

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАХБАР
КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ
МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ
БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ



АМАЛИЙ ХОРИЖИЙ ТИЛНИ ЎРГАНИШНИНГ ИНТЕНСИВ УСУЛЛАРИ

модули бўйича
**ЎҚУВ-УСЛУБИЙ
МАЖМУА**

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Мазкур ўқув-услугий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2019 йил 2 ноябрдаги 1023- сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

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Ишчи ўқув дастури Бош илмий-методик марказ Илмий-методик кенгашининг 2019 йил ___ сентябрдаги ___-сонли қарори билан маъқулланган.

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Кириш

Дастур Олий таълим муассасалари, ихтисослашмаган ўрта махсус касб хунар таълими ва халқ таълими тизими бошқаруви ҳудудий органларидан жалб қилинган курс тингловчилари дарс берадиган фанлари бўйича касбий ва педагогик маҳоратини ўсиб боришини, шунингдек, ўқитишнинг интерактив усуллари бўйича касбий билимлари, малака ва кўникмаларини янгилашни таъминлаш билан бир қаторда, уларнинг назарий билим ва амалий кўникмаларини чуқурлаштириш, янгилаш, таълимнинг долзарб муаммолари, чет тили таълимини ташкил этишнинг янги тамойиллари, замонавий усулларидан моҳирона фойдаланишга ўргатишни мақсад қилади.

Шунингдек, дастур доирасида Ўзбекистонда чет тилларни ўқитиш сифати ва даражасини мунтазам равишда ошириш, хорижий тил мутахассисларининг малакасини ошириш жараёнини такомиллаштириш ва уларнинг касбий-инновацион тайёргарлигига қўйиладиган замонавий талабларни ёритишга алоҳида эътибор қаратилган.

Дастур мазмунида тингловчиларга Ўзбекистон Республикаси Биринчи Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли Қароридан келиб чиқадиган вазифалар, чет тилини эгаллаш даражаларининг Европа тизими: CEFR, олий таълим тизимида чет тилларни ўқитишнинг долзарб масалалари, глобал Интернет тармоғидан фойдаланган ҳолда хорижий тилларни ўрганиш жараёнига замонавий педагогик ва ахборот технологияларини жорий этиш, чет тиллар ўқитувчисининг шахсий ва касбий ахборот майдонини лойиҳалаш, педагогик маҳоратини ошириш ҳамда хорижий тилларни ўқитишда замонавий педагогик ва психологик ёндашувлардан фойдаланиш асосий вазифалар сифатида белгиланган.

Чет тили дарслари касбий йўналтирилган бўлиб, тингловчиларнинг нафақат тил кўникмаларини амалда ривожлантиришга, балки уларнинг методик тайёргарлигини ҳам оширишга хизмат қилади.

Тил бўйича фанларда барча тил кўникмаларига алоҳида эътибор берилган (ўқиш, тинглаб тушуниш, оғзаки нутқ, ёзма нутқ, лексика, грамматика). Шунингдек, буларни интеграллашган ҳолда машқ қилиш имконини берувчи *Интеграллашган тил кўникмалари* курси ҳам киритилган. Шунингдек, *Тил аспектлари амалиёти* фани киритилган бўлиб, у аутентик матнларни ҳар тарафлама: грамматик, фонетик, лексик, стилистик, прагматик нуқтаи назардан таҳлил қилиш, иштирокчиларни тилни тадқиқ қилишга ундайди. Бундан ташқари *Тил ўрганиш хусусиятлари* фани ҳам чет тили, уни ўрганиш ва ўқитиш, тил ўрганувчининг хусусиятлари, тил ўрганишдаги когнитив омиллар, чет тилини ўрганиш услублари ва стратегиялар, тил ўрганишда

психологик омиллар, тил ўрганишдаги хатолар, чет тилини ўрганишда ёш хусусиятларидан келиб чиққан ҳолда ўргатади.

Мазкур ўқув режа ва ўқув дастурлар Республика бўйлаб ўтказилган тадқиқотлар ҳамда илғор хорижий тажрибани ўрганган ҳолда тузилган. Қолаверса, булар Инновацион илмий-амалий марказ қошида апробациядан ўтказилмоқда ва тажриба натижалари асосида такомиллаштирилиб борилмоқда.

Курснинг мақсади ва вазифалари:

Курснинг мақсади – тингловчиларнинг педагогик фаолиятга назарий ва амалий тайёргарлик даражасини ривожлантириш, касбий компетентлик даражасини ошириш асосида чет тилларни ўқитиш жараёнини самарали ташкил этиш ва бошқариш бўйича мавжуд билим, кўникма ва малакаларини такомиллаштириш.

Курснинг вазифалари – педагогик кадрлар тайёргарлигига қўйиладиган замонавий талаблар, таълим ва тарбия ҳақидаги ҳужжатлар, чет тиллари бўйича давлат таълим стандарти лойиҳаси, таълим технологиялари ва педагогик маҳорат, чет тилини ўрганишнинг психологик аспекти, чет тили ўқитувчисининг шахсий ва касбий ахборот майдонини лойиҳалаш, чет тилини ўрганишнинг хорижий тажрибалари, маданиятлараро коммуникацияда тилнинг ўрни, чет тилини ўрганишда тил хусусиятлари ва интеграллашган тил кўникмаларини ўзлаштиришдан иборат.

Курснинг концепцияси.

Ўзбекистон Республикаси "Таълим тўғрисида"ги Қонуни ва "Кадрлар тайёрлаш миллий дастури", Ўзбекистон Республикаси Президенти асарлари, Вазирлар Маҳкамасининг қарорлари, Олий ва ўрта махсус, касб-хунар таълими муассасалари нопедагоглари ва раҳбар ходимларининг чет тилининг тўрт асосий кўникмалари: ўқиш, гапириш, тинглаш, ёзиш малакасини оширишга қўйиладиган Давлат талаблари ва умумий малака талаблари.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Инглиз тили ва уни ўрганишдаги асосий аспектилар” курси амалий машғулотлар шаклида олиб борилади.

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

-ўтказиладиган амалий машғулотларда замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан, техник воситалардан, тест сўровлари, ақлий ҳужум,

гурухли фикрлаш, кичик гурухлар билан ишлаш ва бошқа интерактив таълим усуллари кўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Инглиз тили ва уни ўрганишдаги асосий аспектлар” модули мазмуни ўқув режадаги “Олий таълим тизимида ўқув-жараёни ва ўқув-услубий фаолиятни модернизациялаш ва инновацион таълим технологияларини жорий этиш” ўқув модули билан узвий боғланган ҳолда раҳбар ходимларнинг таълим-тарбия жараёнини сифатли ва самарали ташкил этишда чет тилларининг долзарблиги ва аҳамиятли эканини яна бир бор таъкидлайди ҳамда уларнинг профессионал тайёргарлик даражасини орттиришга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар инглиз тили билим ва кўникмаларини янада чуқурлаштирадilar, касбларига доир инглиз тилидаги маълумотларни ўқиш, таҳлил қилиш ва татбиқ этиш сингари компетентликка эга бўладilar.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат				Мустақил таълим
		Ҳаммаси	Аудитория ўқув юкلامаси			
			Жами	жумладан		
				-----	Амалий машғулот	
1.	Introducing yourself				2	
2.	My family				2	
3.	Time management				2	
4.	Daily routine				2	
5.	Leisure activities				2	
6.	Where do you live?				2	
7.	Countries and languages				2	

8.	The inventions				2	
9.	Food you like				2	
10.	Travelling, Culture awareness, Tourism				2	
11.	Describing people				2	
		42	22		22	20

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидадан фойдаланилади:

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

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 may be by test, interview, questionnaire, observation and so on.

БАҲОЛАШ методи

Шахсинг қобилиятини, ўқитиш курсининг сифати ёки муваффақиятини ўлчаш ва баҳолаш демакдир. Шунингдек, баҳолаш тест, суҳбат ўтказиш, савол жавоб, кузатиш ва хоказолар орқали амалга ошириш мумкин.

ТЕСТИРОВАНИЕ

Целью тестирования является получение результатов об уровне подготовки обучаемого.

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 are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning 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 as a way of generating ideas. Brainstorming often serves as preparation for another activity.

АҚЛИЙ ХУЖУМ услуби

Бевосита жамоа бўлиб “фикрлар хужуми” ни олиб бориш демакдир. Бу услубдан мақсад, мумкин қадар катта миқдордаги ғояларни йиғиш, талабаларни айтиб бериш хил фикрлардан ҳоли қилиш, ижодий вазифаларни ечиш жараёнида дастлаб пайдо бўлган фикрларни энгишидир.

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

It is about a person, group, or situation that has been studied over time. 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” услуби

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

Метод “КЕЙС-СТАДИ”

Ситуация, описывающая конкретные события (или последовательность события), содержащая одну или несколько проблем, когда специалист или группа стоит перед необходимостью принятия стратегического решения.

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 услуби

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

Усулида гуруҳ аъзолари бирор муаммони ечиш мақсадида ўз ғояларини оғзаки таклиф этадилар. Усулдан самарали фойдаланиш учун иштирокчилар муҳокама предметига оид етарли билим ва тажрибага эга бўлишлари лозим. Бу усул катталар таълимида кўпроқ самара беради.

ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

“МУЗЁРАР” методи

Қиздирувчи, фаолиятга жалб қилувчи машқ. Талабаларнинг ўзаро танишиши ва ишчи муҳит яратиш мақсадида қўлланилади. Бу метод хонадаги руҳий тарангликни енгиш, 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 are missing the 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 талаба билмайди. Бу эса сухбатлашиш учун ҳақиқий мақсад пайдо қилади. Бу услуб асосан чет тилида гапириш, мулоқотга кириш учун ёрдам беради. Шунингдек, расмлардан 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; талалар-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 work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

“АРРА” МЕТОДИ

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

“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 presented with 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 ТАНЛОВ ТЕСТЛАРИ

Бу метод асосан, тестда қўлланилади. Ўрганувчи учун тузиладиган тестлардаги саволда 4 ёки 5 та жавоблар берилади. Битта берилган саволдаги 4 ёки 5 та жавобининг биттаси тўғри бўлади, қолганлари эса ўхшаш жавоблар тарикасида берилади.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

ТАҚДИМОТ

Ахборот, назария ёки тамойилларни талабаларга етказиш мақсадида эксперт томонидан ўтказиладиган тадбир. 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 (спектакля). Само значение слова содержит понятие, связанное со спектаклем и театром. В презентациях различного типа следует выделить такие виды презентации как: публичное выступление перед аудиторией как самоцель и обучающую презентацию. Целями обучающей презентации могут быть:

- а) обучение искусству презентации;
- б) презентация как способ введения нового материала или новой темы занятия;
- в) использование презентации как метода обучения иностранному языку.

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 мавзунини ёритиш ва талабаларни мавзуга жалб қилиш мақсадида қўлланиладиган услублардан биридир.

ИНТЕЛЛЕКТУАЛЬНАЯ РАЗМИНКА

Эти занятия ориентированы на развитие интеллектуальных способностей и формирование

у студентов в сфере самостоятельной познавательной деятельности.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

“ТЎҒРИ-НОТЎҒРИ”

Талабаларни ўқитишда қўлланиладиган шундай ёндашувки, унда ў 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 танлашга ҳуқуқ беради. Ўқитиш усулини яна такомиллаштириш ва мавзуни 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 1: Introducing yourself

Outcomes

Participants will have known how to use articles, personal pronouns and to be.

Participants will have known about phrasal verbs with the verb to be.

Time: 80 min.

Procedure:

The participants will watch the video about “Articles”, “Personal pronouns”, “To be”.

The teacher will explain the theme using PP presentation

1. Use expressions of introducing oneself correctly.
2. Introduce oneself according to the part of the day.
Answer the following questions before you start studying.
 1. What should you do when you meet someone for the first time?
 2. Would you introduce yourself?
 3. What do you have to say when you want to introduce yourself?

Below are some expressions used for self introductions:

May I introduce myself...?

Let me introduce myself...

Allow me to introduce myself...

After an introduction, we usually say some of the expressions below:

- I am glad to meet you.
 - I am happy to see you.
 - I am pleased to know you.
 - It's nice to see you.
- It's a pleasure meeting you.

Grammar: In English there are three articles: a, an, and the.

Indefinite articles - A and An

A and **an** are indefinite articles. They are used when talk about something that is not specifically known to the person you are talking to with. **A** and **an** are used before nouns that introduce something or someone you have not mentioned before.

- Paul : Hi Peter, I saw **an** accident this morning outside my house.
- You are speaking about the “accident” for the first time to Peter. He did not know about it before.

A and **an** are also used when talking about your profession.

- I am **an** English teacher.
- I am **a** builder.

You use **A** when the noun you are referring to begins with a **consonant**: **a** house, **a** building, **a** car.

You use **An** when the noun you are referring to begins with a **vowel** (a, e, i, o, u).

Pronunciation changes this rule. It's **the sound** that matters, not the spelling.

If the next word begins with a consonant sound when we say it, for example, "university" then we use a. If the next word begins with a vowel sound when we say it, for example "hour" then we use an.

We say "university" with a "y" sound at the beginning as though it were spelt " you niversity". - So, "a university" IS correct.

We say "hour" with a silent h as though it were spelt "our". - So, "an hour" IS correct.

Definate article - the

You use **The** when you know that the listener knows or can understand what particular person/thing you are talking about.

You should also use **The** when you have already mentioned the thing you are talking about.

- Paul : Hi Peter, I saw **an** accident this morning outside my house.
- (you are speaking about the “accident” for the first time to Peter. He did not know about it before)
- Peter: Hi Paul, do you know how **the** accident happened?
- (Peter now knows about the accident)

We use **The** to talk about geographical points on the globe.

- **the** North Pole
- **the** equator

We use **The** to talk about rivers oceans and seas.

- **the** Nile
- **the** Pacific
- **the** English channel

We also use **The** before certain nouns when we know there is only one of a particular thing.

- **the** Rain
- **the** sun
- **the** wind
- **the** world
- **the** earth
- **the** White House

However if you want to describe a particular instance of these you should use **a/an**.

- I could hear **the** wind.
- There's **a** cold **wind** blowing.

Theis also used to say that a particular person or thing being mentioned is the best, most famous,

etc. In this use, 'the' is usually given strong pronunciation:

- Harry's Bar is **the** place to go.

Note - **The** doesn't mean all.

- **The** books are expensive.
- Not all books are expensive, just the ones I'm talking about.
- Books are expensive.
- All books are expensive.

When not to use an article

We usually use no article to talk about things in general.

- People are worried about rising crime.
- People generally, so no article.

You do not use an article when talking about sports.

- My son plays football.
- Tennis is expensive.

You do not use an article before uncountable nouns when talking about them generally.

- Information is important to any organization.
- Coffee is bad for you.

You do not use an article before the names of countries **except** where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

Without an article

- Italy, Mexico, Bolivia, England

The

- **the** UK (United Kingdom), **the** USA (United States of America), **the** Irish Republic

Multiple areas

- **the** Netherlands, **the** Philippines, **the** British Isles

A **personal pronoun** is a short word we use as a simple substitute for the proper name of a person. Each of the English **personal pronouns** shows us the grammatical person, gender, number, and case of the noun it replaces.

<i>Singular</i>	<i>Plural</i>
I. <i>I</i>	<i>We</i>
II. <i>You</i>	<i>You</i>
<i>He</i>	<i>They</i>
III. <i>She</i>	
<i>It</i>	

Pronouns and Possessive Adjectives

Pronouns substitute for nouns. They can be singular or plural.

Personal Pronoun			
Subject	Object	Possessive Adjective	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	-
We	Us	Our	Ours
They	Them	Their	Theirs

General Rules:

- As a subject and an object.
 - He* is my father. I love *him* so much.
 - I am lost. I guess my mom is looking for *me*.
- After a preposition (*for, from, before, in, on, at, between, among, without, over, under, with, by, etc.*).
 - He always sends a letter to *her*.
 - My mother wants to buy some food with *me*.
- After 'let'
 - Let *her* go!
 - Let *us* go. (let's go.)

Complete the following sentences with the correct personal pronoun, possessive adjective, or possessive pronoun.

- The girl is beautiful. I bought _____ some flowers.
- Ravshan borrowed one of my dictionaries. He lost _____ .
- Mr. Aliev put _____ shoes under the table.
- My mother always makes a lot of delicious food. _____ loves cooking so much.
- Hasan: Can I use your car? Husan : Oh, I'm sorry. Anvar is using _____ car.
- Nobody cooks meals for Doniyor. He has to cook _____ meals by himself.
- Timur has a new beautiful house. Is _____ a modern one?
- I met Mr. Buriev on the way home. _____ was walking with _____ wife.
- His family has reserved a suite room in the Sheraton Hotel. _____ is the largest in town.
- Shohruh is extremely rich. _____ has her own private airplane.

Phrasal Verbs with BE

Phrasal Verb	Meaning	Example
Be after	To try to obtain or find	What's he <i>after</i> ? Is he looking for proof ?
Be against	Be opposed to	I must say I'm <i>against</i> the idea.

Phrasal Verb	Meaning	Example
Be along	Arrive	Jack will <i>be along</i> soon. He's on his way.
Be away	Be elsewhere	She is <i>away</i> today. She has gone to London.
Be down	Be depressed or sad.	The news is bad so John is a bit <i>down</i> today.
Be down	Decrease	Oil prices were <i>down</i> today.
Be down on	Disapprove of, dislike	Why is Charlie so <i>down</i> on the new recruit?
Be down with	Be ill or have caught a disease.	My mother is <i>down with</i> a bad cold.
Be in	Be present (at work/at home)	I'll <i>be in</i> all day so you can call me anytime.
Be in for	Have reason to expect something.	I think we are <i>in for</i> snow today.
Be in on	Be involved with or participate in something.	Alex is <i>in on</i> the project too.
Be into	Be interested or involved in something	He's <i>into</i> sports and she's <i>into</i> politics.
Be off	Leave to go somewhere	<i>I'm off!</i> I've got a plane to catch.
Be on	Be functioning	The television <i>is on</i> .
Be on	Take medication or drugs	The driver <i>was on</i> drugs at the time of the accident.
Be on about	Mean, try to say	What are you <i>on</i> about? I don't understand.
Be on to Be onto	Make a discovery	My colleague is excited. He must <i>be on to</i> something
Be out	Absent from home or work	Where's <i>Peter</i> ? <i>He's out</i> today.
Be out of	Have no more left	We're <i>out of</i> coffee I'm afraid.
Be out to	Try to achieve; be determined	He's <i>out to</i> win the match.
Be up	Awake and out of bed	Tom was <i>up</i> at the crack of dawn!

Phrasal Verb	Meaning	Example
Be up	Increase	The interest rates are <i>up</i> again.
Be up to	Misbehave, do wrong	What are those kids <i>up to</i> ?
Be up to	Be somebody's responsibility	It's <i>up to</i> the government to find a solution.

Home task: Writing: Personal details.

LESSON 2: My family

Outcomes

Participants will have known how to use to have and possessive 's.

Participants will have known and use the vocabulary about the family members.

Time: 80 min.

Procedure:

The participants will watch the video about “To Have”

To Have: Forms: Have is an irregular verb. Its three forms are have, had, had. The present simple third person singular is has:

We usually **have** breakfast at about eight.

I **had** a strange dream last night.

She **has** quite dark hair.

Have: uses

We use have as a main verb and an auxiliary verb.

See also:

- Have as a main verb
- Have as an auxiliary verb

Have: typical error

- We don't use have in the third person singular of the present simple:

A meeting **has** been set up for Monday, 4pm.

Not: A meeting ~~have been~~ ...

Have as a main verb

The main verb **have** has lots of uses.

Possession

We use **have** to talk about things that we own or possess:

Do you **have** a car?

They **have** two dogs, Scruffy and Milly.

See also:

- Have got and have

Events, actions, experiences and activities

I'm going to **have** a bath.

Let's **have** a party to celebrate your birthday!

We **have** a break at 10 am.

Did you **have** a nice time in London?

Eating food and meals

We **had** a wonderful meal in the new restaurant on Elm Street.

A: Two coffees, please.

B: Large or small?

A: Er large. You want a large one, do you?

C: Mhm. Can I **have** a cake as well?

Shall we **have** lunch together sometime?

Days or parts of days

Have a nice day!

I **had** such a tough day.

Did you **have** a nice morning (or afternoon, evening, birthday, holiday)?

Hygiene routines and therapies

I **had** a shower and got ready to go out.

He needs to **have** a shave both in the morning and in the evening.

The doctor recommended that I should **have** massages every week on my back.

Conversations and interactions

I need to **have** a chat with Joan about your hours.

They **had** a big argument about money.

The chef and the manager **had** a row in the kitchen and everyone in the restaurant could hear them shouting.

Sleeping

She **had** a rest in the afternoon.

Did you **have** a good night's sleep?

I used to **have** terrible dreams when I was young.

Accidents and problems with cars

She **had** an accident when she was young. She fell off a horse.

They **had** a crash but luckily no one was injured.

We **had** a breakdown on the motorway once.

Thankfully, I have never **had** a puncture.

Travel

They **have** a 15-hour flight from Rome.

Have a safe trip.

Did you **have a pleasant journey?**

Possessive 's

We use apostrophe *s* ('s), also called possessive 's, as a determiner to show that something belongs to someone or something:

Is that Olivia's bag?

Britain's coastline is very beautiful.

We can also use it in complex noun phrases (underlined):

Greg is her youngest daughter's husband.

We can use two possessive 's constructions in the same noun phrase:

*We went to **Jake's father's** funeral.*

We also use possessive 's to talk about time and duration:

*Is that **yesterday's** paper?*

*I've only had one **week's** holiday so far this year.*

Rules for using possessive 's

We use 's after a singular noun and ' after a plural noun.

Compare

singular noun + 's	plural noun + '
<i>The girl's bedroom</i> (The bedroom belongs to one girl.)	<i>The girls' bedroom.</i> (The bedroom belongs to more than one girl.)

We use 's with irregular plural nouns (e.g. *children, men, people, women*):

*The **children's** parents decided which university they would go to.*

*They have no respect for other **people's** property.*

Compare

noun + 's or '	plural noun	pronunciation
<i>The cat's dinner is in the fridge.</i>	<i>The cats were running around the garden.</i>	/s/
<i>The kids' uncle gave them all some money.</i>	<i>The kids are getting impatient.</i>	/z/
<i>George's brother was there.</i>	<i>There are three Georges in my family.</i>	/ɪz/

With compound nouns, we add 's to the final noun:

*My **sister-in-law's** friend came with us.*

Not: ~~My sister's in-law friend~~

We don't usually use the possessive 's with things:

the door handle

Not: ~~the door's handle~~

the shop window

Not: ~~the shop's window~~

the kitchen table

Not: ~~the kitchen's table~~

Study the glossary on the topic "My family" and "Family members"

- Great-grandfather - катта бобо
- Great-grandmother – катта буви
- Great-uncle – катта амаки
- Grandfather - бобо
- Grandmother - буви
- Great-aunt – катта хола
- Uncle – тоға, амаки

- Aunt – хола, амма
- Father - ота
- Mother – она
- Parents – ота-она
- Sister – опа, сингил
- Brother – ака, ука
- Brother-in-law – қайнака, қайнука
- Sister-in-law – қайнопа, қайнсингил
- Husband - эр
- Wife - рафиқа
- Cousin – жиян (амакивачча, тогавачча, холавачча, аммавачча)
- Nephew – жиян (ўғил бола)
- Niece – жиян (қиз бола)
- Son – ўғил фарзанд
- Daughter- қиз фарзанд
- Son-in-law - куёв
- Daughter-in-law – келин
- Grandson – невара (ўғил бола)
- Granddaughter – невара (қиз бола)

My Family

I am Anvar Aliev. Anvar is my name and Aliev is my surname. I am twenty one years old. I want to tell you a few words about my family. My family is not large. I have got mother, father and grandmother. There are four of us in the family.

First of all some words about my parents. My mother is a teacher of biology. She works in a school. She likes her profession. She is a good-looking woman with brown hair. She is 44 but she looks much younger.

My father is programmer. He is forty-six. My father often sings and when we are at home and have some free time I play guitar and we sing together. He is also handy with many things. When he was small he liked to take everything to pieces. My grandmother told me a story that once my father tried to repair their kitchen clock but without success. They had to give it to a repairman. But it happened a long time ago. Now he can fix almost everything.

My parents have been married for 18 years. They have much in common, but they have different views on music, books, and films. For example my father likes horror films and my mother likes soap operas. My father is fond of tennis. My mother doesn't go in for sports.

My parents are hard working people. My mother keeps house and takes care of my father and me. She is very good at cooking. My grandmother is a pensioner. She lives with us and helps to run the house. She is fond of knitting.

I want to become a teacher. I'd like to learn foreign languages. I always try to be in a good mood.

Home task: Writing: Filling forms.

LESSON 3: Time management

Outcomes

Participants will have known how to use “Ordinal and cardinal numbers”.

Participants will have known and use the vocabulary about “Numbers” and “Time”.

Time: 80 min.

Procedure:

1. Cardinal numbers

Cardinal numbers say how many people or things there are.

- There are **five** books on the desk.
- Ron is **ten** years old.

Use a **hyphen** between compound numbers and the word **and**.

Use either the definite article **a** or **one** for 100.

Number	Word
121	a/one hundred and twenty-one
356	three hundred and fifty-six
999	nine hundred and ninety-nine

There are different words for the number 0.

Word	Explanation	Example
oh	single digits (telephone numbers, codes)	67890 six - seven - eight - nine - <i>oh</i>
zero	measurements (temperature)	-5 °C five degrees Celsius below <i>zero</i>
nought	figure 0 in British English*	5 - 5 = 0 Five minus five leaves <i>nought</i> .
nil	results in sport	The match ended 2 - 0. The match ended two - <i>nil</i> .
love	tennis	40 - 0 forty - <i>love</i>

* In American English *zero* is used.

2. Ordinal numbers

Add **-th** to the cardinal number to form the ordinal number: six → sixth

Add **the last two letters of the written word** to the figure. → 4**th**

Numbers in words: The ordinal numbers 1**st** → first, 2**nd** → second and 3**rd** → third are irregular. Be careful with the spelling of the words for 5**th**, 8**th**, 9**th**, 12**th** and the words ending in **-y**.

Cardinal numbers		Ordinal numbers	
1	one	1 st	first
2	two	2 nd	second

Cardinal numbers		Ordinal numbers	
3	three	3rd	third
5	five	5th	fifth
8	eight	8th	eighth

Fractions

Use the **ordinal number** for the **denominator**:

- $1/3$ → one **third**
- $2\ 3/5$ → two and three **fifths**

Exceptions:

- $1/2$ → one half
- $1/4$ → one quarter

Decimals

Use the **cardinal number** for decimals:

- 3.8 → three point **eight**
- 4.25 → four point **two five**

Roman numbers

Roman numbers are seldom used. They are used for the names of kings and queens. Use the ordinal number:

- Elisabeth II → Elisabeth the Second
- Louis XIV → Louis the Fourteenth

Cardinal numbers		Ordinal numbers	
0	oh, zero, nil, love, nought	---	
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth

Cardinal numbers		Ordinal numbers	
11	eleven	11 th	eleventh
12	twelve	12 th	twelfth
13	thirteen	13 th	thirteenth
14	fourteen	14 th	fourteenth
15	fifteen	15 th	fifteenth
16	sixteen	16 th	sixteenth
17	seventeen	17 th	seventeenth
18	eighteen	18 th	eighteenth
19	nineteen	19 th	nineteenth
20	twenty	20 th	twentieth
21	twenty-one	21 st	twenty-first
22	twenty-two	22 nd	twenty-second
23	twenty-three	23 rd	twenty-third
24	twenty-four	24 th	twenty-fourth
25	twenty-five	25 th	twenty-fifth
26	twenty-six	26 th	twenty-sixth
27	twenty-seven	27 th	twenty-seventh
28	twenty-eight	28 th	twenty-eighth
29	twenty-nine	29 th	twenty-ninth
30	thirty	30 th	thirtieth
31	thirty-one	31 st	thirty-first
100	a/one hundred		
1,000	a/one thousand		
10,000	ten thousand		

Cardinal numbers		Ordinal numbers	
100,000	a/one hundred thousand		
1,000,000	a/one million		
1,000,000,000	a/one billion		

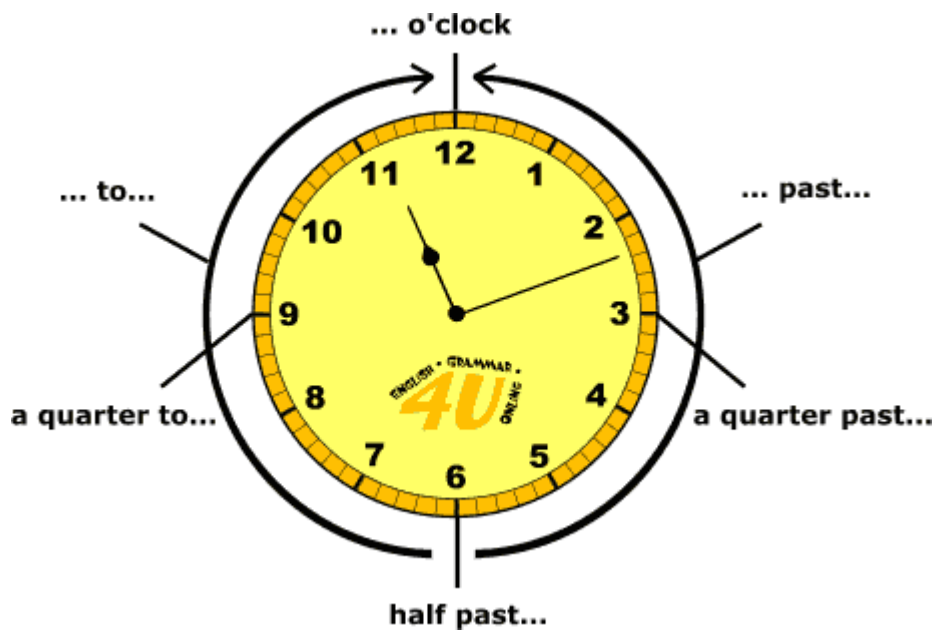
Ex. 1. Use the correct words for the (*numbers in brackets*). Write the cardinal or ordinal numbers in word forms into the gaps.

- I have breakfast at o'clock. (6)
- My brother is in the class. (6)
- Jamie is years old. (10)
- Today is the of April. (10)
- It costs only pound. (1)
- I am so happy, that he won the prize. (1)
- It takes hours to get from London to Cairo by air. (5)
- It's the day of our holiday in Florida. (5)
- He scored goals in games. (3)/(2)
- It was his goal in the last games. (3)/(2)

Ex. 2. Write the the ordinal numbers into the gaps (in words). Mind the example.

- She's sitting in the row. (1)
- They are celebrating their anniversary. (25)
- The old man died on his birthday. (88)
- That was my accident this month. (2)
- It's his birthday. (21)
- Lisa was born on the of November. (11)
- June is the month of the year. (6)
- Our office is on the floor. (10)
- My house is the from the end on the right. (3)
- It's the time that I've been to America. (9)

Study the glossary on the topic Time



There are two common ways of telling the time.

1) Say the hour first and then the minutes. (Hour + Minutes)

- 6:25 - It's six twenty-five
- 8:05 - It's eight O-five (the O is said like the letter O)
- 9:11 - It's nine eleven
- 2:34 - It's two thirty-four

2) Say the minutes first and then the hour. (Minutes + PAST / TO + Hour)

For minutes 1-30 we use **PAST** after the minutes.

For minutes 31-59 we use **TO** after the minutes.

- 2:35 - It's twenty-five **to** three
- 11:20 - It's twenty **past** eleven
- 4:18 - It's eighteen **past** four
- 8:51 - It's nine **to** nine
- 2:59 - It's one **to** three

When it is **15 minutes past** the hour we normally say: **(a) quarter past**

- 7:15 - It's (a) quarter past seven

When it is **15 minutes before** the hour we normally say: **a quarter to**

- 12:45 - It's (a) quarter to one

When it is **30 minutes past** the hour we normally say: **half past**

- 3:30 - It's half past three (but we can also say three-thirty)

O'clock

We use **o'clock** when there are NO minutes.

- 10:00 - It's ten o'clock
- 5:00 - It's five o'clock
- 1:00 - It's one o'clock

Sometimes it is written as 9 o'clock (the number + o'clock)

12:00

For 12:00 there are four expressions in English.

- twelve o'clock
- midday = noon
- midnight

Asking for the Time

The common question forms we use to ask for the time *right now* are:

- What time is it?
- What is the time?

A more polite way to ask for the time, especially from a stranger is:

- Could you tell me the time please?

Giving the Time

We use **It is** or **It's** to respond to the questions that ask for the time *right now*.

- **It is** half past five (5:30).
- **It's** ten to twelve (11:50)

We use the structure **AT** + **time** when giving the time of a specific event.

- The bus arrives **at** midday (12:00).
- The flight leaves **at** a quarter to two (1:45).
- The concert begins **at** ten o'clock. (10:00)

We can also use subject pronouns in these responses.

- It arrives at midday (12:00).
- It leaves at a quarter to two (1:45).
- It begins at ten o'clock. (10:00)

AM vs. PM

We don't normally use the 24-hour clock in English.

We use **a.m.** (am) for the morning and **p.m.** (pm) for the afternoon and night.

3am = Three o'clock in the morning.

3pm = Three o'clock in the afternoon.

**Ex.1. Write the correct time in British English into the gaps.
Write the numbers in words.**

It's <input type="text"/>	1. 10:10
It's <input type="text"/>	2. 2:55
It's <input type="text"/>	3. 12:00
It's <input type="text"/>	4. 9:02
It's <input type="text"/>	5. 12:45
It's <input type="text"/>	6. 11:59
It's <input type="text"/>	7. 7:35
It's <input type="text"/>	8. 12:20
It's <input type="text"/>	9. 1:31
It's <input type="text"/>	10. 4:44

Homework: Writing essay "Significant dates in your life".

Talk about important and lucky numbers for you.

LESSON 4: Daily routine

Outcomes

Participants will have known how to use Present Simple tense (negative and interrogative forms), third person singular form.

Participants will have known and use vocabulary “Daily routine”, “Jobs”

Time: 80 min.

Procedure:

The teacher will explain Present Simple tense using PP presentation.

The simple present tense is one of several forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes)

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
I smoke (habit); **I work in London** (unchanging situation); **London is a large city** (general truth)
- To give instructions or directions:
You walk for two hundred meters, then **you turn** left.
- To express fixed arrangements, present or future:
Your exam **starts** at 09.00
- To express future time, after some conjunctions: *after, when, before, as soon as, until*:
He'll give it to you when you come next Saturday.

Forming the simple present tense: to think

Affirmative	Interrogative	Negative
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think

Affirmative	Interrogative	Negative
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

Notes on the simple present, third person singular

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
He wants ice cream. Does he want strawberry? He does not want vanilla.
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
fly --> flies, cry --> cries
Exception: if there is a vowel before the **-y**:
play --> plays, pray --> prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
he passes, she catches, he fixes, it pushes

Ex.1. Use short/contracted forms of the auxiliaries only.

1. Tom stamps. (not/to collect)
2. You songs in the bathroom. (not/to sing)
3. Julie in the garden. (not/to work)
4. I at home. (not/to sit)
5. Tina and Kate the windows. (not/to open)
6. Adam French. (not/to speak)
7. His sister lemonade. (not/to like)
8. We to music. (not/to listen)
9. My father the car every Saturday. (not/to clean)
10. Johnny and Danny in the lake. (not/to swim)

Ex. 2. Put the correct verb forms into the gaps. Use Simple Present.

1. I sing → she
2. I play → she
3. I read → she
4. I go → she
5. I ask → she

6. I carry → she
7. I enjoy → she
8. I wash → she
9. I call → she
10. I cry → she

MY DAY

I want to tell you about my daily routine. I get up at 7 o'clock in the morning and go to the bathroom. I wash myself, brush my teeth and comb my hair. While I am in the bathroom my wife makes breakfast. I usually have porridge and a sandwich with tea for breakfast. After it I walk with my children. At 8 o'clock I leave home and go to work. It is not far from my house, but I don't like to be late for my work, that's why I leave home earlier. On my way to work I sometimes meet my colleagues and friends. We talk and discuss things.

I usually have much paper work and meetings at work. We do a lot of interesting and useful things at work. After work go back home. I leave my bag at home and go for a walk with my children. I don't go for long walks, because I usually have a lot of homework. So, after walking I come back home and start writing my article. We usually sit together at 7 in the evening my family has supper. If I finish my paperwork before supper I watch TV or play with children after it. Sometimes I play chess with my father. In spring I usually go to bed at ten, after my evening tea. That's my usual day.

Vocabulary:

be late [bi:'leit]-kechga qolmoq
 comb hair ['кэиш 'пээ] soch taramoq
 go for a walk ['дэи fara'woik] sayr qilmoq
 porridge ['ртшэз] каша

Questions:

1. When does your usual day start?
2. What do you do in the morning?
3. What do you eat for breakfast?
4. What do you do after breakfast?
5. How many lessons do you usually have at school? When does the first lesson start?
6. What time do you usually go home? What do you do there?
7. When do you usually have supper? What do you do after it?
8. When do you go to bed?

Listen the text: Three jobs (NH. p.20,21).

Talk about a typical day using video material.

Homework: writing essay on the topic "A Typical Day"

LESSON 5: Leisure activities

Outcomes

Participants will have known how to use plural forms of nouns.

Participants will have known and use the vocabulary about types of leisure activities.

Time: 80 min

Procedure:

The teacher will explain plural forms of nouns using PP presentation.

There are many plural noun rules.

- **To make regular nouns plural, add -s to the end.**

cat – cats

house – houses

- **If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, add -es to the end to make it plural.**

truss – trusses

bus – buses

marsh – marshes

lunch – lunches

tax – taxes

blitz – blitzes

- **In some cases, singular nouns ending in -s or -z, require that you double the -s or -z prior to adding the -es for pluralization.**

fez – fezzes

gas – gasses

- **If the noun ends with -f or -fe, the f is often changed to -ve before adding the -s to form the plural version.**

wife – wives

wolf – wolves

Exceptions:

roof – roofs

belief – beliefs

chef – chefs

chief – chiefs

- **If a singular noun ends in -y and the letter before the -y is a consonant, change the ending to -ies to make the noun plural.**

city – cities

puppy – puppies

- **If the singular noun ends in -y and the letter before the -y is a vowel, simply add an -s to make it plural.**

ray – rays

boy – boys

- **If the singular noun ends in -o, add -es to make it plural.**

potato – potatoes

tomato – tomatoes

Exceptions:

photo – photos

piano – pianos

halo – halos

With the unique word volcano, you can apply the standard pluralization for words that end in -o or not. It's your choice! Both of the following are correct:

volcanoes

volcanos

- **If the singular noun ends in -us, the plural ending is frequently -i.**

cactus – cacti

focus – foci

- **If the singular noun ends in -is, the plural ending is -es.**

analysis – analyses

ellipsis – ellipses

- **If the singular noun ends in -on, the plural ending is -a.**

phenomenon – phenomena

criterion – criteria

- **Some nouns don't change at all when they're pluralized.**

sheep – sheep

series – series

species – species

deer –deer

You need to see these nouns in context to identify them as singular or plural. Consider the following sentence:

Mark caught one **fish**, but I caught three **fish**.

Plural Noun rules for Irregular Nouns

Irregular nouns follow no specific rules, so it's best to memorize these or look up the proper pluralization in the dictionary.

child – children

goose – geese

man – men

woman – women

tooth – teeth

foot – feet

mouse – mice

person – people

Ex.1. Complete the sentences with the nouns in brackets. Use the plural.

1. Which Mediterranean are the cleanest? (beach)
2. Do you like ? (tomato)
3. How much do children's cost? (shoe)
4. How many does a cat have? (life)
5. Which three are the largest in the world? (city)
6. What percentage of has three kids? (family)
7. What are the best you have ever been to? (party)
8. How many should we write in a formal letter? (kiss)
9. What is the best way to keep out of the house? (fly)
10. How much would it cost to buy four of bread? (loaf)
11. How many are there in your town? (church)
12. What do most think about all day? (man)
13. How many did King Henry VIII have? (wife)
14. Should be allowed to use animals? (circus)
15. How many do you eat? (mango)
16. How many does a millipede have? (foot)
17. At what age do usually start to walk? (baby)

18. How many stomachs do have? (sheep)

19. How much do cost per kilogram? (cherry)

20. Are you good at ? (quiz)

Recreational Activities	Leisure Activities	Hobbies
Backpacking	Attending auctions	Amateur radio
Baseball/softball	Attending auto races	Aquarium making
Basketball	Attending concerts	Arts and crafts
Billiards/playing pool	Attending plays	Astronomy
Bowling	Attending sports events	Auto repairing
Camping	Bicycling	Carpentry
Canoeing	Bird watching	Ceramics/pottery
Checkers	Coin collecting	Coaching Little League
Chess	Crossword puzzles	Computers
Dancing	Dining out	Cooking/baking
Golf	Driving	Electronics
Ice skating	Fishing	Flower arranging
Playing cards	Hiking	Gardening
Sailing/boating	Horseback riding	Genealogy
Shuffleboard	Listening to music	Home decorating
Skiing	Painting	Hunting
Skindiving	Picnics	Model building
Surfboarding	Playing video games	Photography
Swimming	Reading books	Playing music
Table tennis	Roller skating	Sewing
Touch football	Sightseeing	Singing
Volleyball	Sunbathing	Stained glass making
Weightlifting	Talking to friends	Volunteering
Other: _____	Visiting museums	Woodworking
	Walks in parks	Other: _____
	Watching movies and TV	
	Writing	
	Other: _____	

Listen the text: My favorite season (NH. P.32).

Talk about hobby and interests using video material.

Homework: writing essay on the topic “A letter to my pen friend” (informal letter)

LESSON 6: Where do you live?

Outcomes

Participants will have known about *There is/are. Preposition and* how to use them.

Participants will have informed how to use vocabulary about *rooms, household goods, places.*

Time: 80 min

Procedure:

The participants will watch the video about *There is/are.*

Positive Sentences

We use **there is** for *singular* and **there are** for *plural*.

- **There is** *one table* in the classroom.
- **There are** *three chairs* in the classroom.
- **There is** *a spider* in the bath.
- **There are** *many people* at the bus stop.

We also use **There is** with *uncountable nouns*:

- **There is** *milk* in the fridge.
- **There is** *some sugar* on the table.
- **There is** *ice cream* on your shirt.

Contractions

The contraction of **there is** is **there's**.

- **There's** a good song on the radio.
- **There's** only one chocolate left in the box.

You **cannot** contract **there are**.

- **There are** nine cats on the roof.
- **There are** only five weeks until my birthday.

Negative Form

The negative is formed by putting **not** after *is* or *are*:

- There is **not** a horse in the field.
- There are **not** eight children in the school.
- There is **not** a tree in the garden.
- There are **not** two elephants in the zoo.

We almost always use contractions when speaking.

The Negative contractions are:

- There's not = There isn't
- There are not = There aren't

There aren't with ANY

When we want to indicate that a zero quantity of something exists we use **there aren't any**.

- There aren't **any** people at the party.
- There aren't **any** trees in my street.

We also use this structure with **uncountable** nouns:

- There isn't **any** *water* in the swimming pool.
- There isn't **any** *sugar* in my coffee.

Questions

To form a question we place **is / are** in front of **there**.

Again we use **any** with plural questions or those which use uncountable nouns.

We also use **there is / are** in short answers.

- **Is there** a dog in the supermarket? - No, there isn't.
- **Are there** any dogs in the park? - Yes, there are.
- **Is there** a security guard in the shop? - Yes, there is.
- **Are there** any polar bears in Antarctica? - No, there aren't.
- **Is there** any ice-cream in the freezer? - Yes, there is.

How Many with Are There

If we want to find out the number of objects that exist we use **How many** in the following form:

How many + plural noun + *are there* (+ complement).

- **How many** dogs *are there* in the park?
- **How many** students *are there* in your class?
- **How many** countries *are there* in South America?
- **How many** Star Wars films *are there*?

Ex.1. Choose the correct form of the verb to be.

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.

Ex.2. Answer the following questions using there is/are.

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?

The teacher will present new vocabulary “My flat/house”

- house /haʊs/ – уй
- room /ru: m/ – хона
- flat /flæt/ – квартира
- living room /'lɪvɪŋ ru: m / – меҳмон хона
- bedroom /'bedru: m/ – ётоқ хона
- bathroom /'bɑ: θru: m/ – ювиниш хона
- kitchen /'kɪtʃɪn/ – ошхона
- hall /hɔ:l/ – зал
- dining room /'daɪnɪŋ ru: m/ – овқатланишхона
- garden /'gɑ: dən/ – боғ
- garage /'gærɑ: ʒ/ – гараж
- sofa /'səʊfə/ – диван
- desk /desk/ – иш столи
- armchair /'ɑ: m, tʃeə/ – кресло
- chair /tʃeə/ – стул
- TV set /,ti: 'vi: set/ – телевизор
- fridge /frɪdʒ/ – музлатгич
- fireplace /'faɪəpleɪs/ – камин
- wardrobe /'wɔ: drəʊb/ – шкаф
- lamp /læmp/ – лампа
- bed /bed/ – ётоқ
- poster /'pəʊstə/ – постер, плакат
- small /smɔ: l/ – кичкина
- big /bɪg/ – катта

- old /əʊld/ – эски
- new /nju: / – янги
- fantastic /fæn'tæstɪk/ – фантастик, ажойиб
- wonderful /'wʌndəfəl/ – ажойиб
- comfortable /'kʌmf(ə)təbl/ - кулай
- nice /naɪs/ – яхши, чиройли
- modern /'mɒdən/ – замонавий
- carpet /'kɑ: pɪt/ – гилам
- balcony /'bælkəni/ – балкон
- furniture /'fɜ: nɪʃə/ – мебель
- window /'wɪndəʊ/ – дераза
- wall /wɔ: l/ – девор
- painting /'peɪntɪŋ/ – расм
- floor /flɔ: / – пол, этаж
- clean the flat/ house – квартирани, уйни тозаламоқ
- open a window – деразани очмоқ
- close the door – эшикни беркитмоқ
- cook – пиширомоқ
- watch TV – телевизор кўрмоқ
- have a shower – душ қабулқилмоқ
- read books in the room – хонада китоб ўқимоқ
- set the table – стол безатмоқ
- play in the room – хонада ўйнамоқ
- listen to music – мусиқа тингламоқ
- sleep – ухламоқ

Ex. 3. Look at the pictures “Helen’s living room” and “Helen’s kitchen” on p.37-38 and describe them using vocabulary.

Ex. 4. Listen and complete the conversation between Helen and her friend, Bob. p.38.

Ex. 5. Read the text “Lady who lives on a plane” and answer the questions Ex.2 p.40.

Ex. 6. True or false p.40.

Ex. 7. Listen the text “Homes around the world” and complete the chart. p.42

Participants will watch the video about prepositions and fulfill Ex.1-2 on p.43.

Homework: writing an essay on the topic “Describe your room” (using video material)

LESSON 7: Countries and languages

Outcomes

Participants will have known how to use *Modal verbs*

Participants will have known vocabulary about *countries, nationalities and languages.*

Time: 80 min

Procedure:

The teacher will explain Modal verbs using PP presentation

Modal verbs are a part of the larger category called *auxiliary verbs* which are verbs that cannot be used on their own. They need to be accompanied by another (main) verb. Sometimes modal verbs are called *modal auxiliaries*.

The following words are modal verbs: **Can, Could, May, Might, Must, Shall, Should, Will, Would.**

They are modal auxiliary verbs that provide additional information about the verb that follows it.

Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning which depends on the context of that sentence (or question).

- You **can** go now. (= permission)
- I **can** play the guitar. (= ability)

Structure with Modal Verbs

A Modal verb is followed by another verb in the base form (the infinitive without the 'To') and they are not conjugated (we don't add an 'S' in third person). See the following structure:

Subject + Modal Verb + Verb (base form of the infinitive)

- I **can** speak English (NOT: I can ~~to~~ speak English)
- He **can** speak Spanish (NOT: He can speaks Spanish)
- She **can** speak Spanish (NOT: She cans speak Spanish)

Modal Verbs in Negative Sentences

Subject + Modal Verb + **not** + Verb (base form of the infinitive)

- You **must not** walk on the grass. (= You mustn't walk on the grass.)
- He **cannot** speak Arabic. (= He can't speak Arabic.)
- We **should not** be late. (= We shouldn't be late.)

As you can see in the examples above, contractions of the **Modal verb + not** are normally possible.

The negative of can is cannot ('not' is joined to 'can') and the contraction is **can't**

Modal Verbs in Questions

Modal Verb + Subject + Verb (base form of the infinitive)

- **May** I help you?
- **Can** I have another piece of cake please?
- **Would** you like to come with us?

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 _____?”

Ex. 3. Listen to Tina and complete the chart. p.45

Can...?	Tina	You	Your partner
drive a car			
speak French			
speak Italian			
cook			
play tennis			
ski			
swim			
play the piano			
use a computer			

Ex. 4. Complete the chart about you and your partner and make presentation.

Can you drive a car? No, I can't

Can you ski? Yes, I can. But not very well

Ex. 5. Listen to the text “Benefits at work” p.67 and answer the given questions.

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
Eistein/born in	Spain/1881	Couldn't speak/eight

Participants study vocabulary regarding countries, nationalities and languages on pp.66-69 WB and fulfill given exercises.

Watching the video “*Customs and traditions of Uzbekistan*” and talk on this topic.

Homework: writing an essay on the topic “*My native town*”.

LESSON 8: The inventions

Outcomes

Participants will have known how to use *Past Simple tense*

Participants will have informed about *Irregular verbs*

Time: 80 min

Procedure:

The participants will read the text about Mattie’s life a long time ago p.52

The teacher will explain the grammar aspect *Past Simple tense*

In general, the **Past Tense** is used to talk about something that started and finished at a definite time in the past.

The main rule is that for every verb in English, there is only one form of it in the past tense. (The exception is the Past tense of To Be, which has two forms: *was* and *were*)

This is totally different from other languages such as Spanish, French, Italian etc. where you change the verb ending for every subject.

For example: The past tense of the verb *want* is *wanted*.

Wanted is used as the past tense for all subjects/pronouns.

- I wanted
- You wanted
- He wanted
- She wanted
- It wanted
- We wanted
- They wanted

So you just have to learn one word to be able to use it in the past tense. In this case we just needed to learn the one word *wanted* which can be used for all subjects (or people).

Past Tense Regular Verbs

To change a regular verb into its past tense form, we normally add –ED to the end of the verb.

- play – played
- cook – cooked
- rain – rained
- wait – waited

Examples of sentences using regular verbs in the past tense

- Last night I **played** my guitar loudly and the neighbors **complained**.
- She **kissed** me on the cheek.
- It **rained** yesterday.
- Angela **watched** TV all night.
- John **wanted** to go to the museum.

Negative sentences in the Past Tense

We use **didn't (did not)** to make a negative sentence in the past tense.

This is for regular AND irregular verbs in English.

(Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: They **don't** live in Canada.

Past: They **didn't** live in Canada.

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary *DIDN'T* shows that the sentence is negative AND in the past tense.

NOTICE: The only difference between a negative sentence in the present tense and a negative sentence in the past tense is the change in the auxiliary verb.

Both **don't** and **doesn't** in the present tense become **didn't** in the past tense.

Compare the negative sentences in the examples below:

Present: You **don't** need a mechanic.

Past: You **didn't** need a mechanic.

Present: You **don't** walk to work.

Past: You **didn't** walk to work.

Present: He **doesn't** speak Japanese.

Past: He **didn't** speak Japanese.

Examples of negative sentences in the Past Tense

- I **didn't** want to go to the dentist.
- She **didn't** have time.
- You **didn't** close the door.
- He **didn't** come to my party.
- They **didn't** study so they **didn't** pass the test.
- We **didn't** sleep well last night.

Questions in the Past Tense

We use **did** to make a question in the past tense.

This is for regular AND irregular verbs in English.

(Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: **Do** they live in France?

Past: **Did** they live in France?

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary *DID* shows that the question is in the past tense.

NOTICE: The only difference between a question in the present tense and a question in the past tense is the change in the auxiliary verb.

Both **Do** and **Does** in present tense questions become **Didn't** in past tense questions.

Compare the questions in the examples below:

Present: **Do** you need a doctor?

Past: **Did** you need a doctor?

Present: **Do** you ride your bike to work?

Past: **Did** you ride your bike to work?

Present: **Does** he live in Italy?

Past: **Did** he live in Italy?

We can also use a question word (Who, What, Why etc.) before **DID** to ask for more information.

- Did you study? – Yes, I did.
- **When** did you study? – I studied last night.
- **Where** did you study? – I studied at the library.

Examples of Questions in the Past Tense

- **Did** you go to work yesterday?
- **Did** they arrive on time?
- **Did** she like the surprise?
- Where **did** she go?
- What **did** you do yesterday?
- What **did** you say? - I didn't say anything.
- Why **did** we have to come?

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

Ex. 1. 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.2. 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.3. 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.

Ex.4. Read and listen to Mattie talking about her past life. Complete the text and the questions about Mattie. p.53.

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?

Ex.5.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?

Study irregular verbs (video material and presentation).

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?

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

Ex. 6. Listen to the text about Simon and complete the sentences p.54.

Ex.7. Read the text Three inventors. The dates in the texts are all incorrect. Read and listen, and correct the dates p. 62.

Ex8. Make correct time expressions.

in ... on at

seven o'clock

the morning

Saturday

Sunday evening

night

September

weekends

summer

1994

the twentieth century

Talk about favorites using video material.

Homework: essay on the topic "My last day off"

LESSON 9: Food you like

Outcomes

Participants will have known how to use *Countable and uncountable nouns, I like..., I would like...*

Participants will have known the vocabulary about *food and drinks*

Time: 80 min

Procedure:

The participants will do Ex.1. Match the food and drink with the pictures p.66.

The teacher will explain the grammar *Countable and uncountable nouns*

Countable nouns

Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns. Here are some examples:

a car, three cars

my cousin, my two cousins

a book, a box full of books

a city, several big cities

Singular and plural

Countable nouns can be singular or plural. They can be used with *a/an* and with numbers and many other determiners (e.g. *these, a few*):

She's got two sisters and a younger brother.

Most people buy things like cameras and MP3-players online these days.

These shoes look old now.

I'll take a few magazines with me for the flight.

Uncountable nouns

In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted.

Some examples of uncountable nouns are:

Ideas and experiences: *advice, information, progress, news, luck, fun, work*

Materials and substances: *water, rice, cement, gold, milk*

Weather words: *weather, thunder, lightning, rain, snow*

Names for groups or collections of things: *furniture, equipment, rubbish, luggage*

Other common uncountable nouns include: *accommodation, baggage, homework, knowledge, money, permission, research, traffic, travel.*

These nouns are not used with *a/an* or numbers and are not used in the plural.

We're going to get new furniture for the living room.

Not: ~~We're going to get a new furniture for the living room.~~ or ~~We're going to get new furnitures for the living room.~~

We had terrible weather last week.

Not: ~~We had a terrible weather last week.~~

We need rice next time we go shopping.

Some nouns always have plural form but they are uncountable because we cannot use numbers with them.

I bought two pairs of trousers.

Not: ~~I bought two trousers.~~

Other nouns of this type are: *shorts, pants, pyjamas, glasses* (for the eyes), *binoculars, scissors*.

Warning:

Some nouns which are uncountable in English are countable in other languages (e.g. *accommodation, advice, furniture, information*):

*They can give you some **information** about **accommodation** at the tourist office.*

Not: ~~They can give you some informations about accommodations at the tourist office.~~

*Can you give me some **advice** about buying a second-hand car?*

Not: ~~Can you give me some advices about buying a second hand car?~~

Quantity expressions (*a bit/piece*)

To refer to one or more quantities of an uncountable noun, expressions such as *a bit of, a piece of, an item of* or words for containers and measures must be used:

*He bought **a** very expensive **piece of furniture** for his new apartment.*

*Maggie always has some exciting **bits of news** when she comes to see us.*

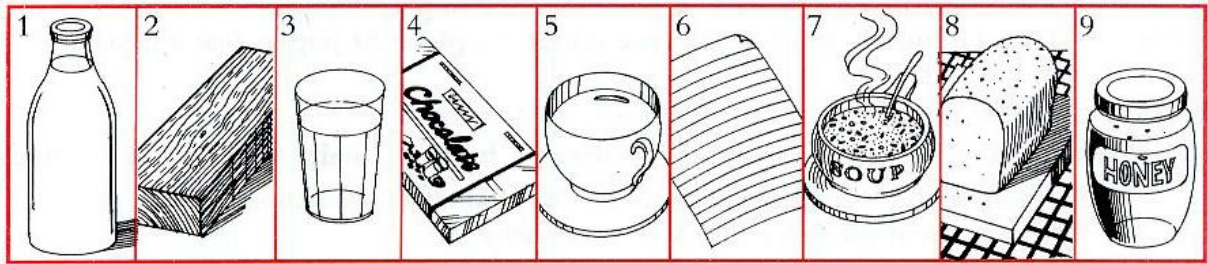
*I think we'll need **five bags of cement** for the patio.*

*There's **a litre of milk** in the fridge for you. And I bought you **a bar of chocolate**.*

Teacher informs participants about the fact that scientists have been studying whether the listed items are good or bad for people. Teacher involves participants 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

What are the things in the pictures? Write **a ... of ...** for each picture. Use the words in the boxes.



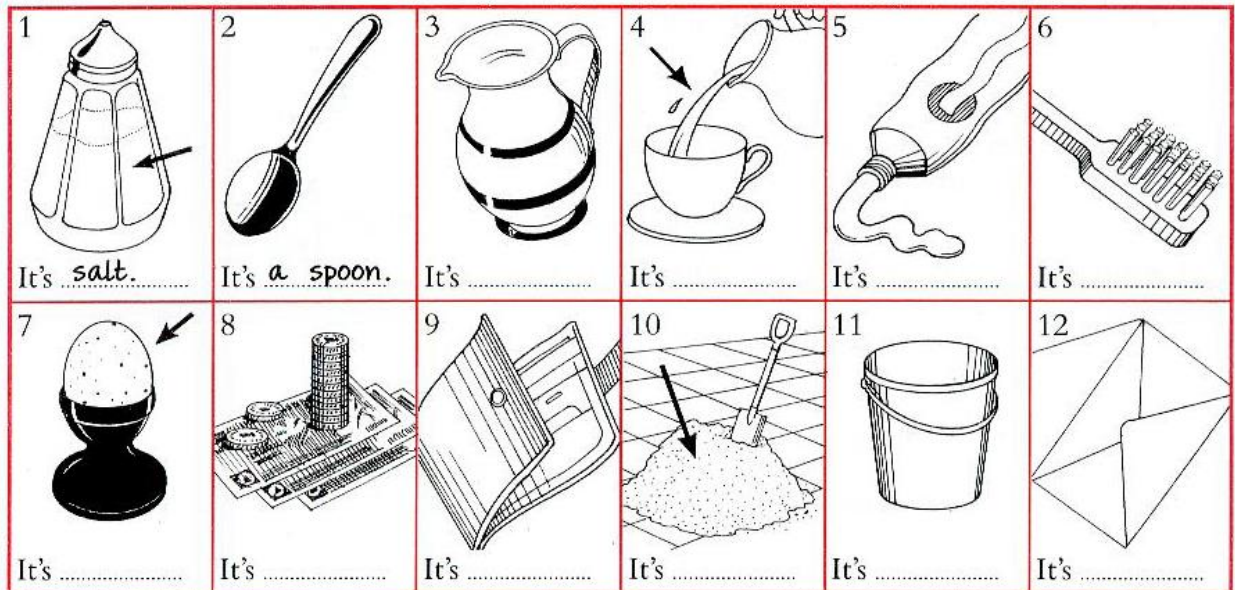
bar	cup	loaf
bottle	glass	piece
bowl	jar	piece

bread	milk	tea
chocolate	paper	water
honey	soup	wood

- | | | |
|---------------------------|---------|---------|
| 1 <u>a bottle of milk</u> | 4 | 7 |
| 2 | 5 | 8 |
| 3 | 6 | 9 |

What are these things? Some are countable and some are uncountable. Write **a/an** if necessary. The names of these things are:

bucket	envelope	milk	salt	spoon	toothpaste
egg	jug	money	sand	toothbrush	wallet



Ex. 2. Talk about the lists of food and drink with a partner. What do you like? What do you quite like? What don't you like? p.67.

Drinks: Tea, coffee, wine, beer, chocolate

Food: apples, plums, peas, tomatoes, chips, bananas

f.e.

1. I like apples, but I don't like plums
2. I don't like wine but I like beer.
3. I really like apple juice. It's delicious.
4. I quite like peas.
5. I don't like tomatoes at all.
6. I like chocolates very much.

Ex.3. Read and listen to the conversation with the use of “would you like..?”, “I’d like...”
p.67.

The teacher will explain the use of these expressions - Would like

I would like or **I'd like** (to do something) is a polite way to express a wish or desire:

What would you like? - I would like a cup of tea. What do you want to drink? - I want a cup of tea.

A. Would you like some coffee or tea?

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.

Would like is always followed by an infinitive with **to**:

Would you like to come with us? Do you want to come with us?

He would like (or **He'd like**) **to join the sales team.** He wants to join the sales team.

I'd like you to tell me the truth. I want you to tell me the truth.

Ex.4. Read the text “Food around the world”. Write the correct question headings for each paragraph. p.70-71.

Where does our food come from?

What do we eat?

How do we eat?

Ex.5. Answer the questions p.70.

1. What is typical breakfast?

2. What does your family have for breakfast?

3. Is lunch or dinner the main meal of the day?

4. What is a typical main meal?

Ex.6. Work in small groups and discuss the questions about your country. Ex.5. on p.70.

Homework: writing essay “National meals of Uzbekistan”

LESSON 10: Travelling, Culture awareness, Tourism

Outcomes

Participants will have known how to use *Degrees of adjectives*

Participants will have known the vocabulary regarding *adjectives and types of transports*

Time: 80 min

Procedure:

The teacher will explain the Comparison of Adjectives

Comparison of monosyllabic adjectives

Monosyllabic adjectives are compared with **-er, -est**.

positive	comparative	superlative
strong	stronger	strongest
small	smaller	smallest
late	later	latest
nice	nicer	nicest
big	bigger	biggest
thin	thinner	thinnest
fat	fatter	fattest

Example: London is **bigger than** Vienna.

Comparison of disyllabic adjectives

Disyllabic adjectives ending with **y, er, ow, le** are compared with **-er, -est**.

positive	comparative	superlative
easy	easier	easiest
happy	happier	happiest
clever	cleverer	cleverest
narrow	narrower	narrowest

Example: Which is **the easiest** exercise?

Comparison of all the other adjectives

All the other adjectives are compared with **more, most**.

positive	comparative	superlative
careful	more careful	most careful
expensive	more expensive	most expensive
difficult	more difficult	most difficult
tired	more tired	most tired
terrible	more terrible	most terrible

Comparison of special adjectives

Special adjectives can be compared with **-er, -est or more, most**.

positive	comparative	superlative
clever	cleverer / more clever	cleverest / most clever
common	commoner / more common	commonest / most common
likely	likelier / more likely	likeliest / most likely
pleasant	pleasanter / more pleasant	pleasantest / most pleasant
polite	politer / more polite	politest / most polite

quiet	quieter / more quiet	quietest / most quiet
stupid	stupider / more stupid	stupidest / most stupid
sure	surer / more sure	surest / most sure
subtle	subtler / more subtle	subtlest / most subtle
Simple	Simpler / more Simple	Simplest / most Simple

Irregular Comparison Forms

positive	comparative	superlative
good	better	best
bad	worse	worst
much	more	most
many	more	most
little	less	least

(not) as ... as

Ann is **as tall as** Mary.

I think tomorrow it will be **as hot as** today.

This test was **not as difficult as** the last one.

Ex.1. Make sentences comparing life in the city and country Ex.2, p.74.

The city is (cheaper, safer, noisier, dirtier, more expensive) than the country.

The country is (cheaper, safer, noisier, dirtier, more expensive) than the city.

Ex.2. Complete the conversations with the correct form of the adjectives Ex.1, p75.

1.A. Life in the country _____ than city life. (slow)

B. Yes, the city's much _____ (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. It's much _____ (small)

4. A. Madrid is _____ (expensive)

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

B. No, they aren't. They're much _____ (old)

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

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

Ex.3. Talking about your class. How well do you know the other students in your class?

Describe them using the adjectives and others. Ex.3, p.77.

The teacher will present vocabulary regarding adjectives and types of transports (PP presentation). The participants will make sentences using new vocabulary.

Tall Small old young intelligent funny

f.e.

I think Roger is the tallest in the class. He is taller than Carl.

Maria is the youngest.

I am the most intelligent.

Ex.4. Listen to three types of music. What kind of music is it? Which music goes with which city? p.78.

New Orleans

Vienna

Liverpool

Ex.5. Work in three groups.

Group 1. Read about New Orleans.

Group 2. Read about Vienna.

Group 3. Read about Liverpool.

1. How many people live there?
2. What is the name of its river?
3. What are some important dates in its history?
4. Which famous people lived there?
5. Which of these things can you do in the city you read about?

Ex.6. Answer the questions about your city. Ex.4, p. 78.

Ex. 7. Speak about travelling. Make a dialogue.

Homework: writing an “Email about culture shock”.

LESSON 11: Describing people

Outcomes

Participants will have known how to use *Present continuous tense*

Participants will have known *adjectives which describe people*

Time: 80 min

Procedure:

The participants will look at the photographs and describe the people. Ex.1, p.82.

Study vocabulary.

The teacher will explain *Present continuous tense*

Present Uses

1: First, we use the present continuous for things that are happening at the moment of speaking. These things usually last for quite a short time and they are not finished when we are talking about them.

- I'm working at the moment.
- Please call back as we are eating dinner now.
- Julie is sleeping.

2: We can also use this tense for other kinds of temporary situations, even if the action isn't happening at this moment.

- John's working in a bar until he finds a job in his field. (He might not be working now.)
- I'm reading a really great book.
- She's staying with her friend for a week.

Compare this with the present simple, which is used for permanent situations that we feel will continue for a long time.

- I work in a school. (I think this is a permanent situation.)
- I'm working in a school. (I think this is a temporary situation.)

3: We can use the present continuous for temporary or new habits (for normal habits that continue for a long time, we use the present simple). We often use this with expressions like 'these days' or 'at the moment'.

- He's eating a lot these days.
- She's swimming every morning (she didn't use to do this).
- You're smoking too much.

4: Another present continuous use is for habits that are not regular, but that happen very often. In this case we usually use an adverb like 'always', 'forever' or 'constantly'. Often, we use the present continuous in this way to talk about an annoying habit.

- You're forever losing your keys!
- She's constantly missing the train.
- Lucy's always smiling!

Future Uses

5: The next use is for definite future arrangements (with a future time word). In this case we have already made a plan and we are pretty sure that the event will happen in the future.

- I'm meeting my father tomorrow.
- We're going to the beach at the weekend.
- I'm leaving at three.

We can't use this tense (or any other continuous tense) with stative verbs.

Practice

Ex.1. Work with a partner.

Student A Choose someone in the classroom, but don't say who.

Student B Ask Yes/No questions to find out who it is!

f.e.

Is it a girl? – Yes, it is.

Is she sitting near the window? – No, she isn't.

Has she got fair hair? – No, she hasn't.

Ex.2. Write sentences that are true for you at the moment. p.83.

I am not wearing a jacket. I am wearing a jumper.

1. I/ wearing jeans.
2. I/standing up.
- 3.I/looking out of the window.
4. It/raining.
5. teacher/ writing.
6. We/ working hard.

Ex.3. Who is at the party? Listen and complete the table. T.11/1

People	Present Continuous	Present Simple
Harry	He is sitting down	He works in LA.
Mandy		

Fiona		
George		
Roz and Sam		

Ex.4. Who's or whose. Choose the correct word. Compare your answers with a partner.

1. I like *your/yours* house.
2. *ours/our* house is smaller than *their/theirs*.
3. And *their/theirs* garden is bigger than *our/ours*, too.
4. *My/mine* children are older than *her/hers*.
5. *Whose/who's* dictionary is this? It's *his/him*.

Ex.5. Illustrate the picture on p.85.

Study vocabulary.

Physical characteristics (Физические характеристики)

Tall - высокий

Short - короткий

Slim- тонкий

fat - толстый

Obese - страдающий ожирением

well-built - хорошо сложенный

Overweight - избыточный вес

medium height - среднего роста

well-dressed - нарядный

Smart - умный

Scruffy - неряшливый

good-looking- хорошо выглядит

Attractive - привлекательный

Beautiful - прекрасный

Pretty - хорошенький

Handsome - красивый

Ugly - уродливый

Old - старый

Young - молодой

middle-aged - средних лет

Bald - плешивый

bald-headed - плешивый

Beard - борода

Moustache - усы

long hair - длинные волосы

short hair - короткие волосы

straight hair - прямые волосы

curly hair - вьющиеся волосы

fair-haired- светловолосый

blonde-haired- светловолосый
brown-haired - коричневые волосы
dark-haired - темноволосый
ginger-haired - рыжеволосый
Blonde - блондинка
Brunette - брюнетка
Redhead - рыжеволосый

Feelings (Чувства)

Happy- счастливый

sad - печальный

Miserable - несчастный

Depressed- подавленный

Excited- в восторге

Bored- скучающий

Delighted-Обрадованны

Surprised- удивленный

Astonished-
пораженный

Disappointed-
разочарованный

Enthusiastic-
восторженный

Relaxed- расслабленный

Anxious- озабоченный

Tired- усталый

weary - утомленный

Exhausted- измученный

Annoyed-
раздраженный

Angry- сердитый

Furious- яростный

disgusted -чувствующий
отвращение

Emotional characteristics (Эмоциональные характеристики)

Confident - уверенная в себе

Sensitive- чувствительный

Calm- спокойный

impulsive- импульсивный

cheerful- веселый

generous- великодушный

kind- Добрый

crazy- псих

sensible- здравомыслящий

serious- серьезный

honest- честный

dishonest- нечестный

good-humoured- добродушный

bad-tempered- раздражительный

hard-working- трудолюб

lazy- ленивый

clever- умный

intelligent- интеллигентный

unintelligent- неинтеллигентный

arrogant- высокомерный

happy- счастливый

unhappy- несчастный

Make sentences using new words.

Homework: writing “Describing someone in your family”.

МУСТАҚИЛ ТАЪЛИМ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

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

- меъёрий хужжатлардан, 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;
- тингловчининг касбий фаолияти билан боғлиқ бўлган модул бўлимлари ва мавзуларни чуқур ўрганиш;
- тавсия этилган онлайн материал ва видео дарслардан унумли фойдаланиш;
- ахборот ресурс маркази имкониятларидан фойдаланиш.

Мустақил таълим жараёнида ўрганиладиган мавзулар:

1. Books in our life
2. Travelling
3. Environmental pollution
4. Mass Media
5. My favourite TV programme
6. Sport in my life

7. The cities of my country
8. Famous people of Uzbekistan
9. English speaking countries
10. My native town

IV. 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 кизнинг бувисига керакли чора кўришини айтиб тинчлантирди. Орадан бир кун ўтиб кизнинг 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 кизнинг 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 қўп объектли, хикоя 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:

- 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 хайрон 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 хайрон 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;

V. Glossary

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	как устида
As		бўлиб
With	с	билан
His	его	унинг
They	они	улар
I	Я	на, мен
At	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	йўк
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	қайси
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	ёқтирмақ
Him	ему	унга
Into	во внутрь	ичига
Time	время	вақт
Look	посмотреть	карамоқ
Two	два	икки
More	большой, более	кўпроқ
Write	писать	ёзмақ
Go	идти	бормоқ
See	видеть	кўрмоқ
Number	число	сон
No	нет, не	йўк
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	ҳозир
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	ҳозиргина
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	силжимок
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 олмақ
Still	до сих пор	ҳали ҳам
Learn	учиться	ўрганмоқ
Should	следует	маслаҳат бермоқ
America	Америка	Америка
World	мир	дунё
High	высокий	баланд
Every	каждый	ҳар 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	ҳеч 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	кийин
Open	открыто	очик
Example	пример	намуна
Begin	начинать	бошламоқ
Life	жизнь	ҳаёт
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	югурмок
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 юрмок
white	белый	оқ ранг
sea	море	денгиз
began	начался	бошланди
grow	расти	ўсмок
took	взял	олди
river	река	дарё
four	четыре	тўрт
carry	нести	олиб юрмок
state	государство	давлат
once	раз, однажды	бир марта
book	книга	китоб
hear	слышать	эшитмок
stop	стоп	тўхтамок
without	без	...сиз
second	второй	иккинчи
later	позже	кечроқ
miss	пропустить	қолдирмок
idea	идея	ғоя
enough	достаточно	етарли
eat	есть	емок
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	кизил
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	қиска
Better	лучше	яхшироқ
Best	лучший	энг яхши
However	однако	...қарамасдан
Low	низкий	паст
Hour	час	..соат
Black	черный	қора
Products	продукты	махсулот
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	қопланған
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	хақиқий
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	қўшиқ 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	кути
Finally	наконец	нихоят
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	думалок
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	... карамасдан
Language	язык	тил
Shape	форма	шакл
Deep	глубокий	чукур
Thousand	тысяча	минг
Clear	ясный	тиник, аниқ
Yet	еще	ҳали (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	киритмақ
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	ҳеч 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	ракс 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	фарк
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-хаво
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	кор
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	... карамасдан
per	один	бир
broken	сломанный	бузилган
moment	момент	хозир
tiny	очень маленький	майда
possible	возможно	балким
gold	золото	олтин
milk	молоко	сут
quiet	тихий	тинч
natural	естественный	табийй
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	кутқармоқ
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	ҳашарот
Crops	урожай	ҳосил
Tone	тон	тон
Sand	песок	қум
Doctor	доктор	доктор
Cook	готовить	овқат тайёрламоқ
Bones	кости	суяк
Tail	хвост	дум
Board	доска	доска
Modern	современный	замонавий
Mine	мне, мой, моя	меники

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