

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

**ЎзДЖТУ ҳузуридаги чет тилларни ўқитишнинг
ИННОВАЦИЯВИЙ МЕТОДИКАЛАРИНИ РИВОЖЛАНТИРИШ
РЕСПУБЛИКА ИЛМИЙ-АМАЛИЙ МАРКАЗИ**

Барча нофилологик йўналишлар учун

**“АМАЛИЙ ХОРИЖИЙ ТИЛНИ
ЎРГАНИШНИНГ ИНТЕНСИВ
УСУЛЛАРИ”
модули бўйича**

Ў Қ У В – У С Л У Б И Й М А Ж М У А

Тошкент - 2017

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**ЎзДЖТУ ҳузуридаги чет тилларни ўқитишнинг инновациявий
методикаларини ривожлантириш Республика илмий-амалий
маркази**

БАРЧА НОФИЛОЛОГИК йўналишлар учун

“АМАЛИЙ ХОРИЖИЙ ТИЛНИ ЎРГАНИШНИНГ ИНТЕНСИВ УСУЛЛАРИ”

модули бўйича

Ўқув-услубий мажмуа

Тошкент – 2017

Мазкур ўқув-услубий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2017 йил _____ -сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

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2017 йил _____ даги ____ - сонли қарори билан тасдиққа тавсия қилинган.*

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I. ИШЧИ ДАСТУР

Кириш

Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб бориш долзарб масалалардан бири ҳисобланади.

Мазкур модул дастури олий таълимнинг илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида интерфаол усулларни қўллаш, амалий хорижий тил, педагогнинг касбий компетентлигини ошириш бўйича билим, кўникма ва малакаларини шакллантиришни назарда тутди.

Дастур доирасида берилаётган мавзулар таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлигига қўйиладиган умумий малака талаблари ва ўқув режалари асосида шакллантирилган бўлиб, бу орқали олий таълим муассасалари педагог кадрларининг соҳага оид замонавий таълим ва инновацион технологиялар, илғор хорижий тажрибалардан самарали фойдаланиш, ахборот-коммуникация технологияларини ўқув жараёнига кенг татбиқ этиш, чет тилларини интенсив ўзлаштириш даражасини ошириш ҳисобига уларнинг касб маҳоратини, илмий фаолиятини мунтазам равишда юксалтириш, олий таълим муассасаларида ўқув-тарбия жараёнларини ташкил этиш ва бошқаришни тизимли таҳлил қилиш, шунингдек, педагогик вазиятларда оптимал қарорлар қабул қилиш билан боғлиқ компетенцияларга эга бўлишлари таъминланади.

Модулнинг мақсади ва вазифалари

Амалий хорижий тилни ўрганишнинг интенсив усуллари: тил кўникмаларини, яъни сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш кўникмаларини уйғунликда ривожлантириш орқали унинг чет тиллари бўйича малакасини Чет тилларни эгаллашнинг умумевропа компетенциялари (CEFR) асосида B2 дан C1 даражага етказиш.

Қайта тайёрлаш ва малака ошириш курси тингловчилари машғулотлар давомида турли соҳаларда далилларга асосланган мураккаб бўлмаган матнларни ўқиб тўлиқ тушуниш, кундалик ва йўналиш соҳасига оид Интернет сайтларидан тегишли маълумотларни топиш ва тушуниш, рисоалар, рекламалар, газета эълонларидан мутахассисликка оид маълумотларни саралаб олиш, ОАВ матнларини ўқиб асосий мазмунини тушуниш каби топшириқларни бажарадилар. Шунингдек, тингловчилар тинглаб тушуниш, гапириш, ўқиш кўникмаларига ёзиш тил кўникмасини интеграллаштирган ҳолда ўз суҳбатдошига хат ва хабарлар ёзиш, анкетани турли шахсий маълумотлар билан тўлдириш, шахсий ҳамда касб-ҳунарга оид контекстларда қайдлар ва хабарлар ёзиш, соҳага оид ҳисоботлар ёзиш, ариза, резюме ва йўлланма хатлар тайёрлаш каби вазифаларни ҳам бажарадилар.

Модул мавзу ва топшириқлари

Кундалик ва ижтимоий ҳаётга оид мавзулар, шахсий маълумот, автобиография, оила ҳақида маълумот, бўш вақтни ўтказиш, тақвим, об-ҳаво, спорт, яшаш жойи, шаҳарлар ва мамлакатлар, кийим-кечак ва кийиниш одоби, саломатлик, транспорт, таълим соҳаси, турли касблар, кундалик ҳаётдаги воқеа ва ходисаларни қисқача баён этиш ва тасвирлаш, қизиқишлари, овқатланиш, инсоннинг характери ва фазилатларини тасвирлаш, санъат турлари, уй анжомлари, саёҳат ва туризм, бизнес, китоб, кино ва теледастурлар турлари ва уларнинг сифати, турли мамлакатлардаги сиёсий тизим, Ўзбекистон Республикасида таълим тизими, олий ўқув юрти, атроф-муҳитни муҳофаза қилиш, Ўзбекистон Республикасининг ташқи иқтисодий алоқалари, инсонлар ўртасидаги муносабатлар, хизмат кўрсатиш, ижтимоий

масалалар, жумладан ёшлар тарбияси, турли касалликлар ва уларнинг симптомлари, ихтисосликка оид мавзулар, касби билан боғлиқ долзарб масалалар ва ҳ.к.

Тўрт хил тил кўникмаларини интеграллашган ҳолда ўқитиш: ўқиш, тинглаб тушуниш кўникмаларини ривожлантиришда 3 та босқичнинг аҳамияти. Турли хил интерфаол методларга асосланган коммуникатив вазифалар. Ёзма нутқни бошқа тил кўникмалари билан уйғунликда ривожлантиришнинг асосий омиллари ва шартлари. Тил кўникмаларини ривожлантириш жараёнида муаммоларни аниқлаш ва уларни тузатиш. Амалий хорижий тилни ўрганишнинг интенсив усулларини ривожлантиришда лойиҳага асосланган усулнинг аҳамияти. Лойиҳа ишини ташкил этиш ва баҳолаш усуллари. Интеллектуал салоҳият ва танқидий фикрлашни ривожлантиришга қаратилган топшириқлар.

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” фани бўйича тингловчилар қуйидаги янги билим, кўникма, малака ҳамда компетенцияларга эга бўлишлари талаб этилади:

Тингловчи:

билиши керак.

- “Амалий хорижий тилни ўрганишнинг интенсив усуллари” фанининг долзарб муаммоларини;
- фанни ўқитишда хорижий мамлакатлар тажрибасини қўллашни;
- глобал интернет тармоғидан фойдаланган ҳолда ўқув жараёнига замонавий педагогик ва ахборот технологияларини жорий этишни;
- тил ўрганиш ва ўқитишнинг замонавий методларидан фойдаланишни;
- илмий, назарий ва амалий вазифаларни ҳал этиш технологиялари, касбий маҳоратни ошириш усулларидан фойдаланиш.

Тингловчи:

қуйидаги **кўникмаларга** эга бўлиши лозим.

- Чет тилида тинглиб тушуниш, эркин гапириш, ўқиш ва ёзув;
- тилшуносликнинг тараққиёт қонуниятлари, мутахассисликнинг назарий масалалари, муаммолари ва унинг ўзига хос хусусиятларини бугунги кун замонавий тилшунослик тараққиёти нуқтаи назаридан талқин этиш.

Тингловчи:

қуйидаги **малакаларга** эга бўлиши зарур.

- Тил кўникмаларини ўқитишнинг янги методларидан фойдаланиш;
- коммуникатив вазифаларни ҳал этиш технологиялари, касбий мулоқот усулларидан фойдаланиш, ҳамкорлик ишларини олиб бориш;
- хорижий тилшуносликни ўқитишда яратилган электрон ресурслардан унумли фойдаланиш;

Тингловчи:

тилшунослик бўйича эгалланадиган назарий ва амалий билимларни чет тилда эркин баён этиш;

- хорижий тилшунослик бўйича эгалланган билимларни чет тилида бемалол қўллаш олиш;
- дарс жараёнида вазиятни тўлиқ назорат қила олиш;
- дарс жараёнида замонавий техник воситаларни қўллаш билиш;
- дарс жараёнида талабалар билан тез мулоқотга киришиш компетенцияларига эга бўлиши зарур.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” курси амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

- дарсларда замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

- ўтказиладиган амалий машғулотларда техник воситалардан фойдаланиш, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳларда муҳокама/баҳс-мунозара, кичик гуруҳларда ишлаш, коллоквиум ўтказиш ва бошқа интерактив таълим усуллари қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули мазмуни ўқув режадаги Дискурс таҳлили ўқув модули билан узвий боғланган ҳолда педагогларнинг тил кўникмаларини талаб даражасида қўллаш олиш малакасини орттиришга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар тил кўникмаларини мос равишда амалда қўллаш малакаси ва касбий салоҳиятларини ривожлантирадилар.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Тингловчининг ўқув юклараси, соат				Мустақил таълим
		Ҳаммаси	Аудитория ўқув юклараси			
			Жами	Назари	Амалий машғулот	
1.	Alphabet tree. Pronunciation. To be	2	2		2	
2.	Telephone numbers. Numbers. Adjectives	2	2		2	
3.	Opposite crossword. Possessive case- s'	2	2		2	
4.	The headway café. Food and Drink. Prices There is/are	2	2		2	
5.	The man with 13 jobs. Present Simple	2	2		2	
6.	Who is he/she? How many/much?	2	2		2	
7.	What time is it? The time	2	2		2	
8.	Class routines	2	2		2	
9.	Common interests	2	2		2	
10.	Can you...?	2	2		2	
11.	Then and Now	2	2		2	
12.	Famous People	2	2		2	
13.	Celebrations	2	2		2	
14.	How long ago...?	2	2		2	
15.	Famous inventions	2	2		2	
16.	Host Family Meal Times	2	2		2	
17.	Comparative Pairs	2	2		2	

18.	Have you got..?	2	2		2	
19.	Final Test	2	2		2	
20.	The World of Work	2				2
21.	A letter of Application	2				2
22.	Mass media	2				2
	Жами	44			38	6

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ўрганувчилар қизиқишини ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок этиш ва мантиқий хулосалар чиқариш);
- баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

БАҲОЛАШ МЕЗОНИ

№	Баҳолаш мезони	Максимал балл	Изоҳ
1	Яқуний тест-1 балл Тақдимот-1.5 балл	2.5	Ёзма ва оғзаки

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ.

ASSESSMENT

The measurement of the ability of a person, the quality or success of a teaching course. Assessment can be in the form of test, interview, questionnaire, observation and so on.

БАҲОЛАШ методи

Шахснинг қобилиятини, ўқитиш курсининг сифати ёки муваффақиятини баҳолаш демакдир. Баҳолаш тест, суҳбат, савол-жавоб, кузатиш ва ҳоказолар орқали амалга оширилиши мумкин.

ОЦЕНИВАНИЕ

Целью оценивания является оценка навыков лица, качества и эффективности курса обучения. Оценивание может быть осуществлено путем тестирования, интервью, вопросов-ответа, наблюдения и др.гх.

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they do something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. looking through an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

АУТЕНТИК ВАЗИФА

Маҳаллий тилда сўзлашувчи киши кундалик ҳаётида бажарадиган доимий вазифалар бўлиб, тил ўрганувчи ана шундай вазиятлардан ҳақиқий сўзлашувда фойдаланса самаралироқ бўлади. Дарс жараёнида тилни ўрганишда реал ҳаётда учрайдиган воқеа-ҳодисалар ифода этилган матнларни қўллаш фойдалидир. Аутентик материаллар дарсликларда берилмайди.

BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic aiming at generating ideas. Brainstorming often serves as preparation for another activity.

АҚЛИЙ ХУЖУМ услуги

Тилни ўқитишда гуруҳ бўлиб ишлашга ундовчи фаолият бўлиб, унда тил ўрганувчилар бирор бир мавзу бўйича ғояларни умумлаштириш мақсадида эркин ва тизимлаштирилмаган муҳокама олиб борадилар. Бу услубни қўллашдан мақсад - талабаларни эркин фикрлаш, ижодий фикрларни очиқ баён қилишга ўргатишдан иборат.

МОЗГОВАЯ АТАКА

«Мозговой штурм», как групповой метод решения проблем, активизирующий творческую мысль. В настоящее время различные модификации метода широко используются в научных и производственных коллективах, в вузах. Метод способствует развитию динамичности мыслительных процессов, абстрагирования от существующих ограничений и привычных взглядов на явления и процессы, формирует умение сосредоточиваться на какой-либо узкой и актуальной цели.

CASE STUDY

The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group).

“КЕЙС-СТАДИ” услуги

Бу услуб аниқ вазият, ҳодисага асосланган ўқитиш услуги ҳисобланади. Шунингдек, вазият билан танишиш, ахборотларни умумлаштириш, ахборот таҳлили ва ҳар бир ечимнинг афзал ва заиф жиҳатларини белгилаш демакдир.

Метод “КЕЙС-СТАДИ”

Он считается методом обучения, основанный на конкретной ситуации или условии. Он служит для ознакомления ситуацией, обобщения и анализа информации, определения сильных и слабых свойств каждого решения. Он требует работу в группах.

CLUSTER

Cluster is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

ТАРМОҚЛАР услуги

Фикрларнинг тармоқланиши-педагогик стратегия бўлиб, у талабаларнинг бирон-бир мавзунини чуқур ўрганишига ёрдам бериб, уларни мавзуга таалукли тушунча ёки аниқ фикрларни эркин ва очиқ узвий боғлаган кетма-кетликда тармоқлашни ўргатади.

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

БАҲС-МУНОЗАРА

Ушбу усулда талабалар гуруҳларга ажратилиб, улар бирор бир муаммони ечиш мақсадида ўз ғояларини оғзаки тақлиф этадилар. Усулдан самарали фойдаланиш учун иштирокчилар муҳокама предметида оид етарли билим ва тажрибага эга бўлишлари лозим. Бу усул катталар таълимида кўпроқ самара беради.

ICE-BREAKER

Activity that motivates students, attracts them to active participation in working with tasks. This activity helps to make learners feel less nervous or inhibited when they first meet. It serves to speed-up group forming, exchange of information, free communication atmosphere, collaboration among students.

“МУЗЁРАП” методи

Қиздирувчи, фаолиятга жалб қилувчи машқ. Талабаларнинг ўзаро танишиши ва ишчи муҳит яратиши мақсадида қўлланилади. Бу метод хонадаги руҳий тарангликни енгитиш, гуруҳнинг шаклланиш жараёнини тезлатиш, мулоқот ва ахборот алмашинувини йўлга қўйиш, шунингдек, самимийлик ва ҳамкорлик муҳитини яратишга ёрдам беради.

INFORMATION GAP ACTIVITY

An activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity. An information gap activity is an activity where learners miss an information they need to complete a task and need to talk to each other to find it.

АХБОРОТ АЛМАШИШ МЕТОДИ

Бу услуб шундайки, талабалар жуфт ёки икки гуруҳ бўлиб турли хил ахборотга эга бўлишади, ёхуд бири билган ахборотни иккинчи гуруҳдаги талабалар билмайди. Бу эса суҳбатлашиш учун ҳақиқий мақсад пайдо қилади. Бу услуб асосан чет тилида гапириш, мулоқотга кириш учун ёрдам беради. Бунда расмларва бошқа кўргазмаларни қуроллардан ҳам фойдаланиш мумкин.

INTERACTION PATTERN

Mode of work (individual work, pair work, group work) used in learning or teaching.

ИНТЕРФАОЛЛИК

Ўзаро ҳаракат қилмоқ маъносини беради. Ўзаро ҳаракат турлари:

Ўқитувчи-талаба; талаба-талаба; ўқитувчи-талабалар; талабалар-талабалар; талабалар-ўқитувчи.

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed

to complete a group task. Often used in reading when each learner or group of learners read and understand a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

“APPA” МЕТОДИ

Бу усулда асосан гуруҳ бўлиб ишланади. Ҳар бир гуруҳ аъзосининг кўлига матннинг бир бўлаги берилади, сўнгра мазмунини ўқиб билиб олгандан сўнг, барча қатнашчилар томонидан тўлиқ матн тузилади. Бундай метод ўқитишни ўрганишда қўлланилади.

“ЗИГЗАГ”

Ушбу усул қисқа муддат ичида катта ҳажмдаги ахборотни ёки маълумотни ўзлаштириш талаб қилинган ҳолатларда қўлланилади.

- У қисқа муддат ичида анча катта ҳажмдаги маълумотни тўлиқ ўзлаштириш имконини беради.
- Материални ўзлаштириш интерфаол шаклда амалга оширилади, яъни ўқитувчи тайёр топширикни бермайди, балки талабалар ўзлари ишлаб тайёрлашлари талаб қилинади.
- Талабаларнинг матндан асосий маълумотни ажратиб олиш, уни тизимга солиш қобилияти ортади.
- Гуруҳда, келишган ҳолда ишлаш кўникмаси ривожланади.

“ЗИГЗАГ”

Прием "Зигзаг" придуман для тех случаев, когда требуется в короткий срок усвоить большой объем информации.

- Он позволяет детально и в короткий срок освоить довольно большой объем информации.
- Усвоение материала происходит в [интерактивной форме](#), то есть не учитель выдает готовое знание, а сами учащиеся.
- Мобилизуется способность учащихся выделять главное из текста, систематизировать информацию.
- Развивается умение работать в группе, сообща.

MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is given a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

КЎП ТАРМОҚЛИ ТАҲЛОВ ТЕСТЛАРИ

Бу метод асосан тестда қўлланилади. Ўрганувчи учун тузиладиган тестлардаги саволда 4 ёки 5 та жавоб вариантлари берилади. Битта берилган саволдаги 4 ёки 5 та жавобнинг биттаси тўғри бўлади, қолганлари эса ўхшаш, лекин хато ёки чалғитувчи жавоблар тариқасида берилади.

PRESENTATION

A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, or speech meant to inform, persuade or build good will. It is a way in which something is offered, shown or explained to others. A formal monologue presents ideas, opinions or a business proposal.

ТАҚДИМОТ

Ахборот, назария ёки тамойилларни талабаларга етказиш мақсадида мутахассис томонидан ўтказиладиган тақдимот. У турли (маъруза, савол бериш, мунозара юритиш) шаклларда ўтказилиши мумкин. Тақдимотнинг мазмуни услуб сифатида ўқитувчига кўпроқ боғлиқ бўлади.

ПРЕЗЕНТАЦИЯ

Термин «презентация» заимствован из английского языка. Термин происходит от английского слова «presentation» и обозначает представление, преподнесение, описание, предъявление, представление, показ. В презентациях различного типа следует выделить такие виды презентации как: публичное выступление перед аудиторией как самоцель и обучающую презентацию. Целями обучающей презентации могут быть:

WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

“ЧИГИЛНИ ЁЗИШ”

Дарсга берилган янги мавзуни ёритиш ва талабаларни мавзуга жалб қилиш мақсадида қўлланиладиган услублардан биридир.

ИНТЕЛЛЕКТУАЛЬНАЯ РАЗМИНКА

Эти занятия ориентированы на развитие интеллектуальных способностей и формирование у студентов самостоятельной познавательной деятельности.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different perspectives to the same question. It allows students to see different opinions to the same problem. It is designed to add inquiry into the teaching of subject.

“ТЎҒРИ-НОТЎҒРИ”

Талабаларни ўқитишда қўлланиладиган шундай ёндашувки, унда талабага берилган битта саволни иккита турли хил томонини таққослашига имкон яратади. Шунингдек, бу метод талабаларга бир хил муаммога турли хил берилган фикрларни кўриб чиқиш ва танлаш ҳуқуқини беради. Ушбу усул мавзуни такомиллаштириш ва кенгроқ ёритишга ёрдам беради.

GAP FILL ACTIVITY

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

НУҚТАЛАР ЎРНИГА ҚЎЙИШ

Бу усул асосан талабаларни матн билан ишлаш жараёнида гапларда берилган нуқталар ўрнига керакли сўзларни қўйиш учун ишлатилади. Бу эса тил ўрганувчи учун тушириб қолдирилган сўзларни мукамал ўрганишлари учун фойдали. Бундай машқлар кўпинча ёпиқ матнларда берилади.

III. АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

LESSON: ALPHABET TREE. PRONUNCIATION. TO BE.

Aims:

- To acquaint students with grammar and topic vocabulary.

Learning outcomes:

- Participants will demonstrate their understanding of the nature of greetings in the context of the different cultural backgrounds represented in their classroom and talk about themselves.
- Participants will learn the English alphabet and how to use “to be”.

Time: 80 min

Procedure:

Explore with the class the nature of greetings: why do we use them? How many different greetings do we use in English? How many greetings in other languages do students in the class know? What do they mean?

Good morning

How do you do

Good afternoon

Hello, Hi.

Good evening

ALPHABET

Aa [ei]

Nn [en]

Bb [bi:]

Oo [ou]

Cc [si:]

Pp [pi:]

Dd [di:]

Qq [kju:]

Ee [i:]

Rr [a:]

Ff [ef]

Ss [es]

Gg [dʒi:]

Tt [ti:]

Hh [eitʃ]

Uu [ju:]

Ii [ai]

Vv [vi:]

Jj [dʒei]

Ww [`dʌbl `ju:]

Kk [kei]

Xx [eks]

Ll [el]

Yy [wai]

Mm [em]

Zz [zed]

The Verb to be (am, is, are)

■ I am

We are

■ You are

You are

■ He is/She is/It is

They are

He **is** a student.

He **is** not a student.

Is he a student? -Yes, he **is**. No, he **is** not. (No, he **isn't**.)

Ask the participants to introduce themselves.

For example:

I am Shavkat. I am Uzbek. I am 45. I am married. I am a teacher...

Tell them about auxiliary verb “to be”

I am She is He is / It is

We are/ You are/ They are

Negative form “not”

I am not ... She is not

ABOUT MYSELF

First of all, let me introduce myself. My name is Tokhir. I'm seventeen years old. I'm at 10th grade. There are two more kids in the family besides me — my elder brother Olim and my younger sister Maftuna. Olim is twenty-one, he attends a University and he will be a dentist. Maftuna is only twelve, she is a schoolgirl. I forgot to mention one more member of our family. It's our favourite poodle Tim.

My parents are not old at all. My Mum is forty, she works for a newspaper. My Dad is forty-four, he is an engineer in computer company. My parents love their jobs very much. I'm doing quite well at school. My parents are proud of my marks. I go in for sports. I play basket-ball. In summer time I like yachting and windsurfing. I take part in different basket-ball competitions. In a year I shall finish my school and I have to decide what occupation to choose. I have been studying English for seven years. I want to be a military interpreter. My grandparents are already retired. They like gardening and spend all their time growing tomatoes, potatoes, onions, strawberries, raspberries.

AGES AND STAGES GROWING UP

Age	Stage
0- 1	approximately a baby
1-	2 a toddler
2- 12	approximately a child - this period is your childhood
13-17 approximately	a teenager (14 = early teens)
18+	an adult
20-30	in your twenties (24-26 = mid twenties)
30-40	in your thirties (38 = late thirties)
40+	people are middle-aged; in middle age
60 or 65	retirement (= when people stop work; they are retired)
75+	old age (you can also use elderly)

Note: For boys, the period between 14-17 approximately (slightly younger for girls) is called adolescence, i.e. you are an adolescent. In law you are an adult at the age of 18, but many people think of you as an adult when you leave school.



Childhood and adolescence

Sam (on the left) was born in Scotland but when he was two, his father got a new job in London and he grew up in the south of England. He went to university at 18 where he ...

Romance

... where he met Althea. He went out with her (= she was his girlfriend; he was her boyfriend) for three years, but towards the end they had lots of rows (= arguments) and they split up (= broke up/separated). In his mid twenties ...



Marriage

...in his mid twenties he met Maureen. They fell in love and got married within six months.

A year later she got pregnant and they had their first child, a boy. As you can see, she is now expecting their second child (to be pregnant = to be expecting a baby). But sadly Sam met another woman and he left



Exercise 1. Put *am, is, are*, into the gaps

- 1 My name.....Khamid.
- 2 Mary from England.
- 3 Whatyour name?
- 4 Whattheir names?
- 5 He a doctor.
- 6 Ifrom Namangan.
- 7 She..... from Khiva.
- 8 They..... from France.
- 9 Umida and Khakim from Uzbekistan.
- 10 I a businessman.

Exercise 2. Look at the answers. What are the questions?

- a) What ? My name is Samira.
- b) What ? My surname is Umarova.
- c) What ? I am a doctor.
- d) What ? His name is Laziz.
- e) What ? Her name is Dilbar.
- f) Where ? Shavkat is from Navoi.
- g) Where ? Aziz and Laziz are from Tashkent.
- h) What.....? Umid and Botir are businessmen.

Exercise 3. Write questions to these sentences.

- 1 My name is Zarif.....
- 2 I am from Kokand
- 3 He is a manager.....,
- 4 Jane is from England.....
- 5 His name is Abbas
- 6 Saida is a journalist
- 7 Bob and Alan are from Scotland.....
- 8 His surname is Wilson.....

Exercise 4. Look at the answers. What are the questions?

- 1 ?
No, I'm not a student. I'm a teacher.
- 2 ?
No, I'm not from Spain. I'm from Mexico.
- 3 ?
Yes, I'm a tourist.
- 4 ?
I'm a businessman.
- 5 ?
No, my manager isn't Mr. Wilson. My manager is Mr. Beavon.
- 6 ?
Yes, Khamid is Uzbek.
- 7 ?
No, he is from Uzbekistan.
- 8 ?
Yes, they are good managers.

Exercise 5. Complete these sentences. Then role play them.

- 1 - you from the United States?
- Yes, I..... I..... from Boston.
- 2 - Is Madonna an actress?
- Yes, she..... She..... both an actress and a singer.
- 3 - Is Mr. Brown an engineer?
- No, he He is a taxi driver.
- 4 - Yoko from Japan?
- No, she..... from the United States.
- 5 - they from Pakistan?
- Yes, they
- 6 - they businessmen?
- No, they They economists.
- 7 - you English?
- No, I..... I..... America

Writing: Filling forms, personal details

	You	Your partner
Surname		
First name		
Date of birth		
Marital status		
Address		
Postcode		
Telephone number		
Email address		

LESSON 2: TELEPHONE NUMBERS. NUMBERS, ADJECTIVES

Learning outcomes:

- Participants will learn possessive adjectives, numbers, figures and ordinals.
- Participants will be informed how to use number plates in the world.

Time: 80 min

Procedure:

The teacher will explain the possessive pronouns.

My, your, her, his, your, our, their + noun.

Your eyes, their names, its tail

This is my (your, his, her) book.

These are my shoes.

Can you tell me your address?

Cardinal numbers in English, the formation of complex numbers. The lesson gives information on the rules of reading phone numbers and some arithmetic examples.

There are two classes of numerals in the English language – cardinal and ordinal.

1. Cardinal numbers in the English language could be roughly divided into three groups (according to the word formation).

I. The first group	II. The second group	III. The third group
one – 1	eleven – 11	twenty – 20
two – 2	twelve – 12	twenty-one – 21
three – 3	thirteen – 13	twenty-two – 22
four- 4	fourteen – 14	thirty – 30
five – 5	fifteen – 15	forty – 40
six – 6	sixteen – 16	fifty – 50
seven – 7	seventeen – 17	sixty – 60
eight – 8	eighteen – 18	seventy – 70
nine – 9	nineteen – 19	eighty – 80
ten – 10		ninety – 90

a (one) hundred – 100

a (one) thousand – 1000

2. Numerals ending with the “-teen” suffix usually have two syllables stressed: four'teen'. In fluent speech one of the stresses could be weakened.

3. In order to form such numerals as 31, 65, 95 etc., the number of dozens is said first, and then the number for single-digit numbers.

Examples:

thirty-one

sixty-five

ninety-five

My grandmother is sixty-five.

My salary is thirty-one thousand dollars.

My husband is thirty-one.

Phone numbers in English are read by one digit.

For example:

132-463-447 – one-three-two-four-six-three-four-four-seven.

Ordinals.

The first, second, third,

-th from 4-....

Fifth, seventh, twentieth, ninetieth.....

Exercise 3. Study the numbers.

1 -one

2-two

3 - three

4 - four

5 - five

6 - six

7 - seven

8 - eight

9 - nine

10-ten

21.... -twenty- one....

200 - two hundred;

- eleven

11 - twelve

12 - thirteen

14 - fourteen

15 - fifteen

16 - sixteen

17 - seventeen

18 - eighteen

19 - nineteen

20 - twenty

32- thirty- two....

5000- five thousand;

30 - thirty

40 - forty

50 - fifty

60 - sixty

70 - seventy

80 - eighty

90 - ninety

100 - a hundred

1,000- a thousand

1,000,000- a million

86- eighty- six....

23000000- twenty
three million

Exercise 4. Write the numbers. Then listen and repeat.

thirteen- ...13...	fifteen-	seventeen-	nineteen-
fourteen - ..	sixteen -	eighteen- ,	twenty-

Exercise 5. Look at the model and make up sentences as in the model.

Model: - How old are you? -I'm 32.

1. I - 35
2. She-15
3. They-27
4. We - 64
5. Your cousin - 23
6. His mother-in-law - 76
7. Her brother-in-law - 33
8. Your aunt-58
9. Their uncle - 49
10. Her grandparents – 80

Writing: Write about your important and lucky numbers

The next number is.....

I think it's.....

May be its.....

LESSON 3: OPPOSITES CROSSWORD. POSSESSIVE CASE 'S'

Learning outcomes:

- Participants will learn about possessive case of noun.
- Participants will be informed how to use opposites.

Time: 80 min

Procedure:

The teacher will explain the possessives:

Nouns may take an -'s ("apostrophe s") or GENITIVE MARKER to indicate possession:

the *boy's* pen

a *spider's* web

my *girlfriend's* brother

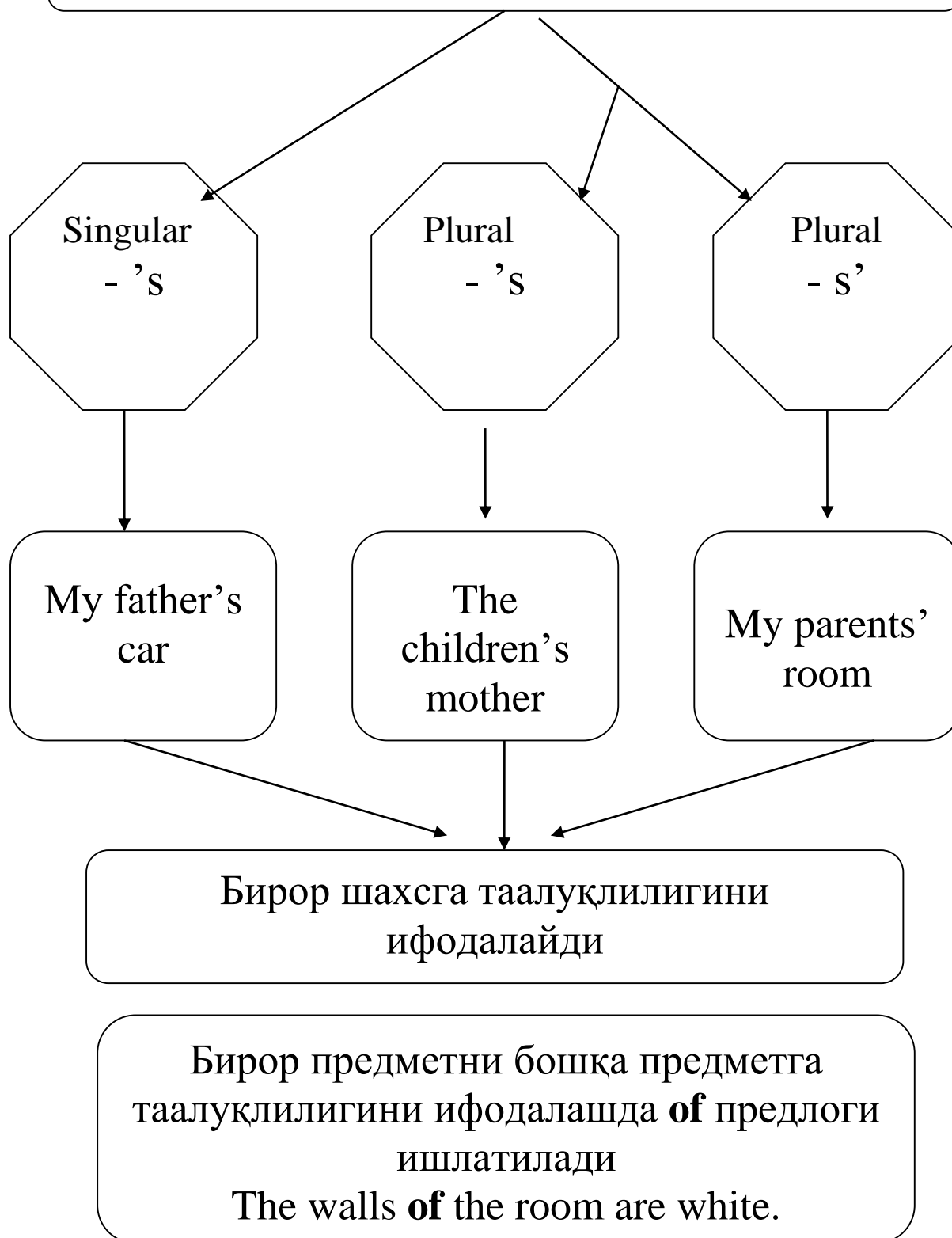
John's house

If the noun already has an -s ending to mark the plural, then the genitive marker appears only as an apostrophe after the plural form:

the *boys'* pens the *spiders'* webs the *Browns'* house

The genitive marker should not be confused with the 's form of contracted verbs, as in *John's a good boy* (= John *is* a good boy).

Possessive case of nouns



ABOUT MY FAMILY

My family is not very big, just a typical family: Dad, Mom, me, my brother and sister and our cat. My Mummy is forty-one, she is a teacher of Spanish at the University. She is a born teacher. She has teaching

abilities. My Dad is forty-two, he is a professional painter, he works for a design company. My parents both like their work very much.

My elder sister Natasha is nineteen, she goes to the University, and she wants to be a teacher of history. She is fond of reading books on history and fiction. My younger brother Igor is only six years old, he goes to the kindergarten. He is very funny; I like to spend my free time teaching him something. Igor likes to play with our cat. My grandparents are retired. They like gardening. They spend a lot of their time in the garden. They grow vegetables and fruits. We enjoy having fresh vegetables and green on our dinner table. I love my family very much. We always help each other. Everyone in my family is my best friend.

Family and friends

Relatives (= members of your family)

Family background (= family history)

My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegetables, and sold them in the market every day. He worked hard all his life, and when he died, his son (now my uncle) and daughter (my mother) inherited a large house and garden (= received this house and garden from my grandfather when he died). They carried on the business together until my mother met my father. They got married, moved to England, and was born two years later. They didn't have any more children, so I am an only child.

Family names

When you are born, your family gives you a first name, e.g. James, Kate, Sarah and Alex are common first names in Britain. Your family name (also called your surname) is the one that all the family share e.g. Smith, Brown, Jones and O'Neill are common surnames in Britain. Some parents give their children a middle name (like a first name), but you do not usually say this name. Your full name is all the names you have, e.g. Sarah Jane Smith.

Changing times

Society changes and so do families. In some places, people may decide to live together but do not get married. They are not husband and wife, but call each other their partner.

There are also many families in some parts of the world where the child or children live(s) with just their mother or father; these are sometimes called single-parent families.

Friends

We can use a number of adjectives before friend: an old friend (= someone you have known for a long time) a close friend (= a good friend; someone you like and trust), your best friend (= the only friend you feel closest to)

We use the word colleagues to describe the people we work together with.

<i>female</i> grandmother aunt(s) cousin (s) mother in-law sister-in-law niece(s) widow step-mother	<i>male</i> grandfather uncle(s) cousin(s) father-in-law brother-in-law
---	--

Exercise1. Match the opposites.

Old Big New Lovely Easy	Horrible Old Young Difficult Cheap
-------------------------------------	--

Hot Expensive Fast	Cold Slow Small
--------------------------	-----------------------

Exercise 2 Correct the sentence.

1. I'm doctor.
2. I have twenty-nine years old.
3. I no married.
4. My sisters name is Lara.

Exercise 3. Answer the questions

1. Who is your father's father?
2. Who is your sister's mother?
3. Who is your son's wife?
4. Who is your aunt's daughter?
5. Who is your brother's son?
6. Who is your husband's mother?

Exercise 4. Fill in with *niece, grandfather, wife, sister, daughter* or *aunt*, as in the example.

- 1 husband- ...*wife*.
- 2 son -
- 3 uncle -
- 4 nephew -
- 5 brother -
- 6 grandmother -

Exercise 5. Explain who is who in the family as in the example Mother-in-law - *Mother-in-law is my wife's (husband's) mother.*

- 1 cousin -
- 2 sister -
- 3 grandparents -
- 4 brother -
- 5 nephew -
- 6 niece -
- 7 aunt-
- 8 uncle -
- 9 brother-in-law -
- 10 sisters-in-law-

Exercise 6. Read the text.

Sally's Family.

This is Sally Milton. She is **married** and this is her family. Their house is in London. She is a teacher. Her school is **in the centre of town**. Tom is Sally's husband. He is a bank manager. His bank is in the centre of town, too.

"Our children are Kirsty and Nick. They're students at Camden College. We are **happy** in London."

Exercise 7. Answer the questions.

- 1 Is Sally married? *Yes, she is*
- 2 Where is their house?
- 3 What is Sally's job?
- 4 Where is her school?
- 5 What is Tom's job?
- 6 Where is his bank?
- 7 Are their children doctors?

Exercise 8. Complete the sentences.

- 1 Sally is Tom's *wife*
- 2 Tom is Sally's

- 3 Kirsty is Sally and Tom's
- 4 Nick is their.....
- 5 Sally is Nick's
- 6 Tom is Kirsty's.....
- 7 Kirsty is Nick's.....
- 8 Nick is Kirsty's
- 9 Sally and Tom are Kirsty and Nick's
- 10 Kirsty and Nick are Tom and Sally's

LESSON 4: THE HEADWAY CAFÉ. FOOD AND DRINK. PRICES

Learning outcomes:

- Participants will learn about *There's/are construction*.
- Participants will be informed how to use vocabulary about healthy food.

Time: 80 min

Procedure:

1.1 a) Teacher asks the following questions:

- What is health care?
- What is medicine?
- Have you ever heard about Islamic medicine?
- Do you know any representatives of the great school of Islamic medicine? Name some of them.

b) Teacher starts the lesson with asking students to answer the following questions in small groups:

- 1. Are there any things that you add to your diet, or avoid eating in order to stay healthy?
- 2. Are there any activities that you include in your week to maintain a healthy lifestyle?

2. Teacher informs students about the fact that scientists have been studying whether the listed items

are good or bad for people. Teacher involves students in discussion of what they think the scientific conclusions might have been with regard to the items:

Placebos, Vitamin pills,
Milk, Washing dishes,
An apple a day, Sugary drinks,
Sleeplessness, Olive oil,
Coffee, Swearing,
Red and processed meat, Your pillow,
Desk jobs, Salt,
Tangerines, Green tea,
Shopping, Alcohol

2.2. a) Teacher divides students into pairs and distributes the readings (page 2 and 3 of the students' handout) , giving one student in each pair the text describing things that are good, and the other student the list of things that are bad for people. Teacher can let students choose to read about good or bad items. Teacher explains that students need to both read one item from their text (simultaneously) and then explain to each other what they have read. They need to continue until they get to the end of the list.

2.2 b) teacher organizes discussion among students by asking following questions:

1. Was there any information that particularly surprised you?
2. Are there any changes to your lifestyle you would like to make in light of what you have just found out?
3. Will you ever look at your pillow in the same way again?

Teacher instructs students to practice making polite suggestions by giving each other advice based on the reading, using the following phrases:

Have you considered....?
Why don't you try.....?
What about adjusting.....?
How about.....?
You might want to think of....
There might be some benefit in....
Perhaps you should.....
Maybe you could...

The genitive marker should not be confused with the 's form of contracted verbs, as in *John's a good boy* (= John *is* a good boy).

Vocabulary: bread, butter, cheese, salty, sweet, boiled eggs....

2. Teacher informs students about the fact that scientists have been studying whether the listed items are good or bad for people. Teacher involves students in discussion of what they think the scientific conclusions might have been with regard to the items:

Placebos, Vitamin pills,
Milk, Washing dishes,
An apple a day, Sugary drinks,
Sleeplessness, Olive oil,
Coffee, Swearing,
Red and processed meat, Your pillow,
Desk jobs, Salt,
Tangerines, Green tea,
Shopping, Alcohol

<p>Я сыт. Можно мне получить это прямо сейчас? Поторопитесь, пожалуйста. Это не мой заказ. Мой заказ еще не принесли. Как это едят? Оно холодное. Слишком много специй. Не слишком сладко. Поменьше соли. Не слишком крепкий. Это не проварено (не прожарено). Очень жесткое. Это не совсем свежее. Это недостаточно чистое.</p>	<p>It was more than I could eat. Can I have it right away? Would you please hurry? This is not my order. My order hasn't come yet. How do you eat this? It is cold. It is too spicy. Not too sweet. Not too salty. Not too strong. This is not cooked enough. It is tough. This is not quite fresh. It is not clean enough.</p>
--	---

2.2. a) Teacher divides students into pairs and distributes the readings (page 2 and 3 of the students' handout), giving one student in each pair the text describing things that are good, and the other student the list of things that are bad for people. Teacher can let students choose to read about good or bad items. Teacher explains that students need to both read one item from their text (simultaneously) and then explain to each other what they have read. They need to continue until they get to the end of the list.

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1. Was there any information that particularly surprised you?
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3. Will you ever look at your pillow in the same way again?

Teacher instructs students to practice making polite suggestions by giving each other advice based on the reading, using the following phrases:

- Have you considered....?
- Why don't you try.....?
- What about adjusting.....?
- How about.....?
- You might want to think of....
- There might be some benefit in....
- Perhaps you should.....
- Maybe you could.....

Grammar:

Construction there is / there are

singular

<p>there is ... (there's) is there ... ? there is not ... (there isn't or there's not)</p>	<p>There is a book on the table. There's a train at 12.15. Is there anybody at home?</p>
---	---

plural

<p>there are ... are there ... ? there are not ... <i>or (there aren't)</i></p>	<p>There are many accidents on this road "Are there any fingerprints on the door?" "Yes, there are. / No, there aren't." There aren't many people in this club.</p>
---	--

We can use **no** in *negative* sentences: **no ... = not + any or not + a**

There are no books on the table. (= **there aren't any** books)

There is no bus-stop near here. (= **there isn't a** bus-stop).

Write sentences about your town (or a town that you know). Use there **is/are/isn't/aren't**.

1. There are a few restaurants.
2. There's a big park.
3.
4.
5.
6.

Куйидаги гаплар инглиз тилига таржима қилинганда қайси гапларда there is (there are) оборотини ишлатса бўларди?

1. Moskvada chiroyli binolar ko'p.
2. Kreml Moskvaning markazida joylashgan.
3. VI mashq keyingi betda.
4. 20 - betda og'zaki tasvirlash uchun rasm berilgan.
5. Uning ma'ruzasida bir ikkita xato bor edi.
6. Bu maqolada hech qanaqa qiziqarli narsa yo'q.
7. Levitanning asl nusxadagi rasmlari Tretyakov galereyasida.
- 8 Sibirda daryolar ko'p.

Феълнинг мос шаклини танлаб қавсни очинг ва эга билан кесимнинг тагига чизинг.

1. There (is, are) a large table in my room.
2. There (is, are) three windows in our classroom.
3. There (is, are) a table and four chairs in my sister's room.
4. There (is, are) a blackboard, four tables and five chairs in our classroom.
5. There (is, are) a text-book and two exercise-books on my table.
6. There (wasn't, weren't) a school here in 1998.
7. There (was, were) very many children in the park yesterday.

There is (there are) оборотини ишлатилишига эътибор бериб, куйидаги саволларга жавоб беринг.

1. What is there on the table? -
2. How many books are there on the table?
3. What kinds of books are there on the table?
4. Is there a blackboard in your classroom?
5. Are there many tables in your classroom?
6. How many tables are there in-your classroom?
7. Are there many chairs in this room?
8. How many chairs are there in this room?
9. What is there in your classroom?
10. How many mistakes were there in your last dictation?

Writing: Write about what you eat.

I like eating.....

Outcomes

Participants will learn how to use “*Present Simple*”.

Participants will learn and use the vocabulary about *Jobs*.

Time: 80 min

Procedure:

1.1. Read and listen to the information about world cinema and match which sentences are true which ones are false.

1.2. Frequency adverbs (every day, once a week, always, often ...)

To ask about frequency use the question *How often...?*

The order is *How often + do+subject + verb.*

How often do you watch foreign films?

We can give a specific answer with *every + day/week/month/year, etc.*

I go to the cinema every week.

We can say the number of times we do something with

Once/twice/three times + a day/week/month/year, etc.

To give the more general answer about frequency use *always, often, sometimes, not often, never.*

Subject + frequency adverb +verb.

I sometimes watch TV on the Internet.

With *be* the order is *subject + be + frequency adverb +verb.*

She is always late.

1.3. Make sentences about world jobs with the words.

1.4. Work in pairs. Ask each other questions using frequency adverbs and try to give some extra information in the answers.

1.5. Prepare a dialogue between two people watching television

1.6. Write the word or phrase in the correct place.

1. I _____ think _____ about _____ becoming a pilot. (sometimes)

2. The Queen _____ celebrates _____ her birthday _____. (twice a year)

3. We ____ play _____ computer games _____. (in the evening)

4. You _____ think _____ about _____ your future. (hardly ever)

5. I _____ have _____ seen _____ her before. (never)

6. I _____ use _____ the school library _____. (most afternoons)

7. My parents _____ go _____ to the cinema _____. (about once a year)

8. I _____ don't _____ wear _____ black in summer. (normally)

1.7. Write a number 1-3 to put these sentences in order of frequency (least frequent = 1 and most frequent = 3).

..... He usually goes bowling on Saturdays.

..... He occasionally goes bowling.

..... He never goes bowling.

..... I only see him once a month.

..... We see each other every weekend.

- We hardly ever see each other.
- Occasionally we watch TV together.
- We like watching TV together every evening.
- We watch TV together on Thursdays.

1.8. Look at the pictures and tell about Seumas McSporran who has got 13 jobs (pp 23-24)

LESSON 6: WHO IS SHE/HE? HOW MANY/MUCH?

Outcomes

Participants will learn how to use “*Present Simple in the third person, singular*”.

Participants will learn and use the vocabulary about *Jobs*.

Time: 80 min

Procedure:

The participants will read some texts and do some tasks on Present Simple.

Present Simple:

- is used for permanent states, for repeated actions and daily routines.
- Time expressions used with the Present Simple include:
- usually, always, every day/week, month, year etc. on Mondays/ Tuesdays etc. in the morning/ afternoon/ evening, at night/ the weekend etc.

Claire Brayn works as a secretary.

She starts work at eight o'clock every day.

She types Mr Moore's letters

Exercise

What **does** the taxi driver do?

He drives a taxi.

Is he driving a taxi now?

No, he isn't. he is washing the taxi

Exercise 1. Match the definitions.

A pilot	designs the buildings
An interpreter	delivers letters
A nurse	looks after people in hospital
A barman	looks after money
An accountant	writes for a newspaper
A journalist	translates things
A postman	sells things
An architect	flies planes
A shopkeeper	serves drinks

Exercise 2. Choose the best answer when you hear.

What does he do on Sundays?

What does she do on Sundays?

Does she stay at home on Tuesday evenings?

Does she stay at home on Thursday evenings?

He leaves here.

He lives here.

She eats a lot.

She reads a lot.

Exercise 3 Leisure activities. Match the words and pictures. Tick the things that you like doing.

Match the words and pictures. Tick (✓) the things that *you* like doing.

<input type="checkbox"/> playing football	1		2		3		4		5	
<input type="checkbox"/> dancing			6		7		8		9	
<input type="checkbox"/> skiing			10		11		12		13	
<input type="checkbox"/> watching TV			14		15		16			
<input type="checkbox"/> going to the gym										
<input type="checkbox"/> taking photographs										
<input type="checkbox"/> cooking										
<input type="checkbox"/> playing computer games										
<input type="checkbox"/> sailing										
<input type="checkbox"/> listening to music										
<input type="checkbox"/> swimming										
<input type="checkbox"/> reading										
<input type="checkbox"/> eating in restaurants										
<input type="checkbox"/> going to the cinema										
<input type="checkbox"/> jogging										
<input type="checkbox"/> sunbathing										

Exercise 4 Use the information in the questionnaire. Write about you and your teacher.

I don't get up early on weekdays, but my teacher does.

Writing: I like eating in restaurants but I don't like cooking.....

LESSON 7: WHAT TIME IS IT? THE TIME...

Learning outcomes will:

- Introduced with time management.
- Analyzed the influence various factors involved in time management.
- Written, read, and spoken to acquire knowledge, clarify thinking, improve study skills, gain confidence, and enhance lifelong communication.
- Be able to identify and implement effective time management behaviors.
- Practiced skills that reflect an appreciation of time and money that will lead to becoming responsible person.
- Demonstrated mutual respect for one another while cooperating and working in learning group games and activities.

As Benjamin Franklin once said, "Time is Money" ...and this lesson demonstrates the relationship between these two concepts. The need to earn money and spend it wisely is important; however, the

need to have and manage time is even more important. Often, time translates to money, a concept that students need to understand.

In this lesson, students develop an appreciation of time by comparing and contrasting time to money, and understand how to “budget their time” wisely. The lesson concludes with hands-on reinforcement of time management concepts through game play. This lesson will ensure that students realize that “there is a time and place for everything,” but that time, like money, is an important resource to be appreciated and managed.

Procedure:

1. The teacher will ask participants to problem solve and answer one or both of these riddles:

(a) What flies but has no wings?

(b) This thing devours all, birds, beasts, trees, flowers, gnaws iron, bites steel, grinds hard stones to meal, slays kings, ruins towns, and beats high mountains down.

Discuss that the answer to both of these riddles is “time.”

2. Have them come up with and explain some popular sayings about time (time flies, no time like the present, in the nick of time, Father Time, sands of time, etc.) Discuss with the participants Ben Franklin’s saying, “Time is Money.”
3. Explain them how to say the time.

What time is it now?

13.45

It is a quarter past one.

8.25

It is 25 min past 8.

7.10

It is ten min past 7

6.50

It is 10 min to 7

5.30

It is half past 5

4. What time do you...? (get up/ dress/ wash/go/ do/ have lunch/ watch TV.....) Connect with daily routine.

For example.

I get up at 6 o’clock.

06:00	12:00	17:00
07:00	13:00	19:00
09:00	14:00	21:00
10:00	15:00	23:00

Wh-questions.

What ---we use to ask about things.

What's your address?

Where ---we use to ask places.

Where are you from?

How old--- we use to ask about age.

How old are you?

Why --- we use to ask about reasons.

Why are you late?

When ---- we use to ask about time.

When is your meeting?

Exercise 1. Read the text and answer the questions.

MY WORKING DAY

My name is Akmal. My working day **begins early**. I always **get up** at 6.45. Every day I **go jogging**. Then I go to the bathroom, **wash** myself and **clean** my **teeth** with a tooth brush. It does not take much time, not more than ten or fifteen minutes. Then **I dress** and **have breakfast**. I usually have a cup of tea or coffee, an egg and bread and butter. While having my breakfast I **watch** TV to know **the latest news**.

After breakfast, at 8 o'clock, **I leave** home. I take a bus and go to my work. It takes me 45 minutes to get there. I usually **get** to my work by bus, but sometimes I get there by the underground. **I am** never **late for** my work. I work for a small company. We produce **consumer goods**. **I am a personnel manager**.

I come to my office at 8.50. I always have much work to do. I check my e-mail and organize my **schedule**. **I look through** the mail, **read** faxes, speak on the phone, and work with the documents.

At 12.30 I **have lunch**. I usually have lunch in a small cafe. It is not far from my office. After lunch **I receive visitors**.

I **stay** in the office till 6 o'clock. Then I **go** food **shopping**. I work five days a week: on **Monday, Tuesday, Wednesday, Thursday and Friday**. I don't work at **weekends**, on Saturday and Sunday.

Sometimes I go on **business trips**.

I come home at 6.50. **I have dinner** with my family and then **I have a rest**. I like to be at home with my family in the evenings. We watch TV and **discuss** family problems. **Once** a week we **go out**. We go to the park or to the cinema.

At 11.30 I **take a shower** and **go to bed**.

- 1) What time does Akmal get up?
- 2) What does he do before he leaves home?
- 3) What does he have for breakfast?
- 4) What time does Akmal leave home?
- 5) Where does he work?
- 6) What does his company produce?
- 7) How does Akmal get to his work?

- 8) How long does it take him to get to his office?
- 9) What does he do before lunch?
- 10) What time does he have lunch?
- 11) What does he do after lunch?
- 12) Does Akmal often go on business trips?
- 13) What time does he come home?
- 14) What does he do at home in the evenings?
- 15) How does he usually spend his free time?
- 16) What time does he go to bed?

Exercise 2. Read and remember.

in the morning	on Monday	on Monday mornings	at weekends
in the afternoon	on Friday	on Friday mornings	
in the evening	on Sunday	on Sunday evenings	

Exercise 3. Make up sentences using the following table.

It takes	me	1 hour	to go jogging
	him	half an hour	to listen to the latest new
	her	20 minutes	to get to the office
	us	2 hours	to get home
	you	5 minutes	to have breakfast
	them	an hour and a half	to have lunch
		15 minutes	to take a shower
	10 minutes	to cook dinner	

Exercise 4. Complete the sentences with the verb in the Present Continuous or the Present Simple.

- 1a) I (to take) my children to the kindergarten every day.
- b) I (to take) my children to the kindergarten now.
- 2a) She (to play) tennis at the moment.
- b) She (to play) tennis very well.
- 3a) He (to read) newspapers every morning.
- b) He (to read) a newspaper now.
- 4a) They usually (to have) dinner at 8 o'clock.
- b) They (to have) dinner now.
- 5a) We (to watch) TV in the evenings.
- b) We (to watch) TV at the moment.
- 6a) My secretary (to read) her e-mail now.
- b) My secretary (to read) her e-mail every day.

Exercise 5. Complete these sentences with the verbs in the correct tense form.

- 1 - What you (to do)? - I (to play) chess.
- 2 He (not/to go) to the fitness club every day.
- 3 Listen! Who (to play) the guitar?
- 4 My boss often (to go) on business trips.
- 5 My wife (to go) on business trips twice a month.
- 6 What book he (to read)?

- 7 She (not/to like) coffee. She (to like) green tea.
 8 They (to drink) coffee now.
 9 How.....you (to get) to your office?
 10 How long..... it take you to have lunch?

Exercise 6. Complete these sentences with the correct prepositions where necessary.

- 1 . It usually takes me 45 minutes to get..... my office.
- 2 . My children get..... 7 o'clock.
- 3 . We don't work.....weekends.
- 4 . I have meetings twicea week, Monday and Thursday.
- 5 . She usually gets her office..... bus.
- 6 . My wife goes bed 12.00.
- 7 . I leave..... home at 8.15.
- 8 . She comes the office at 8.45.
- 9 . They come..... home very late.
- 10 . He stays the office..... 8 o'clock.
- 11 . I take a shower the morning and the evening.
- 12 . We don't like to stay..... home on Sunday evening. We usually go.....

Exercise 7 (a). Look at the pictures and say as in the model. Use the following words: to draw, to have breakfast, to wash, to do morning exercises, to get up, to work, to go, to have lunch, to watch TV, to have dinner, to go to bed, to paint.

Model: The man leaves the house at 8.30.

Exercise 8. Ask a partner questions. Complete the table with your partner's answers. Tick the answer.

- *Do you get up early? -Yes, sometimes.*
- *No, never.*
-

	always	Often	sometimes	never
get up early?				
Have tea at breakfast?				
Have coffee at breakfast?				
go to work by underground?				
go to work by bus?				
go shopping?				
cook dinner?				
visit your relatives?				
visit your parents?				

Exercise 9. Read the text.

A year has twelve months. They are: **January, February, March, April, May, June, July, August, September, October, November and December.**

A week has seven days. They are: Monday, Tuesday, Wednesday, Thursday Friday, Saturday and Sunday. It is interesting to know why the days of the week have their names. They are very old. Sunday is the Sun's day. Monday is the Moon's day. Tuesday has its name after Tiu [tju:], the god of war. Wednesday is woodmen's day, the highest god of the Teutonic [tju:'tɛnik] peoples. Thor is the thunder god; his day is called Thor's day or Thursday. Woodend's wife wanted to have a special day of her own. Her name was Freya, so her day is Friday. Saturn, the Roman god of the fields, has his day, Saturn's day or Saturday.

LESSON 8: CLASS ROUTINES

Outcomes

Participants will learn how to use “*Present Simple in the third person, singular*”.

Participants will have talked to the classmates about their free time.

Warm up:

1. What do you like to do in your free time?
2. What kind of activities do you know?

Exercise 1. Read about Bobbi Brown’s weekends. Complete the text with the verbs.

Gets up lives is loves works doesn’t work interviews starts

Bobbi’s weekends

Bobbi Brown in New Jersey. She ... thirty-four and ... for SKY TV in New York City. But she on weekdays, she only works at weekends. She... famous people for an early morning news programme called *The World This Weekend*. On Saturdays and Sundays, she ... at 3.00 in the morning because she ... work at 6.30. She... her job because it is exciting.

Exercise 2. Ask a partner the following questions.

- 1 What time do you get up?
- 2 What time do you have breakfast?
- 3 What do you usually have for breakfast?
- 4 When does your work start?
- 5 When do you leave home?
- 6 How do you get to your work?
- 7 How long does it take you?
- 8 What do you do when you come to your office?
- 9 What time do you have lunch?
- 10 Where do you usually have lunch?
- 11 What do you usually do after lunch?
- 12 When do you leave work?
- 13 When do you come home?
- 14 What time do you have dinner?
- 15 What do you do after dinner?
- 16 What time do you go to bed?

Writing: Describing a routine

On Mondays/Saturdays/weekdays.....

In the morning/afternoon/evening.....

On Sunday mornings/Monday afternoons/Saturday evenings.....

At the weekend.....

After breakfast/lunch/dinner.....

After

that/then.....

LESSON 9: COMMON INTERESTS

Outcomes

Participants will learn how to use “*Present Simple in the third person, singular*”.

Participants will have talked to the classmates to find people who like doing the same things as they.

Time: 80 min


Procedure:

The participants will read some texts and do some tasks on Present Simple.

Exercise 1.

What do you like doing?


At home



- watching TV
- telephoning family and friends
- doing the housework
- other _____

Name: _____


In the evening



- staying at home
- going to night clubs
- eating in restaurants
- other _____

Name: _____


On holiday



- sunbathing
- visiting old buildings
- shopping
- other _____

Name: _____


When you want to relax



- having a hot bath
- talking to lots of friends
- walking in the park
- other _____

Name: _____


For exercise



- playing team games (e.g. football)
- playing individual sports (e.g. tennis)
- going to the gym
- other _____

Name: _____

At the weekend



- going to the country
- staying at home
- visiting friends
- other _____

Name: _____

Exercise 2. Read the text. Are the statements true or false?

MANUELA DA SILVA FROM PORTUGAL

People think it is always warm and sunny in Portugal, but January and February are often cold, wet, and grey. I don't like winter. I usually meet friends in restaurants and bars and we chat. Sometimes we go to a Brazilian

bar. I love Brazilian music. But then suddenly it is summer and at weekends we drive to the beach, sunbathe, and go swimming. I love summer.

1. Manuela is from Brazil. ___
2. The weather is always warm and sunny in Portugal. ____
3. Manuela goes to bars with her friends when it's cold and grey. ____
4. Manuela goes to a Brazilian bar in summer. ____
5. Manuela goes swimming in summer. ____
6. Manuela doesn't like winter but she likes summer. ____

Exercise 3 Circle the correct word in each sentence.

- 1 I don't like *reading* / *read* much.
- 2 He likes *take* / *taking* photographs of his family.
- 3 I *like* / *liking* playing football.
- 4 We like *go* / *going* swimming in summer.

Exercise 4 Write short answers to the questions.

- 1 Does he eat meat?
Yes, he does.
- 2 Do they want a drink?
No, _____.
- 3 Do you go shopping every day?
No, _____.
- 4 Does she cook very often?
No, _____.
- 5 Do you live with your parents?
Yes, _____.
- 6 Does he speak Italian?
Yes, _____.

Exercise 5 Write sentences about you and a friend.

Write about three things that you do together and three things that one does but the other doesn't. Try to use:

both a lot sometimes usually

LESSON 10. CAN YOU....?

Starter: What can you do?

1. *Where do people speak these languages?
French, Spanish, German, Italian, Portuguese, Japanese, English.*

2. Which languages can you speak?

What can you do?

Ex.1. (6.1.) Match the sentences and picture on p.44.

1. He can ski really well.

2. She can use a computer.

3. "Can dogs swim?" » Yes, they can.

4. Can you speak Japanese? No, I can't.

5. I can't spell your name?

6. We can't understand the question.

Ex.2. Listen and complete the sentences with *can* or *can't* + verb.

1. I _____, but I _____.
2. He _____, but he _____.
3. "_____ you _____?" Yes, I _____.
4. They _____, but they _____.
5. We _____, and we _____.
6. "_____ she _____? No, she _____?"

PRACTICE

Tina can't cook. Can you?

Ex.1. on p.46. Listen to Tina and complete the chart. from the text-book New Headway-Student's book.

Ex.4. Talk about computers with a partner. What can they do? What can't they do? (p.46)

Use needed forms of the verbs: Was/were/, can/could

Read the questions. Complete the answers.

	Present	Past
1.	What day is it today? It'.... today.	What day was it yesterday? It.... yesterday
2.	What month is it now? It... now.	What month was it last month? It.... last month.
3.	Where are you now? I...in the room.	Where were you yesterday? I....in the class
4.	Are you in England? Yes, I.... No, I....	Were you in England in 2009? Yes, I.... No, I....
5.	Can you swim? Yes, I.... No, I	Could you swim when you were five? Yes, I No, I
6.	Can your teacher speak three languages? Yes, she No, she.....	Could your teacher speak English when she... seven? Yes, she No, she

Ex.4. Look at these sentences.

I was born in London in 1973. I could read when I was four.

My sister couldn't read until she was seven.

Match lines in A, B and C and make similar sentences about the four geniuses.

A	B	C
Mozart/born in	Siberia/1938	Paint/one
Picasso/born in	Germany/1879	Dance/two
Nureyev/born in	Austria/1756	Play the piano/three
Einstein/ born in	Spain/1881	Couldn't speak/eight

Ex.6. Work in groups. Ask and answer questions about you.

1. Where were you born?
2. When were you born?
3. How old were you when you could....?

- Walk
- Read
- Ride a bike
- Talk
- Swim
- Use a computer
- Speak a foreign language.

READING AND SPEAKING

Super kids

Ex. 1. Look at the children in the photographs on p.48 (New Headway, Students' book).

Ex.2. Work in two groups.

Group A: Read about little Miss Picasso

Group B: Read about the New Mozart.

Ex.3. Answer the questions about Alexandra and Lukas on p.48 (New Headway: students' book)

Exercises 1, 2, 3, 4 of Unit Vocabulary and Pronunciation on p.50. (New Headway)

LESSON 11. THEN AND NOW

Starter: When were your grandparents and great-grandparents born? Where were they born?

Do you know all their names? What were their jobs? If you know, tell the class, please.

Ex. 2. Read the text "*WHEN I WAS YOUNG*" and find the past form of regular verbs used in the text on p. 52. (New Headway: students' book)

Ex.3. What is the past forms of these verbs? Listen and practice saying them.

<i>Look work love earn marry die hate want stand understand listen</i>
--

Ex. 4. Read and listen to Mattie talking about her past life.

Complete the text, using the Past Simple form of these verbs in ex.3. on p 53.

Ex.5. Complete the questions about Mattie.

1. When did she start work?
2. Where ___ she ___?
3. Who ___ she ___?
4. How many hours_____ she _____?
5. Who___ she _____?
6. How much _____she _____?
7. When_____Hubert_____?
8. When_____she _____ to read?

PRACTICE

TALKING ABOUT YOU

Ex.1.Complete the sentences with did, was, or were.

1. Where _____ you born? Where _____your mother born?
2. When _____ you start school?
3. When _____ you learn English?
4. Who _____ you learn to read and write?
5. What _____your favorite subject?
6. Where _____ you live when you _____a child?
7. _____ you live in a house or a flat?

Ex.4. The –ed ending of regular verbs has three different pronunciations. Listen to the examples. Then put the verbs you hear in the correct column on p 54 (Hew Headway)

The END OF THE 20TH CENTURY

Irregular Verbs

Look at the list of irregular verbs on p.142. Write the past Simple forms of these verbs in the box. Which verb isn't irregular?

<i>have</i>	<i>begin</i>	<i>come</i>	<i>go</i>	<i>do</i>
<i>leave</i>	<i>get</i>	<i>study</i>	<i>become</i>	<i>wear</i>
<i>win</i>	<i>lose</i>	<i>buy</i>	<i>meet</i>	<i>rite</i>
<i>bite</i>	<i>give</i>	<i>burn</i>	<i>burst</i>	<i>speak</i>

Ex.3. How old were you in 2000? Simon was twenty-four. Listen to him and complete the sentences on p 54.

Ex.4. Work in pair. Ask and answer questions about Simon.

1. When/Simon/leave school?
2. When/study at university?
3. When/ a job with Saatchi and Saatchi?
4. When/ meet Zoë?
5. What/Zoë and Simon do in 1999?

Ex.5. What did you do in the last of the 20th century?

What can you remember? Write about it/ Tell the class.

PRACTICE.

When did it happen?

Work in small groups. What important dates in the 20th century can you remember? What happened in the world? What happened in your country? Make a list of events. Then make questions to ask the other groups.

When did the First World War begin/end?

When did the first person walk on the moon?

Ex.2. What did you do? Look at these phrases.

Last night

Morning

Week

Month

Year

Yesterday morning

afternoon

evening

Ex. 3. Work with a partner. Ask and answer question with When did you last...? Ask another question for more information.

When did you last have a holiday?

Where did you go?

- Have a holiday
- Go to a party
- See a video
- Go shopping
- Give someone a kiss
- Take a photograph
- Loose something
- Write a letter
- Get a present
- Have dinner in a restaurant

LESSON 12. FAMOUS PEOPLE

READING AND SPEAKING

Two famous firsts. Translate these words

nouns	slaves	politician	twins	widow	in tears	grocer	education
verbs	agree	bomb	grow	Fight	own	resign	survive

Ex.2. Look at the photographs and complete these sentences.

George Washington was the first_____.

Margaret Thatcher was the first_____.

Ex.3. Work in two groups.

Group A. Read about George Washington.

Group B. Read about Margaret Thatcher.

Ex.4. Are the sentences true or false about your person? Correct the false sentences.

- 1.He/She came from a rich family.
- 2.She/He loved being a politician.
- 3.He/She worked hard.
4. He/she had a lot of other interests.
- 5.He/she had a good education.
- 6.He/she married, but didn't have any children.
- 7.He/she was in office for eight years.
- 8.Finally he/she was tired of politics and resigned.

Ex.5. Find a partner from the other group. Compare George Washington and Margaret Thatcher, using your answers.

Ex.6. Complete the questions about the other person. Then ask and answer them with your partner.

About George Washington

1. How many jobs did he....?
2. When did he.... President?
3. What did he... doing in his free time?
4. Did George and Martha have any....?
5. What... he build?
6. How long.... he become President?

About Margaret Thatcher

1. What... her father's job?
2. When did she Denis?
3. How many children did they....?
4. How much sleep she need?
5. When did the terrorists ... her hotel?
6. How long She Prime Minister?

What do you think?

Who were famous leaders in your country?

What did they do?

LESSON 13. CELEBRATIONS

VOCABULARY AND PRONUNCIATION

Spelling and silent letters

LESSON 13 CELEBRATIONS

STARTER

When were your grandparents and grand great-grandparents born?

Where were they born?

Do you know all their names?

What were their jobs?

If you know tell the class.

Exercise 1. Complete the sentences with *did, was, or were*.

1. Where you born?
2. When you start school?
3. When You learn to read and write?
4. Who Your first teacher?
5. What your favorite subject?
6. Where ...you live when you a child?

Exercise 2. Work with a partner. Ask and answer the questions with *When did you last ...?*

have a holiday

see a video

go shopping

take a photograph

go to a party

get a present

Exercise 3. Read and translate into your mother tongue.

Birthday party

Wedding day

Christmas Day

New Year's Eve
Easter Day
Mother's Day
Thanksgiving
Valentine's Day
Halloween

LESSON 14. HOW LONG AGO? PAST SIMPLE TENSE.

Starter: What is the past simple of these words? Most of them are irregular.

eat	drink	drive	fly	listen to	make	ride	take	watch	wear

Ex.1 When did you?

- You get up
- You have breakfast
- You arrive at school
- You start learning English
- You start at this school
- This term start
- You last use a computer
- You learn to ride a bicycle
- Your parents get married
- You las eat a hamburger
- You last have coffee break

VOCABULARY AND PRONUNCIATION

Which word is different? Why?

1. Orange apple chicken banana
2. Hamburger sandwich pizza recipe
3. Television dishwasher vacuum cleaner washing machine
4. Wrote kissed threw found
5. Fax e-mail CD player mobile phone
6. Brown green delicious blue
7. Face eye mouth leg
8. Talk speak chat laugh

9. Century clock season month
10. Funny shy nervous worried
11. Fall in love get married get engaged go to a party.

Ex.2. Look at the phonetic spelling of these words from ex.1 and practice saying them on p. 63 (New Headway: students' book)

Ex.3. Complete the sentences with a word from ex.1.

- A. Why didn't you _____ at my joke?
- B. Because it wasn't very _____. That's why!
- A. Hello. Hello. I can't hear you. Who is it?
- B. It's me Jonathon.... JONATHON! I'm on my _____.
- A. Good luck in your exams!
- B. Oh Thank you. I always get so _____ before exams.
- A. Mmmmmm! Did you make this chocolate cake?
- B. I did/do you like it?
- A. Like it? It's _____. Can I have the _____.
- B. Come on! Tommy. Say hello to Antie Mavis. Don't be _____.
- A. Hello, Antie Mavis.

LESSON 15. FAMOUS INVENTIONS

Starter

What is the Past Simple of these verbs? Most of them are irregular.

eat	drink
drive	fly
listen to	make
ride	take
watch	wear

PRACTICE

Exercise 1. Read the text Three inventors. The dates in the texts are all incorrect.

Read and listen, and correct the dates. (Headway Elementary. Student's book on p. 62)

Exercise 2. Make correct time expressions.

in ... on at

seven o'clock

the morning

Saturday

Sunday evening

night

September

weekends

summer

1994

the twentieth century

Exercise 3. Put the sentences in the correct order. There is more than one answer.

1. They got married.
2. They fell in love.
3. Wilma and Carl met at a party.
4. He invited her to meet his parents.
5. They chatted for a long time.
6. They had two children.
7. They shook each other's hands.
8. They got engaged.

LESSON 16: HOST FAMILY MEAL TIMES

Exercise 1. Match the food and drink with the pictures.

A

tea

coffee

wine

beer

apple juice

spaghetti

yoghurt

pizza

cheese chips

chocolate

B

apples

oranges

bananas

strawberries

peas

carrots

tomatoes

hamburgers

biscuits

(66)

Exercise 2. Read and listen to the conversation

A Would you like some tea or coffee?

B I'd like a cold drink, please, if that's OK.

A Of course. Would you like some orange juice?

B Yes, please. I'd love some.

A And would you like a biscuit?

B No, thanks. Just orange juice is fine.

LESSON 17. COMPARATIVE PAIRS

Comparatives and superlatives

STARTER

What is your favorite fruit? vegetable? drink?

Exercise 1. Make sentences comparing life in the city and country.

The city is

The country is

cheaper

safer

noisier

dirtier

more expensive

more exiting

.... than the country.

.... than the city. (p74)

Exercise 2. Complete the conversations with the correct form of the adjectives.

1. A Life in the country is *slower than* city. (slow)

B Yes, the city's much *faster*. (fast)

2. A New York is _____ London. (safe)

B No, it isn't. New York is much _____. (dangerous)

3. A Paris is _____ Madrid. (big)

B No, it isn't. Madrid is much _____. (small)

4. A Madrid is _____ Rome. (expensive)

B No, it isn't. Madrid is much _____. (cheap)

5. A The buildings in Rome are _____ the building in New York. (modern)

B No, they aren't. They are much _____. (older)

6. A The Underground in London is _____ the Metro in Paris. (good)

B No. The Underground is much _____. (bad)

LESSON 18. HAVE GOT...?

STARTER

Work with a partner. Who is taller? Who is older? Tell the class.

Exercise 1. Write the sentences again, using the correct form of *have got*.

1. London has a lot of parks.

London's got a lot of parks.

2. I don't have much money.

I haven't got much money.

3. I have a lot of homework tonight.

4. Do you have any homework?

5. Our school has a library, but it doesn't have any computers.

6. My parents have a new stereo.

7. Does your sister have a pen friend?

8. I don't have a problem with this exercise. (p. 76)

Exercise 2. How well do you know the other students in your class?

Describe them using these adjectives and others.

tall

small

old

young

intelligent

funny

Exercise 3. Answer the following questions about your city.

1. How many people live there?

2. What is the name of its river?

3. Why is it a tourist centre?

4. What are some important dates in its history?

5. Which famous people lived there?
6. What kind of music is it famous for? (p.78)

LESSON 19

Final assessment

V. КЕЙСЛАР БАНКИ

1st case. How to take an interview and bypass competitors? A premiere of the film with participation of a star of Hollywood is being passed in your city. You are the young, vigorous journalist constantly working over yourself. You know several foreign languages and have finished courses on psychology of the person. You work in one very popular publishing magazine. You know that in department where you work, the hidden conflict between employees for the right to interview influential people takes place. One of employees is you. All employees of your organization show identical level of the professional skills, comparable experience and formation. Before your department there is problem, to achieve an audience and to make the interview with the protagonist (leading character) of the film.

In the meantime, employees of other well known magazine had undertaken the attempts of a meeting with a star too. Advantage of this magazine before yours is that the star had already given the interview to this publishing house before. Having made monitoring of interest of your potential respondent, you learnt that both of you have identical preferences in meal, as well as he is found of riding as you.

After conversation with the editor-in-chief and offers to interview a star you understand that he actually is interested in other journalist.

However, you have all possibilities to convince star to come to you.

Questions and tasks:

1. How will you act in such situation?
2. How do you use language skills and knowledge received on courses?
3. As you are a young woman will you apply the female charm persuading the chief to allow to interview to you?
4. How will you motivate the respondent on conversation with you?
5. How will you eliminate competitors not only from your department, but also from other magazine?
6. Whether the information about celebrity's preferences will help you?

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топшириқ тарзидаги, босма ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
- 6) Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

Чет тилларидан хабардор журналист сифатида бош мухаррирга психологик таъсир кўрсатиб, Голливуд юлдузидан ажойиб суҳбатни олади.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 2. Юқори синф ўқувчиларидан бир йигит синфдош қизга мактуб жўнатди. Мактубда унга бўлган ҳиссиётларини баён этиб, уни учрашувга таклиф этганлиги баён этилган эди. Қиз бу мактубни олгач уйларига бориб бувисига кўрсатди. Бувиси мактубни ўқигач синф раҳбарга телефон қилиб, бўлиб ўтган воқеани тушунтирди ва шу йигитнинг ота-онасини чақиртириб жазо кўриш кераклигини талаб этди. Синф раҳбари вазиятни юмшатиш учун қизнинг бувисига керакли чора кўришини айтиб тинчлантирди. Орадан бир кун ўтиб қизнинг бувиси яна телефон қилди ва қайта йигитнинг ота-онасини чақиртириш кераклигини таъкидлади. Бу вазиятда синф раҳбари сифатида қандай йўл тутар эдингиз? Жавобингизни педагогик нуқтаи назардан асосланг.

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топшириқ тарзидаги, босма ҳамда ҳикоя кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
- 6) Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

- Гуруҳ мураббийси сифатида ҳар бир ўқувчи билан индивидуал ишлаш, уларнинг ҳиссиётларини ҳурмат қилиш ҳамда қизнинг бувисига гаплашгани тўғрисида ахборот бериш.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 3. Иккинчи босқич ўқувчиси Абдулазиз бирданига ўқишни ташлаб кетмоқчи бўлиб қолди. Уста бу ҳақда Абдулазиз билан суҳбатлашди ва у аста-секин устанинг ҳақ эканлигига ишона бошлади. Шундан сўнг, Абдулазиз ўқишдан анчагина яхши ишлар, бошлаб қўйган дўстларидан ажралмаслик учун ўқишдан кетмасликка қарор қилди. Устанинг педагогик маҳорати нимадан иборат?

Кейс аннотацияси. Ўтмиш ва бугунги кунни боғлаш асосидаги, саволли, , босма ҳамда кўп объектли, ҳикоя кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
- 6) Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианти:

- Устанинг педагогик маҳорати юксак даражада. Чунки у ўз шогирдини тўғри йўлга йўналтира олди.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 4. Ота-оналар мажлисига келган Абдулазизнинг отаси Азиз ака гуруҳ мураббийига: “Мени фақат 10 дақиқа вақтим бор, холос. Хўш, мени ўғлим дарсга вақтида келаяптими? Безорилик қилмаяптими? Икки баҳолари йўқми?”, деб сўради ва мураббий билан хайрлашди. Гуруҳ мураббийси ҳайрон бўлди ва ўзича: “Нимага камдан-кам ота-оналар ўғли касбини севадими? Ўртоқлари уни ҳурмат қиладими? Унинг ўзи хушмуомалами?” – каби саволлар бермайдилар деб кўнглидан ўтказди. Гуруҳ мураббийсининг ҳайрон бўлишини Сиз қандай баҳолайсиз?

Кейс аннотацияси. Ўтмиш ва бугунги кунни боғлаш асосидаги, саволли, топширқ тазидаи, муаммо, ечим ёки концепцияни изоҳлашга қааратилган ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий ҳужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

1. Introduce yourself (speaking, writing)
2. My job (speaking, writing)
3. My day (speaking, writing)

ТЕСТ ТОПШИРИҚЛАРИ

ARTICLES

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
	Uzbekistan is one of ... biggest countries in Central Asia.	the	a	an	-
	... capital of Uzbekistan is Tashkent, ... old and beautiful city.	the/an	-/an	the/-	-/an
	I live in ... Gorky Street.	-	the	an	a
	Spring is ... best season of ... year.	The/the	a/a	a/-	-/the
	... Latin America is on ... South of America.	-/the	the/the	the/-	a/a
	Yesterday ... Browns went to ... South America.	The/-	-/the	-/-	a/-
	Before the New Year we usually have ... wonderful party at ... school.	a/-	a/the	The/the	An/a
	I remember an episode in ... my life when I had to spend ... month in the country.	-/a	a/a	The/a	a/the
	We have ...lot of time in... evening.	a/the	The/the	a/a	-/-
	They have ...cup of...tea at...night.	a/-/-	a/a/a	a/-/a	The/the/a

THE VERB To be

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	I'll see that everything ... in order.	is	was	will be	To be
2	The train ... to arrive at 7.	is	was	will be	To be

3	There ... no smile on his lips. He looked surprised.	is	was	be	To be
4	A: ... you O.K. now? B: Why do you ask? A: I heard you ... ill.	are	was	is	To be
5	They wanted me ... a good doctor.	To be	are	was	is
6	It ... Sunday the children didn't go to school.	was	be	to be	were
7	Where ... the books by G.Gulom I gave you yesterday?	are	were	is	be
8	A year ... a long time to be without a job.	is	was	be	To be
9	The New York Times ... a good newspaper.	is	was	be	were
10	Where ... the secretary now?	is	was	be	were

PREPOSITIONS

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	What is there ... the ground floor ... your school?	on/at	in/in	in/at	near/in
2	He came I told him about my plan and he ... once agreed ... it.	into/at/with	in/at/to	in/-/with	out/for/-
3	I'm going to wait ... it stops raining.	till	before	on	at
4	He started going ... school ... the age of five.	to/at	at/on	to/in	before/of
5	We arrived ... London ... 6 p.m. ... a foggy November day.	in/at/on	to/at/in	at/in/in	on/of/-
6	Please go on ... your work while I am out.	with	for	in	up
7	... the top of the hill the tourists could see hundreds of cars running	from/in	at/to	on/along	from/along

	quickly ... the road.				
8	The old woman could go ... foot, but she preferred going ... car.	on/by	without/at	in/on	on/to
9	Children are very fond ... swimming.	of	about	till	at
10	Who is the girl ... the blue dress, sitting ... the head of the table?	in/at	on/upon	with/in	without/in

OBJECT PRONOUNS

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	Father watched ... crossing the street.	him	we	he	yourself
2	She would like ... to go in for sport.	us	we	our	ours
3	... your skis?	Are these	Are that	Is that	Is this
4	I have a father, a mother, a grandfather, three brothers ... my family.	Its	These were	Those were	That was
5	Take it from ... and give it to	him/me	he/I	you/you	his/my
6	... are pencils and ... are pens.	these/those	that/these	this/that	that/this
7	Nick knows English well. Ask ... to help you.	him	me	us	hers
8	-On what days do you have English lessons? -We have ... on Tuesday.	them	it	her	him
9	He put the map before ...	him	they	he	my
10	- I need a TV-set. - Why don't you buy ...	one	them	ones	him

MODAL VERB CAN

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	He ... read and write when he was five.	could	may	have to	must
2	She is a clever girl and she ... speak French perfectly well.	can	ought to	would	might

3	She ... get up and she ... stay in bed as she is seriously ill.	can't/has to	must/has to	should/is to	may/must
4	... I take your book ? I ... write many exercises tomorrow.	may/shall have to	should/have to	must/must	might/had to
5	No matter how she ... try the door ... open.	might/wouldn't	could/must	should/will	can/should
6	Mother ... visit her friends as she ... stay with her child at home.	can't/has to	must/can	has to/must	will/is to
7	I ... do it tomorrow if I were free.	could	can	am able to	may
8	She told him he ...go home.	might	can	ought	may
9	They ... do this the day after tomorrow. Now they are very busy.	will be able to	can	must	may
10	You ... this. Why didn't you use a chance?	could have done	can do	must do	may do

PAST SIMPLE

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	Mr. Brown ... to me 2 hours ago to return the book which he	came/had borrowed	comes/borrows	came/borrowed	was coming/borrowed
2	He ... at the blackboard and ... that the English teacher ... the word "apple" there.	looked/saw/was writing	was looking/sees/wrote	is looking/saw/writes	has looked/has seen/is writing
3	Ann ... that she ... the visitor before.	thought/had seen	thought/saw	thinks/sees	is thinking/sees
4	He didn't ... well though he ... a hard day before.	sleep/had spent	slept/spent	slept/had spent	sleep/spend
5	On our way home we ... the problem if we could ...	were discussing/or	discussed/organized	discuss/organiz	had discuss

	the fine celebration of our mother's birthday.	ganize		es	sed/or ganize
6	Tom looked at his hands. He ... that those hands ... young and strong before.	knew/had been	had known/were	know/are	knew/was
7	He wanted me to go to the skating-rink together. As he ... I ... my skates he ... me his brother's.	knew/had broken/offered	knew/has broken/offered	knew/broke/offers	knows/broke/offer
8	Yesterday at this time when his hat ... he ... across the bridge.	blew off / was walking	blows off / is walking	had blown off / walks	has blown off / is walking
9	After Mary ... the room, she ... the floor.	had tidied up/washed	has tidied up/washed	tidies up/has washed	tidied up/washes
10	I ... the call because I ... a shower.	didn't answer / was taking	doesn't answer / am taking	will not answer / take	answering / am taking

INFINITIVE

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	Turn on the radio. I want ... to the news.	to listen	listening	has been listening	listened
2	Nobody expected him ... Lola.	to marry	married	will marry	marry
3	I hope ... you this evening.	to see	will see	saw	seeing
4	Mother wants him ... to the country during the holidays.	to go	having gone	going	will go
5	It is very pleasant ... in the river on hot days in summer.	to bathe	bathing	bathed	bathes

6	Why didn't you try ... yourself a job?	to find	finding	found	found
7	She decided ... to Spain for her holidays.	to go	going	went	have gone
8	Captain was the last ... the ship.	to leave	leaving	left	had left
9	They have got enough money ... to the cinema.	to go	going	went	have gone
10	You are lucky you have not got a child	to look after	should look after	looking after	having looked after

THE VERB HAVE GOT

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	We...a big house. It is very lovely.	have got	have got	haven't got	hasn't got
2	She...a wonderful voice. She can sing in three languages.	has got	have got	haven't got	hasn't got
3	They...any mistakes in their dictation.	haven't got	have got	has got	hasn't got
4	I...a lot of time to talk to you.	have got	haven't got	hasn't got	will have got
5	I...much money to go there.	haven't got	have got	has got	hasn't got
6	...he...a certificate?	has got	have got	haven't got	hasn't got
7	We...some suggestions about this topic.	have got	has got	haven't got	hasn't got
8	She...any friends.	hasn't got	have got	haven't got	has got
9	I...four rooms and a terrace.	have got	has got	haven't got	hasn't got

10	You...a cold, have you?	haven't got	have got	haven't got	hasn't got
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WH QUESTIONS

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	...are you going to do?	what	when	where	how
2	...shall we go there?	when	where	how	what
3	...do you come from?	where	when	what	which
4	...were you in 1999?	How old	where	how	what
5	...time do we have?	How much	What kind	which	where
6	...friends have you got?	How many	where	how	what
7	...have you been waiting for me?	How long	what	which	where
8	...of books do you read?	What kind	where	how	what
9	...does she go sightseeing?	How often	what	which	where
10	...were you yesterday?	where	when	how	what

ГЛОСАРИЙ

Инглизча	Русча	Ўзбекча
A, an	артикль	артикль
To	к, в, н	га
In	в, на, внутри	ичида, да
Is	вспомог. гл	ёрдамчи феъл
You	ты, вы	сен, сиз
That	тот, та, то	ана у
It	оно, это	у, уни

He	он	у (эркак)
Was	пр. вр. ед.ч	эди
For	для, за, ради	учун
On	на	устида
As	как	бўлиб
With	с	билан
His	его	унинг
They	они	улар
I	Я	мен
At	на, в, у, к	да, ёнида
This	этот, эта	бу
Have	иметь	бор
From	от, из, с	дан
Or	или	ёки
One	один	бир
Had	имел	бор эди
By	на, от	ёнида
Word	слова	сўз
But	но	аммо
Not	нет	йўқ
What	что	нима
All	всё, все	хамма
Were	были	эдилар
We	мы	биз
When	когда	қачон
Your	ваш, твой	сизнинг
Can	мочь	уддалаш
Said	сказал	айтди
There	там, туда	у ерда
Use	использовать	фойдаланмоқ
Each	каждый	хар бири
Which	который	кайси
She	она	у (аёл)
Do	делать	бажармоқ
How	как	қандай
Their	их	уларнинг

If	если	агар
Up	выше	тепага
Other	другой	бошқа
About	о, об	хақида
Out	вне, снаружи	ташқари
Many	много	кўп
Then	тогда, потом	кейин
Them	им	уларга
These	эти	булар
So	так	шунинг учун
Some	несколько	бир нечта
Her	её	унинг
Make	делать	ясамоқ
Like	любить	ёқтирмоқ
Him	ему	унга
Into	во внутрь	ичига
Time	время	вақт
Look	посмотреть	қарамоқ
Two	два	икки
More	большой, более	кўпроқ
Write	писать	ёзмоқ
Go	идти	бормоқ
See	видеть	кўрмоқ
Number	число	сон
No	нет, не	йўқ
Way	путь, дорога	йўл
People	люди, народ	одамлар
My	мой, моя	менинг
Than	чем	қараганда
First	первый	биринчи
Water	вода	сув
been	было	бўган эди
Call	вызов, звать	чақирмоқ
Who	кто?	ким
Oil	масло	ёғ
Its	его, её, свой	унинг

Now	сейчас	хозир
Find	находить	топмоқ
Long	длинный	узун
Down	вниз	пастга
Day	день	кун
Did	сделал	бажарди
Get	получать	олмоқ
Come	приходить	келмоқ
May	можно	мумкин
Part	часть	қисм
Over	над, выше	тепада
New	новый	янги
Sound	звук	товуш
Take	брать	олмоқ
Only	только	фақат
Little	маленький	кичкина
Work	работа	иш
Know	знать	билмоқ
Place	место	жой
Year	год	йил
Live	жить	яшамоқ
Me	меня	мени
Back	назад	орқага
Give	давать	бермоқ
Most	наибольший	энг кўп
Very	очень	жуда
After	после	сўнг
Thing	вещь	нарса
Our	наше	бизнинг
Just	только что	хозиргина
Name	имя	исм
Good	хороший	яхши
Sentence	предложение	гап
Man	мужчина	эркак киши
Think	думать	ўйламоқ
Say	сказать	айтмоқ

Great	великий	буюк
Where	где?	каерда
Help	помощь	ёрдам
Through	через	орқали
Much	много	кўп
Before	раньше	олдин
Line	линия	чизиқ
Right	право	ўнг, тўғри
Too	тоже	хам
Mean	значить	англатмоқ
Old	старый	қари, эски
Any	любой	хоҳлаган
Same	одинаковый	бир хил
Tell	рассказывать	айтиб бермоқ
Boy	мальчик	бола
Follow	следовать	риоя қилмоқ
Come	приехать	келмоқ (мошинада)
Want	хотеть	хоҳламоқ
Show	показывать	кўрсатмоқ
Also	тоже, также	шунингдек
Around	кругом	атрофда
Form	класс	синф
Three	три	уч
Small	маленький	кичкина
Set	набор	тўплам
Put	класть	қўймоқ
End	конец	тамом
Another	другой	бошқа
Well	хорошо	яхши
Large	большой	кенг
Must	должен	шарт
Big	большое	катта
Even	даже	ҳатто
Such	такой, как	шундай
Because	потому, что	чунки
Turn	повернуться	бурилмоқ

Here	здесь	шу ерда
Why	почему?	нима учун
Ask	спрашивать	сўрамоқ
Went	отправился	кетган
Men	мужчины	эркаклар
Read	читать	ўқимоқ
Need	нужно	керак
Land	земля	ер
Different	разный	турли хил
Home	дом	уй
Us	нам	бизга
Move	двигаться	силжимоқ
Try	попытаться	ҳаракат қилмоқ
Kind	сорт	тур, нав
Hand	рука	қўл
Picture	картина	расм
Again	снова, опять	яна
Change	изменить	ўзгартирмоқ
Off	удалить	кечмоқ
Play	играть	ўйнамоқ
Spell	слова по буквам	ҳарфлаб айтмоқ
Air	воздух	ҳаво
Away	далеко	узоқда
Animal	животное	ҳайвон
House	дом	хонадон
Point	точка, пункт	нуқта
Page	страница	варақ, бет
Letter	буква, письмо	хат, ҳарф
Mother	мать	она
Answer	ответ	жавоб
Found	найденный	топилган
Study	учёба, учиться	тахсил олмоқ
Still	до сих пор	ҳали ҳам
Learn	учиться	ўрганмоқ
Should	следует	маслаҳат бермоқ
America	Америка	Америка

World	мир	дунё
High	высокий	баланд
Every	каждый	хар бир
Near	близкий	яқин
Add	прибавлять	қўшмоқ
Food	еда	овқат
Between	между	орасида
Own	свой	шахсий
Below	ниже, внизу	пастки
Country	страна	мамлакат
Plant	растение	ўсимлик
Last	последний	охирги
School	школа	мактаб
Father	отец	ота
Keep	хранить	сақламоқ
Tree	дерево	дарахт
Never	никогда	хеч қачон
Start	начало	бошланиши
City	город	шаҳар
Earth	земля	замин, ер
Eye	глаз	кўз
Light	свет	ёруғлик
Thought	мышление	ўйлар
Head	голова	бош
Under	под	тагида
Story	история	ҳикоя
Saw	Увидел	кўрди
Left	левый	чап
Few	немного	кам, оз
While	в то время как	...гунча
Along	вдоль	бўйлаб
Something	что-то	нимадир
Seem	казаться	туюлмоқ
Next	следующий	кейинги
Hard	трудный	қийин
Open	открыто	очиқ

Example	пример	намуна
Begin	начинать	бошламоқ
Life	жизнь	хаёт
Always	всегда	доим
Those	те	ана улар
Both	оба	иккаласи
Paper	бумага	қоғоз
Together	вместе	биргаликда
Got	получил	олдин
Group	группа	гурух
Often	часто	тез-тез
Run	бегать	югурмоқ
Important	важный	муҳим
Until	до	гача
Children	дети	болалар
side	сторона	томон
feet	ноги	оёқлар
car	машина	мошина
mile	миля	мил
night	ночь	тун
walk	ходить	яёв юрмоқ
white	белый	оқ ранг
sea	море	денгиз
began	начался	бошланди
grow	расти	ўсмоқ
took	взял	олди
river	река	дарё
four	четыре	тўрт
carry	нести	олиб юрмоқ
state	государство	давлат
once	раз, однажды	бир марта
book	книга	китоб
hear	слышать	эшитмоқ
stop	стоп	тўхтамоқ
without	без	...сиз
second	второй	иккинчи

later	позже	кечроқ
miss	пропустить	қолдирмоқ
idea	идея	ғоя
enough	достаточно	етарли
eat	есть	емоқ
face	лицо	чехра
watch	часы	қўл соати
far	далёко	узоқ
Indian	Индийский	хиндустонлик
Really	действительно	хақиқатдан
Almost	почти	деярли
Let	позволять	рухсат
Above	выше	юқорида
Girl	девочка	қиз бола
Sometimes	иногда	баъзида
Mountain	гора	тоғ
Cut	резать	кесмоқ
Young	молодой	ёш
Talk	разговорить	гаплашмоқ
Soon	скоро	тез кунда
List	лист	барг
Song	песня	қўшиқ
Being	быть	бўлиш
Leave	покидать	ташлаб кетмоқ
Family	семья	оила
It's	это	бу
Body	тело	тана
Music	музыка	мусиқа
Color	цвет	ранг
Stand	стоять	тик турмоқ
Sun	солнце	қуёш
Question	вопрос	савол
Fish	рыба	балиқ
Area	площадь	майдон
Mark	оценивать	баҳоламоқ
Dog	собака	ит

Horse	лошадь	от
Birds	птицы	қушлар
Problem	проблема	муаммо
Complete	заполнять	тўлдирмоқ
Room	комната	хона
Knew	знал	биларди...
Since	с тех пор	дан бери
Ever	когда либо	қачонлар
Piece	кусок	бўлак
Told	сказал	айтди
Usually	обычно	одатда
Friends	друзья	дўстлар
Easy	лёгкий	осон
Heard	слышал	эшитган
Order	порядок	тартиб
Red	красный	қизил
Door	дверь	эшик
Sure	уверен	ишонаман
Become	становиться	бўлмоқ
Top	вершина	энг тепа
Ship	корабль	кема
Across	через	орқали
Today	сегодня	бугун
During	во время	мобайнида
Short	короткий	қисқа
Better	лучше	яхшироқ
Best	лучший	энг яхши
However	однако	...қарамасдан
Low	низкий	паст
Hour	час	..соат
Black	черный	қора
Products	продукты	маҳсулот
Happened	случилось	содир бўлди
Whole	целое	бутун
Measure	мера	ўлчам
Remember	помнить	эсламоқ

Early	рано	эрта
Waves	волны	тўлқинлар
Reached	достигнул	етиб борди
Listen	слушать	тингламоқ
Wind	ветер	шамол
Rock	скала	қоя
Space	космос	фазо
Covered	покрытый	қопланган
Fast	быстро	тез
Several	несколько	бир нечта
Hold	ухватиться	ушлаб турмоқ
Himself	он сам	у ўзи
Toward	направление	йўналиш
Five-	пять	беш
Step	шаг	қадам
Morning	утро	эрталаб
Passed	прошло	ўтди
Vowel	гласный	унли
True	верный	ҳақиқий
Hundred	сто	юз (сон)
Against	против	қарши
Pattern	образец	намуна
Numeral	цифры	рақамлар
Table	стол	стол
North	север	шимол
Slowly	медленно	секин аста
Money	деньги	пул
Map	карта	харита
Farm	ферма	ферма
Draw	рисовать	чизмоқ
Voice	голос	овоз
Cold	холодный	совуқ
Cry	плакать	йиғламоқ
Plan	план	режа
Notice	наблюдать	кузатмоқ
South	юг	жануб

Sing	петь	кўшиқ айтмоқ
War	война	уруш
Ground	земля	ер
Fall	падать	йиқилмоқ
King	король	кирол
Town	город	шаҳар
Unit	часть	бўлим
Figure	фигура	фигура
Certain	уверенный	ишончли
Field	поле, луг	дала
Travel	путешествие	саёҳат қилмоқ
Wood	лес, дрова	ўрмон, ёғоч
Fire	огонь	олов
Upon	на	устида
English	английский	инглизча
Road	дорога	йўл
Ten	десять	ўн
Fly	муха, полёт	учмоқ, пашша
Gave	дал	берган
Box	коробка	қути
Finally	наконец	ниҳоят
Wait	ожидать	кутмоқ
Correct	верный	тўғри
Oh	ой	вой
Quickly	быстро	тезда
Person	человек	одам
Became	стал	бўлди
Shown	показано	кўрсатилган
Minutes	минуты	дақиқалар
Strong	сильный	кучли
Verb	глагол	фёъл
Stars	звезды	юлдузлар
Front	фасад	олди томон
Feel	чувствовать	ҳис қилмоқ
Fact	факт	далил
Inches	дюймов	дюйм

Street	улица	кўча
Decide	решать	қарор қилмоқ
Contain	содержать	ўз ичига олмоқ
Course	курс	курс
Surface	поверхность	устки қават
Produce	производить	ишлаб чиқармоқ
Building	здание	бино
Ocean	океан	уммон
Class	класс	синф, дарс
Note	заметка	изоҳ
Nothing	ничего	ҳеч нарса
Rest	отдых	дам
Carefully	бережно	эҳтиёткорона
Scientists	учёный	олимлар
Inside	внутри	ичида
Wheels	колеса	ғилдирак
Stay	оставаться	қолмоқ
Green	зелёный	яшил
Known	известный	атоқли
Island	остров	орол
Week	слабый	нимжон
Less	меньше	камроқ
Machine	машина	мошина
Base	основа	асос
Ago	тому назад	олдин
Stood	стоял	турган эди
Plane	самолёт	самолёт
System	система	tizim
Behind	сзади	орқада
Ran	побежал	югуриб кетди
Round	круглый	думалоқ
Boat	лодка	қайиқ
Game	игра	ўйин
Force	сила	куч
Brought	принёс	олиб келди
Understand	понимать	тушунмоқ

Warm	тёплый	илиқ
Common	общий	умумий
Bring	приносить	олиб келмоқ
Explain	объяснять	тушунтирмақ
Dry	сухой	курук
Thought	хотя	...қарамасдан
Language	язык	тил
Shape	форма	шакл
Deep	глубокий	чуқур
Thousand	тысяча	минг
Clear	ясный	тиник, аниқ
Yet	еще	хали (инкор)
Government	государство	давлат
Filled	заполненный	тўлдирилган
Heat	жара	иссиқ
Full	полный	тўла
Hot	жаркий	иссиқ
Check	проверка	текширмақ
Object	предмет	жонсиз нарса
Rule	правила	қоида
Among	среди	орасида
Power	сила	куч
Cannot	не мочь	иломаслик
Size	размер	ўлчам
Dark	тёмный	қоронғу
Ball	мяч	копток
Special	особый	асосий
Heavy	тяжёлый	оғир
Fine	прекрасно	яхши
Pair	пара	жуфт
Circle	круг	айлана
Include	включать	киритмоқ
Square	квадрат	тўртбурчак
Perhaps	может быть	балки
Bill	счёт	ҳисоб
Felt	почувствовал	ҳис этди

Suddenly	внезапно	тўсатдан
Direction	направление	йўналиш
Center	центр	марказ
Farmers	фермеры	фермер
Ready	готовый	таййёр
Anything	ничто	хеч нарса
Divided	разделено	бўлинган
General	общий	умумий
Energy	энергия	куч
Subject	предмет	фан
Moon	луна	ой
Region	область	вилоят
Return	возвращаться	қайтмоқ
Believe	верить	ишонмоқ
Dance	танцевать	рақс туш
Members	члены	аъзолар
Simple	простой	оддий
Paint	красить	бўямоқ
Mind	разум	ақл
Love	любовь	севги
Cause	причина	сабаб
Rain	дождь	ёмғир
Exercise	упражнение	машқ
Egg	яйцо	тухум
Train	поезд	поезд
Blue	голубой	хаво ранг
Wish	желание	хохиш
Drop	капля	томчи
Develop	развивать	ривожлан
Window	окно	ойна
Difference	разница	фарқ
Distance	расстояние	масофа
Heart	сердце	юррак
Sit	сидеть	ўтирмоқ
Sum	сумма	сўм
Summer	лето	ёз

Wall	стена	девор
Forest	лес	ўрмон
Probably	вероятно	бўлиши мумкин
Legs	ноги	оёқ
Main	основной	асосий
Winter	зима	қиш
Wide	широкий	кенг
Length	длина	узунлик
Reason	причина	сабаб
Interest	интерес	қизиқиш
Arm	локоть	билак
Brother	брат	ака
Race	гонка	пойга
Beautiful	красивый	чиройли
Store	запас	захира
Job	работа	иш
Edge	край	чеккаси
Sign	знак	белги
Record	запись	тасмага ёзиш
Finish	закончить	тугатмоқ
Discover	обнаружил	кашф қил
Wild	дикий	ёввойи
Happy	счастливый	бахтли
Sky	небо	осмон
Glass	стакан	стакан
West	запад	ғарб
Lay	лежать	ётмоқ
Weather	погода	об-ҳаво
Root	корень	негиз, илдиз
Instruments	инструменты	асбоблар
Meet	встречать	учрашмоқ
Third	третий	учинчи
Months	месяцы	ойлар
Raise	поднимать	кўтармоқ
represent	изображать	намойиш
soft	мягкий	юмшоқ

clothes	одежда	кийим
flowers	цветы	гуллар
teacher	учитель	ўқитувчи
describe	описывать	тасвирлаш
drive	ездить	хайдамоқ
cross	пересекать	кесиб ўтмоқ
speak	говорить	гапирмоқ
solve	решать	ҳал қилмоқ
appear	появляться	пайдо бўлмоқ
metal	металл	металл
son	сын	ўғил
ice	лёд	муз
sleep	сон, спать	ухламоқ
village	деревня	қишлоқ
factor	фактор	омил
result	результат	натиха
jump	прыгать	сакрамоқ
snow	снег	қор
ride	езда	минмоқ
care	забота	ғамхўр
floor	пол	пол
hill	холм	тепалик
push	толкнуть	итармоқ
baby	ребёнок	чақалоқ
buy	покупать	сотиб олмоқ
century	век	аср
lake	озеро	кўл
within	в пределах	орасида
dictionary	словарь	луғат
hair	волос	соч
age	возраст	ёш
amount	количество	саноғи
scale	шкала	шкала
pounds	фунт	фунт
although	хотя	...қарамасдан
per	один	бир

broken	сломанный	бузилган
moment	момент	ҳозир
tiny	очень маленький	майда
possible	возможно	балким
gold	золото	олтин
milk	молоко	сут
quiet	тихий	тинч
natural	естественный	табиий
lot	много	кўп
stone	камень	тош
act	поступок, акт	ҳаракат
build	строить	курмоқ
middle	середина	ўртаси
speed	скорость	тезлик
count	считать	ҳисобламоқ
cat	кошка	мушук
someone	кто-то	кимдир
sail	плыть	сузмоқ
rolled	завёрнут	ўралган
bear	медведь	айиқ
wonder	удивление	хайрат
smiled	улыбнулся	илжайди
angle	угол	бурчак
fraction	частица	қаср
Africa	Африка	Африка
Killed	убиты	ўлдирилган
Melody	мелодия	оҳанг
Bottom	дно, низ	туб
Trip	поездка	саёҳат
Hole	дыра, яма	тешик
Poor	бедный	камбағал
Let's	давайте	келинг
Fight	бой, борьба	кураш
Surprise	сюрприз	совға
French	французский	французча
Died	мёртвый	ўлган

Beat	удар, бой	урмоқ
Exactly	точно	аниқ
Remain	оставаться	қолдирмоқ
Dress	платье	кўйлак
Iron	утюг	дазмол
Fingers	пальцы	бармоқлар
Row	ряд	қатор
Least	наименьший	энг кам
Catch	поймать	тутмоқ
Climb	лезать	тирмашиб
Shout	крикнуть	бақирмоқ
Continue	продолжать	давом эттирмоқ
Else	еще	яна
Plains	равнины	қир, адир
Gas	газ	газ
Burning	сжигание	ёндирмоқ
Design	проект	лойиха
Join	присоединяться	қўшилмоқ
Foot	нога	оёқ
Law	закон	қонун
Ear	ухо	қулоқ
Grass	трава	ўт, ўлан
Skin	кожа	тери
Valley	долина	водий
Key	ключи	калит
Brown	коричневый	жигар ранг
Trouble	волнение	хавотир
Cool	прохладный	салқин
Cloud	облако, туча	булут
Symbols	символы	рамзлар
Wear	носить	кийиб юрмоқ
Bad	плохо	ёмон
Save	спасать	қутқармоқ
Experiment	эксперимент	тажриба
Engine	мотор	мотор
Alone	одинокий	ёлғиз

East	восток	шарқ
Pay	платить	тўламоқ
Single	один	ёлғиз
Touch	прикосновение	қўл теккизиш
Information	информация	ахборот
Mouth	рот	оғиз
Yourself	сами	сен ўзинг
Control	управление	назорат
Practice	практика	амалиёт
Report	отчёт	ҳисобот
Straight	прямой	тўғри
Rise	поднимать	кўтарилиш
Stick	палка	ёғоч
Party	вечеринка	ўтириш
Seeds	семя	уруғ
Suppose	предполагать	фараз қилмоқ
Woman	женщина	аёл
Coast	побережье	соҳил
Bank	банк	банк
Period	период	мобайнида
Wire	провод	сим
Choose	выбирать	танламоқ
Clean	чистый	тоза
Visit	посещать	ташриф
Bit	кусочек	бўлак
Whose	чей, чья	кимнинг
Receive	получать	олмоқ
Garden	сад	боғ
Please	пожалуйста	илтимос
Strange	незнакомый	нотаниш
Team	команда	жамоа
God	Бог	олло
Captain	капитан	капитан
Direct	прямой	тўғри
Ring	кольцо	узук
Serve	служить	хизмат қилмоқ

Child	ребёнок	фарзанд
Desert	пустыня	чўл
History	история	тарих
Cost	цена	нарх
Maybe	может быть	балким
Business	бизнес	бизнес
Separate	отдельный	алохида
Break	перерыв	танаффус
Uncle	дядя	тоға, амаки
Hunting	охота	ов
Flow	поток	оқим
Lady	дама	хоним
Art	искусство	санъат
Feeling	чувство	хис
Supply	снабжать	таъминлаш
Corner	угол	бурчак
Electric	электрический	электрга оид
Insects	насекомые	хашарот
Crops	урожай	ҳосил
Tone	тон	тон
Sand	песок	кум
Doctor	доктор	доктор
Cook	готовить	овқат тайёрламоқ
Bones	кости	суяк
Tail	хвост	дум
Board	доска	доска
Modern	современный	замонавий
Mine	мне, мой, моя	меники

VIII. Фойдаланилган адабиётлар

Ўзбекистон Республикаси Президентининг асарлари

1. И.А.Каримов. Озод ва обод Ватан, эркин ва фаровон ҳаёт пировард мақсадимиз, 8-жилд. – Т.: Ўзбекистон, 2000.
2. И.А.Каримов. Ватан равнақи учун ҳар биримиз масъулмиз, 9-жилд. – Т.: Ўзбекистон, 2001.
3. И.А.Каримов. Юксак маънавият-енгилмас куч. Т.: “Маънавият”. –Т.: 2008. -176 б.
4. И.А.Каримов. Ўзбекистон мустақилликка эришиш остонасида. - Т.: “Ўзбекистон”. 2011. -440 б.
5. И.А.Каримов. Она юртимиз бахту икболи ва буюк келажаги йўлида хизмат қилиш – энг олий саодатдир. “Ўзбекистон”, 2015. – 302 б.

Норматив-ҳуқуқий ҳужжатлар

1. Ўзбекистон Республикасининг Конституцияси. – Т.: Ўзбекистон, 2014.
2. Ўзбекистон Республикаси Президентининг “Таълим - тарбия ва кадрлар тайёрлаш тизимини тубдан ислох қилиш, баркамол авлодни вояга етказиш тўғрисида”ги 1997 йил 6 октябрдаги №1869-сонли Фармони.
3. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Узлуксиз таълим тизими учун давлат таълим стандартларини ишлаб чиқиш ва жорий этиш тўғрисида”ги 1998 йил 5 январдаги 5-сонли Қарори.
4. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Узлуксиз таълим тизимини дарсликлар ва ўқув адабиётлари билан таъминлашни такомиллаштириш тўғрисида”ги 1998 йил 5 январдаги 4-сонли Қарори.
5. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида”ги 2001 йил 16 августдаги 343 - сонли Қарори.
6. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий ўқув юртлиги талабаларига стипендиялар тўлаш тартиби ва миқдорлари тўғрисида”ги 2001 йил 17 августдаги 344 - сонли Қарори.
7. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2004 йил 1 мартдаги “Нодавлат таълим муассасалари фаолиятини лицензиялаш тартиби тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 100-сонли Қарори.
8. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий таълим муассасасига педагогларни танлов асосида ишга қабул қилиш тартиби тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 2006 йил 10 февралдаги 20-сонли Қарори.
9. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2006 йил 16-февралдаги “Педагог кадрларни қайта тайёрлаш ва уларни малакасини ошириш тизимини янада такомиллаштириш тўғрисида”ги 25-сонли Қарори.
10. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий таълим муассасалари талабалари ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисида”ги Низом тасдиқлаш хусусидаги 2010 йил 18 июндаги 118-сонли Қарори.
11. Ўзбекистон Республикаси Президентининг “Таълим муассасаларининг битирувчиларини тадбиркорлик фаолиятига жалб этиш борасидаги қўшимча чора-тадбирлар тўғрисида”ги 2010 йил 28 июлдаги 4232-сонли Фармони.
12. Ўзбекистон Республикаси Президентининг “Олий таълим муассасаларининг моддий-техника базасини мустаҳкамлаш ва юқори малакали мутахассислар тайёрлаш сифатини тубдан яхшилаш чора-тадбирлари тўғрисида”ги 2011 йил 20 майдаги 1533-сонли Қарори.
13. Ўзбекистон Республикаси Президентининг “Олий малакали илмий ва илмий-педагог кадрлар тайёрлаш ва аттестациядан ўтказиш тизимини янада такомиллаштириш тўғрисида”ги 2012 йил 24 июлдаги 4456-сонли Фармони.
14. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 26 сентябрдаги “Олий таълим муассасалари педагог кадрларини қайта тайёрлаш ва уларнинг малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги 278-сонли Қарори.
15. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Ўриндошлик асосида ҳамда бир неча касбда ва лавозимда ишлаш тартиби тўғрисида”ги Низоми 2012 йил 18 октябрдаги 297-сонли Қарори.
16. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий ўқув юртдан кейинги таълим

ҳамда олий малакали илмий ва илмий педагогик кадрларни тайёрлаш аттестациядан ўтказиш тизимини такомиллаштириш чора тадбирлари тўғрисида”ги 2012 йил 28 декабрдаги 365-сонли Қарори.

17. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 29 декабрдаги “Республика олий таълим муассасалари рейтингини баҳолаш тизимини жорий этиш тўғрисида”ги 371-сон Қарори.

18. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги “Вазирлар Маҳкамасининг “Олий таълимнинг Давлат таълим стандартларини тасдиқлаш тўғрисида” 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида”ги 3-сонли Қарори.

19. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 2 мартдаги “Магистратура тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 36-сонли Қарори.

20. Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги 4732-сон Фармони.

21. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 20 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини оширишни ташкил этиш чора тадбирлари тўғрисида”ги 242-сонли Қарори.

22. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги «Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида» 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида” ги 3-сон Қарори.

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