

**O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH  
VAZIRLIGI**

**SAMARQAND DAVLAT TIBBIYOT UNIVERSITETI  
AKADEMIK LITSEYI**



**f. f. d. PhD A. Z. Shodikulova N. Irgashbekova, Yu. Sherbekova**

**INGLIZ TILI**

O'quv qo'llanma



**ISBN**

**UDK**

**BBK**

**Samarqand-2023**

**Tuzuvchilar: f. f. d. PhD A. Z. Shodikulova, Irgashbekova N. R. , Yu. Sherbekova**

### **Ingliz tili /O'quv qo'llanma**

**Taqrizchilar:** Samarqand davlat Tibbiyot universiteti  
“O'zbek tili va adabiyoti rus tili bilan” kafedrası mudiri p. f. f. d.  
PhD Djamalidinova Sh. O.

O'zDJTU “Amaliy tarjima” kafedrası f. f. d. (PhD) Karimov U.

Ushbu o'quv qo'llanma maktab, akademik litseylar o'qituvchi va o'quvchilari va ingliz tili faniga qiziquvchilar uchun mo'ljallangan bo'lib, o'qib tushunish (reading), gapirish (speaking), insho yozish (writing), hamda Grammatik va leksik ko'nikmalarni shakllantirishga qaratilgan.

## ***KIRISH SO'ZI***

O'zbekiston Respublikasining «Ta'lim to'g'risida»gi qonuni va «Kadrlar tayyorlashning milliy dasturi» talablaridan kelib chiqqan holda uzluksiz ta'lim tizimi bosqichma-bosqich va maqsadli isloh qilinmoqda. O'rta maxsus kasb-hunar ta'limini amalga oshirishda akademik litseylar zimmasiga yuksak va ma'suliyatli ijtimoiy vazifalar yuklandi. Bundan ta'lim muassasalarida o'quv-tarbiya jarayonlarini davr talablari darajasida tashkil etish uchun yangi o'quv metodik konmplekslari va pedagogik texnologiyadan samarali foydalanish lozim.

O'quv qo'llanma akademik litseylar, kasb-hunar kollejlarning ingliz tili fanini chuqurlashtirilgan bilim beradigan ta'lim yo'nalishlarining o'quvchilari shuningdek, ingliz tilini mustaqil o'rganayotgan abituriyentlar va yosh o'qituvchilarga mo'ljallangan. Qo'llanmada ingliz tilini har tomonlama o'rganishga doir materiallar keltirilgan.

O'quv qo'llanmada o'qib tushunish(reading), gapirish(speaking), insho yozish(writing), hamda Grammatik va leksik ko'nikmalarni shakllantirishga qaratilgan. Albatta til o'rganishda Grammatik ko'nikmalarga ega bo'lish muhim omil hisoblanadi chunki grammatika tilshunoslikning tong ma'nodagi suyagi hisoblanadi, demak grammatikasiz biror bir yutuqqa erishib bo'lmaydi.

Xulosa qilib aytganda, o'quv qo'llanma ingliz tilini o'rganayotgan talabalar uchun qosimcha o'rganish qo'llanmasidir.

***Topic(Mavzu)1: My country –my pride.***

**Welcome to Uzbekistan. (O'zbekistonga xush kelibsiz)**

**Objectives:**

- To explain new theme to students wider
- To make students work with group and share their ideas
- To use interactive methods to attract students attention during the lesson

**Warm-up ( 10 min.)**

**Feel the object**

Collect various objects from students and from around the room. You can do this by asking the students to bring them to you. Put the objects in a bag. Hold the bag and ask students to feel the objects and to try to identify them.

**Pre-lesson (10 min.)**

**Test your knowledge of Uzbekistan with this quiz.**

**1. When did Uzbekistan proclaim independence?**

- A) 1 January 2001
- B) 18 January 1984
- C) 31 August 1991
- D) 16 December 1994

**2. Which country is to the north of Uzbekistan?**

- A) Mongolia
- B) Russia
- C) Kazakhstan
- D) Iran

**3. Which of them is the capital of Uzbekistan?**

- A) Denow
- B) Navoiy
- C) Tashkent
- D) Kogon

**4. Which of them is the currency of Uzbekistan?**

- A) Rouble
- B) Lira

C) Tenge

D) Sum

**5. Which of them is called an open air museum city?**

A) Samarkand

B) Bukhara

C) Khiva

D) Tashkent

**6. When did Russia invade Bukhara?**

A) 1526

B) 1648

C) 1868

D) 1707

**7. Which of them is the official language of Uzbekistan?**

A) Chinese

B) Pahlavi

C) Uzbek

D) Arabic

**8. How many stars are on Uzbekistan's flag?**

A) 14

B) 12

C) 16

D) 10

**While lesson (45 min.)**

**Read the text and discuss it:**

Today Uzbekistan with its numerous ancient monuments, rich nature and the present day rapid progress attracts the whole world's attention. For centuries the country was at the intersection of the Great Silk Road routes along which merchants, geographers, missionaries and later tourists traveled. Uzbekistan, where monuments of ancient cultures of different ages are concentrated is rightly called a treasury of history. Ichan –Kala complex in Khiva, historical centers of Bukhara, Shakhreizabs and Samarkand are included in the UNESCO World Heritage list. Many unique monuments are architectural constructios in these towns have remained in a good state up to the present day and are of great significance to the mankind.

The monuments of Samarkand are majestic and wonderful. In this town one can feel the breath of history itself. It can be traced in the

ancient ruins as well as in the madrassahs, mausoleums and minarets, which have been decorating the city until now.

**Task 1. Match the words with their definitions:**

<b>1. Ancient</b>	<b>A) to destroy or ruin</b>
<b>2. Devastate</b>	<b>B) shaking of the ground</b>
<b>3. Handmade</b>	<b>C) something that make people want to go to a place</b>
<b>4. Massive</b>	<b>D) large and heavy</b>
<b>5. Beauty</b>	<b>E) made using the hands rather than a machine</b>
<b>6. Attraction</b>	<b>F) old or from a long time ago</b>
<b>7. Earthquake</b>	<b>G) Relating to deep feelings and beliefs</b>
<b>8. Spiritual</b>	<b>H) something that is an excellent example of its type</b>

**Explanation of grammar.**

**PAST INDEFINITE TENSE**

(Noaniq o'tgan zamon)

Noaniq o'tgan zamonda sodir bo'lgan ish harakatni ifodalash uchun ishlatiladi

Yasalishi: verb - "d", "ed".

**Affirmative form**

Ega + Fe'l + d, ed + 2 darajali bo'laklar

She Worked At the garden

Drink - drank, pray - prayed, go - went, come - came, sleep - slept

**Interrogative Form**

Did + Ega + Fe'l + d, ed + 2 darajali bo'laklar

Did She Worked At the garden?

**Negative Form**

Ega + Did + not + Fe'l + d, ed + 2 darajali bo'laklar

She did not Worked At the garden?

1. Ravishlar: yesterday, when, the day before yesterday, in 1998, last on Monday, ago, in May, the other day (kechagina), just now (hozirgina)

I saw him the other day  
I showed him the letter just now

2. Bosh gap va yergash gap fe'l kesimi o'tgan zamonda bir paytda bo'lsa.

I saw him when I was at the station.  
He left the school when he was 16.  
He learned English when he studied at the University.

3. Past Ind. Gap mazmuniga qarab qo'llaniladi.

I bought this book in Tashkent.  
He graduated from Moscow University.

4. O'tgan zamonda ketma-ket sodir bo'lgan ish-harakatning hammasi Past Ind. da bo'ladi.

He came in, took off tie, washed his hands and began to have dinner.

The dog stood up, wagged its tail and barked.

5. O'tgan zamonda takror-takror sodir bo'lgan ish-harakati

a) fe'l kesim: I often went to my aunt's last year.

b) used to Ind.

I used to live in Tashkent. (Yashar yedim)

Infinitive	Past simple	Participle II
To go	Went	Gone
To send	Sent	Sent
To be	Was \ were	Been
To come	Came	Come
Speak	Spoke	Spoken
Read	Read	Read
Write	Wrote	Wtitten
Put	Put	Put
Keep	Kept	Kept

**Task 1. Read a sentence about the present and then write sentence about the past.**

Example: Tom usually gets up at 7. 30. Yesterday he got up at 7.

30.

1. Tom usually wakes up early. Yesterday morning.....

2. Tom usually walks to work. Yesterday.....

3. Tom is usually late for work. Yesterday.....
4. Tom usually has a sandwich for lunch. Yesterday.....
5. Tom usually goes out in the evening. Yesterday evening
6. Tom usually sleeps very well. Last night.....

**Task 2. This time you have to put one of these verbs in each sentence:**

**hurt teach spend sell threw fall catch buy cost**

**Example: I was hungry, so I...bought....something to eat in the shop.**

1. Tom's father.....him how to drive when he was 17.
2. Don.....down the stairs this morning and.....  
his leg.
1. We needed some money so we.....our car.
4. Ann.....a lot of money yesterday. She.....a dress  
which.....50.
5. Jim.....the ball to Sue who.....it.

**Task 3. This time you have to put the verb into the correct form.**  
**All the sentences are past.**

Example: I didn't (not/go) to work yesterday because I wasn't (not/be) very / well.

1. Tom.....(not / shave) this morning because he.....  
(not / have) time.
2. We.....(not / eat) anything because we..... (not / be) hungry.
3. I.....not / rush) because I.....(not / be) in a hurry.
4. She.....(not/be) interested in the-book because she.....( not / understand) it.

### **Post lesson (15 min.)**

**Task 4. Read the dialogue and do role play.**

Mother: The telephone is ringing, raise the handle, son.

Son: Hallo, who is on line? Mother, you are being asked.

Mother: Hallo, who is this?

Kate Hallo, this Kate.

Mother: Oh, Kate, nice to hear you.

Kate: How are you Ann?



Mother: I'm fine. You have not phoned for a long time, where have you been?

Kate: I have been to Italy for a holiday.

Mother: When did you return from Italy?

Kate: Yesterday.

Mother: How did you spend your time?

Kate: I had fine time.

**Task 5. Describe your hometown using the adjectives in the table.**

<b>Clean</b>	<b>Hot</b>	<b>Rural</b>
<b>Cold</b>	<b>Humid</b>	<b>Sandy</b>
<b>Colorful</b>	<b>Industrial</b>	<b>Smoky</b>
<b>Cool</b>	<b>Modern</b>	<b>Wide</b>
<b>Crowded</b>	<b>Mountainous</b>	<b>Windy</b>
<b>Flat</b>	<b>Narrow</b>	<b>Beautiful</b>
<b>Fresh</b>	<b>Old</b>	<b>Fantastic</b>
<b>Hilly</b>	<b>Quiet</b>	<b>large/big</b>

### *Topic (Mavzu)2:. Famous people*

**(Mashhur odamlar).**

#### **Objectives (Maqsad):**

- To explain new theme to students wider.
- To make students work with group and share their ideas.
- To use interactive methods to attract students attention during the lesson.

#### **Warm up (10 min.)**

“Chain word” or “Memorizing” -the teacher says a word, then student repeat teacher’s word and

add yourself, the next student say both words and add one more, so the process continues, if one of students miss one word he/she will be out of the game.

#### **Pre-lesson (10 min.)**



**While lesson (45 min), (Jigsaw game)**

## **AMIR TIMUR IS A FAMOUS STATESMAN**

**(1336-1405)**

### **Early life.**

The name of Amir Timur is known not only in Central Asia (Turon) but all over the world. He was a famous statesman, great military strategist and leader of the Uzbek people.

He was born on the 9<sup>th</sup> of April 1336 at Kesh, better known as Shahrisabz, "The green city", situated some 50 miles south of Samarkand in modern Uzbekistan.

His father's name was Amir Taragay. He was an authoritative rich man, the head of the tribe of Barlas.

His mother was a clever and noble woman and her name was Teguna. Amir Timur was well educated as his family was rich.

At the age of twelve Timur began to rule over the servants who served in their house and he knew how to protect the property of his father and how to oversee it. At the age of twenty he had not only become an expert in many outdoor exercises but had earned the reputation of being an attentive reader of the Qur'an. Like his father, he was a Muslim and seems to have been influenced by Nakshbandi Sufism.

### **Military Leader.**

Timur was interested in military activities and state affairs. He spent much time in military training and getting a secular education. He came before the world as a military leader in 1358. He spent his whole life fighting against oppression, against the battle between the Khans and Beks.

Timur took part in campaigns in Transoxania with the khan of Chigatai, a descendant of Chenghis Khan. For Timur's military talent and authority the Mongol Khan Teghluk appointed him the governor of Shahrisabz. So Amir Timur came to power. And soon he conquered Khorosan at the head of a thousand horseman and then all of the Mavoraunnahr, establishing a strong centralized state uniting separate kingdoms into one strong government.

### **Amir Temur is a Great Statesman**

Amir Temur ruled and governed the country according to the law, following Islam and the rules of Shariat. And he also demanded his people to follow the law strictly. As leader he was interested in the life

of common people. Amir Timur wanted the historians to write about the real life of the people.

The capital of Tamerlane's empire was Samarkand. He wanted it to be the city of unsurpassed beauty and so he did it.

Amir Temur ruled the country over 35 years from 1370 to 1405. He died in February 1405 at the age of 69 and he was buried in Samarkand in Gur Emir mausoleum.

In 1996 UNESCO decided to celebrate Amir Temur's 660 years anniversary. And there was a conference in Paris (France). I. A. Karimov delivered a speech at this conference.

**Task 1. Answer the questions:**

1. Why is Amir Temur known all over the world?
2. What do you know about his family?
3. How did he begin ruling and when?
4. What was he interested in and why?
5. How did he manage to finish the war between Khans and Becks?
6. How did Amir Temur conquer Mavoraunnahr?
7. How did Temur rule the country?
8. Why should the leader follow the law while ruling the country?
9. What city was the capital of Timur's Empire?
10. When did Amir Timur die and where was he buried?

**Task 2. Find synonyms of the following words word combinations**

Military strategist-  
Authoritative-  
noble  
property  
to oversee  
secular education  
oppression  
authority  
to appoint  
to conquer  
governor  
to govern  
law  
centralized state

to unite  
 unsurpassed  
 to be buried  
 according to

**Task 3. Insert an article where it is necessary.**

..... next thirty years he spent in various wars and expeditions.

Temur notonly consolidated his rule at home by.... subjugation of his foes, but sought extention of territory by encroachments upon... lands of foreign potentates. His conquests to.. west and north-west led him among... Mongols of... Caspian sea and to... banks of... Ural and... Volga; those to... south and southwest encompassed almost every province in Persia, including Baghdad, Kara-bala and Kurdistan.

**Task 4. Fill in the blanks with an appropriate preposition.**

1. The man you work.... has been in business for years.
2. The books they were interested..... were lost in the fire.
3. The tools you work.... Must be in good condition.
4. The parking space we drove.... is reserved for the handicapped.
5. The stairs you came.... need to repaired.
6. You should try to remember the names of people you are introduced...
7. Here are the books we just looked through.
8. The highway you had to drive.... is full of potholes

**Post lesson (15 min.)**

**BRAINSTORMING**

**Answer the questions. (20 min.)**

1. When Amir Temur was born?
2. Why people used to call him Temurlang?
3. Tell the true story how his leg was hurt?
4. How many gardens of Amir Temur do you know?
5. How many years did he ruled the country?
6. Who was his favorite wife?
7. Tell the names of architectural buildings built by Temur?

### **Topic (Mavzu)3: My future plans.**

#### **(Kelajagdagi rejalarim)**

#### **Objectives (Maqsad):**

- To explain new theme to students wider
- To make students work with group and share their ideas
- To use interactive methods to attract students' attention during the lesson

#### **Warm-up (10 min.)**

#### **Feel the object**

Collect various objects from students and from around the room. You can do this by asking the students to bring them to you. Put the objects in a bag. Hold the bag and ask students to feel the objects and to try to identify them.

#### **Pre-lesson (10 min.)**

#### **Task 1. Find the odd word**

- A) student – pupil – freshman – professor
- B) schooling – assignment – housework – homework
- C) passive – experienced – qualified – knowledgeable
- D) keep in mind – ignore – remember – recall
- E) special – unusual – common – extraordinary
- F) genius – talented – intelligence – inability
- G) spoiled – well-behaved – mannerly – polite
- H) divide – distribute – share – keep
- I) confuse – encourage – motivate – inspire
- J) research – study – ignorance – investigation

#### **Task 2. Match the words with their synonyms.**

1. unbelievable	A) well-planned
2. perfectly	B) extremely surprising
1. aspiration	a) help
2. support	b) aim
1. depend upon	a) to be conditioned
2. satisfy with	b) to be pleased

1. fail 2. succeed	a) achieve b) go wrong
1. go down 2. let down	a) be defeated b) disappoint
1. give up 2. give in	a) accept being defeated b) stop trying
1. lose hope 2. lose faith	a) stop believing that something is possible b) stop believing in somebody

**While lesson (45 min.)**

**Task 3. Read the passage and give a title.**

It's unbelievable how each year my perfectly laid plans for myself unavoidably changed. When I was a child I had goals of being a doctor. I was even taking Latin to help with the medical jargon. Now, I am without any idea of what I want to do. Now I come to crossroad in my life where I choose what to do with my future, choose what will make me happy.

My plans for the future is having a great job with a loving family who is willing to support me in my good and bad times. But now I realize that there are so many other steps I need to take in order to achieve these so-called goals. This includes graduating from school, entering university and finding that perfect job. I have begun to realize that everything up until now has been practice, as if I have been in a cage and it is only now that I am beginning to break free and do things for myself. I must work really hard to give my kids a better future so it will be easier for them to concentrate more in school, because without education there is really no future for anyone. I want to be satisfied with my decisions, to be able to accept and forgive and most of all to be able to live up to the expectatios I have for myself. I will only accomplish my goal in being happy when I am able to live my life for myself and still able to provide and support to others.

**Task 4. Decide if the sentences True or False:**

1. His aim was to be a doctor. \_\_\_\_\_
2. He is learning Latin. \_\_\_\_\_
3. He has perfectly laid plans. \_\_\_\_\_
4. He doesn't know what to do. \_\_\_\_\_

5. It is easy for him to concentrate in school. \_\_\_\_\_
6. Thinks education is important for everybody. \_\_\_\_\_
7. He just wants to live for himself. \_\_\_\_\_
8. He wants to take care of others. \_\_\_\_\_

**Explanation of grammar.**

**Have to**

We often use **have to** to say that something is obligatory, for example:

- Children **have to** go to school.

Note that we can use the **have to** expression in **all tenses**, for example:

I have to, I had to, I have had to, I will have to

**Structure of Have to**

**Have to** is often grouped with modal auxiliary verbs for convenience, but in fact it is **not** a modal verb. It is not even an auxiliary verb. In the **have to** structure, "have" is a **main verb**. The structure is:

subject + auxiliary verb + **have** + infinitive (with **to**)

Look at these examples in the simple tense:

	subject	auxiliary verb	main verb	have	infinitive (with to)	
+	She		<b>Has</b>		<b>to work.</b>	
-	I	do not	<b>Have</b>		<b>to see</b>	the doctor.
?	Did	You	<b>Have</b>		<b>to go</b>	to school?

**Task 5. Translate sentences.**

1. I had to do a lot of homework yesterday.
2. She had to stay at home because she did not feel well.
3. Pete had to stay at home because it was cold.
4. Mike had to write this exercise at school because he had not done it at home.
5. Why did you have to stay at home yesterday? Because my parents were not at home and I had to look after my little sister.
6. I am sorry I couldn't come yesterday, I had to work late.
9. I haven't written my essay. I shall have to write it on Sunday.
10. We did not have to buy biscuits because our granny had baked a delicious pie.
11. Will you have to get up early tomorrow?
12. I had to go to hospital to visit my aunt.
13. I have to see him.

**Post lesson (15 min.)**

**Task 6. Read and say what a successful person is.**

1. A person who lives separately from the parents. \_\_\_\_\_



2. A person who is independent in his relations with other people.

\_\_\_\_\_ 3. A person who shares everything with other people. \_\_\_\_\_

4. A person who has no friends. \_\_\_\_\_

5. A person who doesn't rely on other people. \_\_\_\_\_

6. A person who works very hard to become cleverer and better. \_\_\_\_\_

7. A person who succeeds by his/her own efforts. \_\_\_\_\_

8. A person who thinks only about himself/herself. \_\_\_\_\_

**Task 7. Discuss questions with your partner.**

- Which of your goals have you already achieved?
- What do you hope to have achieved by the time you're sixty?
- Do you have a five – year – plan for your life?
- What success have you had in this English class?
- What can you do to be more successful?

**Task 8. Rearrange the words in order to make the quotes about future plans.**

1. a / with / A / dream / goal / plan / a / deadline / is / and / a / . ”

2. “The / the / wise / plans / have / have / intelligent / principles / . ”

3. “The / plan / is / a / pessimist / optimist / with / a”

**Topic (Mavzu)4:What's your specialty.**

**Introduction to specialty. (Tanlagan kasbingiz nima?)**

**Objectives(maqсадlar):**

- To explain new theme to students wider
- To make students work with group and share their ideas
- To use interactive methods to attract students attention during the lesson

**Warm-up(10min)**

**Jumbled sentences**

Pick a sentence out of your course book, and write it up on the board with the words in jumbled order: (Ex: early the I week to during have to go sleep)

The students work out and write down the original sentence: (I have to go to sleep early during the week). If there is time, give a series of similar sentences, and the students do as much as they can in the time.

You can use this activity to review a grammatical point, taking the sentences from a grammar exercise.

**Pre lesson (10 min.)**

What day is it today? Today is Monday

What date is it today? Today is the .... of May

What is the weather like today? It is warm, the sun is shining.....

What season is it now? It is ..... Now

Who is on duty today? Today is .....

Who is absent today? All are present today.

What season do you like? I like .....

Are you ready for the lesson? Yes, we are ready.











What was your last theme? Our last theme was .....

What was your homework for today? Our homework was .....

**I. Match pictures with the profession and represent it.**

# PROFESSIONS

Match pictures with the profession and representative item.

	<i>Teacher</i>	
	<i>Bus driver</i>	
	<i>Chef</i>	
	<i>Fireman</i>	
	<i>Nurse</i>	

**ISLCollective.com**

**While lesson (40 min.)**

**Task 1. Read the text and tell about your future speciality:**

**What's your speciality?**

It is not easy to choose certain profession after finishing school. Some people go after their parents way and choose their profession, some choose by somebody's advise and some of them choose as they want themselves. As for me I have already decided about it and I am going to be a guide and study at Institute of Foreign Languages. I am interested in foreign languages especially in French. I attend French lessons every day, learn new words, listen tapes or discs, I also have a friend from France we often write to each other on internet. His name is

Frank, he helps me to learn French. Nowadays our country flourishing day by day, there are many tourists come to see our sightseeings, so I want that my country be known by all over the world. Our country needs more experienced specialists and I want to be one of them.

**Task 2. Find the synonyms of the following words:**

Choose

Learn

Way

Listen

Finish

Profession

Guide

want

**Explanation of grammar. “To be going to” construction**

This construction is used to denote action or event, intention will be in future.

Ex: We are going to buy a new car. Anvar is going to learn a foreign language.

We also use this construction to say professions: I am going to be a doctor.

Positive	Negative	Question
•I am going to leave.	•I am not going to leave.	•Am I going to leave?
•You are going to leave.	•You are not going to leave.	•Are you going to leave?
•We are going to leave.	•We are not going to leave.	•Are we going to leave?
•They are going to leave.	•They are not going to leave.	•Are they going to leave?
•He is going to leave.	•He is not going to leave.	•Is he going to leave?
•She is going to leave.	•She is not going to leave.	•Is she going to leave?
•It is going to leave.	•It is not going to leave.	•Is it going to leave?

**Task 3 Look at this picture and make up sentences for “to be going to”**

## What are you going to do ...?

1. at 8 o'clock
2. tomorrow
3. next Sunday
4. next month
5. next year
6. during your summer holidays



Are you going to speak English?

### Post lesson (20 min.)

**Task 1. Make a presentation according to your speciality. (20 min.)**

#### Task 2. Testing. (10 min.)

1. A person who delivers letters?
  - a) butcher
  - b) postman
  - c) surgeon
2. Men's hair maker is....
  - a) postman
  - b) waiter
  - c) barber
3. Choose the certain purpose
  - a) We are close friends
  - b) I am going to be a guide
  - c) Let's go to the theatre
4. Choose the suitable word
  - a) French
  - b) America
  - c) China
5. Choose sentence with construction "going to"
  - a) We are going to London

- b) He is going to have a rest
- c) My father is going to meeting

### ***Topic (Mavzu)5: Job interview.***

#### **(Ish faoliyati)**

#### **Objectives(Maqsadlar):**

- To explain new theme to students wider
- To make students work with group and share their ideas
- To use interactive methods to attract students attention during the lesson

#### **Warm-up(10min)**

All students stand up and stand in one row, teacher whispers to one student ear a proverb “Better late than never” and this student tells to other students, so the process continuous saying a proverb turn by turn. At the end the last student will say the proverb louder and its translation.

#### **Pre-lesson (10 min.)**

**Task 1. Look at the pictures, what do you think what do they mean? Tell your opinion.**





**While-lesson (45 min.)**

**Read the text and discuss it.**

### **Interview job requirement**

When you have created a list of the qualifications for the job, make a list of your assets and match them to the job requirements. Create a list of up to 10 assets, including skills, certifications, experiences, professional qualifications and abilities, computer skills, and knowledge bases ready to share with the interviewer. Be sure your assets correlate directly with the skills and abilities required by the company. Review your list, and the job requirements, prior to the interview so you're ready to share them during the interview. You'll be ready to answer [job specific interview questions](#) designed to determine if you have the knowledge and skills needed to perform the job.

Before you go on a job interview, it's important to find out as much as you can about the company. Company research is a critical part of interview preparation. It will help you prepare to both answer interview questions and to ask the interviewer questions. You will also be able to find out whether the company and the company culture are a good fit for you. Take some time, in advance, to discover as much information as you can about the company. Spend time, as well, tapping into your network to see who you know who can help give you an interview edge over the other candidates.

In addition to the general interview questions applicants are typically asked at job interviews there are also job specific interview questions that candidates will be expected to answer. These questions ask about the skills and expertise the candidate has that are specific requirements for the job the company is hiring for. The goal of the interviewer is to find the applicant who is the best match for the skill set needed to succeed in the position.

**Task 2. Decide whether the following statements are true or false.**

No	Statements	True	False
1	It is not much important to find information about company you are going to work		
2	You should make a list consists of 10 assets		
3	It is not necessary to review your preparation		
4	there are also job specific interview questions that candidates will be expected to answer.		
5	Company research is a critical part of interview preparation		
6	The goal of the interviewer is to find the best employer that they need		
7	You'll be ready to answer job specific interview questions, if you have the knowledge and skills needed to perform the job		

### Explanation of grammar: modal verb

#### Should

**Should** is an auxiliary verb, a modal auxiliary verb. We use *should* mainly to:

- give advice or make recommendations
- talk about obligation
- talk about probability and expectation
- express the conditional mood
- replace a subjunctive structure

#### Structure of Should

subject + should + main verb

The main verb is always the bare infinitive (infinitive without "to").

	subject	auxiliary verb	main verb
+	He	<b>Should</b>	go.
-	He	<b>should not</b> <b>shouldn't</b>	go.
?	<b>Should</b>	He	go?

Notice that:

- **Should** is invariable. There is only one form of *should*.
- The main verb is **always** the bare infinitive.

The main verb is always the bare infinitive. We cannot say:

~~He should to go.~~



There is no short form for **should**. The negative **should not** can be shortened to **shouldn't**.

### Use of Should

#### **should: Giving advice, opinions**

We often use *should* when offering advice or opinions (similar to *ought to*):

- You should see the new James Bond movie. It's great!
- You should try to lose weight.
- John should get a haircut.
- He shouldn't smoke. And he should stop drinking too.
- What should I wear?
- They should make that illegal.
- There should be a law against that.
- People should worry more about global warming.

### Post-lesson (15 min.)

#### Task 1. Complete the sentences.

#### Complete the sentences. Use the adjectives

1. A good teacher should be....

2. A real doctor should be...

3. A good librarian should be ....

4. A bodyguard should be ...

clever

cruel

kind

sociable

intelligent

funny

rude

cruel

talkative

stupid

brave

strong

responsible

polite

MyShared

#### Task 2. Testing.

1. Choose the right sentence

a) We must stay home and have a rest

b) I have to go to work right now

- c) Mary is go to the theatre today
2. A person who sells meat...
- a) butcher  
b) teacher  
c) farmer
3. Choose the interrogative form of the verb “to have”
- a) My mother has to go to work  
b) I have many friends  
c) We have a lot of problems
4. Choose the correct sentence
- a) Jane does not goes to walk with us  
b) You should fill the application  
c) Our friends come to our house tomorrow
5. A person who cares about teeth
- a) dentist  
b) mother  
c) policeman
6. Choose profession
- a) niece  
b) barber  
c) brush

### *Topic (Mavzu)6:Time management:*

#### **When? How? Where? (Vaqtdan unumli foydalanish)**

#### **Objectives(Maqsad):**

- To explain new theme to students wider
- To make students work with group and share their ideas
- To use interactive methods to attract students attention during the lesson

#### **Warm-up (10 min.)**

#### **Names, Hobbies and Dislikes**

Boys and girls make two circles, one inside the other. Both circles walk in opposite directions as music is being played. As soon as the music stops, the circles face each other and the pairs introduce themselves to each other, saying names, naming one or two hobbies they enjoy and two or three things that they don't like.

**Pre-lesson (10 min.)**

**Task 1. Fill in the spaces with the words below. (15min)**

My name is Nuria Martinez \_\_\_ I am \_\_\_ teacher. I am 29. I am married and I have two \_\_\_ Pedro \_\_\_ Sonia. They are four \_\_\_ two. \_\_\_ in \_\_\_ house \_\_\_

Barcelona \_\_\_ Spain. \_\_\_ want \_\_\_ English because it language. \_\_\_

\_\_\_ sister. \_\_\_ name is Angeles and she is \_\_\_ doctor. She is 26. She is \_\_\_ married. \_\_\_

\_\_\_ brother. \_\_\_ name is Pablo \_\_\_ he is \_\_\_ student. \_\_\_ journalist. He is 22. He is \_\_\_ married.

Possible answers (and, a, have, children, their names, are, and, I live, in, in, is, international, I,

have, a, her, a, not, I, have, a, his, and, a, he, also, works, as, a, not).

Nuria and her family (full version)

My name is Nuria Martinez and I am a teacher. I am 29. I am married and I have two children.

Their names are Pedro and Sonia. They are four of two. I live in a house in Barcelona in Spain.

I want to learn English because it is international language. I have a sister. Her name is

Angeles and she is a doctor. She is 26. She is not married. I have a brother. His name is Pablo

and he is a student. He also works as a journalist. He is 22. He is not married.

**While-lesson (45 min.)**

**Time management**

**Task 1. How do you manage your time, speak about it.**



**Make a to-do list every day**

Put the most important tasks at the top, even if they're things you're dreading, and tackle them first. Include things you want to do on your list too, so you have items you're looking forward to. Try motivating yourself with a reward if you get to everything on your list.

**Keep your work with you**

That way, if you find yourself with extra time—while on the train or bus or waiting for an appointment—you can get something done.

**Don't be afraid to say no**

It's OK to say no if your friend asks you to go to a movie one night but you have a test the next morning. Instead, find a time that works for both of you and go see the movie

**Find your productive time**

Are you a morning person or a night person? You'll be more efficient if you work when you're at your best.

**Create a dedicated study time**

Set up a time devoted only to studying or homework. Shut off your phone and respond to calls or texts when your work is finished. Don't check email or surf the Web (except when you need to for the work you're doing) during this time either.

### **Budget your time**

Figure out how much time you usually spend on your activities and then create a weekly schedule to follow. Determine how much free time you have before you add any commitments. And don't forget to schedule time to relax.

### **Don't get sidetracked**

If you find yourself wasting time on unimportant things, stop, check your to-do list and get back to what's at the top. Maybe you're procrastinating because you're not sure how to move forward on a school project. If that's the problem, check with your teacher to clear things up so you can get moving.

### **Get a good night's sleep**

Your brain needs rest to perform at its peak. If it's time to sleep, list the things you still need to get done on the next day's to-do list and go to bed.

### **Explanation of grammar. Preposition of place and time.**

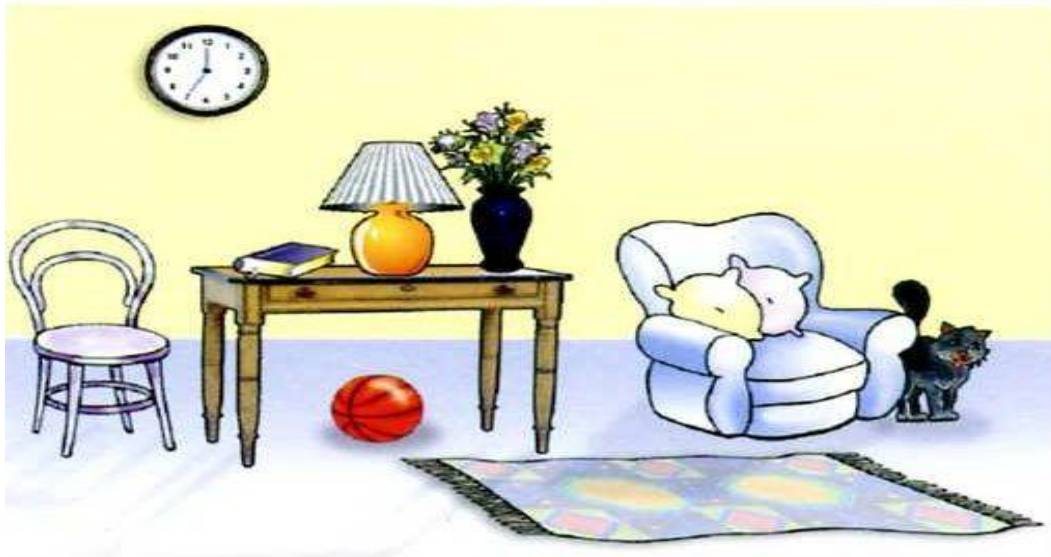
### PREPOSITIONS OF TIME (vaqt predloglari)

On	Come on Monday. - Dushanbada keeling.
In	Spring begins in March. - Bahor Martda boshlanadi.
At	Our lesson will begin at ten o`clock. - Bizning darsimiz soat o`nda bo`shlanadi.
Before	Michael rose before dawn. - Mayql tong otmasdan oldin turdi.
After	I shall speak to you after the lesson. Men sen bilan darsdan keyin gaplashaman.
Until	They will stay here until next week.
Till	We stayed there till June. Biz u yerda iyungacha qoldik.
During	I saw many intresting things during my vacation.
Between	He was here between two and three o`clock.

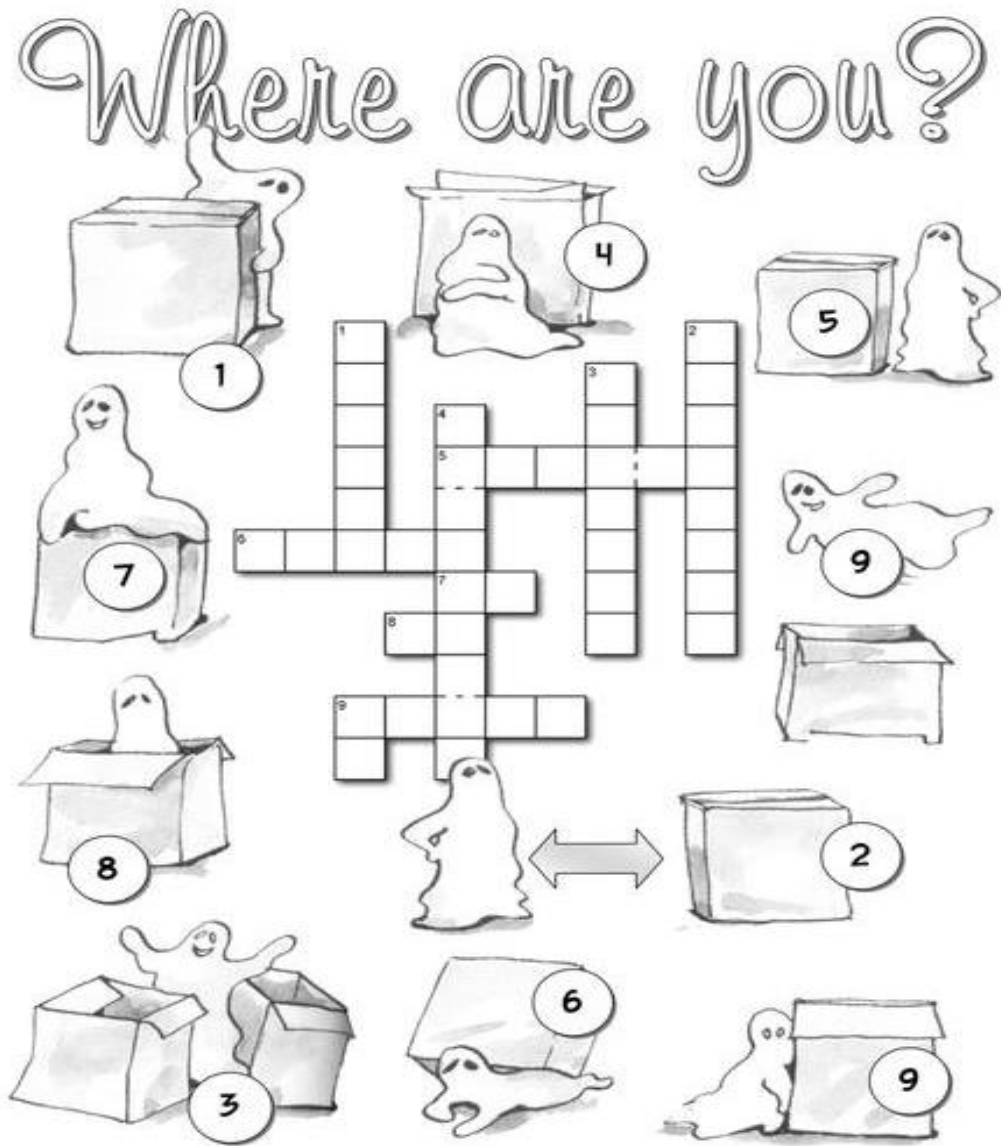
### PREPOSITIONS OF PLACE (O`rin joy predlogi)

on:	The spoon is on the tray. -Qoshiq – padnos ustida.
in:	The pen is in the box. - Qalam quticha ichida.
At	She works at an office. - U ofisda ishlaydi.
Under	The dog is sleeping under the table. -It ustar tagida uxlayapti
in front of	The blackboard is in front of me. - Do`ska mening qarshimda turibdi.
Near	Our house is near the river. - Bizning uyimiz daryo yonida.
Across	The train went across the fields. - Poezd dala bo`ylab o`tdi.
Between	A village between two hills. -Qishlo`q ikkita tepalik orasida joylashgan
Among	I saw a light among the trees. - Men daraxtlar orasida yorug`likni ko`rdim

### Task 2. Write the prepositions and translate



- 1) The clock is .....the wall.
- 2) The ball is .....the table.
- 3) The cat is .....the armchair.
- 4) The table is .....the armchair.
- 5) The carpet is .....the floor.
- 6) The lamp is .....the table.
- 7) The flowers are .....the vase.
- 8) The table is .....the chair  
and the armchair.



**Post lesson. (15 min.)**

**Task 1. Do you plan your time, does it work well or not for you, speak about it.**





**. Task 2 Choose right synonyms of some words.**

<b>Words</b>	<b>Synonyms</b>
youth	Man, people, person, being
To attend	Little, tiny,
Small	Brave, courage, keen, capable, healthy
Human	Young, grown-up, adult, teenager
Hard	To go, to participate, to take part
strong	Exist, alive, stay, be
live	Difficult, uneasy, firm

***Topic (Mavzu)7: Team building.***

**(Jamo'a qurish.)**

**Objectives(Maqсад):**

- To explain new theme to students wider
- To make students work with group and share their ideas
- To use interactive methods to attract students attention during the lesson

**Warm-up (10 min.)**

The teacher shows a box hidden inside something and the task is by giving questions students will find what is in the box, they should use general questions.

**Pre-lesson (10 min.)**

**Task 1. Answer the following questions:**

1. What is your biggest issue when it comes to getting along with others?
2. What of the behaviours do you think the most problematic for you?
3. How do you plan to improve your behaviours

**Task 2. Rearrange the words in order to make the quotes about friendship.**

1. one / is / mind / two / friendship / in / bodies / .
2. friend / is / the / still / your / all / about / you / man / and / knows / likes / you / who / .
3. A / friend / one / who / when / the / walks / real / walks / in / of / the / world / out / is / rest / .

**While lesson (45 min.)**

**Read the text.**

**Hedgehogs**

It was the coldest winter ever. Many animals died because of the cold.

The hedgehogs, realizing the situation, decided to group together to keep warm. This way they covered and protected themselves; but the quills of each one wounded their closest companions.

After awhile, they decided to distance themselves one from the other and they began to die, alone and frozen. So they had to make a choice: either accept the quills of their companions or disappear from the Earth. Wisely, they decided to go back to being together. They learned to

live with the little wounds caused by the close relationship with their companions in order to receive the heat that came from the others. This way they were able to survive.

Moral: The best relationship is not the one that brings together perfect people, but when each individual learns to live with the others and can admire the other person's good qualities.

### Task 1. Continue

1. The leader is...
2. An effective team member...
3. A wonderful team is...

### Task 2. Match words 1-9 with definitions a-h.

- 1) together a) a person who has defeated all others in a competition
- 2) champion b) something you wish for; what you see when you are asleep
- 3) limitation c) to do something with someone or a group of people
- 4) voice d) the natural and distinctive tone of the speech sounds
- 5) different e) think about and then understand something
- 6) dream(s) f) a source of enjoyment, amusement
- 7) figure out g) something that stops someone/something getting better or bigger
- 8) fun h) not the same

### Explanation of grammar. Every, all Belgilash olmoshlari

Hozirgi zamon ingliz tilida all, half, each, every, both, either, neither, another, other(s) kabi belgilash olmoshlari (Defining Pronouns) ishlatiladi. **all**-hamma(si)/barcha(si)

All are present.

Hamma bor.

All the boys are here.

Hamma bolalar shu yerda.

All his children are here.

Uning hamma bolalari shu yerda.

### **half-yarim, yarmisi**

Half a loaf is better than none.

Yarimta non yo‘qdan ko‘ra yaxshiroq.

### **each one-har, har biri, qaysi(si)**

Each summer they go to the country.

Har yoz ular qishloqqa borishadi.

Each of the students has own textbook.

Har bir talabanning o‘z darsligi bor. (*yoki*

Talabalarning har biri o‘z darsligiga ega.)

Each one of the books is on the table.

Kitoblarning har biri stol ustida.

**every**-har, har bir, har qaysi

Every student has his own text-book

now.

Endi har bir talabaning o‘z darsligi bor.

**Task 1. Underline the correct word.**

**e. g.** All/every child needs love.

1. I have written to all/every my friends.
2. I have written to all/every friend I have.
3. All/every my family members work in education.
4. Not all/every birds can sing.
5. All/every person made his or her own travel arrangements.
6. There is a meeting all/every week.
7. I have cleaned all/every the rooms except the bathroom.
8. You don't see tigers all/every day.

**Task 2. Fill in the gaps with all, every**

1. I have invited \_\_\_\_\_ my friends.
2. Not \_\_\_\_\_ dogs are clever.
3. I see my dentist \_\_\_\_\_ six months.
4. I talk to my grandparents \_\_\_\_\_ day.
5. \_\_\_\_\_ child needs love and care.
6. \_\_\_\_\_ people have the right to be equal.
7. I've worked in this firm \_\_\_\_\_ my life.
8. I studied for my exams \_\_\_\_\_ day long.
9. I've spent \_\_\_\_\_ my money.
10. I checked \_\_\_\_\_ detail about the case.
11. There is a bus \_\_\_\_\_ half an hour.
12. The shirts that I have are \_\_\_\_\_ black and white.
13. \_\_\_\_\_ day long I've worked on my project.
14. I go mad \_\_\_\_\_ time I see you complaining.
15. He obeys \_\_\_\_\_ rule in the school.

**Post lesson (15 min.)**

**Make a list of advantages and disadvantages of working in a group.**

<b>Advantages</b>	<b>Disadvantages</b>
<b>Interesting</b>	<b>Too much noise</b>

***Topic (Mavzu)8: International relationship.***

**Plan :**

- 1. Pre-lesson tasks**
- 2. Working on the text**
- 3. Grammar theme**

**Task 1. What do the following acronyms stand for? Use the dictionary if you need.**

- UNO** \_\_\_\_\_
- UNICEF** \_\_\_\_\_
- GMT** \_\_\_\_\_
- UNESCO** \_\_\_\_\_
- AIO** \_\_\_\_\_
- WHO** \_\_\_\_\_
- DWF** \_\_\_\_\_
- NATO** \_\_\_\_\_

**Answer the questions:**

1. Which of the following countries is not a member of Group 15 developing countries?
  - a) Mexico
  - b) Brazil
  - c) Malaysia
  - d) Bolivia
2. The headquarters of the UNESCO is at \_\_\_\_\_.
  - a) New York
  - b) Rome
  - c) Paris

- d) Geneva
3. Which of the following describe correctly the Group of Seven Countries (G-7)?
- a) They are developing countries
  - b) They are industrialised countries
  - c) They are holding Atomic Bomb technology
  - d) They are countries who can launch their own satellites
4. The office of the UN General Assembly is in \_\_\_\_\_.
- a) Zurich
  - b) Vienna
  - c) Paris
  - d) New York
5. Amnesty International is an organisation associated with which of the following fields?
- a) Protection of Cruelty to animals
  - b) Environment protection
  - c) Protection of human right
  - d) protection of historical monuments
6. Besides UK, USA, Germany and Japan the G-7 countries includes \_\_\_\_\_.
- a) Canada, France and Italy
  - b) Canada, France and Russia
  - c) Canada, Italy and Netherlands
  - d) France, Netherlands and Russia
7. The International Court of Justice is located in \_\_\_\_\_.
- a) Geneva
  - b) Amsterdam
  - c) Vienna
  - d) Hague
8. Which of the following is a cultural organisation?
- a) WHO
  - b) UNESCO
  - c) FAO
  - d) ILO
9. When did Uzbekistan join UNO?
- a) 1989
  - b) 1992

c) 1997

d) 2000

**Exercise 1. Match the words in column A with the appropriate ones in column B**

**A**

1. to fund

2. formal

3. international

4. to solve

5. to develop

6. raise

7. keep

8. civil

9. national

10. medical

**B**

a) a project

b) money

c) agreements

d) care

e) organizations

f) war

g) an issue

h) war

i) experts

j) the peac

**Exercise 2. Fill in the blanks with the suitable phrases from exercise 1**

Organizations are groups of people, businesses, or governments that work together to 1)\_\_\_\_\_. 2) \_\_\_\_\_ involve governments or people from different countries There are two main types of international organizations. Intergovernmental Organizations “Inter” means among or between. It is a prefix that shows there is a connection between things.

Intergovernmental organizations are organizations that are formed between governments. They are based on 3) \_\_\_\_\_ between three or more countries that have come together for a specific purpose. For example, several governments might come together to share the 4)

\_\_\_\_\_ and resources to 5) \_\_\_\_\_. Nongovernmental Organizations “Non”

means not, of course. Nongovernmental organizations are groups that work to solve problems around the world. Although they may have members that come from government organizations, they are not connected to any government. A nongovernmental organization is free to work toward its own goals without interference from any government. If a Nongovernmental

Organization wanted to fight hunger globally, it might collaborate with other. Nongovernmental Organization or 6) \_\_\_\_\_ independently to 7) \_\_\_\_\_. International organizations also 8) \_\_\_\_\_ in countries that are having violent uprisings or 9) \_\_\_\_\_. In addition they try to provide better education and 10) \_\_\_\_\_ to people in war-torn areas.

### **Explanation of grammar.**

## **INTERROGATIVE SENTENCES**

### **So'roq gaplar**

So'roq gaplar ikki xil bo'ladi. 1. Umumiy so'roq gaplar. 2. Maxsus so'roq gaplar

Umumiy so'roq gap (General questions) – hamsuhbatidan savolda ifodalangan fikrni tasdiq yoki inkor qiladigan ha –yo'q javobini olishi uchun ishlatiladi. Ular yordamchi fe'llar yoki modal fe'llar yordamida yasaladi.

Do you speak English? - Inglizcha gapirishni bilasizmi?

Can you translate this text? - Bu tekstni tarjima qila olasizmi?

Maxsus so'roq gaplar (Special questions) - gapning biror bo'lagiga berilgan bo'lib who, what, whose, how, when, where, which va boshqa so'roq so'zlar bilan boshlanadi.

Who is she? - Kim u?

What did you see there? - U yerda nima ko'rdingiz?

When did he come? - U qachon keladi?

Tasdiq so'roq gap - disjunctive questions -Umumiy so'roq gapning bir turi bo'lib ikki qismdan tashkil topgan bo'lib birinchi qismi darak gap shaklida bo'lsa ikkinchi qismi inkor shaklida berilgan bo'ladi va ularga qisqa javob beriladi.



**Masalan:** You speak French, don't you?

He hasn't returned from London yet, has he?

*Tasdiq so'roq gaplar gapiruvchi o'zining aytgan fikriga tasdiq olishni istaganida ishlatiladi.*

She is very busy, isn't she? - *U juda band, shunday emasmi?*

She isn't very busy, is she? - *U juda band emas, shundaymi?*

**Maxsus so'roq gaplarning bir turi - Alternative questions dir.**

Alternativ so'roq gaplar ikki qismdan iborat bo'lib birinchi qismi ikkinchi qismidan OR (yoki) bog'lovchisi orqali o'jtariladi. Birinchi qismi to'liq shaklda bo'lsa ikkinchi qismi esa qisqa shaklda berilgan bo'ladi.

**Masalan:**

Do you like tea or coffee?

Siz choy ichasizmi yoki kofi?

*Alternativ so'roq gaplarga qisqa javob beriladi.*

**Are you a student or a doctor? - I am a student?**

**Siz talabamisiz yoki vrach? - Men talabaman.**

### **Task 1. Put in what, which, who**

- 1..... is that man's name?
- 2..... way shall we go? This way or the other way?
3. You can have tea or coffee..... do you want?
4. I can't find my umbrella. .... colour is it?
- 5..... Is your favorite sport?
6. This is a very nice house. .... room is yours?
- 7.....is more expensive, meat or fish?
- 8.....is older, Ann or George?
- 9.....is your telephone number?
- 10..... kind of TV programmes do you like watching?

### **Task 2. Discuss the following questions**

1. What is an international organization?
2. What kind of organization do you know?
3. Which organization is considered notable?
4. Which organization attracts you?
5. How many organizations do you know? You can count

**Topic (Mavzu)9 : International organization.**

**Plan :**

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme

Fill in the gaps in the sentences with the question words from the box.

**When Where Who Why How  
Whose What Which**

1. \_\_\_\_\_ UN body deals with population problem?  
UNFPA =  
United Nations Fund for Population Activities.
2. \_\_\_\_\_ did Uzbekistan join UNO? – In 1992.
3. \_\_\_\_\_ are some international organizations called nongovernmental? – They do not depend on governments.
4. \_\_\_\_\_ does UNISEF stand for?
5. \_\_\_\_\_ many international organizations do you know?  
–  
United Nations International Children’s Emergency Fund.
6. \_\_\_\_\_ idea is to raise money for charity to fund a project? –  
NGO.
7. \_\_\_\_\_ is The International Court of Justice located at?  
–Hague.
8. -----was the first General Secretary of UNO? – Trygve Lie.
9. \_\_\_\_\_ answers are all correct?

UNO	
UNICEF	
GMT	
UNESCO	
AIO	
WHO	
DWF	
NATO	

**While lesson (45 min.)**

**Read the text and indentify if the statements are TRUE or FALSE.**

**International Organizations – UNICEF**

UNICEF stands for United Nations International Children’s Emergency Fund.

It was created by the United Nations General Assembly on December 11,1946, to provide emergency food and health care to children in countries that had been devastated by World War II. In 1954, UNICEF became a permanent part of the United Nations System. UNICEF relies on contributions from governments and private donors. Governments contribute two thirds of the organization’s resources; private groups and some 6 million individuals contribute the rest through the National Committees. Most of UNICEF’s work is in the field, with staff in over 190

countries and territories. More than 200 country offices carry out UNICEF’s mission through a program developed with host governments. Seven regional offices provide technical assistance to country offices as needed. UNICEF’s programs emphasize developing community-level services to promote the health and well-being of children. UNICEF was awarded the

Nobel Peace Prize in 1965 and the Prince of Asturias Award of Concord in 2006.

- 1) UNICEF was established before the end of world war II.
- 2) The organization relies only on governments contributions.
- 3) Most of UNICEF’s work is in its headquarters.
- 4) UNICEF has won two awards so far.

**Revision of the grammar theme:**

**Exercise 1. Put questions to the sentences.**

1. I will have finished my work by the time you come.
2. The work will have been done by the time he is back.
3. He will have taken all his exams by the end of January.
4. They will have built the new hotel by the end of the year.
5. Students will have passed all exams by May.
6. I will have translated the article by 9 o’clock tomorrow.
7. They will have returned from London by the end of the week.

**Exercise 2. Write the questions in correct order and answer them.**

1. What/way/best/is/the/to organise/work/project/your?

---

2. Can/how/start/you/introduction/the?

---

3. The/what/mind-mapping/is?

---

4. Conclusion/ideas/what/to draw/you/give/can?

---

5. Searching/what/you/do/ways/kind of/know?

---

6. Collect/how/you/can/ideas/the/work/project/for?

---

7. Facts/should/write/what/you/note-book/sort of/on?

**Match the words and phrases that have the same meaning and write them below.**

**In addition, First of all, Nowadays, In fact, ...In conclusion, I believe that ... I disagree that ...**

1. Today,... \_\_\_\_\_

2. Firstly,... \_\_\_\_\_

3. Also,... \_\_\_\_\_

4. I think that ... \_\_\_\_\_

5. I don't think that... \_\_\_\_\_

6. Actually,... \_\_\_\_\_

7. To sum up,... \_\_\_\_\_

Try to answer the following questions in your essay. Use words and phrases which you have learned in this Unit.

1. What is charity?

2. Do you give money to homeless people? Do you think people should

give money to homeless people?

3. Who do you think needs charity the most?

4. How often do you do charity? When? How?

**Topic (Mavzu)10 : Youth organizations in Uzbekistan.**

**Plan:**

- 1. Pre-lesson tasks**
- 2. Working on the text**
- 3. Grammar theme**

**Match the organizations with their duties.**

- 1) YLDP (Young leaders development project)
- 2) YIC (Youth initiatives centre)
- 3) Voice of the future

a) frequently organizes youth forums, trainings, camps and video conferences, workshop and trainings in various directions.

b) providing the new generation of leaders with the necessary tools to achieve their intellectual, social and spiritual potential as individual and responsible citizens.

c) the purpose is widening the circle of purposeful young people ready to offer relevant ideas for developing education system, arranging leisure and overall advancement of new generations, working out different projects, and direct participation in their realization.

**Sort out the words into the following parts of speech.**

Goal	Inspire	Motivate	Support	Thought	Willpower
Acquire	Principles	Obtain Rush	Experience Benefit	Exchange	Realize
noun		verb		Adjective	

**Young leaders’ development project. (YLDP).**

YLDP is a youth project that aims at supporting young people of Uzbekistan to develop their leadership and interpersonal skills and community involvement. It is established under “Uzbekistan Teachers of English association” (UzTEA). Gathering enthusiastic, active and initiative students, this project has started its activity from February 2014. What makes it different from other youth projects? Promoting the English language learning among students, this project runs its activity in English, meaning that all events and activities are organized through the English medium. YLDP cooperates with ministries of education and different educational institutions in Tashkent. It also has international

partners, such as U. S. Embassy in Tashkent, British Council Uzbekistan, UNDP and British School of Tashkent.

1. When this program was established?
2. Which ministries and educational institutions collaborated with this program?
3. What makes it different from other youth project?

**Read the text and choose the best answer.**

1. A) dreams B) world C) money
2. A) doctor B) business C) big house
3. A) house B) start C) restaurant
4. A) knowledge B) prospect C) girl
5. A) inside B) outside C) above

All of this is just the beginning of my (1) \_\_\_\_\_. After working for 4 or 5 years, I will have saved a lot of money, I will quit my job and start a (2) \_\_\_\_\_. I will buy three or four shops and run my shops and have another business such an office or (3) \_\_\_\_\_ and anything that have a good (4) \_\_\_\_\_. In that way I will make more money compared with working in the company. Having my own business, I am going to start my family. I will live in a big house which has a garden (5) \_\_\_\_\_ or maybe a pool where my children can play inside my yard because, if my children play outside, it will be a little risky. I just don't want anything bad to happen to my family.

**Task1. Fill in each blank with the best word from the box. Use each word only once.**

**Organization country's economic part members way members former united**

The European Union is an 1) \_\_\_\_\_ of most of the states of western Europe that works toward and oversees the 2) \_\_\_\_\_ and political integration of these states. The European Union consists of the European Community. The original 3) \_\_\_\_\_ of the EEC were Belgium, France, West Germany, Italy, Luxembourg, and the Netherlands. Denmark, Ireland, and the 4) \_\_\_\_\_ Kingdom joined in 1973. Greece was admitted in 1981. Portugal and Spain entered in 1986. The 5) \_\_\_\_\_ East Germany entered as 6) \_\_\_\_\_ of re

unified Germany in 1990. Greenland, a 7) \_\_\_\_\_ state of Denmark that had been brought into the EC when under full Danish rule,

withdrew in 1985. The Maastricht Treaty paved the way for other European countries to join the EU. Austria, Finland, and Sweden – all members of the European Free Trade Association (EFTA) became members of the EU in 1995.

### ***Topic (Mavzu) 11: Filling in forms.***

#### **Plan:**

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme

**Task 1. Read about informal and formal texts. Tell your opinion what you picked up.**

#### **Informal & Formal texts**

When writing English texts, there are mainly two styles of writing – informal or formal. The most common differences between informal and formal text are often these:

#### **Elementary aids used in informal texts:**

- Colloquial words/expressions (kids, guy, awesome, a lot, etc.)
- Contractions (can't, won't, etc.).
- First, second, or third person.
- Clichés (by absence, etc.)
- Address readers using second person pronouns (you, your, etc.)
- Imperative voice (ex. Remember)
- Active voice (ex. We have noticed that...)
- Short and simple sentences.

#### **Elementary aids used in formal texts:**

- Avoids contractions (write out full words – cannot, will not, etc.).
- Avoids using colloquial words/expressions (children, man/boy, wonderful, many, etc.)
- Third person (except in business letters where first person may be used).
- Avoids clichés (was absent, etc.)
- Avoids addressing readers using second person pronouns (use one, one's, the reader, the reader's, etc.)
- Avoids imperative voice (Please refer to...)
- Passive voice (ex.. It has been noticed that...)
- Longer and more complex sentences.

- State your points confidently.

You should probably know the difference between an informal and formal text, but I'll show you an example as well, where I will talk about

**Informal text:**

While reading today's news, I found an interesting text about the investigation on the ISAF and U. S. guy, General John Allen. The general is now in the FBI's spotlight after discovering lots of mails between him and Jill Kelley. And if you didn't know, Jill Kelley was the woman who leaked the threatening emails from Paula Broadwell- but let's not talk about that. It isn't totally clear how Allen and Kelley communicated, but FBI are investigating 30 000 emails and documents, 30 000! I'm not sure if this will play an important role in the CIA-case, but I do believe this will lead to some more interesting news. What do you think?

**Formal Text:**

Pentagon revealed this day that ISAF Commander and U. S. commander in Afghanistan, General John Allen, is under investigation for inappropriate communication with the woman who should have received threatening e-mails from Paula Broadwell, as CIA chief Petraeus had a relationship.

Defense Secretary Leon Panetta reported the news to the journalists who were in his flight from Honolulu to Perth in Australia, and said the FBI notified the incident on Sunday.

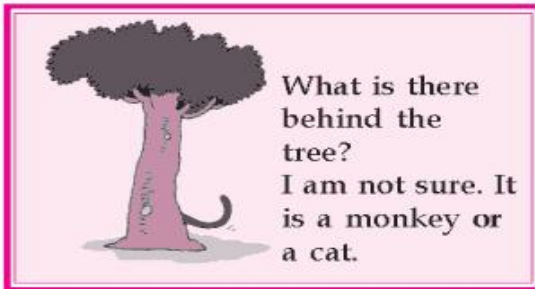
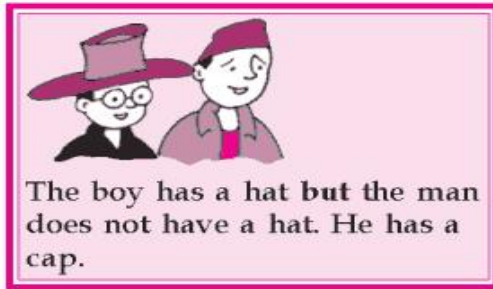
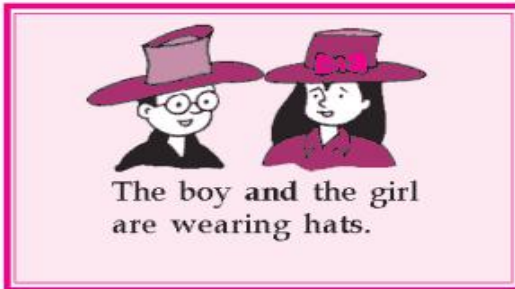
The woman Allen in all probability has communicated with, Jill Kelley, is also the woman who notified the FBI about what she perceived as threatening e-mails from Broadwell, and thus led to the investigation that revealed the relationship between Petraeus and Broadwell.

**Task 2. Conjunctions. Translate these conjunctions**





## Conjunctions



The words **and**, **but** and **or** join two parts. They are joining words.

**Joining words are called conjunctions.**

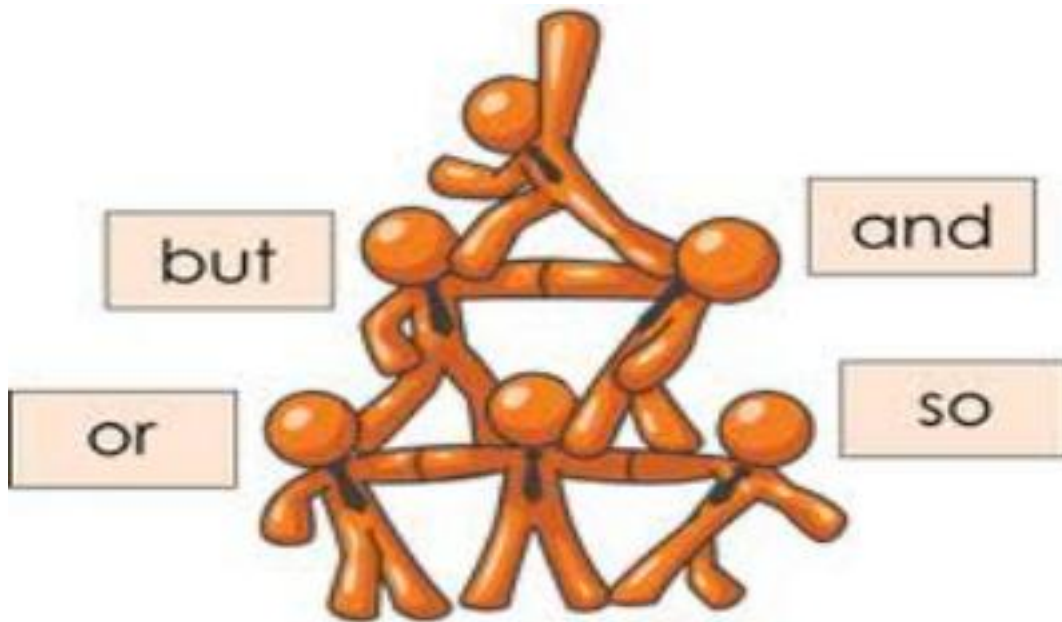


**A** What do you see in the picture? Write it using **and**.



a dog and a cat





Fill in the blanks with a common conjunction for this well known nursery rhyme.

Jack \_\_\_\_\_ Jill went up the hill to fetch a pail of water  
Jack fell down \_\_\_\_\_ broke his crown  
\_\_\_\_\_ Jill came tumbling after.  
Up got Jack \_\_\_\_\_ home did trot  
As fast as he could caper  
He went to bed \_\_\_\_\_ bound his head  
With vinegar \_\_\_\_\_ brown paper.

Click here for the rhyme's history.

Post-lesson

# Conjunctions

A conjunction joins words, phrases, or clauses.

## Coordinating conjunctions

join words that are similar.

- and** I like strawberries **and** bananas on my cereal.
- nor** Bob does not like broccoli **nor** do I.
- but** Jill likes oranges **but** does not like apples.
- or** We can eat salad **or** vegetables for dinner.
- so** Dad went to the bakery, **so** we can have dessert.

## Correlative conjunctions

join similar words, but are always used in pairs.

- both...and** The dinner was **both** delicious **and** nutritious.
- either...or** I will eat **either** carrots **or** peas for dinner.
- neither...nor** Natalie likes **neither** milk **nor** ice cream.
- whether...or** Do you care **whether** we have noodles **or** rice for dinner?
- not only...but also** **Not only** will we have cake for dessert, **but also** ice cream.

### Common Conjunctions

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



Conjunctions are linking words.

The most common linking words are:

AND BUT BECAUSE THEN  
OR WHEN WHILE UNLESS

They link two sentences together as shown below:

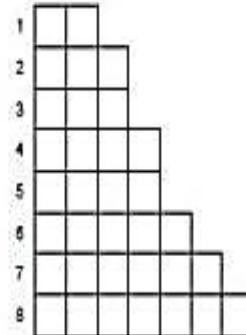
And	<ul style="list-style-type: none"> <li>Adds information.</li> <li>Gives the expected.</li> </ul>
But	<ul style="list-style-type: none"> <li>Gives the unexpected</li> </ul>
Because	<ul style="list-style-type: none"> <li>Gives a reason why</li> </ul>
Then	<ul style="list-style-type: none"> <li>Tells us what happens next</li> </ul>
Or	<ul style="list-style-type: none"> <li>Shows there are two choices – one or the other.</li> </ul>
When	<ul style="list-style-type: none"> <li>During or over a period of time</li> </ul>
While	<ul style="list-style-type: none"> <li>At the same time</li> </ul>
Unless	<ul style="list-style-type: none"> <li>Except under certain circumstances</li> </ul>

### Common Conjunctions

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



Complete the puzzle. Write in the correct conjunctions



- Shows there are two choices
- Gives the unexpected
- Gives the expected / adds information
- Tells us what happens next
- During or over a period of time
- At the same time
- Except under certain circumstances
- Gives a reason why

A conjunction is a word which connects two words or clauses or sentences and shows the relation between them. They are used to avoid making the text seem like bullet points and to make the text flow. E. g. -

Jai saw a dog on the road. He decided to adopt the dog. Jai brought the dog home.

Jai saw a dog on the road **and** decided to adopt the dog, **so** he brought the dog home.

## Topic (Mavzu)12 :Informal and formal texts.

### Plan:

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme
4. Look and pay attention how to fill information about yourself

**Toolbar Options**

Options More **AutoFill**

The Google Toolbar can automatically fill out web forms with the information below. This information will be stored on your computer and will not be sent to Google.

**Name**

Full name	Bob Dabolino
Email address	bob@mrbobdabolino.com
Phone number	+64 -7-8701966

**Primary Address**

Line 1	PO Box 128
Line 2	221 Nowhere St
City	Manukau
State/province	Auckland
Zip/postal code	1730
Country	New Zealand

When a page asks for a shipping address, use

my primary address

an alternate address [Add/Edit Alternate Address...](#)

**Credit Card**

Click below to add or edit your credit card information.

[Add/Edit Credit Card...](#)

OK Cancel Apply Help

## O'Hanlon and O'Hanlon Inc./Possibilities

Cart Contents → Checkout → Confirmation

Your order is safe and secure

**Billing Information**

Required fields are in **bold**.

TESTED DAILY 27-JUNE

Subtotal: \$899.00

**Total: \$899.00**

Coupon code (optional):

Remember my information

[Bill's privacy policy](#)

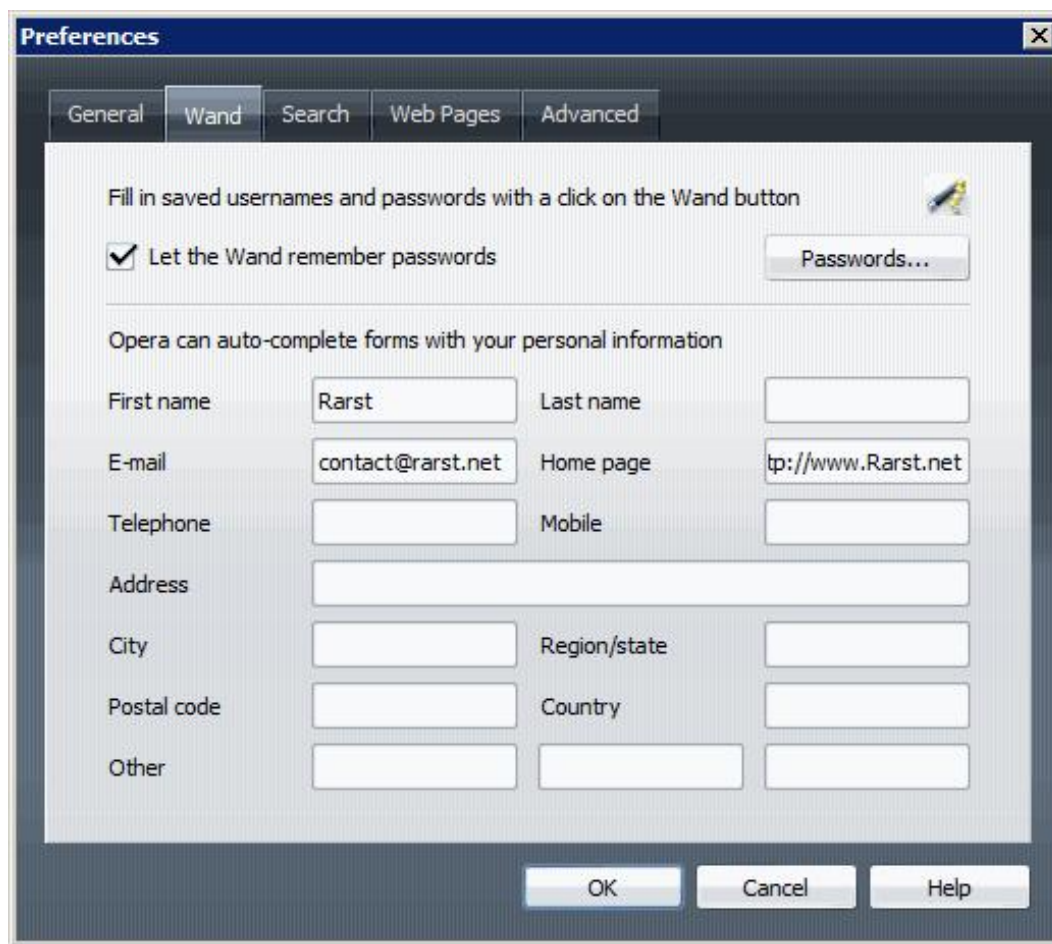
**LastPass** \*\*\*\*

Profile Name:  Profile Language: English

Personal Information | Contact Information | Credit Card Information | Bank Account Information | Custom Fields | Notes

Title	<input type="text" value="Please Select"/>	Company	<input type="text"/>
First Name	<input type="text"/>	Address 1	<input type="text"/>
Middle Name	<input type="text"/>	Address 2	<input type="text"/>
Last Name	<input type="text"/>	Address 3	<input type="text"/>
Username	<input type="text"/>	City / Town	<input type="text"/>
Gender	<input type="text" value="Please Select"/>	County	<input type="text"/>
Birthday	<input type="text"/> <input type="text"/>	State / Province	<input type="text"/>
Social Security Number	<input type="text"/>	ZIP / Postal Code	<input type="text"/>
		Country	<input type="text" value="United States"/>
		Time Zone	<input type="text" value="(-05:00) Eastern Time (US &amp; Canada)"/>

Require Password Reprompt



**1. Fill in the sentences with prepositions of time (*on, in, at*):**

**e. g. :** *Khilola is going to an interview **on** Monday.*

1. My father's birthday is... 24th of May.
2. Mother's birthday is... January.
3. I don't like walking alone in the streets... night.
4. It's difficult to listen if everyone is speaking... the same time.
5. I have to finish this essay about personal qualities... time.
6. The price of electricity is going up... October.
7. The course begins... the 7th January... 1 o'clock and ends

sometime ... April

**2/ Put in preposition of place (*on, in, at*):**

**e. g. :** *There was a long queue of people **at** the bus stop.*

1. He spends most of the day sitting... and looking outside.
2. The leaves... that tree are beautiful colour.
3. One of the strings... my rubab is broken.
4. The man the police are looking for has a scar... his right cheek.
5. I like that CV filled in accurately... the manager's table.

6. I wouldn't like an office job. I couldn't spend the whole day sitting... a desk.

7. If you come here by bus, get off... the stop after the traffic lights.

### *Topic (Mavzu)13 : Application forms.*

#### **Plan :**

- 1. Pre-lesson tasks**
- 2. Working on the text**
- 3. Grammar theme**

#### **Filling in application forms**

The first thing you need to do is read through the job advertisement several times, very carefully, so you understand what the job is about and what the employer is looking for. Think about what sort of person the organisation wants to hire – are you a good match?

Then think about what you are going to tell them about yourself. They don't want your life story, but they will be looking for evidence that you fit their requirements and that you have the enthusiasm to do the job well. As you read through the advert, note down thoughts you have on how you can prove you are the right candidate for the job.

### **Skills**

It can be helpful to work through the advert and highlight or underline any **skills** they list as desirable or essential, e. g. :

- word-processing
- computer literate
- telephone skills
- dealing with people

as well as important qualities, e. g. :

- reliable
- energetic
- cheerful
- patient

Then consider:

- What evidence can you show for you being energetic and cheerful?



- What computer programmes do you regularly use? (e. g Internet, e-mail, Word)

- How can you demonstrate that you're a reliable person?

- When have you dealt with members of the public?

**“-ed” va “-ing” sifat yasovchi qo’shimchalar**

There are many adjectives that we have in English that end in **-ED** or **-ING**.

Yes, that's correct, they are not only endings that we use for verbs!

An adjective that ends in **-ING** is used to describe: the **characteristic** of a person or a thing.

An adjective that ends in **-ED** is used to describe: a **feeling**.

Compare the difference:

- My girlfriend is **bored**. - (My girlfriend feels bored)

- My girlfriend is **boring**. - (My girlfriend is a boring person)

You can use these adjectives to describe people or situations but be careful that you are using the correct adjective. For example, there is a big difference in meaning between:

- I am **confused**. - (I don't understand something)

- I am **confusing**. - (I will cause you to be confused)

Of course, you could also find both adjectives in the same sentence. Then you really need to concentrate on the intent / context of the sentence.

Examples:

- I was **shocked** by how **shocking** the accident was last night.

- They were **frightened** by the **frightening** roller-coaster ride!

- I am **annoyed** by how **annoying** that person in front of us is.

- Sally was **confused** by the **confusing** street signs in the city.

- 1.- The film was so \_\_\_\_\_, I nearly fell asleep. I feel \_\_\_\_\_ now. (bored/boring)
- 2.- Louise is \_\_\_\_\_ because she had a \_\_\_\_\_ day. (tired/tiring)
- 3.- I thought the actors were \_\_\_\_\_. I was \_\_\_\_\_ by their acting skills. (amazed/amazing)
- 4.- The documentary was really \_\_\_\_\_. I was \_\_\_\_\_ when I was watching it. (interested/interesting)
- 5.- I was so \_\_\_\_\_ when I found out that the actor was getting married. It was a \_\_\_\_\_ situation. (surprised/surprising)
- 6.- The scene in the film where the robber enters the bank is really \_\_\_\_\_. I felt \_\_\_\_\_ when I watched the scene. (frightened/frightening)

## 6-Lesson

### 1-Variant

1. Choose the answer which correctly completes the sentence:  
A) any B) some C) no D) none
2. Choose the answer which correctly complete the sentence: Many people believe that... you are. the more you laugh.  
A) the happy B) happier C) more happy D)the happier
3. Choose the answer which correctly completes, the sentence Roberto gets angry a lot. the takes... his father.  
A) in B) after C) over D) off
4. Choose the answer which correctly completes the sentence: These plants... three times a week.  
A) you should water B) Should be watered C) will water D) was watered
5. Choose the answer which correctly completes the sentence: When do I... vacate my room?  
A) have to B) should C) must D) can't
6. Choose the answer which correctly completes the sentence:

When I was a little girl, I used... long hair.

A) to have had B) to have C) have D) having

7. Choose the correct answer to complete the dialogue.

-Do you mind if I have another chocolate? -Thank you.

A) Right. Let's get started. B) To be honest, I'm not sure myself. C)

You are kidding! She hasn't. D) Go ahead. Help yourself.

8. Choose the answer which correctly completes the sentence: Meat is often... up with vegetables.

A) served B) prepared C) put D) given

9. Choose the answer which correctly completes the sentence: Are you sure he's... the truth?

A) talking B) speaking C) saying D) telling

## 2-Variant

1. Choose the answer which correctly completes the sentence: Please do not leave... objects unattended.

A) valuable B) valueless C) value D) valuables

2. Choose the answer which correctly completes the sentence: I have an idea. I... anyone tonight. Are you free to?

A) hadn't seen B) didn't see C) am not seeing D) don't see

3. Choose the answer which correctly completes the sentence: Becky, I am so glad to see you.... you... anything tonight?

A) do/do B) were/doing C) are/doing D) will/do

4. Choose the answer which correctly completes the sentence: Before sending a letter, you... put a stamp on the envelope.

A) dare B) are able C) ought D) may

5. Choose the answer which correctly completes the sentence: I see your time sensibly. Don't... it.

A) leave B) waste C) spend D) lend

6. Choose the answer which correctly completes the sentence: A dolphin differs.... porpoise in that it has a longer nose.

A) upon B) from C) by D) at

7. Choose the answer which correctly completes the sentence: We accused him... telling a blatant lie.

A) about B) to C) in D) of

8. Choose the answer which correctly completes the sentence: They couldn't afford... me lots of new clothes.

A) buy B) to buy C) buying D) bought.

9. Choose the answer which correctly completes the sentence:

The weather forecast said it... rain tomorrow.

A) can B) could C) may D) must

**Topic (Mavzu)14 : Application forms. Prepositions.**

**Plan:**

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme

**Match the columns.**

How old are you?	abdullaeva@mail. uz	Name
Where are you from?	Tashkent Medical College	Age
What's your surname?	English, Russian	Surname
What's your e-mail address?	Tashkent	Home
What's your name?	Biology and Chemistry	Languages
What languages do you speak?	17	Subject
What college/lyceum do you go to?	Abdullaeva	e-mail address
What's your favourite subject?	Madina	college/lyceum

**Match the following words and phrases with their definitions;**

<ol style="list-style-type: none"> <li>1. Curriculum Vitae (CV)</li> <li>2. qualification</li> <li>3. personal qualities</li> <li>4. work experience</li> <li>5. reference</li> <li>6. reliable</li> <li>7. responsibility</li> <li>8. challenge</li> <li>9. sociable</li> </ol>	<ol style="list-style-type: none"> <li>a) duty</li> <li>b) can be trusted to work well</li> <li>c) certificates or diplomas you need to get a job in a particular profession</li> <li>d) good points about a person</li> <li>e) knowledge or skill gained in a particular job or activity</li> <li>f) a written list of personal details, education, job somebody has had</li> <li>g) get on easily with people</li> <li>h) information given by someone about you when you are applying for a job</li> <li>i) something new and difficult which needs great efforts</li> </ol>
--	---

**Task 1. Read the text about Madina.**

I am Madina Abdullaeva. I live at 47 Navoi Street in Tashkent. I'm 20 years old. My date of birth is 10 January 1993. My e-mail address is

abdullaeva@mail. uz and my mobile number is +998 90 174 15 42. I finished Tashkent Vocational College of Tourism and Business in 2012. I've just finished a six-month training course in management and now I have a Certificate in Management. My IT skills are excellent and I can speak and write both English and Russian well. I had a summer job as a receptionist at the Grand Mir Hotel in Tashkent working with the general manager, Mr Azim Kadirov who has agreed to give me a reference. I'm hardworking and sociable. I take responsibility, so I am not afraid of challenges. I'm a quick worker as well as being a reliable person. I like going for walk and reading books in my free time.

**Task 2. Complete Madina's CV using the text.**

1. Surname
2. Given name(s)
3. Address
4. Phone
5. Mobile
6. E-mail
7. Date of birth
8. Education
9. Qualification
10. Work experience
11. Personal qualities
12. Reference
13. Interests

*Abdullayeva* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

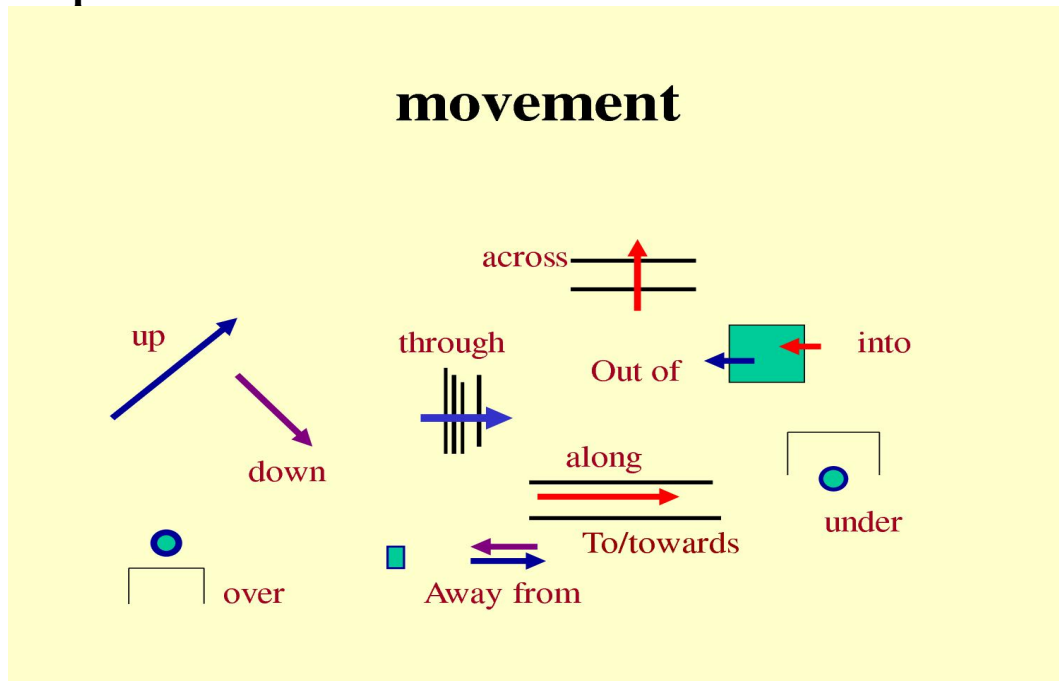
\_\_\_\_\_

**Explanation of grammar**

**PREPOSITIONS OF PLACE(O'rin joy predlogi)**

on:	The spoon is on the tray. -Qoshiq – padnos ustida.
in:	The pen is in the box. - Qalam quticha ichida.
At	She works at an office. - U ofisda ishlaydi.
Under	The dog is sleeping under the table. -It ustar tagida uxlayapti
in front of	The blackboard is in front of me. - Do'ska mening qarshimda turibdi.
Near	Our house is near the river. - Bizning uyimiz daryo yonida.
Across	The train went across the fields. - Poezd dala bo'ylab o'tdi.
Between	A village between two hills. -Qishlo'q ikkita tepalik orasida joylashgan
Among	I saw a light among the trees. - Men daraxtlar orasida yorug'likni ko'rdim

### Prepositions of movement



### Task 1. Discuss the questions:

1. What is your name?
2. What is your address?
3. What experience do you have?
4. What are your personal qualities?
5. What do you do in your free time?
6. Where do you study?
7. Who can give you a reference?
8. What are your future plans?

9. What are your interests?

**Task 2. Complete the information about yourself**

1. Surname \_\_\_\_\_
2. Given name(s) \_\_\_\_\_
3. Address \_\_\_\_\_
4. Phone \_\_\_\_\_
5. Mobile \_\_\_\_\_
6. E-mail \_\_\_\_\_
7. Date of birth \_\_\_\_\_
8. Education \_\_\_\_\_
9. Personal qualities \_\_\_\_\_
10. Reference \_\_\_\_\_
11. Interests \_\_\_\_\_

**1. Fill in the sentences with prepositions of time (on, in, at):**

*e. g. : Khilola is going to an interview **on** Monday.*

1. My father's birthday is... 24th of May.
2. Mother's birthday is... January.
3. I don't like walking alone in the streets... night.
4. It's difficult to listen if everyone is speaking... the same time.
5. I have to finish this essay about personal qualities... time.
6. The price of electricity is going up... October.
7. The course begins... the 7th January... 1 o'clock and ends

sometime... April

**2. Put in preposition of place (on, in, at):**

*e. g. : There was a long queue of people **at** the bus stop.*

1. He spends most of the day sitting... and looking outside.
2. The leaves... that tree are beautiful colour.
3. One of the strings... my rubab is broken.
4. The man the police are looking for has a scar... his right cheek.
5. I like that CV filled in accurately... the manager's table.
6. I wouldn't like an office job. I couldn't spend the whole day

sitting...

a desk.

7. If you come here by bus, get off... the stop after the traffic lights.

**Task 1. Tick (9) all the things that you write on a CV.**

1. Date of birth \_\_\_\_\_
2. Address \_\_\_\_\_

3. Family \_\_\_\_\_
4. Pets \_\_\_\_\_
5. Education history \_\_\_\_\_
6. Work experience \_\_\_\_\_
7. Skills \_\_\_\_\_
8. Friends \_\_\_\_\_
9. Languages spoken \_\_\_\_\_
10. References \_\_\_\_\_
11. Telephone number \_\_\_\_\_
12. Email address \_\_\_\_\_
13. Favourite food \_\_\_\_\_

**Task 2. Use the headings in the box to complete the CV.**

**Languages References Email Education**

**Address Date of birth**

**Work experience Skills and interests**

**Mobile**

**CV – UT-Umida Tursunova**

- 1 \_\_\_\_\_ : 26 August 1997
- 2 \_\_\_\_\_ : 94 Farkhad street, Tashkent, Uzbekistan
- 3 \_\_\_\_\_ : utursunov@gmail. com
- 4 \_\_\_\_\_ : 99894 635 06 86
- 5 \_\_\_\_\_ : secondary school N 195
- 6 \_\_\_\_\_ : Cashier at a large supermarket
- 7 \_\_\_\_\_ : English – A2, Russian – B2

**1. Answer the following questions:**

- What is the job application?

What are you asked when you apply for a job?

What are job application details?

Job Application Form Details: *Personal Information:*

•Name •Address •City, State.

•Phone Number

• Ability to Work abroad

•Felony convictions

•If under age, working paper certificate

*Education:*

•Schools/Colleges Attended •Major

•Degree/Diploma •Graduation Dates(s)



*Position Applied For Information:* •Title of the job you are applying for •Hours/days available to work •When you can start work

*Employment Information:*

- Names, addresses, phone numbers previous employers
- Supervisor's name
- Dates of employment
- Salary
- Reason for Leaving

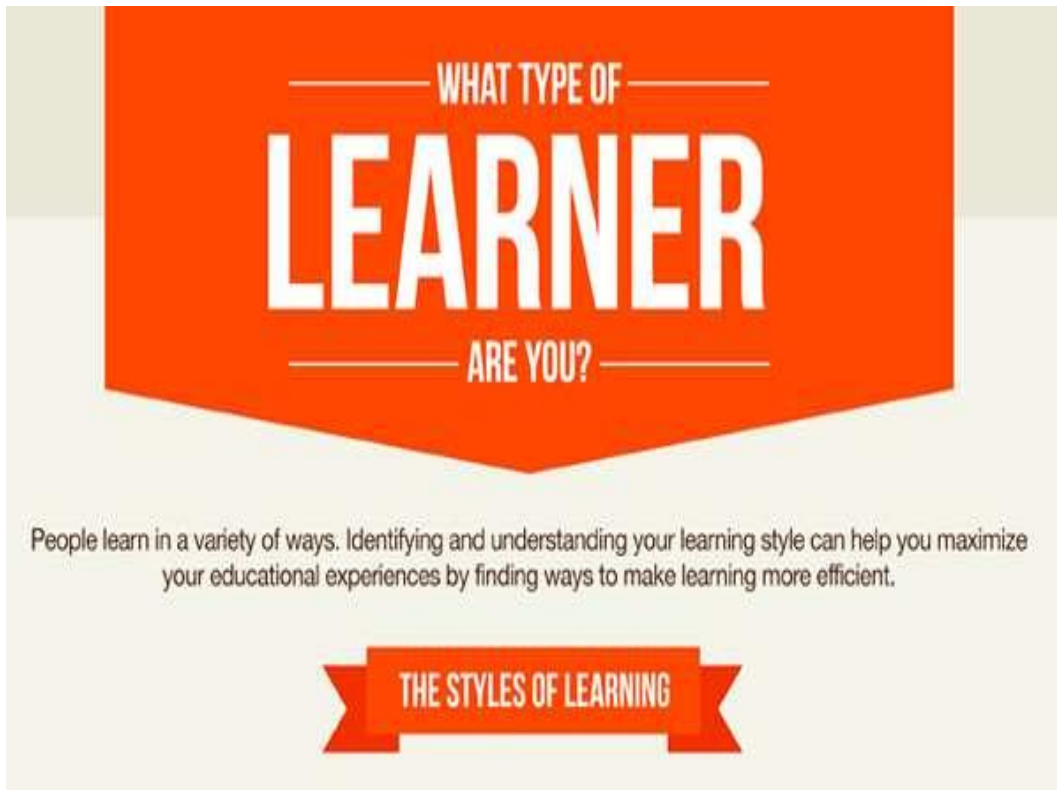


**Discuss the most important tips of filling in an application form. Create your own application form and give it to your partn**

**Topic (Mavzu)15: Identifying your skills. Success as a learner.**

**Plan:**

1. **Pre-lesson tasks**
2. **Working on the text**
3. **Grammar theme**



**Read about Sardor. He is talking about himself and his new college.**

My name is Sardor, I'm 17 years old. My hobbies are reading books, playing the guitar, listening to music and visiting different galleries. Since I started coming to this college, I have made only few friends because I'm not sociable. I have difficulties in getting on with people, because I am very shy. So I found it difficult to get on with my groupmates. My group-mate Jasur is a very talkative, cheerful, responsible, goal-oriented, sociable, easy-going and interesting student with a good sense of humour. He is also an intelligent and educated person. He is the first person who talked to me in this group. Now we are best friends. Now I am trying to be able to work well both on my

own initiative and as part of a team. I try to learn something new from every experience because I believe there is always room for self-improvement both personally and professionally. Despite my faults with my groupmates, I worked hard on my study. So I made progress in my English. By the way, my group is an English group. I used to study in a different way, but here I learned other methods that helped me a lot.

I really enjoy coming here because there are so many clever and active students. The teachers are kind and helpful.

**8. Find out whether the statements are *true* or *false*?**

- a) Sardor is a very talkative and easy-going boy. \_\_\_
- b) He changed his college. \_\_\_
- c) His friend is very shy. \_\_\_
- d) He made progress in his maths. \_\_\_
- e) Sardor's teachers are supportive. \_\_\_

**9. Answer the questions.**

- 1. What kind of person is Sardor?
- 2. What was difficult for him?
- 3. Have you ever been in a situation like Sardor's?

The graphic is titled "Learning Styles" in large yellow letters on a dark blue background. Below the title, the text "Good Teaching" is centered. There are four yellow boxes, each representing a teaching method with an icon and text:

- Tell them (auditory)**: Accompanied by an icon of a human ear.
- Show them (visual)**: Accompanied by an icon of an eye.
- Let them try it (somatic)**: Accompanied by an icon of two people, one holding a book.
- Guide them to discover (reflective)**: Accompanied by an icon of a glowing lightbulb.

At the bottom left, there is a copyright symbol and the year "2009". At the bottom right, the name "Ron Fitzgerald" is written.

**Choose any sign and explain why did you choose it. That defines your learning style.**



### **Gerund (Gerundiy)**

Fe'ning shaxsiz shakli bo'lib, u ham ot ham fe'l xususiyatiga egadir

Fe'ning bu shakli o'zbek tilidagi fe'l negiziga –sh (-ish) qo'shimchasi qo'shilib yasalgan harakat nomiga o'xshaydi.

Gerundiy ish harakat nomini yoki jarayonni ifodalaydi. Gerundiy fe'l negiziga –ing qoshimchasini qo'shish orqali yasaladi. Gerundiy ot singari o'zidan oldin egalik olmoshi yoki qaratqich, yoxud umumkelishikdagi ot orqali ifodalangan aniqlovchiga ega bo'lishi mumkin.

I know of your workng much.

Men sizning ko'p ishlashingizni bilaman.

Gerundiy predlog bilan ham qo'llanilishi mumkin.

He insisted on doing it quickly.

U bu ishni tez bajarishda turib oldi.

Gerundiy oldida artikl ishlatilmaydi, uning ko'plik shakli ham yo'q.

Quyidagi fe'llardan keyin har doim gerundiy ishlatiladi:

Complete- tugatmoq  
 Consider- hisoblamoq deb o'ylamoq  
 Finish- tugatmoq  
 Mention- eslatmoq  
 Discuss- muhokama qilmoq  
 Enjoy rohatlanmoq  
 Recommend- tavsiya qilmoq  
 Regret- afsuslanmoq  
 Stop- to'xtatmoq  
 Suggest- taklif qilmoq  
 Quyidagi iboralardan keyin ham gerundiy ishlatiladi:  
 Can't help- biron ishdan qilmasdan turolmaslik  
 Count on-.... ga umid qilmoq, mo'ljallamoq  
 Forget about- biror narsani unutmoq  
 Get through- tugatmoq  
 Insist on-... da turin olmoq  
 Keep on- davom ettirmoq  
 Look forward to- sabrsizlim bilan kutmoq

**Ex 1.**

1. Repairing cars is his business.
2. It goes without saying.
3. Have you finish writing.
4. Taking a cold shower inthe morning is very heathy.
5. I like skiing, but my sister prefers skating. 6. She likes sitting in the sun.
7. It look likes raining.
8. My watch wants repairing.
9. Thank you for coming.
10. I had no hope of getting an answer before the end of the month.
11. I had the pleasure of dancingwith her the whole evening.
12. He talked without stopping.

Proverbs:

Art is long life is short- San'at abadiy umr qisqa.

If you want a thing done, do it yourself- yaxshi qilingan narsani xohlasang.

**Post-lesson**

## Write Gerund form.

To influence,  
to recite, to play,  
to study, to enjoy,  
to run, to begin,  
to put, to conduct,  
to sit, to stay.



## Find the sentences with gerund.

- 1 Continue reading, while I am writing these words.
- 2 While they were talking, I went home.
- 3 Learning a foreign languages is difficult.
- 4 The teachers tell us something interesting every day.
- 5 I am afraid of losing my keys.
- **Keys 1, 3, 5.**



## Make the sentences using gerund.

1 There are a lot of ways of (сделать это) .

2 What is your idea of (обсудить этот вопрос сейчас) .

3. Do you have the opportunity of (посетить галерею) .

4 It's no use (плакать).

5 He is busy (подготовкой уроку)

- 1 making this
- 2 discussing this question now.
- 3 visiting gallery.
- 4 crying
- 5 preparing homework



### *Topic (Mavzu)16 : Success as a learner.*

#### **Plan:**

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme

#### **Check your grammar: Adjectives**

##### **1. Circle the correct option.**

- |                 |                  |
|-----------------|------------------|
| 1. Imaginable   | 6. Clean         |
| A) Inimaginable | A) Inclean       |
| B) Unimaginable | B) Unclean       |
| 2. Perfect      | 7. Believable    |
| A) Imperfect    | A) Unbelievable  |
| B) Inperfect    | B) Inbelievable  |
| 3. Expected     | 8. Fashionable   |
| A) Unexpected   | A) Unfashionable |
| B) Inexpected   | B) Infashionable |
| 4) Different    | 9. Worthy        |
| A) Undifferent  | A) Unworthy      |
| B) Indifferent  | B) Inworthy      |
| 5. Available    | 10. Safe         |
| A) Inavailable  | A) Unsafe        |
| B) Unavailable  | B) Insafe        |

**2. Use on of the adjectives in the box with a negative prefix to complete the sentences.**

sensitive, expensive, regular, formal, comfortable, polite,  
friendly, patient, sincere, loyal

1. The teacher told her pupils to learn twenty \_\_\_\_\_ verbs.
2. Mrs. Brown is really \_\_\_\_\_. She never wants to talk to anyone.
3. Susan does not want to be \_\_\_\_\_ to her friends.
4. Adam is so \_\_\_\_\_. He never wants to explain things twice.
5. These window locks are \_\_\_\_\_ and effective.
6. John said, he was sorry, but they were sure that he was \_\_\_\_\_.
7. It is very \_\_\_\_\_ to tell people that you don't like their clothes.
8. These parties are almost always \_\_\_\_\_, there is no dress code.
9. They were sitting in a very \_\_\_\_\_ position.
10. Mr. Black thinks it is very \_\_\_\_\_ of Tom to think he can do just what he likes.

**Read the following personal profiles. Have the writers included all information?**

**By Imron**

My name is Imron. I am from Tashkent. I am 17 years old. I am studying in the 10<sup>th</sup> grade at school 307. I've got lots of hobbies and interests. I like reading psychological books, listening to pop music, watching films. I also do a lot of sports. I particularly enjoy swimming and football. I'm also interested in photography.

I'm quite an ambitious person. I want to go to University and then get a job in web design. I think I'm quite hard working. Being honestly, I am slightly stubborn and impatient too.





By Khonzoda

My name is Khonzoda. I'm 17 and I am a pupil of the 10th grade. I live with my parents and my brother, Saidbek. My hobbies are traditional fashion

and classical music. I am not very keen on sport, but I sometimes play tennis with my friends.

I'm not lazy. I am hardworking and friendly. I'm quite confident and I prefer talking to other people. I think I am kind and loyal to my close friend.

**Answer the questions.**

1. How old are they?
2. Where do they study?
3. Which sports do they like? What other hobbies and interests do he have?
4. What personality adjectives do they use to describe themselves?

**Answer the questions.**

1. How old are they?
  2. Where do they study?
  3. Which sports do they like? What other hobbies and interests do he have?
  4. What personality adjectives do they use to describe themselves?
- \_\_\_ I will make good friends;
- \_\_\_ I will make full use of school facilities;
- \_\_\_ I will develop new interests;
- \_\_\_ I will learn to work better with other

people;

\_\_\_ I will learn to express myself better;

\_\_\_ I will really enjoy myself;

\_\_\_ I will develop my creativity;

\_\_\_ I will take care of my health;

\_\_\_ I will learn to manage myself as an adult;

\_\_\_ I will learn to be a well doing student;

\_\_\_ I will learn to balance family friendship and studying.

**Give brief information about yourself using the following words and phrases.**

***Who you are:***

highly skilled, highly motivated,  
knowledgeable, creative, reliable, flexible,  
adaptable, energetic

***What you can do:***

expert on, responsible for,  
ability in, excellent at

***What you want:***

(career target); looking for,  
a position in, objective is.

**Match the words with definitions.**

- |                      |   |
|----------------------|---|
| 1) analyse (v)       | a) a person who buys good or a service  |
| 2) require (v)       | b) to share information with others by speaking                                       |
| 3) customer (N)      | c) to decide how to do something in the future  |
| 4) research (N)      | d) to study or examine something in detail  |
| 5) communicate (V)   | e) to make arrangements to something to happen  |
| 6) investigation (N) | f) a choice that you make about something after thinking about several possibilities  |
| 7) plan (V)          | g) need or make necessary   |
| 8) decision (N)      | h) the act or process of examining a crime, problem, especially to discover the truth |
| 9) organize (V)      | i) a detailed study of a subject  |

*Topic (Mavzu)17 : How smart are you?*

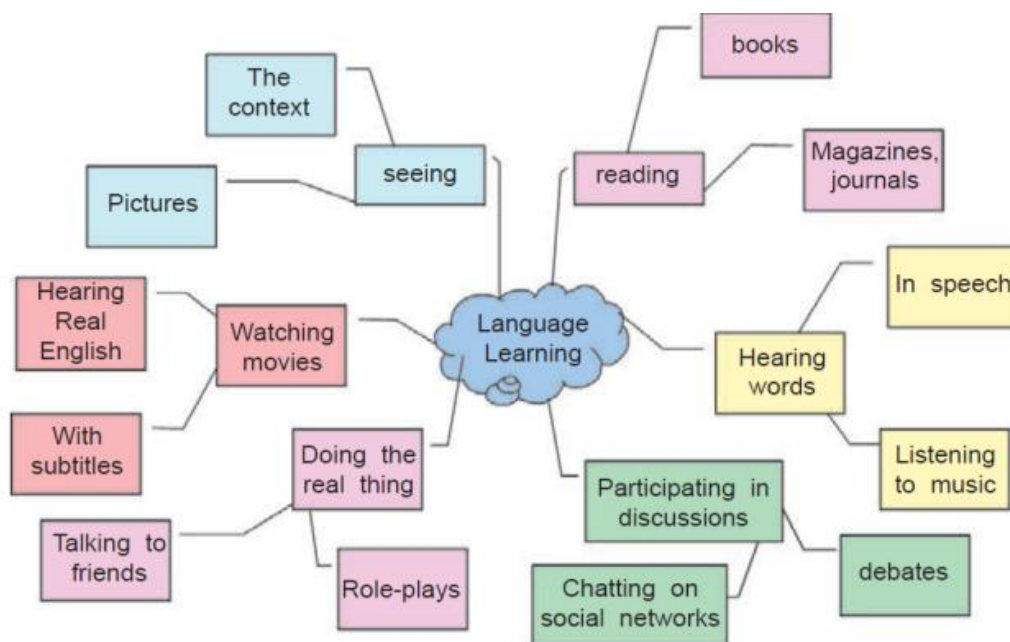
**Plan:**

1. **Pre-lesson tasks**
2. **Working on the text**
3. **Grammar theme**

**Activity 1** Answer the questions of the quiz: “What kind of student are you?”

	Mostly true	Sometimes true	Not true
I care about doing well at school			
I try my best at school each day			
I do my homework			
I understand things that I have read			
I have the things I need for class			
I get along well with my teachers			
I take good notes in the class			
I am good at taking tests			
I ask and answer questions in the class			
I am happy with my grades			

Good Study Habits mean Good Grades.  
 Good Grades lead to Good Career Options.  
 Good Career Options mean Good Life.



**Activity 3** Listen to the dialogue and complete the sentences.



- |             |              |
|-------------|--------------|
| 1. studies  | 5. semester  |
| 2. great    | 6. same time |
| 3. problems | 7. German    |
| 4. opinion  | 8. saved     |

*Answer key:*

Jack: Hi Lola, how are you doing? How are your \_\_\_\_\_?  
Lola: Hi Jack, I'm doing \_\_\_\_\_. What about you? My studies are going well too.  
Jack: Oh, nice to hear it. Actually I'm doing well too but there are some \_\_\_\_\_ with my studies.  
Lola: Really? What kind of problems do you have? Can I help you?  
Jack: I've got an exam soon, but in my \_\_\_\_\_ I'm not ready. I got a very low score in last semester's exam.  
Lola: Why you didn't prepare well for it this \_\_\_\_\_. I think you had a plenty of time, right?  
Jack: Yes I had but as you know I work and study at the \_\_\_\_\_ time. That's why I couldn't find spare time for revision.  
Lola: Yes, yes I know about it. What subject is the exam in?  
Jack: It's in \_\_\_\_\_.  
Lola: Ok, it's no problem for me. I will help you with pleasure.  
Jack: Thanks, you \_\_\_\_\_ my life.

**List eight effective ways of learning English**

**How did I learn English?**

My name is Mansur. I live in Tashkent and Uzbek is my native language. I am a mathematician, but I like learning English too. I learned English very well and now I want to share my experience with other people.

I had my first contact with English when I was six. My dad inspired me to listen to The Beatles. I listened to them every day for the next seven years. In the beginning I could understand nothing of what they were singing. But soon I started to understand every word, especially the ones which appeared in the titles. So The Beatles were my first motivation. Today, I can understand The Beatles very clearly. When I was 13 years old, I started reading science fiction books. I read in Uzbek. The books were all American. I could not read the original versions because I did not know English so well. Somehow I felt that in English the books will be even more interesting and reading will be more exciting. I finally decided that I wanted to read books in English. I learned every new English word that I met. I found that reading is much more exciting in English. Now I study mathematics. Most of the books in my math institute's library are in English. I discovered that my knowledge of English is very important for my learning mathematics.

**Activity 5** read the text and mark the statements with True or False.

1. Mansur is an architect.

\_\_\_\_\_

2. He began learning English when he was six.

\_\_\_\_\_

3. He began learning by reading books.

\_\_\_\_\_

4. The first English songs he heard were by The Beatles.

\_\_\_\_\_

5. He began reading English books when he was 13.

\_\_\_\_\_

6. He wanted to read books in the original language.

\_\_\_\_\_

7. He discovered that his English is useful for mathematics too.

**Activity 6** match the words with the suitable definitions. Find out their antonyms.

**New words**

**Definitions**

**Antonym**

1. Native

A) motivate

\_\_\_\_\_

2. Contact

B) start to be seen

\_\_\_\_\_

3. inspire

C) desire

4. Appear

D) connected with the place

where you were born

5. Motivation

E) copy

6. Version

F) to be sure for doing something

\_\_\_\_\_

7. decide

G) relationship

\_\_\_\_\_

8. discover

H) find something new

**VI. Homework**

1. Make a list of vocabulary which you have learned today.

2. Make a report on the importance of learning English. Word limit is 80 – 100.

3. Share your report with your peers.

**Topic (Mavzu)18 : IT skills.**

**Plan:**

- 1. Pre-lesson tasks**
- 2. Working on the text**
- 3. Grammar theme**

**Match the words with pictures:**

SPEAKERS / USB CABLE / MONITOR (SCREEN) /  
PRINTOUTS / MICROPHONE / KEYBOARD / CD DISK /  
TABLET / LAPTOP/ COMPUTER / PRINTER / SCANNER /  
USB FLASHDRIVE (MEMORY STICK) / FAX MACHINE /  
PORTABLE HARD DISK / TURN OFF ICON /  
HEADPHONES / JOYSTICK



**4. Discuss these questions with your partner.**

1. How often do you use the Internet?
2. What are the advantages and disadvantages of working online?

- In the 19th century a teacher in England had a good idea. Instead of teaching students in a classroom, he taught each student at the students' home. This is the start of what would lead to "correspondence courses". Student and teacher communicated by post. It was distance learning.

- In the 1990s, the Internet provided a new form of distance learning where teacher and students communicated over the Internet. We call it e-learning.

**Read the text below and identify if they are True, False or Not Given.**

Today we talk to Ray Tomlinson, the man who invented @ and email.

Q: When and why did you invent email?

It was in 1971 and I'm not sure there was a real reason for inventing it. It was a fun thing to try out and probably took four to six hours to do. I can't remember exactly how long it took. Less than a day, spread over a week or two.

Q: How do you feel about spam and viruses?

I get annoyed when I get spam. It's a tough problem but we're going to solve it. So far the solutions aren't working – they either filter too much or not enough. We must find a better way to stop spam. Viruses are another problem and you usually get them from an email attachment or a downloaded app or file. For example, an ISP could throw away all emails with attachments, but then email wouldn't be any use. We'll have to find a solution.

Q: Does it bother you that you're not a household name – that most people don't know what you've done?

No, it doesn't bother me. Computer nerds know that I've done it. I get emails from people who say "What you did is great. Why don't you do something about spam? It's a kind of nice that some people are interested in what I did – but it's not the centre of my life."

1. Ray Tomlinson said he had invented the computer in 1971.

2. He said it was easy to invent email. \_\_\_\_\_

3. He told the interviewer that email was a tough problem. \_\_\_\_\_

4. He said that they were going to solve the problem of spam. \_\_\_\_\_

5. He said that solutions to spam were working. \_\_\_\_\_

6. He told the interviewer that he got lots of emails. \_\_\_\_\_

7. He said computer nerds didn't know that he had invented email. \_\_\_\_\_
8. Emails to Ray said what he had done was great. \_\_\_\_\_
9. Ray said it was nice that no one was interested in what he had done. \_\_\_\_\_

**Match the words to compound nouns.**

- |          |          |
|----------|----------|
| 1. band  | a) board |
| 2. down  | b) cam   |
| 3. fi re | c) less  |
| 4. home  | d) line  |
| 5. key   | e) load  |
| 6. on    | f) page  |
| 7. web   | g) wall  |
| 8. wire  | h) width |

**Use the words in exercise 1 to complete the sentences one word is not used.**

1. He hates cables; that's why he has a \_\_\_\_\_ mouse and \_\_\_\_\_.
2. My \_\_\_\_\_ blocks all those irritating adverts.
3. This \_\_\_\_\_ has a simple design, but it gives a lot of information.
4. My friends can \_\_\_\_\_ photos and song from my blog.
5. The city's web is connected to a \_\_\_\_\_ which fi lms people in the main street.
6. \_\_\_\_\_ is important, it means your internet connection can go faster or slower.

***Topic (Mavzu)19 : Basics of E-learning.***

**Plan:**

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme

**Check your grammar: Reported speech.**

**1. Rewrite the following statements in the reported speech.**

1. "Hackers attacked our school computers and stole important data" – the student said.
2. "My computer isn't functioning well" – Jamil said.



3. “The speed of the Internet will be better tomorrow” – said the technician.

4. “Nasim has been playing computer games since 10 in the morning” –her mother said.

5. “Stop downloading those fi lms! It’s illegal” – his brother told him.

6. “Nodira is surfi ng the Net at the moment” – the teacher said.

7. “My mother never watches reality shows” – Sarvinoz said.

8. “Cyber bullying is increasing all over the world” – our teacher said.

**2. Rewrite the following questions in reported speech.**

1. “Why doesn’t this computer work?” – the teacher asked us.

2. “What are you coping and pasting from the Net?” – My mother asked me.

3. “Did you install the antivirus I bought yesterday?” – my father asked.

4. “Hadn’t you already installed one before?” – my mother asked.

5. “What is the URL of the new site you told me about?” – Farrukh asked.

6. “Have you sent her an e-mail?” – the boy asked.

7. “Did she download the necessary fi les last week?” – the teacher asked.

8. “Was she sending mails when the headmaster arrived?” – Rakhim asked.

**Match the words with their pairs.**

1. Meeting up a) safe

2. Keep b) be dangerous

3. Stay c) your information

4. Them d) with strangers

5. Stay safe e) with people

6. Strangers can f) friends

7. They can g) online

8. Make friends h) the time

9. Crying all i) never met

10. Keep your g) information

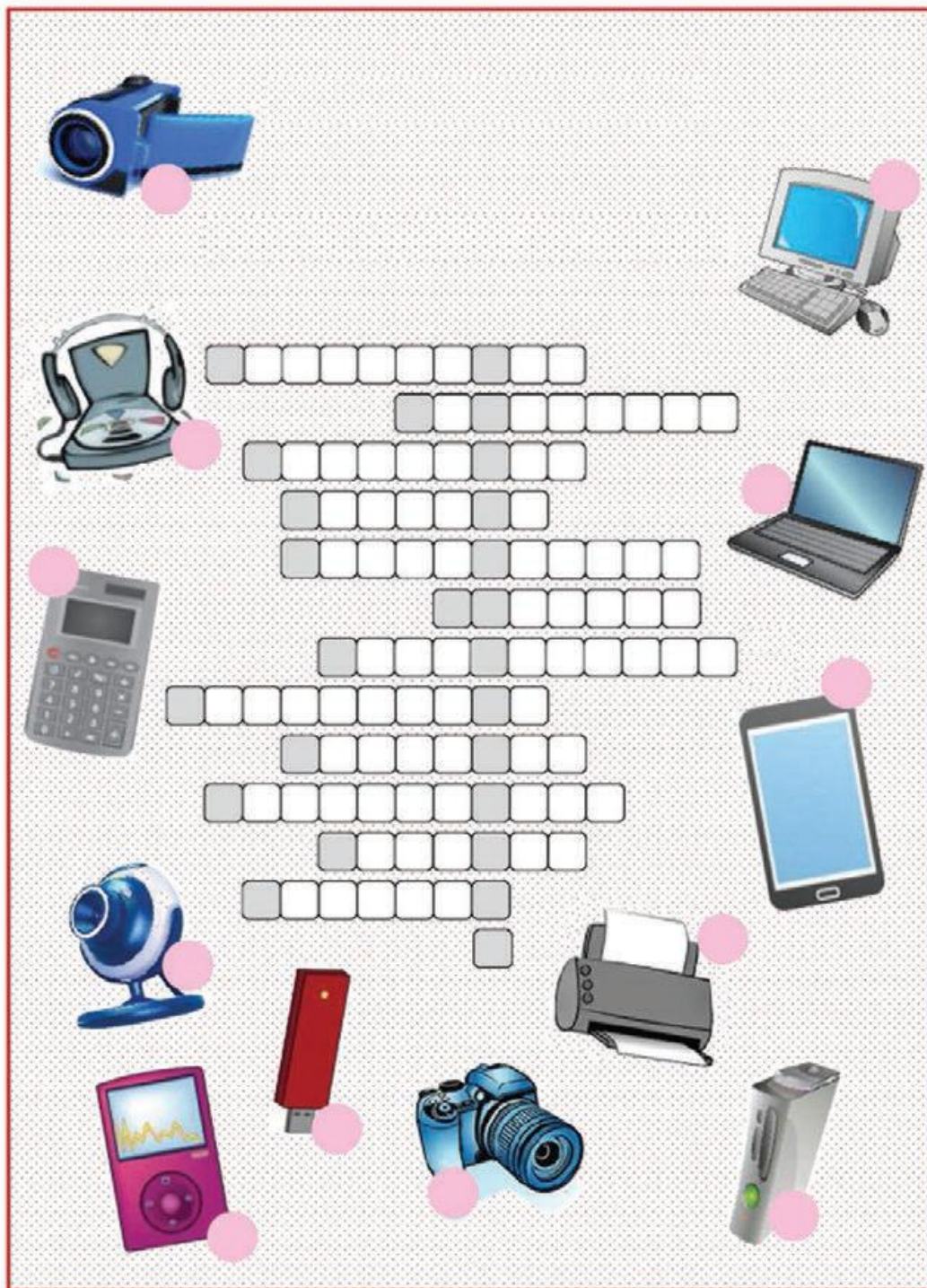
11. You have k) say about

12. You l) share

13. Colour of m) on the internet

14. Make n) your hair

**Do the crossword**



**Discuss the following statements with your friends.**

1. There are a lot of different types of games.
2. Video games are fun to play with your friends.
3. Video games allow you to play many different sports.
4. You can compete with people all over the world via the internet.

5. Playing video games is the best way to stay physically fit and healthy.

6. It's better to do exercise outside in the fresh air.

7. You can play video games even when the weather is bad.

8. Playing sport is more intense exercise than playing video games.

**6. Match the words and phrases that have the same meaning and write them below.**

In addition,

First of all,

Nowadays,

In fact,

In conclusion,

I believe that...

I disagree that...

1. Today,... \_\_\_\_\_

2. Firstly,... \_\_\_\_\_

3. Also,... \_\_\_\_\_

4. I think that... \_\_\_\_\_

5. I don't think that... \_\_\_\_\_

6. Actually,... \_\_\_\_\_

7. To sum up,... \_\_\_\_\_

**Read the text and find out if the following sentences are true or false.**

**Staying safe online**

1. Don't post any personal informal online-like your address, email address or mobile number.

2. Think carefully before posting picture or videos of yourself.

Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.

3. Never give out your passwords.

4. Don't be friend people you don't know.

5. Don't meet up with people you've met online. Speak to your parent

or care about people suggesting you do.

6. Think carefully about what you say before you post something online.

7. If you see something online that makes you feel uncomfortable, unsafe or worried; leave the website, turn off your computer if you want to and tell a trusted adult immediately.

**True or False:**

1. Don't send you address, phone number and some information about yourself to people who you don't know about \_\_\_\_\_.
2. Certainly you can post you pictures and videos \_\_\_\_\_.
3. You should show your password \_\_\_\_\_.
4. Shouldn't make a friend with strangers \_\_\_\_\_.
5. You meet with people, who you have met online \_\_\_\_\_.
6. You should think about what you say before connect with people online \_\_\_\_\_.
7. If you feel yourself uncomfortable, you shouldn't leave website \_\_\_\_\_.

**Discuss the following questions with your partner.**

**With the best word from the list. Use each word only once.**

1. Do you know how to use internet?
2. What's internet safety?
3. What should we know before using internet such as facebook, you tube telegram and other?
4. Can you tell negative and benefit sides of internet?
5. What does spam mean?
6. What do you think how internet developping in Uzbekistan?

***Topic (Mavzu) 20: Literature. Uzbek literature.***

**Plan:**

1. Pre-lesson tasks
2. Working on the text
3. Grammar theme

**Test your knowledge with this quiz.**

1. Who wrote novels "Kutluq qon", "Navoi"?

- A) Oybek
- B) Chulpon
- C) Abdulla Qodiriy
- D) Abdulla Oripov

2. Who was born in 1941 in

6. Where did Fitrat return in 1913?

- A) Bukhara
- B) Tashkent
- C) Andijan
- D) Namangan

7. Whose first collection of

**Nekuz in the village in Kashkadarya region?**

- A) Tohir Malik
- B) Gafur Gulam
- C) Abdulla Oripov
- D) Oybek

**3. Who wrote “O‘tgan kunlar” in 1919 – 1920 years, which is considered to be the first novel in Uzbek literature?**

- A) Utkir Khoshomov
- B) Abdulla Khodiri
- C) Fitrat
- D) Mirmukhsin

**4. Where did Abdulla Qodiriy study in 1925 – 1926?**

- A) In Moscow
- B) In Sankt Petersburg
- C) In Tashkent
- D) In Fergana

**5. Which novel did Abdulla Qodiriy finish writing in 1918, February?**

- A) “O‘tkan kunlar”
- B) “Baburnama”
- C) “Ulug‘ yo‘l”
- D) “Navoyi”

**poetry “Pages of life” (Hayot varaqlari) was published in 1932?**

- A) Zulfi ya
- B) Fitrat
- C) Muhammad Yusuf
- D) Abdulla Oripov

**8. Who was killed together with Chulpon and Fitrat in October 4, 1938 year?**

- A) Oybek
- B) Abdulla Khodiriy
- C) Khamid Olimjon
- D) Abdulla Avloniy

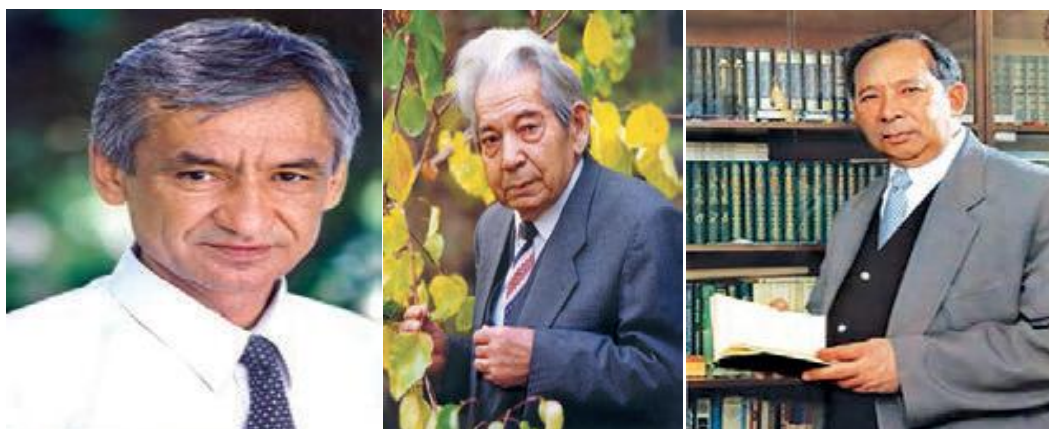
**9. Who was born in Fergana region in 1933?**

- A) Xayriddin Saloh
- B) Ozod Sharafiddinov
- C) Tura Sulaymon
- D) Xudoyberdi Tukhtaboyev

**10. Where was Tohir Malik’s first story written and published in 1960?**

- A) “Mushtum” journal
- B) “Gulxan” magazine
- C) “Saodat” magazine
- D) “Guncha” newspaper

**Match the genres with the authors.**



1. Said Ahmad a) detective
2. Tohir Malik b) country singer
3. Xudoyberdi Tukhtaboyev c) happiness singer

4. Muhammad Yusuf d) comedy
5. Hamid Olimjon e) children's literature

**Read the text and decide if the following sentences true or false.**

### **Fitrat**

Fitrat was a famous member of Jadid's movement in Central Asia and Uzbek literature a specialist in theory in and practice of Jadid's School, a playwright and scientist. He was born in Bukhara in 1886. At first he studied at old school, later in Madrassa called "Mir Arab". Fitrat lived in Bukhara and later he visited Turkey, India and Arabic countries. He also travelled to Moscow and St. Peterburg. During 1909 – 1913 he studied in "Dorul Muallimin". He made an organization called "Buhorota'limi maorifi".

Fitrat engaged in political activity after February events in 1917. He was elected to the revolutionary party called "Yosh buhorolilar". Fitrat adjusted equal relations between Russian Government. But Amir's member's and Bolsheviks didn't let his wish about Independence. Therefore in 1917 it was called "Yurt qayg'usi".

#### **True or False:**

1. Fitrat was a famous person in Central Asia. \_\_\_\_\_
  2. Fitrat's birth place was Bukhara. \_\_\_\_\_
  3. Fitrat travelled around the world. \_\_\_\_\_
  4. In political activity was engaged after February events in 1917.
-



**Fill in each blank with the best word from the box. Use each word only once.**

military faced attending instead government  
practiced genre department union

**Tohir Malik**

Tohir Malik was born in a family of

1) ..... workers. Malik 2) .....diffi culties in his childhood in the aftermath of World War 2. These difficulties kept Malik from

3) ..... Secondary school. He

4) ..... learned

from his older brothers and sisters. Uzbek writer and interpreter Mirzakalon Ismaili was his uncle who was killed by

5) ..... in 1949. Malik

6) ..... writing short tales and started writing in fantasy

7) ..... , which was new to Uzbekistan. After graduation

Malik taught in many schools, and became the 8) ..... director of “Lenin uchqun”. He then worked in Republican tele radio

9) ....., for publisher Gulistan and for the Uzbek writers union.

**7. Discuss the following questions with your partner.**

1. Who is the symbol of faithfulness in Uzbek literature?
2. Who has written a famous crime novel called “Shaytanat”?

3. Who has written “The heart must flush” (“Yurak yonmog‘i kerak”) and “When the apple tree blossoms.” (“Olma gullaganda”)

**Check your grammar: Sentence structure**

**1. Rearrange the words to compose the sentences.**

1. Utkir Khoshimov / finishing / school / at the / Philology Faculty / secondary / studied / of the Tashkent State University.

2. In Tashkent / there / and school / streets / and Bukhara / named Fitrat / after.

3. Celebrated / in 1996/ 110 the anniversary / country/ was / the / throughout / Fitrat‘

4. Navoi / and / Fitrat was awarded / to / decree of the / According /with / bonus / the / Mustaqillik orden / Republic of Uzbekistan of the President.

5. When / Fitrat’s / languages / translated /works/ highly/ were / he / various / was alive / praised / and / into.

6. Philosopher / has been / heritage / creative / and lawyers / Fitrat’s / investigated / as / by / B. Ergashev / such / and D. Tashkuziev.

7. People / was / “Cho‘l havosi” / by the /recognized /warmly.

8. Novelist / as a Gafur Gulam / skilled / was / famous.

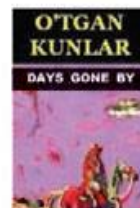
9. By his collection / and methods / developed / with new conceptions / Gafur Gulom / Uzbek poetry / “Tirik qo‘shiqalar”, / “Dinamo”, / “Sharkdan kelayotirman”, / “Sarhisob” / of poems.

10. Several creative schools / established / is outstanding / in Uzbek /figure / Erkin Vohidov / literature.

**2. Look at the pictures. Discuss with your partner.**

- Have you ever read any of these books?
- Have you ever watched the movies based on them?





**Interviewer:** How often do you read books?

**Woman:** I can't say that I read very often. Maybe, one or two books a month.

**Interviewer:** What are you reading at the moment?

**Woman:** Now I'm reading "Uch ildiz" by Pirmkul Kodirov. The last one.

**Interviewer:** How often do you go to the cinema?

**Woman:** Well, I seldom go to the cinema; even less often than reading a book. Twice or three times a year.

**Interviewer:** Do you ever go to see film adaptations of books?

**Woman:** Yes, sometimes do this.

**Interviewer:** But what do you think is better? Reading a book or seeing the film of the book?

**Woman:** Definitely, reading a book is much more interesting. I think with books you know what the characters feel and think. You understand them. The characters are almost like real people. What about films... uhh... sometimes they

are successful. But sometimes I get shocked watching films because

characters are different to the way I imagined.

**Are the statements true or false?**

e. g. He asked her how often she bought books. false

1. He wanted to know how often she read historical fiction. \_\_\_\_\_

2. He asked her what she was reading at that moment. \_\_\_\_\_

3. The man asked the woman how often she went to the cinema. \_\_\_\_\_

4. He asked her if she had seen The Lords of the Rings fi lms.

\_\_\_\_\_ 5. He asked her whether she preferred reading books or watching TV. \_\_\_\_\_

### *Theme 21 : World literature.*

#### **Plan:**

- 1. Pre-lesson tasks**
- 2. Working on the text**
- 3. Grammar theme**

#### **Task 1: Match these words with their defi nitions or synonyms.**

1. Camp a) living or growing in the natural environment.
2. Forest b) place with temporary accommodation of hunts, tents
3. Wild c) extremely cold.
4. Travel d) a large area covered chiefly ith trees.
5. Native e) make a journey, typically of some length.
6. Freeze f) person born in a specifi ed place or associated with a place by birth.

#### **Task 2: Read the text**

William Shakespeare was born in Stratford on April 23rd, 1564. His father, John Shakespeare, was an important man in the town – William didn't come from a poor family.

When he was eighteen, William married Anne Hathaway in Stratford but he didn't want to stay there. He wanted to be an actor and the best theatres were in London. So, in 1587, William went to London, where he worked as an actor in a theatre called The Rose.

He began to write plays for the actors. He wrote Romeo and Juliet, Julius Caesar, Richard II, Antony and Cleopatra and many more. Everyone liked his plays, and he became famous.

When James I became king in 1603, Shakespeare worked for him, and performed his plays for the King and his friends. He also worked at the famous Globe Theatre. This play presented his last play, Henry VIII. There was a gun in this play, and the fi re from the gun burned the theatre down. In 1610, Shakespeare went back to Stratford. He wanted to live there with his family, but he died on April 23rd, 1610. He was only forty-six years old.

1. How old was Shakespeare when he got married?

2. What was his wife's name?

3. Why did Shakespeare go to London?

4. What was the name of the first theatre he worked in?

5. What was he famous for?

**Task 3: Fill in the table with the information that happened in Shakespeare's life in these years.**

1564

1582

1587

1603

1610

**Task 4: Fill in the gaps with appropriate words from the box.**

fascination decade excitement similarity

poetry several disciple reception concept

1. This remarkable acting career spanned six \_\_\_\_\_ and scores of movies.

2. Anticipation is keen \_\_\_\_\_ is not far away, people are living for the moment.

3. The author spoke briefly about the \_\_\_\_\_ between Tamil and Japanese languages.

**Task 5: Complete the following sentences using the appropriate form of the adjective.**

1. Mother Teresa is a \_\_\_\_\_ woman.

- a) Nice
- b) Nicer
- c) Nicest

2. Shakespeare speaks German \_\_\_\_\_.

- a) Worse

b) The best

c) Well

3. This is the \_\_\_\_\_ book I have ever read.

a) Interesting

b) Boring

c) Most interesting

4. Arthur Conan Doyle wrote \_\_\_\_\_ book which is “Sherlock Holmes”.

a) The most famous

b) More detective

c) Better

5. Bob Dylan is \_\_\_\_\_ with his fantasy than Edgar Allan Poe. But both of them are American writers.

a) The worst

b) Better

c) The most famous

**Task 6: Match the adjectives with their definitions.**

1. nervous

2. memorable

3. soaking

4. frightening

5. beautiful

6. expensive

7. sad

a) pleasing the senses or mind aesthetically.

b) costing a lot of money.

c) feeling or showing sorrow

d) making someone afraid or anxious.

e) easily agitated or alarmed

f) easily remembered especially because of special or unusual.

g) extremely wet.

## SIMPLE FUTURE TENSE

### FUNCTIONS OF THE SIMPLE FUTURE TENSE

The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The simple future is used:

To predict a future event:

It will rain tomorrow.

With I or We, to express a spontaneous decision:

I'll pay for the tickets by credit card.

To express willingness: I'll do the washing-up.

He'll carry your bag for you.

In the negative form, to express unwillingness:

The baby won't eat his soup.

With I in the interrogative form using "shall", to make an offer:

Shall I open the window?

With we in the interrogative form using "shall", to make a suggestion:

Shall we go to the cinema tonight?

With I in the interrogative form using "shall", to ask for advice or instructions:

What shall I tell the boss about this money?

With you, to give orders:

You will do exactly as I say.

With you in the interrogative form, to give an invitation:

Will you come to the dance with me?

**Note:** In modern English will is preferred to shall. Shall is mainly used with I and we to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) shall is only used in literary or poetic situations, e. g. "With rings on her fingers and bells on her toes, She shall have music wherever she goes."

## FORMING THE SIMPLE FUTURE

The simple future tense is composed of two parts: will / shall + the infinitive without to.

## FUTURE CONTINUOUS FORM

The future continuous is made up of two elements:

the simple future of the verb 'to be' + the present participle

(base+ing)

<b>Subject</b> <b>You</b> <b>I</b>	<b>simple future of the verb 'to be'</b> <b>will be</b> <b>will be</b>	<b>present participle</b> <b>watching</b> <b>staying</b>
<b>FUNCTIONS</b>		

The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes.

The future continuous can be used to project ourselves into the future.

**EXAMPLES**

This time next week I will be sun-bathing in Bali.

By Christmas I will be skiing like a pro.

**EXAMPLES**

He'll be coming to the meeting, I expect.

I guess you'll be feeling thirsty after working in the sun.

**FUTURE PERFECT**

**FORM**

The future perfect is composed of two elements: the simple future of the verb "to have" (will have) + the past participle of the main verb.

<b>Subject</b> <b>He</b> <b>I</b>	<b>+ will have</b> <b>will have</b> <b>will have</b>	<b>+ past participle of the main verb</b> <b>finished.</b> <b>finished.</b>
<b>FUNCTION</b>		

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now.

It is most often used with a time expression.

**EXAMPLES**

I will have been here for six months on June 23rd.

By the time you read this I will have left.

You will have finished your report by this time next week.

Won't they have arrived by 5:00?

Will you have eaten when I pick you up?

### ZERO CONDITIONAL

#### FORM

In zero conditional sentences, the tense in both parts of the sentence is the simple present.

<p><b>If clause (condition)</b>  <b>If + simple present</b>  <b>If this thing happens</b>  <b>EXAMPLES</b></p>	<p><b>Main clause (result)</b>  <b>simple present</b>  <b>that thing happens.</b></p>
--	---

If you heat ice, it melts.

Ice melts if you heat it.

When you heat ice, it melts.

#### FUNCTION

The zero conditional is used to make statements about the real world, and often refers to general truths, such as scientific facts. In these sentences, the time is now or always and the situation is real and possible.

### TYPE 1 CONDITIONAL

#### FORM

In a Type 1 conditional sentence, the tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future

<p><b>If clause (condition)</b>  <b>If + simple present</b>  <b>If this thing happens</b>  <b>EXAMPLES</b></p>	<p><b>Main clause (result)</b>  <b>simple future</b>  <b>that thing will happen.</b></p>
--	--

If it rains, you will get wet.

You will get wet if it rains.

#### FUNCTION

The type 1 conditional refers to a possible condition and its probable result. These sentences are based on facts, and they are used to

make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 conditional sentences, the time is the present or future and the situation is real.

### TYPE 2 CONDITIONAL FORM

In a Type 2 conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the present conditional or the present continuous conditional.

<b>If clause (condition)</b> <b>If + simple past</b>	<b>Main clause (result)</b> <b>present conditional or present continuous conditional</b> <b>that thing would happen.</b>
<b>If this thing happened</b> <b>EXAMPLES</b>	

If it rained, you would get wet.

You would get wet if it rained.

#### FUNCTION

The type 2 conditional refers to an unlikely or hypothetical condition and its probable result. These sentences are not based on the actual situation. In type 2 conditional sentences, the time is now or any time and the situation is hypothetical.

### TYPE 3 CONDITIONAL FORM

In a Type 3 conditional sentence, the tense in the 'if' clause is the past perfect, and the tense in the main clause is the perfect conditional or the perfect continuous conditional.

<b>If clause (condition)</b> <b>If + past perfect</b>	<b>Main clause (result)</b> <b>perfect conditional or perfect continuous conditional</b> <b>that thing would have happened.</b>
<b>If this thing had happened</b> <b>EXAMPLES</b>	



If it had rained, you would have gotten wet.

You would have gotten wet if it had rained.

### **FUNCTION**

The type 3 conditional refers to an impossible condition in the past and its probable result in the past. These sentences are truly hypothetical and unreal, because it is now too late for the condition or its result to exist.

There is always some implication of regret with type 3 conditional sentences.

The reality is the opposite of, or contrary to, what the sentence expresses.

In type 3 conditional sentences, the time is the past and the situation is hypothetical.

### **GERUND**

The gerund looks exactly the same as a present participle, but it is useful to understand the difference between the two. The gerund always has the same function as a noun (although it looks like a verb). Some uses of the gerund are covered on this page. A separate page deals with verbs that are followed by the gerund.

### **THE GERUND AS THE SUBJECT OF THE SENTENCE**

#### **EXAMPLES**

Eating people is wrong.

Hunting tigers is dangerous.

### **THE GERUND AS THE COMPLEMENT OF THE VERB 'TO BE'EXAMPLES**

One of his duties is attending meetings.

The hardest thing about learning English is understanding the gerund.

### **THE GERUND AFTER PREPOSITIONS**

The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example the expressions in spite of & there's no point in.

#### **EXAMPLES**

Can you sneeze without opening your mouth?

She is good at painting.

### **THE GERUND AFTER PHRASAL VERBS**

Phrasal verbs are composed of a verb + preposition or adverb.

EXAMPLES

When will you give up smoking?

**INFINITIVE  
FORMING THE INFINITIVE**

The infinitive is the base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, & the passive infinitive.

The infinitive has two forms:

the to-infinitive = to + base

the zero infinitive = base

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive to sit to eat	Zero infinitive sit eat
-----------------------------------	-------------------------------

The negative infinitive is formed by putting not in front of any form of the infinitive.

EXAMPLES

I decided not to go to London.

I'd rather not eat meat.

I might not come.

**FUNCTIONS OF THE TO-INFINITIVE**

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The toinfinitive is used following a large collection of different verbs as well. See this page about verbs followed by infinitives

**ADDITIONAL EXERCISES**

<p><b>Choose the best answer.</b></p> <p>1. _____ name is Robert. a) Me b) I c) My</p> <p>2. They _____ from Spain. a) is b) are c) do</p> <p>3. _____ are you from?</p>	<p>26. I _____ in an armchair at the moment. a) sitting b) 'm sitting c) sit</p> <p>27. My brother is older _____ me. a) then b) that c) than</p> <p>28. Their car is _____ biggest on</p>
--	--

<p>a) What b) Who c) Where          4. What do you do? I'm _____ student.          a) the b) a c) the          5. Peter _____ at seven o'clock.          a) goes up b) gets c) gets up          6. _____ you like this DVD?          a) Are b) Have c) Do          7. We _____ live in a flat.          a) don't b) hasn't c) doesn't          8. Wednesday, Thursday, Friday, _____          a) Saturday b) Tuesday c) Monday          9. _____ he play tennis?          a) Where b) Does c) Do          10. Have you _____ a car?          a) any b) have c) got          11. We don't have _____ butter.          a) a b) any c) got          12. _____ some money here.          a) There're b) There c) There's          13. We _____ got a garage.          a) haven't b) hasn't c) don't          14. Those shoes are very _____.          a) expensive b) a lot c) cost          15. Have you got a pen? Yes, I _____.          a) am b) have c) got          16. It is a busy, _____ city.          a) traffic b) quite c) noisy          17. They _____ at home yesterday.          a) was b) are c) were          18. I _____ there for a long time.          a) lived b) living c) live          19. He didn't _____ glasses.          a) put b) wear c) take</p>	<p>the road.          a) than b) this c) the          29. It's the _____ interesting of his films.          a) more b) much c) most          30. The phone's ringing: _____ answer it.          a) I'll b) I c) will          31. Do you _____ classical or rock music?          a) rather b) prefer c) more          32. He has _____ breakfast.          a) ate b) eaten c) eat          33. The _____ have seen it before.          a) childs b) child c) children          34. I've never met an actor _____.          a) before b) already c) after          35. _____ is very good exercise.          a) Swim b) To swim c) Swimming          36. Have you _____ been on a winter sports holiday?          a) always b) ever c) soon          37. I can't _____ another language.          a) speaking b) speak c) to speak          38. They _____ pay for the tickets.          a) haven't to b) don't have c) don't have to          39. _____ old is their car?          a) What b) When c) How          40. Are you _____ for one or two weeks?</p>
---	--

<p>20. The restaurant was _____ busy. a) very b) a lot c) many</p> <p>21. Do you like the red _____ ? a) it b) that c) one</p> <p>22. He _____ to Brazil on business. a) go b) goed c) went</p> <p>23. Yesterday was the _____ of April. a) third b) three c) day three</p> <p>24. She's got _____ hair. a) dark, long b) long and dark c) dark long</p> <p>25. I _____ play football at the weekend. a) usually b) use c) usual</p>	<p>a) staying b) stayed c) stay</p> <p>41. Stephen _____ to visit his parents. a) will b) going c) is going</p> <p>42. I don't _____ getting up early. a) not like b) want c) enjoy</p> <p>43. We _____ like to see the mountains. a) would b) will c) are</p> <p>44. They _____ ever check their emails. a) hard b) harder c) hardly</p> <p>45. They won't come, _____ they? a) won't b) come c) will</p> <p>46. He _____ know how to spell it. a) doesn't b) hasn't c) don't</p> <p>47. Carla _____ to the radio all morning. a) listening b) heard c) listened</p> <p>48. They _____ come to the cinema with us. a) doesn't b) not c) didn't</p> <p>49. I like this song. _____ do I. a) Either b) So c) Neither</p> <p>50. We _____ them at eight o'clock. a) meet b) 're meet c) 're meeting</p>
<p><b>Reported speech revision test</b></p> <p>1. Lena said, "I will invite you to my birthday party. "</p> <p>2. Anderson said, "I will turn twenty today. "</p>	<p>11. Mother to daughter: "Put on your shoes. "</p> <p>12. The teacher to me: "Open your notebook. "</p> <p>13. Merry to her uncle: "Don't be mad at me. "</p>

<p>3. Daniel said, “Things will get better.”</p> <p>4. The doctor said, “Your aunt doesn’t need an operation.”</p> <p>5. Wilma told me, “I will help you finish your homework.”</p> <p>6. Robert said, “I will pass the exam.”</p> <p>7. John told me, “I have seen this movie.”</p> <p>8. Helen said, “I can speak Spanish fluently.”</p> <p>9. Lucas told John, “I will not go swimming with you.”</p> <p>10. Josh said, “I have finished my lunch.”</p>	<p>14. Coach to Jack: “do your exercise regularly!”</p> <p>15. The cashier to Angela: “Give me your receipt.”</p> <p>16. Adan to his mother: “Help me with my homework.”</p> <p>17. The officer to us: “Do not park here.”</p> <p>18. The ambulance driver to pedestrians: “Move out of the way!”</p> <p>19. Daniel to his mother: “Wait for me.”</p> <p>20. Pam to her husband: “Stop acting like a child.”</p>
--	--

**Present tense revision**

1. A: Can I borrow your calculator?

B: Sorry, but I \_\_\_\_\_ (still / use) it.

A: Ok, it \_\_\_\_\_ (not matter). I’ll ask for it to John.

2. See you in the morning. I \_\_\_\_\_ (leave) in a minute.

3. I \_\_\_\_\_ (never / wear) a tie to work and I \_\_\_\_\_ (refuse) to start now!

4. If you drop it, it will explode! What \_\_\_\_\_ (you / do)?

5. You are a great cook! This cake \_\_\_\_\_ (taste) wonderfully.

6. Excuse me, but \_\_\_\_\_ (this bus / stop) outside the Post Office?

7. Henry \_\_\_\_\_ (still / not find) a job.

8. I \_\_\_\_\_ (drive)! You can sit in the back with Martin.
9. How long \_\_\_\_\_ (you / wait) for the bus? You \_\_\_\_\_ (look) really annoyed!
10. Ugh, don't show me that picture! I \_\_\_\_\_ (can't stand) spiders!
11. Joan \_\_\_\_\_ (seldom / sit) next to Eve.
12. I've finished my exams so I \_\_\_\_\_ (lie) on the beach the rest of the summer.
13. Stop doing that! You \_\_\_\_\_ (be) very silly today, Paul!
14. It's ages since I \_\_\_\_\_ (not be) to an Indian restaurant. \_\_\_\_\_ (you / fancy) coming today with me?
15. In winter, what \_\_\_\_\_ (you / wear)?
16. Why \_\_\_\_\_ (you / look) at me like that? Have I done something wrong?
17. The coat \_\_\_\_\_ (not fit) me. I need a larger size.
18. Thanks for this great time. I \_\_\_\_\_ (have) a lovely evening.
19. This is an exam. Why \_\_\_\_\_ (you / talk)?
20. I \_\_\_\_\_ (not decide) yet about buying a new bike. I \_\_\_\_\_ (think) about it.
21. The dog \_\_\_\_\_ (dig) all the morning but it \_\_\_\_\_ (not find) any bones yet.
22. Every Easter my granny \_\_\_\_\_ (visit) us and my mum and her \_\_\_\_\_ (argue) angrily all the time.
23. We \_\_\_\_\_ (walk) the whole day. Let's have a rest.
24. How many books \_\_\_\_\_ (she / edit) so far?

## 212

### Past tenses revision test

#### Fill in the gaps with the correct tenses.

1. By the time we \_\_\_\_\_ (get) to the theatre, the play \_\_\_\_\_ (already, start).
2. Last night I \_\_\_\_\_ (dream) about going to the Moon.
3. When Ginny \_\_\_\_\_ (see) me yesterday, I \_\_\_\_\_ (cross) the street.

4. My dad \_\_\_\_\_ (paint) the living room for two hours before my brother \_\_\_\_\_ (come) to help him.

5. Nora \_\_\_\_\_ (lie) in a hammock while Phil \_\_\_\_\_ (weed) the garden.

6. Before the Smiths \_\_\_\_\_ (buy) their new house, they \_\_\_\_\_ (look) for a suitable one for a year.

7. Laura \_\_\_\_\_ (send) us a postcard from her holiday in Italy.

8. As Claire \_\_\_\_\_ (dust) the furniture, she \_\_\_\_\_ (break) her mum's vase.

9. My sister \_\_\_\_\_ (never, be) to the circus before last week.

10. Pam and I \_\_\_\_\_ (study) for the history exam when the lights \_\_\_\_\_ (go) off.

11. The alarm clock \_\_\_\_\_ (not, ring) yesterday morning and I \_\_\_\_\_ (be) late for work.

12. Mr. Roberts \_\_\_\_\_ (work) in the company for six years before it \_\_\_\_\_ (go) bankrupt.

13. You \_\_\_\_\_ (not, sleep) when I \_\_\_\_\_ (return) last night.

14. When \_\_\_\_\_ (they, visit) you last time?

15. Yesterday at this time, Karen \_\_\_\_\_ (write) a letter of application to the manager of L'Oréal.

16. I \_\_\_\_\_ (not, pay) attention to the teacher and my friends \_\_\_\_\_ (not, pay) attention, either.

17. When we \_\_\_\_\_ (go) out for a walk last Sunday morning, the sun \_\_\_\_\_ (shine) and it \_\_\_\_\_ (be) quite warm.

18. We \_\_\_\_\_ (never, see) the Pyramids before our trip to Egypt in 2005.

19. \_\_\_\_\_ (Simon and Alice, get) married last summer?

20. They \_\_\_\_\_ (wait) for more than an hour before the singer \_\_\_\_\_ (appear) on the stage.

21. Michael and Robert \_\_\_\_\_ (rollerblade) in the backyard when Sally \_\_\_\_\_ (phone).

22. I \_\_\_\_\_ (meet) Harry at Brenda's birthday party last month.

23. Where \_\_\_\_\_ (you, spend) your last winter holidays?

24. My cousin and I \_\_\_\_\_ (sit) at a park bench when we \_\_\_\_\_ (hear) a thunder.

25. By six o'clock Ted \_\_\_\_\_ (pack) all his stuff in his backpack.

### ***ADDITIONAL EXERCISES***

#### **Future tenses revision test**

#### **Fill in the gaps with the correct tenses.**

1. The train \_\_\_\_\_ (to arrive) at 12:30.
2. We \_\_\_\_\_ (to have) dinner at a seaside restaurant on Sunday.
3. It \_\_\_\_\_ (to snow) in Brighton tomorrow evening.
4. On Friday at 8 o'clock I \_\_\_\_\_ (to meet) my friend.
5. Paul \_\_\_\_\_ (to fly) to London on Monday morning.
6. Wait! I \_\_\_\_\_ (to drive) you to the station.
7. The English lesson \_\_\_\_\_ (to start) at 8:45.
8. Are you still writing your essay? If you \_\_\_\_\_ (to finish) by 4 pm, we can go for a walk.
9. I \_\_\_\_\_ (to see) my mother in April.
10. Look at the clouds – it \_\_\_\_\_ (to rain) in a few minutes.
11. When they \_\_\_\_\_ (to get) married in March, they \_\_\_\_\_ (to be) together for six years.
12. You're carrying too much. I \_\_\_\_\_ (to open) the door for you.
13. Do you think the teacher \_\_\_\_\_ (to mark) our homework by Monday morning?
14. When I \_\_\_\_\_ (to see) you tomorrow, I \_\_\_\_\_ (show) you my new book.
15. After you \_\_\_\_\_ (to take) a nap, you \_\_\_\_\_ (to feel) a lot better
16. I'm sorry but you need to stay in the office until you \_\_\_\_\_ (to finish) your work.
17. I \_\_\_\_\_ (to buy) the cigarettes from the corner shop when it \_\_\_\_\_ (to open).



18. I \_\_\_\_\_ (to let) you know the second the builders \_\_\_\_\_ (to finish) decorating.

19. Before we \_\_\_\_\_ (to start) our lesson, we \_\_\_\_\_ (to have) a review.

20. We \_\_\_\_\_ (to wait) in the shelter until the bus \_\_\_\_\_ (to come).

21. I'm very sorry Dr. Jones \_\_\_\_\_ (not be) back in the clinic until 2 pm.

22. This summer, I \_\_\_\_\_ (to live) in Brighton for four years.

23. I don't think you \_\_\_\_\_ (to have) any problems when you land in Boston.

24. By the time we get home, they \_\_\_\_\_ (to play) football for 30 minutes.

25. In three years I \_\_\_\_\_ (to live) in a different country.

26. When you \_\_\_\_\_ (to get) off the train, I \_\_\_\_\_ (to wait) for you by the ticket machine.

27. \_\_\_\_\_ (to take) your children with you to France?

28. This time next week I \_\_\_\_\_ (ski) in Switzerland!

29. Now I \_\_\_\_\_ (to check) my answers

### Mixed tenses revision test

#### Fill the gaps with the correct tenses.

1. I (learn) \_\_\_\_\_ English for seven years now.

2. But last year I (not / work) \_\_\_\_\_ hard enough for English, that's why my marks (not / be) \_\_\_\_\_ really that good then.

3. As I (pass / want) \_\_\_\_\_ my English exam successfully next year, I (study) \_\_\_\_\_ harder this term.

4. During my last summer holidays, my parents (send) \_\_\_\_\_ me on a language course to London.

5. It (be) \_\_\_\_\_ great and I (think) \_\_\_\_\_ I (learn) \_\_\_\_\_ a lot.

6. Before I (go) \_\_\_\_\_ to London, I (not / enjoy) \_\_\_\_\_ learning English.

7. But while I (do) \_\_\_\_\_ the language course, I (meet) \_\_\_\_\_ lots of young people from all over the world.

8. There I (notice) \_\_\_\_\_ how important it (be) \_\_\_\_\_ to speak foreign languages nowadays.

9. Now I (have) \_\_\_\_\_ much more fun learning English than I (have) \_\_\_\_\_ before the course.
10. At the moment I (revise) \_\_\_\_\_ English grammar.
11. And I (begin / already) \_\_\_\_\_ to read the texts in my English textbooks again.
12. I (think) \_\_\_\_\_ I (do) \_\_\_\_\_ one unit every week.
13. My exam (be) \_\_\_\_\_ on 15 May, so there (not / be) \_\_\_\_\_ any time to be lost.
14. If I (pass) \_\_\_\_\_ my exams successfully, I (start) \_\_\_\_\_ an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) \_\_\_\_\_ back to London to work there for a while.
16. As you (see / can) \_\_\_\_\_, I (become) \_\_\_\_\_ a real London fan already.

**Prepositions revision test**

1. Are you afraid \_\_\_\_\_ exams?  
A) at B) from C) on D) of
2. My friend and I always go to school \_\_\_\_\_ the bus.  
A) by B) on C) in D) at
3. He tried to open the tin \_\_\_\_\_ a knife.  
A) with B) by C) from D) out of
4. His office is \_\_\_\_\_ the second floor of the building.  
A) at B) in C) of D) on
5. Mike is sitting \_\_\_\_\_ the desk \_\_\_\_\_ front of the door.  
A) at / in B) in / on C) on / on D) at / at
6. Listen! I think there is someone \_\_\_\_\_ the front door.  
A) on B) at C) in D) with
7. There's a paper \_\_\_\_\_ the floor. Please put it \_\_\_\_\_ the wastebasket.  
A) at / into B) on / at C) on / in D) over / at
8. There was a storm \_\_\_\_\_ the night, it rained \_\_\_\_\_ three or four hours.  
A) at / in B) during / for C) in / since D) during / at
9. See you \_\_\_\_\_ Monday morning.  
A) under B) at C) in D) on
10. We are giving him a surprise party \_\_\_\_\_ his birthday.  
A) in B) at C) with D) on

11. What's the price \_\_\_\_\_ this tie?  
A) of B) at C) in D) to
12. We are meeting \_\_\_\_\_ next Thursday.  
A) on B) – C) at D) in
13. They have lived in Spain \_\_\_\_\_ the second World War.  
A) during B) for C) since D) at
14. How do the children get \_\_\_\_\_ school in the morning?  
A) to B) at C) off D) –
15. A dictionary has information \_\_\_\_\_ words.  
A) to B) about C) in D) at
16. The children wore boots to play \_\_\_\_\_ the snow.  
A) at B) by C) of D) in
17. There's a good restaurant \_\_\_\_\_ the Bolu road.  
A) between B) in C) on D) at
18. We stopped for three-quarters of an hour \_\_\_\_\_ Heathrow Airport.  
A) at B) in C) over D) on
19. Where is your mother? Is she \_\_\_\_\_ the hairdresser's again?  
A) in B) on C) at D) –
20. Who's the blonde girl \_\_\_\_\_ the first row?  
A) in B) on C) at D) over
21. You'll find the poem \_\_\_\_\_ page 16.  
A) at B) on C) in D) –
22. He lived with Nomads \_\_\_\_\_ the Sahara desert for two days.  
A) over B) on C) in D) of
23. I won't stay \_\_\_\_\_ bed; I'll just lie down \_\_\_\_\_ the bed for an hour.  
A) in / in B) at / in C) at / on D) in / on
24. I last saw her \_\_\_\_\_ the car park.  
A) in B) at C) on D) –
25. He grows corn \_\_\_\_\_ his farm.  
A) over B) with C) at D) on
26. She opened her mouth so the doctor could look \_\_\_\_\_ her throat.  
A) to B) on C) at D) for
27. He will stay here \_\_\_\_\_ Monday.  
A) by B) till C) at D) to
28. You'd better go to London \_\_\_\_\_ the next plane.

- A) at B) in C) by D) on  
29. She said hello \_\_\_\_\_ everyone except me.  
A) to B) – C) at D) of  
30. She is worried \_\_\_\_\_ her exams.  
A) of B) about C) with D) –  
31. Tell us \_\_\_\_\_ your holiday.  
A) – B) of C) about D) with  
32. Mr. Collins always talks \_\_\_\_\_ himself.  
A) to B) with C) at D) in  
33. Is it possible for me to keep it \_\_\_\_\_ Tuesday?  
A) by B) at C) since D) until  
34. Who's the man \_\_\_\_\_ the funny hat?  
A) in B) from C) at D) to  
35. Will you come \_\_\_\_\_ bus or \_\_\_\_\_ a late train?  
A) by / by B) on / in C) by / on D) in / by  
36. I saw an accident \_\_\_\_\_ my way home.  
A) on B) at C) in D) to  
37. The doctor gave me a prescription \_\_\_\_\_ my cough.  
A) with B) to C) at D) for  
38. I usually stay at home \_\_\_\_\_ night.  
A) on B) at C) in D) over  
39. Have you seen the new bridge they've built \_\_\_\_\_ the river?  
A) over B) under C) between D) at  
40. I'll call you \_\_\_\_\_ seven o'clock.  
A) in B) on C) at D) of  
41. Can't you come \_\_\_\_\_ your bicycle?  
A) in B) with C) on D) by  
42. She arrived \_\_\_\_\_ Friday.  
A) in B) on C) at D) over  
43. We'll go \_\_\_\_\_ Marmaris \_\_\_\_\_ June.  
A) – / in B) at / on C) to / on D) to / in  
44. I was born \_\_\_\_\_ September 9th.  
A) in B) on C) at D) of  
45. John and Mary are talking \_\_\_\_\_ the telephone.  
A) – B) to C) on D) with  
46. Classes began \_\_\_\_\_ last week.  
A) in B) – C) at D) on  
47. They took my temperature \_\_\_\_\_ the operation.

A) before B) by C) – D) of

48. Do you take sugar \_\_\_\_\_ your tea?

A) in B) on C) by D) –

49. I'm afraid \_\_\_\_\_ falling trees.

A) from B) of C) with D) at

50. She didn't get a passing grade \_\_\_\_\_ her test.

A) on B) with C) at D) of

### Reading.

#### The great Inventor

Thomas Alva Edison was probably the greatest **inventor**. His first job was selling newspapers on trains, and later, at the age of 16, he got a job working in a telegraph office. Not all of Edison's inventions were **successful**. In fact his first one was a **failure**. Many that followed, however, were fright successes and Edison became famous. Most people **regard** him as a **genius**. Edison worked hard all his life, often working all night in his laboratory, and would not come home for days sometimes. When asked what makes a genius he said: "Genius is 99% perspiration and 1% **inspiration**." Although most of the inventions which made Edison famous were made in the first half of his life, Edison continued to work and invent till he was over 70, often working 16 hours a day! During his long and **productive** life, Edison made 1,300 inventions.

One of the most important inventions is the light bulb. Thomas Edison tried two thousand different materials in search of a filament for the light bulb. When none worked **satisfactorily**, his **assistant** complained, "All our work is in vain. We have learned nothing." Edison replied very **confidently**, "Oh, we have come a long way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a good light bulb. Edison died October 18, 1931, at the age of 84.

1. What was Thomas Edison's first job?
2. How many inventions did he make?
3. What did he say about genius?

#### The Story of the Aral Sea

In 2009 a group of **fishermen** met on a Sunday afternoon. They were on the **beach** of the North Aral Sea. They ate food. They did some sports.

Afterwards, they told stories and sang songs about the Aral Sea and fishing. It was a good party.

The fishermen were happy because there were fish in the water. For many years, there weren't many fish. At one time, the Aral Sea in Central Asia was the fourth largest lake in the world. It had an area of 67. 300 square kilometres. Two of the biggest **rivers** in Central Asia, the Amu Darya and the Syr Darya, went into the Aral Sea. But the water almost disappeared.

The Aral Sea was a busy place. Almost 20 percent of the Soviet Union's fish came from here. 40. 000 people lived and worked near the **lake**. Then people used the water in the two rivers for agriculture, so the water didn't arrive at the Aral Sea. Also, it didn't **rain** for many years.

Then, in 2005. the Kazakh government and the World Bank built a dam. The **dam** separated the **north** and **south** parts of the sea. Then the north part of the Aral Sea started to fill with water again.

Philip Micklin is a scientist. He studies the Aral Sea. In 2010. he said Nature can come back. ' But in 2014. he saw satellite pictures of the east part of the Aral Sea. It was completely dry.

In June 2015 a scientist from Uzbekistan. Yusuf Kamalov. and a National Geographic reporter visited the Aral Sea. They found a huge **desert**. They stood on the **sand**. Once it was the edge of the water. Now the water is 80 kilometres away. They drove to the water. On the way. they passed oil and natural gas rigs. Kamalov said that every year there are more oil **rigs**. They arrived at the edge of the Aral Sea. The water was very salty. There were no fish. Kamalov said. This is what the end of the world looks like'.

1. How many people lived and worked here?
2. Who is Yusuf Kamalov?
3. Who built the dam and when?

### **Deforestation**

Deforestation is cutting or burning trees. Most deforestation happens because people need lands for farming. In poor countries, most people must plant vegetables. Farming is the main resource for living.

Economy is the main reason of deforestation. Poorer countries use their only resources for money. People use land for farming to make money because of poverty. Governments cut trees because of their debts and development of industries.

But these solutions can cause even worse problems. Trees are made of about 50% carbon, so when trees are burnt, carbon is released into the atmosphere. Cutting them down reduces the amount of rain,

raising temperatures. The sun heats the land and dry it out. Also it is very harmful for the animals and plants that live in the rainforests. Tropical rainforests hold about 50% of earth's species of animal. When we burn forests, we kill the animals too.

**The solutions to problems such as deforestation must be found urgently. And, if deforestation continues, in just 100 years there will be no more rainforests left.**

1. What do you think about cause of deforestation?
2. Can you say the solutions of deforestation?
3. What will happen if deforestation continues?

### **The great Inventor**

Thomas Alva Edison was probably the greatest **inventor**. His first job was selling newspapers on trains, and later, at the age of 16, he got a job working in a telegraph office. Not all of Edison's inventions were **successful**. In fact his first one was a **failure**. Many that followed, however, were great successes and Edison became famous. Most people **regard** him as a **genius**. Edison worked hard all his life, often working all night in his laboratory, and would not come home for days sometimes. When asked what makes a genius he said: "Genius is 99% perspiration and 1% **inspiration**." Although most of the inventions which made Edison famous were made in the first half of his life, Edison continued to work and invent till he was over 70, often working 16 hours a day! During his long and **productive** life, Edison made 1,300 inventions.

One of the most important inventions is the light bulb. Thomas Edison tried two thousand different materials in search of a filament for the light bulb. When none worked **satisfactorily**, his **assistant** complained, "All our work is in vain. We have learned nothing." Edison replied very **confidently**, "Oh, we have come a long way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a good light bulb. Edison died October 18, 1931, at the age of 84.

4. What was Thomas Edison's first job?
5. How many inventions did he make?
6. What did he say about genius?

### **The Story of the Aral Sea**

In 2009 a group of **fishermen** met on a Sunday afternoon. They were on the **beach** of the North Aral Sea. They ate food. They did some sports. Afterwards, they told stories and sang songs about the Aral Sea and fishing. It was a good party.

The fishermen were happy because there were fish in the water. For many years, there weren't many fish. At one time, the Aral Sea in Central Asia was the fourth largest lake in the world. It had an area of 67. 300 square kilometres. Two of the biggest **rivers** in Central Asia, the Amu Darya and the Syr Darya, went into the Aral Sea. But the water almost disappeared.

The Aral Sea was a busy place. Almost 20 percent of the Soviet Union's fish came from here. 40. 000 people lived and worked near the **lake**. Then people used the water in the two rivers for agriculture, so the water didn't arrive at the Aral Sea. Also, it didn't **rain** for many years.

Then, in 2005. the Kazakh government and the World Bank built a dam. The **dam** separated the **north** and **south** parts of the sea. Then the north part of the Aral Sea started to fill with water again.

Philip Micklin is a scientist. He studies the Aral Sea. In 2010. he said Nature can come back. ' But in 2014. he saw satellite pictures of the east part of the Aral Sea. It was completely dry.

In June 2015 a scientist from Uzbekistan. Yusuf Kamalov. and a National Geographic reporter visited the Aral Sea. They found a huge **desert**. They stood on the **sand**. Once it was the edge of the water. Now the water is 80 kilometres away. They drove to the water. On the way. they passed oil and natural gas rigs. Kamalov said that every year there are more oil **rigs**. They arrived at the edge of the Aral Sea. The water was very salty. There were no fish. Kamalov said. This is what the end of the world looks like'.

4. How many people lived and worked here?
5. Who is Yusuf Kamalov?
6. Who built the dam and when?

### **Deforestation**

Deforestation is cutting or burning trees. Most deforestation happens because people need lands for farming. In poor countries, most people must plant vegetables. Farming is the main resource for living.

Economy is the main reason of deforestation. Poorer countries use their only resources for money. People use land for farming to make money because of poverty. Governments cut trees because of their debts and development of industries.



But these solutions can cause even worse problems. Trees are made of about 50% carbon, so when trees are burnt, carbon is released into the atmosphere. Cutting them down reduces the amount of rain, raising temperatures. The sun heats the land and dry it out. Also it is very harmful for the animals and plants that live in the rainforests. Tropical rainforests hold about 50% of earth's species of animal. When we burn forests, we kill the animals too.

The solutions to problems such as deforestation must be found urgently. And, if deforestation continues, in just 100 years there will be no more rainforests left.

1. What do you think about cause of deforestation?
2. Can you say the solutions of deforestation?
3. What will happen if deforestation continues?

### *PHRASAL VERBS*

Back away!	move backwards, away from something frightening or dangerous
Back off!	(slang – rude) stop bothering or threatening someone
Back up!	move backwards; step backwards; drive backwards
Bear down!	push or press down hard
Bend down!	lean over and forward; lean down
Bend over!	lean forward from the waist
Breathe in!	take a breath in; take air into the lungs
Breathe out!	take a breath out; push air out of the lungs
Brighten up!	be cheerful; be happier
Buckle down!	start working, studying, or doing something else seriously
Buddy up!	find a partner
Calm down!	relax, don't be angry, don't be upset, don't be worried
Carry on!	keep doing what you were doing
Cheer up!	be happier; don't be sad
Chill out!	relax; don't be upset or angry
Clean up!	clean yourself or your surroundings

Close down!	close a shop or business so it is not operating
Come back!	return to where you were
Come down!	move down off something high
Come on!	(encouraging someone) do what I am telling you to do (not believing someone) I don't believe you (rushing someone) move faster
Come in!	enter a closed space
Come out!	leave a closed space
Come over!	come to my house; come to where I am
Come up!	move to a higher place
Cool down!	Relax; don't be upset or angry
Cover up!	put on more clothes
Double up!	form pairs because space or resources are limited
Dream on!	(slang) I don't think what you have just said will happen
Drink up!	fi nish your drink
Eat up!	fi nish your food
Fess up!	(slang) confess / admit what you did; tell the truth about what you did
Finish up!	fi nish what you have been doing
Fuck off!	(slang – very, very rude) Go away!
Gather around!	make a group and come together in one place
Gear up!	get ready to do something
Get away!	move away; run away; escape
Get down!	come down from a high place
Get in!	go inside something, like a car or bus
Get off!	go out of something, like a bus or train
Get on!	climb on board something moving or about to start moving, like a train
Get out!	(slang – rude) Leave this place! (used when angry at someone)
Get up!	become awake; don't sleep
Give up!	stop doing what you're doing give yourself to the police or authorities

Go around!	move to where you need to go by passing some obstacle instead of going straight
Go away!	leave the place where you are
Go back!	return to where you were
Go on!	continue what you were saying
Grow up!	behave in a mature way; don't act like a child
Hang on!	wait
Hang up!	end the phone call
Hold on!	waithold this tight or you might fall
Keep away!	stay away; do not go near
Keep out!	stay outside; do not enter
Lay off!	(slang – rude) stop doing something that bothers someone
Lie down!	put your body in a horizontal position; relax on a bed or sofa
Lighten up!	cheer up; don't be so serious or worried
Line up!	make or form a line
Loosen up!	(slang) relax; don't be so stressed
Move along!	keep moving; don't stop in this spot
Move on!	continue your life; go on with your life
Perk up!	cheer up; don't be sad
Press on!	keep doing what you need to do; don't give up
Pull back!	move backward
Quieten down!	stop being noisy
Queue up!	Make or form a line
Saddle up!	Get ready to ride a horse by putting the saddle on the horse
Scoot over!	(slang) move to make space for someone else
Sit up!	sit straight in your chair, bed, etc.
Smarten up!	become more intelligent and aware of what's happening around you
Speed up!	move faster
Stay away!	don't go near
Straighten up!	stand straight; do not bend

Stretch out!	lie down comfortably
Sum up!	summarize
Take off!	leave fast
Tidy up!	clean the place; put things in the right places
Turn back!	go backwards
Turn over!	move your body so that the other side faces up
Wait up!	wait for me to catch up with you
Wake up!	don't sleep anymore; become awake
Walk away!	leave a difficult situation
Watch out!	be very careful
Work away!	continue working
Write back!	reply to a letter or email

### ***IRREGULAR VERBS***

<b>Base form</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Translation of base form</b>
<b>abide</b>	abided, abode	abided, abode	терпеть, оставаться, обитать
<b>arise</b>	arose	arisen	возникать
<b>awake</b>	awoke, awakened	awoke, awakened	проснуться, будить
<b>be</b>	was, were	been	быть
<b>bear</b>	bore	born, borne	рождать, нести ношу
<b>beat</b>	beat	beaten, beat	бить
<b>become</b>	became	become	становиться
<b>begin</b>	began	begun	начинать
<b>bend</b>	bent	bent	сгибать
<b>bet*</b>	bet, betted	bet, betted	держаться пари
<b>bid*</b>	bid	bid	заявлять цену
<b>bid*</b>	bade, bid	bidden, bid	сказать, просить, приказать
<b>bind</b>	bound	bound	связывать
<b>bite</b>	bit	bitten, bit	кусать
<b>bleed</b>	bled	bled	кровоточить
<b>blow</b>	blew	blown	дуть
<b>break</b>	broke	broken	ломать
<b>breed</b>	bred	bred	плодиться
<b>bring</b>	brought	brought	приносить

<b>broadcast</b>	broadcast	broadcast	передавать по радио, TV
<b>build</b>	built	built	строить
<b>burn*</b>	burned, burnt	burned, burnt	гореть
<b>burst</b>	burst	burst	взрываться
<b>buy</b>	bought	bought	покупать
<b>cast</b>	cast	cast	бросать
<b>catch</b>	caught	caught	поймать
<b>choose</b>	chose	chosen	выбирать
<b>cling</b>	clung	clung	прилипать
<b>come</b>	came	come	приходить
<b>cost</b>	cost	cost	стоить
<b>creep</b>	crept	crept	ползти
<b>cut</b>	cut	cut	резать
<b>deal</b>	dealt	dealt	вести дела
<b>dig</b>	dug	dug	копать
<b>dive</b>	dived, dove	dived	нырять
<b>do</b>	did	done	делать
<b>draw</b>	drew	drawn	тянуть
<b>dream</b>	dreamed, dreamt	dreamed, dreamt	мечтать
<b>drink</b>	drank	drunk	пить
<b>drive</b>	drove	driven	вести (машину)
<b> dwell</b>	dwelt, dwelled	dwelt, dwelled	обитать
<b>eat</b>	ate	eaten	есть
<b>fall</b>	fell	fallen	падать
<b>feed</b>	fed	fed	кормить
<b>feel</b>	felt	felt	чувствовать
<b>fight</b>	fought	fought	бороться
<b>find</b>	found	found	находить
<b>fit</b>	fit, fitted	fit, fitted	подходить, годиться
<b>flee</b>	fled	fled	убегать
<b>fling</b>	flung	flung	бросать
<b>fly</b>	flew	flown	летать
<b>forbid</b>	forbade	forbidden	запрещать
<b>forecast</b>	forecast	forecast	предсказывать
<b>forget</b>	forgot	forgotten	забывать
<b>forgive</b>	forgave	forgiven	прощать

<b>forego</b>	forewent	foregone	предшествовать
<b>forgo</b>	forwent	forgone	воздерживаться от
<b>forsake</b>	forsook	forsaken	покидать, отречься
<b>freeze</b>	froze	frozen	замерзать
<b>get</b>	got	got, gotten	получить
<b>give</b>	gave	given	давать
<b>go</b>	went	gone	идти
<b>grind</b>	ground	ground	перемалывать
<b>grow</b>	grew	grown	расти
<b>hang</b>	hung; hanged	hung; hanged	вешать; вешать / казнить
<b>have</b>	had	had	иметь
<b>hear</b>	heard	heard	слышать
<b>hide</b>	hid	hidden, hid	прятать
<b>hit</b>	hit	hit	ударять
<b>hold</b>	held	held	держат
<b>hurt</b>	hurt	hurt	причинять боль
<b>keep</b>	kept	kept	держат, хранить
<b>kneel</b>	knelt, kneeled	knelt, kneeled	стоять на коленях
<b>knit</b>	knitted, knit	knitted, knit	вязать
<b>know</b>	knew	known	знать
<b>lay</b>	laid	laid	положить, класть
<b>lead</b>	led	led	вести, руководить
<b>lean</b>	leaned, leant	leaned, leant	наклоняться, опираться
<b>leap</b>	leaped, leapt	leaped, leapt	прыгать, прыгнуть
<b>learn</b>	learned, learnt	learned, learnt	изучать, учиться, узнать
<b>leave</b>	left	left	покидать, оставлять
<b>lend</b>	lent	lent	давать займы
<b>let</b>	let	let	позволять
<b>lie</b>	lay	lain	лежать
<b>light</b>	lighted, lit	lighted, lit	освещать, зажечь
<b>lose</b>	lost	lost	терять
<b>make</b>	made	made	делать, создавать
<b>mean</b>	meant	meant	значить, иметь в виду
<b>meet</b>	met	met	встречать
<b>mislay</b>	mislaid	mislaid	положить не на место

<b>misspell</b>	misspelled, misspelt	misspelled, misspelt	неправильно написать слово
<b>mistake</b>	mistook	mistaken	ошибаться
<b>mow</b>	mowed	mowed, mown	косить (траву)
<b>overcome</b>	overcame	overcome	преодолеть
<b>overdo</b>	overdid	overdone	перестараться
<b>overtake</b>	overtook	overtaken	обогнать
<b>overthrow</b>	overthrew	overthrown	свергать
<b>pay</b>	paid	paid	платить
<b>plead</b>	pleaded, plead, pled	pleaded, plead, pled	призывать, молить
<b>prove</b>	proved	proved, proven	доказывать
<b>put</b>	put	put	положить
<b>quit</b>	quit, quitted	quit, quitted	покинуть, прекратить
<b>read</b>	read	read	читать
<b>rid</b>	rid, rided	rid, rided	избавлять(ся)
<b>ride</b>	rode	ridden	ехать, ехать верхом
<b>ring</b>	rang	rung	звенеть
<b>rise</b>	rose	risen	подниматься
<b>run</b>	ran	run	бежать
<b>saw</b>	sawed	sawed, sawn	пилить
<b>say</b>	said	said	сказать, произнести
<b>see</b>	saw	seen	видеть
<b>seek</b>	sought	sought	искать
<b>sell</b>	sold	sold	продавать
<b>send</b>	sent	sent	посылать
<b>set</b>	set	set	ставить, установить
<b>sew*</b>	sewed	sewn, sewed	шить
<b>shake</b>	shook	shaken	трясти
<b>shave</b>	shaved	shaved, shaven	брить
<b>shear</b>	sheared	sheared, shorn	стричь, срезать
<b>shed</b>	shed	shed	лить, испускать, ронять
<b>shine*</b>	shone; shined	shone; shined	сиять; начищать до блеска
<b>shoot</b>	shot	shot	стрелять
<b>show*</b>	showed	shown, showed	показывать
<b>shred</b>	shredded, shred	shredded, shred	резать

<b>shrink</b>	shrank, shrunk	shrunk, shrunk	сжиматься, сокращаться
<b>shut</b>	shut	shut	закрывать
<b>sing</b>	sang	sung	петь
<b>sink*</b>	sank, sunk	sunk	тонуть
<b>sit</b>	sat	sat	сидеть
<b>slay</b>	slew	slain	убить, лишить жизни
<b>sleep</b>	slept	slept	спать
<b>slide</b>	slid	slid	скользить
<b>sling</b>	slung	slung	бросать
<b>slit</b>	slit	slit	делать разрез
<b>smell*</b>	smelled, smelt	smelled, smelt	нюхать, пахнуть
<b>smite</b>	smote	smitten, smit	ударять, сразить
<b>sow*</b>	sowed	sown, sowed	сеять
<b>speak</b>	spoke	spoken	говорить, разговаривать
<b>speed</b>	sped, speeded	sped, speeded	мчаться
<b>spell*</b>	spelled, spelt	spelled, spelt	произнести по буквам
<b>spend</b>	spent	spent	тратить, расходовать
<b>spill*</b>	spilled, spilt	spilled, spilt	пролить, расплескать
<b>spin</b>	spun	spun	прясть, вертеться
<b>spit</b>	spat, spit	spat, spit	плевать
<b>split</b>	split	split	расколоть, расщепить
<b>spoil</b>	spoiled, spoilt	spoiled, spoilt	испортить
<b>spread</b>	spread	spread	распространять
<b>spring</b>	sprang, sprung	sprung	прыгнуть, вскочить
<b>stand</b>	stood	stood	стоять
<b>steal</b>	stole	stolen	красть
<b>stick</b>	stuck	stuck	воткнуть, приклеить
<b>sting</b>	stung	stung	ужалить
<b>stink</b>	stank, stunk	stunk	вонять
<b>stride</b>	strode	stridden	шагать
<b>strike</b>	struck	struck, stricken	ударить
<b>string</b>	strung	strung	натянуть, завязать
<b>strive</b>	strove	striven	стремиться, стараться
<b>swear</b>	swore	sworn	клясться
<b>sweep</b>	swept	swept	сметать, сносить
<b>swell</b>	swelled	swollen,	опухать



		swelled	
<b>swim</b>	swam	swum	плавать
<b>swing</b>	swung	swung	махать, качаться
<b>take</b>	took	taken	взять, брать
<b>teach</b>	taught	taught	учить, обучать
<b>tear</b>	tore	torn	рвать, порвать
<b>tell</b>	told	told	говорить, рассказывать
<b>think</b>	thought	thought	думать
<b>thrive</b>	throve, thrived	thrived, thriven	преуспевать
<b>throw</b>	threw	thrown	бросать
<b>thrust</b>	thrust	thrust	толкать, вонзять
<b>tread</b>	trod	trodden, trod	ступать, топтать
<b>undergo</b>	underwent	undergone	переносить, подвергаться
<b>understand</b>	understood	understood	понимать
<b>undertake</b>	undertook	undertaken	предпринимать
<b>uphold</b>	upheld	upheld	поддерживать
<b>upset</b>	upset	upset	расстраивать
<b>wake*</b>	woke, waked	woken, waked	проснуться, будить
<b>wear</b>	wore	worn	носить (одежду)
<b>weave</b>	wove	woven, weaved	ткать, плести
<b>wed</b>	wedded, wed	wedded, wed	вступать в брак
<b>weep</b>	wept	wept	плакать
<b>wet</b>	wet, wetted	wet, wetted	намочить
<b>wind</b>	wound	wound	извиваться, наматывать
<b>win</b>	won	won	победить
<b>withdraw</b>	withdrew	withdrawn	брать назад, отозвать
<b>withhold</b>	withheld	withheld	воздержаться, удержать
<b>withstand</b>	withstood	withstood	устоять, противостоять
<b>wring</b>	wrung	wrung	скручивать
<b>write</b>	wrote	written	писать

**WORD LIST**

**A**

ability  
able  
about  
above  
accept  
according  
account  
across  
act  
action  
activity  
actually  
add  
address  
administration  
admit  
adult  
affect  
after  
again  
against  
age  
agency  
agent  
ago  
agree  
agreement  
ahead  
air  
all  
allow  
almost  
alone  
along  
already  
also

although  
always  
American  
among  
amount  
analysis  
and  
animal

**B**

baby  
back  
bad  
bag  
ball  
bank  
bar  
base  
be  
beat  
beautiful  
because  
become  
bed  
before  
begin  
behavior  
behind  
believe  
benefit  
best  
better  
between  
beyond  
big  
bill  
billion

bit  
black  
blood  
blue  
board  
body  
book  
born  
both  
box  
boy  
break  
bring  
brother  
budget  
build  
building

**C**

call  
camera  
campaign  
can  
cancer  
candidate  
capital  
car  
card  
care  
career  
carry  
case  
catch  
cause  
cell  
center  
central

century  
 certain  
 certainly  
 chair  
 challenge  
 chance  
 change  
 character  
 charge  
 check  
 child  
 choice  
 choose  
 church  
 citizen  
 city  
 civil  
 claim  
 class  
 clear  
 clearly  
 close  
 coach  
 cold  
 collection

**D**

dark  
 data  
 daughter  
 day  
 dead  
 deal  
 death  
 debate  
 decade  
 decide  
 decision

deep  
 defense  
 degree  
 Democrat  
 democratic  
 describe  
 design  
 despite  
 detail  
 determine  
 develop  
 development  
 die  
 difference  
 different  
 difficult  
 dinner  
 direction  
 director  
 discover  
 discuss  
 discussion  
 disease  
 do  
 doctor  
 dog  
 door  
 down  
 draw  
 dream  
 drive  
 drop  
 drug  
 during

**E**

each  
 early

east  
 easy  
 eat  
 economic  
 economy  
 edge  
 education  
 effect  
 effort  
 eight  
 either  
 election  
 else  
 employee  
 end  
 energy  
 enjoy  
 enough  
 enter  
 entire  
 environment  
 environmental  
 especially  
 establish  
 even  
 evening  
 event  
 ever  
 every  
 everybody  
 everyone  
 everything  
 evidence  
 exactly  
 example  
 executive  
 exist  
 expect

experience  
expert  
explain

**F**

face  
fact  
factor  
fail  
fall  
family  
far  
fast  
father  
fear  
federal  
feel  
feeling  
few  
fieldfi  
ght  
figurefi  
ll  
filmfi  
nal  
finallyfi  
nancial  
findfi  
ne  
fingerfi  
nish  
firefi  
rm  
firstfi  
sh  
fivefl  
oor

fly  
focus  
follow  
food  
foot  
for  
force  
foreign  
forget  
**I**  
  
idea  
identify  
if  
image  
imagine  
impact  
important  
improve  
in  
include  
including  
increase  
indeed  
indicate  
individual  
industry  
information  
inside  
instead  
institution  
interest  
interesting  
international  
interview  
into  
investment  
involve

issue  
it  
item  
its  
itself

**G**

game  
garden  
gas  
general  
generation  
get  
girl  
give  
glass  
go  
goal  
good  
government  
great  
green  
ground  
group  
grow  
growth  
guess  
gun  
guy

**H**

hair  
half  
hand  
hang  
happen  
happy  
hard

head	period	none
health	person	nor
hear	personal	north
heart	phone	not
heat	physical	note
heavy	pick	nothing
help	picture	notice
her	piece	now
here	place	number
herself	plan	
high	plant	<b>O</b>
him	play	occur
himself	player	of
	PM	off
<b>P</b>	point	offer
	police	office
page	policy	officer
pain	political	official
painting		often
paper	<b>N</b>	oh
parent	name	oil
part	nation	ok
participant	national	old
particular	natural	on
particularly	nature	once
partner	near	one
party	nearly	
pass	necessary	<b>M</b>
past	need	machine
patient	network	magazine
pattern	never	main
pay	new	maintain
peace	news	major
people	newspaper	majority
per	next	make
perform	nice	man
performance	night	manage
perhaps	no	management

manager  
 many  
 market  
 marriage  
 material  
 matter  
 may  
 maybe  
 me  
 mean  
 measure  
 media  
 medical  
 meet  
 meeting  
 member  
 memory  
 mention  
 message  
 method  
 middle  
 might  
 military  
 million  
 mind

**J**

job  
 join  
 just

**K**

keep  
 kid  
 kill  
 kind  
 kitchen

know  
 knowledge

**L**

land  
 large  
 last  
 late  
 later  
 laugh  
 law  
 lawyer  
 lay  
 lead  
 leader  
 learn  
 least  
 leave  
 legal  
 let  
 letter  
 level  
 lie  
 life  
 light  
 like  
 list  
 listen  
 little  
 live  
 local  
 long  
 lose  
 loss  
 lot  
 low

**Q**

quality  
 question  
 quickly  
 quite

**R**

race  
 radio  
 raise  
 range  
 rate  
 rather  
 reach  
 read  
 ready  
 real  
 reality  
 realize  
 really  
 reason  
 receive  
 recent  
 recently  
 recognize  
 record  
 red  
 reduce  
 reflect  
 region  
 relate  
 relationship  
 religious  
 remain  
 remember  
 remove  
 report  
 represent

Republican	several	that
require	shake	the
research	share	their
resource	she	them
respond	shoot	themselves
response	short	then
responsibility	shot	theory
rest	should	there
	shoulder	these
<b>S</b>	show	thing
safe	side	think
same	sign	third
save	significant	this
say	similar	those
scene	simple	though
school	simply	thought
science	since	thousand
scientist	sing	threat
score	single	three
sea	sister	through
season		throughout
seat	<b>T</b>	throw
second		thus
section	table	time
security	take	to
see	talk	today
seek	task	together
seem	tax	tonight
sell	teach	total
send	teacher	tough
senior	team	town
sense	technology	sit
series	television	site
serious	tend	situation
serve	term	six
service	test	size
set	than	skill
seven	thank	skin

small	son	specific
smile	song	speech
so	soon	spend
social	sort	sport
society	sound	spring
soldier	source	staff
some	south	stage
somebody	southern	stand
someone	space	standard
something	speak	star
sometimes	special	



## **ADABIYOTLAR VA SAYTLAR RO`YXATI**

### **ASOSIY ADABIYOTLAR RO`YXATI**

1. O‘zbekiston Respublikasi Prezidenti I. A. Karimovning 2012-yil 10- dekabrdagi “Chet tillarini o‘rganishni tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ 1875-son qarori,

1. 2013-yil 8-maydagi “Uzluksiz ta’lim tizimining chet tillar bo‘yicha davlat ta’lim standartini tasdiqlash to‘g‘risida”gi 124-sonli qarori.

2. “Xorijiy tillar o‘qituvchilari uchun CEFR haqida qo‘llanma” L. Kirkham, A. Iriskulov, F. Rashidova. , 2013 y.

3. “B1 English student`s book, For the 1<sup>st</sup> year students of Academic Lyceums and Vocational Colleges” Bakieva G. , Irisqulov A. , Rashidova F. , ...

4. “B1 English workbook, For the 1<sup>st</sup> year students of Academic Lyceums and Vocational Colleges” Bakieva G. , Irisqulov A. , Rashidova F. , ...

5. “B1 English student`s book, For the 2<sup>nd</sup> year students of Academic Lyceums and Vocational Colleges” Bakieva G. , Irisqulov A. , Rashidova F. , ...

6. “B1 English workbook, For the 2<sup>nd</sup> year students of Academic Lyceums and Vocational Colleges” Bakieva G. , Irisqulov A. , Rashidova F. , ...

### **QO`SHIMCHA ADABIYOTLAR RO`YXATI**

7. New Headway (pre-intermediate), Liz and John Soars, Oxford University press

8. New Headway (intermediate), Liz and John Soars, Oxford University press

9. “English Grammar in Use, A self-study reference and practice book for elementary students of English”, Raymond Murphy

10. “English Grammar in Use, A self-study reference and practice book for intermediate students of English”, Raymond Murphy

11. “English for International Tourism” (pre-intermediate), Iwonna Dubicka, Margaret O`Keffe

### **3. INTERNET SAYTLARI RO`YXATI**

12. CEFR Guidebook at [Common European Framework of Reference for Languages www. coe. int.](http://www.coe.int)

13. Manual at [Manual for Relating language examinations to the CEFR](#)

14. [www. examenglish. com](http://www.examenglish.com)

15. [www. busyteacher. org](http://www.busyteacher.org)

16. [www. learnenglishbritishcouncil. com](http://www.learnenglishbritishcouncil.com)

**MUNDARIJA:**

KIRISH SO'ZI .....	3
Topic(Mavzu)1: My country –my pride. ....	4
Topic (Mavzu)2:. Famous people .....	9
Topic (Mavzu)3: My future plans. ....	14
Topic (Mavzu)4:What’s your specialty. ....	17
Topic (Mavzu)5: Job interview. ....	22
Topic (Mavzu)6:Time management: .....	26
Topic (Mavzu)7: Team building. ....	33
Topic (Mavzu)8: International relationship. ....	37
Topic (Mavzu)9 : International organization. ....	42
Topic (Mavzu)10 : Youth organizations in Uzbekistan. ....	45
Match the organizations with their duties. ....	45
Topic (Mavzu)11: Filling in forms. ....	47
Topic (Mavzu)12 :Informal and formal texts. ....	53
Topic (Mavzu)13 : Application forms. ....	56
Topic (Mavzu)14 : Application forms. Prepositions. ....	60
Topic (Mavzu)15: Identifying your skills. Success as a learner. ....	66
Topic (Mavzu)16 : Success as a learner. ....	71
Topic (Mavzu)17 : How smart are you? .....	75
Topic (Mavzu)18 : IT skills. ....	78
Topic (Mavzu)19 : Basics of E-learning. ....	80
Topic (Mavzu) 20: Literature. Uzbek literature. ....	84
Topic (Mavzu)21 : World literature. ....	90
ADDITIONAL EXERCISES .....	98
PHRASAL VERBS .....	113
IRREGULAR VERBS .....	116
WORD LIST .....	121
ADABIYOTLAR VA SAYTLAR RO`YXATI .....	129

**f. f. d. PhD A. Z. Shodikulova N. Irgashbekova, Yu. Sherbekova**

# **INGLIZ TILI**

O`quv qo`llanma

