

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

GULISTAN STATE UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES



PRACTICAL ENGLISH

EDUCATIONAL-AND-METHODICAL COMPLEX

(For the 4th course students)

Gulistan – 2020

Educational-and-methodical complex on English language.

The given methodological complex is compiled on the basis of model curriculum on the Foreign language teaching methodology approved according to the order No. 603 of the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan as of 24 June, 2018.

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PRACTICE SESSIONS

Lesson 1.

Unit 1. Works and jobs

Reading: Choosing a Career

Objectives:

- To enable students (Ss) to practice speaking skills by discussing and sharing ideas on the topic works and jobs
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas.

To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector.



1. Ask students to make a different sentences using professions.
2. Ask students whom they wanted to be in childhood and whom they want to be now? And why?

Let me introduce myself. My name is Lena. I have left school this year. It is my dream to become a student of the English department. I want to study English, German and maybe French.

Knowledge of a foreign language opens a new world for us. If you know a foreign language, you can speak with foreigners and it is a way to better

understanding. If you know a foreign language you can read books in the original, and it is a way to better understanding of other people's nature and culture.

In our country children study different foreign languages. At school I took up English. I read stories by English, American and Australian writers. It has become my habit to read English books in adapted form every day. I learn poems and do a lot of grammar exercises. Now I know I must work hard to master English. Studying the English language under the guidance of the University teachers I want to learn much about the history of words, their origin and usage in ancient times. For example; the word "window" is made of two very old Anglo-Saxon words, such as "wind*" and "eye". The word "window" means "the wind's eye". It tells us of the time when a window was only a hole in the wall, and the wind used to come through it.

When I finish my studies, I'll begin teaching in a secondary school. I think I'll enjoy the work greatly. Teaching is a noble profession. In modern times all kinds of specialists need foreign languages in their work — teachers, doctors, engineers and people in many other professions. If a specialist doesn't know a foreign language he can't use all the foreign books which he needs in his work. I want to teach my pupils to read English books in the original, so they won't depend on translations. I hope I've chosen the right profession.

Vocabulary:

foreign — xorijiy

guidance — rahbarlik

origin — kelib chiqish

to depend on — ...ga bog'liq

Activity 1.

Questions:

1. What is your dream?
2. What opens a new world for us?
3. What can you do if you know a foreign language?
4. What is the origin of the word "window"?
5. Why is teaching a noble profession?

Activity 2.

Adjectives describing a job

Match sentences 1 -6 with A-F.

1 My job is very **challenging**.

2 I'm a cashier in a supermarket. I quite enjoy my job, but it can be a bit **monotonous / repetitive**.

3 I'm a primary school teacher. I think working with young children is very **rewarding**.

4 I work in a small graphic design company and I find my job really

motivating.

5 Being a surgeon is very **demanding.**

6 I work in the Passport Office. My job is incredibly **tedious.**

- Everything takes a long time and it's boring.
- I have to do exactly the same thing every day.
- It's very high pressure, requires a lot of skill and you have to work long hours.
- The kind of work I do and the people I work with make me want to work harder / do better.
- **It tastes my abilities and keeps me motivated**
- **It makes me happy because I think it's interesting and important**

Activity 3.

- 1 Why did they sack him? **a** Because he was nearly 65.
- 2 Why did they promote him? **b** Because he was late for work every day.
- 3 Why did he apply for the job? **c** Because he needed more training.
- 4 Why did he retire? **d** Because he was out of work.
- 5 Why did he resign? **e** Because he was the best person in the department.
- 6 Why did he go on the course? **f** Because he didn't like his boss.

Lesson 2.

Listening and speaking: Working on dialogues

Objectives:

- To enlarge their vocabulary on the topic by giving them appropriate words round the dialogue
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

“Choose a job you love, and you will never have to work a day in your life.”

Confucius

Discussion point

Discuss these questions with a partner.

- 1 Read the quotation. What do you think it means? Do you think it is true?
/ think this quotation means... / think it is / isn't true because.
- 2 What job are the people in the picture doing? Would you like to do that job?
Why or why not?
*/ think the people in the picture are ...
/ would/ wouldn't like that job because ...*
- 3 What job would you love to do in the future? Why? What knowledge and skills are necessary for that job?
I'd love to be a... because....

Vocabulary preview

Read these sentences. Circle the correct meanings of the words in bold.

- 1 She works hard and knows what to do. She has a lot of confidence,
o belief that you are able to do something well
btime to finish the project
- 2 The director will decide what to do about the problem after meeting with a
technology consultant.
arelative or family member who gives comfort
b an expert who gives advice
- 3 All the news programs forecast an increase in jobs for young people,
a predict or say what is likely to happen
bwish or hope that something happens
- 4 My first day on the job was frightening. I did not know anyone and I did
not understand what to do.
amakes you feel tired and sleepy
b makes you feel afraid
- 5 Ken has a passion for modern European history. He has about 20 books on
the subject.
astrong interest or enthusiasm
b pain or fear
- 6 The company makes a wide range of products for the home,
a very good quality and expensive
bdifferent things that are the same general type
- 7 There are several colleagues in my office who have much more experience
than me.
aonly one or two

- b** more than two or three, but not many
- 8 Tomorrow will be stressful because I have to give two presentations,
 - o** interesting and satisfying
 - b** worrying and full of pressure

LISTENING 1 Love your job

Before you listen

- 1 Have you been to a career fair? If so, describe your experience. If not, would you like to go to one? Why or why not? Discuss with a partner.

I've been to a career fair. It was...

/ haven't been to a career fair. / would / wbuUn't tike to go to one because...

You are going to listen to a meteorologist and a diving instructor talking at a career fair. Predict who will say these words. Write *M* (meteorologist) or *DI* (dive instructor). Then add two more words.

- | | |
|-----------------------------|---------------------------------|
| <u>1 forecast</u> | <u>6 protect crops</u> |
| <u>2 marine life</u> | <u>7 frightening situations</u> |
| <u>3 demonstrate skills</u> | <u>8 consultant</u> |
| <u>4 stressful</u> | <u>9 _____</u> |
| <u>5 causes of weather</u> | <u>10 _____</u> |

- 1 Q) 2.28 Listen to *Love your job* and check your predictions.
- 2 O I-Listen again and check (/) three facts each speaker gives.
- 1 Adrienne: Meteorologist**
- a She was interested in the weather as a child,
 - b** meteorologist studies the causes of weather.
 - c Meteorologists often give the weather report on TV.
 - d She feels that her job is challenging and useful,
 - e She will get a job as a consultant next year.

- 2 Richard: Dive instructor**
- A** It takes one year of study to become a dive instructor,
 - B** He spends a lot of lime underwater with his students,
 - C** He loved the sea when he was a child,
 - D** His job can be hard and stressful,
 - E** He loves sharing his interest in diving.

Close listening

- 1 C Check (/) to complete these sentences correctly. Listen again **and** check

your answers.

- 1 The moderator's advice is to choose
a a high-paying job. b an enjoyable job.
- 2 To forecast the weather, a meteorologist
a travels to different areas, b asks an expert.
- 3 Adrienne thinks that unusual weather events are a very interesting.
b incredibly dangerous.
- 4 According to Adrienne, meteorologists sometimes work a late at night.
b as business consultants.
- 5 As a dive instructor, Richard teaches students a about sea life. b how to swim.
- 6 Richard's job can be stressful because he a has a lot of paperwork. b works
with foreign
- 7 Richard enjoys helping students a get a job at a dive shop. b gain self-
confidence.

Q) 2.29 Listen to excerpts from *Love your job*. Match the expressions with the important items.

- 1 Above all
- 2 On top of that
- 3 As well
- 4 Most importantly
- 5 Most of all

- A I demonstrate all the skills my students will need,
B It can be stressful as I'm responsible for the divers' safety,
C It's great helping students develop their knowledge,
D I feel I'm doing something useful.
E We can work as consultants for a wide range of businesses.

Developing critical thinking

Discuss these questions in a group.

- 1 Which job, meteorologist or dive instructor, sounds more interesting? Which one more closely matches your knowledge and skills?

/ think... sounds more interesting

... matches my skills and knowledge more closely, for example...

- 2 Imagine that you are in the audience. What three questions would you ask the guest speakers about their jobs? Use the useful words in the box on the right.

/ would ask...

- 3 You are organizing a career fair at your university and you want to invite two professionals to talk about their jobs. Which of the professionals in the box on the right will you invite? Why?

4 / *would invite... because ...*

1 Do you know what an au pair does? Read this section of a letter written by an au pair. All the vowels (a, e, i, o, u) are missing. Fill them in and find out what she does.

I w_rk tw_nty-f_v_ h_ _rs _ w_ _k_ nd
b_bys_t tw_ n_ghts _ w_ _k. I h_ve t_ l_ _k
_ft_r th_ ch_ldr_n, cl_ _n th_ h_ _s_, d_ th_
w_sh_ng _nd _r_n_ng _nd s_m_t_m_s d_ s_m_
c_ _k_ng. I d_n't p_y f_r my r_ _m _r _ny
f_ _d _nd th_ f_m_ly p_ys m_ f_fty p_ _nds
_ w_ _k. I _ls_ g_ t_ _ngl_sh cl_ss_s.

Lesson 3.

Writing: writing a composition about the theme “My future profession”

Objectives:

- To practice writing skills by sharing ideas on the topic professions
- To enlarge their grammar and vocabulary on the topic by giving them appropriate words round the topic
- To give students an opportunity to practice listening for main ideas.

To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

Formal letters are normally sent to people in an official position or people you don't know well (e.g. Director of Studies, Personnel Manager, etc). They are written in a formal style with a polite, impersonal tone.

You can write a formal letter to apply for a job/course, make a complaint, give/request official information, etc.

- A formal letter should consist of:
 - a) a format greeting (e.g. Dear Sir/Madam · when you do not know the person's name; Dear Ms Green · when you know the person's name);
 - b) an introduction in which you write your opening remarks and mention your reason(s) for writing e.g. I am writing to apply for the position of ...J;
 - c) a main body in which you write about the main subject(s) of the letter in detail, starting a new paragraph for each topic;
 - d) a conclusion in which you write your closing remarks e.g. / I look forward to hearing from you as soon as possible... ;
 - e) a formal ending (Yours faithfully - when you do not know the person's name; Yours sincerely · when you know the person's name; + your full name).

Exercise 1. Read and translate. Practice the labeling the paragraphs.



- closing remarks • personal qualities • age/present job/qualifications
- opening remarks/reason(s) for writing • experience

Introduction	Dear Mrs Hunter, With reference to your advertisement in Thursday's edition of the <i>Daily Star</i> , I am interested in applying for the position of primary school teacher.	Para 1
Main Body	I am 28 years old and currently teaching in Margate. I have a BSc degree awarded by Glasgow University in 1997. I completed my certificate in Education at Preston Teacher Training College in 1998. I have been working for Margate Education Department since 1999. During this time, I have enjoyed teaching a variety of subjects, including English, General Science and Games. I consider myself to be punctual, hard-working and fair. I enjoy working with children and have good organisational skills.	Para 2 Para 3
Conclusion	I enclose a reference from my present employer. I would be grateful if you would consider my application. I am available for interview any weekday morning. I look forward to hearing from you. Yours sincerely, <i>Steven Davies</i> Steven Davies	Para 4 Para 5

Exercise 2. Think and answer.

1. Who did you want to be in your childhood? Did you realize your childhood dream? If not give the reason.
2. What do you think how people choose their professions?
3. What skills should a good specialist have?
4. What occupations or jobs are popular in your country? Why?
5. What jobs are in demand in your Labour market?
6. What do you think what is important in the economic development - quantity or quality of jobs?

Exercise 3. Work in pairs. Give a description of a profession, and the qualities needed by people in this profession. Don't say what the profession is.

Example:

This profession can be rewarding if you like dealing with people, especially children, but it is not very well paid. You have to know a lot about certain subjects and be quite creative. Your working day is quite short, but you have to work at home as well. One of the most attractive aspects of the profession is the long holidays.

Exercise 4. Here is an advertisement for a job. Read it and write a letter of application for a job of your own. Include where you saw the advertisement and say why you are interested in the job and what your qualifications are.

An International Organization is seeks candidate for the position of Sales agent.

Requirements:

- Experience in sales tickets
- Knowledge in booking and issuing tickets in GABRIEL system
- Good English skills
- Preferable knowledge of AMADEUS system.

Please send your resumes to cwt-tashkent@uzpak.uz
Deadline is 03 Oct 2002

DE-001

Exercise 5. Write a letter to the person concerned explaining your decision. You may find the following notes helpful.

Dear

Thank/application/this post

Impressed/ skills and experience/ interview/regret/inform

As you know/ applications/ applicants/ extremely high

Should not feel/failings

I wish/future career

We/ details on file/suitable vacancies

Yours sincerely

Lesson 4.

Unit 2.Famous people.

Reading. Prominent people in Uzbekistan

Objectives:

- To practice reading skills by reading text.
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic
- To give students an opportunity to practice reading for main ideas

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

Exercise 1. Read and translate into Uzbek.

1. Abu-Rayhon Beruniy

Abu-Rayhon Beruniy– a remarkable scientist, amazing with variety of his scientific interests, boldness of idea, the author of more than 150 works devoted to actual issues of natural sciences, philosophy, history, philology, great encyclopaedist– the thinker, the humanist of the Middle Ages epoch. Outlook of Abu-Rayhon Beruniy was formed at the end of X – the beginning of XI

century in Central Asia. Due to political events in Khorosm Beruniy left the native land and approximately in between 998-1004 lived in Gurgan, at southeast coast of Caspian Sea. At this time he has done a great work – «Monuments of the past generations ».

He has taken advantage of the trips for studying this country and as a result, by 4030 he had written an outstanding composition on India. Earlier, in 1025 Beruniy finished "Geodesy".

He died in Gazna 2 Radjab 440. (on December 11, 1048).

Alisher Navoiy

An ingenious poet and the thinker, the musician and the artist, the teacher and the scientist, a great statesman and one of the most cultural persons of his time. Alisher Navoi was the conventional head of the cultural life of Herat, the patron of numerous representatives of sciences, arts and cultures. "Due to Alisher many people have received literary and art education and talent strengthening and there is no any other patron and the tutor of people as Alisher". - wrote Babur Alisher Navoi was born on February 9, 1441 in the city of Herat, the capital of Huroson State.

From the childhood Alisher was interested in reading the works of classics of Persian-Tadjik literature: Saadi, Attar and others. According to Navoiy himself, such poets as Lutfi Sheikh Kemal Turbati have directed, assessed the verses written by him. Navoiy studied at the most educated people of that time, took part in their highly intellectual and deeply instructive conversations.

Navoi has died On January 3, 1501 in Herat. All Herat saw off to last way its favorite poet and the wise figure. On the top of poetic creativity of Navoi is creation of "Hamsa" – a cycle from five poems: « Confusion just », « Layli and Madjnun», « Farhad and Shirin», « About seven wanderers», «Wall of Iskandar».

The spiritual heritage of the remarkable son of Uzbeks presently gets to be known internationally, it becomes the property of everyone, to whom the interests of the world, friendship and nations unity is valuable.

Ismail-Al-Bukhari

Al – Bukhari, Muhammad Ismail Abu Abdullah al – Djufi (810 - 870) – well-known Sunni muhaddist – traditionalist. He was born in the family of Iranian origin in Bukhara, has died in the Hartanka settlement (near Samarkand). Having started studying hadis at the age of 10 years, Al–Bukhari has shown uncommon abilities and unusual memory. During many years h) traveled, comprehending a science about hadises on different provinces of Khalifae (Hijaz, Egypt, Iraq, Khurasan). According to sources, he listened хадисы more, than at thousand sheikhs. Аль – Бухари has aimed to collect all "authentic" (sahih) legends about statements and acts of Muhammed. Having shown peculiar to muhaddises of that time his critical attitude, Al–Bukhari has checked up 600 thousand hadises which were in use at that times, and 200 thousand more which he has written down from the teachers and informants. From this enormous amount of legends Al – Bukhari

has selected by quality of "faultless" only about 7400 hadises. He has made the arch of them Al – Djami as– sahih which is usually named briefly as as– Sahih.

Al Bukhari is also known as the composer of the authoritative arch of biographies of khadis transmitters – At – Trih al - kabir, created by him in several editions.

Amir Temur

Amir Temur was born in 8th April 1336 in Hodja Ilgor village (Yakkabag) near Kesh (Shahrisabz). His father emir Muhammad Taragaj was from notable family of a Turkic sort barlas. He was the influential person and had the big authority in Movarounnahr. His ancestors took a worthy place in the ranks of Chigatay ulus palace elite and made up their family tree from legendary turkis marshal Alan – Kuva, and their possessions were around Kesh and Nefes. Temur's father emir Taragay constantly participated in kurultyas of chugatay beks, convened by the ulus khan on coast of the river Il. Temur has entered persistent struggle against Mongols.

The primary objective of Amir Temur became overcoming dissociation and association of separate possession into a uniform state. As a Capital of this state he has chosen Samarkand where has urgently started erection of city defensive walls, citadels and a palace. He has put in pawn a new Samarkand, near to ruins of ancient capital of Sogdiana (modern Afrasiab). For 35 years had lasted board of A. Temur (1370 - 1405) in Central Asia. He has created enormous empire from Indus and Ganges up to Syr-Darya and Zarafshan, from Tien-Shan up to Bosphorus, he had lead the most part of his life in campaigns. In it there is a biography of Temur and the events connected to his life, sights of this outstanding statesman and the commander on military art, the methods and management of the country are stated. It is the valuable code of laws from which it is visible on the basis of what Amir Temur has created the centralized, controlled mighty state.

Exercise 2. Make up 5 questions for every text.

Lesson 5.

Speaking: Working on exercises

Working on lesson materials for Listening and Speaking

Aim: to brainstorm students' background knowledge
to let students practice listening for specific information

Materials: Handouts 1 -3, Diana Hopkins with
Pauline Cullen, Cambridge, Grammar for IELTS
www.cambridge.org

Objective:

► To make a lively atmosphere in the class and to introduce the new topic to the class in an interesting way and to brainstorm students background knowledge

Time: 10 min

Materials: Handout 1 Diana Hopkins with Pauline Cullen, Cambridge, Grammar for IELTS

www.cambridge.org

► **Procedure:**

► Lead in: to brainstorm students' background knowledge

Procedure:

► 😊 (10 min)

- Ask Ss to explain the meaning of expression “in-born talented people”. (In-born talented means that people are born with certain talents, for instance for sport or music, and others are not). Students try to give opinion about it. Then ask Ss to say the names of famous “in-born talented people”. For instance: Mozart Amadeus....
- Encourage Ss to work in pairs and find what they were talented.
- Explain Ss that they will hear a woman giving a talk on the famous composer, Mozart. Before Ss listen they will match the words (1-10) with the correct meanings (a-j).
- Check the task.
- Ask Ss to explain the meaning of expression “in-born talented people”. (In-born talented means that people are born with certain talents, for instance for sport or music, and others are not). Students try to give opinions.
- Tell Ss to say the names of famous “in-born talented people”. For instance: Mozart Amadeus...

Activity 1

Time: 10 min

Materials: Handout 2, Diana Hopkins with Pauline Cullen, Cambridge, Grammar for IELTS

www.cambridge.org

► **Procedure:**

► 😊😊 (10 min) Encourage Ss to work in pairs and find what they were well talented.

Explain Ss that they will hear a woman giving a talk on the famous composer, Mozart. Before Ss listen they will match the words (1-10) with the correct meanings (a-j).

Check the task.

Suggested answers:

2 a 3f 4c 5h 6b 7g 8j 9e 10i

Activity2

Time:20 min

Procedure:

➤ 😊 (20 min) Explain to Ss that they will hear a woman giving a talk on the famous composer Mozart T distributes each Ss a copy of notes sheet and tells them to read the information then Ss listen monologue and they must complete the notes.

➤ 🎧 When Ss ready play Recording.

Ask Ss to compare their answers with their partners. After comparing checking the answer.

Suggested answer:

1. *January 27, 1756*

27 *January 1756*

2. *one/1*

3. *(a) composer*

4. *six/6*

5. *the violin*

Tell Ss that they are going to listen a woman's talk. Distribute work sheets and gives time for looking through filling gap task.

🎧 When Ss ready T plays recording.

Put Ss into pairs to compare their answers and then play recording again.

After finishing check the answers.

Answer key:

Suggested answers;

1. *was born; had already died*

2. *was; had also been*

3. *mastered; had copied*

4. *was; had written*

5. *hurried; spread*

6. *were; had ever*

Activity2

Time: 20 min

Procedure:

➤ 😊 (30 min) Explain to Ss that they will hear a woman giving a talk on the famous composer Mozart Dictate words of Key language and ask Ss to write them down. When Ss finish, tells instructor them to check their spelling. Choose one of the Ss to write his list on the board. T encourages other Ss to call out any necessary correction.

Ss to look up new words dictated above in order to check spelling in their dictionary.

Key words:

Intelligence, linguistic, intrapersonal, interpersonal, visual-spatial, bodily-kinaesthetic, musical, discussions, strength, communication.

- Write on the board “*I think I am good at ...because....*” on the board.
- Ask Ss to think how they would describe their intelligence to a stranger.
- Give an example by describing what she is good at to the class. For example :*I think I am good at communicating well with others both verbally and non-verbally., because I have the ability to see things from other people’s points of view ,understanding how others feel, think.*
- Divide Ss into groups and speak about their own intelligence type to each other explaining it by giving examples. Ss work in small groups and tell about their intelligence. They try to find similarities and differences about it. Then each group tries to find similarity and differences among all group mates.
- Put Ss into groups and tell them to think of a person e.g.husband,wife,boyfriend,boss,employee,teacher,president.T tell Ss to write a paragraph describing what characteristics this person should ideally have.

Summary

- Summarize the lesson by asking main points of it and give homework.
- Tell students that as h/w can choose one recording of the given (on the board) topic and listen it .
- By listening they should get the main idea and of course they should work on their listening comprehension.

Listening and speaking

Activity 1, Handout1

You will hear a woman giving a talk on the famous composer, Mozart. If you listen match the words (1–10) with the correct meanings (a–j).

- | | |
|--------------------------|--|
| 1 extraordinary | a brother or sister |
| 2 sibling | b reach a high level in something |
| 3 achievement | c part of a piano or computer |
| 4 keyboard | d amazing |
| 5 demand | e status |
| 6 master (<i>verb</i>) | f success |
| 7 gifted | g very talented |
| 8 in rapid succession | h ask in a forceful way |
| 9 reputation | i fast development at a very early age |
| 10 precocious | j quickly one after another |

Listening and speaking Activity 2, Handout 2

4 Now listen and complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1

Number of surviving brothers and sisters:

2

Profession of father:

3

Wrote first composition before the age of:

4

Taught self to play:

5



Listening and speaking

Activity 3, Handout 3

Audioscript

Good morning and welcome to today's talk on famous composers. Today we're going to look at the remarkable career of Wolfgang Amadeus Mozart. Mozart was born in Salzburg on January 27, 1756, the last of seven children. However, when Mozart was born, five of his siblings had already died in infancy or early childhood. His only surviving sibling was his sister, Nannerl, who was five years older. Mozart's father, Leopold, was a composer and his grandfather had also been a musician. Times were hard and the family had been struggling for some time.

When she was eight, Nannerl began keyboard lessons with her father. Mozart's sister was extremely gifted at the keyboard and she had been making excellent progress when her brother, then aged three, demanded to be taught as well. In just 30 minutes Mozart mastered the piece of music, which his father had copied into Nannerl's notebook. Wolfgang's achievement was followed in rapid succession by others. By the time he was six, the little boy had written a composition of his own into the notebook. And by age seven, he had taught himself how to play the violin without ever having received a lesson.

When Leopold Mozart saw how extraordinary his son was, he decided not to waste Wolfgang's precocious talents and took him on a tour across Europe with his sister. At Linz, Wolfgang gave his first public concert. Among the audience were some important statesmen who were astonished and hurried on to Vienna to spread sensational reports of what they had seen. By the time he was 17, Mozart's reputation had already begun to spread through Europe and his family were richer than they had ever been before.

Lesson 6.

My Ideal person

Objectives:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the topic health/ health problems
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic
- To give students an opportunity to practice listening for main ideas
To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

UNDERSTANDING RUBRICS

To plan your composition you need to understand the rubric i.e. the composition instructions, Read line rubric carefully and underlie the key words, phrases which will help you decide What you will write about. Key words/phrases indicate:

The Imaginary situation you will write about [e.g. *You are a reporter to write about a fire which broke out last night...*] This can also suggest who you are a reporter), what has happened (e.g. fire broke out;, etc. the imaginary reader who is going to read your piece of writing (e.g. the manager of fire *company you work to asked you to write* this will help you decide on the writing style e. the style of language – formal/informal, etc you should use.

PLANNING THE LAYOUT OF YOUR COMPOSITION

Your composition should be organised in 3 paragraphs. The layout of most types of writing consists of three parts: **an introduction, a main body and a Conclusion,**

I Introduction

The introduction, i.e. (he first paragraph is a short paragraph whose purpose is to give the reader a general idea of the subject of the composition. It should attract the reader's attention so he or she wants to continue reading

II Main Body

The main body usually consists of two or three paragraphs and its purpose is to develop points related to the subject of the composition. The number of paragraphs and the way you divide them depends on the specific topics of the composition. Every paragraph should deal with points related to the same topic. Whenever you discuss a new topic, you should begin a new paragraph For example; in a for and against essay the main body should have two paragraphs' one discussing the points for, and another discussing the points against.

III Conclusion

The conclusion is a short part of paragraph in which you can summaries the *main* idea of the subject, restate your opinion in different words, take general comments, express your feelings, etc.

SAMPLE ESSAY

Exercise 1. Read and guess the meaning of the essay.

Mother Teresa

The person I admire most from the twentieth century is Mother Teresa. I regard her as one of the kindest and most caring people the world has ever known.

Mother Teresa was a selfless person. She devoted all of her time to others and never put her own needs first. She was also very courageous and never thought about the risks she was taking when looking after people who were sick or dying.

What I admire most about Mother Teresa are her achievements. Her entire life was devoted to charity work. For example, in 1952 she opened a centre in Calcutta for the terminally ill, where patients could be cared for and die with dignity. She also won many awards, including the Nobel Peace Prize in 1979. She donated the money from her awards to fund other centres. Even though Mother Teresa is no longer with us, these centers still operate, offering help to those in need.

I admire Mother Teresa not only because she was a generous and kind-hearted person, but also because her accomplishments have influenced people all over the world. It is hardly surprising that since her death in 1997 she has been regarded as a true saint.

Exercise 2. Develop your own essay. On the theme “my ideal person”

Lesson 7

Unit 3. Health and Medicine

Writing: Working on exercises

Objectives:

- To enable students (Ss) to practice speaking skills by discussing and sharing ideas on the topic health/ health problems
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic
- To give students an opportunity to practice listening for main ideas To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.
Health and medicine

At this level it is a good idea to find pictures of nurses, doctors, patients, thermometers, syringes, etc. to help pre-teach these words.

1 Ask students in pairs to answer the questions with the people in the list.

Answers

1 nurse, sister, doctor 2 surgeon, nurse

3 patient 4 out-patient 5 sister

2 Ask students in pairs to match the verbs in A with the words in B.

Answers

A B

do an operation make

give an injection some medicine a pill

take some medicine a pill your temperature

have an operation an injection a check-up

3 Ask students in pairs to use the words to fill the gaps.

Answers

1 I've eaten too much chocolate. I feel sick.

2 Ten people were injured in the accident.

3 Sometimes I have a terrible pain in my back. It can really hurt. I must see a doctor.

4 I've got toothache, and a headache. Do you have an aspirin?

5 My aunt is very ill with cancer. We visited her in hospital yesterday.

Note: sick and ill are interchangeable. However, in British English, sick is usually used to describe nausea, ill to mean you have a disease.

4 Ask students to read the text, and complete the gaps with the words.

Answers

Last week, I felt ill so I made an appointment to see Dr Smith. I arrived early, and sat

in the waiting room and read a magazine. I went in to see the doctor, and I told her what my symptoms were. I had a bad headache and a high temperature. She examined

me, took my temperature, and gave me a prescription to take to the chemist.

5 Ask students in pairs to put the dialogue between a doctor and a patient in the right order.

Answers

What's the matter? I have a terrible pain in my chest.

Where does it hurt? Just here.

OK. Breathe in. Breathe out. Good. What should I do, doctor?

Take two of these pills twice a day.

Student's sheet

Activity 1. Answer the questions with the people in the list below.

doctor nurse out-patient

sister surgeon patient

1 Which people work on a ward?

2 Which people work in an operating theatre?

- 3 Which person is ill and in hospital?
- 4 Which person is in a waiting room, waiting to see a doctor?
- 5 Which person is a senior nurse?

Activity 2. Match the verbs in A with the words in B. Sometimes there is more than one possible match.

A	B
do	an operation
make	an injection
give	some medicine
take	a pill
have	your temperature
	a check-up

Activity 3. Use the words below to fill the gaps.

hurt pain sick
ill injured ache

- 1 I've eaten too much chocolate. I feel _____.
- 2 Ten people were _____ in the accident.
- 3 Sometimes I have a terrible _____ in my back. It can really _____ . I must see a doctor.
- 4 I've got tooth _____, and a head _____. Do you have an aspirin?
- 5 My aunt is very _____ with cancer. We visited her in hospital yesterday.

Activity 4. Read the text. Complete the gaps with the words below.

prescription temperature symptoms headache
appointment waiting room ill examined

Last week, I felt _____ so I made an _____ to see Dr Smith. I arrived early, and sat in the _____ and read a magazine. I went in to see the doctor, and I told her what my _____ were. I had a bad _____ and a high _____. She _____ me, and gave me a _____ to take to the chemist.

Activity 5. Put the dialogue between a doctor and a patient in the right order. Just here.

What's the matter?

OK. Breathe in. Breathe out. Good.

I have a terrible pain in my chest.

Take two of these pills twice a day.

Where does it hurt?

What should I do, doctor?

Activity 6. Now practise the dialogue with your partner. Interview your partner.

- 1 How do you feel today?
- 2 How often do you see the doctor?
- 3 Have you ever been to hospital? When? Why?

ACTIVITY 5.READ AND TRANSLATE THE TEXT IN WRITTEN FORM.

MEDICINES AND HEALTH

Medicines are not meant to live, an English proverb says. Yes, that's true and we may add that good health is better than the best medicine. If your health is good, you are always in a good mood. You have a sound mind in a solid body, as an old Latin saying goes. The English proverb "Sickness in the body brings sickness to the mind", expresses the similar idea, but from the different point of view. The profession of a doctor is one of the most noble, respected and needed in the world, as we turn to a doctor for advise at the hardest moments of our life, when we fall ill or suffer from pain or some disorder in our body and soul. We complain of low medical treatment, poor equipment of hospitals, difficulties in getting this or that medicine and so on. What a pity we start to value our health only when it is necessary to take medicine. Taking medicine is an unpleasant thing of course, and if we want to avoid it, we should go in for sport and keeps ourselves fit. Physical exercises to my mind are necessary. Physically inactive people catch cold more often than those who do plenty of exercises. Physical exercises are good pastime. That is true that good health is better than the best medicine. If you do early exercises you feel refreshed you have a good posture and that makes you felled so pay attention to the way you stand waken sit.

Doctor I'm ill.

Name: _____

The table below contains words related to health that have been chopped in half.
Find the pieces that fit together and write them in the answer area below.

sore	ld	stoma	bad
sore	vege	fe	co
chache	ver	doc	tor
ear	olate	uld	sho
ache	flu	ache	head
n leg	eno	broke	cough
toot	ugh	hache	eye
table	runny	rature	bird
co	ugh	tempe	throat
choc	nose		

Write your answers here:

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Lesson 8

Reading: Blood transfusion fears

Objectives:

- To enable students (Ss) to practice reading skills by reading the text
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic.
- To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

1. What is blood transfusion?
2. How safe is it to receive blood that has been donated?
3. Do you agree with the following statements? Give a reason for each of your answers.
 - Very few diseases are contracted through blood transfusion
 - Hospitals should screen blood donors more carefully.

Blood transfusion fears

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

We are used to regarding blood transfusion as a process which saves lives. Now, there are fears that it may spread disease.

The president of the American Red Cross, Bernadette Healey, said recently that she would be afraid of having a blood transfusion in Britain, even as part of emergency treatment. She would be worried in case she contracted the disease known as vCJD, which is short for variant Creutzfeldt-Jakob Disease.

Creutzfeldt-Jakob Disease is a rare and fatal disease which affects the human brain. It has been suggested that the new variant form of it can be caused by eating meat taken from cattle suffering from BSE (short for bovine spongiform encephalopathy), and that vCJD is the human form of BSE. This disease was first identified in Britain in 1986 and is known as mad cow disease because cattle suffering from it keep staggering and falling down.

Much speculation and uncertainty surround how vCJD is contracted, but one thing is certain. No one has yet contracted the disease by means of a blood transfusion* Scientists do not yet know if this is even possible.

However, fears remain that blood donors who are infected with this disease, or who are carriers of it, might pass it on in their blood. The American Red Cross, which supplies about half the blood used in transfusions in the United States, recently placed a ban on blood donors who have lived in, or travelled in, Europe for more than six months.

Reducing stocks of blood is likely to cause problems for American doctors, since the country is already suffering from a chronic shortage of blood in its blood banks. More blood is being used since many modern medical and surgical procedures require a great deal of blood. On the other hand, fewer people seem to want to become blood donors.

Members of the British National Blood Service have defended the safety of its blood supplies, emphasizing the precautions which they have put in place, such as the screening of donors. However, people remember those who were infected with HIV by means of blood transfusions and the fear remains, however unfounded.

Activity 1.A Say whether each of the following statements is true or false.

1. There is no link between vCJD and BSE.
2. It is not known how the name 'mad cow disease' came about.
3. The American Red Cross banned blood donors who had been in Europe for more than six months.
4. America has sufficient blood stocks.
5. The British National Blood Service takes the precautions of screening donors.

Activity2. Answer these questions in full sentences

1. What is the link between vCJD and BSE?
2. Why did the president of the American Red Cross fear having a blood transfusion in Britain?
3. Give one reason for the shortage of blood in blood banks in America.
4. In your country do people worry about catching diseases from a blood transfusion? Give a reason.
5. How do people in your country feel about donating blood?
6. Would you choose to donate blood? Why or why not?

Activity 3. Match the words in Column A with their meaning in Column B by writing the corresponding letters in the boxes provided.

Column A

1. contracted
2. fatal
3. identified
4. staggering
5. ban
6. stocks
7. precautions
8. unfounded

Column B

- a. stumbling
- b. supplies
- c. preventive actions
- d. was infected
- e. causing death
- f. without cause
- g. prohibition
- h. named

Lesson 9

Listening and speaking :Working on listening and listening exercises

Objectives:

- To enable students (Ss) to practice speaking and listening skills by discussing and listening on the topic health/ health problems
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

Activity 1 Find someone who

Objective: to lead-in students to the topic, to create warm atmosphere among the students

☺ Distribute handout 1 to each student. Say that all students have one minute to walk around the room and find at least one person in the class who has never been to the dentist: Ss get one point for every person they find in the time/ at the end, see how many points each student has.

Activity 2 At the Doctor's

Objective: to practice speaking skills by using new words in real life situations

Time 10-15 min

Materials: handout 2

Procedure:

☺ ☺ Put Ss in pairs and distribute handout 2. Then ask them to feel and act as if they are in these situations.

Students' sheet

HEALTH: HEALTH PROBLEMS

Activity 1, handout 1, Find someone who

Find someone who...

- has never been to the dentist
- has ever been to the dermatologist
- has ever been to the cardiologist
- has ever been to the surgeon
- has never been to the ophthalmologist (oculist)

Topic: Red Meat Increases Risk of Cancer

Procedure:

Pre-listening activities:

- (2 min) Put students in groups of 4 and distribute each group paper, ask them to brainstorm as many words about "Healthy food" as they can.
- (2 min) Collect ideas on the board.
- (3 min) Distribute handout 1, ask them to read the questions and discuss them with their group.
 - Do you think meat is a product of healthy food?
 - How often do you eat meat?
 - Are you meat lover?
 - Can you name more than ten types of meat?
 - Do you think all meat products are useful?
- (2min) Show pictures (handout 2), ask them to predict the headline of the article or give a hint.
Red meat:
What is the article about?

While-listening activity:

- (6min) Tell students that they are going to listen to the article (handout 3) and fill in the gaps. (individual work)
- 🎧 Play the tape
- Each time ask a different group to check similar opinions.

- (5min)Distribute handout 4, ask them to remember and complete the sentences
- 🎧 Play the tape one more time and check their answers.
- (3 min)Ask students to discuss with partner whether the statements are true or false, check their answers.

Post-listening activity: (10 min)

- Tell students to work in groups of 4 to design main course of a restaurant menu according to the following criteria:
 - Healthy food
 - Meat balance

(each group should present their own menu)

Tapescript

Red Meat Increases Risk of Cancer (27th February, 2011)

Health authorities in Britain have advised **against eating** too much red meat. The British government has issued a set of red **meat guidelines** which caution against eating more than 500 grams a week, or 70 grams a day. This is the equivalent of two beef burgers. Scientists say that eating more than this increases **the risk of getting colon and bowel cancer**. The new limits are down on the 90 grams a day recommended in 1998. Researchers think people who eat a lot of meat like lamb, beef, ham and bacon have a higher **risk of cancer**. A 2005 European study found people who ate about 160 grams of red meat a day increased their bowel **cancerrisk by one third** compared to people who ate little meat. People have around a one in **19 chance of developing** bowel cancer in their lifetime.

Experts told people the new guidelines did not mean people **had to abandon** red meat. The head of health information at Cancer Research U.K. said: "This doesn't mean people have to become vegetarian, but if you're having a steak every day, that's probably not helping." Scientists are unsure as to why red meat increases the risk of colon cancer. They suspect that haem, the pigment that gives meat its colour, damages **the cells in the digestive system** and the lining of the colon. A World Cancer Research Fund official said: "Following simple diet and lifestyle advice can help protect against cancer. Red meat can be part of a **healthy balanced diet**. It is a good source of protein and vitamins and minerals...But people who eat a lot of red and processed meat should consider cutting down."

Handout 5

Discuss with your partner whether the statements are true or false.

N	Statements	True	Flase
1.	Health authorities in Britain have advised for eating too much red meat		✓
2.	The British government has issued a set of red meat guidelines which caution against eating more than 500 grams a week, or 70 grams a day.	✓	

3.	Scientists say that eating more than this increases the risk of getting fat and heart attack.		✓
4	Researchers think people who eat a lot of meat like lamb, beef, ham and bacon have a higher immune system.		✓
5	People have around a one in 19 chance of developing bowel cancer in their lifetime.	✓	
6	The head of health information at Cancer Research U.K. said: "This means people have to become vegetarian" .		✓

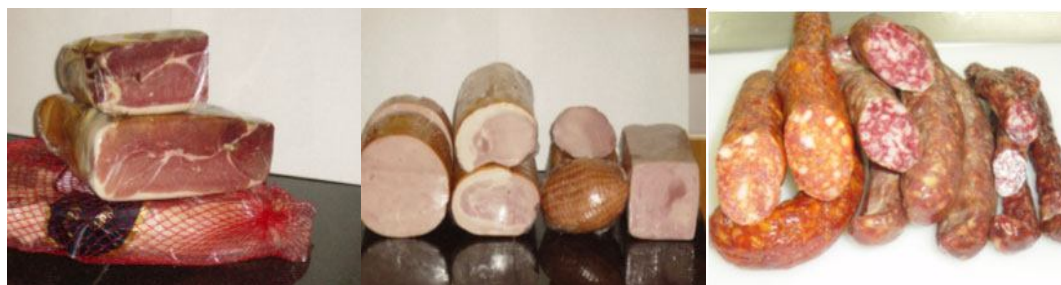
Designing listening task Students` worksheet

Handout 1

Read through the questions and discuss with your group.

- Do you think meat is a product of healthy food?
- How often do you eat meat?
- Are you meat lover?
- Can you name more than ten types of meat?
- Do you think all meat product are useful?

Handout 2 Pictures



Handout 3

Listen and fill in the gaps

Red Meat: _____

Health authorities in Britain have advised _____ too much red meat. The British government has issued a set of red _____ which caution against eating more than 500 grams a week, or 70 grams a day. This is the equivalent of two beef burgers. Scientists say that eating more than this increases _____ and _____ cancer. The new limits are down on the 90 grams a day recommended in 1998. Researchers think people who eat a lot of meat like lamb, beef, ham and bacon have a higher _____. A 2005 European study found people who ate about 160 grams of red meat a day increased their bowel _____ compared to people who ate little meat. People have around a one in

_____ bowel cancer in their lifetime.
 Experts told people the new guidelines did not mean people _____ red meat. The head of health information at Cancer Research U.K. said: "This doesn't mean people have to become vegetarian, but if you're having a steak every day, that's probably not helping." Scientists are unsure as to why red meat increases the risk of colon cancer. They suspect that haem, the pigment that gives meat its colour, damages _____ and the lining of the colon. A World Cancer Research Fund official said: "Following simple diet and _____ can help protect against cancer. Red meat can be part of a _____. It is a good source of protein and vitamins and minerals... But people who eat a lot of red and _____ should consider cutting down."

Handout 4

Complete the sentences. Listen one more time and check your answers. Change any of the guesses that you got wrong.

1. Health authorities in Britain have advised.....
2. The scientists say that eating.....
3. Researches think people who eat a lot of meat.....
4. Experts told people.....
5. A world Cancer Research Fund official said.....

Handout 5

Discuss with your partner whether the statements are true or false.

N	Statements	True	Flase
1.	Health authorities in Britain have advised for eating too much red meat		
2.	The British government has issued a set of red meat guidelines which caution against eating more than 500 grams a week, or 70 grams a day.		
3.	Scientists say that eating more than this increases the risk of getting fat and heart attack.		

5.	Researchers think people who eat a lot of meat like lamb, beef, ham and bacon have a higher immune system.		
6.	People have around a one in 19 chance of developing bowel cancer in their lifetime.		
7.	The head of health information at Cancer Research U.K. said: "This means people have to become vegetarian" .		

Exercise 2. Questions 11-17 write no more than 3 words for each answer

11. Who is Mrs. Sutton worried about?
.....

12. What is the name for a group of family doctors working in the same building together?

Name of health center	Number of doctors	Other information	Information about doctors
Dean End	13.	Appointment system 15 than South Hay	Dr. Jones is good with 16 patients. Dr. Shaw is good with small children
South Hay	14.	Building less modern than Dean End.	Dr. Williams helps people with 17

Lesson 10.

Unit 4. Social issues Reading: Family values

Objectives:

The students will be expected to demonstrate:

- ❖ Ability in understanding the main point in short newspaper articles about current and familiar topics.

Lead-in

Objective: to check students' background knowledge through questionnaires

Time: 10 min

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

➡ Procedure:

☺ ☺ ☺ The teacher asks questions to check students' background knowledge and to prepare them for the main part. Also ask learners to discuss them in pair and share their ideas.

- ✓ *What kind of family values do you know?*
- ✓ *Is there any relic in your family passing through your generation?*

Activity 1 Completion gap

Objective:

- ❖ Ability in guessing the meaning of single unknown words from context.

Time: 20 min

Material: Handout 1a – text and tasks for fill in the gaps.

➡ Procedure:

☺ ☺ ☺ (15min) The teacher tells the students work individually. Before distributing the handouts he introduces them instructions. They should fill in the blanks with the appropriate words from the box given below.

➡ ☺ (5min) After the students' finish the teacher will check the answers with them.

Activity 2 Multiple Matching

Time: 20 min

Objective:

- ❖ Be able to skim short texts and find relevant facts and information.

Material: Handout 1b – text and tasks taken from Betty Shramper Azar, Donald A. Azar., Fundamentals of English Grammar (1999), 2nd ed., chapter 14.

➡ Procedure:

☺ ☺ ☺ The teacher tells the students work individually. Before distributing the handouts he introduces them instructions. They should match the paragraph with the appropriate heading. Then they will check the answers.

Activity 3 Brainstorming

Objective:

- ❖ Be able to skim short texts and find relevant facts and information.

❖ **Time:** 20 min

Material: Handout 2a – text and tasks for scanning.

➡ ☺ ☺ ☺ (10min) Pair work. Teacher divides them into pairs and explains the instructions of the task and distributes the handouts. Students should write true or false according to the appropriateness of the statements to the information given in text.

➡ Then teacher asks each pair to present their answers and invites comments and questions from learners

Home assignments

☺ ☺ ☺ (10 min)

The teacher distributes notes asking them to write down what they remembered from this lesson, what they found useful, what they liked. Thereby the teacher summarizes by saying that in this lesson students had....

At the end of the lesson the teacher gives instructions for homework.

Activity 1. Handout 1a. Complete the blanks with an appropriate word. There are more choices in the box than gaps. So you do not use all of them.

Soldier	package	doctor	bullet	repay	collection	exhibition
notified	courageous	conflict	rare	welled up	portrait	

A wealthy man and his son loved to collectworks of art. They had everything in their...., from Picasso to Raphael. They used often to sit together and admire the great works of art. When the Vietnambroke out, the son went to war. He was veryand died in battle while rescuing another soldier. The father wasand grieved deeply for his only son. About a month later, just before Christmas, there was a knock at the door. A young man stood at the door with a large package in his hands.

He said, 'Sir, you don't know me, but I am thefor whom your son gave his life. He saved many lives that day, and he was carrying me to safety when astruck him in the heart and he died instantly. He often talked about you, and your love for art.' The young man held out this..... 'I know this isn't much. I'm not really a great artist, but I think your son would have wanted you to have this.' The father opened the package. It was aof his son, painted by the young man. He stared in awe at the way the soldier had captured the personality of his son in the painting. The father was so drawn to the eyes that his own eyeswith tears. He thanked the young man and offered to pay him for the picture. 'Oh, no sir, I could never what your son did for me. It's a gift.'

Activity 1. Handout 1a. Complete the blanks with an appropriate word. There are more choices in the box than gaps. So you do not use all of them.

Soldier	package	doctor	bullet	repay	collection	exhibition
notified	courageous	conflict	rare	welled up	portrait	

A wealthy man and his son loved to collectworks of art. They had everything in their...., from Picasso to Raphael. They used often to sit together and admire the great works of art. When the Vietnambroke out, the son went to war. He was veryand died in battle while rescuing another soldier. The father wasand grieved deeply for his only son. About a month later, just before Christmas, there was a knock at the door. A young man stood at the door with a large package in his hands.

He said, 'Sir, you don't know me, but I am thefor whom your son gave his life. He saved many lives that day, and he was carrying me to safety when astruck him in the heart and he died instantly. He often talked about you, and your love for art.' The young man held out this..... 'I know this isn't much. I'm not really a

great artist, but I think your son would have wanted you to have this.' The father opened the package. It was aof his son, painted by the young man. He stared in awe at the way the soldier had captured the personality of his son in the painting. The father was so drawn to the eyes that his own eyeswith tears. He thanked the young man and offered to pay him for the picture. 'Oh, no sir, I could never what your son did for me. It's a gift.'

Activity 2. Handout 1b. Work individually. First read attentively then match the letters of the paragraphs with the following headings.

- 1. A Secret stipulation**
- 2. Great auction**
- 3. Valuable package**
- 4. Brave Son**

A. A wealthy man and his son loved to collect rare works of art. They had everything in their collection, from Picasso to Raphael. They used often to sit together and admire the great works of art. When the Vietnam conflict broke out, the son went to war. He was very courageous and died in battle while rescuing another soldier. The father was notified and grieved deeply for his only son. About a month later, just before Christmas, there was a knock at the door. A young man stood at the door with a large package in his hands. He said, 'Sir, you don't know me, but I am the soldier for whom your son gave his life. He saved many lives that day, and he was carrying me to safety when a bullet struck him in the heart and he died instantly... He often talked about you, and your love for art.' The young man held out this package. 'I know this isn't much. I'm not really a great artist, but I think your son would have wanted you to have this.'

B. The father opened the package. It was a portrait of his son, painted by the young man. He stared in awe at the way the soldier had captured the personality of his son in the painting. The father was so drawn to the eyes that his own eyes welled up with tears. He thanked the young man and offered to pay him for the picture.. 'Oh, no sir, I could never repay what your son did for me. It's a gift.' The father hung the portrait over his mantle. Every time visitors came to his home he took them to see the portrait of his son before he showed them any of the other great works he had collected.

C. The man died a few months later. There was to be a great auction of his paintings. Many influential people gathered, excited over seeing the great paintings and having an opportunity to purchase one for their collection. On the platform sat the painting of the son. The auctioneer pounded his gavel. 'We will start the bidding with this picture of the son. Who will bid for this picture?' There was silence... Then a voice in the back of the room shouted, 'We want to see the famous paintings. Skip this one.' But the auctioneer persisted. 'Will somebody bid for this painting? Who

will start the bidding? \$100, \$200?' Another voice angrily: 'We didn't come to see this painting. We came to see the Van Gogh'S, the Rembrandts. Get on with the Real bids!' But still the auctioneer continued: 'The son! The son! Who'll take the son?'

D. Finally, a voice came from the very back of the room. It was the longtime gardener of the man and his son. 'I'll give \$10 for the painting...' Being a poor man, it was all he could afford. 'We have \$10, who will bid \$20?' 'Give it to him for \$10. Let's see the masters.' The crowd was becoming angry. They didn't want the picture of the son. They wanted the more worthy investments for their collections. The auctioneer pounded the gavel.. 'Going once, twice, SOLD for \$10!' A man sitting on the second row shouted, 'Now let's get on with the collection!' The auctioneer laid down his gavel. 'I'm sorry, the auction is over.' 'What about the paintings?' 'I am sorry. When I was called to conduct this auction, I was told of a secret stipulation in the will... I was not allowed to reveal that stipulation until this time. Only the painting of the son would be auctioned. Whoever bought that painting would inherit the entire estate, including the paintings.' The man who took the son got everything!

Activity 3, handout 2a. Read the text once again. Do the following statements agree with the information given in text. Write T (true) or F (false).

A wealthy man and his son loved to collect rare works of art. They had everything in their collection, from Picasso to Raphael. They used often to sit together and admire the great works of art. When the Vietnam conflict broke out, the son went to war. He was very courageous and died in battle while rescuing another soldier. The father was notified and grieved deeply for his only son. About a month later, just before Christmas, there was a knock at the door. A young man stood at the door with a large package in his hands. He said, 'Sir, you don't know me, but I am the soldier for whom your son gave his life. He saved many lives that day, and he was carrying me to safety when a bullet struck him in the heart and he died instantly... He often talked about you, and your love for art.' The young man held out this package. 'I know this isn't much. I'm not really a great artist, but I think your son would have wanted you to have this.'

The father opened the package. It was a portrait of his son, painted by the young man. He stared in awe at the way the soldier had captured the personality of his son in the painting. The father was so drawn to the eyes that his own eyes welled up with tears. He thanked the young man and offered to pay him for the picture.. 'Oh, no sir, I could never repay what your son did for me. It's a gift.' The father hung the portrait over his mantle. Every time visitors came to his home he took them to see the portrait of his son before he showed them any of the other great works he had collected.

The man died a few months later. There was to be a great auction of his paintings. Many influential people gathered, excited over seeing the great paintings and having an opportunity to purchase one for their collection. On the platform sat the painting of the son. The auctioneer pounded his gavel. 'We will start the bidding with this picture of the son. Who will bid for this picture?' There was silence... Then a voice in the back of the room shouted, 'We want to see the famous paintings. Skip this one.' But the auctioneer persisted. 'Will somebody bid for this painting? Who will start the bidding? \$100, \$200?' Another voice angrily: 'We didn't come to see this painting. We came to see the Van Gogh'S, the Rembrandts. Get on with the Real bids!' But still the auctioneer continued: 'The son! The son! Who'll take the son?' Finally, a voice came from the very back of the room. It was the longtime gardener of the man and his son. 'I'll give \$10 for the painting...' Being a poor man, it was all he could afford. 'We have \$10, who will bid \$20?' 'Give it to him for \$10. Let's see the masters.' The crowd was becoming angry. They didn't want the picture of the son. They wanted the more worthy investments for their collections. The auctioneer pounded the gavel.. 'Going once, twice, SOLD for \$10!' A man sitting on the second row shouted, 'Now let's get on with the collection!' The auctioneer laid down his gavel. 'I'm sorry, the auction is over.' 'What about the paintings?' 'I am sorry. When I was called to conduct this auction, I was told of a secret stipulation in the will... I was not allowed to reveal that stipulation until this time. Only the painting of the son would be auctioned. Whoever bought that painting would inherit the entire estate, including the paintings.' The man who took the son got everything!

1. After a month the wealthy man's son came back -----
2. There was a portrait in the package -----
3. Father hang the portrait above the fireplace -----
4. The soldier's picture was sold for 50 dollars -----
5. The gardener became rich -----
6. The father sent his son to the war -----
7. Auctioneer sold the Rembrandts -----
8. The soldier got all pictures -----

Lesson 11.

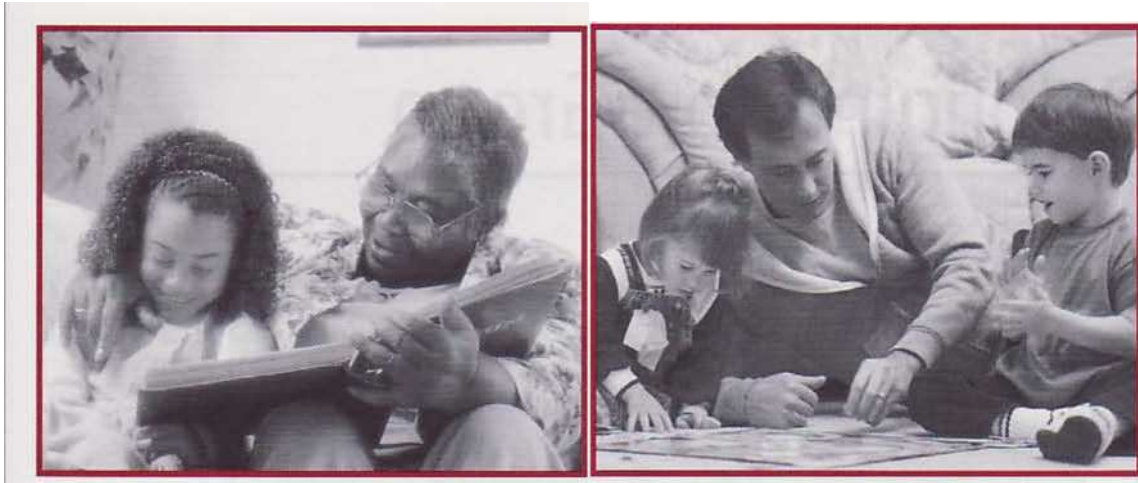
Speaking and listening: Marriage family and a house

Objectives:

- To enable students (Ss) to practice speaking skills by discussing and sharing ideas on the topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic
- To give students an opportunity to practice listening for main ideas

- To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.



GETTING STARTED

In this lesson you are going to discuss what it means to be part of a family. You will also hear information about the contemporary American family.

READING AND THINKING ABOUT THE TOPIC

If you read or think about a topic before you hear it discussed, you will find the discussion much easier to understand.

- 1 Read the following passage.

What exactly is a family? The traditional idea of a *nuclear family*, meaning two married adults who live together and take care of their children, is becoming less and less common in the industrialized world. In the United States, for example, only about one quarter of all families have this structure. In fact, there have been such far-reaching social changes over the past century that the word family is becoming hard to define.

The concept of family has to take into account such social changes as industrialization, increased geographical mobility, and women's progress toward gaining equal rights. Other considerations include increases in single-parent families, cohabitation (people living together without getting married), divorced couples who marry other people.

Exercise 1. Answer the following questions according to the information in the passage.

- 1 What is meant by a “traditional nuclear family”?
- 2 Why is the word *family* hard to define today?
- 3 What changes have affected family structure over the past century?

Exercise 2. Read these questions and share your answers with a partner.

- 1 Has your own family been affected by the social changes mentioned in the passage? If so, how'?
- 2 How would you define the word *family* today?

AMERICAN VOICES: Robert
PERSONALIZING THE TOPIC

Exercise 2.

Thinking about your own experiences and ideas related to a topic can help you understand and remember the information that you hear.

Work with a partner and compare your family backgrounds. Use the chart below each question to make notes about your and your partner’s answers.

You	Your partner

What important lessons did you learn from your family?

You	Your partner

Here are some words and phrases from the interview with Robert printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

Probably the most important **influence** in my life was my family: something that makes a strong impression on you not just my mother and father, but my **extended family**: a family that includes many relatives such as cousins, aunts, uncles, grandparents, and several generations

I grew up **very close to** my family: closely connected by love for each other and time spent together

I never really **sought** people **out** besides my family: *looked for* My grandfather **wasn't retired:** *was still working*

Robert



- 1 Where did Robert's parents and grandparents live?
a in the same house **b** in the same neighborhood
- 2 What kind of family did Robert grow up in?
a a nuclear family **b** an extended family
- 3 What was Robert's father's attitude toward him?
a He was very protective. **b** He encouraged him to live his own life.
- 4 When did Robert have a problem with his family?
a when he was in his early teens **b** when he went to college
- 5 How important were the other children in the neighborhood to Robert?
a extremely important **b** not very important
- 6 Where did Robert and his cousins often play?
a on the block where they lived **b** in the basement of their house
- 7 How did Robert's parents feel about his grandparents' values?
a They rebelled against them. **b** They shared them.

Lesson 12

Reading: The constitution day in Uzbekistan

Objectives:

- To enable students (Ss) to practice reading skills by the text
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

THE CONSTITUTION OF UZBEKISTAN

The 8th of December is a public holiday in the Republic of Uzbekistan. Because on December 8, 1992 the Constitution of Uzbekistan was adopted by the decision of the Oliy Majlis. The present Constitution consists of the preface, 6 parts, 26 chapters and 128 articles. People of Uzbekistan adopted its Constitution proclaiming its fidelity to the ideas of state sovereignty and state human rights^ bearing its responsibility before present and future generations, showing its faithfulness towards democracy and social justice, trying to create welfare of the citizens, intending to build a human democratic legal state and at the same time with the purpose of providing citizens with peaceful and friendly life.

The title of chapter 1 is "State Sovereignty". According to the 1st chapter Uzbekistan is a Sovereign Democratic Republic. All the government bodies defend people's interests and serve the latter. The next chapter is about the government system, according to it the highest body of state authority is "Oliy Majlis". The Governmental system consists of 3 bodies: legislative, executive and Court of law.

The 3rd chapter runs that the Constitution and regulation in it are above all. The 4th chapter expresses the true will of the Republic in foreign policy. Our policy is to live in peace with all nations of the world and to cooperate with them on equal beneficial terms.

The 2nd part of it is about the rights and duties of citizens before their motherland. The major duty of citizen is to love their motherland and defend it (52). Citizenship in the Republic of Uzbekistan is equal for all regardless of the grounds of its acquisition. Foreign citizens and stateless persons, during their stay in the territory of the Republic of Uzbekistan are guaranteed the rights and freedoms in accordance with the norms of the international law (23). Everyone is guaranteed freedom in thought, speech and convictions (29). As to the rights, citizens have the right to labor (37), to service (40), to get education. The article 46 guarantees the equality of women and men. According to the article 63 family is the main part of society. Parents are responsible for taking care after and bringing up children till they come of age.

Lesson 13.

The role of parties

Objectives:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the subtopic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

Parliamentary parties

- Uzbekistan Liberal Democratic Party (Uzbek: 'Tadbirkorlar va ishbilarmonlar harakati — O'zbekiston Liberal demokratik partiyasi')
- People's Democratic Party of Uzbekistan (*O'zbekistan Xalq demokratik partiyasi*)
- Uzbekistan National Revival Democratic Party (*O'zbekistan "Milliy tiklanish" demokratik partiyasi*)
 - From 2008, includes the former Self-Sacrifice National Democratic Party (*Fidokorlar Milliy Demokratik Partiyasi*)
- Justice Social Democratic Party (*Adolat" sotsial demokratik partiyasi*)
- Ecological Movement of Uzbekistan (*O'zbekiston ekologik harakati*)

A political party is defined as an organised group of people with at least roughly similar political aims and opinions, that seeks to influence public policy by getting its candidates elected to public office.

Parties tend to be deeply and durably entrenched in specific substructures of society in a sustainable and well functioning democracy. They can link the governmental institutions to the elements of the civil society in a free and fair society and are regarded as necessary for the functioning any modern democratic political system.

Political parties perform key tasks in a democratic society, such as

1. Soliciting and articulating public policy priorities and civic needs and problems as identified by members and supporters
2. socialising and educating voters and citizens in the functioning of the political and electoral system and the generation of general political values
3. balancing opposing demands and converting them into general policies
4. Activating and mobilising citizens into participating in political decisions and transforming their opinions into viable policy options
5. Channelling public opinion from citizens to government
6. Recruiting and training candidates for public office

Political parties are often described as institutionalized mediators between civil society and those who decide and implement decisions. As such, they enable their members' and supporters' demands to be addressed in parliament and in government. Even though parties fulfil many vital roles and perform several functions in a democratic society, the nomination and presentation of candidates in the electoral campaign is the most visible function to the electorate.

To perform the above mentioned tasks and functions, political parties and citizens need some rights and obligations guaranteed or ruled by constitution or law. These include

- Freedom of organisation
- Freedom to stand for election
- Freedom of speech and assembly
- Provision of a fair and peaceful competition among parties and candidates
- Mechanisms to ensure plurality
- Inclusion in the electoral process and contacts with electoral bodies
- A level playing field and freedom from discrimination
- Media access and fair reporting guarantees
- Transparent and accountable political finance

The internal functioning of individual political parties is to some extent determined by forces that are external to political parties, such as the electoral system, political culture, and legal regulations. However, internal processes of political parties, such as the personality of leaders and staff, the ideological foundations, party history, and internal political culture are considered to be even more influential on the internal functioning. If a political party would like the democratic principles of electoral politics to be applied within the party, they may consider practices like internal information and consultation processes, internal (formal or informal) rules and structures for the organisation and decision-making within the party, and transparency in the party's functioning at all levels. Party members may also take on more formal roles in decision-making like participating in internal elections for leadership positions or in selecting the party's candidate(s) in the upcoming elections. Many parties also work actively to enhance the role of traditionally under-represented groups in their parties.

It is common knowledge and generally acknowledged that Uzbek people are hospitable. They share their happy days, weddings and joys with friends, relatives and neighbors. That is why wherever you may go and whatever door you may knock at you are a welcome guest, irrespective of the fact you know the family or not.

Everybody is glad to see you. Uzbeks are the people of good will. They prefer creative labor under peaceful conditions. This is the way they say "Assalomu alaykum". The same wish who is the first to say. "Assalomu alaykum" gets in response "Va alaykum assalom". Enmity is alien to Uzbek character.

Husbands are usually the head of the family. Wives, daughters and sons obey his will. Uzbek youth respect grown up people, their parents, grandparents, relatives, etc. It is customary for Uzbeks to solve their problems in unity. They are very helpful to one another in building houses, harvesting. Everybody is present at the funeral ceremony.

The old and young, men and women come to the family to express their condolences. Besides the day of the funeral people revisit this family every Thursday within 40 days. Meeting guests is also notable. On the table cloth laid for guests you can see bread (the dearest thing for Uzbeks), sweets of all kinds, home made butter, strawberry (cherry) fried and salted apricot stones, dried fruits (in winter) what not. Uzbeks feed and treat guests till they are full. Public merrymaking is Uzbek people's hobby. People often gather together to hold "Askiya", dancing, singing and sports competitions. Such competitions put spirit into the life of the nation, strengthen unity, brotherhood among people Uzbeks make up 70% of the whole population of the country. More than 100 nationalities make up the rest 30%. They live and work at peace and are equal in all respects.

There are dozens of cultural centers of the Russian, Tatars, Kazaks, and Uygurs etc. in every city and province. They observe rites, customs and traditions of their ancestors. We have more than enough examples of Uzbek's faithfulness. Pages from the history of the Great Patriotic War say that Uzbek families were one of the first to welcome boys and girls, old men and women, who had been evacuated from all corners of Russia to Uzbekistan. Uzbek people shared their a slice of bread and room, with the people who were in need of assistance and moral support, despite all hardships. Such unique national features as brevity, courage, love to motherland, belief for the bright future of motherland have been passing from generation to generation. We thank God for peaceful life, labor and welfare on the sacred land of Uzbeks.

Answer the following questions after reading the text given below

1. When was independence proclaimed in Uzbekistan?
2. What is the Republic of Uzbekistan today?
3. What is the capital of Uzbekistan?
4. Who is the head of state in Uzbekistan?
5. What is the highest state legislative body in Uzbekistan?
6. By whom is the Cabinet of Ministers formed in Uzbekistan?
7. By whom is the Representative and Executive power headed in Uzbekistan?
8. What republics, regions, districts and towns does the Republic of Uzbekistan include?
9. What do you know about political situation in Uzbekistan?
10. When was the Declaration of Independence of Uzbekistan proclaimed?
11. On what five basic principles is the Republic of Uzbekistan based in the conditions of forming market relations?

Lesson 14.

Revision

Objectives:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the topic health/ health problems
- To encourage Ss to work in cooperation

Materials: handout, chalk, blackboard, tape, video-projector, pictures, cards.

LET'S SPEAK ENGLISH

Quyidagi soʻzlarni tarjima qiling:

symmetric, opposite, correct, false, transitive, reflexive, process, concept, principle, reduce, rational, equivalent, modern, program, vacation, finish, subject, course, period, journal, plus, contain, group, represent, numeration, basic, combination, expression.

Grammatika

The Subjunctive Mood (Subʻektiv mayli)

The Conditional Sentences.

The Subjunctive Mood soʻzlovchining ish-xarakterga boʻlgan xoxishi, istak, faraz qilish, shart qoʻyish kabi munosabatlarini bildiradi. Boshqacha qilib aytganda, subʻektiv mayldagi feʻllar ish-harakatning umuman no-real ekanligini koʻrsatadi va ikkinchi va uchinchi xil shart ergash gapli qoʻshma gaplarda ishlatiladi.

Eslatma: Shart ergash gapning birinchi turi xaqida 11 darsda oʻrganmiz.

Shart ergash gapli qoʻshma gaplarning ikkinchi va uchinchi turi no-real (yaʼni amalga oshmaydigan) shartni oʻz ichiga oladi va amalga oshish extimoli boʻlgan ish-harakatlarni ifodalaydi.

Bunday gaplarning ikkinchi turi hozirgi yoki kelasi zamonga tegishli boʻlgan ish-xarakatlarni bildiradi.

If I were a mathematician I could solve this theorem.

I should tell him everything if he came here now.

If she entered the University next year she could learn

Agar men matematik boʻlsam, bu teoremani echa olar edim.

Agar u hozir shu erga kelsa, men unga xamma narsani aytar edim.

Agar u universitetga kelasi yili kirsam, u ingliz tilini oʻrgana olar edi.

Shart ergash gapli qo`shma gaplarning uchinchi turi o`tgan zamonga qarashli bo`lgan ish-xarakatni ifodalaydi, uzbek tiliga ...gan bo`lar edi, deb tarjima qilinadi.

If I had seen him yesterday he would have told me about it.

Agar men uni kecha ko`rganimda edi, u menga u narsa xaqida gapirib bergan bo`lar edi.

Ingliz tilida shart ergash gapli qo`shma gaplar quyidagicha tuzi adi.

Bog`lovchilar	Ergash gapning kesimi	Bosh gapning kesimi
Unless, if, in case, provided that, on condition that	I turyda: Present and Past Tenses	Present, Past, Future Tenses
	II turyda: Past Indefinite Tense	should would could + fe`lning might asosiy shakli
	III turyda: Past Perfect Tense	should would could + Perfect might Infinitive

Quyidagi gaplarni o`zbek tiliga tarjima qiling:

1. If Helen knew Aziza's address, she would write a letter to her.
2. If my brother had time now, he would go to the cinema.
3. If I saw my friend to-morrow. I should ask him about it.
4. If he was here, he would help us. 4. If I saw him to-morrow, I should give him the book.
5. If we were to meet to-morrow we should go to the library together.
6. If I had seen him yesterday, I should have asked him about it.
7. He would not have caught cold if he had put on a warm coat.
8. If your instructions had been received ten days ago, the books and magazines would have been sent by plane.
9. If the ship had arrived, we should have received a telegram.
10. If he knew about our difficulties, he would help us.
11. If he had heard of your marriage he would have been surprised.
12. If you had not told me about it I should (might) never have known the facts.
13. If he had taken the doctor's advice he might not have fallen ill.

IV. Ingliz tiliga tarjima qiling:

1. Agar siz masalani echib bo`lgan bo`lsangiz, ketishingiz mumkin. 2. Agar u kelishga va`da bergan bo`lsa, u albatta keladi. 3. Agar u faqat kecha kelgan bo`lsa, extimol u yakshanbagacha ketmaydi. 4. Agar mening pulim bo`lganda, men sizga to`lar edim. 5. Agar u sizning kelishingizni eshitganda, u xayron bo`lar edi. 6. Agar siz buyurmaganingizda, u buni qilmas edi. 7. Agar siz Londonga borganingizda edi, siz qirolichani ko`ra olar edingiz. 8. Yomg`ir bo`lsa (extimol, balki), men soyabonni olaman. 9. Agar siz menga yordam bersangiz, biz soat oltida tugata olamiz. 10. Agar u keyingi xaftada kelsa, biz undan nima qilishni suraymiz.

So`zlarni o`qing va esda saqlang.

Herd	poda
Enumeration	xisoblab chiqish
Relay	rele, sezgir asbob
Vacuum	Vakuum
Transcend	Yuqori turmoq

INDEPENDENT STUDY TASKS

“Чет тили” фанидан 4 – босқич талабалари учун Талабалар мустақил иши мазмуни

Т/р	Мавзулар ва топшириқлар мазмуни	Ажратилган вақт (соат)	Информацион-услубий таъминот	Бажарилиш муддати
1	Direct and indirect speech p.210	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	1 – 2 хафта
2	Participle p.221	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	2 – 3 хафта
3	Infinitive p.237	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	3 – 4 хафта
5	Working with dialogues p.154	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	5 – 6 хафта
6	The Gerund p.249	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	7 – 8 хафта
7	Shopping in the street, working with dialogues.174	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	8 – 9 хафта
8	Working with the dialogues “At the barber’s”, “At the shoe repairer’s” p. 196	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	9 – 10 хафта
9	Subjunctive mood p.270	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	10 – 11 хафта
10	Working with dialogues p.208	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	12 – 14 хафта
	ЖАМИ:	44		

GLOSSARY

Active	Aktiv giperishorat	Активная гиперссылка
Active line	Liniyga aktiv ulanish	Активное подключение
Active	Aktiv veb sahifa	Активная веб-страница
Adapter	Adapter	Адаптер
Algorithm	Algoritm	Алгоритм
Alphanumeric coding	Harfiy-raqamli kodlash	Буквенно-цифровое кодирование
Analog signal	Analog signal	Аналоговый сигнал
Analogue	Analog modem	Аналоговый модем
Anonymous	FTPdan yashirin erkin foydalanish	Анонимный доступ
Antivirus	Virusga qarshi dastur	Антивирусная
Application-Architecture	Amaliy pog'ona shluzi	Шлюз прикладного
Architecture	Arxitektura, me'moriy tuzilma	Архитектура
Archive	Arxiv	Архив
Archive	Arxiv hujjati	Архивный документ
Archive	Arxivator	Архиватор
Asynchronous	Uzatishning asinxron rejimi	Асинхронный режим
Asynchronous	Asinxron uzatish	Асинхронная передача
ATM Forum	ATM Forum consorsiumi	Консорциум ATM
Attack	Hujum	Атака
Attack	Hujumni payqash	Обнаружение атаки
Attack	Hujumni tanish	Распознавание атаки
Authorized	Ruxsatli erkin foydalanish	Санкционированный
Automated	Avtomatic shifrn buzib ochish	Автоматическое
Automated	Avtomatlashtirilgan axborot tizimlari va	Средства обеспечения
Automated	Avtomatik tizim	Автоматическая
Automated	Ma'lumotlarga avtomatlashtirilgan ishlov	система автоматизированная
Automatized	Avtomatlashtirilgan axborot texnologivasi	Автоматизированная
Automat zed	Avtomatlashtirilgan boshqaruv tizimi	Автоматизированная
Automat zed	Avtomatlashtirilgan ish joyi(AIJ)	Автоматизированное
Backbone	Magistral	Магистраль
Backbone	Tayanch tarmoq	Базовая сеть
Backup	Zahiralash,zahiraviy nusxalash rezerv	Резервирование
Banking network	Bank tarmog'i	Банковская сеть
Banking system	Bank tizimi	Банковская система
Bits per	Bit sekundiga	Бит в секунду
Blended portal	Aralash portal	Смешанный портал
Book message	Guruhiy habar	Групповое сообщение

Bridge	Ko'prik	Мост
Bridge link	Tarmoqlararo aloqa linivasi	Межсетевая система
Broadband channel	Keng yo'l, yo'lli kannal	Широкополосный
Broadband	Ma'lumotlarni keng yo'l-yo'lli	Широкополосная
Broadcasting	Kengashittirishlar	Широковещание
Browser	Brauzer, ko'rish	Браузер
Bulletin board system (BBS)	Elektron e'lonlar taxtasi	Электронная доска объявлений
Cable local-area	Kabelli mahalliy tarmoq	Кабельная локальная
Cable modem	Kabelli modem	Кабельный модем
Call-back	Avto terish	Автодозвон
Centralized architecture	Markazlashgan arhitektura	Централизованная архитектура
Channel	Kanal	Канал
Chat	Chat	Чат
Cheat	Chit	Чит
Cipher text	Shifratn	Шифртекст
Cipher's gamma	Shifr gammasi	Гамма шифра
Ciphering tools	Shifrlash vositalari	Шифровальные
Circuit switching	Kanallarni kommunikatsiyalash	Коммуникация каналов
Ciphering	Shifrlash algoritmi	Алгоритм шифрование
Classification of information and its Client	Ma'lumotlar va ularni tashuvchilarni maxfiyushtirish Mijoz	Засекречивание звонений и их Клиент
Client bank system	Mijoz-bank tizimi	система клиент банк
Client-server architecture	Mijoz-server arxitekturasi	Архитектура клиент-сервер
Coaxial cable	Koaksial kabel	Коаксиальный кабель
Command line	Buyruq satri	Командная строка
Common information space	Yagona axborot makoni	Единое информационное
Communication	Kommunikatsiya, kommunikatsiyalar	Коммуникация коммуникации
Communication controller	Kommunikatsiya nazoratchisi	Коммуникационный контроллер

Communication in internet	Internetda muloqot	Общение в Интернете
D		
Data	Ma'lumotlar	Данные
Data array	Ma'lumotlar massivi	Дата-центр
Data search	Ma'lumotlar izlash	Поиск данных
Data security	Ma'lumotlarning xavfsizligi	Безопасность данных
Data transmission channel(DTC)	Ma'lumotlar uzatish kanali	Канал передачи данных
Data warehouse	Axborot ombori	Информационное
Databank	Ma'lumotlar banki	Банк данных
Database (DB)	Ma'lumotlar bazasi (MB)	База данных
Design	Dizayn	Дизайн
dedicated line	ajratilgan aloqa liniyasi	выделенная линия связи
Digital library	Electron kutubxona	Электронная
domain name	nomlarning domen tizimi	доменная система
Domain address	Domen manzili	Доменный адрес
Domain name	Domen nomlari serveri	Сервер имен доменов
Domain parking	Domenni joylashtirish	Парковка домена
Dynamic HTML	Dinamik HTML	Динамический html
E		
EDS registration	ERI ro'yhatga olish	Регистрация EDS
Electronic archive	Electron arxiv	Электронный архив
Electronic auction	Elektron ausion	Электронный аукцион
Electronic bank	elektron bank	электронный банк
Electronicbusiness	elektron biznes	электронный бизнес
Electronic book	Electron kitob	Электронная книга
Electronic business	Electron tijorat yuritish bo'yicha	Гарантия качества
Electronic catalog	Electron catalog	Электронный каталог
electronic	elektron tijorat	электронная

Electronic	Elektron hamjamiyat	Электронное
Electronic Data	Ma'lumotlarni elektron almashuvi	Электронный обмен
Electronic digital extensible markup language	Elektron raqamli imzo(ERI) gipermatnli belgilashning tillari	Электронная цифровая расширяемый язык
Firewall	Brandmauer	межсетевой экран,
Filter	Filtr	Фильтр
Filtering	Filtrlash	Фильтрация
Firewall	Brenmauer,tarmoqlararo	Файрвол
Fixed routing	Qaydlangan marshrutlash	Фиксированная
fleet of users	abonentlar guruhi	группа абонентов
Forum	Forum	Форум
Form	Shakl	Форма
Format	Format	Формат
Frame	Freym	Фрейм

G

Geographic domain	Jug'rofiy domen	Географический домен
Geographic	Geoaxborot texnologiyalari (GAT)	Географическая
Global computer	Global hisoblash tarmog'i	Глобальная
Global connection	Global ulanish	Глобальное
Global network	Global tarmoq	глобальная связь
Graphic editor	Grafik muharrir	Графический редактор
Graphic Interface	Grafik interfeys	Графический

H

home page	bosh sahifa	начальная страница
Hyper Text	Gipermatnli axborot uzatish	Гипертекстовый
Hyperlink	Giperaloqa,giperhavola,gipermatnli	Гиперсвязь,
Hypermedia	Gipermedia	Гипермедиа
Hypertext	Gipermatn	Гипертекст

Hyper text Markup	Gipermatnli markerlash tili	Гипертекстовый язык
hyper text transfer	gipermantnli axborot uzatish	протокол передачи
hypertext markup	gipermantnli belgilash tili	гипертекстовый язык

I

IBM corporation	IBM korporatsiyasi	Корпорация IBM
Informatics	Informatika	Информатика
Information	Axborot	Информация
Information access	Axborotdan erkin foydalanish	Доступ к информации
Information access	Axborotdan erkin foydalanish	Правила доступа к
Information access	Axborotdan erkin foydalanish	Субъект доступа к
Information	Umum foydalanishdagi axborot	Информационная
Information	Axborot kommunikatsiya	Информационно-
Information culture	Jamiyatning axborot madaniyati	Информационная
Information law	Axborot huquqi	Информационный
IP address	IP manzil	IP адрес
IP gateway	IP shluzi	Шлюз IP
IP protocol	IP bayonnomasi	Протокол IP
IP-phone	IP telefoniyasi	IP телефония

L

Low “On	O'zbekiston Respublikasining	Закон «Об
Low “On	O'zbekiston	Закон «Об
Low “On	O'zbekistan Respublikasining	Закон
Low “On legal	O'zbekiston Respublikasining	Закон «О правовой
Local	Mahalliy	Локальный
Local area	Mahalliy kompyuter tarmog'i	Локальная
Local area	Mahalliy hisoblashtarmog'i	Локальная
Local area network	Mahalliy tarmoq	Локальная сеть
local loop	abonent liniyasi	абонентская линия

M

mail address	pochta manzili	почтовый адрес
mail client	pochta mijozlari	почтовый клиент
Mail box	Pochta qutisi	Почтовый ящик
mail server	pochta server	почтовый сервер
Message receiver	Xabar oluvchi	Адресат сообщения
Message recipient	Xabar qabul qiluvchi	Получатель сообщения
Message route	Xabar yo'li	Маршрут сообщения
Message sender	Xabar junatuvchisi	Отправитель
Message text	Matnli xabar	Текстовое сообщение
Mobile internet	Mobil Internet	Мобильный интернет
Modem	Modem	Модем
Multimedia	Ko'ptashuvchi, multimedia	Мультимедиа
Multimedia	Multimedia shahsiy kompyuteri	Мультимедийный
N		
Navigation	Navigasiya	Навигация
Network adapter	Tarmoq moslashtirg'ichi	Сетевой адаптер
Network	Tarmoq ma'muri	Администратор сети
Network card	Tarmoq kartasi, tarmoq platasi	Сетевая карта, сетевая
Network operating	Tarmoq operatsion tizimi, tarmoq	Сетевая операционная
Network provider	Tarmoq provayideri	Провайдер сети
Network society	Tarmoq hamjamiyati	Сетевое общество
Network traffic	Tarmoq trafigi	Сетевой трафик
Network to	Tarmoqlararo interfeys	Межсетевой интерфейс
network location	tarmoqda joylashish	сетевое расположение
O		
Object	Obe'kt	Объект
Object view	Obektli interaktiv loyhalash	Объектное
Offline	Offlayn	Оффлайн
Offline mode	Offlayn rejimi	Режим оффлайн

Online	Onlayn	Онлайн
Online resource	Onlayn resurs	Ресурс онлайн
Online service	Onlayn xizmat	Услуга онлайн
Online mode	Onlayn rejimi	Режим онлайн
Open source	Ochiq kod	Открытый код
Optical fiber	Optic tola	Оптическое волокно

P

Physical structure	Tarmoqning fizik tuzilmasi	Физическая структура
Pointer	Kursatgich	Указатель
Portable computer	Ixcham computer	Компьютер
Portal	Portal	Портал
Private key of the	Elektron raqamning imzoning yopiq	Закрытый ключ
Programming	Dasturlash	Программирование
Programming	Dasturlash tili	Язык
Programming	Dasturlash tizimi	Система
Protected public	Muxofazalangan umum	Защищенная сеть
Protection	Muhofazaning uzluksizligi	Непрерывность
Protection model	Muhofaza modeli	Модель защиты
Protection object	Muhofaza obykti	Объект защиты
Protection of	Komputer dasturlarini qo'riqlash	Охрана компьютерных
Proxy server	Proksi-server, vakillik	Прокси-сервер,
Public distribution	Kalitlarni oshkora taqsimlash	Открытое
Public network	Jamiyat tarmog'i	Общественная сеть
Public key	Ochiq kalit	Открытый ключ
Public key	Ochiq kalitni ro'yxatga kiritish	Регистрация открытого

Q

Quality of service	Xizmatlar sifati	Качество услуг
Quality of software	Dasturiy ta'minot sifati	Качество
Quality of	Uzatish sifati	Качество передачи

Quantization	Kvantlash	Квантование
Quantization error	Kvantlash hatosi	Ошибка квантования
Quantization noise	Kvantlash shovqini	Шум квантования
Quantization step	Kvantlash qadami	Шаг квантования
Quantize	Kvantlagich	Квантователь
Quantized sample	Kvantlangan sanoq	Квантовый отсчет
Query	Surov	Запрос
Query language	Surovlar tili	Язык запросов
R		
Relational Data	Relatsion ma'lumotlar bazasi	Реляционная база
Relationship	Munosabat	Связь
Relational database	Relatsion MBBT	Реляционная система
Relay	Qayta uzatgich	Ретранслятор
Relay system	Qayta uzatish tizimi	Ретрансляционная
Reliable computing	Ishonchli hisoblash tizimi	Надежная
Remote access	Masofaviy erkin foydalanish	Удаленный доступ
System log	Tizim jurnali	Системный журнал
T		
Table	Jadval	Таблица
Technical tools	Texnikavly vositalar	Технические средства
Technical	Texnologik aloqa tarmog'i	Технологическая сеть
Telecommunication	Telekommunikatsiya tarmog'i	Сеть коммуникации
Telecommunication	Telekommunikatsiya kanali	Канал
Telecommunication	Telekommunikatsiya vositalari	Средства
Telecommunication	Telekommunikatsiya tashqiloti	Организация
Telecommunication	Elektr aloqa xabari	Сообщение
Telecommunication	Telekommunikatsiya xizmatlari	Услуги
Telecommunication	O'zbekiston Respublikasining	Телекоммуникации
Transmission	Uzatuvchi muhit	Среда передачи

U

Unauthorized	Axborotni ruxsatsiz foydalanishdan	Система защиты
Unauthorized	Beruxsat foydalanishdan	Средства защиты от
Unauthorized	Ma'lumotlardan ruxsatsiz	несанкционированный
Unique visitor	Noyob tashrifchi	Уникальный
uniform resource	resurs joyining universal	универсальный
Unit of information	Axborot miqdorining birligi	Единица количества
User identifier	Foydalanuvchi	Идентификатор
User registration	Foydalanuvchini ro'yhatga olish	Регистрация
User terminal	Foydalanuvchi terminali	Терминал
Uznet	Uznet	Узнет

V

Vertical portal	Vertical portal	Портал вертикальный
Video conferencing	Video anjuman	Видеоконференция
Video input	Video kirish	Видеоввод
virtual	Virtual	Виртуальный
Virtual card(e-card)	Elektron ochiqxat	Электронная открытка
Virtual	Virtual uyushmalar	Виртуальные
Virtual private	Virtual xususiy tarmoq	Виртуальная частная
Virtual reality	Virtual voqelik	Виртуальная
Voice mail	Nutqiy pochta	Речевая почта
Voice-based	Nutqiy interfeys	Речевой интерфейс
Voting	Ovoz berish	Голосование
Web	To'r, veb	Паутина, веб
Web-browser	Veb-brauzer, sharhlovchi	Веб-браузер, веб-
Web cam	Veb kamera	Веб-камера
web-conference	veb-anjuman	веб-конференция
Web-design	Veb disayn	Веб-дизайн

Web document	Veb hujjat	Веб-документ
web-hosting	veb-hosting	веб-хостинг
Web master	Veb-usta	Веб-мастер
Web-node	Veb bog'lama	Веб-узел
web-interface	veb-interfeys	веб-интерфейс
Webpage	Veb sahifa	Веб-страница
Webpage title	Veb sahifa nomi	Название веб-
webpage title	veb-sahifa sarlavhasi	заголовок веб-
Web-server	Web-server	Веб-сервер
Web-site	Veb-sayt	Веб-сайт
Website promotion	Veb-saytni aylanish	Раскрутка веб-сайта
Web-site	Veb saytni nashr etish	Публикация веб-сайта
Web site statistics	Veb-sayt statistikasi	Статистика веб-сайта
Web –standards	Veb standart palitra	Веб-стандартная
Web traffic	Tashrifchilar soni	Посещаемость
Wide-Area	Global axborot tizimi	Глобальная
Wide-Area	Hududiy tarmoq	Территориальная
Windowing	Oyna mexanizmi	Механизм окна
Wireless	Simsiz ko'rsatmalarbayonnomasi	Протокол
Wireless local-area	simsiz mahalliy tarmoq	Беспроводная
Wireless network	Simsiz tarmoq	Беспроводная сеть

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

Рўйхатга олинди:
№ MD-1.04
2013 йил 28 август



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

**АМАЛИЙ ХОРИЖИЙ ТИЛ
ФАНИНИНГ
ЎҚУВ ДАСТУРИ**

Барча мутахассисликлар учун

ТОШКЕНТ- 2013

Фаннинг ўқув дастури Олий ва ўрта махсус, каб-ҳунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашининг 2013 йил 13 августдаги 3–сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Хожиев С.К. – “Факультетлараро роман тиллари” кафедраси мудири,

ф.ф.н., доцент;

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Тақризчилар:

- Ортиқова Ю. – ЎзМУ хорижий филология факультети “Табиий
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Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети
Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги
11-сонли баённома.)

КИРИШ

Дастур магистратура босқичи талабаларининг ўрганаётган амалий хорижий тилдан олган билимлари асосида оғзаки ва ёзма нутқларини ривожлантиришни, улардан келгуси илмий ва касбий фаолиятларида тўла фойдаланишни ҳамда коммуникатив, лингвистик, социолингвистик, дискурсив, стратегик, касбий, умуммаданий компетентлигини интеграллашган ёндашув асосида ривожлантиришни кўзда тутди.

Фаннинг мақсад ва вазифалари

Ўқув фанининг мақсади – магистратура талабаларида *лингвистик, коммуникатив, лингвомамлакатшунослик, лингвомаданий, илмий* ҳамда *касбий компетенцияларини* шакллантиришдир.

- ▣ *Лингвистик компетентлик* тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади.
- ▣ *Коммуникатив компетентлик* нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабатини коммуникация жиҳатдан шакллантиради.
- ▣ *Лингвомамлакатшуносликкомпетенция* тили ўрганилаётган мамлакат тарихи, ижтимоий-сиёсий тизими, географик ўрни, бошқа давлатлар билан ўзаро лингвостратегик алоқалари (кабиларни ўзлаштиришни ўз ичига олади).
- ▣ *Лингвомаданий компетенция* тили ўрганилаётган мамлакатнинг айна пайтдаги ижтимоий-иқтисодий ва маданий ривожини ва шунга мос тарзда нутқ муомала маданияти ҳақида тасаввурга эга бўлишни назарда тутиб. Оғзаки ва ёзма нутқ амалиётининг таржимага йўналтирилган малакаларини эгаллашни шакллантиради.

- ▣ *Илмий компетентлик* тил ўрганувчидан ўз соҳаси бўйича илмий ахборотларни, тадқиқот натижаларини, хорижий давлатларнинг илмий ютуқларини ўрганиш ва ўз илмий фаолиятларида фойдаланишдан иборат.
- ▣ *Касбий компетенция* магистрнинг эгаллаётган мутахассислиги бўйича хорижий тил орқали касбий янгиликлар, инновацион лойиҳаларни ҳаётга татбиқ эта олиш, *билим, кўникма* ва *малакаларни* эгаллашни назарда тутди.

Фаннинг вазифаси – магистратура босқичида санаб ўтилган барча компетенцияларга эришиш – коммуникатив компетенцияни шакллантиришга, шунингдек уларнинг ўрганаётган амалий чет тиллардан бирида раво ва аниқ сўзлашишларига ва ҳозирги пайтда дунёда содир бўлаётган сиёсий, иқтисодий ва ижтимоий воқеликка ўз муносабатларини билдира олишларини ҳамда мустақил фикрлаш, изланиш, *билим, кўникма* ва *малакаларини* мустаҳкамлашга хизмат қилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тилига ихтисослашмаган магистратура мутахассисликлари битирувчилари CEFR га кўра ўқув курси ниҳоясида B2 даражани эгаллашлари кўзда тутилади.

Лингвистик компетенция - мазкур компетенцияда магистратура босқичи талабалари:

тинглаб тушуниш бўйича

- ▣ ўрганилаётган тилнинг морфологик тузилиши ва товуш тизими;
- ▣ ўрганилаётган тилдан она тилига таржима амалиёти билим, кўникма ва малакаларига эга бўлиш;
- ▣ ўрганилаётган тилнинг ривож ва тил доирасидаги асосий

- экстралингвистик шаклланишнинг факторлари ҳамда тарихий манбалари, унинг диалектик хилма-хиллигини тушуниш;
- ▣ ўрганилаётган чет тилидаги эълон ва хабарларни тушуна олиш;
 - ▣ маъруза нутқ, баёнот, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини тушуна олиш;
 - ▣ мавзу яхши таниш бўлганда ва ахборот йўналиши ўрнига мос маркерлар кўрсатилаётган ҳолатда давомли маъруза ёки далилларнинг мураккаб тизимини кузата олиш;
 - ▣ радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олиш;

ўқиш бўйича

- ▣ ўз мутахассислик соҳаларига оид ёки оид бўлмаган кенг кўламли бирмунча узун ва мураккаб матнларни услубий жиҳатлари, очиқ ойдин ёки бирмунча яширин баён этилган фикрларни аниқлаган ҳолда тушуна олиш;
- ▣ кичик деталларнинг ҳам муҳим жиҳатлари, қарашлар, очиқ ойдин ёки бирмунча яширин баён этилган фикрларни ҳам аниқлай олиш;
- ▣ ўз мутахассислик соҳаларига оид вебсайт ёки журналлардан тегишли тафсилотларни ола билиш;

ёзиш бўйича

- ▣ стилистик хусусиятлари, меъёрий грамматика асосларини билиш;
- ▣ махсус номалар, бизнес хатлар, электрон хатлар ёза олиш;
- ▣ ўрганилаётган тилда яхши тузилган иншо ва маърузалар ёза олиш;
- ▣ таклифлар, хулосалар ва тезислар ёза олиш;

гапириш бўйича

- ▣ ўрганилаётган тилда сўзлашувчилар билан мулоқотга кира олиш (зарур бўлганда бошқара олиш);

- ▣ ўз соҳаларига оид интервьюда қатнаша олиш;
- ▣ расмий доираларда (масалан семинар в.х.к.лар)хос равишда савол-жавобда иштирок эта олиш;
- ▣ маълум мавзу бўйича тақдимот қила олиш каби билим, кўникма ва малакаларига эга бўлишлари талаб этилади.

Коммуникатив компетенция

- ▣ мос коммуникатив вазиятда дискурс танлай олиш;
- ▣ юзага келган муаммонинг моҳиятини тушунтира олиш ва мижозга зарурият туғилганда розилик борасидаги хизматни тақдим қилувчи шахсга тушунтира билиш;
- ▣ тил шаклларини танлай билиш ва уларни нутқ мазмуни бўйича коммуникатив вазиятлар доирасида касбий матнга мувофиқ тарзда қўллаш ва ўзгартира олиш;
- ▣ тил эгаларида хайратланиш ёки аччиқланишни уйғотмайдиган, улар учун табиий, одатий саналган муомалада мулоқот қила олишни билишлари лозим;

Лингвомамлакатшунослик компетенцияси

- ▣ нутқ мазмуни бўйича касбий коммуникатив вазиятлар доирасида эквивалентсиз касбий сўзларни билиш ва уларни матнларда (жумладан, маълумотномалардан фойдаланган ҳолда) тушуниш;
- ▣ тили ўрганилаётган мамлакатдаги касбий фаолиятнинг объектини англатувчи сўзларни билиш;
- ▣ тили ўрганилаётган мамлакатда қабул қилинган касбий мулоқот меъёрларига мувофиқ тарзда нутқий муомалани ва одоб (этикет) қолипларини қўллай билиш.
- ▣ инсонларга нисбатан ҳурмат, бошқа маданиятга толерантликни сақлаган ҳолда жамиятда қабул қилинган одоб-ахлоқ ва ҳуқуқий

меъёрлар асосида ижтимоий ҳамкорликни, шерикчилик, ишончли муносабатларни қўллаб-қувватлашда жавобгарликка тайёр эканлигини намоён эта олишлари зарур.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Амалий хорижий тил фани магистратура босқичида ўқитилиб ҳар бир мутахассислик ўқув режасидаги назарий ва амалий фанлар ҳамда иқтисод, география, мамлакатшунослик, сиёсатшунослик, психология, Ўзбекистоннинг янги тарихи каби бир қатор фанлар билан бевосита боғлиқ. Магистрантлар ушбу фанлар бўйича ўзлаштирган билимларини амалий хорижий тилда мулоқот жараёнида эркин қўллай олишлари назарда тутилади.

Фаннинг ишлаб чиқаришдаги ўрни

Амалий хорижий тил фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Магистратура босқичи битирувчилари “Амалий хорижий тил” фани доирасида ўрганган билимларидан турли ташкилот, хорижий қўшма корхоналар ҳамда давлат ва нодавлат ташкилотларда фаолият кўрсатишлари жараёнида фойдаланадилар. Бу эса магистрларнинг касбий фаолиятида чет тилларни амалий қўллаш малакасини ривожлантиради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Магистратура талабаларининг “Амалий хорижий тил” фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги инфорацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан

фойдаланилади. Замолавий ахборот ва педагогик технологияларнинг турларидан бири интерфаол усулда ўқитиш ҳисобланади. Интерфаол усулда ўқитиш - бу билиш фаолиятини ташкил этишнинг махсус шаклидир. Магистрантларга амалий чет тилини ўргатишда ахборот ва педагогик технологияларни қўллаш катта аҳамиятга эга. Бу усулнинг туб моҳияти шундан иборатки, деярли барча магистрантлар ўқув жараёнига жалб этилади. Интерфаол усулларни қўллаш, янги материални ўзлаштириш жараёнини енгиллаштиради, ҳамда магистрантларнинг танқидий фикрлашини ривожлантиради. Бунинг учун дарсларда индивидуал, жуфт ва гуруҳ-гуруҳ бўлиб ишлаш, роль ўйинлари, турли маълумот-манбалари билан ишлаш, ақлий ҳужум, хотира картаси, мозаика, кластер, сенквейн, бумеранг, бинго ва бошқалар ташкил қилинади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чет эл каналлари ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим, кўникма ва малакаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулоти мазмуни

Амалий хорижий тил фанини ўқитишдан мақсад талабаларнинг ўзга тилда мулоқот юритиш малакаси ва маҳоратини *лингвистик, коммуникатив, ижтимоий-маданий* билимлар воситасида ривожлантиришдан иборат. Ўрганилаётган “Амалий хорижий тил”ни ўрганиш таркибига ўқиб ахборот олиш, тарбия ва ривожланиш нуқтаи назаридан чет тилини коммуникатив ўқитиш жараёнида берилиши мумкин бўлган маънавий бойликлар киради. Магистратура босқичида чет тилини ўқитишнинг асосий мақсади –

магистрант ўз касбий фаолиятида ҳамда кундалик ҳаётида чет тилидан самарали ва эркин фойдалана олиш кўникмаларини ҳосил қилиш керак. Магистрант мутахассисликка оид матн маълумотларини таҳлил қилиши, тил соҳиби нутқини тўлиқ тушуниши, умумгуманитар характерга эга бўлган, ижтимоий-сиёсий характердаги ва мутахассисликка оид адабиётлардан ахборот олиш, ахборот алмашиш имконига эга бўлиши лозим.

Амалий хорижий тилнинг фонетика ва грамматика қисмлари бўйича умумий маълумот

Ўрганилаётган тилнинг товуш тизими урғу, интонация, ритмик гуруҳ, сўзларнинг боғланиши ва морфологик тузилиши, сўз туркумлари: от, сифат, сон, феъл, равиш, ёрдамчи сўзлар, артиклар, предлоглар, равишдош, сифатдош феълларнинг актив ва пассив формалари, модал феъллар, конъюнктив 1, конъюнктив 2, инфинитив ва инфинитивли конструкциялар модал сўзлар, модал юктамалар, феъл замонлари, мураккаб тўлдирувчи, отларнинг кўплик формаси, сифатларда роднинг ифодаланиши, гап бўлаклари ва уларнинг умумий таснифи, замонларнинг мослашуви кўчирма ва ўзлаштирма гап.

Амалий хорижий тилнинг синтаксис қисми бўйича умумий маълумот

Гап, Содда гап, Бир бўлакли гаплар, икки бўлакли гаплар. Қўшма гаплар. Аниқловчи эргашган, эга эргашган, мақсад эргашган, тўлдирувчи эргашган, ҳол эргашган, равиш эргашган, натижа эргашган, сабаб эргашган, шарт эргашган, тўсиқсиз эргаш гаплар, актив ва пассив форма, пассив форманинг альтернативалари.

Амалий хорижий тилнинг лексика қисми бўйича умумий маълумотлар

Мутахассисликка оид термин ва тушунчалар. Аббревиатура, акроним ва топонимлар. Идиомалар, фразеологик бирликлар. Кўп маъноли сўзлар, сўз бирикмалари, эркин бирикмалар, феълли турғун бирикмалар. Ўзлашган сўзлар. Клишелар. Луғатлар ва уларнинг таркиби. Тиллардаги реалиялар, муқобилсиз лексикалар.

Амалий машғулотларнинг тахминий рўйхати

Амалий машғулотларда магистрантлар ўрганган чет тилларида жонли мулоқот қилишни ва касбига оид мавзуларни чет тилидан она тилига, она тилидан чет тилига тўғридан тўғри таржима қилишни ўрганади.

Амалий чет тили фани ўз хусусиятига кўра ижтимоий ҳаёт билан бевосита ва билвосита боғлиқ ҳолда жамиятнинг турли соҳаларида учрайдиган воқеаларга оид мавзуларни қамраб олади. Амалий машғулотларни ташкил этиш бўйича коммуникатив компетенцияни ривожлантириш учун қуйидаги мавзулар тавсия этилади:

1. Келажакдаги мутахассис касбий фаолияти;
2. Ўз мамлакатининг эгаллаётган соҳаси бўйича ривожланиш тарихи ва бугунги куни, миллий қадриятлари;
3. Эгаллаётган соҳаси бўйича тили ўрганилаётган мамлакатнинг ривожланиш тарихи, бугунги куни ва миллий қадриятлари;
4. Даврнинг энг долзарб муаммолари ва уларнинг ечими:
 - *Глобаллашув ва интеграция (турли мамлакатлар иқтисодий ҳаётининг ягона иқтисодий сиёсат асосида ўзаро боғланган ҳолда ривожланиш шакли);*
 - *Терроризм, одам савдоси, гиёҳвандлик, шисизлик каби иллатларга қарши кураш;*
 - *халқаро иқтисодий инқироз;*
 - *инновацион техника ривожу;*

- *экология ва саломатлик;*

5. Халқаро ҳамкорлик:

- *касбий фаолият;*

- *географик жойлашуви;*

- *ижтимоий-сиёсий муносабатлар;*

- *маданий-маърифий муносабатлар;*

- *халқаро туризм ва уни ривожлантириш концепцияси;*

6. Магистратура талабаси эгаллаётган мутахассислиги бўйича ўз давлати ва тили ўрганилаётган мамлакат таълим тизими, унинг ютуқ ва камчиликларини ўрганиш, таҳлил қилиш;

7. Мутахассисликка оид лингвистик атамалар билан ишлаш;

8. Эгаллаётган соҳаси бўйича интернет ресурсларидан фойдаланишга доир мавзулар устида ишлаш;

Мустақил ва амалий машғулотларни ташкил этиш бўйича кафедра профессор ўқитувчилари томонидан кўрсатма ва тавсиялар ишлаб чиқилади. Унда талабалар чет тили бўйича билим ва кўникмаларини жонли мулоқот, машқлар бажариш, иншо ва баёнлар ёзиш, машқларни таржима қилиш орқали ўз билимларини янада бойитадилар. Шунингдек дарслик ва ўқув қўлланмалар, аудио тасмалар орқали эшитиш, видео тасмалар орқали кўриб эшитиш ва тестлар ечиш асосида билимларини мустақамлашга эришиш таржима материалларидан фойдаланиш, ўтилган мавзулар юзасидан диалог қилиш ва шу кабилар орқали магистрантлар билимини ошириш тавсия этилади.

Амалий хорижий тилни ўрганиш жараёнида:

▣ *мамлакатнинг ижтимоий-сиёсий ҳаёти, ўз мамлакати ҳамда тили ўрганилаётган мамлакатдаги моддий ва маънавий бойликлар тўғрисидаги маълумотларни пухта эгаллаш;*

▣ *маданиятлараро муносабатни таъминлай олиш;*

- ▣ халқаро алоқаларда ўз давлати номидан нутқ сўзлай олиш;
- ▣ ўз мамлакати ва ҳамкор мамлакатларнинг маънавий бойликларига ҳурмат билан муносабатда бўлиш;
- ▣ мукаммал нутқ маданиятига эга бўлиш;
- ▣ етук тарбияланган коммуникатив фаол шахсни тарбиялаш назарда тутилади..

Шунингдек, ҳуқуқий ва коммуникатив компетенциялар бўйича:

- ▣ ўхшатиш, мантиқий баён этиш, нутқ фаолиятининг турли шакллари ва усуллари (паралингвистик, экстралингвистик воситалар)дан фойдаланиш;
- ▣ нутқ фаолияти билан боғлиқ руҳий функциялар (мустақил фикрлаш, хотирлаш, эътибор қилиш, таҳлил қилиш, синтез қилиш, умумлаштириш);
- ▣ иродалилиқ, собитқадамлик, фаоллик ўз соҳаси бўйича мустақил касбий фаолият юритишига тайёр бўлиши лозим.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Ўрганилаётган хорижий тилда мамлакатлар даврий нашрлари тилининг ўзига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари;

- турли даражадаги ахборот хабарлари:
- аниқ воқеа-ҳодисалар тўғрисида сиёсий-иқтисодий-маданий ахборотлар;
- энг аҳамиятли воқеа ва ҳодисаларни изоҳлаб бериш;

- ўз мамлакати ва жаҳондаги аниқ сиёсий-иқтисодий-маданий воқеалар ва жараёнларни назарий жиҳатдан умумлаштириш ҳамда магистрлик диссертацияларини бажариш жараёнида хорижий тилдаги адабиётлар, интернет ресурсларидан унумли фойдалана олишни кўзда тутади.

Амалий хорижий тил фанидан мустақил иш магистрантнинг билим ва кўникма ва малакаларини янада ривожлантириш, янги маълумотлар тўплаш, мустақил хулосалар чиқариш ва турли илмий-амалий гипотезага хулосалар беришни ўргатади ҳамда чет тилидан билимларини ошишига хизмат қилади. Мустақил ишларнинг натижалари мавзу бўйича презентация (Power Point), реферат, маъруза, конспект, дебат (ёки round-table discussion) шаклида ташкил қилиниши мумкин. . Мустақил иш магистрантларга аннотация, реферат, оғзаки маъруза ва ахборот олиш ва тақдим қилиш усулларини эгаллашга имконият беради. Кўрсатиб ўтилган иш турлари таълим жараёнида давом этади ва материал ҳажми, мураккаблиги ошиб боради, шунингдек ўқитувчининг бевосита раҳбарлиги ҳам камайиб боради. Мустақил ишни муваффақиятли бажариш учун уни аниқ режалаштириш ва ташкил қилиш тавсия этилади. Тўғри ташкил этилган мустақил иш ўзлаштиришни сифатини оширишга, магистрантларнинг амалий хорижий тилдан билимларини ортишига ёрдам беради.

Тавсия этилаётган мустақил ишларнинг мавзулари

Мустақил иш мавзулари соҳалар хусусиятини инобатга оган ҳолда кафедра мутахассислари томонидан белгиланади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Бунда:

- сенсор таълим услублари (визуал, аудио, кинестет, тактил);
- таълим услубларининг Хани ва Мамфорд таснифи (назариётчи, фаол иштирокчи, рефлектор, прагматик);
- интроверт ва экстрроверт;
- яхши билим олиш учун таълимнинг самарали услубларидан оқилона фойдаланишга асосий эътибор қаратилади.

Вазифалар устида ишлаш жараёнида:

- ✓ вазифаларни аниқлаш ва персонализация қилиш;
- ✓ кутубхоналардан унумли фойдаланиш;
- ✓ интернетдан мақсадли ва самарали фойдаланиш;
- ✓ плагиат (кўчирмакашлик) га йўл қўймаслик;
- ✓ хотирани яхшилаш;
- ✓ имтиҳон ва тестга тайёргарлик кўриш;
- ✓ таълим кўникмаларини босқичма-босқич эгаллаб бориш;
- ✓ амалий вазифаларни бажариш;
- ✓ мустақил ўқиш;
- ✓ долзарб мавзулар муҳокамаси;
- ✓ матнлар /мақолалар/видео материалларни танқидий муҳокама қилиш;
- ✓ талаба портфолиосига алоҳида аҳамият берилади.

Дастурнинг информацион - методик таъминоти

Амалий хорижий тил фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган. Амалий чет тили фанидан машғулотларда аудио-видео воситалар ва компьютер технологиялари

ёрдамида такдимотлар ўтказиш, амалий машғулотларда коммуникатив методнинг тармоқлари бўлган – лойиҳалаш, ақлий ҳужум, гуруҳли фикрлаш, галерея, ротация, думалоқ стол, кейс стади, Jigsaw 1,2, интерфаол усулларидан фойдаланиш, кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш назарда тутилади. Бундан ташқари, тизимли ёндашув асосида талабаларнинг ўқиш-билиш фаолиятини тасвирлайдиган таълим жараёнининг лойиҳаси тузиб чиқилади. Таълим мақсади реал, аниқдиагностик бўлишига эришилади ва талабанинг билим, ўзлаштириш сифати объектив баҳоланади.

Амалий машғулотлар талабанинг фаоллигига таяниб мазкур фан машғулотларда аудио-видео воситалари ва компьютер технологиялари ёрдамида такдимотлар ўтказиш, коммуникатив методнинг тармоқлари бўлган – лойиҳалаш, масофавий таълим, ақлий ҳужум, гуруҳли фикрлаш, галерея, ротация, думалоқ стол, кейс стади, зигзаг 1,2, интерфаол усуллардан фойдаланиш, кичик гуруҳ мусобақалари, интернет янгиликларини қўллаш назарда тутилади. Фанни ўзлаштиришда электрон дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан, электрон почта, чет эл каналлари ва виртуал воқеликни ўзида жамлаган интернетдан фойдаланиш мумкин:

Ахборот технологиялари: интернет, электрон таълим дастурлари. Глобал тафаккурнинг ривожланиш технологиялари (Р.Хенви, У. Книп). Педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская). Билимдонлар баҳси. Талабалар нуқтаи – назарлари муҳокамаси, қарши фикрлар танлаш, умумлаштириш ПОПС (МППО) – ифода – тўртпоғонали баҳс услуби. Жой эгалланг – плакатлар асосидаги баҳс. Услублар: “Муҳим тушунча”, “Усталик билан берилган саволлар”, “Аквариум”. Таълимнинг фаол услублари: **“Кейс-услуби”** (Гарвард университети бизнес мактаби), иш уйинлари. **Қора қути услуби** – масалани аниқ ҳодиса таҳлили орқали, ижодий баҳс орқали

камчиликлар сабабини аниқлаш. “Ақлий ҳужум” – (Е.А.Александров и Г.Я.Буш) – гуруҳ катнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш каби методлар ёрдамида олиб борилади.

Self study themes:

- 1. Professions.**
- 2. My future plans.**
- 3. My weekend.**
- 4. Conflict with my boss.**
- 5. The day which I cant forget**
- 6. Jewels**
- 7. My first presentation**
- 8. Travelling**
- 9. My university**
- 10. My motherland the city which I love most.**

Tests for self study

Choose the appropriate form of the verb. I ... home for lunch on Mondays. I have lunch in the canteen.

don't go

didn't go

was going

doesn't go

Choose the appropriate form of the verb. Usually my working day ... at 8.30 sharp.

starts

start

would be

won't start

Choose the appropriate form of the verb. It ... him 20 minutes to get to the work usually.

takes

is taking

have taken

is not taking

Choose the right form of the verb. These engineers always ... in the office and ... English.

stay/learn

stayed/learn

stays/learns

have stayed/learned

Choose the appropriate form of the verb. I miss her very much, almost every minute of the day I think of her, or I think I ... her.

hear

am hearing

heard

have heard

Choose the appropriate nonfinite form of the verb. I think

he is about fifty

if he is about fifty

her about fifty

him about fifty

Choose the appropriate form of the verb. ... this engineer work at the Ministry of Foreign Trade?

does

do

has

had

Choose the appropriate answer to the question. - You don't like horror films, do you?

- ...

. They are so terrifying.

Yes, I do

No, I can't.

No, I don't.

No, we didn't.

Choose the appropriate answer to the question. Who usually answers these letters in your office?

I do, of course.

My friend can.

That man will.

Those engineers did.

Choose the appropriate form of the verb. "This thief ... usually promise to steal again," said Sherlock Holmes.

doesn't

won't

didn't

isn't

Choose the appropriate form of the verbs. I usually ... a blouse and jeans at home, but today I ... on a new dress.

wear/have put

have worn/have put

wore/has put

wears/has put

Choose the appropriate form of the verbs. The sea ... to those who ... to listen to it.

speaks/likes

speak/like

speaks/like

speak/likes

Choose the appropriate form of the verb. Hamid says he's 25 years old, but nobody ... him.

doesn't believe

is believing

believes

had believed

Choose the appropriate forms of the verbs. -... life ... on Mars? -No, it

Does/exist/doesn't

Did/existed/didn't

Has/existed/had

Had/existed/had

Choose the appropriate form of the verbs. Max ... to be good at interpreting, ... he?

doesn't seem/does

seems/does

seemed/did

seems/does

Choose the appropriate forms of the verbs. -Who ... French in your family? -I

speaks/do

speak/does

spoke/do

speaking/did

Choose the appropriate forms of the verbs. He ... to school at 7:30 and ... at 2 o'clock.

goes/comes back

went/is coming back

go/come back

was going/has come back

Choose the appropriate forms of the verbs. He ... his English in the morning, he ... it in the evening.

doesn't have/has

doesn't have/is having

don't have/had

hadn't/will have

Choose the appropriate verb forms. Although every student in my class ... the schedule, one of my students always ... late to the class.

knows / comes

know / comes

knows / come

knows / came

Choose the right form of the verbs. Do you ... that woman in the corner? She ... her coffee.

see/is having

saw/was having

to see/is having

see/has

Choose the appropriate form of the adverb. Can't you speak ...?

clearly

equally

nearly

badly

Choose the appropriate form of the adverb. Try to do this work as ... as possible.

quickly

-

more quickly

most quickly

Complete the sentence. He answered her question

as quickly as a flash

as good as a gold

as quick as a feather

as cool as mustard

Choose the appropriate adverb. Nobel's main concern was ... making money or even making scientific discoveries.

never

somehow

usually

likely

Choose the appropriate adverb. "He ... eats meat" means he doesn't eat meat at anytime habitually.

never

rarely

hardly any

sometimes

Choose the appropriate adverb. He ... committed the crime, but the evidence is not convincing.

undoubtedly

perhaps

probably

possibly

Choose the appropriate adverb. ..., he was that sort of man who was not suited for this job. He couldn't succeed.

Actually

Happily

Surely

Luckily

Choose the appropriate adverb. ..., we managed to reach the top of Mount Everest.

Luckily

Unfortunately

Probably

Undoubtedly

Choose the appropriate adverb. "I have ... 10 dollars" means I have not more than 10 dollars with me.

1. only

hardly

some more

fewer than

Choose the appropriate adverb. Your hair is ... different from mine.

completely

exactly

just

nearly

Choose the appropriate adverb. "He doesn't understand it yet" means the negative action of understanding ... continues.

still

yes

never

however

Choose the appropriate adverb. "I rarely go there means" I do not ... go there.

frequently

sometimes

hardly

never

Choose the appropriate adverb. Wait for me here. I'll ... be back.

soon

recently

then

now

Choose the appropriate adverb. ... he is a good runner but I have never watched him run a race.

Apparently

Luckily

Fortunately

Unseemingly

Choose the appropriate adverb. Most of the warnings were made ... in order not to disturb the comfort of the guests.

unwillingly

outwardly

implicitly

extremely

A _____ dog.

big

bigger than

biggest

the biggest

A _____ driver.

careful

care

carefully

the careful

She ran _____.

quickly

quick

quicker

the quickly

He drives too _____.

fast

fastly

faster

fastest

Smoking is a _____ habit.

bad

badly

worth

worst

The team played _____ and lost the match.

badly

worth

worst

bad

Please listen _____ .

carefully

careful

care

carely

The homework was the _____ .

easiest

easy

easier

easily

Peter's very _____ at tennis. He won the game.

good

goodly

well

best

I know the Prime Minister _____ .

well

good

best

better

My husband's a _____ cook.

bad

worst

badly

worse

Teachers work _____, but they don't earn much money.

hard

hardly

harder

hardest

Lunch is a _____ meal for many people.

quick

quickly

quicker

quickest

35. Life in New York is very _____ .

exciting

excited

exciter

excitely

The news is very _____ .

worried

worrying

worry

worringly

Everybody was very _____ about you.

worried

worrying

worry

worringly

A plane arrived _____ the airport _____ .

at / late

in / late

at / lately

in / lately

My friend never comes school _____. He is always _____.

early / late

early / lately

earlily / lately

earlily / late

At first we draw _____ then _____.

quickly / slowly

quick / slowly

quickly / slow

quick / slow

They are _____ readers, they read _____.

slow / hard

slowly / hard

slow / hardly

slowly / hardly

I turned around _____, because there was a _____ shout.

immediately / sudden

immediate / suddenly

immediate / sudden

immediately / suddenly

Are you _____? Or is the book _____?

bored / boring

boring / boring

boring / bored

bored / bored

A - I am really _____ about my exam marks. B - Oh, no! You are sometimes so _____.

worried / tiring

worried / tired

worrying / tired

worrying / tiring

I am _____ in the Mexican Culture, because it is _____ .

interested / exciting

interesting / excited

interesting / exciting

interesting / excited

Be _____! Walk _____.

careful / quietly

careful / quiet

carefully / quietly

carefully / quiet

A- _____ there _____ desk?

B- Yes, _____ is.

Is / a / there

Is / * / there

Are / the / they

Is / one / they

A- _____ there three stereos in the living room? B- No, there _____ .

Are / aren't

Are / are

Are / not

Are / *

Is there _____ apple in the bag?

an

a

the

*

There _____ 4 _____ on the sofa?

are / women

are / woman

is / women

/ woman

There _____ one bag. There _____ 3 bags.

isn't / are

is / is

not / are

aren't / are

There _____ 3 telephones, but _____ isn't a cooker.

are / there

are / they

is / there

are / their

_____ **any men in the hall?**

Are there

Are their

Are they

Is there

A: _____ there many mice in the house? B: No, there _____ .

Are / aren't

Are / are

Are / not

Are / *

_____ **there _____ chairs in the class?**

Are / any

Are / a

Are / some

Are / there

Yes, there are _____ chairs, but there are not _____ desks.

some / any

any / some

any / any

some / some

A: _____ is there in the bedroom?

B: There _____ 2 beds, 3 televisions, and 2 cupboards.

What / are

How many / are

What / is

How many / is

A- _____ books _____ there under your desk? B- There _____ one.

How many / are / is

How much / are / is

How many / is / is

What / are / is

There are _____ sandwiches, but there _____ any chips.

some / aren't

any / aren't

some / are

any / are

A: Do you have any _____ ? B: No, I don't. But I have _____ grammar books.

dictionaries / some

dictionary / any

a dictionary / some

dictionaries / any

There is _____ photo of _____ teachers.

a / some

some / some

some / any

any / some

There are _____ big cupboards in the kitchen.

some

a

any

*

Are there _____ trees and flowers in the garden?

any

a

some

*

There's _____ electric cooker.

an

some

any

a

There are _____ good restaurants nearby.

some

a

any

*

Upstairs there's _____ big bathroom.

a

some

an

any

Does the cottage have _____ dining room?

a

any

an

some

The village of the Kingmore has _____ post office and _____ shop.

a / a

some / a

some / any

an / a

Are there _____ good beaches near the cottage?

any

some

a

the

“ _____ there any cups?” “Yes, _____ are.”

Are / there

There / is

This / is

Is / this

“Is _____ a television?” “Yes, there _____.”

there / is

this / are

this / is

that / is

There _____ any flowers.

aren't

are

is

isn't

It's the best home _____ the world.

in

on

all

at

The front door is _____ the top of the steps.

on

at

in

by

There _____ a photo _____ the television.

is / on

are / on

is / in

are / in

_____ there a table? Yes, there _____.

Is / is

Are / are

Are / is

Is / are

There _____ an armchair.

is

any

are

some

“ _____ there any photos?” “No, there _____.”

Are / aren't

Is / isn't

Is / aren't

Are/isn't

There _____ magazines under the table.

are

is

some

any

There _____ a post box in front of the chemist's.

is

are

some

any

How much are _____ glasses?

these

this

they

that

"Is _____ book John's?" "Yes, _____ is."

this / it

these / it

it / it's

that / its

Take _____ bags into the kitchen.

these

this

that

it

I don't like _____ music.

this

they

these

it

Bob, _____ is my mother.

this

these

it

that

“Is _____ exercise very easy?” “No, _____ isn’t.”

that / it

these / it

this / its

these / this

What is shopping ?

Shopping is the examining of [goods](#) or [services](#) from [retailers](#) with the intent to [purchase](#) at that time

Shopping is the examining of people

Shopping is the examining of iron

Shopping is the examining of people characters and their behaviors

Shopping is an activity of ... of foods with money.

[selection](#)

[leisure](#)

[service](#)

foods

Customers ... select goods, retrieve them off the shelves using self service

Have to

Must

Needn't

Can

She _____ traveled to most parts of the world.

Has

Have

is

will

_____ you ever _____ in a car accident?

have / been

Have / be

Have / was

Has/am

She _____ to Russia two years ago.

went

goes

gone

Go

I _____ in a crash when I _____ 10.

was / was

was / am

were / was

was / am

Monica _____ many tournaments?

has / win

have / won

has / win

has / won

I've never _____ anyone who _____ more than you.

seen / eat

saw / eats

saw / eaten

seen / eats

It's good to see you again. Where have you _____ ?

been

went

gone

Being

My brother's _____ to America 4 times.

been

gone

went

Being

It's good to see you again. Where have you _____ ?

been

being

went

Gone

Mary's hair looks nice. She's just _____ to the hairdresser's

been

was

went

Gone

Angela _____ Thai food but Frank _____ .

has eaten / hasn't

have ate / hasn't

has ate / hasn't

have eaten / hasn't

_____ she already bought a new car?

Has

Did

Does

Have

She is only 14 years old, but she _____ many tournaments in her life.

's already won

've already won

already won

already win

I _____ been _____ Ireland.

have / too

have / to

has / to

has / too

_____ **Sandra** _____ ridden a horse?

Has / ever

Have / never

Has / never

Have / never

_____ 've _____ played golf

I / just

She / never

We / ever

They / yet

_____ **she** _____ a new carpet yet?

Has / bought

Is / buying

Does / buy

Did / buy

Have your parents come _____?

Yes, they _____ just come.

already / 've

yet / 've

just / do

yet / 're

Have you ever _____ a holiday in India?

B- Yes, we have. We _____ there in 2000.

have / went

* / went

had / 've gone

had / went

Welcome back. _____ have you been?

B- I've _____ to Afghanistan.

Where / been

Where / gone

When / been

When / gone

There's nobody in the class. All the students have _____ home.

gone

be

Been

Went

Prince Charles _____ Canadian. He _____ English.

is not / is

is not / was

was not / is

is not / was

She _____ see me.

didn't

isn't

aren't

don't

What is the first meal of the day?

breakfast

dinner

lunch

Supper

How many meals are there in a day in an English home?

4

6

5

3

Can you lend me your camera for a day?

B: Oh, I'm really sorry. I'm using it.

All right. I'll do it.

Oh, OK. I'll park it across the street

Not at all

A: _____ does Tony Blair live?

B: In Great Britain.

Where

When

What time

How

Please close the door on your way out.

All right. I'll do it.

Would you mind helping me to carry this table?

Not at all.

Sorry

Apologise and make a promise:

I'm very sorry. It won't happen again

I'm sorry. I woke up late today.

I'm sorry I'm late.

Apologise and explain:

I'm sorry. I missed the bus.

I'm very sorry. It won't happen again

I'm very sorry. It won't happen again

I'm really sorry. From next time, I will.

_____ **a shower.**

Have

Go

Come

Has

_____ **the phone.**

Answer

Read

Look

Go

_____ looks after money.

An accountant

A postman

A nurse

A dentist

_____ designs buildings.

An architect

A pilot

An interpreter

An engineer

We stir tea using a _____.

teaspoon

teacup

fork

knife

The _____ looks like armchair, but wide enough for 2 or 3 people.

sofa

chair

stool

deck chair

_____ is a container used for making and serving tea, which has a handle and a spout.

teapot

teacup

teaspoon

Jug

“What time is it?” “3:15”

It is quarter past three.

It is quarter to four

It is fifteen past four.

It is fifteen to four.

The teaching staff consists of _____.

professors, assistant-professors, senior teachers and teachers

doctors, nurses, surgeons, pensions and patients

architectures, engineers, drivers and teachers

assistant-professors, architectures, teachers and students

It is half past eight.

8:30

7:30

18:30

17:30

It is quarter past eight.

8:15

7:30

8:30

17:15

It is five to nine.

8:55

9:35

9:55

9:05

A: _____ there three stereos in the living room? B: No, there _____ .

Are / aren't

Are / are

Are / not

Are / *

There _____ one bag.

There _____ 3 bags.

isn't / are

is / is

not / are

aren't / are

_____ any men in the hall?

Are there

Are their

Are they

Is there

A: _____ there many mice in the house? B: No, there _____ .

Are / aren't

Are / not

Are / are

Are / *

_____ any men in the hall?

Are there

Are their

Are they

Is there

A: _____ there many mice in the house? B: No, there _____ .

Are / aren't

Are / not

Are / are

Are / *

Choose the antonym. It was not easy for him to find a job in such a large city.

difficult

pleasant

Necessary

Heavy

Choose the antonym to the word. long.

short

long storied

complicated

Huge

Choose the appropriate word. ... a very important officer in the navy.

admiral

nan-of war

ship

seamen

Choose the appropriate synonyms. "labour"

work

peace

war

luck

Choose the appropriate antonym to the underlined words. Her character is very mild.

rude

gentle

angry

difficult

Choose the appropriate antonym to the underlined words. He began to earn money very early.

to spend

to change

to touch

to sweep

Choose the appropriate antonym to the underlined words. The foreigners were very amused when they saw this palace.

natives

guests

farmers

neighbours

Choose the appropriate antonym to the underlined words. The day before yesterday I went to see my sick friend.

left

came in

visited

called on

Choose the best answer. How long ... you ... a bus conductor?

have/been

are/being

are/-

has/been

There are ... seasons in Uzbekistan.

four

eight

seven

Three

There are ... seasons in Uzbekistan.

four

eight

seven

three

The winter months are ...

December, January and February

December, June and February

December, January and May

December, July and February

Spring lasts three months: ...

March, April, May.

March, January, May.

March, April, March.

August, April, May.

Most people have their vacations during the summer months which are ...

June, July and August.

June, July and Autumn.

May, July and August.

March, May and April.

The leaves on the trees are red and yellow in ...

September

March

December

May

Towards the end of ... it often rains, the weather gets colder in ... and in ... winter comes.

October, November, December.

March, April, May.

June, July and August.

May, July and August.

Translate into Uzbek. The days are long and the nights are short in summer.

Yozdakunlaruzunvatunlarqisqabo'ladi.

Yozdakunlarqisqavatunlaruzunbo'ladi.

Yozdakunlaruzunvakunlarqisqabo'ladi.

Yozdakunlaruzunvatunlarqisqabo'lmaydi.

Translate into Uzbek. There are a lot of fruits and vegetables in autumn in Uzbekistan.

O'zbekistondakuzdamevalarvasabzavotlarko'pbo'ladi.

O'zbekistondakuzdamevalarvasabzavotlarko'pbo'ladimi?

O'zbekistondakuzdamevalarvasabzavotlarkambo'ladi.

O'zbekistondayozdamevalarvasabzavotlarko'pbo'lmaydi.

Translate into Uzbek. The shortest day of the year is December 21.

Yilning eng qisqakuni 21 Dekabr.

Yilning eng qisqakuni 21 Dekabr-mi?

Yilning eng uzunkuni 21 Dekabr.

Yilning eng qisqakuni 21 Dekabremas.

Translate into Uzbek. Ride -

Sayrqilmoq(otda,velosipedda)

Yugurmoq (maydonda)

Chizmoq

Yozmoq

Translate into Uzbek. Ancient -

Qadimiy

Asriy

Arxitektura

Xiyobon

The ancient cities in Middle Asia are ..., ... and

Khiva, Samarkand, Bukhara

Syrdaryya, Djizzakh, Nukus

Andijan, Fergana, Navoi

Bukhara, The republic of Karakalpakistan, Syrdaryya

The other two world famous towns of Middle Asia ... and ... formed the architectural assembly known throughout the world.

Samarkand, Bukhara

Tashkent, Angren

Gulistan, Syrdaryya

Andijan, Asaka

I'm Sally and this is Ron, my husband. _____ live near Newcastle.

We

I

You

She and he

My aunt's coming to stay next week. I hope _____ brings me a present.

She

He

They

It

Would _____ like anything for dessert, Madam?

you

she

he

Your

I bought this laptop last week and now _____ doesn't work.

It

She

He

I

John's quit his job. _____ is thinking of starting a business.

He

She

We

It

My name's Matthew and _____ am going to be your guide for today.

I

we

they

She

I don't know why I invited the Johnsons. _____ don't really like parties.

They

He

We

You

Ladies and gentlemen, _____ could all listen for a minute?

you

we

they

he

Listen, here's my number. Call _____ if you need any help.

me

you

us

him

Where do you want these bags? Shall I put _____ over here?

them

it

him

her

Don't worry, he's a bit strange sometimes. Just ignore _____.

him

her

them

me

Have you talked to a lawyer? _____ can tell you your rights.

He

she

it

I

We're going for something to eat. Do you want to come with _____ ?

us

them

him

me

I wanted to talk to someone in charge and tell _____ how I felt.

him

me

them

you

Where is Joanne? Have you seen _____ today?

him

her

them

me

“What _____ their _____?” “Ihom and Zebo.”

are/names

is / name

is / names

are / name

My name is Хилола. _____ ХилолаМаматова.

I am

I is

Myam

I

They _____ Lisa and Max. They _____ from the USA.

are / are

are / is

is / is

Фойдаланиладиган адабиётар рўйхати

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***** Изоҳ: Ҳар бир ОТМ ишчи дастурни тузишда мутахассислик хусусиятидан келиб чиқиб соҳага оид ўқув адабиётлар рўйхатини шакллантириши тавсия этилади.**

APPENDICES

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

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ТАСДИҚЛАЙМАН”

Гулистон давлат университети

Ўқув ишлар проректори _____Ф.Г.Шарипов

“” _____2020 йил

“ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР” КАФЕДРАСИ

“ ИНГЛИЗ ТИЛИ ” ФАНИ БЎЙИЧА

ИШЧИ ЎҚУВ ДАСТУРИ

Таълим соҳаси: Бакалавриат

Таълим йўналиши: Барча таълим йўналишлари

4 – босқич талабалари учун

Умумий ўқув соати: 28

Амалий машғулотлари-20

Мустақил таълим соатлари - 48

Гулистон-2019

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

Тузувчилар: “Факультетлараро чет тиллар“ , ўқитувчилари Нормаматова Д, Уралова Д, Қодирова Л

Такризчи: Тожиев Х.- “Инглиз тили ва адабиёти“ кафедраси доценти,
филология фанлари номзоди _____

Фаннинг ишчи ўқув дастури “Факультетлараро чет тиллар” кафедрасининг 2019 йил ___ август санасидаги 1-сонли қарори билан кўриб чиқилиб, Филология факультети илмий Кенгашига муҳокама қилиш учун тавсия қилинди.

Кафедра мудири _____ А. Позилов

Фаннинг ишчи ўқув дастури Филология факультети илмий Кенгашининг 2019 йил ___ август санасидаги 1-сонли қарори билан тасдиқланди.

Факультет илмий Кенгаши раиси: Маматқулов М

“Инглиз тили” фанининг ишчи ўқув дастури Гулистон ДУ ўқув методик кенгашининг 2019 йил ___ август санасидаги 1-сонли мажлисида муҳокама этилди ва маъқулланди.

Келишилди:

Ўқув ишлари бўйича проректор Ф.Г.Шарипов

КИРИШ

Дастур магистратура босқичи талабаларининг ўрганаётган амалий хорижий тилдан олган билимлари асосида оғзаки ва ёзма нутқларини ривожлантиришни, улардан келгуси илмий ва касбий фаолиятларида тўла фойдаланишни ҳамда коммуникатив, лингвистик, социолингвистик, дискурсив, стратегик, касбий, умуммаданий компетентлигини интеграллашган ёндашув асосида ривожлантиришни кўзда тутади.

Фаннинг мақсад ва вазифалари

Ўқув фанининг мақсади – магистратура талабаларида *лингвистик, коммуникатив, лингвомамлакатшунослик, лингвомаданий, илмий* ҳамда *касбий компетенцияларини* шакллантиришдир.

- ▣ *Лингвистик компетентлик* тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади.
- ▣ *Коммуникатив компетентлик* нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутати. Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабатини коммуникация жиҳатдан шакллантиради.
- ▣ *Лингвомамлакатшуносликкомпетенция* тили ўрганилаётган мамлакат тарихи, ижтимоий-сиёсий тизими, географик ўрни, бошқа давлатлар билан ўзаро лингвостратегик алоқалари (қабиларни ўзлаштиришни ўз ичига олади).
- ▣ *Лингвомаданий компетенция* тили ўрганилаётган мамлакатнинг айна пайтдаги ижтимоий-иқтисодий ва маданий ривожини ва шунга мос тарзда нутқ муомала маданияти ҳақида тасаввурга эга бўлишни назарда тутиб. Оғзаки ва ёзма нутқ амалиётининг таржимага йўналтирилган малакаларини эгаллашни шакллантиради.
- ▣ *Илмий компетентлик* тил ўрганувчидан ўз соҳаси бўйича илмий ахборотларни, тадқиқот натижаларини, хорижий давлатларнинг илмий ютуқларини ўрганиш ва ўз илмий фаолиятларида фойдаланишдан иборат.
- ▣ *Касбий компетенция* магистрнинг эгаллаётган мутахассислиги бўйича хорижий тил орқали касбий янгиликлар, инновацион лойиҳаларни ҳаётга татбиқ эта олиш, *билим, кўникма* ва *малакаларни* эгаллашни назарда тутати.

Фаннинг вазифаси – магистратура босқичида санаб ўтилган барча компетенцияларга эришиш – коммуникатив компетенцияни шакллантиришга, шунингдек уларнинг ўрганаётган амалий чет тиллардан бирида раво ва аниқ сўзлашишларига ва ҳозирги пайтда дунёда содир бўлаётган сиёсий, иқтисодий ва ижтимоий воқеликка ўз муносабатларини билдира олишларини ҳамда мустақил фикрлаш, изланиш, *билим, кўникма* ва *малакаларини* мустаҳкамлашга хизмат қилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тилига ихтисослашмаган магистратура мутахассисликлари битирувчилари CEFR га кўра ўқув курси ниҳоясида B2 даражани эгаллашлари кўзда тутилади.

Лингвистик компетенция - мазкур компетенцияда магистратура босқичи талабалари:

тинглаб тушуниш бўйича

- ▣ ўрганилаётган тилнинг морфологик тузилиши ва товуш тизими;
- ▣ ўрганилаётган тилдан она тилига таржима амалиёти билим, кўникма ва малакаларига эга бўлиш;
- ▣ ўрганилаётган тилнинг ривож ва тил доирасидаги асосий экстралингвистик шаклланишнинг факторлари ҳамда тарихий манбалари, унинг диалектик хилма-хиллигини тушуниш;
- ▣ ўрганилаётган чет тилидаги эълон ва хабарларни тушуна олиш;
- ▣ маъруза нутқ, баёнот, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини тушуна олиш;
- ▣ мавзу яхши таниш бўлганда ва ахборот йўналиши ўрнига мос маркерлар кўрсатилаётган ҳолатда давомли маъруза ёки далилларнинг мураккаб тизимини кузата олиш;
- ▣ радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олиш;

ўқиш бўйича

- ▣ ўз мутахассислик соҳаларига оид ёки оид бўлмаган кенг кўламли бирмунча узун ва мураккаб матнларни услубий жиҳатлари, очиқ ойдин ёки бирмунча яширин баён этилган фикрларни аниқлаган ҳолда тушуна олиш;
- ▣ кичик деталларнинг ҳам муҳим жиҳатлари, қарашлар, очиқ ойдин ёки бирмунча яширин баён этилган фикрларни ҳам аниқлай олиш;
- ▣ ўз мутахассислик соҳаларига оид вебсайт ёки журналлардан тегишли тафсилотларни ола билиш;

ёзиш бўйича

- ▣ стилистик хусусиятлари, меъёрий грамматика асосларини билиш;
- ▣ махсус номалар, бизнес хатлар, электрон хатлар ёза олиш;
- ▣ ўрганилаётган тилда яхши тузилган иншо ва маърузалар ёза олиш;
- ▣ таклифлар, хулосалар ва тезислар ёза олиш;

гапириш бўйича

- ▣ ўрганилаётган тилда сўзлашувчилар билан мулоқотга кира олиш (зарур бўлганда бошқара олиш);
- ▣ ўз соҳаларига оид интервьюда қатнаша олиш;
- ▣ расмий доираларда (масалан семинар в.х.к.лар)хос равишда савол-жавобда иштирок эта олиш;
- ▣ маълум мавзу бўйича тақдимот қила олиш каби билим, кўникма ва малакаларига эга бўлишлари талаб этилади.

Коммуникатив компетенция

- ▣ мос коммуникатив вазиятда дискурс танлай олиш;
- ▣ юзага келган муаммонинг моҳиятини тушунтира олиш ва мижозга зарурият туғилганда розилик борасидаги хизматни тақдим қилувчи шахсга тушунтира билиш;

- ▣ тил шакллари танилиш ва уларни нутқ мазмуни бўйича коммуникатив вазиятлар доирасида касбий матнга мувофиқ тарзда қўллаш ва ўзгартири олиш;
- ▣ тил эгаларида ҳайратланиш ёки аччиқланишни уйғотмайдиган, улар учун табиий, одатий саналган муомалада мулоқот қила олишни билишлари лозим;

Лингвомамлакатшунослик компетенцияси

- ▣ нутқ мазмуни бўйича касбий коммуникатив вазиятлар доирасида эквивалентсиз касбий сўзларни билиш ва уларни матнларда (жумладан, маълумотномалардан фойдаланган ҳолда) тушуниш;
- ▣ тили ўрганилаётган мамлакатдаги касбий фаолиятнинг объектини англатувчи сўзларни билиш;
- ▣ тили ўрганилаётган мамлакатда қабул қилинган касбий мулоқот меъёрларига мувофиқ тарзда нутқий муомалани ва одоб (этикет) қолипларини қўллаш билиш.
- ▣ инсонларга нисбатан ҳурмат, бошқа маданиятга толерантликни сақлаган ҳолда жамиятда қабул қилинган одоб-ахлоқ ва ҳуқуқий меъёрлар асосида ижтимоий ҳамкорликни, шерикчилик, ишончли муносабатларни қўллаб-қувватлашда жавобгарликка тайёр эканлигини намоён эта олишлари зарур.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Амалий хорижий тил фани магистратура босқичида ўқитилиб ҳар бир мутахассислик ўқув режасидаги назарий ва амалий фанлар ҳамда иқтисод, география, мамлакатшунослик, сиёсатшунослик, психология, Ўзбекистоннинг янги тарихи каби бир қатор фанлар билан бевосита боғлиқ. Магистрантлар ушбу фанлар бўйича ўзлаштирган билимларини амалий хорижий тилда мулоқот жараёнида эркин қўллаш олишлари назарда тутилади.

Фаннинг ишлаб чиқаришдаги ўрни

Амалий хорижий тил фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Магистратура босқичи битирувчилари “Амалий хорижий тил” фани доирасида ўрганган билимларидан турли ташкилот, хорижий қўшма корхоналар ҳамда давлат ва нодавлат ташкилотларда фаолият кўрсатишлари жараёнида фойдаланадилар. Бу эса магистрларнинг касбий фаолиятида чет тилларни амалий қўллаш малакасини ривожлантиради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Магистратура талабаларининг “Амалий хорижий тил” фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усуллари билан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш

муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан фойдаланилади. Замонавий ахборот ва педагогик технологияларнинг турларидан бири интерфаол усулда ўқитиш ҳисобланади. Интерфаол усулда ўқитиш - бу билиш фаолиятини ташкил этишнинг махсус шаклидир. Магистрантларга амалий чет тилини ўргатишда ахборот ва педагогик технологияларни қўллаш катта аҳамиятга эга. Бу усулнинг туб моҳияти шундан иборатки, деярли барча магистрантлар ўқув жараёнига жалб этилади. Интерфаол усулларни қўллаш, янги материални ўзлаштириш жараёнини енгиллаштиради, ҳамда магистрантларнинг танқидий фикрлашини ривожлантиради. Бунинг учун дарсларда индивидуал, жуфт ва гуруҳ-гуруҳ бўлиб ишлаш, роль ўйинлари, турли маълумот-манбалари билан ишлаш, ақлий хужум, хотира картаси, мозаика, кластер, сенквейн, бумеранг, бинго ва бошқалар ташкил қилинади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чет эл каналлари ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим, кўникма ва малакаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулотлари мазмуни

Амалий хорижий тил фанини ўқитишдан мақсад талабаларнинг ўзга тилда мулоқот юритиш малакаси ва маҳоратини *лингвистик, коммуникатив, ижтимоий-маданий* билимлар воситасида ривожлантиришдан иборат. Ўрганилаётган “Амалий хорижий тил”ни ўрганиш таркибига ўқиб ахборот олиш, тарбия ва ривожланиш нуқтаи назаридан чет тилини коммуникатив ўқитиш жараёнида берилиши мумкин бўлган маънавий бойликлар киради. Магистратура босқичида чет тилини ўқитишнинг асосий мақсади – магистрант ўз касбий фаолиятида ҳамда кундалик ҳаётида чет тилидан самарали ва эркин фойдалана олиш кўникмаларини ҳосил қилиш керак. Магистрант мутахассисликка оид матн маълумотларини таҳлил қилиши, тил соҳиби нутқини тўлиқ тушуниши, умумгуманитар характерга эга бўлган, ижтимоий-сиёсий характердаги ва мутахассисликка оид адабиётлардан ахборот олиш, ахборот алмашиш имконига эга бўлиши лозим.

Амалий хорижий тилнинг фонетика ва грамматика қисмлари бўйича умумий маълумот

Ўрганилаётган тилнинг товуш тизими урғу, интонация, ритмик гуруҳ, сўзларнинг боғланиши ва морфологик тузилиши, сўз туркумлари: от, сифат, сон, феъл, равиш, ёрдамчи сўзлар, артиклар, предлоглар, равишдош, сифатдош феълларнинг актив ва пассив формалари, модал феъллар, конъюктив 1, конъюктив 2, инфинитив ва инфинитивли конструкциялар модал сўзлар, модал юкламалар, феъл замонлари, мураккаб тўлдирувчи, отларнинг кўплик формаси, сифатларда роднинг ифодаланиши, гап

бўлақлари ва уларнинг умумий таснифи, замонларнинг мослашуви кўчирма ва ўзлаштирма гап.

Амалий хорижий тилнинг синтаксис қисми бўйича умумий маълумот
Гап, Содда гап, Бир бўлақли гаплар, икки бўлақли гаплар. Қўшма гаплар. Аниқловчи эргашган, эга эргашган, мақсад эргашган, тўлдирувчи эргашган, ҳол эргашган, равиш эргашган, натижа эргашган, сабаб эргашган, шарт эргашган, тўсиқсиз эргаш гаплар, актив ва пассив форма, пассив форманинг альтернативалари.

Амалий хорижий тилнинг лексика қисми бўйича умумий маълумотлар

Мутахассисликка оид термин ва тушунчалар. Аббревиатура, акроним ва топонимлар. Идиомалар, фразеологик бириклар. Кўп маъноли сўзлар, сўз бирикмалари, эркин бирикмалар, феълли турғун бирикмалар. Ўзлашган сўзлар. Клишелар. Луғатлар ва уларнинг таркиби. Тиллардаги реалиялар, муқобилсиз лексикалар.

Амалий машғулотларнинг тахминий рўйхати

Амалий машғулотларда магистрантлар ўрганган чет тилларида жонли мулоқот қилишни ва касбига оид мавзуларни чет тилидан она тилига, она тилидан чет тилига тўғридан тўғри таржима қилишни ўрганади.

Амалий чет тили фани ўз хусусиятига кўра ижтимоий ҳаёт билан бевосита ва билвосита боғлиқ ҳолда жамиятнинг турли соҳаларида учрайдиган воқеаларга оид мавзуларни қамраб олади. Амалий машғулотларни ташкил этиш бўйича коммуникатив компетенцияни ривожлантириш учун қуйидаги мавзулар тавсия этилади:

9. Келажакдаги мутахассис касбий фаолияти;
10. Ўз мамлакатининг эгаллаётган соҳаси бўйича ривожланиш тарихи ва бугунги куни, миллий кадриятлари;
11. Эгаллаётган соҳаси бўйича тили ўрганилаётган мамлакатнинг ривожланиш тарихи, бугунги куни ва миллий кадриятлари;
12. Даврнинг энг долзарб муаммолари ва уларнинг ечими:
 - *Глобаллашув ва интеграция (турли мамлакатлар иқтисодий ҳаётининг ягона иқтисодий сиёсат асосида ўзаро боғланган ҳолда ривожланиш шакли);*
 - *Терроризм, одам савдоси, гиёҳвандлик, шисизлик каби иллатларга қарши кураш;*
 - *халқаро иқтисодий инқироз;*
 - *инновацион техника ривожли;*
 - *экология ва саломатлик;*
13. Халқаро ҳамкорлик:
 - *касбий фаолият;*

- *географик жойлашуви;*
- *ижтимоий-сиёсий муносабатлар;*
- *маданий-маърифий муносабатлар;*
- *халқаро туризм ва уни ривожлантириш концепцияси;*

14. Магистратура талабаси эгаллаётган мутахассислиги бўйича ўз давлати ва тили ўрганилаётган мамлакат таълим тизими, унинг ютуқ ва камчиликларини ўрганиш, таҳлил қилиш;

15. Мутахассисликка оид лингвистик атамалар билан ишлаш;

16. Эгаллаётган соҳаси бўйича интернет ресурсларидан фойдаланишга доир мавзулар устида ишлаш;

Мустақил ва амалий машғулотларни ташкил этиш бўйича кафедра профессор ўқитувчилари томонидан кўрсатма ва тавсиялар ишлаб чиқилади. Унда талабалар чет тили бўйича билим ва кўникмаларини жонли мулоқот, машқлар бажариш, иншо ва баёнлар ёзиш, машқларни таржима қилиш орқали ўз билимларини янада бойитадилар. Шунингдек дарслик ва ўқув қўлланмалар, аудио тасмалар орқали эшитиш, видео тасмалар орқали кўриб эшитиш ва тестлар ечиш асосида билимларини мустақамлашга эришиш таржима материалларидан фойдаланиш, ўтилган мавзулар юзасидан диалог қилиш ва шу кабилар орқали магистрантлар билимини ошириш тавсия этилади.

Амалий хорижий тилни ўрганиш жараёнида:

- ▣ *мамлакатнинг ижтимоий-сиёсий ҳаёти, ўз мамлакати ҳамда тили ўрганилаётган мамлакатдаги моддий ва маънавий бойликлар тўғрисидаги маълумотларни пухта эгаллаш;*
- ▣ *маданиятлараро муносабатни таъминлай олиш;*
- ▣ *халқаро алоқаларда ўз давлати номидан нутқ сўзлай олиш;*
- ▣ *ўз мамлакати ва ҳамкор мамлакатларнинг маънавий бойликларига ҳурмат билан муносабатда бўлиш;*
- ▣ *мукамал нутқ маданиятига эга бўлиш;*
- ▣ *етук тарбияланган коммуникатив фаол шахсни тарбиялаш назарда тутилади..*

Шунингдек, ҳуқуқий ва коммуникатив компетенциялар бўйича:

- ▣ *ўхшатиш, мантиқий баён этиш, нутқ фаолиятининг турли шакллари ва усуллари (паралингвистик, экстралингвистик воситалар)дан фойдаланиш;*
- ▣ *нутқ фаолияти билан боғлиқ руҳий функциялар (мустақил фикрлаш, хотирлаш, эътибор қилиш, таҳлил қилиш, синтез қилиш, умумлаштириш);*
- ▣ *иродалилиқ, собитқадамлик, фаоллик ўз соҳаси бўйича мустақил касбий фаолият юритишга тайёр бўлиши лозим.*

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Ўрганилаётган хорижий тилда мамлакатлар даврий нашрлари тилининг ўзига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари;

- турли даражадаги ахборот хабарлари;
- аниқ воқеа-ҳодисалар тўғрисида сиёсий-иқтисодий-маданий ахборотлар;
- энг аҳамиятли воқеа ва ҳодисаларни изоҳлаб бериш;

- ўз мамлакати ва жаҳондаги аниқ сиёсий-иқтисодий-маданий воқеалар ва жараёнларни назарий жиҳатдан умумлаштириш ҳамда магистрлик диссертацияларини бажариш жараёнида хорижий тилдаги адабиётлар, интернет ресурсларидан унумли фойдалана олишни кўзда тутати.

Амалий хорижий тил фанидан мустақил иш магистрантнинг билим ва кўникма ва малакаларини янада ривожлантириш, янги маълумотлар тўплаш, мустақил хулосалар чиқариш ва турли илмий-амалий гипотезага хулосалар беришни ўргатади ҳамда чет тилидан билимларини ошишига хизмат қилади. Мустақил ишларнинг натижалари мавзу бўйича презентация (Power Point), реферат, маъруза, конспект, дебат (ёки round-table discussion) шаклида ташкил қилиниши мумкин. . Мустақил иш магистрантларга аннотация, реферат, оғзаки маъруза ва ахборот олиш ва тақдим қилиш усулларини эгаллашга имконият беради. Кўрсатиб ўтилган иш турлари таълим жараёнида давом этади ва материал ҳажми, мураккаблиги ошиб боради, шунингдек ўқитувчининг бевосита раҳбарлиги ҳам камайиб боради. Мустақил ишни муваффақиятли бажариш учун уни аниқ режалаштириш ва ташкил қилиш тавсия этилади. Тўғри ташкил этилган мустақил иш ўзлаштиришни сифатини оширишга, магистрантларнинг амалий хорижий тилдан билимларини ортишига ёрдам беради.

Тавсия этилаётган мустақил ишларнинг мавзулари

Мустақил иш мавзулари соҳалар хусусиятини инобатга оган ҳолда кафедра мутахассислари томонидан белгиланади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Бунда:

- сенсор таълим услублари (визуал, аудио, кинестет, тактил);
- таълим услубларининг Хани ва Мамфорд таснифи (назариётчи, фаол иштирокчи, рефлектор, прагматик);
- интроверт ва экстровеерт;
- яхши билим олиш учун таълимнинг самарали услубларидан оқилона фойдаланишга асосий эътибор қаратилади.

Вазифалар устида ишлаш жараёнида:

- ✓ вазифаларни аниқлаш ва персонализация қилиш;
- ✓ кутубхоналардан унумли фойдаланиш;
- ✓ интернетдан мақсадли ва самарали фойдаланиш;

- ✓ плагиат (кўчирмакашлик) га йўл қўймаслик;
- ✓ хотирани яхшилаш;
- ✓ имтиҳон ва тестга тайёргарлик кўриш;
- ✓ таълим кўникмаларини босқичма-босқич эгаллаб бориш;
- ✓ амалий вазифаларни бажариш;
- ✓ мустақил ўқиш;
- ✓ долзарб мавзулар муҳокамаси;
- ✓ матнлар /мақолалар/видео материалларни танқидий муҳокама қилиш;
- ✓ талаба портфолиосига алоҳида аҳамият берилади.

Дастурнинг информацион - методик таъминоти

Амалий хорижий тил фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган. Амалий чет тили фанидан машғулотларда аудио-видео воситалар ва компьютер технологиялари ёрдамида тақдимотлар ўтказиш, амалий машғулотларда коммуникатив методнинг тармоқлари бўлган – лойиҳалаш, ақлий хужум, гуруҳли фикрлаш, галерея, ротация, думалоқ стол, кейс стади, Jigsaw 1,2, интерфаол усулларидан фойдаланиш, кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш назарда тутилади. Бундан ташқари, тизимли ёндашув асосида талабаларнинг ўқиш-билиш фаолиятини тасвирлайдиган таълим жараёнининг лойиҳаси тузиб чиқилади. Таълим мақсади реал, аниқдиагностик бўлишига эришилади ва талабанинг билим, ўзлаштириш сифати объектив баҳоланади.

Амалий машғулотлар талабанинг фаоллигига таяниб мазкур фан машғулотларда аудио-видео воситалари ва компьютер технологиялари ёрдамида тақдимотлар ўтказиш, коммуникатив методнинг тармоқлари бўлган – лойиҳалаш, масофавий таълим, ақлий хужум, гуруҳли фикрлаш, галерея, ротация, думалоқ стол, кейс стади, зигзаг 1,2, интерфаол усуллардан фойдаланиш, кичик гуруҳ мусобақалари, интернет янгиликларини қўллаш назарда тутилади. Фанни ўзлаштиришда электрон дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан, электрон почта, чет эл каналлари ва виртуал воқеликни ўзида жамлаган интернетдан фойдаланиш мумкин:

Ахборот технологиялари: интернет, электрон таълим дастурлари. Глобал тафаккурнинг ривожланиш технологиялари (Р.Хенви, У. Книп). Педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская). Билимдонлар баҳси. Талабалар нуқтаи – назарлари муҳокамаси, қарши фикрлар танлаш, умумлаштириш ПОПС (МППО) – ифода – тўртпоғонали баҳс услуби. Жой эгалланг – плакатлар асосидаги баҳс. Услублар: “Муҳим тушунча”, “Усталик билан берилган саволлар”, “Аквариум”. Таълимнинг фаол услублари: **“Кейс-услуби”** (Гарвард университети бизнес мактаби), иш уйинлари. **Қора қути услуби** – масалани аниқ ҳодиса таҳлили орқали, ижодий баҳс орқали камчиликлар сабабини аниқлаш. **“Ақлий хужум”** – (Е.А.Александров и

Г.Я.Буш) – гуруҳ катнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш каби методлар ёрдамида олиб борилади.

АСОСИЙ ҚИСМ

№	Мавзулар номи	Режа бўйича ажратилг ан ҳажм	Амалда бажарилиши		Ўқитувчи имзоси
			Соатда	Соат	
1.	Unit 1. Works and jobs 1. Reading: Choosing a career	2			
	2. Listening and speaking: Working on dialogues	2			
	3. Writing: writing a composition about the theme “My future profession”	2			
2.	Unit 2. Famous people. 4. Reading. Prominent people in Uzbekistan	2			
	5. Speaking: Working on exercises	2			
	6. Writing: Writing essay on the theme _ My ideal person	2			
3.	Unit 3. Health and Medicine 7. Writing: Working on exercises	2			
	8. Reading: Blood transfusion fears	2			
	9. Listening and speaking : Working on listening and listening exercises	2			
4.	Unit 4. Social issues 10. Reading: Family values	2			

5.	11. Speaking and listening: Marriage family and a house	2			
	12. Reading: The constitution day in Uzbekistan	2			
	13. Writing: The role of parties parties	2			
6.	14. Revision.	2			
		28			

“Чет тили” фанидан 4 – босқич талабалари учун

Талабалармуस्ताқилишизмазмуни

т\р	Мавзулар ва топшириқлар мазмуни	Ажратилган вақт (соат)	Информацион-услуги таъминот	Бажарилиш муддати
1	Direct and indirect speech p.210	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	1 – 2 hafta
2	Participle p.221	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	2 – 3 hafta
3	Infinitive p.237	2	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	3 – 4 hafta
4	Working with the dialogues “Sending a parcel”, “Sending a telegram” p.145	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	4 – 5 hafta
5	Working with dialogues p.154	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	5 – 6 hafta
6	The Gerund p.249	4	Ismailov A.A. Grammaway. Headway.	7 – 8 hafta

			АбдалинаЕ.Н.	
7	Shopping in the street, working with dialogues.174	4	Ismailov A.A. Grammaway. Headway. АбдалинаЕ.Н.	8 – 9 hafta

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўллари топа олиш.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Кўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. Гапириш бўйича:

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. Ўқиш бўйича:

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Дастурнинг информацион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, педагогик ва ахборот-коммуникация технологияларида кенг фойдаланилади. Амалий машғулотларда ақлий хужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

4. Рейтинг баҳолаш тизими

Баҳолаш мезони

1.1. Берилган сўз ва бирикмаларнинг ёзилиши, таржимаси, уларни оғзаки нутқда ҳамда ёзма нутқда равон қўллай олишига, гапларни тўғри туза олишига – 2 балл;

- Сўз бирикмаларини оғзаки ҳамда ёзма нутқда қўллаб, ёзилиши ва таржимасида имло ва услубий хатоларга йўл қўйилса – 1 балл;

- Сўз ва бирикмаларнинг талаффуз қилишни, таржимаси ва ёзилиши, оғзаки ва ёзма нутқда қўллашда камчиликларга йўл қўйилса – 0 балл билан баҳоланади.

1.2. Берилган матн ёзилишида имло, грамматик, орфографик хатоларга йўл қўймасдан, тушунарли ёзилган ёзма ишга – 3 балл;

- Матн ёзилишида айрим имло-хатоларга йўл қўйса – 2 балл;

- Ёзишда эътиборсизлик қилиб, имловий ва услубий хатоларга йўл қўйиб, ёзганларини тушунтиришда камчиликларга йўл қўйса -1 балл;

- Матн ёзилишида имло, грамматик ва орфографик хатоларга йўл қўйса – 0 балл қўйилади.

1.3. Берилган матнларни равлон, тутилмасдан, ифодали айтиб, таянч сўз ва бирикмаларнинг барчасини кўллаб, ижобий жавоб берса – 3 балл;

Матнларни сўзлашда жузъий камчиликларга йўл кўйилса, яъни сўз ва сўз бирикмаларининг маълум қисминигина ишлата олмаса – 2 балл;

-матнларни гапиришда кўпол хатоларга йўл кўйиб, таянч сўз ва ибораларнинг ярмидан кўп қисмини нутқда кўлламаса ҳамда талаффузда хатолар қилса-1 балл;

-матнларни гапиришда кўпол хатоларга йўл кўйиб, таянч сўз ва ибораларнинг кўп қисмини нутқда кўлламаса ҳамда талаффузда кўп хатолар қилса -0 балл кўйилади.

1.4. 12 % нотаниш сўзлардан иборат бўлган матнни тўғри интонация билан ўқиш ва 1,0 академик соатда 1600 белгидан иборат матнни ўқиб берса – 2 балл;

- 12 % нотаниш сўзлардан иборат бўлган матнни интонация билан, 1,0 академик соатда мўлжалланган белгидан камроқ ишлатилса ёки талаффузда кичик хатолар билан ўқиб берса – 1 балл;

- 12 % нотаниш сўзлардан иборат бўлган матнни 1,0 академик соатда нотўғри интонация билан, мўлжалланган белгиларни ишлата олмаса ёки кўпол нутқий камчиликларга йўл кўйиб ўқиб берса – 0 балл кўйилади.

1.5. Талаба матнни ўқиш билан бирга чет тилидан ўзбек (рус) тилига ёки ўзбек (рус) тилидан чет тилига ёзма ва оғзаки таржима қилиш, атамаларни тўғри таржима қила олса, фразеологик бирикмаларнинг ишлатилишига эътибор қарата олса, таржимада сўз бойлигини тўлиқ ишга сола олса, луғатдан имкон қадар кам фойдаланган ҳолда мукамал бажарса – 3 балл;

- Талаба матнни ўқиш билан бирга чет тилидан ўзбек (рус) тилига ёки ўзбек (рус) тилидан чет тилига ёзма ва оғзаки таржима қилиш, атамаларни имкон қадар таржима қила олса, фразеологик бирикмаларнинг ишлатилишига эътибор қарата олса, таржимада сўз бойлигини ишга сола олса, луғатдан фойдаланган ҳолда мукамал бажарса – 2 балл;

- Талаба матнни ўқиш билан бирга чет тилидан ўзбек (рус) тилига ёки ўзбек (рус) тилидан чет тилига ёзма ва оғзаки таржима қилишда қийналса, атамаларни таржима қила олса, фразеологик бирикмаларнинг ишлатилишига қисман эътибор қарата олса, таржимада сўз бойлигини қисман ишга сола олса, луғатдан фойдаланган ҳолда бажарса – 1 балл;

- Талаба матн ҳақида умуман тасаввурга эга бўлмаса, ёзма ва оғзаки таржимани билмаса, атамаларни таржима қила олмаса, фразеологик бирикмаларини билмаса, сўз бойлиги ночор бўлса, луғатдан фойдаланишни билмаса – 0 балл кўйилади.

1.6. – Талаба 3-4 минут тинглаб тушуниш учун 120-140 сўздан иборат матнни ифодали тўлиқ баён этса, матн ичидан талаб қилинган маълумотни ажратиб бера олса- 3 балл;

- Талаба 3-4 минут тинглаб тушуниш учун 120-140 сўздан иборат матнни ифодали баён этиб, айрим талаффуздаги хатоларга йўл қўйса, матн ичидан талаб қилинган маълумотни ажратиб бера олса - 2 балл;

- Талаба 3-4 минут тинглаб тушуниш учун 120-140 сўздан иборат матнни ифодали тўлиқ баён этишда айрим талаффузида ва матн мазмунида хатоликларга йўл қўйса, талаб қилинган маълумотни ажратишда қийналса - 1 балл;

- Тинглаб-тушуниш учун берилган матнни мазмун ва моҳиятини тушунмаса, талаб қилинган маълумотни умуман ажратиб бера олмаса - 0 балл қўйилади.

1.7. ТМИлари учун танланган қўшимча адабиёт, ЭЎА, Интернет тармоғи, даврий матбуот ва бошқа ахборот манбааларнинг мураккаблик даражаси, улар асосида амалга оширилган ишлар (Берилган матннинг режасини тузиш, таянч сўз ва гапларни кўчириб ёзиш, матннинг айрим қисмларини ҳикоя қилиш, ифодали ўқиш, таржима қилиш, ўқиганлар юзасидан суҳбат ўтказишга тайёр бўлиш ва б.к.), машқлар бажариш, суҳбат ёки мунозара ташкил қилса – 3 балл;

-юқорида қай этилганларнинг барчасини тўлиқ бажариб, уларни оғзаки нутқда баён қилишда камчиликларга йўл қўйиб, имловий ва услубий хатоларга йўл қўйса – 2 балл;

-ТМИлар учун берилган топшириқларни ёзма бажариб, оғзаки нутқда ўз фикрини баён қилишда қийналса ёки жавоб бера олмаса – 1 балл;

- ТМИ мавзулари умуман бажарилмаса – 0 балл қўйилади.

2.1. Оралиқ назорат 30 та тест саволларидан иборат бўлиб, талабалар компьютерда бажарган хар бир тўғри жавоби учун 1 балл олишади. Тест саволлари намунавий дастур, фан ишчи дастур ва календар-тематик режага мос келиши шарт. Тест саволлари ўз ичига грамматик, лексик, ўқиш кўникмаларига асосланган холда тузилади.

3.1 Якуний назорат 4 кўникмани ўз ичига олади: тинглаб тушуниш, ёзиш, ўқиш ва гапириш кўникмалари.

ЯН баҳолаш қуйидаги кўринишда бўлади:

- Тинглаб тушуниш учун берилган топшириққа талаба нотаниш видеоролик, қисқа кадрни томоша қилгач, ўз фикрини инглиз тилида луғатсиз ёзма равишда тўлиқ баён этса, унда имловий, услубий хатолар мавжуд бўлиб, вазифа тўлиқ ёритилган бўлса – 8 баллгача;

- Ёзма иш учун берилган топшириқни бажаришда талаба мавзу ҳақида батафсил маълумот берса, имловий хатоларга йўл қўйса, мавзу тўлиқ ёритилган бўлса – 8 баллгача;

-Ўқиш учун берилган топшириқни бажаришда талаба топикнинг асосий мазмунини тушунтириб бериши, ўқиш давомида талаффузда хатолар учрамаса – 7 баллгача;

- Гапириш учун берилган топшириқни бажаришда талаба топикнинг асосий мазмунини сўзлаб бериши, гапларни грамматик жиҳатдан тўғри туза олса, сўз бойлигидан унумли фойдалана олса - 7 баллгача баҳоланади.

Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолашк ўрсаг- кичи	Баҳолашмезонлари	рейтин г бали
Аъло, 86-100%	Етарли амалий билимга эга. Топшириқларни мустақил бажарган. Берилган саволларга тўлиқ жавоб беради. Мавзунинг моҳиятига тўлиқ тушунади. Аудиторияда фаол. Ўқув тартиб интизомига тўлиқ риоя қилади. Топшириқларни намунали расмийлаштирган.	0,7
Яхши, 71-85%	Етарли амалий билимга эга. Топшириқларни бажарган . Берилган саволларга етарли жавоб беради. Мавзунинг моҳиятини тушунади. Ўқув тартиб интизомига тўлиқ риоя қилади.	0,6
Қониқарл и, 55-70%	Топшириқларни бажаришга ҳаракат қилади. Берилган саволларга жавоб беришга ҳаракат қилади. Мавзунинг моҳиятини чала тушунган. Ўқув тартиб интизомига риоя қилади.	0,5
Қониқарс из 0-54%	Талаба амалий машғулот дарси мавзусига амалий тайёрланиб келмаса, мавзу бўйича матн , луғат ва саволларига жавоб бера олмаса, дарсга суэт қатнашса билим даражаси қониқарсиз баҳоланади	0,3

Фойдаланиладиган адабиётар рўйхати

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TESTS

Choose the most appropriate answer. Could you me twenty dollars till tomorrow, please?
lend
borrow
owe
pass
Choose the most appropriate answer. Could I fifty euros till next week, please?
borrow
credit
debit
lend
Choose the most appropriate answer. Jane..... me fifteen dollars. She promised to give it back tomorrow.
owes
borrowed
lent
loaned
Choose the most appropriate answer. How much is this bag? – It's dollars.
nineteen
0.35
ten and two-thirds
15,413
Choose the most appropriate answer. How much does this sweater cost? – Thirty dollars plus
t ax
credit
fee
receipt
Choose the most appropriate answer. Excuse me, can you break..... ? I need a dollar for the vending machine.
five dollars
a dollar
four dollars
three dollars
Choose the most appropriate answer. Can I change..... here? (You want to get dollars.)

euros for dollars
dollars
dollars for roubles
dollars into pounds
Choose the most appropriate answer. Could you give me two hundred....., please?
dollars in euros
dollars for euros
euros in dollars
euros in pounds
Choose the most appropriate answer. Hello! I'd like to ninety dollars into my savings account.
deposit
contribute
invest
lay
Choose the most appropriate answer.. Hello! I'd like to eighty euros from my savings account.
withdraw
claim
deduct
subtract
Choose the most appropriate answer. I'd like orange juice,.....with sour cream and honey, and a cup of tea, please.
pancakes
cornflakes
mashed potatoes
scrambled eggs
Choose the most appropriate answer. May I take your ? – Yes, please. I'd like grilled fish and a glass of beer.
Order
bag
check
Menu
Choose the most appropriate answer. I'll have mushroom soup, sirloin steak with....., and black coffee.
baked potato
broiled sole
pork chops
roast beef
Choose the most appropriate answer. How would you like your steak? – , please.

Medium rare
Big and thick
Done
With everything on it
Choose the most appropriate answer. What kind of would you like? – Rye, please.
bread
dressing
ice cream
sauce
Choose the most appropriate answer. Waiter! The check, please. Thank you. The food was delicious. Here. Keep.....
the change
in touch
me posted
the check
Choose the most appropriate answer. I'm going to the supermarket. I need to buy two of bread, a pound of cheese, and a carton of milk.
Loaves
chunks
pounds
rolls
Choose the most appropriate answer. Excuse me! Could you tell me where the..... section is? I want to buy milk.
dairy
bakery
deli
poultry
Choose the most appropriate answer.is this box of chocolates? – It's sixteen dollars.
How much
How cheap
How expensive
How many
Choose the most appropriate answer. I've got a new.....for honey cake. I'm going to try it out on Sunday.
Recipe
formula
prescription
receipt
Choose the most appropriate answer. Hello. This is John Bates. May I speak with Mr. Wilson, please? – but Mr. Wilson is not here right now.

I'm sorry
No, you may not.
What number are you calling?
You got the wrong number.
Choose the most appropriate answer. Hello. Could I speak to Susan Malden, please? – , please. I'll see if she is in.
Hold on
Call back
Hang up
Pick up
Choose the most appropriate answer. I'm sorry. Mr. Garcia can't come to the phone at the moment. leave a message?
Would you like to
Could I
Do you like to
May I
Choose the most appropriate answer. I'm afraid Professor Grimes has just stepped out. Can a message?
I take
I give
you give
you take
Choose the most appropriate answer. I'm afraid Barbara is not in. – Can Ia message for her, please?
leave
give
take
write
Choose the most appropriate answer. Hello! Mary? –
Speaking
Calling
Dialing
Waiting
Choose the most appropriate answer. Hello, is Mike....., please? – Sorry, he's out.
There
busy
here
now
Choose the most appropriate answer. Can I speak to Douglas, please? – There is no one here
by that name

I know of
to speak to
who is likely to have such a name
Choose the most appropriate answer. I'd like to speak to Anne, please. – I'm
You must have the wrong number .
This isn't it
This isn't she
You must have misdialed the wrong number
Choose the most appropriate answer. Can I speak to Betsy, please? –, please. Betsy, phone!
Just a moment
Certainly
Of course
Yes
Choose the most appropriate answer. I went to the library yesterday. –
So did I .
I didn't either
Neither did I
So was I
Choose the most appropriate answer.. I didn't like that book. –
I didn't either
Neither have I
So did I
So I did
Choose the most appropriate answer. I'm extremely tired. –
So am I
I'm either
Neither am I
Nor am I
Choose the most appropriate answer. You haven't finished your work. –
Neither have you.
Neither did
Neither had
Neither haven't
Choose the most appropriate answer. . I've seen this movie before. –
So have I
So do

So did
So had
Choose the most appropriate answer. Sophia won't come to the party. –Helena.
Neither will
Either won't
So will
So won't
Choose the most appropriate answer.. They weren't happy about it. – we.
Neither were
Neither weren't
So were
So weren't
Choose the most appropriate answer.. Melissa is disappointed, and Mark.
So is
neither does
neither is
so does
Choose the most appropriate answer. Anton doesn't want to go there, and Maria.
neither does
doesn't either
so does
so doesn't
Choose the most appropriate answer. Ann never borrows money, and Tom.....
doesn't either
does too
neither does
so does
Choose the most appropriate answer . The word.....can be a synonym for the words "light" and "just".
Fair
blond
honest
Frank
Choose the most appropriate answer. The wordcan be a synonym for the words "new" and "story".
Novel
film

book
Picture
Choose the most appropriate answer. The word.....can be a synonym for the words "exhausted" and "hit".
beat
knock
tired
Weary
Choose the most appropriate answer.. The word..... can be a synonym for the words "flame" and "shoot".
fire
burn
Strike
hot
Choose the most appropriate answer.. The word..... can be a synonym for the words "floor" and "tale".
Story
basis
end
Ground
Choose the most appropriate answer. The word can be a synonym for the words "faucet" and "strike".
Tap
blow
drop
beat
Choose the most appropriate answer. The word..... can be a synonym for the words "nice" and "penalty".
fine
pleasant
punishment
Cute
Choose the most appropriate answer. The word.....can be an antonym for the words "wrong" and "left".
Right
correct
frank
true
Choose the most appropriate answer. The word can be an antonym for the words "easy" and "soft".
Hard
difficult

light
mild
Choose the most appropriate answer.. The word..... can be an antonym for the words "heavy" and "dark".
light
night
weight
Bright
Choose the most appropriate answer.. Can you..... me the time?
Tell
say
speak
talk
Choose the most appropriate answer. My watch.....ten o'clock.
says
tells
speaks
talks
Choose the most appropriate answer.. It is often..... that history repeats itself.
said
told
spoken
talked
Choose the most appropriate answer.. I can't..... the difference between them.
Tell
say
speak
talk
Choose the most appropriate answer. It goes without that he should pay his debt in full.
saying
telling
speaking
talking
Choose the most appropriate answer. We should him out of going there.
Talk
say
tell
speak

Choose the most appropriate answer. for yourself. I have a different opinion.
Speak
Say
Tell
Talk
Choose the most appropriate answer. I'd like to over with my family before making a decision.
Talk
say
tell
speak
Choose the most appropriate answer. . Please up. I can't hear you.
Speak
say
tell
talk
Choose the most appropriate answer.. Don't back to your teachers!
Talk
say
tell
speak
Choose the most appropriate answer. This bottle..... about a liter of water.
Contains
comprises
consists of
includes
Choose the most appropriate answer. Betty, you promised to help me with my homework. Nowyour promise!
fulfill
execute
perform
realize
Choose the most appropriate answer. I think you have a good chance of getting your money back on wood.
knock
Beat
Hit
Strike
Choose the most appropriate answer. She doesn't have any..... of humor.

sense
emotion
feeling
sensation
Choose the most appropriate answer. He was fired and couldn't find another..... in his field.
job
labor
toil
work
Choose the most appropriate answer. She won first..... in a local chess tournament.
prize
award
premium
reward
Choose the most appropriate answer. How can you accuse me of such a thing! That's.....
ridiculous
amusing
comical
humorous
Choose the most appropriate answer. She had..... appendicitis and had to undergo an operation.
acute
keen
sharp
piercing
Choose the most appropriate answer. . Five planets in our solar system are visible to the eye.
naked
bare
nude
uncovered
Choose the most appropriate answer. The weather is nice this morning. It's not hot yet, and there's a breeze from the sea.
cool
chilling
chilly
cold
Choose the most appropriate answer. She got..... at seven, took a shower, went to the kitchen, and made breakfast.

up
down
in
out
Choose the most appropriate answer. We went there by bus. We got on the bus on Fifth Street and got at the park.
off
out of
down
through
Choose the most appropriate answer. What are you getting ? Be more specific, please.
at
about
on
up
Choose the most appropriate answer. Her sad story really got..... me. We must do something to help her.
to
down
with
by
Choose the most appropriate answer. It was a great party. We should get again some time soon.
together
by
around
with
Choose the most appropriate answer. He pulled up at the bank and got the car.
out of
back to
into
off
Choose the most appropriate answer. How did he get the robbers?
away from
out of
across from
through
Choose the most appropriate answer. She is very upset now, but she will it.

get over
by
off
over
Choose the most appropriate answer. His work on his new project is getting..... quite well.
along
over
away
out
Choose the most appropriate answer. We went to Greece on vacation. We got..... yesterday.
back
out
over
through
Choose the most appropriate answer. Why did he turn such a nice job offer?
down
back
after
off
Choose the most appropriate answer. If you don't know these words, look them.....
up
out
over
into
Choose the most appropriate answer. The criminals broke.....at night, killed the guard, and robbed the store.
in
down
up
out
Choose the most appropriate answer. I can't give you an answer now. I have to talk it..... with my family.
over
about
on
to
Choose the most appropriate answer. The police never found the robber. He got..... with his crime.

away
out
over
by
Choose the most appropriate answer.. He doesn't go to college. He dropped last year.
out
away
off
to
Choose the most appropriate answer. The alarm clock went..... at 7:00 a.m.
off
on
through
back
Choose the most appropriate answer.. Speak, please. I can't hear you.
up
back
on
out
Choose the most appropriate answer. Her younger son takes all new toys because he wants to see what is inside.
apart
along
off
away
Choose the most appropriate answer. Many workers were laid..... during the recession.
off
back
down
up
Choose the most appropriate answer. Turn.....the light before you leave.
off
away
down
up
Choose the most appropriate answer. The bank was held..... last month.
up
off
out

in
Choose the most appropriate answer. Can you make what is written on the building across the street?
out
on
in
up
Choose the most appropriate answer. Stayfrom those boys. They are bad company.
away
back
over
aside
Choose the most appropriate answer. I'm looking to your letter.
forward
up
ahead
up to
Choose the most appropriate answer. Tom and Mary seemed to be in love. Why did they break..... ?
up
off
out
into
Choose the most appropriate answer. Her little son is with a cold. She has to stay home and look after him.
down
in
up with
out
Choose the most appropriate answer. When the director is away, Tom takes the office.
over
in
out
up
Choose the most appropriate answer. Time is running..... .We need to make a decision quickly.
out
off
on
across

Choose the most appropriate answer. She put..... five kilograms during the winter and has to go on a diet.
on
back
in
up
Choose the most appropriate answer. I liked cake that she made for my birthday.
the
a
an
nothing
Choose the most appropriate answer. Please turn off light before you leave.
the
a
an
nothing
Choose the most appropriate answer. As..... rule, we write two reports a month.
a
an
the
nothing
Choose the most appropriate answer. They met in college and fell in love right away.
nothing
a
an
the
Choose the most appropriate answer. A person who inherits property is called heir.
an
a
the
nothing
Choose the most appropriate answer. This organization provides financial assistance to unemployed.
the
a
an
nothing

Choose the most appropriate answer. ripe tomato may be 90 percent water.
A
An
The
nothing
Choose the most appropriate answer. I'm sorry, director is away on vacation.
the
a
an
nothing
Choose the most appropriate answer. She has been studying..... business law for two years.
nothing
a
an
the
Choose the most appropriate answer. There might be grain of truth in his words.
a
an
the
nothing
Choose the most appropriate answer. She isonly child. She doesn't have any brothers or sisters.
an
a
the
nothing
Choose the most appropriate answer. I was completely at loss for words.
a
an
the
nothing
Choose the most appropriate answer. It was love at.....first sight.
nothing
a
an
the
Choose the most appropriate answer. What are you trying to say? Get

to.....point, please.
the
a
an
nothing
Choose the most appropriate answer. Could you give me a ride to post office?
the
a
an
nothing
Choose the most appropriate answer.. I talked to Mike other day, and he told me about their plans.
the
a
an
nothing
Choose the most appropriate answer. On.....second thought, I'd rather stay home than go to the movies.
nothing
a
an
the
Choose the most appropriate answer. His mistake was just..... slip of the tongue.
a
an
the
nothing
Choose the most appropriate answer. I heard it on radio about an hour ago.
the
a
an
nothing
Choose the most appropriate answer. His words caught me off guard.
nothing
a
an
the
Choose the most appropriate answer. The letter C in the wordis

pronounced [s].
incident
acoustic
inclined
accuse
Choose the most appropriate answer. The letter C in the word..... is pronounced [k].
escalate
cemetery
Cyprus
Caesar
Choose the most appropriate answer. The combination GH in the word.....is pronounced [f].
tough
thorough
though
through
Choose the most appropriate answer. The combination GH in the word is mute.
drought
draught
cough
rough
Choose the most appropriate answer. The combination GH in the word..... is pronounced [g].
aghast
neighbor
haughty
borough
Choose the most appropriate answer. The initial letter E has the sound [i:] in the word
evil
effect
erase
English
Choose the most appropriate answer. The initial letter E has the sound [i] in the word.....
emotion
equal
evening
Eden
Choose the most appropriate answer. The combination CH in the

word..... has the sound [k].
chemistry
champagne
chandelier
cheetah
Choose the most appropriate answer. The letter E in the prefix RE is pronounced [i:] in the verb
rewrite
receive
reply
return
Choose the most appropriate answer. The letter E in the prefix RE is pronounced [i] in the verb
remove
retell
remake
reorganize
Choose the most appropriate answer with inverted word order. There
is little hope
hope is little
is least hope
little hope is
Choose the most appropriate answer. The view of the canyon was breathtaking. Never before such beauty.
had we seen
had seen we
we had seen
we hadn't seen
Choose the most appropriate answer., See you tomorrow!
Here comes my bus
Comes here my bus
Here my bus comes
My bus comes here
Choose the most appropriate answer. We will probably go shopping in the afternoon. – Why don't we go shopping together?
So will I
I will so
So I will
Will so I
Choose the most appropriate answer. the truth, he wouldn't have invited them.

Had he known
Had known he
He had known
Known he had
Choose the most appropriate answer. She should have helped them. She wasn't busy at that time. – Why didn't you help them?
Neither were you
Neither you were
Were you neither
You were neither
Choose the most appropriate answer. No sooner..... the receiver than the telephone began to ring again.
had I put down
down had I put
down had put I
I had put down
Choose the most appropriate answer. Can you give me a pen, please? – Sure.....
Here it is
Here is it
Is it here
It is here
Choose the most appropriate answer.so busy, we would go there with you..
Were we not
Weren't we
We were not
We weren't
Choose the most appropriate answer. Not only my car poorly, but they also overcharged me.
did they repair
repair they did
they did repair
they didn't repair

GENERAL CONTROL QUESTIONS ON THE SUBJECT

Lesson 1

What does knowing a new word mean?

It is not enough just to know the meaning of a word. You also need to know: - , -

- a) what words it is usually associated with
- b) whether it has any particular grammatical characteristics
- c) how it is pronounced

Lesson 2

Here are some more words associated with problem-solution texts. Which of them are more sociable?

situation: state of affairs position (with regard to)

problem: difficulty [more formal] crisis matter

response: reaction (to) attitude (to)

solution: answer (to) resolution (to) key (to) way out (of)

evaluation [of the solution]: assessment judgment

Lesson 3

- 1 What are the main ethnic groups in Malaysia?
- 2 Which countries, strictly speaking, are in Scandinavia?
- 3 What are the five countries with the highest of population?
- 4 How many languages are there in the world?
- 5 Where is Kiribati?
- 6 Where do people speak Inuit?

7 What are the five most widely spoken languages?

Lesson 4

What types of weather are bad and good for doing these things?

Example: Skiing *bad:* mild weather which makes the snow melt; *good:* cold, clear days

- 1 Planting flowers in a garden
- 4 A day of sightseeing in a big city
- 2 Having an evening barbecue
- 5 Camping out in a tent
- 3 Going out in a small sailing boat
- 6 Looking at ships through binoculars

Lesson 5

- 1 Do you prefer to be in the company of other people?
- 2 Look at the picture. Do you think 'my glass is half empty'?
- 4 Do you always look out of the window if you hear a car draw up?
- 5 Do you often buy your friends presents for no particular reason?
- 3 Do you find it easy to tell your boss if you feel he or she has treated you badly?
- 6 Do you frequently disagree with what other people say?
- 7 Do you lie awake at night if someone has said something unkind to you?

Lesson 6

The person who typed this book has got some of the phrases and idioms opposite mixed up with one another. Correct them.

- 1 Jo and Phil don't get on eye to eye with each other.
- 2 I fell up with my parents last night. It wasn't my fault.
- 3 We had a quarrel but now we've made it well.
- 4 Do you think Jim and Nora are making an affair? I do.
- 5 I see very well with all my colleagues at work.
- 6 She should learn to respect her older.

7 Jo's attractive, but her mate just turns me up completely.

Lesson 7

Which diseases are we talking about? Try to do this from memory.

- 1 One that can be caused by a mosquito bite.
- 2 One that leaves the skin badly deformed.
- 3 One you can get by drinking infected water.
- 4 One you can get from an animal bite.
- 5 One that makes the skin go yellow.

Lesson 8

Which branch of the arts do you think these people are talking about? Example: 'It was a strong cast but the play itself is weak.' Theatre

- 1 'It's called Peace. It stands in the main square.'
- 2 'Animation doesn't have to be just Disney, you know.'
- 3 'It was just pure movement, with very exciting rhythms.'
- 4 'It doesn't have to rhyme to be good.'
- 5 'Oils to me don't have the delicacy of water-colours.'
- 6 'Her design for the new shopping centre won an award.'

Lesson 9

1. What might you say to the person/people with you in a restaurant if ...
- 2 How do you like the following foods prepared?
- 3 Which are fish and which are usually called seafood?
- 4 What do we call the meat of these animals?
- 5 Which of these fruit grow in your country/region?

Lesson 10

- 1 Where is Cork?
- 2 Where is the shopping and business centre of Cork?
- 3 What is Cork's traffic system like?
- 4 What is special about the site of St Anne's Church?
- 5 In what style is the architecture of Cork Cathedral?
- 6 Can you buy souvenirs at the markets?

Lesson 11

- 1 What are your symptoms?
- 2 What do doctors do?
- 3 What's the diagnosis?
- 4 What does the doctor prescribe?
- 5 What does the doctor or nurse use the following things for?

Lesson 12

- 1 What words are related to the sea?
- 2 What are some international road sins?
- 3 Can you say some words connected with travel?

Lesson 13

Complete the following list with the name of the specialists in the particular fields.

science scientist

chemistry

physics

zoology

genetics

information technology

cybernetics

civil engineering

Lesson 14

1 What sort of *W* programmes do you think these would be?

2 Write definitions explaining what jobs each of these people involved in the media do?

What is the work of editor **9** a camera operator?

Lesson 15

1 Name three monarchies.

2 Which is the oldest parliament in the world?

3 Name the President and the Vice-president of the USA.

4 Who is the Mayor of the place where you live?

Lesson 16

1 What politicians represent you in local and national government?

2 What are the main political parties in the country where you now are?

3 What are the main political issues in that country and what are the policies of the different parties on those issues?

4 What do these political abbreviations stand for - MP, PM, UN, EU, NATO, OPEC?

Lesson 17

Use the expressions with now to rewrite these sentences.

1 Do you want me to do it straight away, or can it wait?

2 So, everybody, listen carefully. I have news for you.

1 I bump into her in town occasionally, but not that often

Lesson 18

Use the collocations in 60.3 to say how probable/possible these are.

1 Most people will have a videophone in their homes by 2025.

2 There will be rain in the Amazon forest within the next 8 days.

3 A human being will live to be 250.

4 We will all be dead by the year 2250.

5 A flying saucer will land in Hong Kong.

6 You'll be given an opportunity to meet the US President.

Lesson 19

What do you think the *figurative* meanings of the underlined words are? Choose from the

alternatives.

1 She beamed at him.

a) smiled b) shouted c) attacked

2 After the day's skiing, our faces glowed.

a) were frozen b) were dried up c) were full of colour

3 He has a twinkle in his eyes.

a) a piece of grit b) a sign of humour/enjoyment c) a sign of anger

Lesson 20

Think of something that ...

1 you would hand over to a mugger if threatened.

2 has been handed down in your family.

3 you have given away at some time in your life.

4 is often given out in classrooms.

5 you value and would not want to let go of.

The rise and fall of Mr Fatcatt - a sad story. Fill the

Lesson 21

In what situations might you...

1 tear out of the house? 4 not even dare to stir?

2 deliberately dawdle? 5 shoot past somebody's office/room?

3 plod along at a steady pace?

People and verbs of motion. What sorts of people do you think these are?

Lesson 22

1 A friend tells you her new baby weighed seven pounds at birth. Is this a huge, tiny or

more or less average baby?

2 Someone tells you their cousin weighs 20 stone. What would you expect the cousin to

look like?

3 You ask someone to get you a piece of cheese at the market, enough for you personally

for a week. They ask if 8 ounces will do. What would you say?

4 Make a note (a private one if you wish!) of your approximate weight in British terms.

Lesson 23

What might happen if ... I What would you do if ...

1 a plan misfired? *Abandon it. / Look for an alternative.*

2 you were having a lot of bother with your car?

3 a club had only two members left out of fifty?

4 a student faltered in one exam out of six, but did well in all the rest?

5 you started a small business but it came to nothing?

Lesson 24

1 Which two of the containers listed would you be most likely to find holding flowers in a

garden?

2 Which three are you most likely to find in a cellar?

3 Which six would you be likely to find in an off-licence (a shop which sells drink)?

4 Which five would you be most likely to see on the breakfast table?

5 Which ones does a postman carry with him?

6 Which two are often used for carrying shopping?

Lesson 25

Are you ... ? Consider how many of these words apply to you, and in what situations. Some

ideas for situations are given in the box, but you can add your own. Look up any words you

don't know in a dictionary. a perfectionist left-wing

