 2 Add an adverb from the box to each sentence. Remember to put the adverb in the correct place.

completely fairly really absolutely quite

- 1 We ought to do more to protect **endangered** species.
- 2 I'm sure that people today know how to look after their pets, but they would benefit from more information.
- 3 There is no way that **fishermen** should be allowed to catch whales.
- 4 I am certain that governments should spend more money on the environment, or we'll soon have no **wild animals** left.
- 5 I'm confident that we will be able to save the tiger in Bengal, but it will need a lot of **dedication**.

### WHAT DO YOU THINK?

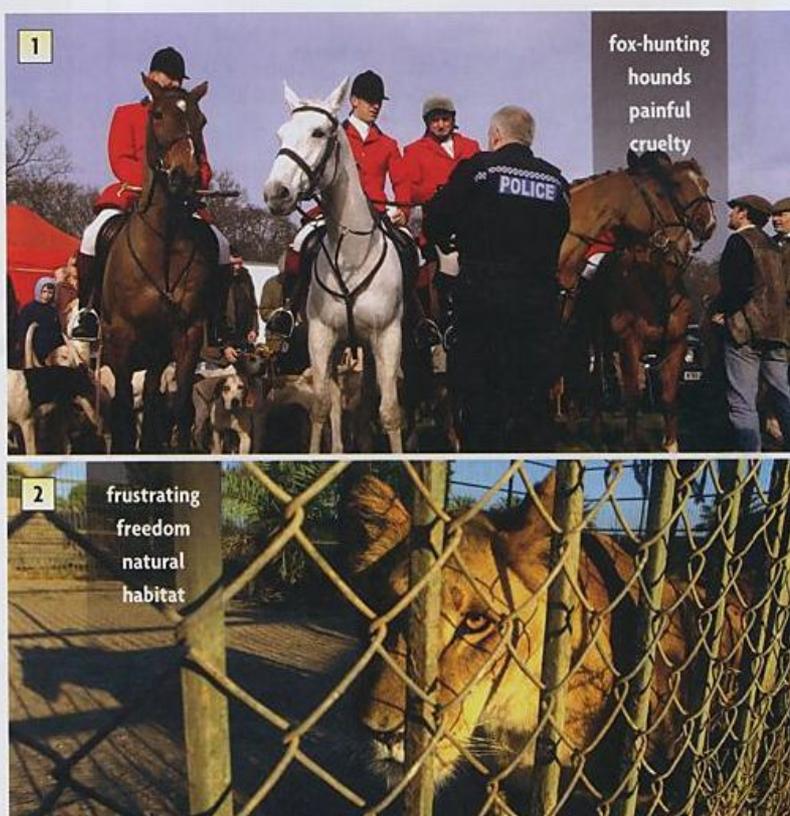
Man's best friend?

- 1 Look at the photos and the words that go with them. Make four sentences about each photo, using each word once.

**Photo 1:**

**Fox-hunting is a controversial sport in the UK.**

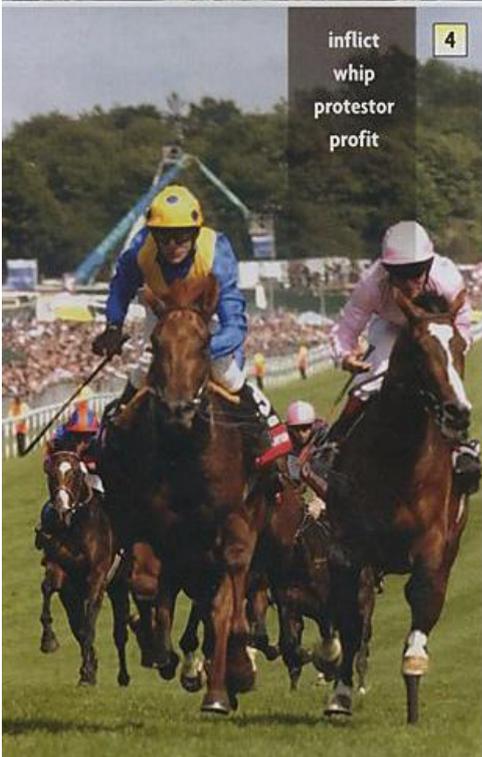
- 2 With a partner, choose one of the photos and discuss it. Do you think what is shown in the photo should be banned, or not? Prepare to explain your opinions to the class.
- 3 Discuss your ideas with the class. Do the other students agree with you? Why/Why not? Vote on whether each of the activities in the photos should be banned, or not.





endangered net  
food chain depleted

3



inflict whip  
protector profit

4

## PRACTISING LANGUAGE

- 1 Look at the language we use to make, refuse, and accept offers. Write your own examples. Imagine you are being asked to help an environmental group such as the World Wildlife Fund (WWF). Offer to do something to help an endangered species of animal.

### Making offers

*Why don't I ... ?*

Why don't I write an article on tigers?

---



---

*I could ...*

I could make a poster on how we are destroying the environment.

---



---

*If you (do), I will ...*

If you design a poster, I'll have it printed.

---



---

- 2 Write your own examples. Refuse to do something which endangers a rare species of animal.

### Refusing offers

*I'm sorry, but I'd rather ...*

I'm sorry, but I'd rather eat vegetarian food.

---



---

*No thanks, I really prefer ...*

No thanks, I really prefer to avoid eating meat.

---



---

- 3 Write your own examples. Accept an offer to work helping to protect wild animals.

### Accepting offers

*I'd be pleased to ...*

I'd be pleased to accept the job of game warden.

---



---

*Fine, I agree to ...*

Fine, I agree to organize the protest march on Sunday.

---



---

## PREPARING TO TALK

- 1 Choose one of the animal species in the photos. Read the text about the animal and answer the questions.
  - 1 Where does the animal live?
  - 2 What does the animal eat?
  - 3 Why is the animal under threat?
  - 4 How is the World Wildlife Fund helping the animal?

## SAVE THE WHALE

Although they have been protected for decades, seven of the thirteen great whale species are still endangered or vulnerable. Whales, dolphins, and porpoises are fighting a losing battle against ever-increasing dangers.

In the North Atlantic, they are killed in collisions with ships or are caught up in fishing nets. In the Western North Pacific, intensive oil and gas development is affecting their feeding grounds and diminishing their food supplies. To protect them, a moratorium on commercial whaling was agreed, but in spite of this, over 1,000 whales are killed every year for the commercial market.

The World Wildlife Fund (WWF) is developing a conservation programme for whales which will address these threats to the species. It is also trying to bring whale-hunting under stricter control. Its activities include research in the field, education, and working to improve national and international agreements.

Through its actions, the WWF hopes to ensure a significant reduction in the threat to whales by the year 2012. If it does not succeed, the whole family of whale species will suffer the same fate as the dinosaur.  5

## TIGERS UNDER THREAT

In the parts of Asia where they live, people respect and fear tigers. They are predators who keep the ecosystem in balance by killing their prey. But with only 6,000 of them left in the wild, and three of the eight species already extinct, how much longer will tigers roam around their habitat?

Tigers are victims of illegal poaching by poor people, who sell them on to make a living. To make things worse, as humans invade their natural territory, these animals are often poisoned, electrocuted, or blown up by land mines. But the greatest threat to the tiger is the loss of its habitat and the falling numbers of the animals on which it feeds.

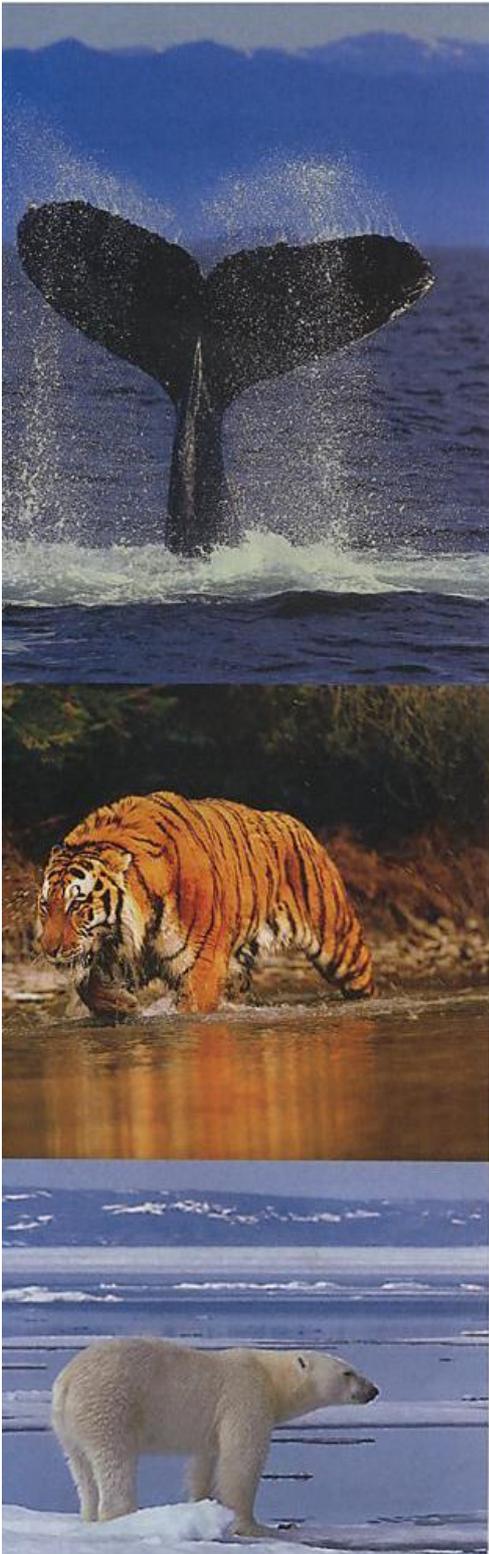
The World Wildlife Fund (WWF) is acting to save the tiger by finding places where the prospects for long-term conservation are best. In these areas, it is setting up programmes to reduce poaching, to eliminate the illegal trade in tiger parts, and to encourage local communities to support tiger conservation.  6

## WILL THE POLAR BEAR DISAPPEAR?

Polar bears need about two kilograms of fat every day. They get it from eating seals, which live under the sea ice in winter. The seals make holes in the ice so they can breathe. A polar bear can wait for hours and, when the seal comes up for air, the bear catches it. The problem with this is simple: no ice – no food.

Unfortunately, because of climatic changes the Arctic sea ice is melting faster than ever before, depriving the polar bears of their food. In addition, they are being threatened by toxic chemicals brought to their habitat by humans, and by the disturbance caused by Arctic oil exploration. As if this were not enough, the polar bear is being hunted by people. Although a certain level of hunting is sustainable, too many bears are currently being killed, and this is a major threat to the bear population.

To help protect the polar bear's environment, the World Wildlife Fund (WWF) provides financial support for research projects into changes in the climate and their effect on the polar bear population.



2 Prepare to tell the class about the animal you chose. Use these prompt cards, the information from your text, and your own opinions and ideas.

**The animal**  
 .....  
 • what it is  
 • where it lives  
 Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**The threats**  
 .....  
 • what they are  
 • their causes  
 Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**What can be done**  
 .....  
 • WWF action  
 • other possibilities  
 Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Discuss your ideas with the class and answer any questions you are asked.

**TALKING POINTS**

- 1 Work in groups. You are the committee in charge of a project at your school to support the WWF. Prepare a list of activities the school could organize.
- 2 Prepare a list of tasks which need to be done. Decide who is going to do each task.
- 3 Present the results of your discussion to the class. Listen to the other presentations and ask questions.
- 4 Find a partner from another group. Discuss your plan with your partner and try to persuade him/her to support your plan.
- 5 Class discussion. Vote on which group's plan is the best.

**Off the cuff**  
 You have one minute! Give your opinion on the importance of wildlife preservation and how effectively it is being done.

**SESSION 5**  
**Theme: Shopping**  
**Technological Schedule**

step	The scope of work	Responsible
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>Liberty, Virgin</b>.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> tear, sleeve, damage, five euro note, package, missing, purse, inspect, garments, rail, flat park furniture, out of stock, clothes for a party, casual clothes, refund, piled high, home ware.</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question,  - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: Shopping

- **The main key questions:** 1) Shopping; Liberty, Virgin.  
2) Work with the audio and VCD.

**Key words:** : tear, sleeve, damage, five euro note, package, missing, purse, inspect, garments, rail, flat park furniture, out of stock, clothes for a party, casual clothes, refund, piled high, home ware.

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

Customer service?

- 1 Look at the pictures of problems that can happen when you buy things. Match these sentences with the pictures. Put the sentences in the correct order.

Picture a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 Look at this top, there's a big tear in the sleeve!
- 2 You've made a mistake with my change.
- 3 I've tried this battery and it doesn't fit.
- 4 Are you sure it was damaged when you left the shop?
- 5 I thought you gave me a five-euro note.
- 6 I can't finish building this. There's a piece missing.
- 7 I'm sorry, but I'll need to check the till.
- 8 Could it have fallen out when you opened the package?
- 9 OK. I'll exchange this battery for the correct one.
- 10 I only had a ten-euro note in my purse.
- 11 That's your problem! All I want is the right one.
- 12 That's strange! We usually inspect all the garments before putting them on the rail.
- 13 I don't think so. Could you send me the missing part out by post?
- 14 Well, I'd like a refund or a replacement for it.
- 15 Certainly. I'm sorry. We don't usually have problems with flat-pack furniture.
- 16 Perhaps the correct batteries were out of stock when they packed it.



- 2 Roleplay. Work with a partner. Think of a shopping problem and prepare a dialogue. Use the model below.

**Student A** You are the customer.

**Student B** You are the shop assistant.

### Dialogue in a shop

Shop assistant asks what the customer wants

*Can I help you?*

Customer explains what is wrong

*There's something wrong with this shirt. It's ...*

Shop assistant suggests the cause of the problem

*Perhaps it was damaged when someone tried it on.*

Customer says what he/she wants the shop to do

*I'd like a refund.*

Shop assistant offers a solution to the problem

*We can replace it.*

Customer accepts or rejects the solution

*No, I'd prefer my money back.*

- 3 Act out the dialogue. Listen to your classmates' dialogues.
- 4 Class discussion. Answer these questions about the dialogues.
- 1 Who was to blame for the problem?
  - 2 Was the solution offered the best one? If not, what might have been better?
  - 3 What's your opinion of the behaviour of the customer and shop assistant?

### EXTENSION TASK

Work with a partner. Tell each other about a problem you have had when shopping.

- What was the problem?
- How did the shop assistant respond?
- Were you satisfied?

## PRACTISING VOCABULARY

- 1 Write these words in the correct column.

fashion chain promotional event car-boot sale designer labels reliability  
charity shop price fashion show hypermarket value book-signing  
guarantee quality market stall department store background music

Places to shop	The shopping experience	Product features

- 2 Work with a partner. Choose items from the box. Ask your partner where he/she would go to buy each item, and why.

clothes for a party fresh fruit shoes casual clothes  
the latest DVD a computer antique jewellery

## PRACTISING LANGUAGE

- 1 Look at the language we use to emphasize positive things and minimize negative things. Write your own examples. Imagine you are selling a car, an item of clothing, a computer, or anything else you like.

### Emphasizing positive things

<i>extremely</i>	This DVD player is extremely good value for money. _____
<i>really</i>	It's really simple to use. _____
<i>exceptionally</i>	The quality of the picture is exceptionally high. _____

### Minimizing negative things

<i>a little</i>	Although it is a little expensive, it is a top brand name. _____
<i>slightly</i>	In spite of it being slightly large, its beautiful design will look good in your living room. _____
<i>a bit</i>	It is a bit complicated, but you will soon get used to it. _____

- 2 Practise the language. Design a new product, e.g. a new kind of mobile phone. Then work in pairs and try to sell the product to your partner.

## PREPARING TO TALK

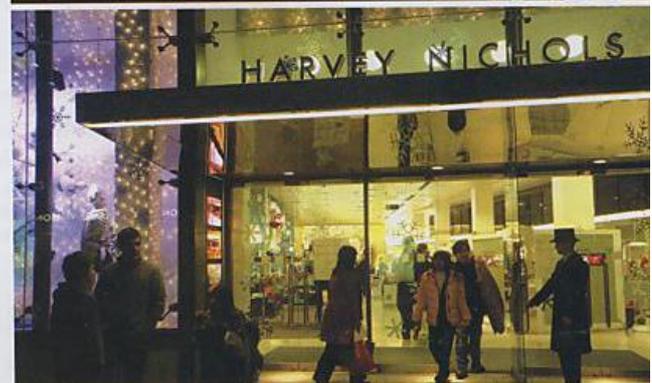
- 1 Read the text about one of the four London shops and answer the questions.
  - 1 What does it sell?
  - 2 Who are its customers?
  - 3 Why should you visit it?
- 2 Work in groups. Describe the store you read about. Say what it sells, who its customers are, and why it is famous.
- 3 In your groups, write a script for a TV programme about London shopping. Use these headings, and your own ideas. Emphasize the advantages of each shop.
  - Presenter introduces a family that is visiting London for the first time
  - Mum talks about Liberty's and what she bought there
  - Son talks about Virgin megastore and what he bought there
  - Dad talks about Fortnum's and what he bought there
  - Daughter talks about Harvey Nichols' and what she bought there
  - Presenter sums up with advice for tourists shopping in London

## TALKING POINTS

- 1 Present your TV programme to the class.
- 2 Class discussion.
  - What advice would you give to tourists coming to shop in your country?
  - What are good items to buy?
  - Which shops offer the best value and service? Which are your favourites?
  - Make a list of 'do's' and 'don'ts' for tourist shopping in your country.

### Off the cuff

You have one minute! What do you like and dislike most about shopping?



## Fortnum & Mason

This famous food store is one of the oldest and most famous shops in Piccadilly. It was opened by Mr Fortnum and Mr Mason in 1705. Over the years it has been a favourite of the rich and famous, and still sells food and wine to the royal family.

'Fortnum's' is a tourist attraction for anyone visiting London. Its pre-war gentility, gilded furnishings, and exquisitely-wrapped produce will have you reaching for your purse in no time. Although it is best known for its fantastic food-hall, piled high with exotic and tasty goods, it also stock womenswear, furniture, and homeware.

**Address:** 181 Piccadilly

## HARVEY NICHOLS

'Harvey Nicks' is the younger, more fashionable cousin of Harrod's in Knightsbridge. While Harrod's offers a huge variety across a large range of products, this shop offers designer clothes, furnishings, and food of a far superior quality. The beautiful interior and minimalist design allows the products to sell themselves. All your favourite designer labels are here, including Alexander McQueen, Comme des Garçons, and Versace. You will also find homeware and cosmetics. The fifth-floor café has spectacular views across West London. Harvey Nichols is a fantastic spot for an afternoon of shopping, eating, and spotting famous people. Expensive, but beautiful.

**Address:** 109–125 Knightsbridge

## LIBERTY

7

Since it opened in 1875, Liberty has been loved by shoppers around the world, and has even created its own range of fabrics, which were made famous by designers like Mary Quant and Jean Muir in the 1960s. The shop is located in a striking building on Regent Street. Liberty specialises in new design and Eastern influences. For Liberty, following trends is not good enough; it regularly sponsors new designers and introduces their work. Browse designer womenswear, explore the arts and crafts antiques, and enjoy the colours and textures of the numerous fabrics.

**Address:** 210–220 Regent Street



8

Richard Branson, the highly successful founder of the Virgin group of companies, opened his first record shop in Oxford Street in 1971. Today there are Virgin megastores everywhere, but the one in Oxford Street is the flagship. Youngsters from all over the world flock there to get the latest albums, DVDs, and videos of their favourite bands, or to pick up the current version of the hottest computer games. Turn up on a Thursday night at 6 p.m., when live DJs play for Virgin Radio. Or check out their website to find out when some megastar will be there, signing copies of his or her most recent CD. Be there! It could be a cool shopping experience.

**Address:** Oxford Street

**SESSION 6**  
**Theme: Tourism, Holidays and Transport**

step	The scope of work	Responsible
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>Prague, Czech Republic.</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> Fascinated, tales, occupying forces, artillery, legend, eyeballs, poker, councilors, skeleton, fortress, whitewashed, cells, ravens.</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question,  - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

**The theme: Tourism Holidays and Transport**

**The main key questions:** 1) **Tourism, Holidays and Transport. Prague, Czech Republic.**  
2) Work with the audio and VCD.

**Key words:** Fascinated, tales, occupying forces, artillery, legend, eyeballs, poker, councilors, skeleton, fortress, whitewashed, cells, ravens.

**The main notion** The students will be able to listen to argument.  
Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

**WHAT DO YOU THINK?**

Have a good trip!



1 Match these headlines with the pictures.

- a **Rail strike brings havoc and frustration to angry holidaymakers**
- b **Tired passengers facing uncomfortable journeys in cramped coaches**
- c **Traffic jams and bored children take the fun out of motorway travel**
- d **Long queues at security barriers and early check-in times annoy air travellers**

2 Work with a partner. Look at the chart below. Which words would you use for each means of transport? Explain your reasons.

	Car	Plane	Coach	Train
slow	✓	X	✓	✓
expensive		✓		
romantic				
exclusive				
cramped				
exciting				
need to book				
flexible				
dangerous				
often breaks down				
punctual				



TRAIN DEPARTURES		
4	Edinburgh	CANCELLED
5	Brighton	CANCELLED
33	Penzance	CANCELLED
34	Dover	CANCELLED
37	London Heathrow	CANCELLED
42	Birmingham	DELAYED
50	Brighton	DELAYED
	Platform 6	
	17:00	Dover
	17:04	Southend
	17:10	Glasgow
	17:13	Norwich
	17:23	Liverpool
	17:31	London Gatwick
	17:38	Edinburgh
		DELAYED
		CANCELLED
		CANCELLED
		DELAYED
		CANCELLED
		CANCELLED



## PRACTISING VOCABULARY

1 Complete the text with phrasal verbs from the box. You may have to change the tense.

set off take off get on check in get into break down  
put back get out touch down get off

We didn't want to miss the flight, so we decided to \_\_\_\_\_ really early. We \_\_\_\_\_ the taxi at 6 a.m. But unfortunately the taxi \_\_\_\_\_ on the way to the airport and we had to \_\_\_\_\_ with all our luggage. Luckily, a bus came along and we \_\_\_\_\_ it. By the time we \_\_\_\_\_ the bus at the airport and went to \_\_\_\_\_ we were 20 minutes late. But by another stroke of luck the departure had been \_\_\_\_\_ by one hour. The plane \_\_\_\_\_ 70 minutes late, but there was a following wind so it \_\_\_\_\_ with only a 50-minute delay.

## PRACTISING LANGUAGE

1 Look at the language we use to ask polite questions. When we want to ask a question politely, we can use an indirect form, with an introduction followed by our question. Note that we use the normal statement form for this question. For *yes/no* questions we use *if*.

Write your own examples. Imagine you are at a railway station asking about train times and fares.

### Polite indirect questions

*I'd like to know ...* I'd like to know when the next train for Paris leaves.

*Could you tell me ...?* Could you tell me if I can smoke on the train?

*May I ask ...?* May I ask how long the journey takes?

*Do you happen to know ...?* Do you happen to know which platform the train leaves from?

2 Look at the language we use to interrupt someone politely. Write your own examples. Imagine you are listening to a travel agent telling you about a holiday.

### Interrupting politely

*Excuse me, but ...* Excuse me, but could you tell me how much it would be for full board?

*May I ask a question?* May I ask a question? Where can I buy tram tickets?

*Could I (please) ask ...?* Could I please ask if we can have an early-morning flight?

3 Work in groups. Choose one of the pictures. Invent a story for your picture. Use this outline to help you.

Last summer, \_\_\_\_\_

The morning of our departure, \_\_\_\_\_

When we \_\_\_\_\_

At first, \_\_\_\_\_

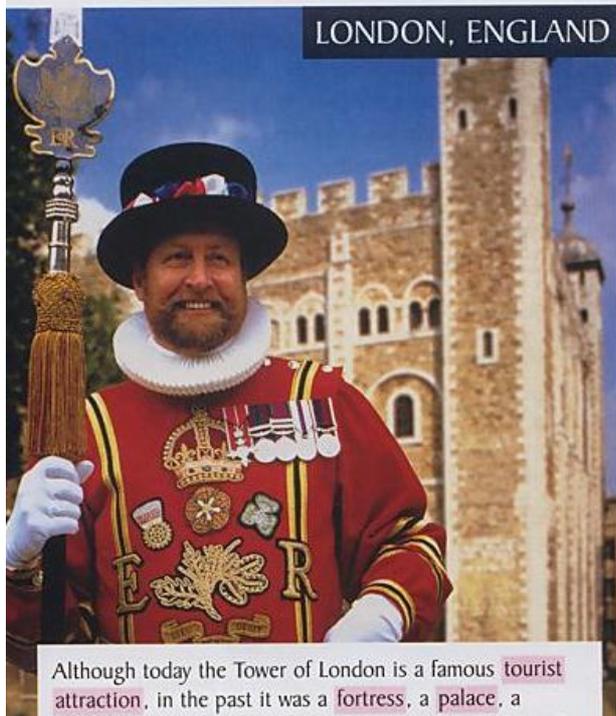
but later \_\_\_\_\_

In future, \_\_\_\_\_

## PREPARING TO TALK

1 Read the text about one of the photos of famous sites and answer the questions.

- 1 What tourist attraction is described?
- 2 When was it built?
- 3 What do you learn about its history?

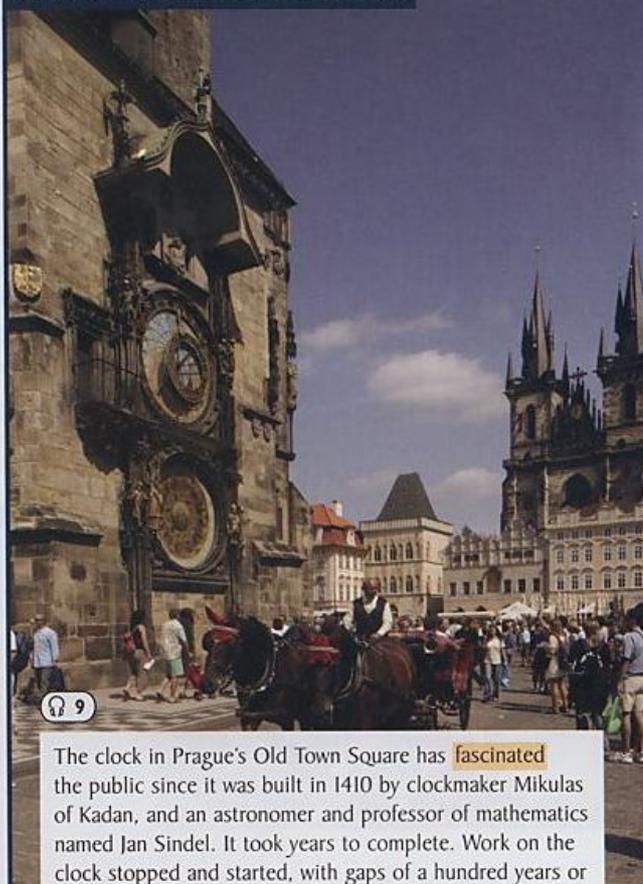


LONDON, ENGLAND

Although today the Tower of London is a famous **tourist attraction**, in the past it was a **fortress**, a **palace**, a **prison**, and even a place where money was made. Just after 1066, William the Conqueror ordered the construction of the main **tower**, which came to be known as the White Tower after it was **whitewashed** in 1241. A famous part of the Tower of London is the Traitor's Gate, through which those who had upset the Kings and Queens of England were brought to the Tower. Later, prisoners would be taken from their **cells** to be **executed** at Tower Green, inside the Tower's walls. Do the **ghosts** of Henry VIII's wives still walk these paths?

Today the Tower is home to the famous black **ravens**, the Crown **jewels**, and the Beefeaters in their colourful **uniforms**, all of them well-known **symbols** of England throughout the world. Every evening, at 10 p.m., tourists can watch the famous **ceremony** of the keys, when the tower is locked for the night.

## PRAGUE, CZECH REPUBLIC



9

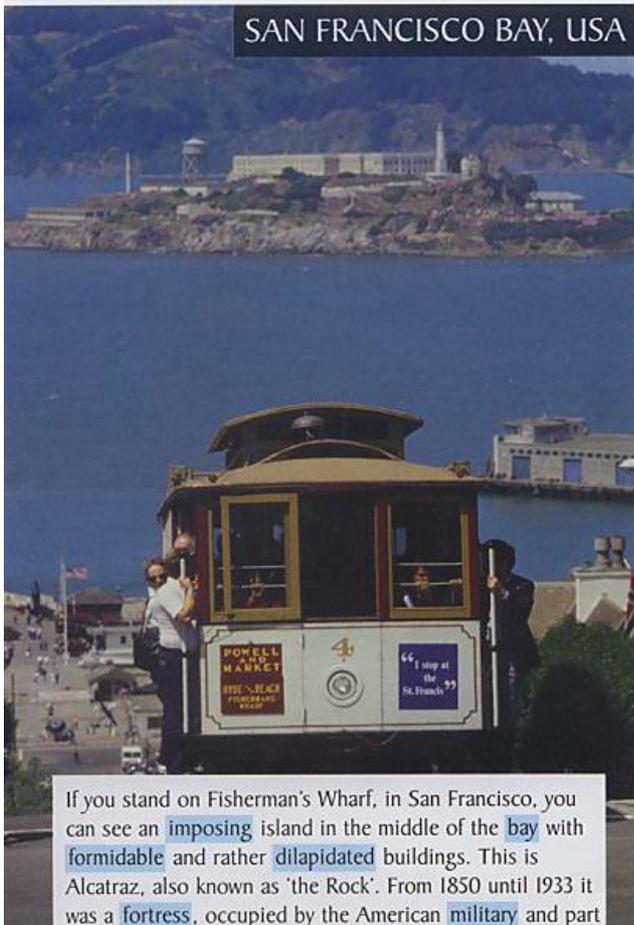
The clock in Prague's Old Town Square has **fascinated** the public since it was built in 1410 by clockmaker Mikulas of Kadan, and an astronomer and professor of mathematics named Jan Sindel. It took years to complete. Work on the clock stopped and started, with gaps of a hundred years or more. The clock we see today was finished in 1866.

There are lots of interesting **tales** about this fabulous clock with its moving figures, windows that open and close, and of course, astronomical information. The City of Prague nearly sold it twice for scrap metal, and during the Second World War the **occupying forces** deliberately tried to blow it up with **artillery**.

The most famous **legend** about the clock tells the story of master clockmaker Hanus, who had his **eyeballs** burned out with a hot **poker** by the city **councillors**. They wanted to stop him creating another similar or better clock somewhere else. Hanus then climbed the tower and damaged the clock so badly that it didn't run for many years.

It is also said that the **skeleton** on the clock has magical powers which keep the clock running. And, locals say, if it is allowed to stop working the city will also suffer. So the city looks after it well.

## SAN FRANCISCO BAY, USA



If you stand on Fisherman's Wharf, in San Francisco, you can see an **imposing** island in the middle of the **bay** with **formidable** and rather **dilapidated** buildings. This is Alcatraz, also known as 'the Rock'. From 1850 until 1933 it was a **fortress**, occupied by the American **military** and part of the **defences** of the area. But the island is best known for its period as a **penitentiary**, where many of the USA's most famous and dangerous **criminals** were securely locked up to **ensure** the protection of the American people.

Al Capone, the **notorious** Mafia boss, spent some time here. But the most famous **inmate** was surely Robert Franklin Stroud, a violent and dangerous prisoner who became famous for his work with birds and was known as 'the Birdman of Alcatraz'.

The prison was closed in 1963, but from 1969 to 1971 the island was **occupied** by some Native American college students who claimed it in the name of the Indian people. At first the US government tried to ignore this occupation, but when a **maritime** accident occurred because the island's **lighthouse** was out of service, they acted and removed the illegal residents. Today the island is a **tourist attraction**, and a regular **ferry** service takes visitors there to see the old prison buildings, the museum, and the wildlife **sanctuary**.

- 2 Work in your groups. You are tourist guides for the place you read about. Prepare to talk about your site. Complete the model, using information from your text, and your own knowledge and ideas.

First of all, let me welcome you to \_\_\_\_\_.  
I'd like to point out some important features of the site.

There are some interesting stories about this famous place. \_\_\_\_\_

Thank you very much for listening. If you have any questions \_\_\_\_\_.

- 3 Give your talk to the class and answer any questions you are asked.

## TALKING POINTS

- 1 Imagine you are a tourist in your country. Make a list of ten questions you would like to ask (about travelling, history, local food, accommodation, etc.).
- 2 Roleplay with a partner. Prepare and act out a dialogue.

### Student A

You are a tourist. Ask the questions you prepared in exercise 1. Practise polite interruptions and questions.

### Student B

You are an information officer in the local tourist information office. Answer the tourist's questions.

- 3 Class discussion. Talk about tourism in your area.
  - What would you show tourists in your town or district?
  - Where would you take a tourist for lunch?
  - Are there any interesting stories or legends?
  - How would tourism help the local economy?
  - Are there any disadvantages of tourism for your area?
  - How can tourism best be developed in your area?

## Off the cuff

You have one minute! Would you like to be a tourist guide? Why/Why not?

**SESSION 7**  
**Theme: Culture and Entertainment**

step	The scope of work	Responsible
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>ELLIE</b>.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b></p> <p style="background-color: #e0e0e0; padding: 5px;">guitarist abstract sculpture rock director stage gig surrealist period scenario musical film/movie loud speakers supporting role choreography set special effects oil-painting support band still life dance artist microphone exhibition lead singer subtitles rehearsal lighting designer editor scene</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

**The theme: Culture and Entertainment**

**The main key questions:** 1) **Culture and Entertainment: ELLIE**  
2) Work with the audio and VCD.

**Key words**

guitarist abstract sculpture rock director stage  
gig surrealist period scenario musical film/movie  
loud speakers supporting role choreography set  
special effects oil-painting support band still life  
dance artist microphone exhibition lead singer  
subtitles rehearsal lighting designer editor scene :

**The main notion** The students will be able to listen to argument.  
Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student’s fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

**WHAT DO YOU THINK?**

A good night out

- 1 Work in groups. Match these words with the photos. Some words are used more than once.

guitarist abstract sculpture rock director stage  
gig surrealist period scenario musical film/movie  
loud speakers supporting role choreography set  
special effects oil-painting support band still life  
dance artist microphone exhibition lead singer  
subtitles rehearsal lighting designer editor scene

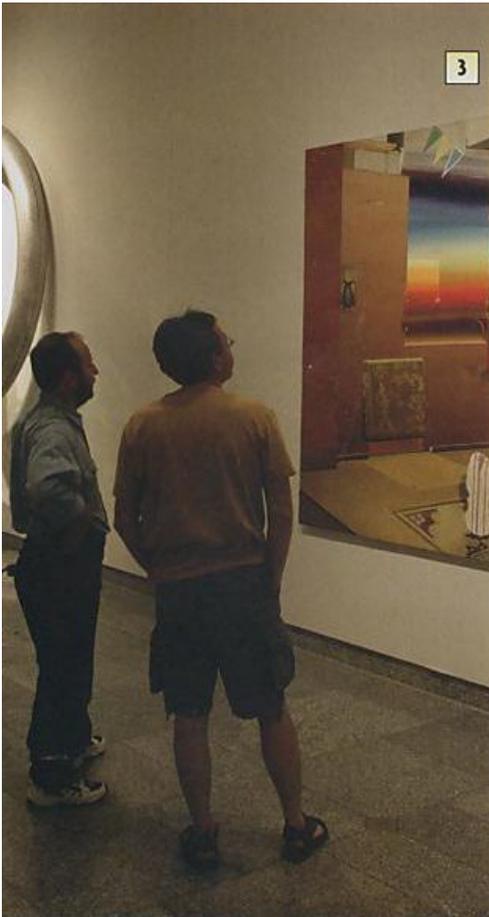
Photo 1	
Photo 2	
Photo 3	
Photo 4	

- 2 Choose one of the photos. Make a list of the reasons why the whole class might like to go to this event.
- 3 Work with a partner who chose a different event from you. Try to persuade him/her to go to your event instead.
- 4 Form a group with others who chose the same photo as you. Make a list of the reasons for your choice.
- 5 Prepare to tell the class about your list of reasons. Use these linking words to connect your ideas.

first of all then next finally in addition secondly

- 6 Discuss your ideas with the class and answer any questions you are asked.
- 7 Vote on which is the best event.





3

## PRACTISING VOCABULARY

1 Complete the sentences with words from the box.

plot cast characters score script set stage setting on location trailer

- The story of a **novel**, **play**, or **film** is known as the \_\_\_\_\_.
- The \_\_\_\_\_ of a play contains not only the **dialogue**, but also **stage directions**, and other information.
- A \_\_\_\_\_ is the written instructions for playing music, but it can also mean the **background music** for a film.
- The **actors** and **actresses** who play the \_\_\_\_\_ in a film or play are known as the \_\_\_\_\_.
- In the **theatre**, the actors perform on a \_\_\_\_\_, but in a film they act on a \_\_\_\_\_.
- Films can be **shot** inside, in the **studio**, or outside \_\_\_\_\_.
- The \_\_\_\_\_ is where a film, novel or play takes place.
- A \_\_\_\_\_ is a short film made to advertise a **main feature**.

## PRACTISING LANGUAGE

1 Look at the language we use to ask questions. Write your own examples. Imagine you are interviewing a famous artist.

### Open questions

<i>How ... ?</i>	How do you choose what to paint? _____
<i>Why ... ?</i>	Why do you like modern art? _____
<i>For what reasons ... ?</i>	For what reasons do you prefer painting to sculpture? _____

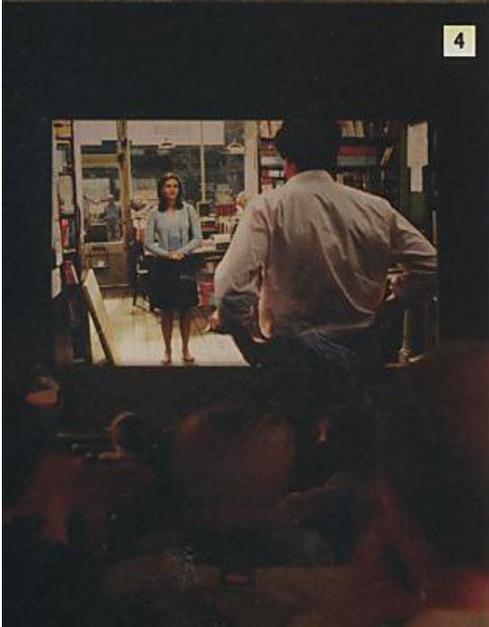
### Asking for explanations

<i>What exactly do you mean by ... ?</i>	What exactly do you mean by 'abstract painting'? _____
<i>Could you explain a bit further ... ?</i>	Could you explain a bit further how you mix your colours? _____
<i>Would you like to add to your comments about ... ?</i>	Would you like to add to your comments about the works of da Vinci? _____

2 Roleplay. Work with a partner.

**Student A** You are a TV interviewer. Ask the writer/artist questions about his/her life and work.

**Student B** You are a writer or an artist. Answer the questions.



4

## PREPARING TO TALK

- 1 Read the text. What does Ellie think is important when she chooses a book, a film, or a CD? Do you think you would like her choices?

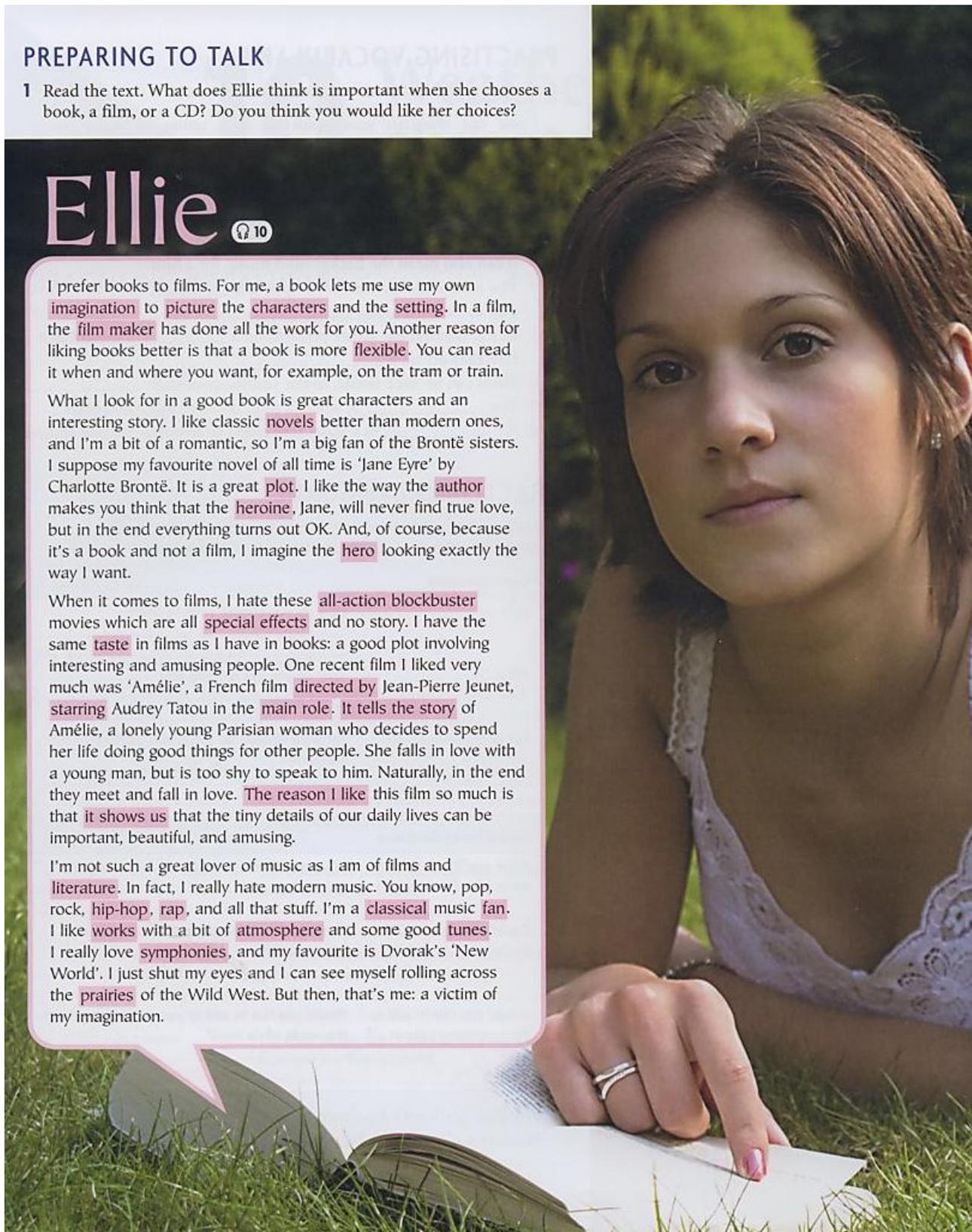
# Ellie 10

I prefer books to films. For me, a book lets me use my own **imagination** to **picture** the **characters** and the **setting**. In a film, the **film maker** has done all the work for you. Another reason for liking books better is that a book is more **flexible**. You can read it when and where you want, for example, on the tram or train.

What I look for in a good book is great characters and an interesting story. I like classic **novels** better than modern ones, and I'm a bit of a romantic, so I'm a big fan of the Brontë sisters. I suppose my favourite novel of all time is 'Jane Eyre' by Charlotte Brontë. It is a great **plot**. I like the way the **author** makes you think that the **heroine**, Jane, will never find true love, but in the end everything turns out OK. And, of course, because it's a book and not a film, I imagine the **hero** looking exactly the way I want.

When it comes to films, I hate these **all-action blockbuster** movies which are all **special effects** and no story. I have the same **taste** in films as I have in books: a good plot involving interesting and amusing people. One recent film I liked very much was 'Amélie', a French film **directed by** Jean-Pierre Jeunet, **starring** Audrey Tatou in the **main role**. It tells the story of Amélie, a lonely young Parisian woman who decides to spend her life doing good things for other people. She falls in love with a young man, but is too shy to speak to him. Naturally, in the end they meet and fall in love. **The reason I like** this film so much is that **it shows us** that the tiny details of our daily lives can be important, beautiful, and amusing.

I'm not such a great lover of music as I am of films and **literature**. In fact, I really hate modern music. You know, pop, rock, **hip-hop**, **rap**, and all that stuff. I'm a **classical music fan**. I like **works** with a bit of **atmosphere** and some good **tunes**. I really love **symphonies**, and my favourite is Dvorak's 'New World'. I just shut my eyes and I can see myself rolling across the **prairies** of the Wild West. But then, that's me: a victim of my imagination.





- 2 Prepare to talk about your interests in books, films, and music. Use these headings to help you.
  - Which I like best: books, films, or music, and why.
  - What I look for in a book. My favourite book and why I like it.
  - What I look for in a film. My favourite film and why I like it.
  - What I look for in music. My favourite music and why I like it.
- 3 Work with a partner. Interview your partner about his/her interests in books, films, and music. Make notes about your partner's answers.
- 4 Repeat exercise 3 with a new partner.

## TALKING POINTS

- 1 Work in groups. Tell your group what you learned when you interviewed the other students.
  - Group A** Talk about books.
  - Group B** Talk about films.
  - Group C** Talk about music.
- 2 In your groups, prepare an item for an arts programme about the topic you discussed in exercise 1. Use these prompt cards to help you.

### What young people like

Describe their tastes, and how they choose a book/film/CD.

Notes: \_\_\_\_\_

### A review of a work you think will be popular with the class

Describe it, and say why they will like it.

Notes: \_\_\_\_\_

### A review of a work you think will not be popular with the class

Describe it, and say why they will not like it.

Notes: \_\_\_\_\_

- 3 Present your programme. Each student in the group should present a different section. Were you right in your choice of what the class would and would not like?

## Off the cuff

You have one minute! What is the importance of cultural activities in modern life?

**SESSION 8**  
**Theme: The Media and Communications**

step	The scope of work	Responsible
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>RULE</b>.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b>  first of all firstly next finally also  in addition because since as therefore  as a result in contrast although  on one hand on the other hand</p> <p style="text-align: right;">channel editor article documentary  slot source reviews editorial</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question,  - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: The Media and Communications

- The main key questions: 1) **RULE.**  
2) Work with the audio and VCD.

### Key words:

first of all firstly next finally also  
in addition because since as therefore  
as a result in contrast although  
on one hand on the other hand

channel editor article documentary  
slot source reviews editorial

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

Would you believe it?



**1** Match these sentences with the photos.

- a Although tabloid newspapers are popular, they seem to prefer personal misfortune and celebrity gossip to serious political and economic news.
- b In the absence of an ethical framework, is it dangerous to let the public depend on websites for their understanding of world affairs?
- c Many businesspeople start their day by listening to radio news on the way to work.
- d Many people choose to watch CNN news because they believe it is impartial and accurate.

**2** Choose one photo and describe it to your partner. Do you use this source of information yourself? Why/Why not?

**3** Work in groups.

**Group A**

Look at the photos and discuss the different media. What are they? How do they work? What kind of information do they provide? Note any new words you need.

**Group B**

Look at the photos and discuss the advantages and disadvantages of the different media. Note any new words you need.

**4** Tell the class what you discussed.

- 5 Speaking game. Work in teams. Before you play, read the rules of the game.

### Rules

- Each team chooses a different photo from page 34. You must answer the five questions below about your photo. You have one minute to prepare the answer to each question.
- When you give your answer you must use as many of these expressions as possible:

first of all firstly next finally also  
in addition because since as therefore  
as a result in contrast although  
on one hand on the other hand

- Each team receives one point every time they use one of the expressions correctly. The winner is the team with the highest number of points.

#### Question 1

What are three advantages of the form of media shown in your photo?

\_\_\_\_\_

\_\_\_\_\_

#### Question 2

What are three disadvantages of the form of media shown in your photo?

\_\_\_\_\_

\_\_\_\_\_

#### Question 3

Is your form of media easy to understand? Why/Why not?

\_\_\_\_\_

\_\_\_\_\_

#### Question 4

Is your form of media entertaining? Why/Why not?

\_\_\_\_\_

\_\_\_\_\_

#### Question 5

Do you trust the information from your form of media? Why/Why not?

\_\_\_\_\_

\_\_\_\_\_

## PRACTISING VOCABULARY

- 1 Complete the sentences with words from the box.

channel editor article documentary  
slot source reviews editorial

- Journalists call the person who gives them a story their \_\_\_\_\_.
- The \_\_\_\_\_ of a newspaper decides which articles will be printed.
- The \_\_\_\_\_ just after the main news is a good time for a party political broadcast.
- It's a very popular TV \_\_\_\_\_, but its programmes aren't very serious.
- A good newspaper only reports the facts, but it will give opinions in its \_\_\_\_\_.
- I got all my information from a(n) \_\_\_\_\_ in a newspaper.
- Last night, the BBC showed a(n) \_\_\_\_\_ on the history of terrorism.
- I always read \_\_\_\_\_ in papers and magazines before choosing a book or a film.

- 2 Read the text. Then match the verbs in A with the nouns in B.

The news of her divorce was leaked to the press in the morning. CNN was the first news channel to break the story, but within a few hours all the others were running it. Stories about film stars always make the headlines. By lunchtime, she was surrounded by journalists taking photographs and wanting her to give an interview.

A	B
make	a photograph
run	an interview
break	a story
give	the headlines
leak	a story
take	news

- 3 Match these expressions with their meanings 1–3.

break a story leak news run a story

- tell the press without permission \_\_\_\_\_
- be the first to publish a news item \_\_\_\_\_
- publish or broadcast a news item \_\_\_\_\_

## PRACTISING LANGUAGE

- 1 Look at the language we use to talk about the future. Write your own examples.

### The almost certain future

<i>going to (plans)</i>	We're going to interview a famous footballer.
	_____
	_____
<i>will (predictions)</i>	His opinions will be interesting for our readers.
	_____
	_____

### The uncertain future

<i>Maybe we'll ...</i>	Maybe we'll learn something about his new team.
	_____
	_____
<i>might</i>	He might tell us about his manager.
	_____
	_____
<i>possibly</i>	He'll possibly say something about his teammates.
	_____
	_____
<i>could</i>	He could tell us about living abroad.
	_____
	_____

### The probable future

<i>If + Present, will</i>	If his wife is there, we will ask her if she likes her new home.
	_____
	_____

### The improbable future

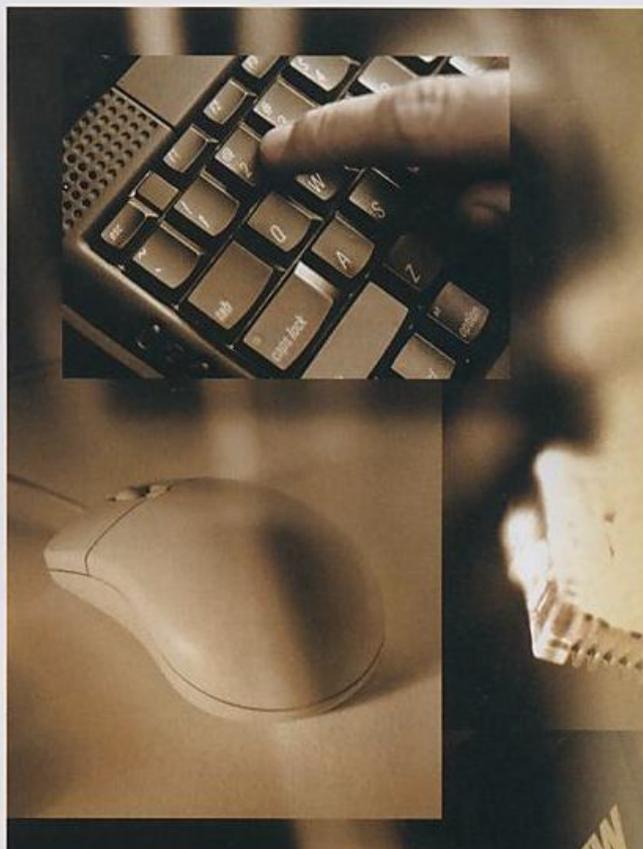
<i>If + Past, would</i>	If she didn't like it, we would have an interesting story.
	_____
	_____

- 2 Practise the language. Write sentences giving some ideas for making a radio programme about tourism in your country.

## PREPARING TO TALK

- 1 Read the text and complete the chart.

Sites with up-to-date information	
Sites with search facilities	
Sites with archive news for background information	
Sites with comments and opinions	
Sites with information which has to be paid for	



## Internet news sites

We looked at some of the websites where you can get the latest news. Here's our pick of the best.

### [www.yahoo.com](http://www.yahoo.com)

Claims to cover around 7,500 sources and provides access to the last 30 days of news. The 'Advanced Search' feature includes search facilities by publication, location, and time period. There is a free Alerts service which can keep you informed of the latest news, weather, and so on.

### [www.news.google.com](http://www.news.google.com)

Google has launched a news service providing articles gathered from news sources over the previous week. News is updated throughout the day and Google automatically puts links to the same story from different sources in the same search result. This makes it easier to scan the headlines without the clutter of repeat articles, but also gives you the option of reading the alternative versions provided by different sources.

### [www.telegraph.co.uk](http://www.telegraph.co.uk)

Provides access to most of the hard copy from the *Daily Telegraph*, and an option for searching all articles loaded since November 1994. Mostly free, but you may have to register for an ID and password to access some sections.

### [www.bbc.co.uk/news](http://www.bbc.co.uk/news)

Access to current and archive news on events world-wide, plus links to background information and relevant sites. Free service.

### [www.guardian.co.uk](http://www.guardian.co.uk)

One of the few UK newspapers to still offer free access to both current and archived web content.

### [www.independent.co.uk](http://www.independent.co.uk)

Free access to selected articles from the last seven days. The priced 'Independent Portfolio' covers: all articles by regular columnists and commentators, leading articles from the *Independent* and *Independent on Sunday*, articles by Middle-East Correspondent Robert Fisk, and all articles more than seven days old in the news and sport channels. Priced service, but some current content is free.

- 2 Work in groups. You are a TV production company which makes news programmes. Choose one of these news stories.

A senior politician has been accused of taking money from companies for helping them to win government contracts.

A famous footballer has been arrested after being discovered gambling large sums of money on his team's games. He was betting against his own team.

There are rumours that a celebrity couple are about to separate.

- 3 Discuss how you will prepare a ten-minute news programme about the story you chose. Use these headings to structure your programme.
  - The facts of the story
  - The history of the people involved
  - Public opinion
  - Expert opinion
- 4 Prepare a presentation for the TV company who will be commissioning your programme. Use these headings to structure your presentation.
  - Introduction: outline of the story – who, what, when?
  - Research: sources of information, reliability of these sources
  - Programme outline: what will happen, in what order?
  - Justification: why your programme will be more interesting and more popular than any other group's

## TALKING POINTS

- 1 Give your presentation to the class and answer any questions you are asked.
- 2 Class discussion. Choose the best programme proposal. You may decide to use ideas from more than one proposal to make one programme.

### Off the cuff

You have one minute! Do you agree that media censorship is sometimes necessary? Why/Why not?

**SESSION 9**  
**Theme: CUSTOMS AND CELEBRATIONS**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>									
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>HONOUR FROM THE QUEEN</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher									
<b>Step 2</b>	<p><b>Key words:</b></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1 bride</td> <td style="padding: 2px;">4 guests</td> <td style="padding: 2px;">7 wedding dress</td> </tr> <tr> <td style="padding: 2px;">2 veil</td> <td style="padding: 2px;">5 bridegroom</td> <td style="padding: 2px;">8 bridesmaid</td> </tr> <tr> <td style="padding: 2px;">3 rice</td> <td style="padding: 2px;">6 suit</td> <td style="padding: 2px;">9 wedding bouquet</td> </tr> </table> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use warming up, explanation of the task.</li> </ul>	1 bride	4 guests	7 wedding dress	2 veil	5 bridegroom	8 bridesmaid	3 rice	6 suit	9 wedding bouquet	Students and teacher.
1 bride	4 guests	7 wedding dress									
2 veil	5 bridegroom	8 bridesmaid									
3 rice	6 suit	9 wedding bouquet									
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students									
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.									
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher									

**The theme: CUSTOMS AND CELEBRATIONS**

**The main key questions:** 1) honour from the queen  
2) work with the audio and vcd.

**Key words:**

1 bride	4 guests	7 wedding dress
2 veil	5 bridegroom	8 bridesmaid
3 rice	6 suit	9 wedding bouquet

**The main notion** The students will be able to listen to argument.  
Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student’s fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

**WHAT DO YOU THINK?**

What are we celebrating?

- 1** Work with a partner. Look at the two photos of Christmas. Match these words with the photos. Some words are used more than once.

gifts promises religious church profit carol  
credit card shopper congregation modern nativity  
commercial faith old-fashioned tradition advertising  
worship crib

Photo 1	Photo 2

- 2** Describe and compare the two photos. Use the words in exercise 1. Which way of celebrating do you prefer? Make a list of the reasons for your opinion.



- 3** Work in groups. Choose one of these statements. Write six sentences which support the statement and three sentences which oppose it. Use what you discussed in exercise 2, and your own ideas.
- Our old beliefs and customs have no place in this modern world.
  - Modern life would be happier for everyone if people kept their old traditions.
- 4** You are going to take part in a class debate with the motion 'This class believes that modern society is too concerned with material things'. In your group, prepare a presentation for the debate. Use these headings to structure your group's speech.

**Introduction**

Say which of the statements in exercise 3 you support.

Notes: \_\_\_\_\_

Six reasons why you support the statement.

Notes: \_\_\_\_\_

Three reasons why you oppose the other statement.

Notes: \_\_\_\_\_

**Conclusion**

A summary of which statement you support, and why.

Notes: \_\_\_\_\_

- 5** Have the debate. Follow this procedure.
- 1 First, one member of each group presents the group's ideas, answering any questions.
  - 2 Next, the debate is opened for anyone else to give their opinions.
  - 3 Finally, the class votes for or against the motion.

**PRACTISING VOCABULARY**



- 1** Number the photo of a wedding using the items below.

- |         |              |                   |
|---------|--------------|-------------------|
| 1 bride | 4 guests     | 7 wedding dress   |
| 2 veil  | 5 bridegroom | 8 bridesmaid      |
| 3 rice  | 6 suit       | 9 wedding bouquet |

- 2** Form the opposites of the adjectives. Use the prefixes *in*, *un*, *im*, *dis* (x2), *ir*.

- sensitive    insensitive \_\_\_\_\_
- polite        \_\_\_\_\_
- important    \_\_\_\_\_
- satisfied     \_\_\_\_\_
- resistible    \_\_\_\_\_
- pleased       \_\_\_\_\_

- 3** Complete the sentences with the words you made in exercise 2.

- 1 It is considered \_\_\_\_\_ for ladies at a wedding to remove their hats before the bride's mother takes off hers.
- 2 Wedding guests are usually \_\_\_\_\_ with long speeches because they are often boring.
- 3 It would be \_\_\_\_\_ to invite your old girlfriend to your wedding.
- 4 The wine at the reception was excellent, but the guests were \_\_\_\_\_ with the meal.
- 5 He proposed to her because he found her \_\_\_\_\_.
- 6 The dresses of the bride and bridesmaid are the most important clothes at a wedding. What the bridegroom wears is relatively \_\_\_\_\_.

## PRACTISING LANGUAGE

- 1 Look at the language we use to tell or advise people what to do. Write your own examples.

### Giving orders

The imperative form (Do! Don't!)	Order the cake from a good baker – don't forget!
	_____
	_____
You must ...	You must include a vegetarian dish on the menu.
	_____
	_____
You will have to ...	You will have to allow at least 40 minutes for the best man's speech.
	_____
	_____

### Giving advice (speaker feels strongly)

You should ...	You should send out the invitations well before the wedding date.
	_____
	_____
You ought to ...	You ought to put the groom beside his new mother-in-law.
	_____
	_____
It would be better to ...	It would be better to have the wedding reception in a hotel nearby.
	_____
	_____

### Giving advice (speaker feels less strongly)

You could ...	You could have fireworks after the wedding.
	_____
	_____
Why don't we ... ?	Why don't we invite your friends?
	_____
	_____
How about ... + -ing?	How about having champagne before the meal?
	_____
	_____

- 2 Practise the language. Work with a partner. Imagine your partner is going to be the best man or bridesmaid at your wedding. Give him/her instructions.

## PREPARING TO TALK

- 1 Look at the photos opposite. What do they show?
- 2 Read the text. What awards are mentioned? Why are the awards given?
- 3 Work with a partner.

### Student A

Tell your partner what the text says about the history of the Queen's Honours.

### Student B

Tell your partner what to do at the ceremony.

- 4 Find another partner. Make a list of reasons why your country should or shouldn't have awards like the Queen's Honours.

## TALKING POINTS

- 1 Class discussion. Talk about how and why people in your country should be awarded for their achievements.
  - Why should we recognize special achievements?
  - What sort of awards should be given?
  - How would the winners be selected?
  - What form of ceremony would be best?
- 2 What is the most prestigious award you would like to be given? Why would you like to receive this particular award?

## EXTENSION TASK

Work with a partner. Your partner has just received an award from the Queen of England. Interview him/her about the award and the ceremony.

### Off the cuff

You have one minute! Describe a traditional celebration in your country and say whether or not you think it is relevant today.

# AN HONOUR FROM THE QUEEN



I suppose all of us at some time take part in ceremonies where our achievements are recognized and rewarded. At school, the best pupils are given certificates and prizes at prize-givings. In many countries, successful high-school students are given their leaving certificates at graduation ceremonies, and universities often have elaborate procedures when they confer degrees. In working life, prizes and awards are often given to outstanding performers in their field. Film awards, literary competitions, and the Swedish Nobel prizes are just some examples of these. But often the most prestigious honour a citizen can receive is recognition from the government of his or her own country. In the United Kingdom, this means appearing on the Queen's Honours List, either on the Queen's official birthday or at New Year.

In the past, these awards were given for killing one of the king or queen's enemies, for lending the royal family some money when they needed it, or for winning great battles. The recipients of these honours were rich noblemen. But in modern times ordinary people are given honours for what they have achieved in education, social services, music, films, and politics: success in almost any field can be rewarded. The Queen usually presents these awards in Buckingham Palace at a special ceremony called an investiture. For many of the award winners it is their first time in the palace, and the first time they meet the Queen. They are often very unsure about what will happen and how to behave.

Up to 150 recipients attend each ceremony, and each recipient can bring three friends or relatives. Each investiture takes about an hour. While music is being played, the Queen enters the room with two Gurkha soldiers. After the national anthem has been played, the official in charge announces the name of each recipient and the achievement for which he or she is being honoured. The Queen then places the decoration (e.g. MBE – Member of the British Empire, OBE – Order of the British Empire) on the person, and offers her congratulations. Some people are given a Knighthood, which means that they can be called 'Sir' or 'Dame'. They kneel on a stool before the Queen. With a sword that belonged to her father, King George VI, she dubs the new knight or dame by tapping him or her on the shoulder.

There is a traditional way of greeting the royal family. Men bow from the head, and women do a small curtsy, bending their knees and holding their skirt. But it is also possible to shake hands in the usual way. The first time you speak to the Queen, you should call her 'Your Majesty'. Afterwards, you address her as 'Ma'am'. If you meet another member of the royal family, you should begin with 'Your Royal Highness' and afterwards 'Ma'am' or 'Sir'.

**SESSION 10**  
**Theme : WEATHER AND CLIMATE**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the GLOBAL WARMING HILLS WINTER SPORT INDUSTRY.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b></p> <p>greenhouse effect   emissions   floods   poor air quality global warming   tidal wave   drought   tornado ozone layer   blizzard   pollution   solar activity   acid rain</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: WEATHER AND CLIMATE

- The main key questions:** 1) GLOBAL WARMING HILLS WINTER SPORT INDUSTRY  
2) Work with the audio and VCD.

### Key words:

greenhouse effect emissions floods poor air quality  
global warming tidal wave drought tornado  
ozone layer blizzard pollution solar activity acid rain

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### PRACTISING VOCABULARY

- 1** Complete the gaps below with adjectives from the boxes.

strong heavy thick high

a strong wind, \_\_\_\_\_ rain, a \_\_\_\_\_ shower,  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ cloud, a \_\_\_\_\_  
temperature, \_\_\_\_\_ humidity.

light thin low

a light wind, \_\_\_\_\_ rain, a \_\_\_\_\_ shower,  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ cloud, a \_\_\_\_\_  
temperature, \_\_\_\_\_ humidity.

- 2** Complete the gaps with words from the box.

gale drizzle mild downpour hurricane hot  
cold breeze warm cool cloudburst freezing

HIGH LEVEL	rain	wind	temperature <u>hot</u>
↓	_____	_____	_____
LOW LEVEL	_____	_____	<u>freezing</u>

- 3** Work in groups. Choose a season (spring, summer, autumn, or winter). Write a weather forecast for a typical day in the season you chose.
- 4** Present your weather forecast to the class.

### PRACTISING LANGUAGE

- 1** Look at the language we use to explain what happened, and why. Write your own examples about problems different types of weather can cause.

#### Explaining cause and effect

effect + <i>because of</i> + cause (noun)	The trains were late because of the icy weather. _____
effect + <i>because</i> + cause	The trains were late because a bridge had been swept away in the floods. _____
cause + <i>As a result</i> + effect	There was a snowstorm last night. As a result, the trains were delayed this morning. _____
effect + <i>as</i> + cause	The train signals didn't work as they had been damaged in a thunderstorm. _____
cause + <i>so</i> + effect	It was a very hot day yesterday so my train journey was very uncomfortable. _____

- 2** Practise the language. Match the causes in A with the effects in B. Then make sentences.

A	B
heavy downpours geological fault lines acid rain dry, arid climates volcanic eruption	earthquakes deserts the destruction of rain forests the destruction of Pompeii in Italy flash floods

*There were heavy downpours in western France last night. As a result, flash floods destroyed many homes.*

# WHAT DO YOU THINK?

What have we done to the rain?



1 Match these headlines with the photos.

a **Drought** brought on by **heatwave** – **bush fires** threaten **crops** and **homes**

b **Hurricane** hits Southern USA, leaving a trail of destruction in its path

c **Thousands** left homeless in **major floods** – streets, houses, and fields **submerged**

d **Alpine village** buried under **avalanche** – **thousands** stranded

2 Work in groups. Choose one of the photos. Discuss the photo and answer the questions.

- What weather disaster is shown in your photo?
- How are the victim's lives affected?
- What help should the emergency services provide?

3 Imagine the members of your group were victims of the disaster shown in your photo. It happened a year ago. Prepare the story of the disaster. Use these headings to prepare your story.

- Who you are, where you live
- Were you prepared for the disaster? Was there any warning?
- What happened to you and your family/home/possessions?
- How much help did you get during and after the disaster?

4 Each group tells its story to the class.

5 Work with a partner. Write these words and phrases in the correct column.

greenhouse effect emissions floods poor air quality  
global warming tidal wave drought tornado  
ozone layer blizzard pollution solar activity acid rain

Extreme weather	Causes of climate change

6 Class discussion.

- How much is the modern way of life to blame for the extreme weather which causes the kind of problems shown in the photos?
- What can we do to improve the situation? Make a list of ideas.

## PREPARING TO TALK

- 1 Read the text. What problems do the ski resorts have, and why?
- 2 Work in groups. You are a consortium which wants to buy one of the two resorts mentioned in the text. Prepare a proposal to make the resort a success. Each student in the group should present a different section of the proposal. Use these headings to help you.
  - History of the resort and the current problems
  - Skiing and the Scottish weather
  - Changes you could make to the resort to make it more successful

## TALKING POINTS

- 1 Present your proposal to the class and answer any questions you are asked.
- 2 Discuss all of the ideas mentioned in the proposals. Combine the strongest points to make the best proposal to save the centres.
- 3 Class discussion. Talk about summer and winter sporting facilities in your country. How might climate change influence their future?

### GLOBAL WARMING CHILLS WINTER SPORTS INDUSTRY

Two of Scotland's leading ski centres are in trouble. Three months ago the Glenshee Chairlift Company announced that both the Glencoe and Glenshee resorts were for sale. They had lost £1 million in two years, following a series of poor skiing seasons.

The problem seems to be the unreliable Scottish weather. The Scottish mountains, although the highest in the United Kingdom, are only foothills compared to the mountains of mainland Europe. In addition, Britain enjoys a maritime climate, which means that temperatures never get far below freezing. In the past, there was an adequate covering of snow from January to March, and the frequent precipitation fell as snow rather than rain. The temperatures were low and stable enough for the snow to lie and not melt. But global warming seems to have had a disastrous effect on Scotland's winter-sports business. Temperatures have become a little higher and more variable, and the snow the skiers need often just disappears.

There are other climatic problems. A constant succession of frontal systems brings cloudy and windy conditions, blizzards are frequent, and the weather can be so bad that it is too dangerous to go out on the slopes.

In short, although they have no serious competitors in the UK, the Scottish resorts offer unreliable skiing on poor snow for a very limited period. People nowadays, especially in central and Southern England, can reach the Alpine resorts as quickly and almost as cheaply as the Scottish Highlands. Why should they come to Scotland to ski?

It would seem that there is no long-term future for skiing in Scotland. If the resorts are to be successful, their operators will have to take the prevailing climatic conditions into account, and provide holidaymakers with something to do when the snow had disappeared from the slopes. Indoor activities, perhaps?





The UK in the summer



The UK in the winter

## EXTENSION TASK

1 Write an appropriate weather noun and adjective for each symbol.

	Noun	Adjective
	<u>fog</u>	<u>foggy</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

- 2 Work in pairs. Student A, look at the map of the UK in the summer, and Student B look at the map of the UK in the winter. Draw symbols on your map to represent what you think is typical weather for that season.
- 3 Describe your weather map to your partner, who will draw weather symbols according to your description.
- 4 Compare the symbols you have drawn with your partner's.

### Off the cuff

You have one minute! Explain what kind of weather you like best, and why.

**SESSION 11**  
**Theme: FOOD AND EATING OUT**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>A BUSINESSMAN EXPLAINS HIS PROBLEMS WITH BUSINESS ENTERTAINMENT.</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b></p> <div style="border: 1px solid gray; padding: 5px; background-color: #f0f0f0;"> <p>steak cheese joint cake bread          carrot hamburgers potatoes grating          slicing baking chopping grilling          roasting frying boiling oven (x2)          frying pan saucepan</p> </div> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use warming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question,          - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: FOOD AND EATING OUT

**The main key questions:** 1) A BUSINESSMAN EXPLAINS HIS PROBLEMS WITH BUSINESS ENTERTAINMENT.

2) Work with the audio and VCD.

### Key words:

steak cheese joint cake bread  
carrot hamburgers potatoes grating  
slicing baking chopping grilling  
roasting frying boiling oven (x2)  
frying pan saucepan

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

You are what you eat

**1** Work with a partner. Choose one group of dishes below and answer these questions.

- 1 Which country does each dish come from? How do you know?
- 2 What dishes are shown? What are the ingredients?
- 3 Choose one item from each group and say how you think it is cooked.
- 4 Do you like or dislike the kind of food shown? Give your reasons.
- 5 Why do you think these foods are popular?

**2** Class discussion. What kind of food do you think is most healthy – Asian, Italian, or American? Consider:

- the ingredients – natural and artificial
- the method of cooking
- the amount of food consumed
- the appearance and health of the people who eat those foods

**3** Discuss these questions and give reasons for your opinions.

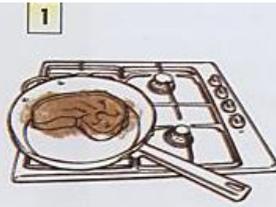
- What kind of food is typical of your country?
- In what way do you think it is healthy or unhealthy?
- Is it your favourite food, or do you prefer food from other countries?



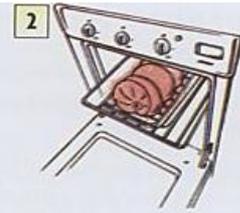
## PRACTISING VOCABULARY

- 1 Complete the picture captions with words from the box.

steak cheese joint cake bread  
 carrot hamburgers potatoes grating  
 slicing baking chopping grilling  
 roasting frying boiling oven (x2)  
 frying pan saucepan



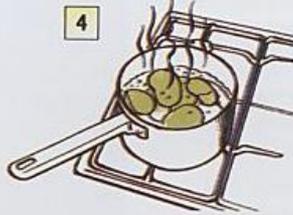
in a \_\_\_\_\_ a \_\_\_\_\_



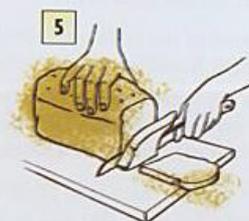
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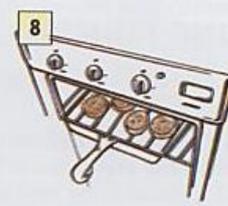
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\_\_\_\_\_ a \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

- 2 Work in groups. Imagine that you have these ingredients in your fridge. Invent a recipe using some or all of the ingredients.

some cheese  
 half a litre of olive oil  
 some fish  
 five hamburgers  
 garlic  
 some tomatoes  
 cream  
 three onions  
 a few potatoes  
 some pasta

- 3 Tell the class about your recipe. Listen to the other groups' recipes. Which group offered the most appetizing dish?

## PRACTISING LANGUAGE

- 1 Look at the language we use to apologize and make excuses. Write your own examples. Imagine you have asked your boyfriend or girlfriend to your place for a meal, but your cooking has let you down.

### Apologizing and making excuses

<i>I'm sorry, but ...</i>	I'm sorry, but the microwave broke down.
<i>I apologize for ... , but ...</i>	I apologize for the burnt soup, but I fell asleep while it was cooking.
<i>Forgive me for ... , but ...</i>	Forgive me for serving you only ice-cream, but the apple pie I made was inedible.

- 2 Practise the language. Work with a partner. Act out the dialogue.

**Student A** You are a customer. You have realized that the fruit and vegetables you have just bought are not at all fresh.

**Student B** You are the shopkeeper.

## PREPARING TO TALK

- 1 Work with a partner. Ask and answer these questions.
  - What is the best restaurant you have ever been to?
  - Why did you like it?
- 2 Find another partner. Tell him or her about the restaurant your first partner liked and the reasons. Does he/she agree?
- 3 Discuss the restaurants you know in your town or city. Which are the best? Why?
- 4 Read one of the texts opposite and make a summary. Use these headings to structure your summary.
  - How the writer organizes his activities to be effective
  - The problems the writer has in getting what he wants
  - His advice for dealing with people
- 5 Find a partner who read the other text. Tell your partner what your text was about. Use the headings in exercise 4.

## TALKING POINTS

- 1 Roleplay. Act out the dialogue.

### Student A

You are Mr Barnes. You and one of your associates have just had a bad experience in Paul's restaurant. Decide what happened in the restaurant. Think about:

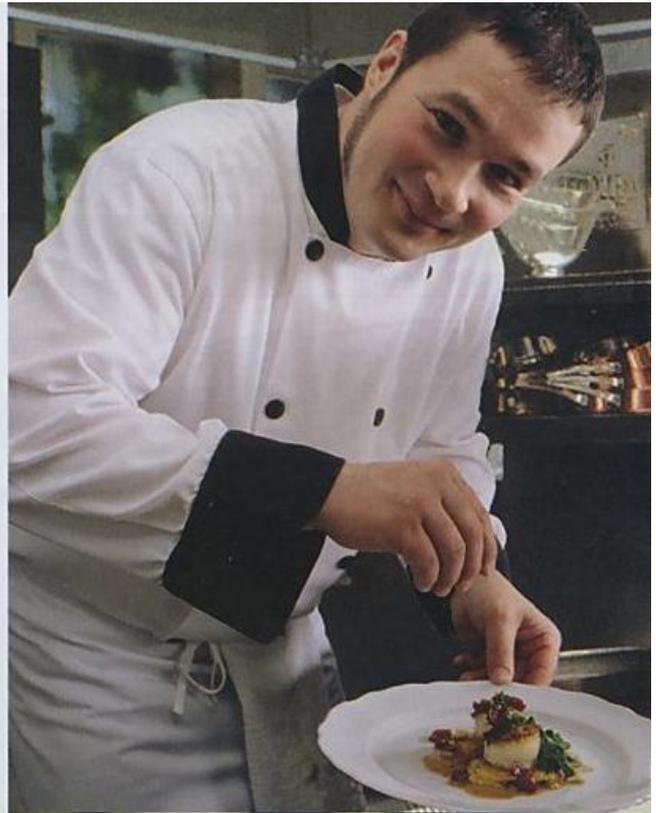
- who your associate is
- the booking arrangements
- what food was ordered
- problems in cooking the meal
- what was wrong with the food

### Student B

You are Paul, the chef. A regular customer and his business associate have just had a bad experience in your restaurant. Listen to Mr Barnes' complaint. Respond to Mr Barnes and try to defend the reputation of your restaurant.

## Off the cuff

You have one minute! What is your favourite dish and why do you like it?



## A CHEF TELLS HIS STORY

My name is Paul, and I'm a **chef** in a big restaurant. I try to cook a perfect meal for every customer, but it's not an easy job. Perfect **cuisine** requires the best **ingredients**. Although I always try to use **fresh** fish, meat, and vegetables, it is not always possible to get everything fresh every day. I prepare the **menu** based on what I can buy in **the market**, but sometimes customers make special requests and I am forced to use **frozen** food or **canned** ingredients. Normally, our tables are **booked** well in advance, and we take care to avoid having everyone come at once, so that there is enough time to prepare each meal properly. But if one of our regular customers **turns up** without a booking, we have to try and fit them in.

Sometimes things don't go quite right and our food is not **up to our usual standard**. Usually it's not our fault. If a customer complains, I always go into the dining room and speak to them personally. I am always polite, but if I think the customer has been **unreasonable** and the complaint **unjustified**, I tell them so. I **sympathize**, but I explain exactly what caused the problem. Even if the customer is wrong, we always offer a small gift, just to **maintain** the **goodwill** of the customer.

12

## A BUSINESSMAN EXPLAINS HIS PROBLEMS WITH BUSINESS ENTERTAINMENT

I'm Bill Barnes, and I do a lot of **business entertaining**. It is important that your visitors enjoy themselves and have a pleasant experience if you want to work well with them in future. I always choose a restaurant I think my visitor will like, and I **make a reservation** a few days beforehand.

Most of the time, my business **associates** are easy-going, reasonable people, and are always happy with the food and **service** in the restaurants I use. But sometimes I get a visitor who arrives late, so that I have lost our **booking** at the restaurant and have to find something else **at short notice**. At other times my guest will be unable to find what they want on the menu and will ask for something wildly exotic. Then, if it's not cooked exactly as it is at home, they will complain loudly to everyone who can hear.

I always feel sorry for the **staff** in the restaurant, but what can I do? Although my guest is the one **to blame**, the visitor is **my guest** and I can't be seen to **take the side of the waiter** or the chef. Of course, I apologize for any problems we have caused, but I point out that the **restaurateurs** are **professionals**, and should be **capable of taking such problems in their stride**. I **demand an apology**, and I also **insist on** suitable **compensation** for our **inconvenience**.

**SESSION 12**  
**Theme: HOUSING AND FAMILIES**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>MY HOUSE IS MY HOME</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b> grandfather mother-in-law aunt uncle brother step-brother step-mother cousin ex-wife grandchildren</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use warming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: HOUSING AND FAMILIES

The main key questions: 1) MY HOUSE IS MY HOME  
2) Work with the audio and VCD.

### Key words:

grandfather mother-in-law aunt uncle brother  
step-brother step-mother cousin ex-wife grandchildren

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

**Objectives:**

- have developed student's fluency in speaking and writing.
- to prepare student for making up the composition.
- to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

#### My house is my home

1 Match these descriptions with the photos.

1

Desirable family home in quiet London suburb. Three bedrooms, living room, and dining room. Modern family kitchen. Large fenced garden ideal for young children.

2

Executive serviced flat in city centre. New architect-designed building. Day and night porter with secure garage parking underneath the building. Two bedrooms, both with en-suite bathroom, open-plan living area, and kitchen.

3

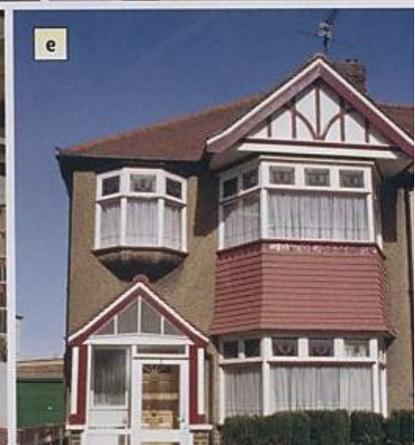
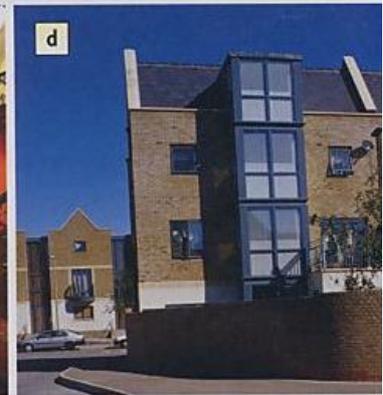
Country cottage, tastefully refurbished in a traditional design with modern materials. Four bedrooms, kitchen, and bathroom. Beautiful living room and dining room with oak beams and feature fireplaces.

4

Beautiful old country mansion in excellent condition. Seven bedrooms, two lounges, dining room, and library. Four bathrooms. Large entrance hall with impressive staircase. Full central heating recently installed. Several outhouses, including stables and garage.

5

Family flat in modern building, part of a complex of five blocks of flats. Three bedrooms, lounge, and separate study. Bathroom and WC. Security system at entrance to building. Car-parking space and children's play area in the grounds.



2 Work with a partner. Choose the best home below for each family from the numbered descriptions on page 50.

- a A young couple in their early 30s, with no children. Both work long hours in good jobs in offices.
- b A professional couple in their late thirties with two children, aged six and 11. The wife's widowed mother lives with them and takes care of the children when the mother is at work.
- c A 35-year-old bachelor, a senior executive in an advertising agency, who lives alone. He works long hours and travels a lot.
- d A 60-year-old man and his 58-year-old wife, who have just sold their successful import-export business and retired. They have two married children and six grandchildren.
- e A couple in their mid 40s, who are both lawyers, with two children studying at university.

3 Tell the class which home you chose for each family, and why. Did you all choose the same homes? If not, try and persuade the other students that your choice is best.

4 Roleplay with a partner.

**Student A**

You are looking for a home. Answer the estate agent's questions and try to find the home which suits you best.

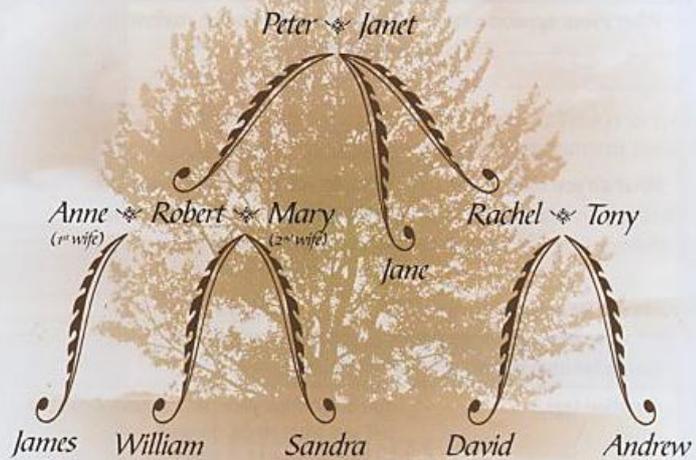
**Student B**

You are an estate agent. Ask questions to find out about the client's family and offer one of the five homes in the photos.

5 Tell the class which kind of home you would like to live in with your family, and why.

## PRACTISING VOCABULARY

### The Watson Family Tree



1 Look at the family tree. Complete the sentences with words from the box.

grandfather mother-in-law aunt uncle brother  
step-brother step-mother cousin ex-wife grandchildren

- 1 Peter is William's \_\_\_\_\_.
- 2 Mary is James's \_\_\_\_\_.
- 3 Jane is David's \_\_\_\_\_.
- 4 Janet is Tony's \_\_\_\_\_.
- 5 James is Sandra's \_\_\_\_\_.
- 6 William is Andrew's \_\_\_\_\_.
- 7 Tony is Sandra's \_\_\_\_\_.
- 8 Anne is Robert's \_\_\_\_\_.
- 9 David and Sandra are Janet's \_\_\_\_\_.
- 10 Andrew is David's \_\_\_\_\_.

2 Work with a partner. One of you describe your family. The other draw your partner's family tree.

## PRACTISING LANGUAGE

- 1 Look at the language we use to ask for opinions, agreement, or explanations. Write your own examples.

### Asking for an opinion

<i>What's your opinion on ... ?</i>	What's your opinion on students living in cheap flats?
	_____
	_____
	_____
<i>What do you think about ... ?</i>	What do you think about living in the countryside?
	_____
	_____
	_____

### Asking for agreement

Question tags	You don't think your parents have a right to tell you what to do, do you?
	_____
	_____
	_____
<i>Don't you agree that ... ?</i>	Don't you agree that living in a small flat can be stressful?
	_____
	_____
	_____

### Asking for an explanation

<i>What do you mean when you say ... ?</i>	What do you mean when you say that living in the city is expensive?
	_____
	_____
	_____
<i>Could you go into more detail about ... ?</i>	Could you go into more detail about the quarrel with your mother?
	_____
	_____
	_____

- 2 Practise the language. Work with a partner. Find out what your partner thinks about going on holiday with parents. Try to change his/her opinion.

## PREPARING TO TALK

- 1 Read the text below. What is the problem?

Bill and Hannah are planning their wedding. Bill is an **only child**, both **sets** of his grandparents are dead, and he has only one unmarried cousin. Hannah comes from a big family. They do not want the wedding celebrations to be **dominated** by her side, so they have decided to **limit** the number of Hannah's family invitations to three people. But which three?

- 2 Work in groups. You are Bill, Hannah, and their parents. Read the texts opposite.
- Who is the most important person to invite to the wedding? Why?
  - Discuss why each person should be invited or left out.
  - Decide which three people will be invited.

## TALKING POINTS

- 1 Tell the class which people you have decided to invite, and why. Make a list of three people that the whole class agrees on.
- 2 Make a list of the five biggest problems that cause conflicts in families with teenage children (staying out late, cleaning bedrooms, etc.).
- 3 Work with a partner and share your ideas. Choose the five most important problems from both lists to make a new list.
- 4 Work with another pair of students. Share your lists and make a new list of five problems.
- 5 Talk together as a class. Share the new lists and make a final list of five problems that the whole class agrees on. Discuss how to solve the five problems on the final list.

### Off the cuff

You have one minute! Are friends or family more important to you? Why?



### GRAN

Hannah's maternal grandmother is 85, and the head of the family. By tradition, she should be present at every major family occasion. Unfortunately, her health is poor and she lives in a care home. She is allowed out for day trips, but sometimes she is too unwell to leave the home.



### COUSIN MARY

Mary is Jean and Tom's daughter. She is the same age as Hannah, and as children the two girls were inseparable. But they drifted apart at university, and then Mary got married and Hannah didn't see her for five years. About two years ago, Mary phoned Hannah in tears, as her husband had left her. Hannah comforted her and helped her through her divorce and now they are close friends again.



### COUSIN ROBERT

Robert is Mary's brother. He is about five years younger than Mary and Hannah, but Mary adores him, more so since her divorce. He is unemployed and spends all his time rehearsing with his friends in a rock band that never has any bookings. His sister is always giving him money, and Hannah thinks he is a bit of a waster. However, Hannah knows that brother and sister are very close and doesn't want to fall out with Mary over Robert.



### AUNT BARBARA

Aunt Barbara is Hannah's mum's sister. She married a rich businessman and when she was divorced after 30 years, she received a generous settlement which left her very well-off. Although a bit distant, she has always been very good to Hannah, giving her presents and practical help both before and after her divorce. She can always be counted on for a good wedding present.

### UNCLE BOB

Uncle Bob is Hannah's dad's brother. He is a bachelor, and when he retired from his job abroad he came to live with Hannah's parents, after Hannah left home. Hannah doesn't know him very well, but he is always friendly to both her and Bill when they visit her parents.



### EX-UNCLE FRED

Although not a blood relative, Aunt Barbara's ex-husband is Hannah's favourite family member. When she was a child, Uncle Fred was the one who would take her on special trips to the theatre, to shows, and on holidays abroad. With no children of his own, he adopted her as his surrogate daughter. When Hannah left university, he helped her find her first job and ever since has taken an active interest in her career, and now also Bill's, helping them with introductions, contacts, and advice. Unfortunately, Fred is blamed for the break-up of his marriage, and the rest of the family still resent him. Aunt Barbara often says she will never forgive 'that man'.



### AUNT JEAN and UNCLE TOM

Hannah's dad's sister and her husband live in the same town as Hannah's parents. In her childhood Hannah spent a lot of time at their house, playing with her cousins. However, after their children left to go to university, Hannah saw very little of her aunt and uncle. They joined a local political party and devote most of their spare time to politics. However, Hannah meets them every year for Christmas dinner at her parents', where they always give her expensive Christmas presents.



## SESSION 13

### Theme: FAMOUS BRITISH AND AMERICAN PEOPLE

step	The scope of work	Responsible
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>PERFECT PARTNERS</b>.</li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Nationality</li> <li>• Profession</li> <li>• Interests</li> <li>• Personality</li> </ul> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: FAMOUS BRITISH AND AMERICAN PEOPLE

The main key questions: 1) PERFECT PARTNER

2) Work with the audio and VCD.

### Key words:

- Nationality
- Profession
- Interests
- Personality

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

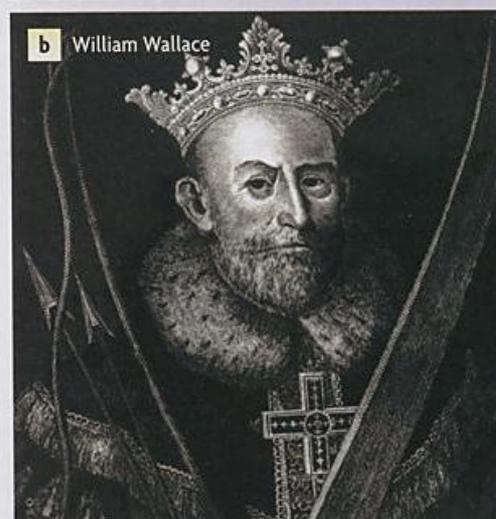
### WHAT DO YOU THINK?

The father of the nation

1 Match the sentences with the correct person.

William Wallace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
William the Conqueror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 He was a leader of Scotland.
  - 2 He is said to have told the truth about a tree he cut down as a boy.
  - 3 He was born in France, but ruled England.
  - 4 He was betrayed by his friends and executed.
  - 5 He won a great battle in 1066.
  - 6 Mel Gibson made a film about him called *Braveheart*.
  - 7 He introduced the Domesday Book – England's first property register.
  - 8 He was the first president of the USA.
  - 9 He led a rebellion against the English invaders.
  - 10 The story of his military success is told in a tapestry kept in France.
  - 11 He was a farmer, who became a soldier and a politician.
  - 12 He was commander-in-chief of the army which finally defeated the British.
- 2 Work in groups. Talk about one of the famous people in exercise 1, and discuss what more you know about this person.
- 3 Find a partner. Ask what they know about your famous person. Add any new information to your list.
- 4 Prepare to talk about your famous person. Include any information you collected about:
- their family background
  - their career in public life
  - why they were important for their country
  - why they should be called the 'father' of their nation
- 5 Tell the class about your famous person and answer any questions you are asked.
- 6 Class discussion. Who is the best choice for the 'father' of your nation? Why?



## PRACTISING VOCABULARY

- 1 Match the phrasal verbs in A with the more formal verbs in B.

A	B
break down	be nominated for
set back	become successful
turn down	delay
be put out	refuse
get over	recover from
be put up for	collapse
take off	be annoyed

- 2 Rewrite these informal sentences in more formal language. Replace the underlined phrasal verbs and make any other necessary changes.

- 1 His career as a film director took off after *Braveheart*.
- 2 The alliance between France and Scotland broke down after Scotland and England became one country.
- 3 The defeat at Stirling Bridge set the English conquest back many months.
- 4 Wallace was put up for King of Scotland, but he turned it down.
- 5 The British were put out by the Boston Tea Party, and they never got over it.



William the Conqueror **c**

## PRACTISING LANGUAGE

- 1 Look at the language we use to express wishes and regrets. Write your own examples, saying what your own wishes and regrets are.

### Wishes for present situations

*wish + Past Simple* He wishes he wasn't/weren't so busy.  
He wishes he owned a Porsche.

*If only + Past Simple* If only the teacher understood her.

*would like to* He would like to be playing football, and not studying.

### Wishes for future activities

*would like (someone to do)* She would like her teacher to explain things more carefully.

*wish(ed) + could* She wishes she could find an easy way of learning English grammar.

*would like to* He would like to go to university to study law.

### Regrets about mistakes in the past

*wish(ed) + Past Perfect* He wished he had worked harder for the exam.

*would like + to have (done)* She would like to have studied philosophy instead of maths.

*would have liked (someone) to (do)* Her parents would have liked him to study philosophy.

- 2 Practise the language. Work with a partner. Choose a famous British or American person you both know. Say what desires and regrets he/she might have.

## PREPARING TO TALK

- 1 Perfect Partners is a dating agency for famous personalities. Choose one of the client files. Read the text and answer the questions.
  - 1 What do you learn about the character of the person from the text?
  - 2 What more do you know about the life of this personality?
- 2 Work in groups. Your task is to find the perfect partner for the client whose file you have chosen. Prepare a description of their perfect partner. Use these headings to structure your description.
  - Nationality
  - Profession
  - Interests
  - Personality
- 3 Choose a suitable partner for the client you have chosen. Choose someone famous who is living, or someone from any period in history. Discuss and note the reasons for your choice.
- 4 Prepare to tell the class about the results of your discussion. Your talk should be in three parts:
  - A description of your client and his/her character.
  - The kind of partner your client would like.
  - Your choice of partner and the reasons for your choice.Select three students from the group to talk about each point.

## TALKING POINTS

- 1 Tell the class about the results of your discussion and answer any questions you are asked.
- 2 Think of a better partner than the one suggested by each group. Tell the class who he/she is and why you think he/she would be better.
- 3 Roleplay. Work with a partner.

**Student A**  
You are a consultant from Perfect Partners. Phone a client to tell them about a proposed partner, and give advice about how to behave at the first meeting. Use informal, friendly language.

**Student B**  
You are a client of Perfect Partners. Ask the consultant questions about the proposed partner, and about how to behave at the first meeting.

### Off the cuff

You have one minute! Which British or American person do you admire most, and why?

**Name:** Prince William  
**Nationality:** British  
**Profession:** Soldier  
**Marital Status:** Single

#### Other details:

Prince William is currently thought to be one of the most eligible bachelors in the world. His grandmother is the Queen of England and his late mother was one of the most loved celebrities in the world. In spite of the break-up of his parents' marriage and the accidental death of his mother he appears to be a well-balanced, polite, and personable young man. Although subjected to the intense demands of media attention, he has never been irritable or bad tempered, and has coped with the pressure well. He is a soldier, but like his parents he is also heavily involved in charitable activities. He is interested in sports such as skiing and horse-riding. Is he looking for a true soul mate – fond of fun, but with a serious side?

**Name:** Serena Williams  
**Nationality:** American  
**Profession:** Professional sportswoman  
**Marital Status:** Single

#### Other details:

Miss Williams is a world-famous tennis player who, from a young age, has had considerable success in her field. Her father has been a great influence on her and her career. With his help and support she became the world's number one in her sport. Initially in the shadow of a very successful elder sister, Serena worked hard and with dedication to surpass her older sibling's achievements. She is known to be more extroverted and flamboyant than her sister. Her business interests include a sponsorship deal with a famous sports fashion company, but she is also thought to be considering an acting career. She has an extravagant dress sense and loves parties, yet also knows that her success depends on hard work and practice.

## PERFECT PARTNERS' CLIENT FILES



**Name:** Renée Zellweger  
**Nationality:** American  
**Profession:** Actress  
**Marital Status:** Single



**Other details:**

Miss Zellweger is a busy film actress. Although famous as the scatterbrained and self-conscious Bridget Jones, there is more to her than her most successful role. She is well educated, and studied for a degree in English at the University of Texas, during which time she discovered her love of acting. The Oscar she was awarded for her role in *Cold Mountain*, together with a string of other Oscar nominations, demonstrates that she is a talented and hard-working professional. Her determination became apparent when she taught herself to sing and dance for her role in the film *Chicago*. A dedicated career woman, she has already suffered from broken relationships. Can we find the 'Mr. Right' who can cope with the busy career of this hardworking personality?



**Name:** Mr Bean  
(Rowan Atkinson)  
**Nationality:** English  
**Profession:** Television personality  
**Marital Status:** Single



**Other details:**

Rowan Atkinson is extremely well-educated with degrees in Electrical Engineering from both Newcastle and Oxford Universities. He is best-known throughout the world for his role as Mr Bean. This character's visual humour and introverted, awkward personality have established him as the most popular British comedy export since Benny Hill. His popularity may be due to his affectionate nature – he just loves his teddy bear – and his genuine desire to please. He has even been described by some as a sex symbol. At first sight, you might think he would prefer a night in with a good book, but does a demon lurk behind that impassive face?

**SESSION 14**  
**Theme: THE WORLD OF WORK**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>LOOKING FOR SOME GOOD TIPS FOR JOB HUNTING?</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b></p> <p>salary bonus benefits package overtime promotion career prospects holiday entitlement pension</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
<b>Step 3</b>	<p><b>Working in groups:</b> - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

## The theme: THE WORLD OF WORK

**The main key questions:** 1) LOOKING FOR SOME GOOD TIPS FOR JOB HUNTING?  
2) Work with the audio and VCD.

### Key words:

salary bonus benefits package  
overtime promotion career prospects  
holiday entitlement pension

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

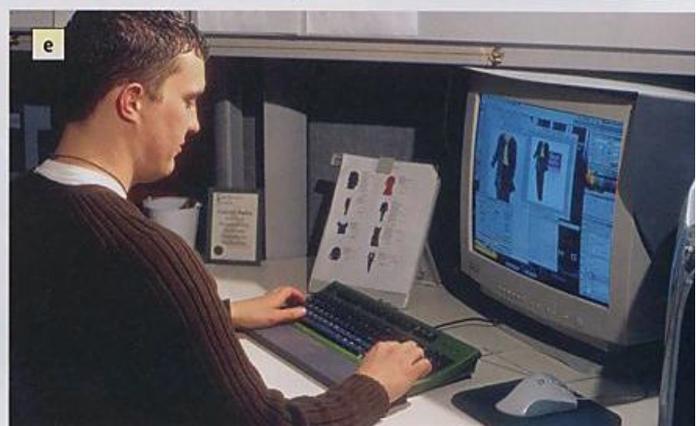
**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.

### WHAT DO YOU THINK?

#### What a job!

- 1 Work with a partner. Look at each of the photos and answer the questions.
  - 1 What occupation is shown?
  - 2 What kind of personality do you need for this work?
  - 3 What kind of education and training is required for this job?
  - 4 What could be enjoyable about this type of work?
  - 5 What are the disadvantages of this job?
- 2 Find a new partner. Choose one photo and describe it to your partner.
- 3 Ask your partner to choose the job in the photos he/she would like most. Find out why. Try to get him/her to change his/her mind.
- 4 Tell the class about your partner's choice.
- 5 Talk together as a class. Choose a new job for someone you all know (e.g. your teacher, or a famous person from your country). It can be one of the professions shown in the photos, or something different. Discuss why you think it would be a good choice.



## PRACTISING VOCABULARY

- 1 Match the words in the box with the definitions 1–8.

salary bonus benefits package  
overtime promotion career prospects  
holiday entitlement pension

- 1 extra money your employer gives you for doing your job well, or achieving a given goal \_\_\_\_\_
  - 2 hours you work after normal working time \_\_\_\_\_
  - 3 being given a more important job in your organization \_\_\_\_\_
  - 4 money you are paid after you stop working because of your age \_\_\_\_\_
  - 5 money you are paid for your normal work \_\_\_\_\_
  - 6 opportunities for promotion or getting a better job \_\_\_\_\_
  - 7 non-financial rewards given to you in addition to your salary (e.g. a company car) \_\_\_\_\_
  - 8 the number of days of holiday you can have every year \_\_\_\_\_
- 2 Work with a partner. Make a list of the five most important things to consider when choosing a job.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

- 3 Work in a group. Share your lists. Choose the five most important things to make a new list.
- 4 Talk together as a class. Share your ideas and make a final list of five points that the whole class agrees on. How different is the final list from your original list?

## PRACTISING LANGUAGE

- 1 Look at these examples of question tags. Write your own examples.

### Question tags

<i>don't I/you/we/they?</i>	You want a good job, don't you?
<i>is he/she/it?</i>	He isn't a good worker, is he?
<i>won't I/you, etc?</i>	You'll come for an interview tomorrow, won't you?
<i>haven't I/you/we/they?</i>	They have finished the project, haven't they?
<i>wasn't I/he/she/it?</i>	The company was founded in 1990, wasn't it?
<i>can't I/you, etc?</i>	The staff can have a holiday tomorrow, can't they?
<i>aren't I/you/we/they?</i>	I'm right, aren't I?
<i>shouldn't I/you, etc?</i>	I really should get a proper qualification, shouldn't I?

- 2 Practise the language. Add a question tag to these sentences.

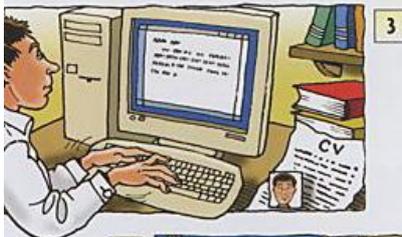
- 1 This isn't a very difficult exercise, is it?
- 2 You do give time off to attend training courses, \_\_\_\_\_?
- 3 There's a lot of foreign travel, \_\_\_\_\_?
- 4 I can make a lot of money in bonuses, \_\_\_\_\_?
- 5 I'll get a company car, \_\_\_\_\_?
- 6 Language lessons are provided, \_\_\_\_\_?
- 7 I should be prepared to work abroad, \_\_\_\_\_?
- 8 I am going to get a mobile phone, \_\_\_\_\_?

## EXTENSION TASK

Game. Divide into two teams. Taking turns, one team gives the other team a sentence. They must turn the sentence into a question by adding a question tag. Score one point for each correct answer.

## PREPARING TO TALK

- 1 Look at the pictures of a man who is job-hunting. Tell the story as a class. Take turns to say one sentence. Continue the story sentence by sentence until it is complete.



- 2 Read the interview opposite with Chris Steventon, a Personal Adviser for Connexions, an advice agency run by the UK Government. What advice does he have for young people looking for work? Make a list.
- 3 Roleplay. Work with a partner. Choose a job.

### Applicant

Make notes.

- What information should you give in your CV?
- Why do you want this job?
- What questions might you be asked?
- What questions should you ask the person who interviews you?

### Interviewer

Make notes.

- What kind of person do you want for the job?
- What questions might you ask?
- What questions might you be asked?

## TALKING POINTS

- 1 Work in groups. One student is the interviewer and one is the applicant. The others observe and make notes. After the interview is finished, the observers give the applicant comments and advice on:
  - the information given by the applicant
  - the applicant's behaviour
  - the applicant's answers to the questions which the interviewer asked
  - the questions the applicant asked the interviewer
- 2 Class discussion. Talk about finding the perfect career. Take notes.
  - How do you decide what career is best for you?
  - Where do you find information about your chosen career?
  - Where do you find out about the necessary training and qualifications?
  - How do you go about getting a first job?
- 3 Choose one student to summarize the discussion.

### Off the cuff

You have one minute! What do you want to be doing in ten years? How will you achieve it?

# Looking for some good tips for job hunting?



**An interview with Chris Steventon** from the government-sponsored Connexions service, which helps young people to find work.

## Interviewer

Where are the best places to look for jobs?

## Chris Steventon

The best places to look for jobs would be the vacancies in the papers, magazines like one in our local area named 'Job Mag', and the Connexions service, which houses a vacancy service for jobs, particularly those with training. You could also try 'Job Centre Plus', which is a new database of jobs operated by the employment service.

## Interviewer

What should you include in your CV?

## Chris Steventon

Your CV should be word-processed if possible, and no longer than two sides of A4 paper. You should put your most recent job first. The CV should be relevant to the job you are applying for, so alter it to match the job requirements. The sections you might include are personal details, education, training, qualifications, key skills and achievements, work experience and employment experience, your interests and hobbies, and your health. You should also give two good references.

## Interviewer

What is actually relevant about hobbies and personal interests?

## Chris Steventon

Your personal interests and hobbies should give the person an idea of the sort of personality you have. It should demonstrate your wider interests. You may

include things like sports, what you read, and which clubs you attend. You should demonstrate that you are more than just the qualifications that you have. Your interests and hobbies can sometimes be used to decide which person will make the best employee. You should mention your responsibilities, for example, if you have been captain of a team.

## Interviewer

How do you let the interviewer see you are confident all through the interview?

## Chris Steventon

The best way to come across as confident in an interview is to speak slowly, sit up straight with your hands in your lap, look the interviewer in the eye, and don't look down. Also, take your time with your answers, and ask them to repeat the questions if you are unsure what they mean. It is also important to prepare for the interview. Arrive on time and have questions ready to ask the employer. In the interview, try to highlight your own strengths and not talk too much about weaknesses. Try to give examples and not one-word answers.

## Interviewer

What kind of questions can you ask the employer?

## Chris Steventon

You should ask the employer anything that you are unsure about, and about the things that you will be required to do. You should also ask about training, or what support they will give you. You could also ask about prospects for promotion or employment in the future. It is important to realize that the interview is your chance to ask the employer things. You have to decide if the job is right for you.

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**SESSION 15**  
**Theme: HEALTH**

<b>step</b>	<b>The scope of work</b>	<b>Responsible</b>
<b>Step 1</b>	<p style="text-align: center;"><b>The aim of the lesson:</b></p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> <li>• Listen to the given text and create the given argument about the <b>WHO WANTS TO LIVE FOREVER?</b></li> <li>• To have acquired understanding of and had practice in speaking as a process of developing of oral speech</li> </ul>	Teacher
<b>Step 2</b>	<p><b>Key words:</b></p> <p style="background-color: #e0e0e0; padding: 5px;">stretcher bandage drip drill injection anaesthetic incision filling stethoscope eye test fracture blood injury stitches short-sight operation scalpel broken gloves ambulance first-aid spectacles extraction monitor blood pressure heartbeat mask examination</p> <p><b>Organization of the lesson:</b> working in groups and micro groups.</p> <ul style="list-style-type: none"> <li>• <b>Visual aids:</b> To use handouts, cards, chalk, blackboard, a map.</li> <li>• <b>Methods and approaches:</b> To use visual aid, to use worming up, explanation of the task.</li> </ul>	Students and teacher.
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<b>Step 4</b>	<p><b>Tasks for consolation and evaluation:</b></p> <ul style="list-style-type: none"> <li>- Do you know how to make a debate?</li> <li>- Make your sentences less categorical by using the given model.</li> </ul>	Teacher and students.
<b>Step 5</b>	<p><b>General conclusion:</b></p> <ul style="list-style-type: none"> <li>- Analyzing the accomplishment of aims, tasks making.</li> <li>- Home work: Read and translate the text.</li> </ul>	Teacher

**The theme: HEALTH**

**The main key questions:** 1) WHO WANTS TO LIVE FOREVER?  
2) Work with the audio and VCD.

**Key words:**

stretcher bandage drip drill injection anaesthetic incision filling  
stethoscope eye test fracture blood injury stitches short-sight  
operation scalpel broken gloves ambulance first-aid spectacles  
extraction monitor blood pressure heartbeat mask examination

**The main notion** The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
  - to prepare student for making up the composition.
  - to practice use the audio to develop comprehension listening.

**Mode of interaction:** Individual / group work.

**Method and methodology:** Working with the book, audio and VCD method of analysis.



**WHAT DO YOU THINK?**

They saved my life

- 1 Look at the photos. Match the photos to the jobs in the chart. Complete the chart with words from the box.

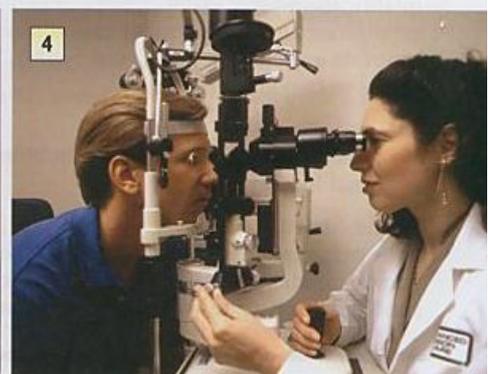
stretcher bandage drip drill injection anaesthetic incision filling  
stethoscope eye test fracture blood injury stitches short-sight  
operation scalpel broken gloves ambulance first-aid spectacles  
extraction monitor blood pressure heartbeat mask examination

	Photo	Equipment	Other words
Dentist			
Paramedic			
Surgeon			
Optician			



- 2 Work with a partner. Choose one of the occupations shown in the photos. Prepare to tell the class about what the person does. Use the information from exercise 1 to help you.

- 3 Tell the class about the occupation and answer any questions you are asked.

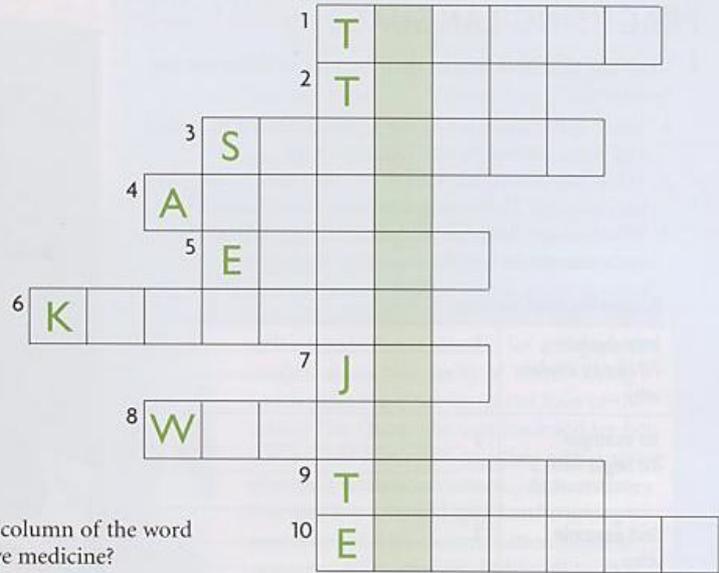


## PRACTISING VOCABULARY

1 Complete the word grid.

### Clues

- 1 it's inside your neck
- 2 the 'fingers' of your foot
- 3 where your food is digested
- 4 it joins the foot to the leg
- 5 it joins the two halves of your arm
- 6 the bone on your knee
- 7 the bone in the bottom part of your face
- 8 it joins your hand to your arm
- 9 the top part of your leg
- 10 the line of hair above your eye



2 Explain the meaning of the word in the shaded column of the word grid. Do you know any other kinds of alternative medicine?

3 Match the medical complaints in the box with the symptoms 1–6. Then match each complaint and its symptoms to the treatments a–f.

a cold   flu   an upset tummy and diarrhoea  
a sprained wrist   toothache   a headache/migraine

## +++ Complaint ++++ Symptoms ++++ Treatment ++++ ++++

	1 a dull, throbbing pain in the mouth and gums	a Take an aspirin and lie down in a darkened room.
	2 the hand lacks mobility, there is constant pain, and the joint may be swollen	b Apply a tight bandage. Go to the doctor who will probably x-ray it, as it may be broken. You may have to wear a plaster for a few weeks.
	3 can either be sharp stabbing pains across the forehead or non-stop throbbing pains. In both cases the patient may feel nauseous	c Stop eating. Drink lots of water as you will be losing a lot of body fluid. A chemist can give you suitable medicines to relieve the symptoms.
	4 sore throat, runny nose and a general feeling of tiredness, but with no loss of appetite and only a mild temperature	d An aspirin will relieve the pain, but you will need to visit a dentist who may either fill or take out the diseased tooth. If you have an infection, you may need antibiotics.
	5 headache, sore throat and high temperature, often signs of shivering	e Go to bed, and take an aspirin. Check your temperature. If it is very high, or if the symptoms persist, call a doctor.
	6 feeling queasy, loss of appetite, frequent bowel movements	f Hot drinks with vitamin C may help. You can also buy throat pastilles which will help a sore throat. Rest and look after yourself so that the ailment gets better quickly.

4 Roleplay. Work with a partner.

#### Student A

You are a holidaymaker who is not feeling well. Tell the doctor your symptoms.

#### Student B

You are a doctor. Give advice.

## PRACTISING LANGUAGE

1 Read the text 'Your life in their hands?' and answer the questions.

- 1 What is the main point the writer is trying to make? Put your answer in box 1 in the chart.
- 2 What two examples does the author give to support his opinion? Put your answers in boxes 2 and 3.
- 3 What advice does the author offer to readers? Put your answer in box 4.

### Presenting your opinions

Introduction <i>I'd like to explain why ...</i>	1	_____
1st example <i>To begin with ...</i>	2	_____
2nd example <i>Also ...</i>	3	_____
Conclusion <i>So, to sum up, ...</i>	4	_____

- 2 Work with a partner. Cover the text in exercise 1. Imagine you are presenting the opinions in the text. Use the chart above to help you.
- 3 The text argues that hospitals are dangerous. Prepare a counter-argument that hospitals are safe. Use this chart to organize your information. Choose your own linking words.

Introduction – the main point of the presentation	1	_____
1st example supporting your opinion	2	_____
2nd example supporting your opinion	3	_____
Conclusion – summarize your beliefs	4	_____

- 4 Present your opinion to your partner and answer any questions you are asked.



## YOUR LIFE IN THEIR HANDS?

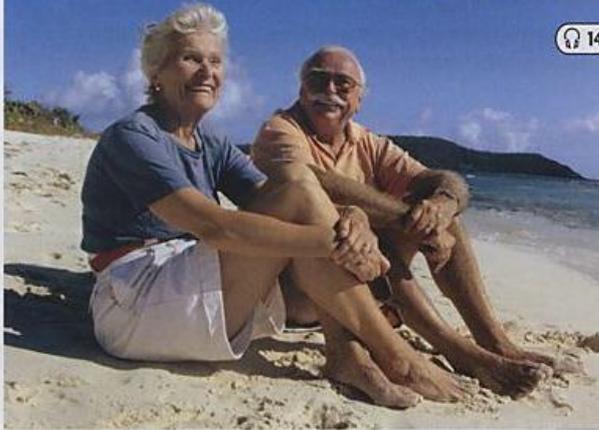
When you go to the doctor, you expect him or her to make you better, not worse. But with overworked staff and under-funded hospitals, the cure in Britain today can often be more dangerous than the disease.

One pregnant woman who was giving birth to her baby by caesarean operation suffered a nightmare experience. The anaesthetist did not notice that the bottle he was using was empty. The poor patient felt the pain of every incision of the scalpel. Fortunately, the monitors showed that her heart rate was becoming dangerously high, and the anaesthetist realised his error and changed to a full bottle.

In another case, a surgeon who was removing a patient's kidney made a mistake and removed the wrong one. This patient was not so lucky as the pregnant woman; the doctor's mistake killed him.

Personally, I avoid hospitals if I can. I rely on a good medical dictionary, and the friendly assistance at my homeopathic medicine shop. Only as a last resort would I put myself in the unsafe hands of the British National Health Service.

# Who wants to LIVE FOREVER?



**14** Nobody yet knows the secret of **everlasting** life, but researchers in America are hard at work trying to find out how to make it last as long as possible. A research project called the New England Centenarian Study looked at more than 1,500 people over 100 years old from all over the USA to find out why they had lived so long.

They found that people who lived long lives had a history of good health. It wasn't surprising to discover that **obesity** and smoking were two factors which seemed to shorten **life expectancy**. One unexpected conclusion of the study was that women having children later in life, after 35 or 40 years of age, were much more likely to live longer. Researchers are not convinced that having children keeps these older women younger longer. They tend to think that having an active **reproductive system** in early middle-age indicates that the process of **ageing** is delayed in these women, and that all their **organs** are lasting longer than average. Another factor of importance is that these **centenarians** were much more able to handle **stress** than the people with normal **life spans**.

Unfortunately for those of us who are looking for a way to **prolong** our time on earth, the major factor in **longevity** appears to be **genetic**. Very old people usually have parents who lived to be very old, have brothers and sisters who are also very old, and their children are often very healthy and fit for their ages. We can't do anything about our **genes**, but we are in charge of our **diets**. Another joint study in Boston by the Harvard School of Public Health and the University of Athens Medical School, Athens, Greece, demonstrated that eating a Mediterranean diet (vegetables, fruits, nuts and cereals, olive oil, moderate amounts of fish, yoghurt and cheese, small amounts of red meat, and wine in small quantities with meals) would seem to be the key to a long and healthy life.

A very comforting conclusion for those lucky enough to have a long life in front of them is that these very old people also enjoy a good **quality of life**. The New England Study found that many centenarians had suffered no loss in their thinking ability, and that it was normal to maintain their independence until over the age of 95. So a happy and healthy long life is possible, especially if it runs in the family.

- 1 Do you know anyone who is very old? What do you think you have to do if you want to live into your nineties or more?
- 2 Read the text. Were your suggestions for living to a grand old age correct?
- 3 Work in groups. Prepare to talk about 'How to live to a grand old age'. Build a plan for your talk similar to the one you made in 'Practising Language', exercise 3. Use the information in the text and your own ideas. Your presentation should include:
  - an explanation of the research
  - advice on how to survive into old age
  - advice on how to have an enjoyable lifestyle in old age

## TALKING POINTS

- 1 Present your ideas to the class and answer any questions you are asked.
- 2 Talk together as a class. Make a list of action points for having a healthy lifestyle.

### Off the cuff

**You have one minute! Would you like to live as long as possible, even if it meant having health problems?**

# TEACHING MATERIALS (LECTURES, METHODOLOGICAL MANUALS)

## I – Bob

### Talabalarni mustaqil fikrlashga o'rgatish

Ingliz tili darslarida talabalarni mustaqil fikrlashga o'rgatish oldimizda turgan muhim vazifadir. Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Darslarga qo'yilgan eng muhim talablardan biri talabani, o'quvchini mustaqil fikrlashga o'rgatishdir. Ko'zlangan maqsadga erishish uchun uyidagi topshiriqlarni ajarish mumkin:

#### 1. “Muammoli vaziyat yechimi”. “Creative Problem Solving”.

Bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi.

##### **Masalan:**

Many years ago a merchant found himself in debt to a money lender, a cruel and unpleasant man. The merchant had only one child, a daughter, whom he loved dearly.

One day the moneylender came to the merchant with an ultimatum – either the merchant should pay his debts, go to debtors prison, or permit the moneylender to marry his daughter.

Realizing that the merchant and his daughter were horrified at the idea, the moneylender invited them both to walk with him along a gravel path and to discuss the idea a little further. Here he proposed that fate should decide the issue.

“I shall take two pebbles from this path, one black and one white”, he said, bending down to pick up two stones. “I shall drop them in this bag. And then, if your daughter agrees, she will pick one of the stones from the bag without looking. If she picks out the white one, I shall forgive all of your debts, and you and your daughter will never see me again. However, if she picks out the black stone, your daughter is mine.”

The merchant's daughter was distraught. She did not trust the moneylender. She was almost sure that he had put two black stones in the bag. Her position seemed impossible. What should she do? (At this point we can have a small group discussion on what the merchant's daughter should do.)

The correct answer is that the daughter put her hand in the bag, withdrew a stone, and dropped it “accidentally” on the gravel path. “I’m sorry”, she cried, “but you can tell the color of the one remaining in the bag”.

Ijodiy tafakkurni rivojlantirish maqsadida, biz ingliz tili o`qituvchilari dars jarayonida muammoli ta`limdan foydalanishimiz lozim. Shu maqsadda talabalarga quyidagi matnni o`qish topshiriladi.

One day father sent his son out to sell a sheepskin. “Bring me back the skin”, he said “and the money for it”. The young man tried sell the skin but in vain because nobody wanted to buy it on those terms. So he decided not to go home at all because he was afraid of his father. When he came to a bridge over the river he met a girl. Seeing that Jack was very sad, she asked him: “May I ask you why you are so sad?”.

“My father has given me the skin”, said Jack, “and I must bring back both the skin and the money for it”.

Hikoyani shu yerda to`xtatib, qiz yigitning muammosini qanday yechib berishini talabalardan so`rashimiz lozim. Talabalar vaziyatni har xil yechadilar, o`z fikrlarini bayon qiladilar. Agar voqea quyidagicha yechilsa to`g`ri hisoblanadi: The girl carried the skin to the river and after washing it in the water took the wool from it. She paid Jack for the wool and gave him back the skin to carry it home.

Yana bir vaziyatning yechimi talabalarga havola qilinadi:

One day old Gobborn told his son to follow him because he wanted to build a fine castle. While they were walking the old man said to his son: “Can you shorten the way for me?” His son answered in the negative and his father ordered him to go back home.

When he told his wife why he had come home alone, his wife solved his problem, but how?.

Bu hikoyani ham diqqat bilan tinglagan talabalar muammoni quyidagicha hal qilishlari mumkin:

His wife told him a story and he repeated it to his father. When he finished his story they would come to the end of their journey. The story Could Shorten the longest road.

**2. Fikrlar bahosi.** “The Values Clarification” exercise. Bu usul Yuqori sinf o`quvchilari va talabalar uchun mo`ljallangan bo`lib, ularga o`zlarining fikrlarini ochiq bayon etish imkonini beradi. Bu usul oliygoh

talabalari va yuqori sinf talabalari bilan darsdan tashqari mashg'lotlarda ishlatiladi.

### **Tushuntirish bahosi. (Values clarification)**

Bu usulni qo'llashning ahamiyati shundaki, har bir talaba yoki o'quvchi berilgan shartlar bo'yicha o'z fikrlarini erkin ifodalaydilar. Agar shu fikrga to'liq qo'shilsalar +2 sonini begilashadi, agar shu fikrga butunlay qarshi bo'lsalar -2 sonini belgilaydilar.

Do you agree or disagree with each of the statements below? Put a check under the number that indicates how you feel.

**+2 = Strongly agree**

**+1 = Agree**

**0 = No opinion**

**- 1 = Disagree**

**- 2 = Strongly disagree**

**+2   +1   0   -1   -2**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Arranged marriages are better than marriages where the couple have met and dated their own.              | - | - | - | - | - |
| 2. It is very important for my family to improve of the person I marry.                                     | - | - | - | - | - |
| 3. If my parents disapproved of my choice, I would not marry that person even if we were very much in love. | - | - | - | - | - |
| 4. A woman's place is in the home.  | - | - | - | - | - |
| 5. Married women with small children should not work.   | - | - | - | - | - |
| 6. Some women are better mothers if they work and are not with their children all day.                      | - | - | - | - | - |

**Quvnoq topishmoqlar.** (Merry Riddles) O'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq javobini topadilar. Topishmoqlarni hazil tariqasida ham tuzish mumkin:

1. What is white when it is dirty and black when it is clean?
2. What has two arms and four legs?
3. What goes up when rain comes down?
4. What man wears the biggest hat?
5. What islands are good to eat?
6. What do you have to do before you can get off the train?
7. What do you usually see people eat their soup with?

8. Why is E the most important letter?

**Solutions to the riddles:** 1. A blackboard. 2. An armchair. 3. An umbrella. 4. The one with biggest head. 5. The Sandwich Islands. 6. Get on it, of course. 7. Your eyes. 8. Because it comes first in “everything”.

## II-Bob

### KVIZ KARTOChKALARI.

Kviz – biror mavzu o'tib bulgach, o'tkaziladigan nazorat savollaridir. Bunday paytda tayyorlanish uchun savollar uyga berilmaydi. Savollar kartochkalarga yoziladi. 1 – komanda savol beradi, 2-komanda esa javob beradi.

Bunday mashqlar o'tkazishdan maqsad o'quvchilarining, talabalarning eshitish va tinglash qobiliyatini o'stirish. Bu usul orqali grammatik jihatdan to'g'ri savol berishni ham o'rganamiz.

**Masalan:** Great Britain mavzusi o'tib bo'lindi. Siz quyidagicha Kviz kartochkalari (Quiz Cards) tuzishingiz mumkin.

1. Why did the Romans call Britain «Albion».

**Answer:** «Alba» means «white» in Latin and the first thing the Romans saw when they came where the white chalk cliffs on the southern coast of Britain.

2. Which parts of Great Britain are the centres of the woollen and cotton industry?

**Answer:** Yorkshire is the centre of the woollen industry. The centre of the cotton goods industry is Manchester.

Kviz kartochkalarini so'zlar ta'rifi bo'yicha ham o'tkazishimiz mumkin. So'zlarga ta'riflar yozilgan kartochkalar tarqatiladi. Talaba to'g'ri ta'rifni topishi kerak. Bu usulning afzalligi shundaki, talabaning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa vaqtni tejaydi.

Masalan: Give the definition of these verbs:

#### Card №1.

To preserve

1. To save
2. To finish work early
3. To prepare

Answer: 1

#### Card №2.

To paraphrase.

1. To speak clearly
2. To express a thought in another way.

3. To divide a long text into smaller sections. Answer:2.

Darsliklarda Nobel mukofoti haqida matnlar berilgan. Shu matnlarga oid savollar tuzish mumkin. Bu kartochkalar True-False (to`g`ri-noto`g`ri) shaklida tuziladi.

### Card №1

Alfred Nobel was from Sweden.

Answer: False. He was Norwegian.

### Card №2

Marie Curie, her daughter Irine Joliot-Curie, and their husbands Pierre and Frederic have all won Nobel Prizes.

Answer: True.

Sinonim so`zlar, Antonim so`zlar mavzusida kviz kartochkalari tuzish mumkin.

### Card №1

Which word is the antonym of the word cheerful?

1. happiness
2. hope
3. dullness

Answer: 3. dullness

### Card №2

Which word is the antonym of the word grief?

1. sadness
2. joy
3. sorrow

Answer: 2. joy.

Keyingi kartochkalarimiz shartlari mimikalar yoki harakatlar orqali bajarilgani uchun mime (mimika) cards deb ataladi.

### Card №1.

1. drive dear
2. sweep the floor
3. clear the table
4. dial a number.

### Card №2.

1. take a picture
2. pack a suitcase
3. use a phone
4. have a headache.

Bunday mashqni So`z birikmalari tushuntirilgach o`tkazish mumkin.

Hozir integratsiya darslari, ya'ni boshqa darslar bilan ingliz tili darsi qo`shib o`tilishi mumkin. Bu darslarda biz quyidagi savollarni kartochkalarga yozib o`qituvchilardan javob talab qilishimiz mumkin. Astronomiya fani bo`yicha:

### **Card№ 1**

1. What is «The Milky way»?

Answer: Our galaxy.

### **Card№ 2**

How many planets are there in our solar system?

Answer: 9.

### **Card№ 3**

1. Which planet is nearest the sun?

Answer Mercury.

### **Card№ 4**

Which planet is closest to Earth?

Answer: Mars.

Kviz kartochkalarini darslarda qo`llash o`quvchilarni uylashga, axborot olishga, axborot berishga, birgalikda ishlashga o`rgatadi. Eng muhimi, dars samaradorligini oshiradi.

**Tezkor javob.** (Quick answers) Ingliz tili darslarida “Tezkor javob” usulidan foydalanish ham dars samaradorligini oshirishda yordam beradi. Bu usulni bir mavzuni yoki bir bo`limni o`tib tugatgandan keyin o`tiladi.

1. Why did the Romans call Britain “Albion”? Answer: “Alba” means “white” in Latin and the first thing the Romans saw when they came were the white chalk cliffs on the southern coast of Britain.
2. What are the names of the Northern and Southern extremities?  
Answer: John O' Groats' Lands End.
3. What cities in Britain have the following nicknames? A. Auld Reekie. B. The Granite City. C. The Smoke. Answer: A. Edinburgh. B. Aberdeen. C. London.
4. Why are there few outdoor cafes in England? Answer: Because the weather is uncertain.
5. What are the Highlands of Scotland like? The Highlands are the hilly or mountainous regions in the north of the country ; they form the greater part of the western half of Scotland north of Glasgow.
6. In which part of the country are Britain's greatest shipyards situated?  
Answer: The most famous shipyards are on Clideside just outside Glasgow.

7. What is the name of the Scottish lake in which there is supposed to be a monster? Answer: Loch Ness.
8. What do you know about the famous Round Table? Who sat at it? Answer: The famous Round Table was used by King Arthur and his knights to show that all were equal.
9. Who was the leader of the peasants anti- feudal uprising in England? Answer: Wat Tyler.
10. Who was Shakespeare's favorite's actress? Answer: Shakespeare never saw an actress. All roles were played by men and boys until many years after his death.
11. What is the name of the English town where William Shakespeare was born? Answer: Stratford on Avon.
12. Why are public holidays in Britain called "bank holidays"? Answer: Because banks are closed on holidays.
13. What were the thirteen English colonies that were established by the War of Independence? Answer: New Hampshire, Massachusetts, Rhode Islands, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia.
14. A British billion is one million. What is a billion in the USA? Answer: One thousand million.
15. What are the names of the two houses of legislative branch of the US government? Answer: The Senate and the House of Representatives together they are called the Congress.
16. What university is the oldest in the USA? Answer: Harvard. It was founded in 1636.
17. What are the most popular team sports in the United States? Answer: Basketball, American football and baseball.
18. Who were the first men to fly over the North Pole? Answer: Two Americans-Richard Byrd and Floyd Bennett-1926.
19. What is the name of a very popular musical instrument in the United States? Answer: The recorder which originated in the Middle Ages and resembles a clarinet.
20. What monument in Washington is called "the pencil"? The tall column set up to commemorate G. Washington.
21. When did Canada become independent? Answer: On July , 1867.
22. How many Canadians speak English (French)? Answer: About one third of the Canadians speak French and little over two thirds speak French.

23. The British queen is also the queen of Canada. What official is the real head of the Canadian government? Answer: The real leader is the prime minister.

24. Who were the first Europeans to discover Australia? Answer: The Dutch.

25. New Zealand Is the only place in the world for the birds which are among the flightless birds. What do you call those birds? Answer: Kiwis.

26. What US city is called the “Athens the America” and why? Answer: Boston, one of the centres where US culture originated Answer: The first American schools were founded in Boston.

27. Captain Abel Tasman discovered the island now named Tasmania. Who discovered New Zealand? When? Answer: A. Tasman. In 1642.

28. Why is Piccadilly Circus called the centre of London? Answer: Many people think that it is the real center of London because it is not only central but also the heart of London’s entertainment world where we find most of London’s best known theatres and cinemas.

Shunga o’xshash savollar har darsda takrorlansa o’quvchilar tili o’rganilayotgan mamlakatlar haqida ko’p ma’lumotga ega bo’lishadi. Bu usulning yana bir jihati shundaki, til materiallari avtomatlashadi.

### **III - Bob**

#### **“Chigil yozdi”**

(Warm- up exercises)

O’quvchilarni darsga qiziqdirish uchun sinfda har xil o’yinlardan foydalanish mumkin. Bu o’yinlardan o’quvchilarning o’qiyotgan sinfi, yoshi hisobga olingan holda foydalanadi:

1. Bir o’quvchi sinfdan chiqadi. Qolgan o’quvchilar xonadagi bir jismni yashiradilar. Sinfdan chiqib ketgan o’quvchi yana sinfga qaytib kiradi. Yashirilgan predmetni topish uchun to’g’ri ko’rsatma bergan o’quvchi uyinni davom ettirish uchun sinfdan chiqadi.

Masalan: topish uchun “a table” so’zi berilgan bo’lsa o’quvchilar shu so’znini quyidagicha ta’riflashlari mumkin: It is square. It has four legs. It is for teachers.

2. O’qituvchi sinfni uch guruxga bo’ladi. Har bir guruxga 26 ta harf yozilgan kartochka va 2 ta bo’sh kartochka tarqatadi. Hamma harflar

ishtirokida gap tuzgan guruh yengadi. Harf yetishmasa bo'sh kartochkalarga yozadilar.

M: Our Motherland is Uzbekistan. We love it.

3. O'qituvchi o'quvchilarni 4 guruxga ajratadi. Har bir guruxga birorta mashinani pantomima xolatida ko'rsatib berishlari kerak.

M: Microwave, washing machine.

Ayniqsa qiyin mavzular tushuntirilganda yoki yozma mashqlar bajarilgandan so'ng o'quvchilar charchaydilar shunday vaqtda bu usulni qo'llash foydalidir.

4. O'quvchilar 2 guruxga bo'linadi va qizlar va o'g'il bolalar chiziq bo'ylab qator bo'lib turishadi. O'qituvchi oxirgi o'quvchining orqasiga rasm "chizadi", u o'quvchi o'zidan oldingi o'quvchi orqasiga rasm "chizadi" o'yin shu tariqa davom etib, 1 turgan o'quvchi o'sha rasmni doskaga chizadi. Oxirgi o'quvchi rasmni doskaga chizguncha rasm umuman o'zgarib ketishi mumkin. Qaysi guruh o'quvchilari shartda ko'rsatilgandek qilib bajarsalar shu guruh g'olib hisoblanadi.

5. O'qituvchi muhokama uchun savollar tayyorlaydi va ikkita konvertga soladi. O'quvchilar 2 guruxga ajralib, aylana bo'ylab turishadi. O'qituvchi o'quvchilardan 1-10 gacha son aytishlarini so'raydi. Konvertlarni o'quvchilarga uzatadi. 6 soni aytilgan bo'lsa, 6- raqamli talaba konvertdagi 6 savolga javob beradi. Uyin shu tariqa davom etadi. Bu jarayonda inglizcha musiqa yangrab turishi mumkin.

6. O'qituvchi o'quvchilarga og'zaki ravishda zanjir xikoya tuzishni taklif qiladi. O'qituvchi 1 gapni doskaga yozadi, keyin sonlar yozilgan kartochkani o'quvchilarga tarqatadi. O'quvchilar navbati bilan gaplar aytadilar. Oxiri o'quvchi xikoyani tugatadi.

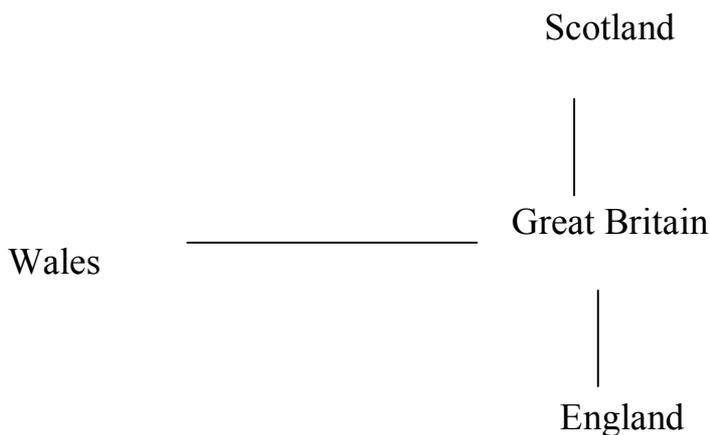
7. O'qituvchi ergash gapga oid gapni doskaga yozadi. ( M: It I had 1000, I would faked long vacation.) O'qituvchining o'ng tomonidagi o'quvchi davom ettiradi. (It I took a long vacation, I would go to London). Shu tariqa zanjirli xikoya davom etadi.

8. O'quvchilar juftlikka ajratiladi. Bu juftliklar xarf yozilgan kartochkani tanlab oladilar. 3 minutdan so'ng xar bir juftlik shu xarf bilan boshlanadigan so'zlar orqali gap tuzadilar. (M: Silly Sally Sanga song... ).

9. O'qituvchi xar bir studentdan o'zidan o'ng tomondagi o'quvchiga biror otni shivirlab aytishini so'raydi. Keyin o'quvchilar sinfni uch guruxga ajratadi. Xar bir guruxda 1 o'quvchi savol so'raydi. (M: What did you eat yesterday? What is Something?)

**1. Kollaj(collage)** – bu usulda mavzu umumlashtirilgan holda chizmalar asosida beriladi. Great Britain mavzusi olinib, unda joylashgan mamlakatlar nomlari katakchalarga joylashtiriladi. Sinf o'quvchilari to'rt guruhga bo'linib katakdagi har bir mamlakat haqida haqida ma'lumot beradi. Qaysi guruh o'sha mamlakat haqida to'liq ma'lumot bersa , o'sha guruh yutgan hisoblanadi.

O'zbekiston mavzusi o'tilayotgan bo'lsa, mavzularni quyidagicha tanlash mumkin: Historical places of Uzbekistan, Industry of Uzbekistan, Education in Uzbekistan, Famous people of Uzbekistan. Ingliz tili darslarida bu usuldan foydalanayotganda talabalarga tanlash huquqini ham berish, bunday holatda guruhlar o'zlari tanlagan mavzuni olib, shu mavzu haqida gapirishadi. Bu usulni biz darslikdagi biror bobni o'tib bo'lganimizdan so'ng qo'llaymiz. Masalan: Rus va O'zbek maktablari darsliklarida Great Britain , The United States of America, New Zealand kabi mamlakatlar to'g'risida ma'lumotlar bor. Yuqoridagi tartibga ko'ra quyidagi chizmani beramiz:



Talabalar avval Buyuk Britaniya (Great Britain) keyin Angliya (England), so'ng Shotlandiya va Uels (Wales) haqida so'zlab berishadi. Bu usulning afzalligi – Shundaki, o'qituvchi mavzuni osongina o'zgartirishi mumkin.

**2. Pantomima (pantomime)** bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib , talabalar charchagan paytda foydalanilsa bo'ladi. Sinf to'rt guruhga ajratiladi. Har bir guruh O'zbekistonda ishlab chiqariladigan elektr asboblari yoki mashinalarni harakatda ko'rsatadilar, boshqa guruh a'zolari buni nima ekanligini inglizcha aytadilar .( televizor, muzlatgich, Neksiya avtomobili va h. k.)

**3. Hikoya zanjiri** (a chain story) O`qituvchi doskaga birinchi gapni yozadi. Talabalarga raqamlangan kartochkalarni beradi. Raqamlar bo`yicha har bir talaba yoki o`quvchi bittadan gap aytadi. Oxirgi raqamdagi o`quvchi hikoyani tugatishi lozim. Bu usul o`quvchilarning og`zaki nutqini o`stirishda yordam beradi.

**4. Topishmoqlar kaliti** (clue) Bu usulda bir o`quvchi sinfdan tashqariga chiqib ketadi, qolgan o`quvchilar sinfda biror narsani “yashirishadi” Tashqaridagi o`quvchi xonaga kirgach “yashirilgan ” narsani topishi kerak . Buning uchun kimdir unga yordam beradi. Qaysi o`quvchi javobga to`g`riroq ishora qilsa, shu o`quvchi o`yinni davom ettiradi. Masalan o`qituvchi stoli ustidagi kartochka yashirilsa o`quvchi shunday ta`rif berishi mumkin: Cards-a set of small rectangular pieces of stiff paper that have special designs on numbers on them that are used for such things as playing games.(o`yinlar o`ynash uchun mo`ljallangan, ustida maxsus rasmlari va raqamlari bo`ladigan, qattiq to`rtburchak qog`ozlar yoki plastik bo`laklar to`plami)

**5. Tez aytishlar va harfli kartalar** (tongue twisters and cards with letters) Bu usulni tovushlarni tushuntirmoqchi bo`lganimizda qo`llasak foydali bo`ladi:

O`qituvchi o`quvchilarni juftliklarga ajratib, ularga harflar yozilgan kartochkalarni beradi. O`quvchilar har bir harf bilan boshlanadigan so`z va gaplar tuzadilar.

(M: Betty Botta bought a bit of butter, Silly sally sang a song. She sells sea shells on the sea shore and the sea shells she sells are the sea shells I am sure)

Boshqa juftliklar bu tez aytishlarni takrorlashlari lozim.

**6. Tavakkal qilish** (jeopardy) O`qituvchi doskaga “The USA” mavzusi o`tilgach, quyidagilarni yozishi mumkin:

HISTORY	TRADITIONS	GEOGRAPHY
100	100	100
200	200	200
300	300	300

**Masalan:** Birinchi guruh bir mavzuni **HISTORY 100** ni tanlaydi. O`qituvchi savol beradi: “Who is the first president of the USA” agar komanda to`g`ri javob bersa, 100 ballni qo`lga kiritadi; xato javob bersa

100 ballni yo`qotadi. Agar 300 ballik savolni tanlansa savol ham murakkablashadi.

**8. Telefon** (telephone) O`qituvchi sinfni uch guruhga ajratadi. Birinchi turgan o`quvchiga qog`ozda gap yozib beradi.

M: 1. White rice is very right. 2. Sheep went on the ship. 3. She`ll send the letter later. Oxirgi o`quvchigacha gap to`g`ri yetib borishi kerak va hamma so`zlar oldin darsda o`tilgan bo`lishi kerak. Bu usul o`quvchilarning lug`at boyligini oshiradi.

**9. Oltin sandiq** (The golden trunk) Bu usulda o`quvchilar kichkina sandiqchaga mashhur kishilarning ibratli fikrlari, maqollari yozilgan qog`ozlarni tashlaydilar.

M:

1. Power is in the justice. (A. Temur)
2. Education is a better safeguard of liberty than a standing army. (Edward Everett)
3. Speak the truth only, even if you are put to death (A. Temur)
4. He who opens a school door, closes a prison. (Victor Gyugo)

Sandiqcha ochilib fikrlar o`qib tarjima qilinadi va mag`zi chaqiladi.

1. Kuch adolatdadir (A. Temur)
2. Ma`naviyat ozodlikning armiyaga qaraganda yaxshiroq himoyachisidir. (E. Edvard)
3. Boshingga qilich kelsa ham to`g`ri gapir. (A. Temur)
4. Kim maktab eshigin ochsa, unga qamoqxona eshigi yopilar. (V. Gyugo)

Ingliz tili darslarida interfaol usullardan foydalanish o`quvchilarni fanga bo`lgan qiziqishini oshirish bilan bir qatorda darsda do`stona muhit yaratishga va o`quvchilarni bir-birlariga yaqinlashtirishda yordam beradi.

**10. Kubik.** (cubic) usuli har tomonlama fikrlash, tasavvur qilish, tafakkur qilish, ko`rsatish, faollikni oshirishga qulay bo`lganligi bilan ham ajralib turadi. Bu usuldan foydalanishni 2 xil ko`rinishda bo`lishi mumkin:

1-usul. Qog`ozdan kubik yasab olti tomoniga savollar yozib qo`yiladi, tashlangan kubik qaysi tomonga tushsa, o`sha savolga javob beriladi. Bu usulni o`tkazishdan oldin barcha savollar vatman qog`ozga yozib qo`yiladi. Bir necha kubik (2-3) ishlatish ham mumkin.

2-usul. Qog`ozdan kubik yasab tomonlariga: Buni tasvirlang! Buni taqqoslang! kabi shartlar yozilishi mumkin. Bu holatda kubik ustiga rasmlar yopishtirilishi ham mumkin.

**11. “Masofali ta`lim”** usuli interaktiv usullarning zamonaviy ko`rinishi bo`lib, jonli muloqot, matbuot orqali, telekommunikatsiya orqali amalga oshiriladi. Bunga sirtqi olimpiada sirtqi o`qish kiradi. Ingliz tiliga oid hamma mavzuda bo`lishi mumkin.

**12. “Ko`chma bozor”** nomidan ma`lumki, bilimlar “sotiladigan” joy bo`lib, xaridor va sotuvchidan iborat, bir necha davlatlar vakillari qatnashadi.

Masalan: Ular Angliya, AQSh, O`zbekiston vakillari bo`lishi mumkin. Ular o`z bilimlarini namoyish etadilar. (yarmarka)

Qatnashuvchilar o`zlarining mamlakatlari haqidagi hamma savollarga to`liq javob berishlari kerak. Aks holda, bu mamlakat yarmarkasi oldidan hamma ketadi, ya`ni sotuvchilar ham oluvchilar ham faol bo`lmasalar bozorlari kosod bo`ladi.

**Masalan:** Sotuvchi oluvchining Angliya haqidagi hamma savollariga javob berishi shart. Shunda xaridor Angliya haqida kitoblar, otkritkalarini olishi mumkin.

**13. Rolli o`yinlar.** (Acting characters) rolli o`yinlar usuli darsning barcha tiplarida qo`llanilishi mumkin. Hunarga o`rgatish uchun “Interpreter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar darsda ishtirok etishib talabalar bilan suhbatlashishlari mumkin.

**14. “Allomalar yig`ini” (Thinkers meeting)** U. Shekspir, A. Navoiy, R. Burns kabi shoirlar va “yozuvchilar”ni taklif qilish mumkin. Bunday paytda ular aytib ketgan hikmatli so`zlardan darsimizda foydalansak yoshlarni komil inson qilib tarbiyalashimizga yordam beradi:

Masalan: “Liberty means responsibility. That is why most men dread it” G.B.Shaw.

“And when we think we lead, we are most led” Lord Byron.

**15. “Integratsiyalashgan dars usuli”.** Bunday dars usuli fanlararo aloqani bilish maqsadida o`tkazilib, o`quvchining umumiy bilimi aniqlanadi.

Masalan: “Geography of Great Britain” mavzusini Geografiya fani o`qituvchisi bilan hamkorlikda o`tkazish mumkin.

**Integratsiyalashgan dars.** (“The integration method”) Biz Farangiet va Tselsiy o`lchamlarini farqini tushuntirish maqsadida matematika hamda ingliz tili darslarini qo`shib o`tkazamiz:

P-1: In order to convert (O`tkazish) Fahrenheit to centigrade subtract (-) 32, then multiply (x) by 5 and divide (:) by 9 F 95-32 x 5:9=35 C.

P: In order to convert centigrade to Fahrenheit multiply (x) 9, divide (:) 5 and add 32. 35x9:5+32=95.

Ma`lumki hozir O`zbekistonlik talabalar, o`quvchilar chet ellarda ta`lim olmoqdalar va kelajakda ularning ko`pchiligi Xorij mamlakatlarida ta`lim olish niyatidalar. Angliya va AQSh kabi mamlakatlarda kiyimlar o`lchamlari biznikidan farq qiladi. Biz bu haqida ham Integratsiya darslarida ma`lumot berishimiz mumkin: T: If we go to shopping we must know clothing sizes, and legth and weight measures.

<b>Ladies Outerwear</b>	<b>Ayollar ustki kiyimlari</b>					
British	8/30	10/32	12/34	14/36	16/38	18/40
American	-	8	10	12	14	16
Continental (European)	38/34	40/36	42/38	44/40	46/42	48/44
Russian	44	46	48	50	52	54

<b>Ladies Footwear</b>	<b>Ayollar oyoq kiyimi</b>						
British	3	4	5	6	7	8	9
American	4/1/2	5/1/2	6/1/2	7/1/2	8/1/2	-	-
Continental	36	37	38	39	40	41	2
Russian	34	35	36	37	38	39	40

**16. Men kimman?** (Who am I?) usuli: Mashhur kishi qiyofasidagi kishi chiqib, o`zi haqida ba`zi ma`lumotlarni beradi. O`quvchi yoki talaba uning kimligini topishi lozim:

- 1) I wrote 37 plays: dramas, tragedies and comedies. Who am I? (W.Shakespeare).
- 2) I wrote “Robinson Crusoe” and many economic and political pamphlets. Who am I? (Daniel Defoe).
- 3) I was born 1667 and wrote “Gulliver’s Travels”. Who am I. ( J.Swift)

- 4) I wrote “The Adventures of Oliver Twist”. Who am I? (Charles Dickens).

**17. Tezkor javob (quick answers).** Bu usul takrorlash darslarida foydalaniladi.

How good is your knowledge of Great Britain I want to test it:

- 1) On which rivers do the following towns stand?  
a) New Castle; b) Glasgow; c) Stratford; d) Oxford; e) Bristol.
- 2) Give the names of the following (they are all in Britain).  
a) longest river; b) the largest country; c) the largest lake; d) the largest city not counting London; e) the busiest port.
- 3) What animals can one see in the Highlands?
- 4) What is the name of the poet who was called “The father of English Poetry?”.
- 5) A British writer was born in Dublin. What was his name and what was his most famous book?
- 6) Who wrote the following?  
a) “Oliver Twist”; b) “Alice Through the looking Glass”.
- 7) In what books do the following characters occur?  
a) The white Rabbit; b) Friday.
- 8) Why are public holidays in Britain called “bank holidays”?

**18. Rasmlar so’zlaganda** (“When pictures speak”). Ancha qulay bo’lib, ingliz tilini o’rgatishda, talaba, o’quvchilarning og’zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim:

S-1. Piccadilly Circus is a square in the central part of London London’s best-known theatres and cinemas and most famous restaurants are on Piccadilly Circus. In the Square you can see people of many nationalities and hear a lot of different languages.

S-2. Trafalgar Square is in centre of the west England of London. On the north side there is the National Gallery; in the north-last corner there is the National Portrart Gallery, and in the centre there is Nelson’s Column with the figure of the great Seaman.

S-3. The Houses of Parliament in London, known also as the Palace of Westminster, is the place where members of Parliament gather to make Laws.

The Houses of Parliament and Big Ben are historical buildings.

**19. Zanjirli hikoya** (Chain-story): What do you know about London.

Now, we'll try to say more sentences. I want to know how is your memory good.

P-1: London is one of the largest cities in the world.

P-2: London is one of the largest cities in the world and it is one of the world's largest ports.

P-3: London is one of the largest cities in the world and it is one of the world's largest ports and it is the capital of the U.K.

**20. Muz yorar** (Ice Breaking) usulini darsdan tashqari mashg'ulotlarda foydalanish mumkin.

Masalan: Ingliz tili to'garagining mashg'ulotlarini boshlaganingizda o'quvchilar bir-birini tanimasligi mumkin. Shunda Ice Breaking usuli ularning tanishishlariga, bir-birli to'g'risida ko'proq ma'lumot olishlariga yordam berishi mumkin:

Ikki o'quvchi o'zaro inglizcha gaplashishadi, (ismi, turar joyi, hobbisi) keyin ulardan biri ikkinchisini boshqalarga tanishtiradi. Shunday qilib, do'stona vaziyat yuzaga keladi.

**21. "Seminar" (Seminar)** usuli keng tarqalgan usullardan bo'lib, ko'pincha talabalar bilan o'tkaziladi. Mavzu oldindan beriladi va har bir talaba mustaqil tayyorlanib keladi va o'z fikrini, o'z bilimini, namoyish etadi, axborot almashiniladi. Mavzu berilganda uning manbalari berilsa usulning samarasi yaxshi bo'ladi:

Great Britain mavzusi olinganda bu mamlakat haqida ba'zi ma'lumotlar beriladi:

1. The United Kingdom includes England, Scotland, Wales, and Northern Ireland.
2. Britain's location made it a center of Atlantic exploration and trade.
3. Britain possessed the financial and natural resources to fuel the industrial Revolution.

#### **IV-Bob**

### **O'QUVCHILARNING LUG'AT BOYLIGINI OSHIRISHDA QO'LLANILADIGAN USULLAR**

Ingliz tilida erkin so'zlashish uchun o'quvchi talabaning lug'at boyligini oshirish lozim. Bu vazifani hal qilishda har xil o'yinlardan foydalanish ijobiy natija beradi.

O`yinlar orqali so`zlar o`rgatilsa o`quvchilar yangi so`zlarni tez ilg`ab olishadi va bu so`zlar ularning xotirasida bir umrga qoladi.

Bunday o`yinlar butun sinf bilan, yoki kichik-kichik guruhlarga bo`lingan holda o`rgatilishi mumkin.

Keling, o`qituvchilar yangi so`zlarni o`rgatayotganlarida qanday uyinlardan foydalanishlari mumkinligini ko`rib chiqaylik:

### **1. Xotirani mustahkamlovchi o`yin (Memory game)**

Bir o`quvchi bitta gap aytadi boshqa o`quvchi shu gapga bir so`z yoki gap qo`shadi.

1-o`quvchi: My friend came.

2-o`quvchi: My friend and his mother came.

3-o`quvchi: My friend and his mother came by train.

Qaysi o`quvchi so`z qo`sha olmasa yoki xatoga yo`l qo`ysa o`yinni tark etadi.

### **2. So`z bog`liqligi o`yini (Word association)**

Bir sinf turkumiga oid so`zlar olinadi.

Masalan: Uy jihozlari jihozlariga oid so`zlar.

1-o`quvchi: a Sofa.

2-o`quvchi: a table.

3-o`quvchi: a chair.

4-o`quvchi: the piano.

Qaysi o`quvchi tezda so`z topa olmasa o`yinni tark etadi.

### **3. Mimika (Miming)**

Bu o`yin yuqori sinf o`quvchilari uchun mo`ljallangan bo`lib, o`quvchilar ko`p so`zlarni bilishlari ya`ni lug`atlari boy bo`lishi kerak.

Bu uyin kasbga oid bo`lishi mumkin. Boshlovchi biror kasb egasiga doir harakat qilib ko`rsatadi, qolganlar bu so`z qaysi kasbga oid ekanligini topishlari kerak, aks holda ular savol berishlari mumkin: Do you work with children? Do you work in the evening?

### **4. Kasbga oid ish qurollari haqidagi o`yin (Guess the tool)**

O`qituvchi o`quvchilarni juftlikka ajratadi. 2 o`quvchini yuzma yuz qilib ularga so`zlar yozilgan kartochkalarni beradi.

Masalan: Knife and cook, pen and pupil.

Bu o`quvchilar yozuvni bir biriga ko`rsatmasligi kerak. O`quvchilar kartochkadagi ish qurolining nomini aytmasdan, o`sha so`zni tasvirlashlari shart. Boshqasi o`sha ish qurolini topishi kerak:

1-o`quvchi: It is used for cutting things (bread, vegetables).

2-o`quvchi: It is a knife. We use it to prepare meals.

### **5. Kishilar ovozlari orqali so`z topish (Human sounds)**

Bu uyinda o`quvchilar kishilar xursand bo`lganda, xafa bo`lganda, kasal bo`lganda qanaqa ovoz chiqarishini o`rganadilar.

O`qituvchi: You are at the concert, at the stage.

O`quvchi: Sings and says I am singing.

O`qituvchi: Someone is here...

O`quvchi: Whispers some thing and says I am whispering.

O`qituvchi: You hurt your leg.

O`quvchi: Screams and says I am screaming.

O`yin oxirida o`quvchilar o`zlari xuddi shunday harakatlar topib, aytishlari va ijro qilishlari mumkin.

### **6. Maslahat zanjiri o`yini (Suggestion chain)**

Bu uyinda talabalar bo`sh vaqtini o`tkazish uchun taklif kiritishadi. Buning uchun ularning har biri bugun kechqurun yoki ertaga tushdan keyin yoki bo`lmasa dam olish kunlarini qog`ozga yozib oladilar, keyin birortasi o`yinni boshlashadi boshqa talabalar ham o`z fikrlarini bildirishadi:

1-o`quvchi: Let's go to the football match.

2-o`quvchi: No, not football. What about going to the concert?

3-o`quvchi: We could go to the concert.

4-o`quvchi: No, not to the concert. Why don't we visit to the country?

O`yin shu tartibda davom ettiriladi. Hamma talabalar o`z takliflarini aytib bo`lishlari shart. Kim taklifini to`g`ri ayta olmasa yoki gapda oldin aytilgan fe`l takrorlansa uyindan chiqadi.

### **7. Ogohlantirish, bildirish iboralariga oid o`yin (Notices and warming practices)**

O`qituvchi ikki turdagi kartochkalarni tayyorlaydi. Birinchi turdagi kartochkalarda ba`zi joylarda aytiladigan iboralar va gaplar yoziladi. Ikkinchi tur kartochkalarda esa shu gaplar va iboralar aytish mumkin bo`lgan joylar ko`rsatiladi. Masalan:

- 1-o`quvchi: Many students are reading books.
- 2-o`quvchi: In the library.
- 3-o`quvchi: Tickets are sold out.
- 4-o`quvchi: Out side the theatre.
- 5-o`quvchi: Queue for currency exchange.
- 6-o`quvchi: Inside a bank.

### **8. Mantiqni kuchaytirish uchun ishlatiladigan o`yin (Exaggerate)**

Bu usul talabalarga turli sifatlarni tanlash imkonini beradi. Buning uchun o`qituvchi har xil tipdagi savollar yozilgan kartochnalarni tayyorlab qo`yadi:

It isn't very interesting, is it?

She is very pretty, isn't she?

Did you have a good day?

Kartochnalar stol ustiga qo`yiladi.

O`qituvchi o`quvchilardan birini chaqirib, kartochnalarning birini olib, savolini o`qishini buyuradi. Bu o`quvchi boshqa o`quvchidan sifatlarni ishlatgan holda savolga javob berishini so`raydi.

1-o`quvchi: She cooked nice meals, didn't she? Azim?

2-o`quvchi: (Azim) Nice? She cooked delicious.

Kim sifatlardan o`rinli foydalana olmasa yoki xatoga yo`l qo`ysa yutqazgan hisoblanadi.

### **9. Gaplarni kengaytirish uchun ishlatiladigan o`yin (Expand the sentences)**

Bu o`yin ham sifatlarga taalluqli bo`lib, gaplarda bir necha sifatlarni ishlatilishi lozim:

O`qituvchi: He ate an apple.

1-o`quvchi: He ate a red apple.

2-o`quvchi: He ate a red big apple.

### **8. Sinonim so`zlarni ishlatishda qo`llaniladigan o`yin (Using Synonyms)**

Bu o`yinda o`qituvchi bir so`zni aytadi, o`qituvchilar shu so`zning sinonimlarini topishadi. Qaysi o`quvchi ko`p sinonim topa olsa, o`sha o`quvchi g`olib hisoblanadi:

O`qituvchi: Ability.

1-o`quvchi: talent.

2-o`quvchi: skill.

- 3-o`quvchi: aptitude.
- O`qituvchi: business.
- 1-o`quvchi: industry
- 2-o`quvchi: commerce
- 3-o`quvchi: trade
- 4-o`quvchi: traffic

**10. O`quvchilarning lug`at zahiralari tekshirishda testlardan foydalanishimiz mumkin:**

Masalan: Jane: Where are ... going, Ann?

- a) you
- b) he
- c) she
- d) it

Ann: I`m just going to the ... .

- a) office
- b) shops
- c) post office**
- d) hospital

Jane could you ... this letter with you?

- a) take**
- b) give
- c) post
- d) buy

Ann: With pleasure.

Bu turdagi o`yinlar hamma yoshdagi o`quvchilar, talabalarga ingliz tili so`z boyliklarini oshirishga yordam beradi.

Ingliz tili o`qituvchilari ingliz tili o`rganuvchilarining yosh xususiyatlari va bilim darajalarini hisobga olgan holda o`yin shartlarini oson yoki murakkablashtirishlari mumkin.

**VI - Bob**  
**INGLIZ TILIDA MAKTUBLAR YOZISH**  
**(yozma usullar)**

Jahon tillari orasida ingliz tili o`ziga xos mavqega ega. Ushbu xalqaro til Dunyo miqyosida muloqot vositasiga aylangan, hozirda yer yuzining barcha mintaqalarida inglizcha nutq yangramoqda. U rivojlangan

mamlakatlar - Buyuk Britaniya, AQSh, Kanada, Avstraliya kabi mamlakatlarda davlat tili maqomini olgan.

Vatanimizda ham ingliz tilini o'rganishga alohida e'tibor berilmoqda. Bizning bobokalonlarimiz chet tillarni puxta bilganlar va ilm-fan, madaniyat tarixida olamshumul kashfiyotlar yaratishgan.

Biz yoshlarni avlodlarimiz ruhiga munosib bo'lgan holda, chet tillarni puxta egallashga o'rgatishimiz lozim. Buning uchun o'quvchilarga maktub yozishning qoidalari tushuntiriladi:

Inglizlarning maktubini shartli ravishda 9 qismga ajratsa bo'ladi:

1) Maktub yozuvchining manzilgohi (maktubning eng yuqori burchagiga yoziladi).

2) Maktub yo'llangan shaxsga murojaat.

3) Maktub yo'llangan shaxsning manzilgohi.

4) Maktub yozilgan sana.

5) Salomlashish.

6) Maktubning asosiy qismi.

7) Maktub yakunidagi iboralar.

8) Imzo.

9) Xatjildini to'ldirish.

**5 Westminster Bridge Road**

**London 8 E 1 74 E.**

**ёки: 15851 S.W. 112-th Street, Miami, Florida 33196.**

Maktub yozilgan sana. Inglizlarda xat yozilgan sanani qo'yidagicha aks etadi:

1) November 25, 2005.

2) 25<sup>th</sup> of November, 2005.

Maktub yo'llangan shaxsning manzilgohi.

Maktub yo'llangan shaxsning manzilgohi ishga oid va rasmiy maktublarda keltiriladi. Shaxsiy, norasmiy maktublarda u tushurib qoldiriladi. Angliyada maktubning bu qismini chapdan biroz joy qoldirib yozishadi:

Azimova R.J.

Language School 1.

Navoi City.

Uzbekistan

**Salomlashish.** Salomlashishni murojaat bilan qo'shib yuborish mumkin. Rasmiy, tijorat va ishga oid maktublarda o'ziga xos xususiyatlar bor.

Maktub yo'llangan shaxsga murojaat.

Maktub yozuvchi maktub yullanayotgan shaxs bilan yaqindan tanish bo`lsa, unga **dear** suzini qo`llab murojaat qiladi:

Dear Ann, Ann Dear – (qadrli Enn).

My dear Ann kabi.

Maktubni oluvchi yaqindan tanish bo`lmasa unga Dear Mr.David deb murojaat qilish mumkin.

Rasmiy xatlarda erkaklarga nisbatan Mr, ayollarga nisbatan Mrs, qizlarga hamda turmush qurmagan ayollarga qarata Miss zaylida murojaat etiladi. Bir necha erkaklarga nisbatan Messrs, бир неча аёлларга нисбатан эса Mesdames (Mmes) deyish kerak.

Maktubning asosiy qismi. Inglizlar maktubning dastlabki satrlariga katta e'tibor berishadi. Chunki bu maktubdan olinadigan butun taassurotga ta'sir etishi, noma yozuvchi va uning faoliyati to`g`risida ijobiy yoki salbiy fikr uygotishi mumkin. Maktubni qo`yidagicha kirish gapi bilan boshlash maqsadga muvofiqdir:

Dear Uzbek Colleagues:

It was with great pleasure-what we met with Dr Fran Winfrey today to receive information regarding your school. We truly look forward to our working together with you through the Sister School Project... .

Yakunlovchi iboralar. Inglizlar xatni qo`yidagicha yakunlashlari mumkin:

1) Thank you – Sizga tashakkur bildirib.

2) Thank you once again – sizga yana bir bor tashakkur aytib... .

1) Anticipating an early reply – Tez kunda javob olaman.

2) Hoping that you wile do the needful – tegishli choralarni ko`rasiz degan umid bilan ... .

3) With love – Sizni jondan sevuvchi.

4) Sincerely yours – Chin dildan sizni sevuvchi.

**Imzo:** Maktub tugagach imzo qo`yiladi. Imzo aniq va ravon, oson o`qiladigan bo`lishi zarur. Rasmiy maktublarda imzo to`liq bo`lishi kerak. Norasmiy maktublarda ismning keltirilishi kifoyadir.

Xatjildni to`ldirish: Chet ellarda manzilgohni yozilish tartibi bizda qabul qilingan tartibdan farq qiladi.

**Masalan:**

- maktub yozilayotgan shaxsning nomi;
- uyning nomeri;
- ko`chaning nomi;
- shahar (qishloq);
- shtat;

- aloqa buo'imini indeks;

**Xatjildini tuldish namunalari:**

National English Academy  
1 Newland Street  
P.O. Box 127  
Bondi Junction  
Sydney  
N.S.W. 2022  
Australia.

Cloria Silver  
22 New High Street,  
Headington,  
Oxford  
Ox3 7AQ  
England.

Endi esa o'quvchilar kichik guruhlarga bo'linib, turli mamlakatlarga xat yozish topshiriladi. Qaysi guruh tez hamda barcha qoidalarga amal qilgan holda maktub yozsa, o'sha guruh yutgan hisoblanadi.

Xat yozish mavzusida testlar ham olish mumkin. Bunda quyidagicha Shart qo'yamiz:

Put in the verbs into the correct form and copy out the letter:

Tashkent May

15, 2006

Dear Nigora,

As you know, I ---the Eleventh Form this year and I go to--- school and go to work at a factory. My friend has also ---school, but she --- to enter the History Faculty of Navoi Pedagogical Institute. She---part in a History competition and--- second place, so she is going --- the entrance examinations very soon. She ---- to find out what subjects she to take and when the examinations ---

And what about you to do? ---- you to continue --- or --- you to go a Factory like me?

I --- it very good--- first after school, and after school, and perhaps I--- ---- to --- an Institute later.

I --- you --- soon and --- to me what you are --- to do. I---- in good ----- health and I hope you ---- too.

Yours truly Ann.

(Put in the verbs into the correct form : to finish, to decide, to leave, to finish, to want, to take, to get, to take, to go , to have, to begin, to plan, to go, to study, to prefer, to think, to work, to be able, to enter, to hope, to write, to tell, to plan, to be, to be)

Bu kabi testlar bir oz qiyin bo'lsa ham zamon talabiga javob berib, o'quvchilarni mustaqil fikrlashga o'rgatibgina qolmay, ularning grammatikadan olgan bilimlarini mustahkamlaydi.

Bu testni bajarish uchun o'quvchi fe'ning barcha zamonlarini takrorlab chiqishi lozim bo'ladi. Dars oxirida o'quvchilar o'z maktublarini o'qib beradilar. Xatosiz yozgan o'quvchilarga yuqori ball qo'yiladi.

Hozirgi paytda testlarning turli shakllari qo'llanilmoqda. Hikoya tarzida o'tgaziladigan quyidagi test Olmoshlar ( Pronouns) mavzusini yoritishda qo'l keladi:

Two boys, Miguel and Jose, were friends. They both baby sisters. One day, Miguel's mother asked him to take his baby sister for a walk. And Jose's mother asked him to take his baby sister for a walk, too. Two boys met at the soccer field. They decided to put their baby sisters under a tree and to play soccer. When they finished playing soccer they came back to the tree. But they could not tell the difference between the baby girls.

“Which one is my sister?” cried Miguel. “Which one is mine?”

“Which one is my sister?” cried Jose. “Which one is mine?”

“I think this little one is yours,” said Miguel.

“Then this big one must be yours,” said Jose.

“Oh no,” said a passing man. The little one looks like Miguel. It must be his. And the big one looks like Jose. She must be his baby sister.”

Miguel took the little baby girl back to his mother. His mother screamed and said to Miguel's father “This isn't our our baby. Where's ours?” Jose took the little baby girl back to his mother. His mother screamed and said to Jose's father “This is not our baby.

Where's ours?" Miguel ran to Jose. "Quickly," he cried, "my mother says this little baby is not hers." And she wants hers back back."

Jose said, "My mother says this big girl isn't hers. She wants little baby back."

Later, Miguel and Jose sat and Jose sat and talked. "Mothers and fathers are very clever," said Jose. "They knew which baby was theirs. They only wanted their baby."

Bu topshiriq o'qilgach, matnda uchragan olmoshlar daftarlarga yoziladi. Bu olmoshlar quyidagilar: mine, ours, yours, his, hers, theirs . . .

O'qituvchi Olmoshlar mavzusini mustahkamlash uchun savollar berishi mumkin: Whose pen is this? It is mine. It is my pen, etc.

Quyidagi savollarga olmoshlar ishlatib javob berishlari lozim:

Do you have two sisters?

Does your mother have two brothers?

Is your sister's name Maria?

Does your sister have three children?

Do you have one brother?

Is your father's name Pablo?

Do your parents have four children?

Is your brother's name Eduardo?

Does your mother have three sons?

Do you have baby sister?

Are your brothers' names Carlos and Vicente?

Is your mother's name Maria Elena?

Bu savollarga javob berishda olmoshlarning barcha turlari ishlatiladi. Bu kabi mashqlardan foydalanishda o'quvchilar juftlikka ajratilib, ular bir – birlariga savol berishlari kerak. Bu jarayonda ular savol berish tartibini ham o'rganadilar. Bu usulni sinfni guruhlariga ajratgan holda qo'llash ham mumkin. To'g'ri savol tuzgan va to'g'ri javob bergan va javoblarida ko'p olmoshlar ishlatgan guruh yutgan hisoblanadi.

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*Ўқув қўлланма*

**Тилаволдиев Отабек  
Уразбаев Ҳикматулло**

**Инглиз тили  
Коммуникатив инглиз тили курси бўйича ўқув қўлланма. Педагогика  
олий ўқув юртлари ва университет 4 босқич талабалари учун.**

**Муқова: Шойзоқов Ғ  
Компьютерда саҳифаловчи: Шойзоқов Ғ.  
Мухаррир: Ўразбоев Ҳ**

Гулистон давлат университети инглиз тили ва адабиёти кафедраси томонидан  
тайёрланган материаллар асосида тайёрланган.

Гулистон давлат университети  
Гулистон ш., 4-мавзе