**O‘ZBEKISTON RESPUBLIKASI**

**XALQ TA’LIMI VAZIRLIGI**

**SAMARQAND VILOYATI XALQ TA’LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH HUDUDIY MARKAZI**

**TILLARNI O‘ITISH METODIKASI KAFEDRASI**

**OG‘ZAKI NUTQ AMALIYOTI**

**O‘QUV – USLUBIY MAJMUA**

**Chet (ingliz) tili fanini o‘qitish huquqini berish bo‘yicha kasbiy qayta tayyorlash**

**Qayta tayyorlov kursi yo‘nalishi**

**Umumkasbiy fanlar bloki**

**1.03.1**

**O‘quv bloki nomi va**

**o‘quv moduli №**

**SAMARQAND – 2019**

**O‘ZBEKISTON RESPUBLIKASI XALQ TA’LIMI VAZIRLIGI**

**SAMARQAND VILOYATI XALQ TA’LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH HUDUDIY MARKAZI**

**«TASDIQLAYMAN»**

**Hududiy markaz direktori**

**\_\_\_\_\_\_\_\_\_** **S.Usmonov**

**2019 yil “\_\_\_” \_\_\_\_\_\_\_\_\_\_**

**«TILLARNI O‘QITISH METODIKASI» KAFEDRASI**

**OG‘ZAKI NUTQ AMALIYOTI**

**O‘QUV- MODULI BO‘YICHA O‘QUV USLUBIY MAJMUA**

|  |  |
| --- | --- |
| «**KELISHILDI**»  O‘quv va ilmiy ishlari bo‘yicha:  direktor o‘rinbosari  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A. Ibragimov | Kafedra mudiri  \_\_\_\_\_\_\_\_\_\_\_\_\_ Yuldosheva S.A. |

**Samarqand – 2019 yil**

Ushbu chet (ingliz tili) fanini o‘qitish huquqini berish bo‘yicha kasbiy qayta tayyorlash kursi uchun “OG‘ZAKI NUTQ AMALIYOTI” moduli bo‘yicha o‘quv uslubiy majmuasi SamDU huzuridagi XTXQTMOHM Ilmiy metodik kengashining 2019-yil 26-aprelda o‘tkazilgan yig‘ilishida muhokama etilib, 4-sonli qarori bilan tasdiqlangan.

|  |  |
| --- | --- |
| **Tuzuvchi-mualliflar:** | |
| **F.Marupov, Z.Rustamova,**  **A. Pardayeva, N. Kushakova**  **N. Ruziyeva Sh. Kutbiddinova** | **Tillarni o‘qitish metodikasi kafedrasi ingliz tili o‘qituvchilari** |
| **G‘. Mirsanov** | **SamDCHTI dotsenti** |

**1.00. УМУМКАСБИЙ ФАНЛАРИ**

**1.03.1 ОҒЗАКИ НУТҚ АМАЛИЁТИ (тинглаб тушуниш, гапириш ва талафуз)**

Ўзбекистон Республикасида таълим мазмунини модеринизациялаш халқ таълими тизими раҳбар ва педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тизимида чет тилларни ўқитишнинг роли ошганлиги билан боғлиқ.

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012-йил 10- декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора- тадбирлари тўғрисида"ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013-йил 8-майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компитенсиялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR-Common European Framework of Reference) ва Ўзбекистон Республикаси Халқ таълими вазирлигининг ўқув дастурига мувофиқ қайта ишлаб чиқилди.

Дастур Чет тиллар бўйича қайта тайёрлов курслари тингловчиларининг тайёргарлик даражасига қўйиладиган талабларга кўра Халқ таълим тизими тизими ходимларини қайта тайёрлаш ва уларниг малакасини ошириш муассасалари ихтисослиги инглиз тили ўқитувчиси бўлмаган олий маълумотли (бакалавр ёки магистр даражасидаги) педагогларни касбий қайта тайёрлов курслари учун тайёрланди.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **т/б №** | **Мавзулар** | **жами** | **маъруза** | **амалий** |
| **1** | Sounds and Spelling in English: Vowel letters and sounds. (Инглиз тилида товуш ва ҳарф: Унли ҳарф ва товушлар) | 2 | - | 2 |
| **2** | Sounds and Spelling in English: Consonant letters and sounds. (Инглиз тилида товуш ва ҳарф:ундош ҳарф ва товушлар) | 2 | - | 2 |
| **3** | Introductions: Greeting Танишув: Саломлашиш | 4 | - | 4 |
| **4** | Specific features of English vowels and their differences from Uzbek vowel sounds. (Инглиз унли товушларининг хусусиятлари ва уларни ўзбек унли товушларидан фарқи.) | 2 | - | 2 |
| **5** | Specific features of English consonants and their differences from Uzbek consonant sounds. (Инглиз ундош товушларининг хусусиятлари ва уларни ўзбек ундош товушларидан фарқи) | 2 | - | 2 |
| **6** | Asking and telling about personal and family information. Ўзи ва оиласи ҳақида сўраш ва маълумот бериш | 4 | - | 4 |
| **7** | Talking about working day and day off. (Иш куни ва бўш кун ҳақида суҳбат) | 4 | - | 4 |
| **8** | Phonetic Transcription. (Фонетик транскрипция) | 2 | - | 2 |
| **9** | Talking about a citie or village. (Шаҳар ёки қишлоқ ҳақида суҳбат) | 4 | - | 4 |
| **10** | Intonation and its types. (Интонатция (Оҳанг) ва униг турлари) | 2 | - | 2 |
| **11** | Talking about Uzbekistan and the UK. (Ўзбекистон ва Бирлашган Қироллик ҳақида суҳбат) | 4 | - | 4 |
| **12** | Talking about famous people. (Машҳур кишилар ҳақида суҳбат) | 4 | - | 4 |
| **13** | Rules of Syllable Division. (Бўғинларга бўлиш қоидаси) | 2 | - | 2 |
| **14** | Talking about favourite music/singer. (Севимли мусиқа/ хонанда ҳақида суҳбат) | 4 | - | 4 |
| **15** | Stress and Intonation in words and sentences. (Сўз ва гапларда урғу ва интонация(оҳанг) | 2 | - | 2 |
| **16** | Stress and Intonation in Interrogative Sentences (Сўроқ гапларда урғу ва интонация(оҳанг) | 2 | - | 2 |
| **17** | Talking about favourite film/actor or actress. (Севимли филм/ актёр ёки актириса ҳақида суҳбат) | 4 | - | 4 |
| **18** | Stress and Intonation in phrases and short dialogues. (Иборалар ва қисқа диалогларда урғу ва оҳанг) | 2 | - | 2 |
| **19** | Assimilation in short phrases. (Қисқа ибораларда ассимилация) | 2 | - | 2 |
| **20** | Talking about travelling and tourism (Саёҳат ва туризм ҳақида суҳбат) | 4 | - | 4 |
| **21** | Talking about Professions and jobs. (Касб ва ҳунарлар ҳақида суҳбат) | 4 | - | 4 |
| **22** | Talking about types of Sports and games. (Спорт турлари ва ўйинлар ҳақида суҳбат) | 4 | - | 4 |
| **23** | Talking about the life of Youth. (Ёшлар ҳаёти ҳақида суҳбат) | 4 | - | 4 |
| **24** | Talking about Holidays and traditions | 4 | - | 4 |
| **25** | Silent letters and Homophones. “Соқов” ҳарфлар ва Омофонлар | 2 | - | 2 |
| **26** | Talking about food and drinks | 4 | - | 4 |
| **27** | Talking about clothes and fashion | 4 | - | 4 |
| **28** | Talking about Education and School system and policy | 4 | - | 4 |
| **29** | Talking about State structure of Uzbekistan and the UK | 4 | - | 4 |
| **30** | Talking about Mass Media | 4 | - | 4 |
| **31** | Talking about Globalization and Uzbekistan | 4 | - | 4 |
|  | **ЖАМИ** | **100** |  | **100** |

**1 МАВЗУ: 1-машғулот.Инглиз тилида товуш ва ҳарф: Унли ҳарф ва товушлар.  
THEME 1: Session 1. Sounds and Spelling in English: Vowel letters and sounds.**

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| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабаларсони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Sounds and Spelling in English. Vowel letters and sounds. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is sound?  2. What is the Spelling in English?  3. What do they call vowel letters?  4. What is the open and closed syllable in English? |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about Sounds and Spelling in English. Vowel letters and sounds. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқувфаолиятинингнатижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…  to know the Sounds and Spelling in English.   * to know the Vowel letters and sound in English. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Vowel Sounds**

A vowel is a sound made by the relatively free movement of air through the mouth, usually forming the main sound of a syllable. The vowels are *a*, *e*, *i*, *o*, and *u*.

Each vowel has two sounds: a [**long sound**](http://www.phonicsontheweb.com/long-vowels.php) and a [**short sound**](http://www.phonicsontheweb.com/short-vowels.php). The long sound is the same as its name. Every vowel also makes a third sound: the **schwa**. This is the sound of a vowel that is unstressed in an unstressed syllable. There are also some more advanced vowel sounds besides the long, short, and schwa. For instance, the a in *father* is different than the a in *cat*.

When a single vowel letter is in the middle of a word (or syllable), it usually says its short sound (e.g., *got*, *bed*.) But there are many exceptions to this rule, such as irregular vowels. When a single vowel letter is in the end of a word (or syllable), it usually says its long sound (or its name), as in *go* and *be*. When two vowels go hand in hand in the same word (or syllable), the first vowel is usually long, and the second vowel is usually silent. e.g., *bake* makes the ay sound (long a) and the e is silent; *goal* makes the oh sound (long o) and the a is silent. But there are many exceptions to this rule, such as irregular vowels.

# English Vowel Sounds

A vowel letter can represent different vowel sounds: hat [hæt], hate [heit], all [o:l], art [a:rt], any ['eni].

The same vowel sound is often represented by different vowel letters in writing: [ei] they, weigh, may, cake, steak, rain.

## Open and closed syllables

Open syllable: Kate [keit], Pete [pi:t], note [nout], site [sait], cute [kyu:t].

Closed syllable: cat [kæt], pet [pet], not [not], sit [sit], cut (the neutral sound [ə]).

**2 МАВЗУ: 2-машғулот. Инглиз тилида товуш ва ҳарф:ундош ҳарф ва товушлар**

**THEME 2: Session-2Sounds and Spelling in English: Consonant letters and sounds.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабаларсони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Sounds and Spelling in English. Consonant letters and sounds. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is sound?  2. What is the Spelling in English?  3. What do they call Consonant letters? |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about Sounds and Spelling in English. Consonant letters and sounds. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқувфаолиятинингнатижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the Sounds and Spelling in English. * to know the Consonant letters and sound in English. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

# English Consonant Sounds

## Consonant letters and their sounds

A consonant letter usually represents one consonant sound. Some consonant letters, for example, c, g, s, can represent two different consonant sounds.

|  |  |  |
| --- | --- | --- |
| **Letters** | **Sounds** | **Examples** |
| b | [b] | baby, best, buy, bring, blind, absent, about, number, labor, robber, tub |
| c | [s]  [k] | center, cellar, cigarette, cinema, agency, notice;  cake, come, cucumber, clean, cry, scratch, act, panic |
| d | [d] | day, dear, die, door, duty, admire, hidden, lady, kind, ride, ended |
| f | [f] | fast, female, five, forest, fund, fry, flight, often, deaf, cuff |
| g | [g]  [j]  [zh] | game, gap, get, go, gun, great, global, giggle, ago, begin, dog, egg;  general, gin, giant, agent, suggest, Egypt, energy, huge, manage;  mirage, garage, beige, rouge |
| h | [h]  [-] | hair, help, history, home, hotel, hunt, behind, inherit;  hour, honor, honest, heir, vehicle, Sarah |
| j | [j] | jam, Jane, jet, jelly, Jim, jingle, joke, John, June, just |
| k | [k] | Kate, kind, kill, kilogram, sky, blanket, break, take, look |
| l | [l] | late, let, live, alone, close, slim, please, old, nicely, table, file, all |
| m | [m] | make, men, mind, mother, must, my, common, summer, name, form, team |
| n | [n] | napkin, never, night, no, nuclear, funny, student, kindness, ton, sun |
| p | [p] | paper, person, pick, pour, public, repair, apple, keep, top, crisp |
| q (qu) | [kw]  [k] | quality, question, quite, quote, equal, require;  unique, technique, antique, grotesque |
| r | [r] | rain, red, rise, brief, grow, scream, truck, arrive, hurry, turn, more, car |
| s | [s]  [z] | send, simple, song, system, street, lost, kiss, release;  cause, present, reason, realism, advise, always, is, was |
| t | [t] | task, tell, time, tone, tune, hotel, attentive, student, boat, rest |
| v | [v] | vast, vein, vivid, voice, even, review, invest, give, move, active |
| w | [w] | wall, war, way, west, wind, word, would, swear, swim, twenty, twist |
| x | [ks]  [gz]  [z] | exercise, exchange, expect, ex-wife, axis, fix, relax;  exam, exact, executive, exert, exist, exit, exult;  Xenon, Xerox, xenophobia, xylophone |
| z | [z]  [ts] | zero, zoo, horizon, puzzle, crazy, organize, quiz, jazz;  pizza, Mozart, Nazi, waltz |

**Note 1: The letter Y**

The letter Y can function as a vowel or as a consonant. As a vowel, Y has the vowel sounds [i], [ai]. As a consonant, Y has the consonant sound [y] (i.e., a semivowel sound), usually at the beginning of the word and only in the syllable before a vowel.

[i]: baby, hurry, lyrics, mystery;

[ai]: by, try, rely, nylon, type;

[y]: yacht, yard, year, yes, yet, yield, you, young, Yukon.

**Note 2: The letter W**

The letter W represents the vowel sound [u:] in the diphthongs [au] and [ou]: now, how, owl, brown; low, own, bowl.

**The -s/es ending of nouns and verbs**

After a voiceless consonant: [s] (После глухого согласного звука: [s])

After a voiced consonant or vowel: [z]

After the letters s, z, x, ch, tch, ge, dge, sh: [iz]

|  |  |  |
| --- | --- | --- |
| [s] | [z] | [iz] |
| tapes [teips], streets [stri:ts], parks [pa:rks], chiefs [chi:fs], myths [miθs] | ribs [ribz], kids [kidz], legs [legz], leaves [li:vz], clothes [klouðz], girls, games, cars, boys, pies [paiz], cows [kauz], cities ['sitiz] | pieces ['pi:siz], roses ['rouziz], prizes ['praiziz], boxes ['boksiz], coaches ['kouchiz], bridges ['brijiz], dishes ['dishiz] |
| (he) grips [grips], writes [raits], takes [teiks], sniffs [snifs] | (he) robs [robz], reads [ri:dz], digs [digz], saves [seivz], falls, plans, swims, offers, plays, cries, goes [gouz], copies ['kopiz] | (he) kisses ['kisiz], loses ['lu:ziz], relaxes, catches, judges, manages, flashes, washes, rouges |
| Pip's [pips], Kate's [keits], Mike's [maiks], Jeff's [jefs], Seth's [seθs] | Abe's [eibz], Fred's [fredz], Meg's [megz], Olive's ['olivz], Ben's [benz], Molly's ['moliz], Anna's | Chris's ['krisiz], Tess's ['tesiz], Rose's ['rouziz], Liz's ['liziz], Rex's ['reksiz], George's ['jo:rjiz] |

**The -ed ending of verbs**

After a voiceless consonant: [t]

After a voiced consonant or vowel: [d]

After the letters t, d: [id]

|  |  |  |
| --- | --- | --- |
| [t] | [d] | [id] |
| stopped [stopt], liked [laikt], coughed [ko:ft], crossed [cro:st], released [ri'li:st], reached [ri:cht], washed [wosht] | robbed [robd], saved [seivd], seized [si:zd], called [ko:ld], planned, occurred, bathed [beiðd], managed, played, tried, studied | wanted ['wontid], hated ['heitid], counted ['kauntid], started, needed [ni:did], loaded ['loudid], folded, added |

**3 МАВЗУ: 3-машғулот. Танишув: Саломлашиш**

**THEME3: Session-3. Introductions: Greeting**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотинин гшакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Introductions |
| Маърузарежасиўқувмашғулотинингтузилиши  **Procedure/ Lesson outline** | 1. Where are Mark and Edward? What are they doing?  2. How old are they?  3. How do they introduce themselves?  4. What do they call their professor? |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about communication ethics, greeting, introduction | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқувфаолиятинингнатижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the communicational ethics * to know the greeting. * toknow introduction. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Introductions**

A formal introduction consists of two parts: giving the names and, if not provided by the context, some information about the people being introduced so they will have some common ground to begin a conversation. This information may include the relationship to the introducer.

In making a formal introduction, one person is first presented to another: "Mrs. Carr, I would like to introduce my friend, Albert." "Susie, this is Mike." Albert is presented to Mrs. Carr, Mike to Susie. In general, subordinates are presented to superiors, men to women, younger to older. Afterward, the presentation is reversed. "Albert, Mrs. Carr." "Mike, Susie Johnson." (In Unit 1, it was not very polite of Jack not to give Mike’s last name, but informal relationships sometimes allow for that.) Men usually shake hands when they are introduced to other men. It is the woman’s choice whether or not to shake hands when introduced to a man, and the man should wait for the woman to offer her hand. If she offers her hand, shake it. Among professional women it is becoming more and more common to shake hands.Handshakes should be firm and brief. Americans regard a firm handshake as a sign of directness and honesty.

People must sometimes introduce themselves: for example, at a party, in a new class, or in a new neighborhood. If you meet a new neighbor on the same street or in the hallway of your apartment building you might say: "Hello, I'm (full name). I've just moved here." The other person responds by giving his or her full name and indicating where he or she lives. A reintroduction may occur when two people who have met before see each other again. The reintroduction enables them to converse.

A: I’m (full name). You may not remember, but we met at Sally's.

B: Oh, yes. I remember now. What a party that was!

**The address system**

In most languages there are specific linguistic features that mark the relationship of the speakers, for example: the tu/usted/uous and du/ni varieties of the second-person pronoun or the honorifics. In English this relationship is marked by the use of the address system. Most Americans have three names: a first (sometimes called a given) name, a middle name (or an initial), and a last name (called the family name, or surname). Examples:

James Arthur Phillips

Barbara Kay Tillitt

Dan D. Newton

Patricia Redford

As in any language or culture, people who do not know each other well or who differ in status use formal address: title + family (last) name, for example, Dr. Johnson. In universities, some departments insist on formality and the use of title + last name. Others prefer a less formal use of names and titles. Look and listen to the people in your department.

People who know each other well use first names in both informal and formal situations. To change from a formal naming relationship to an informal one, the superior (in age, position, etc.) should suggest it:

A: Why don't you call me Bill?

B: All right, Bill.

This often happens in an informal situation, such as a party or a social event.

Note: If an American name is new to you, you should find out whether it is a man’s name or a woman’s name, to avoid embarrass¬ment to yourself later. A few names (Chris, Pat, Bobby, Terry, etc.) can refer either to a female or to a male.

FIRST NAME

Female

Barbara

Catherine, Kathryn

Christina

Jean

Patricia

Susan, Suzanne

Male

Alfred

Charles

Christopher

David

James

John

Joseph

Patrick

Robert

FIRST NAME FIRST NAME

(SHORT) (DIMINUTIVE)

Barb Barbie

Cathy, Kathy, Kate Kitty, Katie

Chris, Tina Chrissy

Jean Jeannie

Pat, Trish Patty, Patti

Sue Susie, Suzy

A1 Alfie

Chuck Charlie

Chris

Dave Davy, Davie

Jim Jimmy

Jack Johnny, Jackie

Joe Joey

Pat Paddy

Bob, Rob Bobby, Robby

ADDRESS FORMS

Dr, Snow Professor Schultz Dean Schoolcraft Mr. Carnegie Miss Scaife Mrs, Snow Ms. Newman

Susan

Melanie

Barbara

Patricia

Joseph

Anderson

Smith

Pearson

Polifroni

FUNCTION

Formal

Title + last name Used in formal situations

Mr.\ a man

Miss: a single woman

Mrs.: a married woman

Ms.: a single or married woman

Full first name

Note: Some people want their full first name used in all situations.

Informal

Last name only

Used in sports or in the military, and in some offices. Used by a superior to a subordinate or among equals. Do not use this form unless you are certain that it is appropriate.

INTRODUCTIONS RESPONSE

How do you do?

Glad to meet you.

Nice to meet you.

Pleased to meet you.

Nice to meet you. Hi.

INTRODUCER

I’d like to introduce Henry Cheng.

I’d like to introduce Marie Brandon.

I’d like you to meet Patricia Murphy.

I’d like to introduce Tony Angelo.

I’d like you to meet Akiko Sato.

This is Ali Hassan.

SELF-INTRODUCTIONS

How do you do? I’m Julie Duarte. Pleased to meet you. I’m Sue Washington.

Nice to meet you. I’m Eva Beck.

Hi. I’m Margaret, but everyone calls me Peggy.

Hello. I’m John du Plessis.

Hello. My name is George Kyrkostas.

I don’t think we’ve met. I’m Young Kim.

Hi. I’m Mike. What’s your name?

RESPONSE

How do you do?

The pleasure is mine.

Nice to meet you.

I’ve heard so much about you.

Hi.

C. Mini-roleplays

Directions: Discuss the situation with your partner(s) and decide on the proper level of formality. Then practice. You can use the sug¬gested expressions if you want to. When you are ready, perform for the class and discuss your performance with your teacher and classmates.

Roleplay 1

A and B work in the same department. A has just started this week.

They meet C, president of the company, at the water fountain.

Useful expressions

ABC

Newest like you to meet increased productivity

Roleplay 2

A is in a new class at school and wants to make new friends. A intro¬duces himself or herself to B, who seems to know the way around.

Useful expressions

A B

English, too? Have an apartment?

Courses are great live on campus

Roleplay 3

A is invited to fi’s house for coffee, but A doesn’t like B. A must decide whether or not to accept B’s invitation.

Useful expressions

A

Not sure about Saturday

Busy schedule

will let you know for sure we should get together more often

Hope you can come

Wouldn’t be any fun without you

Roleplay 4

A thinks B is nice, but they don’t know each other very well. A invites B to a party A is having.

Useful expressions

A

always studying not sure about that don’t dance much

never see you outside of class must be a good student having a party this Saturday come on over if you can

**3.1 МАВЗУ: 4-машғулот. Танишув: Саломлашиш**

**THEME 3.1: Session 4. Introductions: Greeting**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Introductions: Greeting |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What gestures can you use for greeting someone in your country? 2. Do you shake hands? If so, what are the rules for handshakes? 3. How do you end a conversation in your country? 4. Do you have certain expressions to show that you are ready for a conversation to end? |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about communication ethics, greeting, closing, preclosing. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the communicational ethics. * to know the greeting. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Greetings**

Greetings in all languages have the same purpose: to establish contact with another person, to recognize his or her existence, and to show friendliness. The formulas for greeting are very specific and usually do not carry any literal meaning. People say "Good morning" even if it is a miserable day and may reply to "How are you?" with "Fine, thanks," even if they aren't feeling well.

The greeting is always returned, often in the same form but with different stress.

A: How are you?

B: Fine, thanks. How are you?

A: How are you?

B: Fine, thanks, and you?

A: Fine. (Thanks.)

People who are together every day greet one another the first time they meet each day. They do not shake hands. When people have not seen each other for a long time, the greeting is often enthusiastic and is usually accompanied by shaking hands among men, hugging among both men and women, and sometimes a kiss on the cheek among women. Openings and closings

**Preclosings and closings**

Usually people do not suddenly quit talking, say good-bye, and leaveeach other abruptly; ending a conversation normally takes some time.

This involves two kinds of interactions: preclosings and closings.

Preclosings are phrases that signal the end of a conversation; closings are phrases that explicitly end the conversation. There are some people with whom it is difficult to end a conversation. The problem is that they usually ignore the signals that end the conversation. With close friends this does not usually cause any severe difficulties; but with people we do not know well or with people in superior positions, it is considered rude to ignore preclosings. If someone ignores your first preclosing, you can use a stronger one (see Phrases section). In formal situations, the superior (in age, status, etc.) usually signals the end of a conversation. On the telephone, the caller usually precloses. In informal situations, either speaker may preclose.

Preclosings often include thanking a person for something ormaking an excuse or apology.

Closings, like greetings, are commonly used exchanges with no literal meaning. People who are together every day say good-bye at the end of the day or week (and wish each other a nice weekend). When leaving a party, guests always find the host or hostess to saythank you and good-bye. People who are leaving each other permanently or for a long time shake hands or embrace, depending on the relationship. If you are in an unfamiliar situation and wonder what to do, watch other people or ask.

|  |  |
| --- | --- |
| **GREETINGS** | **RESPONSES** |
| Good morning.  Good afternoon.  Good evening.  How nice to see you!  What a pleasant surprise!  Hello, Robert.  How are you?  Hi, Bob.  How’ve you been?  What’s happening?  What’s new?  How are you doing?  How you doing?  Long time, no see. | Good morning.  Good afternoon.  Good evening.  Yes, it’s been quite a while.  Hello, Kathryn.  Fine, thanks. And you?  Hi, Kathy.  Pretty good.  Not much.  Nothing.  OK.  Not bad.  Yeah! |
| **PRECLOSINGS** | **RESPONSES** |
| Well. I’m afraid I have to be going. (I've got to get up It was good to see you. An early tomorrow.)  It's been a pleasure.  Thank you for the advice.  I really must go now.  Well, it's getting late.  I know you’re busy. . .  Nice to see you again.  Thanks for coming.  Maybe we could get  Together sometime.  Great seeing you.  Less I’ve really got to go.  Formal Got to go now. | Thank you for coming.  Yes, I’ve enjoyed it.  My pleasure.  It was nice to see you.  Maybe we can talk again.  Nice to see you.  It was fun.  Sounds good.  Same here.  OK. See you.  See you again. |
| **CLOSINGS** | **RESPONSES** |
| Until the next time. . .  Good night, Bill.  Good-bye, Harry.  Have a nice (weekend).  Talk to you later.  See you later. | Good-bye.  Good night, Jean.  Good-bye, Lisa.  You, too.  Bye. Take it easy.  So long. Take care. |

**Exercises**

Situation 2

A and B are students at the university. They see each other between classes.

1. greets B

2. talks about weekend, asks about B’s weekend

3. gives preclosing

4. closes

1. greets A, asks about weekend

2. answers question

3. replies to preclosing

4. replies

Situation 3

B is A’s boss. A needs to leave work early today to see the doctor and approaches B, who is working at his or her desk.

A B

1. coughs to get B’s attention, 1. returns greeting, offers help greets B

2. explains situation, requests 2. asks for reason permission to leave early

3. gives reason 3. gives permission

4. thanks S, gives preclosing 4. replies to preclosing

5. closes 5. replies

C. Mini-roleplays

Directions: Discuss the situation with your partner and decide on the proper level of formality. You can use the suggested expressions if you want to. Then practice. When you are ready, perform for the class and discuss your performance with your teacher and classmates.

Roleplay 1

Professor A and student B meet in the corridor. B has a class in another building and is already late, but doesn’t want to be rude to Professor A, who is very friendly and talkative this morning.

Useful expressions

A

copy it later (chemistry) class

article on communication get your comments

Roleplay 2

A and B work for the same insurance company. They see each other at the office after a two-week vacation.

Useful expressions

A

stayed home and relaxed played golf

fantastic trip went skiing

Roleplay 3

You are on your way to the bus stop to go downtown for a show that starts at eight o’clock. It is now seven-thirty, and it takes fifteen minutes to get there. You meet an acquaintance who is obviously glad to see you and wants to talk for a while.

Useful expressions

ACQUAINTANCE chat for a bit

YOU

terrible hurry last-minute appointment

Roleplay 4

A has to delay B by talking while their friends finish preparations for B's surprise birthday party. B tries several preclosings, but A doesn’t listen.

Useful expressions

late for a date busy

got to go nice to see you

A

Did you hear about. Just one more thing. Oh, did you know. . great weather new haircut

**4 МАВЗУ: 5-машғулот. Инглиз унли товушларининг хусусиятлари ва уларни   
ўзбек унли товушларидан фарқи.**

**THEME 4: Session 5. Pecific features of English vowels and their differences from   
Uzbek vowel sounds.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Specific features of English vowels and their differences from Uzbek vowel sounds. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What are the differences between English and Uzbek vowel sounds?  2. What are the similarities of vowel sounds between English and Uzbek? |
| Ўқув машғулотининг мақсади:   * **Lesson aims**: to give general information about Specific features of English vowels and their differences from Uzbek vowel sounds. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the differences between English and Uzbek vowel sounds. * to know the similarities of vowel sounds between English and Uzbek. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## Vowels and vowel combinations

The vowels A, E, I, O, U, Y alone, in combination with one another or with R, W represent different vowel sounds. The chart below lists the vowel sounds according to the American variant of pronunciation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sounds** | **Letters** | **Examples** | **Notes** |
| [i:] | e, ee  ea  ie, ei | be, eve, see, meet, sleep,  meal, read, leave, sea, team,  field, believe, receive | been [i];  bread, deaf [e];  great, break [ei];  friend [e] |
| [i] | i  y | it, kiss, tip, pick, dinner,  system, busy, pity, sunny | machine, ski,  liter, pizza [i:] |
| [e] | e  ea | let, tell, press, send, end,  bread, dead, weather, leather | meter [i:]  sea, mean [i:] |
| [ei] | a  ai, ay  ei, ey  ea | late, make, race, able, stable,  aim, wait, play, say, day,  eight, weight, they, hey,  break, great, steak | said, says [e];  height, eye [ai] |
| [æ] | a | cat, apple, land, travel, mad;  AmE: last, class, dance, castle, half |  |
| [a:] | ar  a | army, car, party, garden, park,  father, calm, palm, drama;  BrE: last, class, dance, castle, half | war, warm [o:] |
| [ai] | i, ie  y, uy | ice, find, smile, tie, lie, die,  my, style, apply, buy, guy |  |
| [au] | ou  ow | out, about, house, mouse,  now, brown, cow, owl, powder | group, soup [u:]  know, own [ou] |
| [o] | o | not, rock, model, bottle, copy |  |
| [o:] | or  o  aw, au  ought  al, wa- | more, order, cord, port,  long, gone, cost, coffee,  law, saw, pause, because,  bought, thought, caught,  hall, always, water, war, want | work, word [ər] |
| [oi] | oi, oy | oil, voice, noise, boy, toy |  |
| [ou] | o  oa, ow | go, note, open, old, most,  road, boat, low, own, bowl | do, move [u:]  how, owl [au] |
| [yu:] | u  ew  eu  ue, ui | use, duty, music, cute, huge, tune,  few, dew, mew, new,  euphemism, feud, neutral,  hue, cue, due, sue, suit |  |
| [u:] | u  o, oo  ew  ue, ui  ou | rude, Lucy, June,  do, move, room, tool,  crew, chew, flew, jewel,  blue, true, fruit, juice,  group, through, route;  AmE: duty, new, sue, student | guide, quite [ai];  build [i] |
| [u] | oo  u  ou | look, book, foot, good,  put, push, pull, full, sugar,  would, could, should |  |
| neutral sound [ə] | u, o  ou  a, e  o, i | gun, cut, son, money, love,  tough, enough, rough,  about, brutal, taken, violent,  memory, reason, family | Also:  stressed, [ʌ];  unstressed, [ə]. |
| [ər] | er, ur, ir  or, ar  ear | serve, herb, burn, hurt, girl, sir,  work, word, doctor, dollar,  heard, earn, earnest, earth | heart, hearth [a:] |

**Note 1: The letter Y**

The letter Y can function as a vowel or as a consonant. As a vowel, Y has the vowel sounds [i], [ai]. As a consonant, Y has the consonant sound [y] (i.e., a semivowel sound), usually at the beginning of the word and only in the syllable before a vowel.

[i]: any, city, carry, funny, mystery, synonym;

[ai]: my, cry, rely, signify, nylon, type;

[y]: yard, year, yes, yet, yield, you.

**Note 2: Diphthongs**

A diphthong is one indivisible vowel sound that consists of two parts. The first part is the main strong component (the nucleus); the second part is short and weak (the glide). A diphthong is always stressed on its first component: [**a**u], [**o**u]. A diphthong forms one syllable. American linguists usually list five diphthongs: [ei], [ai], [au], [oi], [ou].

**Note 3: The sound [o]**

The sound [o] is short in British English. In the same words in American English, the sound [o] is a long sound colored as [a:]. This sound is often listed as [a:] in American materials for ESL students. In some words, there are two variants of pronunciation in AmE: [o:] or [o].

[o]: lot, rock, rob, bother, bottle, college, comment, document, modern, popular, respond, John, Tom;

[o:] or [o]: gone, coffee, office, borrow, orange, sorry, loss, lost, want, wash, water.

**Note 4: The neutral sound**

Transcription symbols for the neutral sound are [ʌ] (caret) in stressed syllables (fun, son) and [ə] (schwa) in unstressed syllables (about, lesson). In American ESL materials, the neutral sound is often shown as [ə] (schwa) in both stressed and unstressed syllables.

**5 МАВЗУ: 6- машғулот. Инглиз ундош товушларининг хусусиятлари ва уларни   
ўзбек ундош товушларидан фарқи**

**THEME 5: Session 6. Specific features of English consonants and their differences   
from Uzbek consonant sounds.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Specific features of English consonants and their differences from Uzbek consonant sounds. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What are the differences between English and Uzbek consonant sounds?  2. What are the similarities of consonant sounds between English and Uzbek? |
| Ўқув машғулотининг мақсади:   * **Lesson aims**: to give general information about Specific features of English consonants and their differences from Uzbek consonant sounds. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the differences between English and Uzbek consonant sounds. * to know the similarities of consonant sounds between English and Uzbek. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Consonant combinations**

|  |  |  |
| --- | --- | --- |
| **Letters** | **Sounds** | **Examples** |
| cc | [ks]  [k] | accent, accept, access, eccentric, accident;  accommodate, account, accuse, occur, acclaim |
| ch  tch | [ch] | chain, check, chief, choose, teacher, much, church;  kitchen, catch, match, watch, pitch, stretch |
| ch (Latin, Greek)  ch (French) | [k]  [sh] | character, chemical, Chris, archive, mechanic, technical, ache;  champagne, charlatan, chef, chic, machine, cache |
| ck | [k] | black, pack, deck, kick, pick, cracker, pocket, rocket |
| dge | [j] | bridge, edge, judge, knowledge, budget, badger |
| gh | [g]  [f]  [-] | ghost, ghastly, Ghana, ghetto;  cough, enough, rough, tough, laugh;  though, through, weigh, neighbor, bought, daughter |
| gu | [g]  [gw] | guard, guess, guest, guide, guitar, dialogue;  language, linguistics, Guatemala, Nicaragua |
| ng | [ŋ]  [ŋ]+[g] | king, sing, singer, singing, bang, long, wrong, tongue;  finger, anger, angry, longer, longest, single |
| ph | [f] | phone, photograph, phrase, phenomenon, biography |
| qu | [kw]  [k] | quality, question, quite, quote, equal, require;  unique, technique, antique, grotesque |
| sc | [s]  [sk] | science, scissors, scene, scent, scythe;  scan, scandal, scare, score, Scotch, scuba |
| sch | [sk]  [sh] | school, scholar, scheme, schedule;  schnauzer, schedule |
| sh | [sh] | share, she, shine, shoe, fish, cash, push, punish |
| th | [θ]  [ð] | thank, thick, think, thought, thunder, author, breath, bath;  this, that, then, though, father, brother, breathe, bathe |
| wh | [w]  [h] | what, when, where, which, while, why, whale, wheel, white;  who, whom, whose, whole |
| xh | [ks]  [ks]+[h]  [g]+[z] | exhibition;  exhumation, exhume, exhale;  exhaust, exhibit, exhilarate, exhort, exhume, exhale |
| **With silent letters** | **Sounds** | **Examples** |
| bt, pt | [t] | doubt, debt, subtle; receipt, pterodactyl |
| kn, gn, pn | [n] | knee, knife, know; gnome, sign, foreign; pneumonia, pneumatic |
| mb, lm | [m] | lamb, climb, bomb, comb, tomb; calm, palm, salmon |
| ps | [s] | psalm, pseudonym, psychologist, psychiatrist |
| rh | [r] | rhapsody, rhetoric, rheumatism, rhythm, rhyme |
| wr | [r] | wrap, wreck, wrestle, wrinkle, wrist, write, wrong |
| **Letters in the suffix** | **Sounds** | **Examples** |
| ti, ci, si, su | [sh] | nation, patient, special, vicious, pension, Asia, sensual, pressure |
| si, su | [zh] | vision, fusion, Asia, usual, visual, measure, pleasure |

**6 МАВЗУ: 7-машғулот. Ўзи ва оиласи ҳақида сўраш ва маълумот бериш**

**THEME 6: Session 7. Asking and telling about personal and family information.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқувмашғулотинингшакливатури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Asking and telling about personal |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1.Asking about personal and family  2.Telling about personal and family |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about communication ethics, asking and telling about personal**.** | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to ask about personal. * to tell about personal. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. Presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

*About Myself*

First of all let me introduce myself. My name is Tokhir.I'm seventeen years old. I'm at 11-th grade.There are two more kids in the family besides me — my elder brother Olim and my younger sister Maftuna. Olim is twenty-one, he attends a University, and he will be a dentist. Maftuna is only twelve, she is a schoolgirl. I forgot to mention one more member of our family.It's our favourite poodle Tim. My parents are not old at all. My Mum is forty, she works for a newspaper. My Dad is forty-four, he is an engineer in computers. My parents love their jobs very much. I'm doing quite well at school. My parents are proud of my marks. I go in for sports. I play basket-ball. In summer time I like yachting and windsurfing. I take part in different basket-ball competitions.In a year I shall finish my school and I have to decide what occupation to choose. I have been studying English for seven years.I want to be a military interpreter. My grandparents are already retired.They like gardening and spend all their time growing tomatoes, potatoes, onions, strawberries, raspberries.

Ages and stages

Growing up

Age Stage

1. 1 approximately a baby
2. 2 a toddler
3. 12 approximately a child - this period is your childhood

13-17 approximately a teenager (14 = early teens)

18+ an adult

20-30 in your twenties (24-26 = mid twenties)

30-40 in your thirties (38 = late thirties)

40+ people are middle-aged; in middle age

60 or 65 retirement (= when people stop work; they are retired)

75+ old age (you can also use elderly)

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



Childhood and adolescence

Sam (on the right) was born in Scotland but when he was two, his father got a new job in London and he grew up in the south of England.

He went to university at 18 where he ...

Romance

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

Marriage

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

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

Daily routines

Sleep

During the week I usually \%ake up at 6.30 a.m. I sometimes lie in bed for five minutes but then I have to get up (= get out of bed and get dressed). Most evenings, I go to bed at about

1. 30 p.m. I’m usually very tired, so I go to sleep / fall asleep very quickly. Occasionally though, I can’t get to sleep (= succeed in sleeping). When that happens, I sometimes manage to fall asleep about 3 a.m., then I oversleep (= sleep too long) in the morning. If I have a late night (= go to bed very late; ^ an early night), I try to have a nan (= a short sleep, e.g. 20-25 minutes) in the afternoon. The weekends are different. On Saturday and Sunday I have a lie-in. (= stay in bed until later, e.g. 8 a.tn. or 8.30 a.m.)

Food

In the week I have breakfast at 7.30 a.m., lunch at 1.00 p.m., and dinner around 7 p.m. I also have one or two snacks (= small amounts of food), e.g. cakes, biscuits or fruit, during the day at work. As I live alone / on my own / by myself (= without other people), I also have to make my own breakfast and dinner (= prepare breakfast and dinner for myself), but during the week I don’t ^bother (= make an effort) to cook very much.

1. also have tojFeed (= give food to) my two cats twice a day as well.

Note: With breakfast, lunch or dinner in general, there is no definite article (the).

Keeping clean

In the summer I have a shower in the morning, but in the winter I often have a bath instead (= in place of a shower). Sometimes I have a shave at the same time, or I shave when I have a wash and clean/brush my teeth after breakfast. I wash my hair two or three times a week.

Note: In some contexts, it is more common in English to use have + noun than a single verb, e.g. I’m going to have a wash. [NOT I’m going to wash.]

Work

In the morning 1 leave home about 8.15 a.m. and get to work (= arrive at work) by 9 a.m. I have a lunch break (= stop work for lunch) from 1-2 p.m., and a couple of short breaks during the day. I leave work around 5.30 p.m. and get home about 6.15 p.m.

Evenings

During the week I usually stay in (= stay at home) and have a rest (= relax and do nothing). But at the weekend I often go out (= leave the house for social reasons, e.g. go to the cinema or disco with friends), but quite often I also have friends for dinner (= invite friends to my house and cook dinner for them), or friends just come round (= visit me at the house) for a chat (inf ml) (= conversation) or we play cards, e.g. poker or bridge.

**Housework**

I do the shopping (= buy the food) on Saturday.

Fortunately (= luckily) I have a cleaner (= a person who cleans) and she does most of the housework: she does my washing (= washes the clothes), the washing-up (= washes the dishes) and does most of the ironing.

1. What stage of life are these people at?
2. Paul isn’t 2 yet, so he’s still a
3. Albert was a bus driver for 40 years but stopped work two years ago, so he is now
4. Susan is 25, so she is in her
5. Caroline is 50 this year so she is now in her
6. Ron is 33 and his wife is 32, so they are both in
7. Joan is 75 this year, so she is quite
8. Jason was born six weeks ago, so he’s a
9. Leyla is 13 this year, so she’ll soon be a
10. Ravi is 18 this year, so legally he becomes

10 15 is often a difficult age for boys going through

1. Are these sentences true or false about the people on the opposite page? If the sentences are false, write the correct answer below. Try to answer the questions first without looking at the opposite page.
2. Sam was born in Scotland.
3. He grew up in the south of Ireland.
4. He went out with Anthea for two years.
5. They split up because Sam went to live in Japan.
6. Sam fell in love with Maureen.
7. They had a baby a year after they got married.
8. Maureen is now expecting her third child.

8 Maureen left Sam.

1. Find the logical ending for each of the sentence beginnings on the left and construct Rebecca’s life.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Rebecca was born | a | was a boy at her secondary school. |
| 2 | She grew up | b | in her early thirties. |
| 3 | Her first boyfriend | c | on a farm with lots of animals. |
| 4 | She went out with him | d | when she was in her late twenties. |
| 5 | She went to university | e | in a small local hospital in 1972. |
| 6 | She fell in love | f | for six months. |
| 7 | They got married | g | just after the baby was born. |
| 8 | She had a baby | h | with another student doing medicine. |
| 9 | Her father retired | i | when she left school. |

How many of the sentence beginnings on the left can you answer about your own life? Answer the ones you can.

E The opposite page includes a number of expressions with ‘have + noun’, e.g. have breakfast, have a shower. Can you remember six more?

have have ..

have have

have have

1. Now complete some more word partnerships and expressions by matching the verbs on the left with the correct word on the right.

|  |  |  |
| --- | --- | --- |
| 1 | fall | a rest |
| 2 | do | my teeth |
| 3 | have | the dog |
| 4 | play | asleep |
| 5 | go | cards |
| 6 | clean | the ironing |
| 7 | feed | early |
| 8 | get up | to bed |

3 Complete this dialogue with suitable words or phrases from the opposite page.

A: Don’t!!? to cook a meal this evening.

B: Why not?

A: We could ji; instead.

B: Yeah. Where?

A: Well I’d like to go to that new Korean restaurant. We could ask Karen and Mike to come.

B: That’s miles away. No, I think I'd rather !?) and have an fit night.

A: But it’s Friday. You can have a !') tomorrow if we have a late night.

B: Yes I know but I’m tired. Look, why don’t you ask Karen and Mike to !h for

a meal. I can order some pizzas from the takeaway and we’ll have a nice evening here.

A: Sorry, but if you don’t want to come to the restaurant with me, I’ll go

:4 Here are some common sentences in English. Translate them into your own language and

then decide which of these sentences you often use in your own language.

1. Did you go out last night?
2. I think I’m going to stay in this evening.
3. I overslept this morning.
4. 1 couldn’t get to sleep last night.
5. Do you want to come round this evening?
6. I forgot to do the shopping. •
7. What time did you get home?
8. 1 nearly fell asleep in the lesson today.

,5 Can you find three fairts from the opposite page which are exactly the same in your routine,

three which are similar, and three which arc completely different? Complete the table below.

Same similar completely different

1. I go to bed around 11.30 p.m. I leave home at 8.40 a.m. I never do any ironing.

4. .

**6.1 МАВЗУ: 8-машғулот. Ўзи ва оиласи ҳақида сўраш ва маълумот бериш**

**THEME 6.1: Session 8. Asking and telling about personal and family information.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Asking and telling about personal and family |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1.Asking about family  2.Telling about family |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about communication ethics, asking and telling about personal and family. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to ask about family. * to tell about family. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *About My Family*

My family is not very big, just a typical family: Dad, Mom, me, my brother and sister and our cat. My Mummy is forty-one, she is a teacher of Spanish at the University.She is a born teacher.She has teaching abilities.My Dad is forty-two, he is a professional painter, he works for a design company. My parents both like their work very much.

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

Family and friends

Relatives (= members of your family)

female

grandmother

aunt(s)

cousin (s)

mother in-law

sister-in-law

niece(s)

widow

step-mother

lations):

male

grandfather

uncle(s)

cousin(s)

father-in-law

brother-in-law

nephew(s)

widower

step-father

These are the most important relatives (also called re

Your parents’ parents Your parents’ brother and sister Your aunt’s/uncle’s children The father and mother of the person you marry The brother and sister of the person you marry Your brother’s/sister’s children The person you marry dies, so you are a ...

Your mother or father remarries, so you have a

Family background (= family history)

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

Family names

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

Changing times

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

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

Friends

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

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

Ex-

We use this for a husband/wife/boyfriend/girlfriend we had in the past but do not have now: The children stay with my ex-husband at the weekend.

1. saw an ex-girlfriend of mine at the disco last night.
2. Look at the family tree and complete the sentences below. Albert & Mary Dodds

John = Susan Jill = Paul Barry = Sheila (died 1995)

Eve Ana Timothy Tom

1. John is Jill’s
2. Timothy is Jill’s
3. Eve and Ana are Timothy’s
4. Eve is Sheila’s
5. Albert Dodds is Tom’s
6. Barry is Eve’s
7. Susan is Timothy’s
8. As Paul died in 1995, Jill is a
9. Tom is Mary’s
10. The only two people who are not related are and
11. Answer these questions about yourself and your country.
12. What’s your first name?
13. What’s your surname?
14. Is that a common name in your country?
15. Do you have a middle name?
16. Are you an only child?
17. Who is your oldest friend?
18. Do you work? If so, how many of your work colleagues are also your friends?
19. Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
20. Are single-parent families becoming more common in your country?
21. In your country, do more and more people live together without getting married?
22. Draw your own family tree. Are there any relationships you cannot describe in English? Can you also write a short summary of your family background (as in B on the opposite page)?

**7 МАВЗУ: 9-машғулот. Иш куни ва бўш кун ҳақида суҳбат**

**THEME 7: Session 9. Talking about working day and day off.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about working day. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Working day Organization. 2. Telling about working day |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about working day | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about their working day. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *My Week-day (1)*

I get up at a quarter to seven.I jump out of bed, switch on the radio and do my morning exercises to the radio music.Then I go to the bathroom, wash myself and clean my teeth with, a tooth-brush. This does not take me much time, not more than ten or fifteen minutes. Then I dress and sit down to table to have my breakfast.I usually have a cup of tea or coffee, an egg and bread and butter.After breakfast I go to the technical school. As I live far away, I go by bus or by metro.It takes me more time to go by bus.If I have little time, I go by metro.My lessons begin at 9 o'clock.We have six lessons every day.At a quarter to one we have a lunch hour. As I cannot get home for lunch, I take it at the diningroom of our technical school. For lunch I have meat or fish with potatoes and a cup of strong tea or coffee with a pie.At ten minutes to three the lessons are over, and I go home.When I get home from the technical school, I have dinner.My dinner usually consists of three courses. For the first course I have some soup, then some meat or fish.For dessert I have stewed fruit or ice-cream.After dinner I help my mother to wash up the dishes.Then I do my lessons. This usually takes me about two hours. At eight or nine о'clock I have supper.I have some salad, a slice of sausage and bread, sour milk or cereal. In the evening I listen to the radio or watch TV. If the programme is not interesting, I go to the cinema or to the theatre. Sometimes, I go for a walk with my friends. We talk about different things and usually have a good time.At 11 o'clock I go to bed.

**My Week-day (2)**

As soon as I wake up I open the bedroom window and breathe in some fresh air.Then I go to have a shower. I start with a warm shower and then I turn the water onto cold and for a few seconds I have a really cold shower and let the water run over me.It really wake you up. After that I do a few exercises. I think it's really important to do this, because it makes your body feel good and keep the muscles firm. I usually exercise my stomach muscles and my leg muscles. Then I go and have my breakfast. I really believe that it's important to have a really good breakfast. I don't think you should just have a cup of tea, like most of the girls do. Anyway, I have orange juice, an egg and some biscuits. After breakfast I go to work. I work as a model, so I like my job, because it's very interesting and I travel a lot.I usually go to work by taxi. It's starts at about 10 o'clock. I work for about 5 hours with the photographer and he takes a lot of pictures. Such pictures are used in women's weekly magazines. I finish work about four, so you can see that I only work from about 10 till 4 and then I go home. At home I have a bath, change my clothes and watch TV. Every night I usually go out. I can't cook very well, so I like to eat out. Well, you can see that I have a good life and I have a good wages when you think about the number of hours I work.

**1.Put the words in these questions in the correct oerder**.

1. living do do what for you a ?

2. you do much how earn?

3. tax you pay do have income o?

4. much do get holiday you how?

5. overtime in you do work job have to you?

6. pay you do holiday get?

7. pay get sick you do?

8. your what involve does job?

**2.Match the questions above with the answers below.**

a. Yes, if we are very busy.

b. Yes, up to six month’s full salary.

c. £40.000 per year.

d.Yes, I pay 40% a year to the government.

e. I deal with overseas client, mainly.

f. 28 days.

g. I work for an international bank.

h. Yes, its included in my salary.

**3.Replace the underlined words or phrases with a suitable alternative.**

1. I must leave- Ihave to go to to a very important meeting.

2. My wife is in charge of about twenty workers in her department.

3. how long have you been managing this shop?

4. I quite often have to work overtime, but I don’t mind, because I’m paid for it.

5. My job involves meeting clients and advising them on their financial problems.

6. could you tell me what your duties are?

**7.1 МАВЗУ: 10-машғулот. Иш куни ва бўш кун ҳақида суҳбат**

**THEME 7.1: Session 10. Talking about working day and day off.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about day off. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Organization of day off. 2. Telling about day off. |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about day off. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about their day off. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *My Day off (1)*

When a school-girl I always envied those students who went to school five but not six days a week, as we did. So you may guess, I had the only day off — Sunday. On Sunday, I didn't have to hurry anywhere, that's why, I got up at nine or ten o'clock. I wasn't an early riser. I did my bed, washed myself and went to the kitchen. In the kitchen the table had already been laid and I always had something tasty on Sunday: fried potatoes, meat salad or my favourite applepies. After breakfast, if the weather was sunny, I usually didn't stay indoors, I went to see my friends. We often played volleyball or basket-ball in the yard and in winter if there was much snow out-of-doors we went skating and skiing in the woods.

But sometimes the day happened to be rainy and gloomy. I preferred to be in watching TV, listening to music, reading books, speaking over the phone or just lying on the sofa idling away the time. Some of my classmates could watch all TV-programmes from morning till night, but I think it's rather boring, and I always felt sorry for those TV-addicts. It's much more interesting to play a game of chess with your grandfather, or help your mother about the house, or argue with your father about the latest events at home and abroad.

In the evening, when all the family were together, we had some tea with a cake or biscuits, we listened to my younger sister playing the piano, sometimes we sang folk songs. Every Sunday, when I went to bed, I was thinking that the day had flashed past and the next week would bring new problems and their solution.

## *My Days off (2)*

When we have time for leisure, we usually need something that can interest and amuse us. There are several ways to do this. In big cities it's often difficult to decide where to go in the evening. If we want to go out there are a lot of theatres, cinemas and clubs in our country where we can spend our free time. (But in small towns and villages they have no actors of their own. So they invite a group of actors from a big town to show plays.) People who are fond of music join a musical section where they are taught to play different instruments. Those who like to dance join a dancing section. People who are interested in sports can join sport sections such as tennis, basket-boll, chess and others. And, of course, all the people use radio or television. They switch on the radio set or TV set and choose the programme they like best of all. People who are interested in sports listen to or watch football and basket-ball matches. Everyone likes to see skating and dancing on the ice.

Some people like music. They listen to concerts of modern and old music, new and old songs and see dances. Television helps us to "visit" different lands, see fish and insects, lakes, rivers and seas. We are showndifferent countries, cities and people who live there. On TV people could even see both sides of the Moon. Radio and television extend our knowledge about the world. All that we can do at home. So I think, that ways in which leisure time can be spent are different and interesting!

Correct the mistakes in these sentences.

1. I live by my own.
2. I usually go to rhe bed about midnight.
3. Most nights 1 sleep very quickly.
4. In the morning I have a shower and shave me.
5. I usually have the breakfast about 7.30.
6. After breakfast I clean the teeth.
7. I arrive to work about 8.30.
8. After work I sometimes make the shopping.

Complete the sentences.

1. If I’m very tired in the evening I often have dinner and then I asleep onthe sofa.
2. I don’t want the cars to go hungry, so I always them and give them some water before I go to work.
3. If I’m going to work at the office in the morning, I usually home about 8 am.
4. At work I have coffce around 11 am, and then I usually take a lunch Between 12.30 and 1.00, but it’s never more than half an hour.
5. If I go out to a disco in the evening and have a night, I have to set my alarm clock, otherwise I never in the morning.
6. I don’t go our most evenings. Quite often I and watch TV.
7. I usually have a on Sunday mornings as I don’t have to get up early and go to work.
8. I cards every Monday evening with my friends, but not for money.

What words are being defined here?

to

a

a

a

to do the . a

1. to sleep too long
2. a short sleep
3. a small amount of food between meals
4. an informal word for a conversation
5. to wash rhe dishes
6. a person who clcans for you
7. Find the best ending on the right for each verb on the left. Use each verb oncc only.

|  |  |  |
| --- | --- | --- |
| 1 lie | a | the housework |
| 2 get up | b | to bed |
| 3 do | c | my own breakfast |
| 4 go out | d | a rest |
| 5 go | e | with friends |
| 6 have | f | in bed |
| 7 make | g | and have breakfast |

**8 МАВЗУ: 11-машғулот. Фонетик транскрипция**

**THEME 8: Session 11. Phonetic Transcription.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Phonetic Transcription. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the Phonetic Transcription?  2. What are the similarities of phonetic transcription  between English and Uzbek?  3. What are the differences between English and Uzbek phonetic transcription? |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about Phonetic Transcription. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the phonetic transcription. * to know the differences between English and Uzbek phonetic transcription. * to know the similarities of phonetic transcription between English and Uzbek. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

With phonetic transcriptions, dictionaries tell you about the [pronunciation](http://www.antimoon.com/words/pronunciation-n.htm) of words. In English dictionaries, phonetic transcriptions are necessary, because the spelling of an English word does not tell you how you should.

Phonetic transcriptions are usually written in the International Phonetic Alphabet (IPA), in which each English sound has its own symbol. (You can take a look at a chart with all the [English sounds and their IPA symbols](http://www.antimoon.com/how/pronunc-soundsipa.htm#phonchart).)

For example, the IPA-based phonetic transcription of the word [HOME](http://www.antimoon.com/sound/home.mp3) is hoʊm, and the transcription of [COME](http://www.antimoon.com/sound/come.mp3) is kʌm. Note that in spelling, these words are similar. They both end in OME. But their phonetic transcriptions are different, because they are [pronounced](http://www.antimoon.com/words/pronounce-v.htm) differently.

Phonetic transcription is usually given in brackets, like this: /hoʊm/, /kʌm/. In a dictionary, it looks like this:

dictionary definition of the word 'image'(By the way, not all dictionaries give the [pronunciations](http://www.antimoon.com/words/pronunciation-n.htm) of words. If you are serious about learning English, you should [buy a dictionary](http://www.antimoon.com/how/dictionary.htm) which has this information.)

**Word stress**

When a word has many syllables, one of them is always [pronounced](http://www.antimoon.com/words/pronounce-v.htm) more strongly. This is called ***word stress***, and we say that the syllable is ***stressed***. For example, in the word [BECOME](http://www.antimoon.com/sound/become.mp3), the stressed syllable is COME. If the stressed syllable was BE, BECOME would be [pronounced](http://www.antimoon.com/words/pronounce-v.htm) [~~like this~~](http://www.antimoon.com/sound/become_wrong_stress.mp3).

Dictionaries tell you which syllable is stressed. The most popular system is to put a vertical line (ˈ) before the stressed syllable in the phonetic transcription of the word. For example, the transcription for [BECOME](http://www.antimoon.com/sound/become.mp3) is /bɪˈkʌm/.

If a word has only one syllable (examples: PEN, WATCH), dictionaries usually do not put the ˈ stress mark before it. So they don’t write /ˈpen/ — they simply write /pen/.

Some dictionaries use other systems for showing word stress. For example, they may put ˈ *after* the stressed syllable, or they may underline the stressed syllable.

**A demonstration**

Have a look at our [demonstration of the phonetic transcription system](http://www.antimoon.com/how/pronunctransdemo.htm). You can read the transcriptions of some English words and listen to their pronunciations at the same time.

**Representing differences between British and American English**

Many words are pronounced differently in British and American English. Of course, these differences must be reflected in phonetic transcriptions. There are two basic ways to do this:

* Separate transcriptions for British and American English, for example:

|  |  |
| --- | --- |
| DOT | BrE /dɒt/, AmE /dɑːt/ |
| FARM | BrE /fɑːm/, AmE /fɑːrm/ |
| GO | BrE /gəʊ/, AmE /goʊ/ |
| MOTHER | BrE /ˈmʌðəʳ/, AmE /ˈmʌðər/ (or /ˈmʌðɚ/) |

* This system is used in [advanced learner’s dictionaries](http://www.antimoon.com/how/learners-dictionaries-review.htm) from Longman, Oxford and Cambridge. The problem with this system is that you have to write two transcriptions for most words, which takes up a lot of space.
* One “compromise” transcription for both British and American English. This is done by using mostly British phoneme symbols plus the ʳ symbol.

|  |  |
| --- | --- |
| DOT | /dɒt/ |
| FARM | /fɑːʳm/ |
| GO | /goʊ/ |
| MOTHER | /ˈmʌðəʳ/ |

**9 МАВЗУ: 12-машғулот. Шаҳар ёки қишлоқ ҳақида суҳбат**

**THEME 9: Session 12. Talking about a citie or village.**

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| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about a city or village. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the largest city in the USA?  2. Where is New York situated?  3. When was the city founded?  4. How many districts are there in New York?  5. What is the central and the oldest part of New York?  6. In which district are many offices situated?  7. What is the population of New York?  8. People of how many nationalities live in the city?  9. What does a traveller who comes to New York for the first time wonder at?  10. How and when did the Statue of Liberty appear in New York?  11. Which industries are situated in New York?  12. What is situated in the mouth of the Hudson river?  13. What are the names of art museums situated in New York?  14. In what street are most of the theatres and cinemas situated? |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about a city. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about a city or town. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## 

## *New York*

New York is the largest city in the USA and the biggest seaport. It is the business centre of the United States. New York is situated in the mouth of the Hudson river. In comparison with such ancient historical cities as, say, Rome, London, Moscow or Paris, New York is quite young. It was founded in 1613 by Dutch settlers.

There are five districts in the city: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the central and the oldest part of the city. It is the district of business and finance. It is here in Wall Street that many business offices, banks and the world famous New York stock exchange are situated. The New York stock exchange dominates business life of many countries. The total area of New York is 365 square miles or 900 square kilometres.

Its population together with the population of its suburbs amounts to 16 million people. Among the inhabitants of New York one can meet people of almost all nationalities. They settled here during the immigration in the 19th and at the beginning of the 20th century.

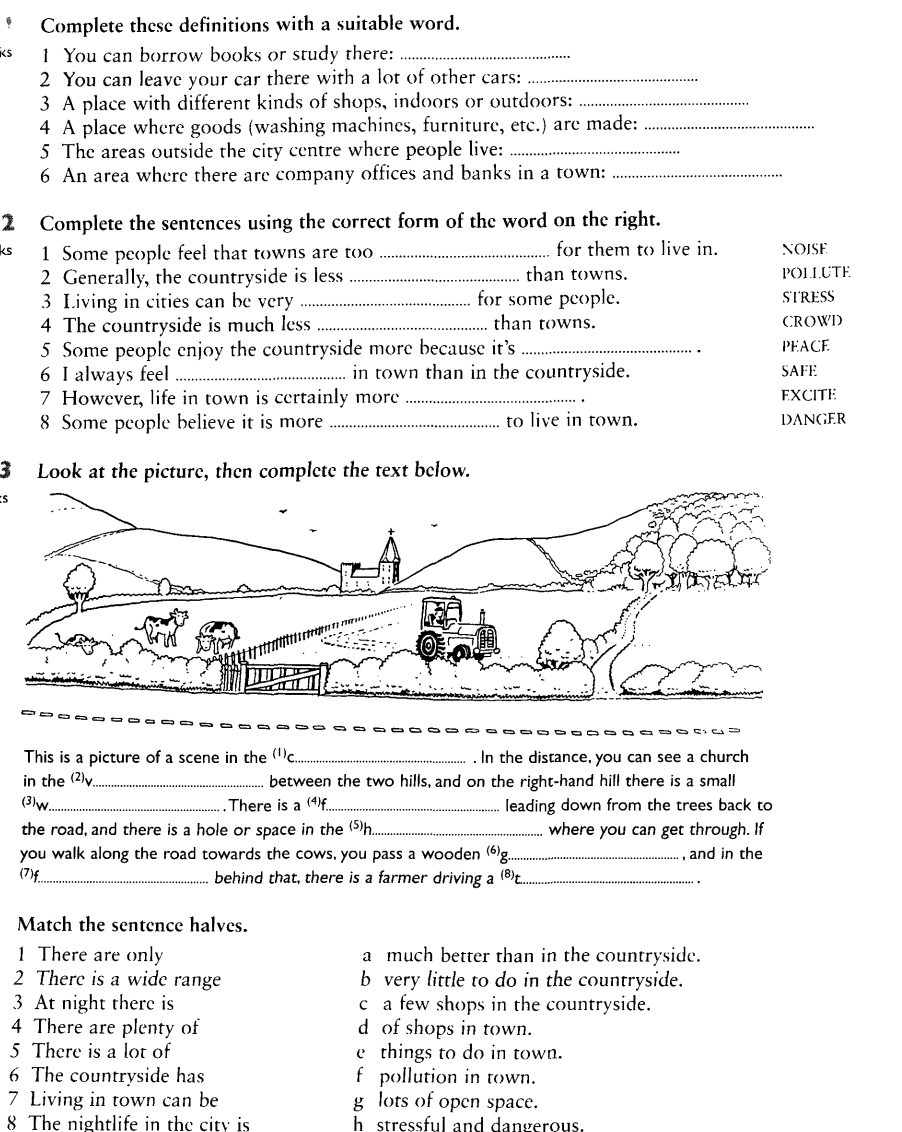
A traveller who visits New York for the first time wonders at the modern architecture. The Statue of Liberty, which is on Liberty Island, was a present from France in 1876 on the occasion of the 100th anniversary of American independence. This statue and a few 18th and 19th century churches, hospitals, newspaper offices and other buildings are the only examples of "old" architecture in New York. Wherever your eyes travel, everywhere you can see sky-scrapers. New York, one of the USA leading manufacturing cities, is the home of great firms and banks. The most important branches of industry are those producing vehicles, glass, chemicals and all kinds of machinery. The city has very busy traffic. Its streets and highways are full of cars and buses.

The mouth of the Hudson river makes an excellent harbour for numerous passengers and cargo ships from all over the world.

Speaking about New York one can't but mention the outstanding role, the city plays, in the cultural life of the country. New York has many museums and art galleries which have collected works of art of many peoples and of all times. Many of them are on constant display in the Metropolitan Museum of Art, the Whitney Museum of Art.

Most of the theatres and cinemas are in or near Broadway, the longest street and the biggest shopping district in Ne\

York. The Metropolitan and Modern Arts Museums attract many visitors.



**9 МАВЗУ: 13-машғулот. Шаҳар ёки қишлоқ ҳақида суҳбат**

**THEME 9: Session 13. Talking about a citie or village.**

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| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about The Town of My Dream |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Where do you like to go?  2. Where is it situated?  3. When was the city founded?  4. What is the population of it?  5. What is the central and the oldest part of New York?  6. In which district are many offices situated? |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about a city. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about a city or town. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *The Town of My Dream*

Peking is the capital of the People's Republic of China. It is spreads across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city. The population of Peking is about 10 million people and is still growing, although it is only the second largest city in China.

In 1421 Peking became the imperial capital of the Ming dynasty (1368—1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cites, the walls and streets were based on the points of the compass. Peking has remained the capital of China since then. With its modern international airport, it is not surprising that Peking has become a popular tourist destination. Peking's broad, straight streets are crowded with people, bicycles and buses. Very few people own a car. Industries include textiles, steel and engineering.

It is also a city of great cultural importance. There are more than fifty institutes of higher education, including Peking University. It has a famous opera, a ballet and some outstanding museums — The Museum of Chinese History and Gugun Museum. Among the many historical and cultural landmarks in Peking is Square, one of the largest public squares in the world. It is used for political rallies and military parades.

**Towns**

Look at this description of Cork, one of Ireland’s main towns. Underline any words or phrases that might be useful for describing your own or any other town.

Cork city is the major metropolis of the south; indeed with a population of about 135,000 it is the second largest city in the Republic. The main business and shopping centre of the town lies on the island created by two channels of the River Lee, with most places within walking distance of the centre. (The buses tend to be overcrowded and the one-way traffic system is fiendishly complicated.) In the hilly area of the city is the famous Shandon Steeple, the bell-tower of St Anne’s Church, built on the site of a church destroyed when the city was besieged by the Duke of Marlborough. Back across the River Lee lies the city’s cathedral, an imposing 19th century building in the French Gothic style. Cork has two markets. Neither caters specifically for tourists but those who enjoy the atmosphere of a real working market will appreciate their charm. The Crawford Art Gallery is well worth a visit. It regularly mounts adventurous exhibitions by contemporary artists. The fashionable residential districts of Cork city overlook the harbour. There are other residential areas on the outskirts.

Towns can be convenient places to live in because they have many facilities. Check with a teacher or a dictionary if you are not sure what anything means.

Sports: swimming pool sports centre golf course tennis courts football pitch skating rink Cultural: theatre opera house concert hall radio station art gallery

Educational: school college university library evening classes museum

Catering and night-life: restaurant cafe nightclub take-away hotel

B and B (bed and breakfast) youth hostel dance-hall disco Transport: bus service taxi rank car hire agency carpark parking meters

Other: health centre law courts registry office citizens’ advice bureau job centre bottle bank department store chemist’s estate agent garden centre police station Town or City Hall suburbs housing estate industrial estate pedestrian precinct/

Towns also have their own special problems. Here are some to be found in London now.

Traffic jams: every day, particularly in the rush-hour, the streets get so packed with traffic that travel is very slow or even comes to a standstill. This is particularly stressful for commuters, people who travel to work in the town Slums: certain parts of the city which are poor and in a very bad condition Vandalism: pointless destruction of other people’s property Overcrowding: too many people live in too small a place Pollution: the air and the water are no longer as pure as they were Crime: see Unit 55

Here are some useful adjectives for describing towns.

picturesque historic spacious elegant magnificent atmospheric quaint lively hectic deserted (e.g. at night) bustling crowded packed filthy run-down shabby

Cheek that you understand the text about Cork by answering the following questions.

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?

7 Is the Crawford Gallery worth visiting and why?

8 Where do Cork people live?

The description of Cork comes from a guidebook for tourists. Write sentences about a town of your choice, using the following expressions from the text.

the second/third/fourth ...est within walking distance of built on the site cater for to overlook

well worth a visit / visiting a working market/museum/steam railway/model the main ... area of the town lies in the Victorian/Georgian/Classical/ Baroque/French Gothic style tend to be

whether or not it merits those who enjoy on the outskirts to mount an exhibition to appreciate the charm

2 Look at the list of facilities listed in B opposite. Tick all those which your town, or any town you know well, has.

3 Suggest three words which would collocate well with each of the nouns below, as in the examples.

museum

club

college

leisure

centre

court

agency

4 What facilities would your ideal town have? Name the three most important facilities for

you in each of the categories listed in B opposite. You may choose facilities other than those listed opposite if you wish.

5 Arc any of the problems mentioned in C opposite to be found in your city or a city you know well? Could you suggest a solution for these problems?

6 Write sentences about any towns you know, using each of the adjectives in D.

Example: The most picturesque part of my town is the old market-place.

**10 МАВЗУ: 13-машғулот. Интонатция (Оҳанг) ва униг турлари**

**THEME 10: Session 13. Intonation and its types.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Intonation and its types. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the intonation?  2. How many types of intonation do you know?  3. Why teach intonation?  4. Can I improve my own awareness of intonation? |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about Intonation and its types. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…  to know the intonation.  to know the intonation and its types. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

Intonation is crucial for communication. It's also a largely unconscious mechanism, and as such, a complex aspect of pronunciation.

It's no surprise that many teachers don't feel confident about tackling it in the classroom. When teaching grammar or lexis, we find ways of making the language accessible to our learners. How then to do this with intonation?

* What is intonation?
* Why teach intonation?
* Can I improve my own awareness of intonation?
* How I help my students:
  + Awareness-raising
  + Intonation and grammar
  + Intonation and attitudes
  + Intonation and discourse
* Conclusion

What is intonation?

Intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words.   
Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation. It has the following features:

* It's divided into phrases, also known as '***tone-units***'.
* The pitch moves up and down, within a '***pitch range***'. Everybody has their own pitch range. Languages, too, differ in pitch range. English has particularly wide pitch range.
* In each tone unit, the pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the '***tonic-syllable***'. The tonic-syllable is usually a high-content word, near the end of the unit.
* These patterns of pitch variation are essential to a phrase's meaning. Changing the intonation can completely change the meaning.

Example:

* + Say: 'It's raining'.
  + Now say it again using the same words, but giving it different meaning. You could say it to mean 'What a surprise!', or 'How annoying!',or 'That's great!'. There are many possibilities.

Why teach intonation?

Intonation exists in every language, so the concept we're introducing isn't new. However, learners are often so busy finding their words that intonation suffers. Yet intonation can be as important as word choice - we don't always realise how much difference intonation makes:

* Awareness of intonation aids communication.
* Incorrect intonation can result in misunderstandings, speakers losing interest or even taking offence!

 Though it's unlikely our learners will need native-speaker-level pronunciation, what they do need is greater awareness of intonation to facilitate their speaking and listening.

Can I improve my own awareness of intonation?

It's difficult to hear our own intonation. Choose somebody to listen to closely: as you listen, visualise the melody in your head, 'seeing' how it's divided into tone-units. Next time you do a class speaking activity, focus on your students' intonation. Are there students whose language is 'correct', but something doesn't sound right? Do they come across as boring or insincere? It may well be their pitch range isn't varied enough.

How I help my students

Awareness-raising   
Some techniques I find useful for raising learners' awareness of intonation:

* Provide learners with models - don't be afraid to exaggerate your intonation.
* Let students compare two examples of the same phrase, eg: varied/flat intonation, English / L1.
* Ask students to have a 2-minute conversation in pairs as 'robots' (elicit the word using a picture if necessary), i.e. with no intonation. When they then go back to speaking 'normally', point out that the difference is made by intonation - this is what gives movement to our voices.
* Get students to imitate my intonation, but without words, just humming.

Intonation doesn't exist in isolation. So it makes sense to approach it together with other factors.  
Intonation and grammar

Where patterns associating intonation and grammar are predictable, I highlight these to my students. I see these as starting-points, rather than rules.

Some examples are:

* Wh-word questions: falling intonation
* Yes/No questions: rising
* Statements: falling
* Question-Tags: 'chat' - falling; 'check' - rising
* Lists: rising, rising, rising, falling

 When practising these constructions, I include activities focusing specifically on intonation.

For example, Question-Tags: Students in groups are assigned jobs to mime to each other. Students make notes about what they think each person's job is. They then have to check they've understood the jobs: Students use rising/falling intonation question-tags depending how sure they are: 'You're a pilot, aren't you?'. At the end, students confirm their jobs.

Intonation and attitude It's important that students are aware of the strong link between intonation and attitude, even if it's difficult to provide rules here.

* The first thing is for learners to recognise the effect of intonation changes. I say the word 'bananas' - firstly with an '*interested*' intonation (varied tone); then '*uninterested*' (flat). Students identify the two and describe the difference. We then brainstorm attitudes, such as 'enthusiastic', 'bored', 'surprised', 'relieved'. I say 'bananas' for these. Students then do the same in pairs, guessing each other's attitude.
* This can be developed by asking students to 'greet' everybody with a particular attitude. At the end, the class identify each person's attitude. For younger learners, I use 'Mr Men' characters (Miss Happy, Mr Grumpy, Miss Frightened, etc.) Each student is allocated a character and, as above, they greet the class with that character's voice.

Intonation and discourse

Learners' also need awareness of intonation in longer stretches of language. Here, we can give our learners clearer guidelines: 'new' information = fall tone; 'shared' knowledge = 'fall-rise'.

A simple shopping dialogue demonstrates this:

SK: Can I help you?

C: I'd like a chocolate (fall) ice-cream.  
SK: One chocolate (fall-rise) ice-cream. Anything else?  
C: One strawberry (fall) ice-cream.  
SK: One chocolate (fall), one strawberry (fall). Anything else?  
C: Yes. One chocolate (fall), one strawberry (fall), and one vanilla (fall-rise).

Higher level students can identify the '***new***' / '***shared***' information, and then practise reading accordingly.

With lower level students, we memorise the dialogue together. Although I don't refer to intonation directly, I use my hands to indicate it (fall = hand pointing down; fall-rise = down then up). Students then prepare their own dialogues. I've found my learners pick up these patterns very quickly.

**11 МАВЗУ: 14-машғулот. Ўзбекистон ва Бирлашган Қироллик ҳақида суҳбат**

**THEME 11: Session 14. Talking about Uzbekistan and the UK.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about Uzbekistan. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. The location of Uzbekistan. 2. Ancient cities and towns in Uzbekistan. 3. Joint ventures operating in Uzbekistan. 4. Natural resources in Uzbekistan. |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about Uzbekistan. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about Uzbekistan. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

##### The Republic of Uzbekistan

Uzbekistan is situated in Central Asia. Its area is 447.400 square kilometers. In the south Uzbekistan borders on Afganistan, Tajikistan and Turkmenistan. In the east it borders on Tajikistan, Kirghistan, in the west and north it borders on Kazaкhstan.

The republic of Uzbekistan is one of the most favourable regions in terms of natural and geographic conditions. It is situated in the central part of the Central Asian economic region and it is watered by the large rivers of the Amudarya and Sirdarya. The length of the republic‘s territory from west to east is 1425 km, and from north to south 930 km. The size of Uzbekistan’s territory is greater than the UK, Belgium, Denmark, Switzerland and Austria taken together.

Uzbekistan has a great variety of geographical features. Lying in the desert zone of the moderate belt, the Republic has a hot, dry climate. There is plenty of warmth and sunshine, but very little water; therefore all economic activity is directly connected with irrigation constructions.

There are mountains and rivers in Uzbekistan. The Sirdarya is the biggest river. It is used for watering fields and for fishing.

The Republic of Uzbekistan consists of the Republic of Karakalpakstan, 12 regions, 226 cities and districts. It ranks third among the CIS in terms of the total amount of population yielding only to Russia and the Ukraine. The total number of the republic’s population is about 25 million people. The representatives of more than 120 nationalities and ethnic groups live and work in the territory of Uzbekistan.

The engineering industry, chemistry, metallurgy, radio and electronic industry, light industry have been given wide scope of development.

More than 50% of Central Asia’s energy capacities fall to the share of Uzbekistan.

The length of railroads exceeds 6.700 km; and that of the highways 80.000 km; airway communications have been established with more than 30 countries.

Uzbekistan has the world’s fourth largest reserves of gold and the tenth largest reserves of copper. The annual gold output is about 70 tons.

The republic produces 1,3 million tons of cotton fibre, 5 million tons of fruit and vegetables, 20.000 tons of raw silk and 1,5 million of astrakhans annually.

Uzbekistan is rich in fuel and power resources. Gas reserves total 5 trillion cubic metres, the reserves of oil 4 billion tons, the reserves of coal are 2 billion tons.

The representatives of international financial and banking institutions such as the World Bank, the International Monetary Fund, the European Bank for Reconstruction and Development and others are successfully operating in the Republic.

Countries, nationalities and languages

Using ‘the’

Most names of countries are used without ‘the\ hut some countries and other names have ‘the’ before them, e.g. The USA, The United Kingdom / UK, The Commonwealth.

Some countries may be referred to with or without ‘the’ (the) Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan.

Adjectives referring to countries and languages

With-ish: British Irish Flemish Danish Turkish Spanish With -(i)an: Canadian Brazilian American Russian Australian With -ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese With -i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi With -ic: Icelandic Arabic

Some, adjectives are worth learning separately e.g. Swiss, Thai, Greek, Dutch, Cypriot. Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Catalan, a Greek, an African. Some need woman/man/person added to them (you can’t say ‘a Dutch’), so if in doubt, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

World regions

North

America

Asia

Theoretic\*\*' Scandinavia

^ \* The

Middle North Africa past

The

Central Africa

r

The

Indian

Ocean

Caribbean

Latin

America

The Antarctic

/

j|ie Southern J ^ Atlantic Afnca, <?T‘'

The JK

Far ' X The

Pacific

East

Australasia

Peoples and races

People belong to ethnic groups and regional groups such as Afro-Caribbeam, Asians and Orientals and Latin Americans. What are you? (e.g. North African, Southern African, European, Melanesian)

They speak dialects as well as languages. Everyone has a: mother tongue or first language; many have second and third languages. Some people are perfect in more than one language and are bilingual or multilingual.

name: Wanija Krishnamurthan second/third languages: English, Malay

nationality: Malaysian type or dialect of English: Malaysian

mother tongue: Tamil (S. India) ethnic group: Asian (Tamil Indian)

1 Ways of learning nationality and language adjectivcs. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by -(i)ati adjectives.

1 Complete this list of Latin American adjectives. Look at a world map if you have t« Brazilian, Chilean,...

2 The same applies to former European socialist countries and parts of the former So ' Union. Complete the list. Hungarian, Armenian,...

3 What other regional groupings can you see on the left-hand page? (e.g. many -ish adjectives are European)

2 Famous names. Can you name a famous...

Example: Argentinian sportsman or woman? Dieqo Maradonna

1 Chinese politician?

2 Black Southern African political figure?

3 Polish person who became a world religious leader?

4 Italian opera singer?

5 Irish rock-music group?

ie

3 All these nationality adjectives have a change in stress and/or pronunciation from the of the country. Make sure you can pronounce them. Use a dictionary for any you don . know. Use phonetic script if possible (see Unit 5).

Example: Iran -» Iranian /I'remian/ (US = /I'raeman/)

1 Panama —» Panamanian 4 Jordan -» Jordanian

2 Cyprus —» Cypriot 5 Egypt —\*• Egyptian

3 Ghana —» Ghanaian 6 Fiji —\* Fijian

4 Correct the mistakes in these newspaper headlines.

1 World quiz

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 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?

Follow-up: Make sure you can describe your nationality, country, region, ethnic group, language(s), etc. in English.

**11 МАВЗУ: 15-машғулот. Ўзбекистон ва Бирлашган Қироллик ҳақида суҳбат**

**THEME 11: Session 15. Talking about Uzbekistan and the UK.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about the UK. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Where is the United Kingdom situated  2. What islands do the British Isles consist of?  3. What ocean and seas are the British Isles washed by?  4. How many parts does the Island of Great Britain consist  of and what are they called?  5. What country does Northern Ireland border on?  6. Are there any high mountains in Great Britain?  7. What sea do most of the rivers flow into?  8. What mineral resources is Great Britain rich in?  9. What is the climate like in Great Britain?  10. What is the population of Great Britain?  11. What city is the capital of the U. K.?  12. What kind of state is Great Britain? |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about the UK. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about the UK. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *Great Britain*

The full name of the country the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 314 000 sq. km. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south.

The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island). There are no high mountains in Great Britain. In the north the Cheviots separate England from Scotland, the Pennines stretch down North England along its middle, the Cambrian Mountains occupy the greater part of Wales and the Highlands ofScotland are the tallest of the British mountains. There is very little flat country except in the region known as East Anglia.

Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Trent, Tyne, Clyde and Bristol Avon.

Great Britain is not very rich in mineral resources; it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

The warm currents of the Atlantic Ocean influence the climate of Great Britain. Winters are not severely cold and summers are rarely hot.

The population of the United Kingdom is over 60 million people. The main nationalities are: English, Welsh, Scottish and Irish. In Great Britain there are a lot of immigrants from former British Asian and African colonies.

Great Britain is a highly industrialized country. New industries have been developed in the last three decades. The main industrial centres are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and Bristol. The capital of the country is London. The United Kingdom is a. parliamentary monarchy.

## 

## *The Structure of Government in Great Britain*

The Queen is officially head of all the branches of government, but she has little direct power in the country. The constitution has three branches: Parliament, which makes lows, the government, which "executes" laws (puts them into effect) and the courts, which interpret laws. Parliament has two parts: the House of Commons and the House of Lords. Members of the House of Commons are elected by the voters of 650 constituencies. They are known as Members of Parliament. The Prime Minister is advised by a Cabinet of about twenty other ministers. The Prime Minister, or leader of the Government, is usually the leader of the political party. The Cabinet includes the ministers in charge of major government departments or ministries.

Departments and ministries are run by civil servants, who are permanent officials. Even if the Government changes after an election, the same civil servants are employed. Members of the House of Lords are not elected. About 70 per cent of them are "hereditary peers" because their fathers were peers before them. The 30 per cent are officially appointed by the Queen, on the advice of the Government, for various services for people.

## 

## *Forming a Government.The Cabinet.*

The party which wins the most seats in the General Election forms the government in Britain. The leader of the winning party becomes Prime Minister. As leaders of their political parties and leaders of the country, Prime Ministers are powerful because they have the majority support in Parliament and they can choose their own ministers and government.

The PM, chooses a committee of ministers called the Cabinet. This is made up of a selection of senior MPs from the House of Commons and some members of the House of Lords. Each member of the Cabinet is a minister responsible for a government department: for example, the Secretary of State for Education and Science is responsible for all the schools, universities and teachers in Britain. The Cabinet of ministers runs the country. The Cabinet meets at the Prime Minister's house — 10 Downing Street.

The cabinet works as a team and all ministers must accept the decisions of the "group". The team of ministers must always agree in public because they are collectively responsible for the decisions they make. If a minister cannot agree with all the others, he usually resigns from the cabinet. Cabinet meetings are held in private and the details must remain secret for at least 30 years. Margaret Thatcher tried to change this style of the Cabinet and was forced to resign when the other ministers could not agree with her.

Cabinet ministers cannot, however, do as they please! They are responsible to Parliament and must answer questions from backbenchers from the House of Commons. Even the Prime Minister must answer questions every Tuesday and Thursday in the Commons — this is «called Prime Minister's Question Time. Everyone wants to know what has been decided behind the closed doors of the Cabinet Room.

## 

## *Parliament. The Palace of Westminster*

Britain is administered from the Palace of Westminster in London. This is also known as the Houses of Parliament. Parliament is made up of two chambers — the House of Commons and the House of Lords. The members of the House of Lords are not elected: they qualify to sit in the House because they are bishops of the Church of England, aristocrats who have inherited their seats from their fathers, people with titles. There has been talk of reform in this century because many Britons think that this system is undemocratic. The House of Commons, by contrast, has 651 seats which are occupied by Members of Parliament (MPs) who are elected by the British public. The United Kingdom is divided into constituencies, each of which has an elected MP in the Houseof Commons.

Each of the major political parties appoints a representative (candidate) to compete for each seat. Smaller parties may have a candidate in only a few constituencies. There may be five or more parties, fighting for one seat, but only one person — the candidate who gets the greatest number of votes — can win. Some parties win a lot of seats and some win very few, or none at all.

The Queen, who is the Head of State, opens and closes Parliament. All new laws are debated (discussed) by MPs in the Commons, then debated in the Lords, and finally signed by the Queen. All three are part of Parliament in Britain.

Countries, nationalities and languages

Who speaks what where?

Country Nationality Language

Germany German German

France French French

Italy Italian Italian

Spain Spanish Spanish

Britain British English

Portugal Portuguese Portuguese

Japan Japanese Japanese

Korea Korean Korean

China Chinese Mandarin (also Cantonese)

Thailand Thai Thai

Australia Australian English

The United States American English

of America

Saudi Arabia Saudi Arabian Arabic

Brazil Brazilian Portuguese

Sweden Swedish Swedish

Switzerland Swiss Swiss-German, French, Italian

Egypt Egyptian Arabic

Holland Dutch Dutch

Mexico Mexican Spanish

Russia Russian Russian

Israel Israeli Hebrew

Greece Greek Greek

Turkey Turkish Turkish

Argentina Argentinian Spanish

The people

When you are talking about people in general from a particular country, there are some nationalities that you can make plural with an ‘s’, but others can only be formed with the definite article (and no plural ‘s’):

Brazilians The British

Germans The French

(The) Italians are (usually very ...) The Swiss are (usually very ...)

Russians The Dutch

Israelis The Japanese

Note:

• With both groups you can also use the word ‘people’: British people, German people, etc.

• When you talk about one person from these countries, you need to add woman/man/ person to the group on the right: a Brazilian but a Japanese person; a German but a Swiss person, etc.

1 Answer these questions without looking at the opposite page.

1 Write down three countries where the first language is English.

2 What language is spoken in Brazil?

3 What are people from Holland called?

4 Write down three languages spoken in Switzerland.

5 What language is spoken in Saudi Arabia?

6 What nationality are people from Sweden?

7 What language is spoken in Mexico?

8 What are people from Egypt called?

9 What is the first language in Israel?

10 Where do people speak Mandarin?

2 Mark the main stress on the words in the box, and practise saying them.

Japan Japanese Brazilian Egyptian Arabic Italian

Austria Australia Chinese Portuguese Saudi Arabia

What do you notice about the stress on words ending -ia, -ian, and -ese'i

Complete these sentences with the name of the people from the country on the right.

Germany

France

Japan

Israel

Brazil

Britain

Switzerland

Greece

Examples: I’ve worked a lot with .

I’ve spent a lot of time with . .the- french \_

1 We do a lot of business with

2 are usually hard-working.

3 I have always found very friendly.

4 People often say that are reserved.

5 arc very organised.

6 I met a lot of on my trip to Athens.

1 Complete these sentences.

Bangkok is the capital of

Buenos Aires is the capital of

Ankara is the capital of

Seoul is the capital of

Cairo is the capital of

Riyadh is the capital of

Athens is the capital of

Tel Aviv is the capital of .... Stockholm is the capital of Lisbon is the capital of

**12 МАВЗУ: 16-машғулот. Машҳур кишилар ҳақида суҳбат**

**THEME 12: Session 16. Talking about famous people.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about famous people. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Who is a famous person?  2. His(her) activity. |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about famous people | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about famous people. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Steve Jobs**

Jobs's birth parents met at the University of Wisconsin, where Jobs's Syrian-born biological father, Abdulfattah "John" Jandali was a student, and later taught, and where his biological mother, Swiss-American Catholic Joanne Carole Schieble, was also a student. They were the same age because Jandali had received his PhD at an early age Jandali, who was teaching in Wisconsin when Jobs was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship.

A job was born in San Francisco, California. He was adopted at birth by Paul Reinhold Jobs (1922–1993) and Clara Jobs (1924–1986), an Armenian American. According to Steve Jobs's commencement address at Stanford, Schieble wanted Jobs to be adopted only by a college graduate couple. Schieble learned that Clara Jobs hadn't graduated from college and Paul Jobs had only attended high school, but signed final adoption papers after they promised her that the child would definitely be encouraged and supported to attend college. Later, when asked about his "adoptive parents", Jobs replied emphatically that Paul and Clara Jobs "were my parents." He stated in his authorized biography that they "were my parents 1,000%." Unknown to him, his biological parents would subsequently marry (December 1955), have a second child, novelist Mona Simpson, in 1957, and divorce in 1962.

In 1976, Wozniak single-handedly invented the Apple I computer. After Wozniak showed it to Jobs, who suggested that they sell it, they and Ronald Wayne formed Apple Computer in the garage of Jobs's parents in order to sell it. Wayne stayed only a short time leaving Jobs and Wozniak as the primary co-founders of the company.They received funding from a then-semi-retired Intel product-marketing manager and engineer Mike Markkula. Scott McNealy, one of the co-founders of Sun Microsystems, said that Jobs broke a "glass age ceiling" in Silicon Valley because he'd created a very successful company at a young age.

In 1978, Apple recruited Mike Scott from National Semiconductor to serve as CEO for what turned out to be several turbulent years. In 1983, Jobs luredJohn Sculley away from Pepsi-Cola to serve as Apple's CEO, asking, "Do you want to spend the rest of your life selling sugared water, or do you want a chance to change the world?

In the early 1980s, Jobs was among the first to see the commercial potential of Xerox PARC's mouse-driven graphical user interface, which led to the creation of the Apple Lisa. A year later, Apple completed the Macintosh.

During an April 10th & 11th board meeting, Apple's board of directors gave Sculley the authority to remove Jobs from all roles, except chairman, to reassign him to an undetermined position. John delayed a reassignment. But when Sculley learned that Jobs—who believed Sculley to be "bad for Apple" and the wrong person to lead the company—had been attempting to organize a boardroom coup, on May 24, 1985, called a board meeting to resolve the matter. Apple's board of directors sided with Sculley once again and removed Jobs from his managerial duties as head of the Macintosh division. With no duties and exiled from the rest of the company to an otherwise-empty building, Jobs stopped coming to work and later resigned as chairman. After unsuccessfully applying to fly on the Space Shuttle as a civilian astronaut, and briefly considering starting a computer company in the Soviet Union, he resigned from Apple five months later.

In 1996, Apple announced that it would buy NeXT for $427 million. The deal was finalized in February 1997, bringing Jobs back to the company he co-founded. Jobs became de facto chief after then-CEO Gil Amelio was ousted in July 1997. He was formally named interim chief executive in September.In March 1998, to concentrate Apple's efforts on returning to profitability, Jobs terminated a number of projects, such as Newton,Cyberdog, and OpenDoc. In the coming months, many employees developed a fear of encountering Jobs while riding in the elevator, "afraid that they might not have a job when the doors opened. The reality was that Jobs's summary executions were rare, but a handful of victims was enough to terrorize a whole company." Jobs also changed the licensing program for Macintosh clones, making it too costly for the manufacturers to continue making machines.

In August 2011, Jobs resigned as CEO of Apple, but remained with the company as chairman of its board.Hours after the announcement, Apple Inc. (AAPL) shares dropped five percent in after-hours trading. This relatively small drop, when considering the importance of Jobs to Apple, was associated with the fact that his health had been in the news for several years, and he had been on medical leave since January 2011. It was believed, according to Forbes, that the impact would be felt in a negative way beyond Apple, including at The Walt Disney Company where Jobs served as director. In after-hours trading on the day of the announcement, Walt Disney Co. (DIS) shares dropped 1.5 percent.

The Macintosh was introduced in January 1984. The computer had no "Mac" name on the front, but rather just the Apple logo. Apple co-founder and former Apple engineer Steve Wozniak said that the Macintosh failed under Steve Jobs, and that it wasn't until Jobs left that it became a success.

After Jobs was forced out of Apple in 1985, he started a company that built workstation computers. The NeXT Computer was introduced in 1989. Tim Berners-Lee created the world's first web browser on the NeXT Computer. The NeXT Computer was the basis for today's Macintosh OS X and iPhone operating system (iOS).

The first generation of iPod was released October 23, 2001. The major innovation of the iPod was its small size achieved by using a 1.8" hard drive compared to the 2.5" drives common to players at that time. The capacity of the first generation iPod ranged from 5G to 10 Gigabytes. The iPod sold for US$399 and more than 100,000 iPods were sold before the end of 2001. The introduction of the iPod resulted in Apple becoming a major player in the music industry. Also, the iPod's success prepared the way for the iTunes music store and the iPhone. After the 1st generation of iPod, Apple released the hard drive-based iPod classic, the touchscreen iPod Touch, video-capable iPod Nano, screenless iPod Shuffle in the following years.

Apple began work on the first iPhone in 2005 and the first iPhone was released on June 29, 2007. The iPhone created such a sensation that a survey indicated six out of ten Americans were aware of its release. Time magazine declared it "Invention of the Year" for 2007. The Apple iPhone is a small device with multimedia capabilities and functions as a quad-band touch screen smartphone. A year later, the iPhone 3G was released in July 2008 with three key features: support for GPS, 3G data and tri-band UMTS/HSDPA. In June 2009, the iPhone 3GS, whose improvements included voice control, a better camera, and a faster processor, was introduced by Phil Schiller. The iPhone 4 is thinner than previous models, has a five megapixel camera capable of recording video in 720p HD, and adds a secondary front-facing camera for video calls. A major feature of the iPhone 4S, introduced in October 2011, was Siri, a virtual assistant capable of voice recognition.

Describing character

Opposites

Many positive words describing character have clear opposites with a negative meaning.

Positive Negative

warm and friendly cold and unfriendly

kind unkind

nice, pleasant horrible, unpleasant

generous (= happy to give/share) mean (= never gives to others)

optimistic (= thinks positively) pessimistic (= thinks negatively)

rhpprfnl (= happy and smiling) miserable (= always seems unhappy)

relaxed and easy-going tense (= nervous; worries a lot; not calm)

strong weak

sensitive insensitive (= does not think about others’ feelings)

honest (= always tells the truth) dishonest

Jane is very tense at the moment because of her exams, but she’s usually quite relaxed and easy-going about most things.

I think the weather influences me a lot: when it’s sunny I feel more cheerful and optimistic;

but when it’s cold and raining I get very miserable.

He seemed a bit unfriendly at first, but now I’ve got to know him I realise he’s very warm and kind.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very insensitive of her, but at least she was being honest, I suppose.

Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

Positive Negative

hard-working lazy (= never does any work)

punctual (=always on time) not very punctual; always late

reliable unreliable (= you cannot trust / depend on someone like this)

clever, bright (infml) stupid, thick (infml)

flexible inflexible (= a very fixed way of thinking; unable to change)

ambitious unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very shy when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he’s much more self-confident. People often say the British are very reserved (= do not show their feelings), but when you get to know them they can be very emotional like anyone else.

Using nouns

Some important qualites are expressed through nouns.

One of her great qualities is that she uses her initiative. (= she can think for herself and take the necessary action; she does not need to wait for orders all the time)

That boy has got no common sense (= he does stupid things and doesn’t think what he is doing). His sister, on the other hand, is very sensible. (- has lots of common sense)

Organise these words into pairs of opposites and put them in the columns below.

mean clever nice lazy relaxed hard-working

tense cheerful generous unpleasant stupid miserable

Positive Negative

What prefix forms the opposite of each of these words? (You need three different prefixes.)

kind flexible friendly honest reliable sensitive ambitious pleasant

How would you describe the person in each of these descriptions?

1 He never bought me a drink all the time we were together.

2 I have to tell her what to do every minute of the working day. She wouldn’t even open a window without someone’s permission.

3 He often promises to do things but half the time he forgets.

4 She’s always here on time.

5 I don’t think he’s done any work since he’s been here.

6 She finds it difficult to meet people and talk to strangers.

7 He could work in any of the departments, and it doesn’t matter to him if he’s on his own or part of a team.

8 One of the great things about her is that she is so(£ware onwhat other people think or feel.

9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn’t consider their feelings.

10 The other thing about Bob is that he really wants to get the supervisor’s job and then become boss for the whole department.

What nouns can be formed from these adjectives? Use a dictionary to help you.

Example: kind fdndne^S

punctual optimistic reliable lazy

confident generous ambitious stupid

sensitive strong flexible shy

Choose three words from the opposite page which describe you. Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality described on the opposite page? If possible, compare your answers with a friend.

Describing people - character

Intellectual ability

Ability: intelligent bright clever smart shrewd able gifted talented brainy (colloquial)

Lacking ability: stupid foolish half-witted simple silly brainless daft dumb dim (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: cunning crafty sly

Attitudes towards life

Looking on either the bright or the black side of things: optimistic pessimistic Outward-looking or inward-looking (i.e. to the world around one or to one’s own inner world): extroverted introverted Calm or not calm with regard to attitude to life: relaxed tense Practical, not dreamy in approach to life: sensible down-to-earth Feeling things very intensely: sensitive

Attitudes towards other people

Enjoying others’ company: sociable gregarious

Disagreeing with others: quarrelsome argumentative

Taking pleasure in others' pain: cruel sadistic

Relaxed in attitude to self and others: easy-going even-tempered

Not polite to others: impolite rude ill-mannered discourteous

Telling the truth to others: honest trustworthy reliable sincere

Unhappy if others have what one does not have oneself: jealous envious

One person’s meat is another person’s poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

determined

thrifty/economical

self-assured

assertive

original

frank/direct/open

broad-minded

inquiring

generous

innocent

ambitious

obstinate stubborn pig-headed miserly mean tight-fisted

self-important arrogant full of oneself (colloquial)

aggressive bossy (colloquial)

peculiar weird eccentric odd

blunt abrupt brusque curt

unprincipled permissive

inquisitive nosy (colloquial)

extravagant

naive

pushy (colloquial)

I Answer these remarks with the opposite description.

Example: A: I thought you said he was the short, chubby one.

B: No, quite the opposite, he's the tall, thin-faced one

1 A: Was that his brother, the dark-skinned, wavy-haired one?

B: No, quite the opposite, his brother’s...

2 A: She’s always quite well-dressed, so I’ve heard.

B: What! Who told you that? Every time I see her, she’s...

3 A: So Charlene’s that rather plump fair-haired woman, is she?

B: No, you’re looking at the wrong one. Charlene’s...

4 A: So, tell us about the new boss; good looking?

B: No, I’m afraid not; rather...

5 A: I don’t know why, but I expected the tour-guide to be middle-aged or elderly. B: No, apparently she’s only...

1 Write one sentence to describe each of these people, giving information about their hair and

facc, their height and build and general appearance.

1 you yourself 3 a neighbour

2 your best friend 4 your ideal of a handsome man/a beautiful woman

Now, in the same way, describe somebody very famous, give some extra clues about them, e.g. pop star/politician, and see if someone else can guess who you are describing.

I From these jumbled words, find combinations for describing people, as in the example. Not all of the words are on the left-hand page. Some of the combinations are hyphenated. Use a dictionary if necessary.

**12.1 МАВЗУ: 17-машғулот. Машҳур кишилар ҳақида суҳбат**

**THEME 12.1: Session 17. Talking about famous people.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about famous people. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Who is a famous person?  2. His(her) activity. |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about famous people. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about famous people. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## 

## *Charles Dickens*

Charles Dickens was born in 1812. He lived in the south of England when he was a little boy. His father worked in an office. He was a very clever man, but he was very poor. Charles had many brothers and sisters, but he did not often play with them. His father had many books and Charles liked to read them. He learned to read very early.

When Charles was 10 years old, his family went to London. There his father got into debt (as he had little money) and then into debtor's prison. So little Charles began to work when he was ten. That was the beginning of Charles' hard life.He worked at a small factory in London, pasting labels on blacking bottles. He had to work in a dirty room with no windows. He did not like his work, but he had to work at the factory for two years. Then he went to school for three years, but he did not learn much at school. He learned much at home, from his father and from other clever people.

Later he worked as a reporter to the Parliament and became a writer of short stories. In 1837 he published his first novel "The Posthumous Papers of the Pickwick Club". And the young reporter became a famous writer. Then he published novel after novel — "Oliver Twist", "Dombey and Son", "David Copperfield" and many other good books.

His books are veryinteresting, they tell us about the hard life of the poor people in. England of that time. When we read his books, we sometimes laugh, but we often want to cry.

Charles Dickens died in 1870. He is one of the greatest novelists in the English literature. Dickens lived more than a hundred years ago, but people in the whole world like to read his books today, because in his books he showed a real world and people of Victorian England.

## *Diana — the People's Princess*

Diana Spencer was born on the first of July 1961 in Sandringham in England. She had two older sisters and ayounger brother. In childhood she liked games, swimming, running and dancing. She wanted to become a dancer. Besides she loved children very much and at the age of sixteen she worked in schools for very young children. Diana became princess, when Prince Charles, the Queen's son, asked her to be his wife and they got married. They

seemed to be a happy couple at first. They had two sons. They travelled a lot they worked a lot, they visited many countries together. But Diana was not quite happy because they did different things and Charles didn't understand her.

Why was Diana the most famous, the most beautiful, the most photographed woman in the world? Why did she win the hearts of millions and millions of people in many countries? Why did so many people come to London to remember her when she died? Why did the car accident which took her life, become such a total shock to crowds of people? Why did people feel the need to be in London at the funeral? Why did the tears and love at the funeral move the world?

The answer is so simple. Matthew Wall, a student at St. Michael's College in Burlington said: "She was such a lovely lady. She did so much for those people less fortunate that herself". She was a kind woman. Hundreds of people talked about Diana's kindnesses. She liked ordinary people, though she was rich and had many rich friends. Wherever she was, she was always ready to lend a hand. She was devoted to the sick and the poor. She visited hospitals for people with AIDS and for lepers and wasn't afraid to touch them, talk to them, listen to them. She worked on children's charities, and had teamed up with Hillary Clinton in an effort to ban landmines.And it's not only money, that she wanted to give people. She wanted to give them a part of her soul, to make them happy because she was unhappy herself. She wanted to give them love, because she needed love herself. Rock stars (Sting, Elton John), pop singer George Michael, film stars and producers (Tom Hanks, Steven Spilberg, Nicole Kidman, Tom Cruise) and other famous people were among her friends. But she had more friends among ordinary people.

Diana was seen many times in floods of tears, because of the pressures of her loveless 15-year marriage. It is not a secret that Diana was hounded and humiliated to the point of mental breakdown and was able to pull through only because she knew she had the love of the people to buoy her in her darkest hours.

She was, indeed, the People's Princess.

I Match these words with their opposites.

1 clever introverted

2 extroverted tight-fisted

3 rude courteous

4 cruel gregarious

.5 generous kind-hearted

6 unsociable half-witted

1 Do you think that the speaker likes or dislikes the people s/he is talking about?

1 Di’s very thrifty. 5 Dick’s quite bossy.

2 Molly’s usually frank. 6 I find Dave self-important.

3 Liz’s quite broad-minded 7 Don’t you think Jim’s nosy?

4 Sam can be aggressive. 8 Jill is very original.

2 Reword the sentences above to give the opposite impression. Example: Pi’s very stingy.

3 Magazines often publish questionnaires which are supposed to analyse your character for you. Look at the words below and then match them to the question which aims to decide whether a person is like that.

Example: If you arrange to meet at 7 p.m., do you arrive at 7 p.m.? Reliable pessimistic argumentative sensitive sociable extravagant assertive inquisitive

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’?

3 Do you find it easy to tell your boss if you feel he or she has treated you badly?

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?

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?

4 What questions like those in 34.4 could you ask to try to find out whether a person is the following:

1 thrifty 3 sensible 5 even-tempered 7 obstinate

2 blunt 4 intelligent 6 original

5 Can you complete each of these word forks?

I self-

.... -tempered

3 -minded

Write a sentence to illustrate the meanings of each of your words.

6 Choose five or six adjectivcs from the opposite page which you think best describe either your own or a friend’s character. How do you or your friend demonstrate these characteristics? Example: Sociable - I am sociable because I love being with other people.

**13 МАВЗУ: 18-мағулот. Бўғинларга бўлиш қоидаси**

**THEME 13: Session 18. Rules of Syllable Division.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Rules of Syllable Division. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the syllable?  2. do you know the rules of syllable division?  3. Why teach syllable?  4. Can I improve my own awareness of intonation? |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about Rules of Syllable Division. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқувфаолиятинингнатижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…  to know the syllable.  to know the rules of syllable division. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Syllable division rules.**

A **syllable** is a basic unit of written and spoken language. It is a unit consisting of uninterrupted sound that can be used to make up words. For example, the word *hotel* has two syllables: *ho* and *tel*. These will be marked here as in *ho/tel*.

## Counting Syllables

To find the number of syllables in a word, use the following steps:

1. Count the vowels in the word.
2. Subtract any silent vowels, (like the silent *e* at the end of a word, or the second vowel when two vowels are together in a syllabl.e)
3. Subtract one vowel from every [diphthong](http://www.phonicsontheweb.com/diphthongs.php) (diphthongs only count as one vowel sound.)
4. The number of vowels sounds left is the same as the number of syllables.

The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard. For example:

* The word *came* has 2 vowels, but the *e* is silent, leaving one vowel sound andone syllable.
* The word *outside* has 4 vowels, but the *e* is silent and the *ou* is a diphthong which counts as only one sound, so this word has only two vowel sounds and therefore, two syllables.

## Six Kinds of Syllables

There are six different kinds of syllables in English:

1. **Closed Syllables**: A closed syllable has one and only one vowel, and it ends in a consonant. Examples include *in*, *ask*, *truck*, *sock*, *stretch*, *twelfth*, and *on*.
2. **Open Syllables**: An open syllable has one and only one vowel, and that vowel occurs at the end of the syllable. Examples include *no*, *she*, *I*, *a*, and*spry*.
3. **Silent-E Syllables**: A silent-e syllable ends in an *e*, has one and only one consonant before that *e*, and has one and only one vowel before that consonant. Examples include *ate*, *ice*, *tune*, *slope*, *strobe*, and *these*.
4. **Vowel Combination Syllables**: A vowel combination syllable has a cluster of two or three vowels or a vowel-consonant unit with a sound or sounds particular to that unit. Examples include *rain*, *day*, *see*, *veil*, *pie*, *piece*, *noise*, *toy*, *cue*, and *true*.
5. **Vowel-R Syllables**: A vowel-r syllable is one which includes one and only one vowel followed by an *r*, or one vowel followed by an *r* which is followed by a silent *e*, or a [vowel combination](http://www.phonicsontheweb.com/vowel-combinations.php) followed by an *r*. Examples include *car*, *or*, *care*, *ire*, *air*, and *deer*.
6. **Consonant-L-E Syllables**: In these syllables, a consonant is followed by *le*. The vowel sound in these syllables is the schwa sound that occurs before the *l*. Examples include *-ble*, *-cle*, *-dle*, *-fle*, and *-gle*.

## Dividing Words Into Syllables

There are four ways to split up a word into its syllables:

### 1. Divide between two middle consonants.

Split up words that have two middle consonants. For example:

hap/pen, bas/ket, let/ter, sup/per, din/ner, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "th", "ch", and "wh".

### 2. Usually divide before a single middle consonant.

When there is only one syllable, you usually divide in front of it, as in:

"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious [**short sound**](http://www.phonicsontheweb.com/short-vowels.php), as in "cab/in".

### 3. Divide before the consonant before an "-le" syllable.

When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "a/ble", "fum/ble", "rub/ble" "mum/ble" and "thi/stle". The only exception to this are "ckle" words like "tick/le".

### 4. Divide off any compound words, [prefixes, suffixes](http://www.phonicsontheweb.com/prefixes-suffixes.php) and roots which have vowel sounds.

Split off the parts of compound words like "sports/car" and "house/boat". Divide off prefixes such at "un/happy", "pre/paid", or "re/write". Also divide off suffixes as in the words "farm/er", "teach/er", "hope/less" and "care/ful". In the word "stop/ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".

**14 МАВЗУ: 19-машғулот. Севимли мусиқа/ хонанда ҳақида суҳбат**

**THEME 14: Session 19. Talking about favourite music/singer.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about favourite music/singer. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is your favourite singer.  2. His(her) activity. |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about favourite singer. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about favourite singer. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Ишбосқичларивавақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**My Favourite Singer (Michael Jackson)**

My favourite singer is Michael Jackson. I like his songs very much because they are full of energy and very melodic. I also like the way he dances.

There were nine children in Michael's family. They lived in a small fourroom house. Later he lived in a house which has seventeen rooms downstairs and sixteen rooms upstaires. It stands in 2,700 acres of ground. Besides the house there are guest houses, a golf course, a swimming pool, tennis courts, stables, gardens, lakes, forests and a zoo.

A lot of strange stories are told about Jackson. It's difficult to decide whether they are true or not. Michael never gave interviews and was rarely seen in public, except on stage. Certainly his behaviour may seem eccentric. In public he often wore a face mask to protect himself from germs, he slept inside an oxygen capsule, which he believed would help him to live longer. But his manager says that Jackson wasn't eccentric. He was just shy. Michael sang in public for the first time when he was five. Since that time he had always been in the public eye. And since that time he had been working like a grown-up.

There were times when he came home from school and he only had time to put his books and get ready for the studio. He often sang until late at night, even if it was past his bedtime. There was a park across the street from the studio, and Michael looked at the kids playing games. And he just stared at them in wonder — he couldn't imagine such freedom, such a carefree life.

He said about himself that in the crowd he was afraid, on stage he was safe. Off stage he felt happiest with animals and children. It's not a secret that his favourite hero was Peter Pan.

Michael has been called "the child who never grew up", but I think he was a grown-up who was never allowed to be a child.

Whether he was crazy, childish, eccentric or just shy, he was no fool. He created a brilliantly successful image, he made a lot of money and spent it on the things he wanted. Who wouldn't like to do the same?

**Music, art and literature**

Forms and people

|  |  |  |  |
| --- | --- | --- | --- |
|  | Forms | Person |  |
| Music | Classical  pop/rock | composer  songwriter |  |
| Art | painting  sculpture | painter | artist sculptor J (general) |  |
| Literature | the novel short stories poetry plays | novelist  short story writer poet  dramatist/playwright | writer  (general) |

Music

Classical music: e.g Beethoven’s piano concertos, Schubert’s symphonies. Beethoven and Schubert are both composers (= people who write classical music) and most of their music is played by an orchestra (= large group of musicians including violins, cellos, etc.) which is led by a conductor, e.g. Georg Solti or Loren Maazel, as leader.

Opera (= a play in which the words are sung): e.g. La Bobeme by Puccini, Carmen by Bizet.

Rock and pop music: e.g. U2, Bon Jovi, Maria Carey. This music is played by groups/bands, e.g. Bon Jovi, Simply Red; or solo artists, e.g. Madonna. Many solo artists, e.g. Phil Collins, are singer-songwriters (= they write and perform/play their own songs).

Jazz: e.g. Duke Ellington, Miles Davis, Stan Getz.

Musical instruments and musicians



If you want to see the paintings of a famous artist, you need to go to an art gallery or museum. There you can see individual paintings and sometimes an exhibition (= a collection of paintings by one painter or school of painters, e.g. the Impressionists), e.g.

There’s a Monet exhibition at the National Gallery next week.

There are many different types and styles of painting:

a portrait (= a painting of a person) a self-portrait (= a painting of the artist by himself/herself) a landscape (= a painting of part of the countryside) an abstract painting (= a painting that is not realistic)

1. What are or were these people? (painter? sculptor? novelist? poet? dramatist? songwriter? composer? conductor? rock star? pop star? musician? singer? pianist? etc.) Some of them may be more than one of these things.

|  |  |  |  |
| --- | --- | --- | --- |
| 7 | Giuseppe Verdi | 13 | Henry Moore |
| 8 | Mick Jagger | 14 | Jorge Luis Borges |
| 9 | Milton Nascimento | 15 | Pablo Picasso |
| 10 | Paul Tortelier | 16 | Saki |
| 1 1 | Paul Simon | 17 | Leonard Bernstein |
| 12 | Mark Knopfler | 18 | Alberto Giacometti |

1. Leo Tolstoy
2. William Wordsworth
3. Henrik Ibsen
4. Yukio Mishima
5. Anton Chekhov
6. Wolfgang Amadeus Mozart
7. What do you call the people who play the following instruments? piano guitar drums violin cello flute
8. What types of painting are these?



4- Use the context and your own knowledge to fill the gaps in these sentences and dialogues.

1. He used to be conductor of the Berlin Philharmonic
2. Phil Collins was in a famous called Genesis before he became a
3. A: Do you like music?

B: Yes, very much.

A: And who’s your favourite ?

B: It’s hard to say, but I love Bach and Vivaldi.

1. There’s going to be an of his paintings at the new art
2. She used to her own songs but now she mainly material

written by other people.

1. I haven’t been to the since I saw The Marriage of Figaro last year.
2. I chink The Great Gatsby is Scott Fitzgerald’s best
3. His first was performed in a very small theatre.

**14.1 МАВЗУ: 20-машғулот. Севимли мусиқа/ хонанда ҳақида суҳбат**

**THEME 14.1: Session 20. Talking about favourite music/singer.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқувмашғулотинингшакливатури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about favourite music/singer. |
| Маърузарежасиўқувмашғулотинингтузилиши  **Procedure/ Lesson outline** | 1. What is your favourite singer.  2. His(her) activity. |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about favourite singer. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about favourite singer. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**My favorite singer is Britney Spears**.

I like to listen to music very much. Every time I have an opportunity I listen to it. I like dancing music with good melody. My favorite singer is Britney Spears. She is not only a good singer but she is also a good actress. In each of her songs she is different and each time she has different images.

Britney Jean Spears was born on December 2, 1981 and spent her childhood in Kentwood, Louisiana. From her early years she was a very active and talented girl. She attended gymnastic classes, sang in her local Baptist church choir and performed in dance revues.

Britney’s first single was released in 1998. It was called “Baby one more time”. It became very popular and Britney was called the pop princess. In 1999 she was in the list of the 50 most beautiful people in the world.

Spears worked a lot. She recorded new songs with the help of famous signers such as Madonna, Justin Timberlake and others. She acted in a movies “Crossroads”, «How I met your mother» and in some others. She got several awards for her acting. She writes music and sets dances, she gets awards and makes world tours. Mass media pays a great attention to her personality and especially to her personal life.

In 2004 she got married and gave a birth to two boys. In 2007 she got a divorce. She was in a bad depression at that time. But she found strength to continue her carrier on the stage. She keeps working and showing us her talent. She released 7 albums. And all of them were hits.

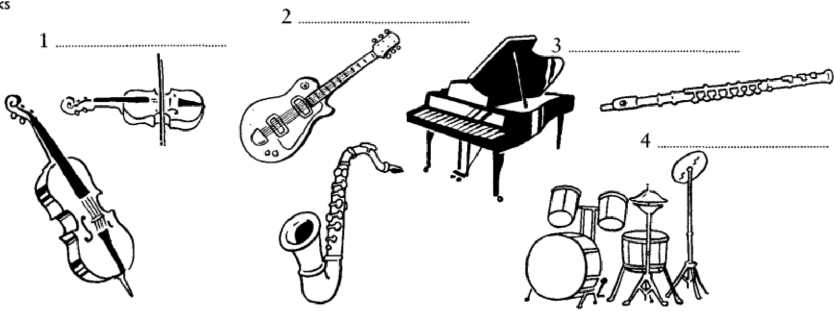
I like many songs by Britney. But my favourite song of is “Circus”. I like video to this song too and I think that Britney played her role both as a singer and an actress perfectly there.

Cirdc the corrcct answer.

ts I He is a well-known composer/compositor.

1. Do you like classic/classical music?
2. Have you seen the latest exhibition/exposition?
3. Do you play a music/musical instrument?
4. I’ve never heard of him. Is he a very well-known sculpture/sculptor?

2 Label these musical instruments



1. What do we call ...

\* 1 ... a person who writes symphonies or concertos?

1. ... a person who writes novels?
2. ... a person who writes poems?
3. ... a person who writes plays?
4. ... the very large group of musicians that includes string and wind instruments?
5. ... the person who stands in front of and leads this large groups of musicians?
6. ... music played by people such as Louis Armstrong and Miles Davis?
7. ... music played by people such as The Spice Girls or Robbie Williams?
8. ... a pop star who is not part of a group?
9. ... a painting of a person?
10. ... a painting of part of the countryside?
11. ... a painting that is not realistic?

!• Fill the gaps in these sentences.

1 Which is your favourite - The Magic Flute by Mozart or La Boheme by Puccini?

1. A: If you go to the National you’ll see some marvellous paintings by

Rembrandt.

B: Oh wonderful. He is one of my favourite

* 3 Her novels are a bit too long for me, but I have read a couple of her stories.

1. He’s a singcr-songwritcr, so he and his own songs.

**15 МАВЗУ: 21-машғулот. Сўз ва гапларда урғу ва интонация(оҳанг  
THEME 15: Session 21. Stress and Intonation in words and sentences.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Stress and Intonation in words and sentences. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the stress?  2. What is intonation?  3. How do we use stress and intonation in words?   * 4. How do we use stress and intonation in sentences? |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about Stress and Intonation in words and sentences. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…  to know the stress.  to know the usage of Stress and Intonation in words.  to know the usage of Stress and Intonation in sentences. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

# Stress and intonation

## STRESS

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch.

English is a stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

Look at the examples of stress in words. The stressed syllables are represented by bold writing. If you want to, you can listen to the words to hear the stress.

Audio file as mp3

**ho**liday, a**lone**, **ad**mi**ra**tion, **con**fi**den**tial, **de**gree, **weak**er, **ner**vous, **pa**rents

In spoken language, grammatical words (auxiliary verbs, prepositions, pronouns, articles, …) usually do not receive any stress. Lexical words, however, (nouns, verbs, adjectives, adverbs, …) must have at least one stressed syllable.

There is no rule, however, about which syllable is stressed in a word with more than one syllable. You will need to learn the stress of words by heart.

Tip: You can look up the word in a dictionary that provides IPA transcript. The symbol ' in front of a syllable indicates that the following syllable is stressed. Look at some examples of IPA transcripts:

* [ˈɡɑːdən] http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif garden http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif the first syllable is stressed: **gar**den
* [ˈmɛdəʊ] http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif meadow http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif the first syllable is stressed: **mea**dow
* [ˈmʌʃˌrum] http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif mushroom http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif the first syllable is stressed: **mush**room
* [θərˈməˌmitɚ] http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif thermometer http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif the second syllable is stressed: ther**mo**meter
* [juː'mɪdɪ.ti] http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif humidity http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif the second syllable is stressed: hu**mi**dity

In the English language, there is one phenomenon concerning stress that you can observe:

There are many verbs that consist of two syllables. Mostly, the stress is on the second syllable.  
Due to historical developments, the same word has become a noun. The noun, however, is stressed differently: the stress is on the first syllable. Look at the examples:

* to re**cord** http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif a **re**cord
* to per**mit** http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif a **per**mit
* to ad**dress** http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif an **ad**dress
* to ex**port** http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif an **ex**port
* to trans**port** http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif a **trans**port
* to trans**fer** http://static.englisch-lernen-online.de/c/contents/learnarchive-20-1/pics/icons/arrows/double-arrow-right-lloversion-3.24-0.1.gif a **trans**fer

**INTONATION**

The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions. Take for example American English:

* When someone utters an echo or asks declarative questions (like He found it on the street?), the intonation (i.e. the voice) is rising to a higher pitch at the end.
* When someone asks a wh-question (like Where did he find it?) or utters a statement (likeHe found it on the street.), the intonation (i.e. the voice) is falling to a lower pitch at the end.
* Yes or no questions (Did he find it on the street?) often have a rising end, but not always.

Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention.

Look at the following sentences. Speak them out loud and especially stress the word that is in bold writing. Then think about how the meaning of the utterance changes.

* I did not read anything about the disaster.
* **I** did not read anything about the disaster.
* I did **not** read anything about the disaster.
* I did not **read** anything about the disaster.
* I did not read **anything** about the disaster.
* I did not read anything about the **disaster**.

**17 МАВЗУ: 22-машғулот. Севимли филм/ актёр ёки актириса ҳақида суҳбат**

**THEME 17: Session 22. Talking about favourite film/actor or actress.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about favourite film/actor or actress. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is your favourite film?  2. What types of films do you know?  3. Who is the author and producer of your favourite film?  4. What other books, written by this author, are known to you?  5. For what features of character do you like or dislike the main hero? |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about favourite film. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about favourite film. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *My Favourite Film*

Among different types of films (that is comedy, romanticdrama, western, adventure film, police drama or detective film, psychological thriller, horror film, historical film) best of all I like comedy and romantic drama, because such films are very cheerful and full of life. I don't like horror films and I find them quite disgusting.

Sometimes I may watch a police drama or a historical film, but I'm not very keen on these types of films. Now let me tell you about one of my favourite films "Gone with the wind" by the novel by Margaret Mitchell. Unfortunately, I don't remember the name of its producer, but I like the acting.

Scarlett O'Hara — there is no more lively character, which makes the reader and the spectator palpitate (in the film this role was played by Vivian Lee). Maybe the words from the Irish song are about Scarlett: "if the Irish eyes are laughing, oh, they' re stealing your heart". Scarlett goes through many trials and troubles, but her sharp and strong mind, her strong will help her to survive. And not only to survive, but to render and to develop moral values in this cruel world. Ratt was telling her in vain that they were both scoundrels. He is cynical by conviction, she is under the pressure of circumstances.

Scarlett is a symbol of wonderful America, the child, who was crippled with greed,but didn't lose inner beauty. Even her name, which was found at the last moment in the publishing house contained the ideal and vice, innocence and regeneration. In English it sounds like Scarlett flower and illness (scarlet fever). Much in common, though their characters and fates are different, has Scarlett with the character of another film Jane Eyre.

They are too different, but at the same time too similar. Scarlett is very beautiful, flighty and noisy. Jane isn't beautiful. She is modest and peaceful. But they are both strong in the difficult minutes of the life. Skarlett and Jane for the sake of love can pass through all the difficulties. They are faithful to their men. And I like it, that they, thank to their mind and abilities reached a lot in life. And eventually people get to appreciate both of them.

## *The Best Film I Have Ever Seen*

Lots of people find watching films one of the best ways of spending their leisure time. Due to numerous video facilities, which have emerged in this country over the past years, we have a chance to watch the most popular and new films. Sitting in a comfortable armchair one can enjoy watching detective stories and westerns, horror films or screen versions of books.

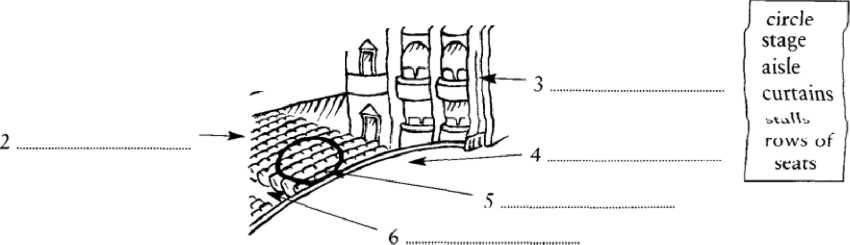
As for me, I am like all my friends always impressed by films screened after a book. Moreover, I find it enjoyable to reread the book which I don't remember very well to be able to compare it with the screen version. The film "Emma" with Gwyneth Paltrow as a leading actress is the screen version of the book written by the popular English woman-writer Jane Austene in 1816. Although many books of Jane Austene are about finding the perfect husband, she never married. She lived most of her life with her mother and sister. The plot of this film tells us about a very attractive and clever woman. Emma decides that she wants to help people to have a life that is as perfect as hers. When she meets Harriet who is not as bright as she is and not as cultured as she is, Emma decides to try to improve her and help her find love. Harriet is admired by Robert Martin, a local farmer. Harrietlikes him too but Emma does not think he is good enough for her and tells her to reject him.

Emma tries to match Harriet with someone else called Mr. Elton who is the local vicar. Unfortunately, the vicar does not fall in love with Harriet. He falls in love with Emma instead. Emma angrily rejects him. Emma is not always perfect. She often makes mistakes. One of the most memorable scenes in the film occurs at a picnic. Emma is irritated by a woman who is very boring so she tells her how boring she is.

During the film, Emma argues a lot with Mr. Knightley but then she discovers that she is in love with him.

Unfortunately, she is not the only one. Harriet is in love with him too. Luckily, the story ends happily for everyone. The film is very amusing. My dream now is to read this book in the original, that is, in English.

Label the numbered parts in the picture with words from the box.



2 Complete these sentences and dialogues. Write one word in each gap.

■\* ) There was a of hundreds of actors in Titanic — but the of the film, Leonardo diCaprio and Kate Winslet, both became very famous.

1. Steven Spielberg is the famous film who made F.T and Schindler’s List.
2. A: When you sec an English film in your country, do they have across the bottom of the screen ?

B: Sometimes. But a lot of the films are and have Spanish actors speaking the part in Spanish.

1. A: Have you seen Oliver Stone’s Platoon}

B: No. What kind of film is it?

As It’s a film, set in Vietnam in the late 1960s.

1. We went to the theatre to see a by a new dramatist.
2. Have you seen rhe papers? The new Alan Parker film has got fantastic; most of the think it is the best film he has ever made.
3. As Have you seen Andrew Lloyd Webber’s new ? It has some great songs.

Ks Yes, I went yesterday. The evening was fully booked but 1 managed to get two tickets for the matinee.

1. At the end of the show, the stood up and clapped.

J Match adjectives on the left (often used to describe films) with the best definition on the right.

1. moving
2. slow
3. violent
4. good fun
5. powerful
6. gripping

a exciting and very interesting b not serious but enjoyable c producing strong emotions, often of sadness d has a big effect on our emotions e includes lots of scenes with fighting and death f boring

What do we call the following types of film?

1. a film that makes you laugh
2. a film with cowboys
3. a film such as Dracula
4. a film about the future
5. a very exciting film, often including some kind of crime

the kind of film that often has Sylvester Stallone or Arnold Schwarzcnegger

**17.1 МАВЗУ: 23-машғулот. Севимли филм/ актёр ёки актириса ҳақида суҳбат**

**THEME 17.1: Session 23. Talking about favourite film/actor or actress.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about favourite film/actor or actress. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What are your favourite actors?  2. Where was Kevin Costner born?  3. How did he spend his childhood?  4. Which film introduced him to international fame?  5. Which film was his first directorial debut?  6. What was his sweetheart's name?  7. Which film won 7 Oscars? |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about favourite actor. | |
| Педагогиквазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about favourite actor. * to use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *My Favourite Actor. Kevin Costner — Actor Come Producer*

Kevin Costner, a famous american actor, was born in Los Angeles. He spent his childhood often on the move, changing schools frequently, owing to his father's job at the regionalelectricity company. As a teenager, he developed a keen liking for football, baseball and basket-ball and was also interested in singing and writing poetry. He married his college sweetheart Cindy whilst still at California State University and came out with a business degree in marketing. In his spare time he appeared in local theatre productions. Theatre became increasingly important to him and after having worked six weeks in a marketing company, he gave the job up to become an actor. He played in many small part roles before his principle role which was not a success. However Costner himself was given good reviews. In 1987 his starring role in "The Untouchables" and "No Way Out" really introduced him to international fame. Indeed, he won the Star of Tomorrow prize from the U. S. National Association of Theatre Owners. Then in 1988 came "Bull Durham" which was a huge hit movie in the States about baseball. His subsequent film "Field of Dreams" was also a success and touched baseball again. Then came the violent drama movie "Revenge" followed by his first directorial debut film "Dances With Wolves" in which he also starred and which won 7 Oscars. His movie "Robin Hood, Prince of the Thieves" was also a great success.

I like this actor because the characters he plays are strong personalities, wise people who are worthy of my admiration. In my opinion, this is the reason of his growing popularity in many, countries. He is not only a talented actor, who's acting draws your attention from the very moment you see his face on the screen. But he is also a successful producer and continues working at his new films which are certain to amuse the people.

Cinema and theatre

At the theatre you can see plays, e.g. Hamlet by Shakespeare, or musicals, e.g. Phantom of the Opera by Andrew Lloyd Webber. In a play the ease (= the total number of actors) is usually quite small, but musicals often have a very large cast.One difference between the theatre and cinema is that you usually book (= reserve) tickcts in advance (= some time before the actual performance) if you are going to the theatre. Another difference is that the audience (= the people watching the play/musical) clap at the end of the performance. This does nor usually happen (in Britain) at the end of a film.

Cinema

Plays are performed on stage, films arc shown on screen. In your country, films in English are either shown with subtitles (= there is a translation across the bottom of the screen), or they are dubbed (= the English is removed and replaced by actors speaking in your own language).

Films are set (= take place) in many different periods and places, e.g. Room with a View is set in the early part of the 20th century; Blade Runner is set in the future. And when people talk about films, they often talk about the director, e.g. Spielberg, Bertolucci; and the stars, the most important actors and actresses, e.g. Tom Hanks and Jodie Foster.

Types of film

western: a film about America in the 19th century; often with cowboys and indians war film, e.g. Born on the 4th of July action film, e.g. Indiana Jones horror film, e.g. Dracula; Frankenstein comedy: a funny film that makes you laugh science fiction film: about the future thriller: an exciting story often about a crime

Describing plays and films

Journalists write articles in which they give their opinion of new films and plays. They are called critics, and their articles are called reviews. These are some words they may use:

moving: producing strong emotions, often of sadness; a positive word

violent: includes lots of scenes with fighting and death

powerful: has a big effect on our emotions

gripping: exciting and very interesting

good fun: used to describe a film that may not be very serious or important but is enjoyable

slow: boring

Look at the picture of your visit to the theatre and answer these questions.

1. Did you sit in the stalls or circle?
2. Which row were you in?
3. Were you next to an aisle?
4. Did you have a good view of the stage?
5. What word or phrase is being defined?
6. A play or film in which part of the story is sung to music.
7. The total number of actors in a play or film.
8. The people who watch a play at the theatre.
9. What these people do with their hands at the end of a play.
10. The person who makes a film.
11. Journalists who write articles about films and plays.
12. The name of the articles they write.
13. The translation of the story of a film across the bottom of the screen.
14. To reserve tickets before the performance.

10 The most important actors or actresses in a film.

1. Have you seen these famous films made in English over the last twenty years? If so, try to complete the rest of the table using words from the opposite page. Then write in the titles of three more films you have seen and complete the rest of the table for it.

|  |  |  |  |
| --- | --- | --- | --- |
| Film | Type of film | Subtitles or dubbed? | Description of film (adjectives) |
| 1. Dirty Harry with Clint Eastwood 2. Blade Runner with Harrison Ford 3. Four Weddings and a Funeral with Hugh Grant 4. Schindler’s List with Liam Neeson 5. Dances with Wolves with Kevin Costner |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |

**19 МАВЗУ: 25-машғулот. Қисқа ибораларда ассимилация**

**THEME 19: Session 25. Assimilation in short phrases.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Assimilation in short phrases. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the assimilation?  2. What is the Partial Assimilation?  3. What is the Total Assimilation? |
| Ўқув машғулотининг мақсади: **Lesson aims**:to give general information about assimilation in short phrases. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to know the assimilation. * to know the partial assimilation. * to know the total assimilation. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

"**Assimilation** is the influence of a sound on a neighboring sound so that the two become similar or the same. For example, the Latin prefix *in-* 'not, non-, un-' appears in English as *il-, im-.* and *ir-* in the words*illegal, immoral, impossible* (both *m* and *p* are bilabial [consonants](http://grammar.about.com/od/c/g/consonaterm.htm)), and *irresponsible* as well as the unassimilated original form *in-* in *indecent* and *incompetent*. Although the assimilation of the *n* of *in-* to the following consonant in the preceding examples was inherited from Latin, English examples that would be considered native are also plentiful. In rapid speech [native speakers](http://grammar.about.com/od/mo/g/nativespeakerterm.htm) of English tend to pronounce *ten bucks*as though it were written *tembucks*, and in anticipation of the voiceless *s* in *son* the final consonant of *his* in*his son* is not as fully voiced as the *s* in *his daughter*, where it clearly is [z]."

"Features of adjacent sounds may combine so that one of the sounds may not be pronounced. The nasal feature of the *mn* combination in *hymn* results in the loss of /n/ in this word (progressive **assimilation**), but not in *hymnal*. Likewise, the alveolar (upper gum ridge) production of *nt* in a word such as *winter* may result in the loss of /t/ to produce a word that sounds like *winner*. However, the /t/ is pronounced in *wintry*." **Partial Assimilation and Total Assimilation**" [Assimilation] may be *partial* or *total*. In the phrase *ten bikes*, for example, the normal form in [colloquial](http://grammar.about.com/od/c/g/colloquterm.htm)speech would be /tem baiks/, not /ten baiks/, which would sound somewhat 'careful.' In this case, the**assimilation** has been partial: the /n/ sound has fallen under the influence of the following /b/, and has adopted its bilabiality, becoming /m/. It has not, however, adopted its plosiveness. The phrase /teb baiks/ would be likely only if one had a severe cold! The assimilation is total in *ten mice* /tem mais/, where the /n/ sound is now identical with the /m/ which influenced it." (David Crystal, *Dictionary of Linguistics and Phonetics*, 6th ed. Blackwell, 2008)

* **Alveolar Nasal Assimilation: "I ain't no ham*samwich*"** "Many adults, especially in casual speech, and most children **assimilate** the place of articulation of the nasal to the following labial consonant in the word*sandwich*: sandwich /sænwɪč/ → /sæmwɪč/

The alveolar nasal /n/ assimilates to the bilabial /w/ by changing the alveolar to a bilabial /m/. (The /d/ of the spelling is not present for most speakers, though it can occur in careful pronunciation.)"   
(Kristin Denham and Anne Lobeck, *Linguistics for Everyone*. Wadsworth, 2010)

* **Direction of Influence** "Features of an articulation may *lead into* (i.e. anticipate) those of a *following* segment, e.g. English *white pepper* /waɪt 'pepə/ → /waɪp 'pepə/. We term this *leading assimilation*.

"Articulation features may be held over from a *preceding* segment, so that the articulators *lag* in their movements, e.g. English *on the house* /ɑn ðə 'haʊs/ → /ɑn nə 'haʊs/. This we term *lagging assimilation*. "In many cases there is a two-way exchange of articulation features, e.g. English *raise your glass* /'reɪz jɔ: 'glɑ:s/ → /'reɪʒ ʒɔ: 'glɑ:s/. This is termed *reciprocal assimilation*." (Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology: A Resource Book for Students*, 3rd ed. Routledge, 2013)

* **Elision and Assimilation** "In some situations, [elision](http://grammar.about.com/od/e/g/elisionterm.htm) and **assimilation** can apply at the same time. For example, the word 'handbag' might be produced in full as /hændbæg/. However, the /d/ is in a site where elision is possible, so the phrase could be produced as /hænbæg/. Furthermore, when the /d/ is elided, it leaves /n/ in a position for place assimilation. So, we frequently hear /hæmbæg/. In this final example, we see again that [connected speech](http://grammar.about.com/od/c/g/Connected-Speech.htm)processes have the potential to influence [meaning](http://grammar.about.com/od/mo/g/meaningterm.htm). Is /hæmbæg/ a rendition of 'handbag' with elision and dealveolarisation, or is it simply 'ham bag'? In real life, the context and knowledge of the speaker's habitual patterns and preferences would help you to decide, and you would probably opt for the most likely meaning. So, in reality, we are rarely confused by CSPs [connected speech processes], although they do have the*potential* to cause misunderstandings."

**20 МАВЗУ: 25-машғулот. Саёҳат ва туризм ҳақида суҳбат**

**THEME 20: Session 25. Talking about travelling and tourism**

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| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about travelling and tourism. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Why is modern life impossible without travelling?  2. What is the fastest and the most convenient way of travelling?  3. Why is travelling by sea very popular?  4. Why is travelling by car very convenient?  5. Where do you go every year?  6. Where do you make new friends? |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about travelling. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about travelling.   To use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *Travelling*

People began to travel ages ago. The very first travellers were explorers who went on trips to find wealth, fame or something else. Their journeys were very dangerous but still people keep on going to the unknown lands.

Nowadays it is not as dangerous and much more convenient. Do you want to go somewhere? Hundreds of companies are there to help you. They will take care about your tickets and make all the reservations needed. You don't speak the language of the country you go to? There are interpreters that will help you. With modern services you can go around the world. You can choose the means of transport you like: plane, train, ship, bicycle or you can travel hiking. Tourism became a very profitable business because people are ready to spend their money for the great opportunity to have a great time learning about new countries, going sightseeing, resting and enjoying themselves.

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through. Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different places of interest within their own country. As for me, I prefer travelling by car. I think it's very convenient. You needn't reserve tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish, and spend at any place as much time as you like.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many rest-homes, sanatoriums and tourist camps there. But it is also possible to rent a room or a furnished house for a couple of weeks there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long. As a rule, I make new friends there. In the day-time we play volleyball, tennis, swim in the warm water of the sea and sunbathe. In the evening I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburnt and full of impressions.

Departures

This is the usual sequence of activities when you get to the airport.

First you go to the check-in desk where they weigh your luggage. Usually you are permitted 20 kilos, hut if your bags weigh more, you may have to pay excess baggage (= you pay extra). The airline representative checks your ticket and gives you a boarding card for the plane with your seat number on it. Then you go through passport control where an official checks [NOT ~~controls~~] your passport, and into the departure lounge. Here, you can also buy things in the duty-free, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before take-off, you are told to go to a gate number, e.g. gate 14, where you wait before you get on the plane. When you board (= get on) the plane, you find your seat. If you have hand luggage, you can put it under your seat or in the overhead locker above your seat.

I’he plane then taxis (= moves slowly) towards the runway, and when it has permission to take off, it accelerates along the runway and takes off.

Note: The verb to taxi is generally only used in this context.

The flight

You may want or need to understand certain announcements; these come from the captain (= the pilot) or from an air steward or stewardess / cabin crew / flight attendants (= people who look after the passengers):

Please fasten your seat belt and put your seat in the upright position.

We are now cruising (= flying comfortably) at an altitude (= height) of 10,000 metres.

May we remind passengers (= ask passengers to remember) that there is no smoking until you are inside the terminal building (= where passengers arrive and depart).

The cabin crew (= air stewards) are now coming round with landing cards. (These are cards you sometimes have to fill in when you enter certain countries.)

Arrival

When the plane lands (= arrives on the ground), you have to wait for it to stop / come to a halt. When the doors are open, you get off the plane and walk through the terminal building and go to the baggage reclaim where you collect your luggage. You then pass through customs (green = nothing to declare; red = goods to declare; blue = European Union citizens). If you arc lucky, you can then get a bus, taxi or train to the centre of town without waiting too long. You can also hire a car (= rent a car) at most airports.

Note: In British English you normally hire something for a short period, e.g. hire a room for a party, and rent something for a long period, e.g. a flat; for a car, you can use both words.

Hotels

Types of hotel

Hotels in Britain are graded with stars from one-star to five-star (five-star hotels are the best and most expensive). You can also stay in a Bed 6c Breakfast (B&B) (also called Guest Houses) where you pay for a bedroom, possibly an ensuite (= room with private bathroom) and breakfast.

Types of hotel accommodation

a single room: for one person with a single bed a double room: for two people with one large double bed a twin room: for two people with two single beds full board: includes breakfast, lunch and dinner half board: includes breakfast and dinner B 8c B: just the room and breakfast

A visit to a hotel

We stayed in the Carlton Hotel for three nights in July, but I booked (= reserved) our room three months in advance (= before; in other words, in April) because it was the middle of the tourist season. When we arrived we checked in at reception, then the porter carried our suitcases up to our room. I gave him a small tip (n, v) - about 50p, I think. 1'he staff were very friendly - we had a very nice chambermaid (= the woman who cleans the room) - and the room was very comfortable. The only problem we had, in fact, was with the shower which didn’t work (= function) very well. (You could also say ‘There was something wrong with the shower’.)

Useful words and expressions

Could I book (= reserve) a room for next Thursday?

Could I have an early morning call at 7 a.m. please? (= Could you wake me at 7 a.m.?) Could you put it on my bill, please? (= add the cost to the bill, e.g. for a drink you have in the hotel bar)

Could I pay my bill, please? (= pay for everything)

Could you order (= call) a taxi for me to go to the airport?

Are you fully booked (= completely full) next week?

Is breakfast/dinner included? (= Does the price include breakfast/dinner?)

Where’s the lift? (= the machine which takes you up or down a floor) [AmEng = elevator] Excuse me. How do I get to the underground station from here?

Complete the words or phrases below using words from the box.

off control free card baggage in lounge luggage reclaim locker

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | boarding | 6 | duty |
| 2 | baggage | 7 | overhead ... |
| 3 | excess | 8 | take- |
| 4 | passport | 9 | departure ... |
| 5 | hand | 10 | check- |

What do you call:

1. The place where you go when you arrive at the airport with your luggage?
2. The card they give you with the seat number on it?
3. The money you have to pay if your luggage is very heavy?
4. The place where you sit and have a drink when you are waiting for your flight to be called?
5. The bags you carry onto the plane with you?
6. The place above your head where you can put your hand luggage?
7. The part of the airport where the plane accelerates and takes off?
8. The people who look after you on the plane?
9. '1'he part of the airport you walk through when you arrive or depart?
10. '1'he place where you collect your luggage after you land?

Complete this part of a letter about an unpleasant flight.

Pear Tom

IVfcJvsf arrived in Kome i>vt IVn Stffl recovering. from a really

We ([) two hours I ate beoa\iSe of bad weather, and then over 'the\*

channel we hit more bad weather. The £) announced that we had to

(?) our seat belts, which was a bit worrying and for half an hour we

(j> through a terrible (farm. It was still raining, and vervj windy when we

21 in FLome and I was really glad b W +he plane and g&t into the airport building.

fortunately things have improved since then but I really hope the return £) is a lot better.

Think about the whole experience of flying (from check-in to the time you leave the airport at your destination) and answer these questions. If possible, discuss your answers with someone else.

1. What is the most interesting part, and what is the most boring part?
2. Where do you often have delays, and why?
3. Is there any part that frightens or worries you?
4. What do you usually do during most flights?
5. Do you always eat the food they give you?
6. Is there one thing which would improve flying and make the experience more interesting?

I Put these sentences in a logical order.

|  |  |
| --- | --- |
| 1 | I paid my bill. |
| 2 | I checked in at reception. |
| 3 | I left the hotel. |
| 4 | I went up to my room. |
| 5 | I spent the night in the hotel. |
| 6 | I had an early morning call at seven o’clock. |
| 7 | I booked a room at the hotel. |
| 8 | 1 went out for dinner in a local restaurant. |
| 9 | I arrived at the hotel. |
| 10 | I got up and had a shower. |
| 11 | I had breakfast. |
| 12 | I tipped the porter who carried my luggage upstairs. |

1. What would you say in these situations?
2. You want to stay in a hotel for two nights next week with your husband/wife. You phone the hotel. What do you ask or say?
3. You are at the hotel reception and you are planning to leave in about 15 minutes. What could you ask the receptionist?
4. You want to wake up at 7 a.m. but you don’t have an alarm clock. What do you ask at reception?
5. You have a drink in the hotel bar. The barman asks how you want to pay. What’s your reply?
6. When you turn on the shower in your room, the water comes out very very slowly. What could you say at reception?
7. You want to go to the nearest bank but don’t know where it is. What do you ask at reception?
8. You are staying in quite a good hotel (e.g. two-star or three-star) in your country. Would you expect to have the following?
9. a room without a private bathroom
10. a hairdryer in the bathroom
11. a colour television in the room
12. a telephone in the room
13. writing paper in the room
14. a machine for making tea and coffee in the room
15. an electric trouser press (= a machine which presses/irons your trousers for you) in the room
16. air conditioning in the room

If possible, compare your answers with someone fr

om a different country.

**20 МАВЗУ: 26-машғулот. Саёҳат ва туризм ҳақида суҳбат**

**THEME 20: Session 26. Talking about travelling and tourism**

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| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about travelling and tourism. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1.Tourism.  2.History of tourism.  3.The tourism industry.  4.Sociological approaches to tourism.  5.The future of tourism. |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about tourism. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about tourism. * To use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Tourism**

Tourism is a complex phenomenon that can be conceptualized on several levels. It can be considered demographically, as the flow of temporary leisure migration across international boundaries (international tourism) or within the boundaries of a given country (domestic tourism). It can be thought of institutionally, as the system of enterprises (airlines, travel companies, touring agencies, hotels, resorts, guest houses, souvenir shops, restaurants, theme parks, and so on) and organizations (travel associations, local and national tourist authorities, and international tourist organizations) that process and serve that flow. Finally, it can be conceptualized socially, as the complex of attitudes, motivations, norms, and role models that regulate and shape that flow into a distinct institutional domain.

Traveling for leisure was common in many historical and premodern societies. Tourism as a socially recognized, separate institutional domain, however, emerged in western Europeonly in the course of the nineteenth century.

**HISTORY**

There have been two major precursors of modern tourism: (1)pilgrimagesto sacred places, which created basic services for travelers, such as hostelries, and formed routes that prefigured the itineraries of modern sightseeing tourism; (2)spas, or thermal springs, at which members of the European higher classes assembled to“take the waters,”which prefigured popular modern vacationing tourism on seaside beaches.

The Grand Tour of the British nobility and upper classes between the late sixteenth and the early nineteenth centuries was a form of secular pilgrimage to the centers of European antiquity and culture. In its course, an expanding core of major attractions and amenities developed, which constituted the basis of the emergent modern tourist system.

The development of modern tourism was made possible by major technological innovations in transportation, such as the steamship and the train, and later the car and the airplane, which facilitated the establishment of regular transportation services for large numbers of people. The demand for tourist services, however, was provoked by the economic and social changes that followed the Industrial Revolution: Industrial pollution and urbanization separated people from as yet unspoiled nature; the strains of modern life created demands for rest and recreation; secularization and imperial conquests led to a broadened outlook on the world and a growing interest in remote lands and people. The prosperous middle classes increasingly disposed of discretionary income, which enabled them to bear the costs of traveling, while the introduction of social benefits, such as paid vacations, enabled ever broader social strata to travel. The introduction by Cook, in 1841, of the package tour, was followed by other innovations in the organization of travel, such as the formation of travel companies and touring agencies, airlines, and hotel chains, which made traveling fast and easy, even for people with limited cultural capital.

The principal expansion of tourism took place in the second part of the twentieth century, and especially from the 1970s onward, with the emergence of mass tourism to popular destinations. Most citizens of affluent Western countries at the end of the century took at least one annual vacation abroad, and many took two or even more. Tourism from the non-Western countries, especially Japan, and, more recently, Indiaand China, expanded at an accelerating rate; experts predict that by 2010, one hundred million Chinese will be traveling abroad.

**THE TOURIST INDUSTRY**

Contemporary tourism is a massive phenomenon. According to the World Tourism Organization (UNTWO), there were 808 million international tourists in 2005, up from about 25 million in 1950. The scope of domestic tourism cannot be ascertained, but it is estimated to be three or four times larger than that of international tourism, totaling about 2.5 to 3.0 billion people per year.

Tourism is one of the leading components of world trade, accounting for about 6 percent of world exports of goods and services. In 2004 the total expenditures of international tourists amounted to $623 billion, up from about $2 billion in 1951. The great majority of international border crossings remain concentrated in Europe, a phenomenon ensuing partly from the relatively large number and small size of European countries. Six European countries are among the ten leading global destinations. France tops the list, with about 70 million visitors a year.

As of 2006 global tourism is growing at about 4 percent annually, but the rate of its expansion to non-Western destinations is significantly higher than it is in the old European core. This growth manifests a markedheliotropictendency, a flow of tourists from the cold North to vacationing destinations in the warm South, particularly those around the Mediterranean, Caribbean, South Pacific, and Southeast Asian coasts.

Mass tourism is an important source of significant economic benefits, particularly to less-developed countries, but these are mostly unequally distributed. It has also generated undesirable and sometimes destructive environmental, social, and cultural consequences in popular destinations, which threaten the sustainability of local tourist industries. Small countries, particularly island states, in which tourism became the dominant industry while other sectors of the economy remained underdeveloped, are often utterly dependent on tourism, and thus often exposed to financial risks created by far-away political and economic crises.

In reaction to the problematic consequences of the hegemonic tourist industry, various kinds of“alternative tourisms”have emerged, such as“green”tourism, eco-tourism, low-impact tourism, and“countercultural”tourism, the latter espoused in the ideology—but not necessarily in the practice—of contemporary backpackers. Most of these alternative tourisms, however, have been eventually absorbed by the tourist industry, which has adapted its services to the particular needs and preferences of alternative tourists.

More recently, rather than seeking alternatives to the industry, environmentalists and other concerned individuals have sought to collaborate with the industry to ascertain the sustainability of tourism development projects. They thus hope to prevent the environmental and social ravages that unconcerned and often speculative developments wrought in sensitive sites in the past.

**SOCIOLOGICAL APPROACHES TO TOURISM**

Sociologists have been slow in realizing the growing significance of tourism. Early commentators tended to disparage rather than analyze the phenomenon. Once its study was initiated, the principal issue of concern became the relationship between tourism and modernity (and, later on, post-modernity). Dean MacCannell (1973) proposed a distinctly sociological perspective on tourism, by conceiving of the tourist as a modern individual who, alienated from his own society, travels in quest of authentic experiences in other places and other times—in pristine nature, unspoiled, simple communities, or the traces of great civilizations of the past. In MacCannell’s view, however, this quest is thwarted by the locals at the destinations, who stage“authentic”tourist settings for the visitors’consumption.

Though influential as a paradigm for the sociological study of modern tourism, MacCannell’s approach was also much contested. Critics argued that he essentialized“the tourist,”disregarding the empirical variety of touristic phenomena; while a quest for authenticity might be a modern cultural ideal, not all tourists are believed to pursue it to the same extent. Typologies of tourists and touristic experiences were proposed (Cohen 2004). Authenticity was shown to be a socially constructed concept, rather than a given fact. Ning Wang (2000) distinguished between three kinds of authenticity: objective, constructed, and existential—the latter being a state of exaltation, of“really living,”virtually independent of the nature of the tourist’s surroundings. Wang’s concept may help explain the attractiveness of otherwise overtly contrived attractions, such as theme parks.

The emerging discourse of postmodern tourism, or the“post-tourist”(Urry 1990), moved away from MacCannell’s paradigm. In a world allegedly devoid of originals, and dominated by simulacra (Baudrillard 1988), the quest for authenticity becomes senseless. The growing interpenetration of cultures in the twin processes of globalization and“glocalization”blurs the distinction betweenhomeandaway, and between ordinary leisure and tourism. Sophisticated and reflective post-tourists are said to travel in quest of enjoyment of experiences that, while familiar, are of a higher quality, more abundant, more varied (and cheaper) than those available at home. They are particularly attracted to the“world cities,”such as London, Paris, or New York, which are the pacesetters in contemporary music, art, fashions, and cuisine, but they may also derive fun from visits to such contrived attractions as technologically highly sophisticated theme parks, of which the Disneylands are the prototype. Some researchers argue that the alleged fragmentation of the postmodern worldview, and of individual identities, is reflected in the post-tourists’tendency to mix diverse experiences on the same trip (Uriely 2005), thus thwarting the possibility of constructing typologies of post-tourists.

In the contemporary world, tourism often merges with other institutional domains, such as education (study tours), religion (pilgrimage-tourism), sports (extreme tourism), and recently even medicine.Medical tourism, combining vacations with medical services, emerged in the last years of the twentieth century as a rapidly expanding phenomenon, with growing numbers of people from developed countries seeking a variety of treatments and checkups in developing ones. They are pushed by the escalating costs of private medicine, and the lengthening of waiting lists for socialized medical services, in their countries of origin, and attracted by the high quality and relatively low costs of treatments offered by top hospitals in several developing countries, such as Brazil, India, Malaysia, Singapore, Thailand, and Turkey. Popular vacationing destinations, such as the islands of southern Thailand, offer package tours, combining vacations with medical checkups, cosmetic treatments, and even surgery. The phenomenon has led to an internal brain drain of qualified physicians from local to foreigner-oriented medical establishments, but it has also encouraged some who emigrated to the developed West to return to their home countries.

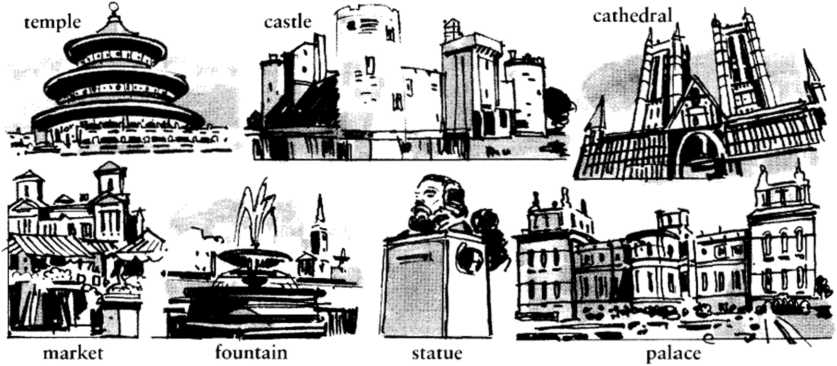
**THE FUTURE OF TOURISM**

The alleged homogenization of the world under the impact of globalization is considered by some authorities as a disincentive for tourism; however, tourist numbers are in fact growing annually, and are projected to continue to grow even more strongly in the future, with much of the expected growth coming from newly prosperous non-Western countries. The tourist system has continually expanded into new regions, though large parts of sub-Saharan Africa, Central Asia, the South American interior, and Antarctica remain as yet relatively little penetrated by it. While it will probably yet expand into most of those regions, space is expected to become the new frontier of tourism in the twenty-first century. As yet affordable only to the extraordinarily rich, and facing apparently insurmountable technological, medical, and economic constraints, space tourism might remain restricted to only a few passengers into the foreseeable future; however, the current popularity of simulated space travel and of brief, commercial flights to the edge of space, offered to the general public, attest to a demand for the“real thing.”If such a demand persists, and is no mere fad inspired by novelty, it might provide the incentive for the necessary scientific breakthroughs in the more remote future. Whether and when space travel will become affordable to broad social strata, however, remains an open question.

A sightseeing holiday

Sightseeing

You may do a bit of sightseeing on holiday, or you may do a lot of sightseeing, but you will probably go to a museum or art gallery, and see or visit some of these things:



Many people go on a sightseeing tour of a town (usually in a bus); they can also go on a tour of the castle / the cathedral / the art gallery, etc. When you are sightseeing, it helps to buy a guidebook (= a book of information for tourists) and a map of the town you are in.

Things that tourists often do on holiday

look round the shops / have a look round the shops

take photographs

spend a lot of / lots of money

buy souvenirs (= typical products from the country) get lost (= lose their way)

go out most evenings (= go to different places for social reasons, e.g. restaurant or disco) have a good/great time (= enjoy themselves)

Describing ‘places’

The word place is very common and can describe a building, an area, a town, or country: Bruges is a lovely place (= town) and we found a really nice place (= hotel) to stay.

1. he town is full of interesting places (= areas/buildings).

These words arc often used when we describe places:

Venice is beautiful but it’s always packed (= very crowded/full) with tourists in the summer. New York is very cosmopolitan. (= full of people from different countries and cultures) Vienna has lots of historical monuments. (= places, e.g. castles, built a long time ago) Many beautiful cities have become very touristy. (= a negative word: ‘too much tourism’) Sao Paolo is a really lively place (= full of life and activity) and the night-life is fantastic. Note: If you want to ask if it is ‘a good idea’ to visit a place, you can use worth + -ing:

A: If I go to Scotland, is it worth spending a few days in Glasgow?

B: Yes definitely. And if you want to travel round a bit, it’s worth renting a car.

On the beach and in the country

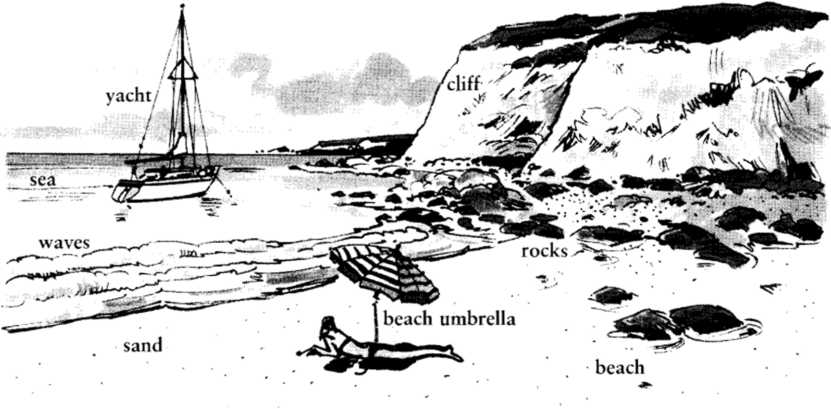
Places to stay

When people go on holiday they stay in various places (= a number of different places): some go to hotels; others rent an apartment (a ‘holiday’ flat) or villa (= a house by the sea or in the countryside; often in the Mediterranean / southern Europe); some prefer sleeping in a tent at a campsite.

At the beach

Many people spend their holiday in seaside resorts (= towns by the sea for tourists, e.g. xMalaga, St. Tropez, Okinawa) where they can spend most of their time on the beach. Some people enjoy swimming, others love sunbathing (= lying on the beach in order to get a suntan). If you like sunbathing, you should use suntan lotion to help you get a tan and protect your skin. If you don’t have any protection, you may get sunburn, which is painful and can be dangerous. And if you want total protection you should use sunblock, or sit under a beach umbrella.

Swimming can also be dangerous if there are rocks under the water or if the sea is rough, e.g. with big waves.



In the country

People who live in large towns often like to get away (= leave the place where they live) at weekends or in the summer, and enjoy the peace and quiet (= calm and tranquillity) of the country (also called the countryside). Some people just like to put their feet up (= relax and do nothing) and occasionally go for a stroll (= a slow casual walk); while others enjoy hiking (= long walks, often hill walking) across hills and valleys. And the countryside is a great place to have a picnic (= eating a prepared meal of cold food outside).

Note: Learners sometimes say ‘I love to be in the nature’. This is usually a translation from their first language and it is not correct in English. The nearest we can say is probably ‘I love being in the countryside’.

1. Complete this postcard that John sent to his family while he was on holiday. You may need a word or phrase in each space.

Hi everyone-, IW been \n Faris for almost a week now and

IVw having, a 0) . I Spent the first few datjS

£) — The €Affel Tower, Notre Pame, and all

the usual tourist attractions. Most places are absolutely

2> with tourists (it\*S the time of the year I

SuppoSe), So yesterday I decided to have (j)

round the shops and I bought a few (?)

Today I've been to a couple of Very interesting, art

<9 . I get 15 on my way baclc to the

hotel but it didn't matter because t discovered a really

fascinating, w with lots of little stalls Selling.

just about everything, from apples to antiques.

1. ate the horel fne first night but usually I

W wd have dinner i« a restaurant — the food

is fantastic. IVw afraid l\*Ve 0J9 a lot of money, but

iVs a great place and Cve £2) lots of

photographs So you\*II be able to See for yourSelf when I gpt back, home on the XJtth. See you then, John

1. Which of these places do you usually visit or go to when you are on holiday?

museums art galleries churches/cathedrals tourist shops concerts discos / night clubs castles/palaces/temples the cinema markets restaurants bars the theatre

3 Confirm the information in the questions without repeating the same words and phrases. Use words and phrases from the opposite page.

Example: A: You've got quite a few pictures, haven’t you?

B: . Y&, yve toofc lofs of photos,

1. A: Is it a nice city?

B: Yes, it’s a

1. A: There’s a big mix of people in New York, isn’t there?

B: Yes, it’s very

1. A: Was it very crowded?

B: Yes, it was

1. A: There’s a lot to do in the evenings, isn’t there?

B: Yes, the

1. A: Did you enjoy yourselves?

B: Yes, we

4 Without using one town more than twice, name a town or city in your country which is:

lively packed with tourists in the summer

cosmopolitan famous for its historical monuments

very touristy really worth visiting if you are interested in architecture

not worth visiting

1. Write down at least five words beginning with ‘sun’. You can check your answers on the
2. Match a word from the left with a word from the right to form eight words or phrases.
3. Have you been in a boat when the sea was very rough? Were you seasick?
4. Complete this short text with a suitable word or phrase in each gap.

I live and work in Milan but I like to J!1 at the weekend if possible. My

parents have a small house in the (?) .about 100 kilometres from Milan,and

it’s a great place to go if you want a bit of peace and (?) In the summer you

can just by the pool during the hottest part of the day, then in the evening

go for a through the village or over the fields. Sometimes we go out for

the whole day and have a somewhere, by the lake or next to one of the

1. Fill the gaps with a suitable word. (One word only for each gap.)
2. Would you prefer to stay in one place, or would you rather (= prefer to) go to
3. Would you prefer to spend your time on a beach or would you rather go foi
4. Would you prefer to eat in a restaurant or have a in the open air?
5. Would you prefer somewhere that was quite lively, or would you rather go to a place

Look at the questions again. Which would you prefer? If possible, discuss your answers with

**21 МАВЗУ: 27-машғулот. Касб ва ҳунарлар ҳақида суҳбат**

**THEME 21: Session 27. Talking about Professions and jobs.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about Professions and jobs. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Definition to the profession. 2. Definition o the job. 3. The difference between them. |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about professions and jobs. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about professions and jobs.   To use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Difference Between Profession and Job**

Difference between profession and job may not seem to exist for many of us. In fact, employment, job, career, profession, etc. are some words that seem to be closely interrelated to each other. In fact, if you were to ask a layman the difference between a profession and a job, he might think of both being the same whereas there is a lot of difference between the two words that will be discussed in this article. A job is a small part that comes under a profession. A profession has more value than a job. Whatever the difference, always remember that these two terms are interrelated.

What is a Profession?

A profession indicates a broad field. A profession is something for which we have studied. It is something that needs educational qualifications, as well as training. For example, to be called a medical profession you should have a good knowledge in the field of medicine. As there are different fields even under medicine, such as doctoring and nursing, you need to have a good knowledge in one. You should also have training in the field. For having this formal qualificationsand training, you are paid for your servicewhen you provide your service to the patients.Medical professionals

What is a Job?

A job is a much narrower concept than a profession. A profession creates the place for a job. This is a position that is given to you by a company based on your qualifications. You can be a profession of something. Let us say education. You get a job as a nursery teacher. In the education profession, your job is a nursery teacher. So, a job is the way you actually use your qualifications and experience to earn a living while providing your services. Let us take a look at some other examples for both profession and job.

Let us take up the legal profession. There are many people directly or indirectly associated with this profession and are, in fact, doing jobs that have been assigned to them depending upon their educational qualifications and experience. If you have a friend who is an attorney, he is fighting the cases of his clients in a court of lawto get justice for them. This is his job, which he is performing by virtue of being in the legal profession. Legal profession has many more jobs, and an attorney is just a part of the whole legal system.

Doctor is a job in the medical profession.

Similarly, your uncle who is a doctor is in the medical profession. But, when you ask him about his job, he will take the name of the institution in which he is performing his duties or providing his services as a doctor. Thus, it is clear that a profession is larger than a job and contains many jobs that are performed by different people having different qualifications. For example, in a medical profession, there are not just doctors, but also nurses, lab technicians, and many more. All people holding these jobs are a part of the medical profession.

When you receive a professional or academic degree, you are free to do any job, and often people switch jobs until they find a profession which is to their liking. Once they find a profession they like, then they stick to it and spend the rest of their working life in that profession. It is easier to switch jobs but harder to change professions. However, there are instances when people get a degree in engineering but ends up doing a business of their own totally unrelated to their field of study.

What is the difference between Profession and Job?

• The field in which a person works is referred to as his profession while the role he is performing relates to his job.

• Thus, a person who has received a degree in law performs the job of a lawyer being in the legal profession.

• A profession is bigger than a job, which a person can keep on changing. You can change your profession too, but that is not easy as changing your job. That is because changing the profession means you have to learn something that is completely new.

• A profession has many jobs, and a job is only a part of a profession.

These are the differences between profession and job. Once you understand that a job is something that comes under a profession, then the confusion between profession and job will disappear.

We spend great part of our lives at our jobs, so choosing a right career is one of the most important decisions you will make in your life. Many students finish high school and begin college without a clear idea of what they want to do in future. Part of the problem is the size of the job market itself. With so many kinds of jobs (2000) how can you tell which will interest you? Some of occupations are already overcrowded. In old industries there may be little need for new workers, while new and growing industries will offer jobs now and in the future. Therefor, it is extremely important to explore your choice of occupations from every angle, collect as much information as you can. But above all you must evaluate yourself. Find out where your interests and talents lie. Postponing a decision is an error people make. "I'll get started tomorrow or next week, or next year," - many people think. These people refuse to face the problem, hoping it will go away. But if you don't take the first step now, how can you plan for the future, how can you take the right way? Such people miss many opportunities. First start with yourself, make a list of your interests, talents and abilities. Most people have a lot of these, but at the beginning they are undeveloped and may not seem outstanding. By concentrating on a few, or on one you may surprise yourself at how good you can get. The interest inventory that follows covers the major fields in which most people find careers: science, art, social service, business, sales and so on. Sometimes we say that someone we know is 'a square peg in a round hole'. This means that person we are talking about is not suited for the job he is doing. Unfortunately, many people in the world are 'square pegs'. But to be a 'square peg' is not a real problem, a real problem for millions of people is to be unemployed. Unemployment especially hits poor and working class families the hardest, not because this people are more likely to be unemployed, but because they don't have financial resource to fall back on. Unemployment exists primarily for two reasons: first - the existence of millions of unemployed people tends to present most of those working from asking for higher wages since they can be replaced easily, second - in their search for profits, corporations are interested in finding the cheapest labor. As for our country more than 10% of our people are unemployed. There is no lack of work force in Russia, but at the resent moment the need for professional workers is increasing. Old industries are overcrowded and it is hard to get new education for people whose age is 35-40 years. The problem of unemployment is also connected with the economic crisis in our country. And I think when this crisis comes to an end the problem of unemployment will not be so urgent.

Work: duties, conditions and pay

What do you do?

People may ask you about your job. They can ask and you can answer in different ways: What do you do? I’m (+ job) e.g. a banker / an engineer / a teacher / a builder

What’s your job? 1 work in (+ place or general area) e.g. a bank / marketing

What do you do for a living? I work for (+ name of company) e.g. Union Bank, ICI, Fiat

Note: ‘Work’ is usually an uncountable noun, so you cannot say ‘a work’. If you want to use the indefinite article you must say ‘a job’, e.g. She hasn’t got a job at the moment.

What does that involve? (= What do you do in your job?)

When people ask you to explain your work/job, they may want to know your main responsibilities (= your duties / what you have to do), or something about your daily routine (= what you do every day/week). They can ask like this: What does that (i.e. your job) involve?

Main responsibilities

I’m in charge of (= responsible for) all deliveries out of the factory.

I have to deal with any complaints (= take all necessary action if there are complaints).

I run the coffee bar and restaurant in the museum (= I am in control of it / I manage it).

Note: We often use responsible for / in charge of for part of something, e.g. a department or some of the workers; and run for control of ail of something, e.g. a company or a shop.

Daily duties/routines

I have to go to / attend (fml) a lot of meetings.

1. visit/see/meet clients (= people I do business with or for).
2. advise clients (= give them help and my opinion).

It involves doing quite a lot of paperwork (a general word we use for routine work that involves paper e.g. writing letters, filling in forms, etc.). Note the -ing form after involve.

Pay

Most workers are paid (= receive money) every month and this pay goes directly into their bank account. It is called a salary.We can express the same idea using the verb to earn:

My salary is $60,000 a year. (= I earn $60,000 a year.)

With many jobs you get (= receive) holiday pay and sick pay (when you are ill). If you want to ask about holidays, you can say:

How much holiday do you get? or How many weeks’ holiday do you get?

The total amount of money you receive in a year is called your income. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to pay part to the government - called income tax.

Working hours

For many people in Britain, these are 8.30-9.00 a.m. to 5.00-5.30 p.m. Consequently people often talk about a nine-to-five job (= regular working hours). Some people have flexi-time (= they can start an hour or so earlier or finish later); and some have to do shiftwork (= working at different times, e.g. days one week and nights the next week). Some people also work overtime {= work extra hours). Some people are paid to do/work overtime, others are not paid.

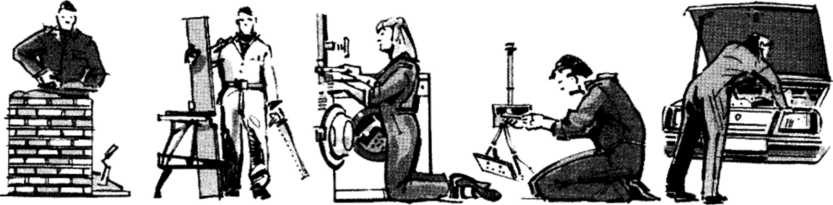
Jobs

The medical profession

These people treat (= give medical treatment and try to solve a medical problem) and look after (= care for / take care of) others: doctor, nurse, surgeon (= a specialist doctor who works in a hospital and operates on people), dentist, and vet (= animal doctor). The word ‘vet’ is a short form for ‘veterinary surgeon’.

Manual jobs

These are jobs where you work with your hands, and all the examples below are skilled jobs (= they need a lot of training).



bricklayer

(builds walls)

carpenter

(makes things using wood)

plumber

(fits and repairs water pipes, bathrooms, etc.) electrician (fits and repairs electrical things) mechanic (repairs cars)

Definition designs buildings

represents people with legal problems plans the building of roads, bridges, machines, etc. controls the financial situation of people and companies teaches in a university

Professional people

Job

architect lawyer engineer accountant university lecturer broker (stock market) buys and sells stocks and shares

The armed forces and the emergency services

soldier (in the army) sailor

(in the navy)

pilot

(in the air force)

police officer

(in the police force)

firefighter (in the fire brigade)

Match the verbs on the left with the nouns or phrases on the right. Use each word once only.

|  |  |  |
| --- | --- | --- |
| 1 | earn | overtime |
| 2 | work | meetings |
| 3 | pay | a shop |
| 4 | go to | clients |
| 5 | deal with | £500 |
| 6 | run | income tax |

Starting with the words you are given, rewrite each of these sentences using vocabulary from the opposite page. The basic meaning must stay the same.

Example: I’m a banker.

1. work .JfS.kwt&Jfy
2. What do you do?

What’s

1. I earn $50,000 dollars.

My

1. I get £20,000 from my teaching job and another £10,000 from writing.

My total

1. I am a chemist.
2. work for
3. In my job I have to look after and maintain all the computers in the building.

My job involves

1. I’m responsible for one of the smaller departments.

I’m in

This is part of a conversation with a teacher about her job. Can you supply the missing questions?

A: ?

1. usually start at nine and finish at four.

>

Yes a bit. On certain courses I work until five o’clock, and then I get paid extra.

>

Twelve weeks. That’s one of the good things about being a teacher.

No we don’t, I’m afraid. That’s one of the disadvantages of being a teacher. But I suppose money isn’t everything.

Can you answer these general knowledge questions about work?

1. What are normal working hours for most office jobs in your country?
2. Can you name three jobs that get very high salaries in your country?
3. When you start paying income tax in your country, what is the minimum amount you have to pay?
4. What jobs often involve shiftwork? (Give at least two examples.)
5. Is flexi-time common in your company or your country?

Think about your own job. How many of the things on the opposite page do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

1. Write down at least one job from the opposite page that would probably be impossible for these people.
2. Someone who didn’t go to university.
3. Someone with very bad eyesight (= cannot see very well).
4. Someone who is always seasick on a boat.
5. Someone who understands nothing about cars.
6. Someone who will not work in the evening or at weekends.
7. Someone who is afraid of dogs.
8. Someone who is afraid of heights and high places.
9. Someone who is terrible at numbers and figures.
10. Someone who can’t stand the sight of blood.
11. Someone who is a pacifist, who is anti-war.
12. Complete these definitions.
13. An architect . MdingS.
14. A university lecturer
15. An accountant
16. A vet
17. A lawyer
18. An engineer
19. A bricklayer
20. A stock broker
21. A mechanic
22. A surgeon
23. Respond to the statements below, as in the example.

Example: A: He’s a policeman.

B;

A: I le’s a soldier.

1. A: He's a sailor.
2. A: He’s a fighter pilot,

I.:

1. A: He’s a firefighter.
2. You have just bought a piece of land and you are planning to build a house on it. Write down at least six people from the opposite page that you may need to help you. What would you need their help for?

Example: 3 bricklayer to twild the tva/k

1. Write a list of friends, relatives and neighbours (just choose people who have jobs). Can you write down what each person does? Use a bilingual dictionary to help you if necessary.

**21.1 МАВЗУ: 28-машғулот. Касб ва ҳунарлар ҳақида суҳбат**

**THEME 21.1: Session 28. Talking about Professions and jobs.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about Professions and jobs. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Is it an easy thing to choose a profession out of more than 2,000 existing in the world?  2. Why is teaching a very specific and difficult job?  3. What would be enough to succeed in your work? |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about professions and jobs. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about professions and jobs.   To use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## *My Future Profession*

Finishing school is the beginning of the independent life for millions of school leavers. Many roads are opened before them: vocational and technical schools, institutes and universities. But it is not an easy thing to choose a profession out of more than 2,000 existing in the world. Some pupils follow the advice of their parents, others can't decide even after leaving school.

As for me, I made my choice long ago. I want to become a teacher of the Ukrainian language and literature. My choice of this occupation didn't come as a sudden flash. During all school years literature was my favourite subject. I've read a lot of books by Ukrainian and foreign writers.

I understand that reading books helps people in selfeducation and in solving different life problems. I would like to teach my pupils to enjoy reading, to encourage them to learn our national language and literature, which is the source of national culture. It is known that teaching is a very specific and difficult job. It shouldn't be taken easily. The teacher is a person who is learning as well as teaching all his life. Most jobs can be done within the usual office hours from 9 a.m. till 5 p.m., but teacher's work is never done and evenings are usually spent in marking exercise-books and preparing for the next lesson.

Teachers do not only teach their subjects. They develop their pupils' intellect, form their views and characters, their attitudes to life and to other people. It's a great responsibility and the teacher must be a model of competence himself. It's not as easy as it may seem at first. But I think that love for children combined with the knowledge I'll get at the University would be quite enough to succeed in my work. I'm applying to the philological department and I am sure my dream will come true sooner or later.

1. What jobs arc defined here?
2. Someone who teaches in a university, bur is not a professor.
3. Someone who plans the building of roads, bridges, machines, etc.
4. Someone who is a doctor for animals.
5. Someone who makes things with wood.
6. Someone who fits water pipes, bathrooms, etc.
7. Someone who looks after your teeth.
8. Someone who controls the financial situation of individuals and companies.
9. Someone who fits and services electrical things.
10. What do the people in these jobs do? Fill the gaps with a suitable verb. The first letter has <s been given to you.
11. Doctors t patients.
12. Lawyers a and represent people with legal problems.
13. Nurses 1 patients in hospital.
14. Surgeons o on people.
15. Mechanics r cars.
16. Bricklayers b walls.
17. Architects d buildings.
18. Brokers b and s stocks and shares.
19. Identify the jobs of these people and the organisations they work for. Look at the example.



force.

X Complete this short text with suitable words.

s Jobs where you work with your hands and don’t need any ability or training are called jobs. If you work with your hands but the job requires a lot of ability and training, we call it a job. We refer to doctors and lawyers as professional people: doctors work in the profession.The people who forces. Firefighters and

profession, lawyers work in the.

)

defend the country, such as soldiers and sailors, are part of the .

service ambulance drivers are part of the.

1. Rewrite these sentences, using the words on the right in the correct form. The meaning must k? stay the same.
2. I did a training course last week.

Last week 1 Go

1. The boss dismissed him when he heard about the scandal.

GIVE SOMEONE CHE SACK

RESIGN

RESPONSIBLE

INVOLVE

I ARN

The boss

1. She quit her job because of the long hours.

She

1. I am now in charge of both departments.
2. am now
3. In his job he has to travel a lot.

His job

1. I was very well paid in my last job.
2. Decide whether the pairs of sentences have the same meaning or a different meaning.

<s la) They gave him a lot of training when he started in the job.

b) They organised a lot of help and advice when he started the job.

1. a) She was given a pay rise at the end of the year, b) She was dismissed at the end of the year.
2. a) He decided it was time to rake control of rhe sister company, b) He decided it was rime to take over rhe sister company.
3. a) I’ve been our of work for weeks, b) I’ve been unemployed for weeks.
4. a) The company has decided to sack him.

b) The company has decided to promote him.

1. a) She’s going to leave and look for an easier job.

b) She’s going to leave and look for a fresh challenge.

* Correct the mistake in each sentence.

a 1 I’d like to apply that job, bur 1 don’t think I’ll get it.

1. He got a job like a manager in the shoe department.
2. He’s going to be retire at rhe age of 60.
3. We are giving him a training to help him.
4. He promoted and they gave him a pay rise.
5. I’m looking for a half-time job but I’ll take anything which is interesting.

X Fill the gaps with a suitable word.

;s 1 I didn’t much money in my last job bur I’m well paid now.

1. He works very hard for the company and his future look good.
2. I’ve decided to retire the age of 55.
3. I’ve got an interesting job which working with young people.

g 5 I’ve been unemployed for two months and I’m for work.

1. If I was very unhappy I would probably from the company and work

from home.

**22 МАВЗУ: 29-машғулот. Спорт турлари ва ўйинлар ҳақида суҳбат**

**THEME 22: Session 29. Talking about types of Sports and games.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about types of Sports and games. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Why is sport so important in our life?  2. Do all the people need exercise?  3. What should people who suffer from general tiredness do?  4. How does exercise change you?  5. What kind of exercise is the best?  6. What sports are popular in our country? |
| Ўқув машғулотининг мақсади:  **Lesson aims**:to give general information about types of Sports and games. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about types of Sports and games. * To use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Sports**

Sport is probably as old as the humanity itself. It has been developing with the developing and growth of the mankind. All over the world people of different ages are very fond of sports and games. Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to keep in good health.

We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises gives you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest. Exercise makes you feel and look better.

The best exercise is one which involves in repeated movements, those are: walking, jogging or swimming. Bending and stretching will add flexibility and feeling of lightness. Among the sports popular in our country are football, basketball, swimming, volleyball, ice hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

**Sport in Our Life**

People all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. It unites people of different classes and nationalities. Many people do sports on their personal initiative. They go in for skiing, skating, table tennis, swimming, volley-ball, football, body-building, etc.

All necessary facilities are provided for them: stadiums, sport grounds, swimming pools, skating rinks, skiing stations, football fields. Sport is paid much attention to in our educational establishments. Gymnastics is a part of children's daily activities in the kindergartens. Physical culture is compulsory subject at schools and colleges. Professional sport is also paid much attention to in our country. In city, where I live, there are diferent sporting societies, clubs and complexes. Practically all kinds of sports are popular in our country, but football, gymnastics and tennis enjoy the greatest popularity. As for me, I go in for table tennis (ping-pong). It needs mobility, liveliness and much energy. It keeps a person in a good form. I have been playing tennis for five years, but the more I play, the more I like it. I get a real joy taking part in competitions or simply playing with my friends. Sometimes, I go to tennis courts.

Certainly, there's a great distance between my manner of playing and such favourites as Jim Courier, Stephan Edberg, Pete Sampras, Boris Becker, Per Korda, but I do my training with great pleasure and hope to play as well as our best players do.

Sport

Common sports

snooker/pool/billiards motor-racing

Equipment - what you hold in your hand

golf - club squash/tennis/badminton - racket darts - dart archery - bow cricket/table-tennis/baseball - bat hockey - stick snooker/pool/billiards - cue canoeing - paddle rowing - oar fishing - rod/line

Athletics - some field events

discus

She’s a good sprinter, [fast over short distances]

He’s a great long-distance runner, [e.g. 5000 metres, marathon]

Jogging round the park every Saturday’s enough for me.

Verbs and their collocations in the context of sport

Our team won/lost by three goals/points.

She broke the Olympic record last year.

He holds the record for the 100 metres breast-stroke.

Liverpool beat Hamburg 4-2 yesterday.

The team have never been defeated, (more formal than beat]

How many goals/points have you scored this season?

1. think I’ll take up bowls next spring and give up golf.

People who do particular sports

-er can be used for many sports, e.g. footballer, swimmer, windsurfer, high-jumper, cricketer, golfer, etc. Player is often necessary, e.g. tennis-player, snooker-player, darts- player; we can also say football-player, cricket-player. Some names must be learnt separately, e.g. canoeist, cyclist, mountaineer, jockey, archer (not archerer), gymnast.

1. Which of the sports opposite are these people probably talking about?
2. The ball has a natural curve on it so it doesn’t go in a straight line on the grass.’
3. ‘Provided it’s not too windy at the top, there’s no problem.’
4. ‘It is incredibly noisy, fast and dangerous, but it’s really exciting to watch.’
5. ‘You get sore at first and can hardly sit down, but you get used to it after a while.’
6. ‘It’s all a matter of balance really.’
7. ‘You need a good eye and a lot of concentration.’
8. Look at the sports page of one or two newspapers (either in English or in your own language). Are there any sports mentioned not listed at A opposite? If so, what are their English names? Use a bilingual dictionary if necessary.
9. Name one other piece of equipment necessary to play these sports apart from the item given, as in the example. What special clothing, if any, is worn for each sport?

Example: golf: clubs, ba\\e>

1. archery: bow,
2. badminton: racket,
3. hockey: stick,
4. baseball: bat,
5. darts: darts,
6. Collocations. Fill the gaps with suitable verbs.
7. Were many records at the Olympics?
8. We’ve been so many times we deserve to be bottom of the league!
9. Congratulations! How many points did you by?
10. You should jogging. That would help you lose weight.
11. Who the world record for the 1000 metres? Is it a Russian?
12. I only ever once a goal, and that was sheer luck.
13. What do you call a person who...?
14. does the long-jump? a lonq-jumper 5 does gymnastics?
15. rides horses in races? 6 plays hockey?
16. drives cars in races? 7 plays football?
17. throws the discus/javelin? 8 does the pole-vault?
18. Make sure you know which sports these places are associated with, as in the example. Use a dictionary if necessary.
19. court tennis, zquaeh, etc. 5 rink
20. course 6 alley
21. ring 7 piste

pitch

**22.1 МАВЗУ: 30-машғулот. Спорт турлари ва ўйинлар ҳақида суҳбат**

**THEME 22.1: Session 30. Talking about types of Sports and games.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Talking about types of Sports and games. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What is the world's greatest sports games?  2. What does the Olympic idea mean?  3. What is the Olympic emblem?  4. Why have these colours been chosen?  5. When and where did the original Olympic Games begin?  6. Did women participate in the games?  7. When were the first modern Olympic Games held? Where?  8. Are the Olympics held in the same place?  9. When did the Winter Olympic Games start being held? Where? |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about types of Sports and games. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * togive detailed information about types of Sports and games. * To use them in their speech. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

## 

## *Olympic Games*

The world's greatest international sports games are knownas the Olympic Games.

The Olympic idea means friendship, fraternity andcooperation among the people of the world. The OlympicMovement proves that real peace can be achieved throughsport. The Olympic emblem is five interlinked rings: blue,yellow, black, green and red. Any national flag contains at least one of these colours.

The original Olympic Games began in ancient Greece in776 B.C. These games were part of a festival held everyfourth year in honor of God Zeus at the place called Olympia.It was a great athletic festival, including competitions inwrestling, foot racing and chariot racing, rowing and others.The games were for men only. Greek women were forbiddennot only to participate but also to watch the Olympics.

The first modern Olympic Games were held in Athens in1896. Then they were resumed in London after the SecondWorld War. Since then the Olympics are held every fourthyear in different countries.

The ancient Greeks had no winter sports. Only in 1924the first Winter Olympic Games were held in France, Nowthey are being held regularly.

**The History of the Olympic Games**

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good di plomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece. The games were held every four years in Olympia on the territory of Elis. The first games which later were called the Olympic Games were held about a thousand years before our era. Usually the Olympic Games began before the middle of the summer. Best athletes arrived from many Greek states to

Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time fist fighting (boxing) and chariot races were also included in the Games.

All athletes took an oath that they had been preparing, well for the Games and promised to compete honestly and keep the rules of the sacred Olympics. Tbe athletes took part in all.kinds of competitions. Winners were called "olympionics", they were awarded olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for winning the first place in sports competitions. The olympionics of ancient Greece became very popular. Best craftsmen were chosen to make honourary cups, many poets wrote and recited in public poems about the best athletes. Sculptors made their statues which were put up at the birthplace of the winners.

The Olympic Games were accompanied by arts festivals. Poets recited their poems, singers sang hymns, dancers danced and orators pronounced speeches :— all this in honour of the sacred Games.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes. That brave woman was spared the penalty because her son excelled in many events.

Magnificent strong bodies inspired artists and sculptors. They painted wall pictures and made statues of marble and bronze, so now we can admire the corporal beauty of ancient and eternally young discus thrower, javelin bearer and others.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A. D. The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertiii made a public speech before the Union of French sports clubs in Paris.

At that time many people in many countries practised various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified peoples of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern Olympic Games. The first Committee consisted of 12 members. Now 82 members of the International Olympic Committee control the affairs of all member countries which joined the Olympic movement.

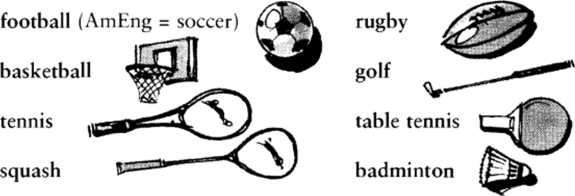
Sport I: games, people, and places

In English you normally play a game but do a lot of / a bit of sport:

In the winter I do quite a lot of skiing; in the summer I play tennis and cricket.

volleyball baseball cricket hockey

Ball games and equipment



For most ball games you need boots or training shoes (trainers).

For tennis, squash and badminton you need a racket.

For baseball and table tennis you need a bat. For golf you need clubs.

In tennis, volleyball and badminton there is a net across the middle of the court. There is also a net around each goal in football.

Things you can do with a ball



throw it head it pass it hit it catch it kick it

Places and people

The playing area for football, rugby, hockey and cricket is called a pitch; for tennis, volleyball, basketball, squash and badminton it is a court; for golf it is a course.

Note: When you describe the playing area for football and the area around for the crowd (= the people who watch, also called spectators), it is called a stadium, e.g. Wembley Stadium. Players: Some games are played by individuals, others are team games. In a team, one player is the captain, and there is a manager (e.g. in football) or a coach (e.g. in basketball). Officials: Football, rugby and hockey have a referee but tennis, cricket and baseball have an umpire. In football the referee has a whistle to control the game and two linesmen. In tennis there are line judges to decide if the ball is ‘in’ or ‘out’.

|  |  |  |
| --- | --- | --- |
| Other sports |  |  |
| Name | Place | Equipment |
| athletics | track | vest, shorts, running shoes or spikes |
| motor racing | track | crash helmet |
| swimming | pool | swimming costume (women); trunks (men |
| boxing | ring | vest, shorts, gloves, boots |
| skiing | slopes (piste) | sticks, ski suit, ski boots |

Sport 2: winning, losing, and scoring

Winning and losing

Notice how these key words are used:

Spain beat Switzerland 3-2. (= Switzerland lost to Spain 3-2) In other words:

Spain won the match. (= Switzerland lost the match)

Spain defeated Switzerland. (= Switzerland were defeated by Spain)

Spain were the winners. (= Switzerland were the losers)

If both teams or players have the same score (= number of goals or points), it is a draw (e.g. 2-2 is a draw). We can also use draw as a verb, e.g. we drew yesterday’s niatch/game 2-2.

Note: A match is used for an organised game: We had a game of football with a few friends in the park, but we’ve got an important match against a very good team next week.

When the game is still in progress, we often use the verb lead to describe the position of the teams and players, or latest to describe the score:

HALF-TIME SCORE: SPAIN 2 SWITZERLAND 1

At half-time, Spain are leading Switzerland two-one. (= the latest score is two-one to Spain) Sampras is leading three-two in the first set. (= the latest score is three-two to Sampras)

What’s the score?

In most games you score goals (e.g. football, hockey) or points (e.g. table tennis, basketball). At the end of the game there is a result (= players/teams win, lose, or draw). However, the scoring system - and the way we describe it - is different from game to game.

Football

Spain 0-0 Italy (we say nil—nil)

Spain 1-0 Italy (one-nil to Spain)

Spain 1-1 Italy (one-all)

Spain 1-2 Italy (two-one to Italy)

Spain 2-2 Italy (two-all)

If the final score is 2-2 in a cup match, you may have to play extra time. And if the score is still 2-2 at the end of extra time, there is a penalty shoot-out.

Tennis

15-0 (fifteen-love)

30-0 (thirty-love)

30-30 (thirty-all)

40-40 (deuce) [pronounced like ‘juice’] Advantage X Game X

Game and set to X (e.g. 6-3 or 7-5)

If the score reaches 6-6 you have a tie-break to decide the set.

a knock-out competition

quarter

final

i semi-final

final

Competitions

In many sports, players and teams play every week in a league (the player/team that wins the most games in a season is the winner of the league championship). In most sports, there is also a cup competition, which is usually a knock-out competition.

Write down six things you can do with a ball. Cover the opposite page first.

it it it

it it it

Write down:

1. five games where you can hit the ball (with various kinds of equipment).
2. four games where you can pass the ball.
3. three games where you can catch the ball.
4. two games where you can kick the ball.
5. one game where you can head the ball.

Organise these words and put them in the correct columns below? (You can put a word in more than one column if you wish.)

swimming gloves crash helmet course football racket track ring boots pool motor racing clubs tennis net court golf pitch track trunks boxing goals costume shorts whistle vest

|  |  |  |
| --- | --- | --- |
| Sport | Place | Equipment |
|  |  |  |

True or false? If false, correct the sentence to make it true.

1. The people who watch a football match are the audience.
2. The official who gives the score in tennis is the umpire.
3. Athletes wear shorts.
4. You need a stick to play hockey.
5. Boxers wear gloves.
6. Tennis is played on a pitch.
7. The referee in football has a whistle.
8. Women wear trunks for swimming.

Answer these questions. If possible, ask a friend the same questions.

1. Are there any games or sports on the opposite page that you watch but don’t play? If so, what are they and where do you watch them?
2. Are there any games or sports on the opposite page you play/do yourself? If so, which?
3. Are there any that you are good at?

1. Are there any that you hate?
2. Are there any that are not played much in your country?
3. Which game or sport is the most popular in your country?
4. Which game or sport on the opposite page is the most dangerous in your opinion?
5. Which game or sport requires the most strength?
6. Which one has the biggest crowds?
7. Can you write down at least three more games/sports not included opposite.
8. Complete the table with the correct forms,

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Infinitive | Past tense | Past participle | Infinitive | Past tense | Past participle |
| win |  |  | lead |  |  |
| lose |  |  | catch |  |  |
| beat |  |  | draw |  |  |

1 How do we say these scores?

1. Football: 0-0 2-1 4-4
2. Tennis: 15-0 40-30 40-40
3. Fill the gaps in these texts with suitable words or phrases.

In the World Cup Final of 1994, Brazil!!) Italy 3-2 in a )?! shoot-out, After ninety minutes the !?) was 0-0; and it remained the same after thirty minutes of IV , but then Italy (?) 3-2 in the penalty shoot-out after Baresi and Baggio both missed. This was the fourth time that Brazil had !\*! the World Cup.

Ivanisevic !?! to Sampras in the second round. He .<?) the first .<?) 6-4, but then <JPJ the second on a .<)?;

After that, Sampras dominated the rest of the J.1.3.) and won easily. The final Ml was 4—6, 7—6, 6—1, 6—2.

4 True or false? Check your answers by looking back at this unit and the previous unit.

1. Brazil won the football World Cup in 1994.
2. Football has an umpire.
3. A set in tennis is always decided on a tie-break.
4. If two teams have the same score at the end of the game, it is a draw.
5. Golf is played on a course.
6. If someone gives you the latest score, the game has finished.
7. Sticks are used in skiing and hockey.
8. In a knock-out competition, you can lose one or two games but still win the competition.

5 Which sport is being described in each sentence? (The underlined words are key words and you can look them up to increase your vocabulary in different sports.)

1. The referee gave the trj[ although many people thought it was a forward pass.
2. He scored the winner with a beautiful free kick from just outside the penalty area.
3. He served fifteen aces and not one double fault.
4. The coach called a time out with just 45 seconds left and two points between the teams.
5. He crashed into the car in front with just two laps remaining.
6. First he was booked (= the yellow card) for a bad tackle, and then he handled the ball inside the penalty area, so the referee had to send him off i- the red card).
7. In the 200 metres freestyle, he overtook the Russian on the final length to win the race.

She sprinted away from the rest of the field on the final lap and won easily

**23 МАВЗУ: 31-машғулот. Ёшлар ҳаёти ҳақида суҳбат**

**THEME 23: Session 31. Talking about the life of Youth.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about the life of youth**  **Topic:** Young People and Television |
| Маърузарежасиўқувмашғулотинингтузилиши  **Procedure/ Lesson outline** | 1.Mking a poster  2.Telling about television and youth |
| Ўқув машғулотининг мақсади: **Lesson aims**: to give general information about communication ethics, asking and telling about television and youth**.** | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to talk about television. * to talk about habits of youth. |
| Таълимусулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, worksheets |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±10mins)**  **Introduction task – Making a poster** | * Tells students that they are going to make a Television Poster in small groups. * Demonstrates on the board. * Asks students to tell what different types of programmes people watch.   **Tip:** As students suggest programme types write a few examples inside the drawing of a television. Add some pictures to illustrate the programmes. (A cookery programme could be illustrated with a saucepan or a film could be illustrated with a reel of film).  • When students understand the task the teacher puts them into small groups and gives each group a large sheet of paper or card and some coloured pens. Students should be given a limited time to design and produce a poster.  **Tip:** Students should be encouraged to make a rough draft first and to ask for help with spelling or vocabulary.  • Displays the finished results. | Listen,make notes and answer the questions |
| 2-босқич  **Part II (40 mins)**  **Split reading task** | * Puts students into pairs (Student A and Student B). * Gives all student As a copy of **Worksheet 1A**. Give all student Bs a copy of **Worksheet 1 B**.   **Tip:** By taking turns in reading and writing they will both be able to complete the text. When they have finished they compare the two texts. Are they exactly the same?   * Asks students to read their completed texts again and to answer the following three questions.   1. How many hours a day do teenagers in the UK spend watching television?  2. What time of day does most viewing takes place?  3. Do boys and girls watch the same kind of programmes?   * Tells students that they are going to complete a questionnaire about their own television viewing habits. Put students into pairs and give each student a copy of the questionnaire (**Worksheet 2**). * Finally, invite the students to compare and discuss their findings. Have they got similar television viewing habits? In what ways are they different? | * Student A should start reading the text aloud allowing time for student B to write the missing words. Then student A listens carefully while student B reads.   Sts answer the questions  Listeners first read each question and answer **YES** or **NO**. When they have finished they take turns in asking their partner the questions and record their answers |
| 3-босқич  **Part III (30mins)**  **Role Play** | * Introduces the topic of favourite television programmes by telling students what you watched on television the previous day. * Encourages students to talk about their favourite programmes and to compare tastes. Very often there is a programme that is in fashion and everyone will watch it regularly and be keen to talk about it. * Gets a copy of a TV programme guide for the UK. These can be found in most UK newspapers and can be easily found on the Internet. If you have internet facilities at your school have a look at one of the web sites. * Puts students into small groups of three or four. Give each student in a group a different role card from | Ls talks about their favourite programmes |

**Young People and Television**

**Topic:** TV programmes

**Introduction**

In this lesson the students will look at the television viewing habits of young people in the UK and compare them to the habits of young people in their own country. They will begin by making television posters, then they will do a jigsaw reading activity in pairs. The text is about television habits in the UK. They will complete a questionnaire about their own viewing habits and discuss how their habits are different from those of young people in the UK. There is an optional role playing

**Procedure**

**Introduction task – Making a poster**

 Tell students that they are going to make a Television Poster in small groups.

• Demonstrate on the board. Ask students to tell you what different types of programmes people watch.

**Tip:** As students suggest programme types write a few examples inside the drawing of a television. Add some pictures to illustrate the programmes. (A cookery programme could be illustrated with a saucepan or a film could be illustrated with a reel of film).

• When students understand the task put them into small groups and give each group a large sheet of paper or card and some coloured pens. Students should be given a limited time to design and produce a poster.

**Tip:** Students should be encouraged to make a rough draft first and to ask for help with spelling or vocabulary.

• Display the finished results.

**Suggestions for programme types:**

Documentaries, Films, The news, The weather forecast, Quiz shows, Soap operas, Travel programmes, Chat shows, Cartoons, Sport programmes, Sitcoms, Educational programmes, Debates, Gardening programmes, Cooking programmes, Plays, Dramas, Police series, Music programmes, Variety shows, Reality shows**.**

**Split reading task**

 Put students into pairs (Student A and Student B). Give all student As a copy of **Worksheet 1A**. Give all student Bs a copy of **Worksheet 1 B**.

 Student A should start reading the text aloud allowing time for student B to write the missing words. Then student A listens carefully while student B reads.

**Tip:** By taking turns in reading and writing they will both be able to complete the text. When they have finished they compare the two texts. Are they exactly the same?

**Children’s Television Viewing Habits in the UK**

Parents and teachers throughout the country often express concern about the amount of hours that children spend in front of the television.

According to recent statistics, teenagers watch between 2.5 and 3.2 hours of television every day. Many children watch television in the mornings over breakfast but most viewing takes place after school in the evenings.

Peak viewing times for teenagers are between seven and nine o’clock. They watch soap operas, music programmes and quiz shows. Between the hours of four and six, when the programmes are specifically aimed at children, the viewing figures are much lower.

Girls watch more drama series, documentaries and news programmes. Boys watch more science fiction and sport.

Television plays an important part in the lives of children. They are affected by the images they see and they find role models in their favourite programmes. What parents and their children have to consider is how much time should be spent watching television and which programmes are suitable or unsuitable.

**Television questionnaire**

 Ask students to read their completed texts again and to answer the following three questions.

1. How many hours a day do teenagers in the UK spend watching television?

2. What time of day does most viewing takes place?

3. Do boys and girls watch the same kind of programmes?

 Tell students that they are going to complete a questionnaire about their own television viewing habits. Put students into pairs and give each student a copy of the questionnaire (**Worksheet 2**).

 Students first read each question and answer **YES** or **NO**. When they have finished they take turns in asking their partner the questions and record their answers.

 Finally, invite the students to compare and discuss their findings. Have they got similar television viewing habits? In what ways are they different?

**Role Play**

 Introduce the topic of favourite television programmes by telling students what you watched on television the previous day.

 Encourage students to talk about their favourite programmes and to compare tastes. Very often there is a programme that is in fashion and everyone will watch it regularly and be keen to talk about it.

 Get a copy of a TV programme guide for the UK. These can be found in most UK newspapers and can be easily found on the Internet. If you have internet facilities at your school have a look at one of the web sites.

 Put students into small groups of three or four. Give each student in a group a different role card from

**Worksheet 3**.

 Students should read their cards and remember the information. They can choose whether to be male or female.

 Each group should then study the TV guide and act out their role.

 The object of the activity is to discuss the programmes being shown and to come to an agreement about what to watch. Give students a strict viewing time but allow enough time for them to watch a few programmes

**Young People and Television**

**Worksheet 1 A**

**Student A**

Start reading the text aloud allowing time for your partner to write the missing words. Then listen carefully to your partner and write the words that are missing from your text.

(Text A)

Children’s Television Viewing Habits in the UK

Parents and teachers throughout the country often express concern about

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According to recent statistics, teenagers watch between 2.5 and 3.2 hours of television every day.

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Peak viewing times for teenagers are between seven and nine o’clock.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, when the programmes are specifically aimed at children, the viewing figures are much lower.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They are affected by the images they see and they find role models in their favourite programmes.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which programmes are suitable or unsuitable.

**Worksheet 1 B**

**Student B**

Start by listening carefully to your partner and writing the words that are missing. Then change roles and you read the next part of the text allowing time for your partner to complete the missing words.

(Text B)

Children’s Television Viewing Habits in the UK

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the amount of hours that children spend in front of the television.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_ Many children watch television in the mornings over breakfast but most viewing takes place after school in the evenings.

They watch soap operas, music programmes and quiz shows. Between the hours of four and six,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Girls watch more drama series, documentaries and news programmes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Television plays an important part in the lives of children.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What parents and their children have to consider is how much time should be spent watching television and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Worksheet 2**

Television viewing habits questionnaire

**You**

**Your partner**

**1. Do you watch television every day?**

**2. Have you got a television in your bedroom?**

**3. Do you ever watch television before going to school?**

**4. Do you think you watch too much television?**

**5. Does anybody restrict your television viewing?**

**6. Do you have a favourite television channel?**

**7. Do you watch more television at the weekend?**

**8. Do you watch educational programmes?**

**9. Would you find it easy to stop watching TV for a week?**

**10. Do you think children in your country watch too much TV?**

**Worksheet 3**

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you’d really like to watch!

**Role card 1**

You are a fifteen-year-old teenager. You like action films and sport programmes.

You don’t mind factual programmes like the News or documentaries but you hate soap operas and romantic films. You like films that are violent. You think they are exciting.Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you’d really like to watch!

**Role Card 2**

You are a parent. You like anything that is funny. You don’t like violence on TV.

You like all sport except football. You love music and documentaries. You prefer watching programmes that last less than an hour because you always have a lot of things to do.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you’d really like to watch!

**Role Card 3**

You are a grandparent. You like to watch documentaries and soap operas.You always fall asleep in films. You don’t like sport very much but you like football. You like watching television programmes that make you laugh.Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you’d really like to watch!

**Role card 4**

You are a fourteen-year-old teenager. You love sport and all films. You hate documentaries and news programmes. You don’t mind comedy programmes. You don’t like soap operas unless they are about young people.

**23.1 МАВЗУ: 32-машғулот. Ёшлар ҳаёти ҳақида суҳбат**

**THEME 23.1: Session 32. Talking about the life of Youth.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about the life of youth**  **Topic:** **Politics and Youth** |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. **Political people and places** – matching task  2. Activity - **Find Somebody Who…**  3. **Politics – sentence completion-** sentence completion task  4. Reading task - **Politics and Youth – Reading**  5. Discussion - **Politics and Youth – Let’s discuss the issues** |
| Ўқув машғулотининг мақсади: **Lesson aims**: To develop reading and speaking skills  - To revise language of politics | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to talk about the life of youth * to talk about politics and the role of youth in it. |
| Таълимусулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, worksheets |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±10mins)**  **Introduction task – Matching task** | Teacher introduces the topic and organizes a simple matching task. This is a simple matching task to introduce the topic.  If teacher wants to make the task more challenging, they can add more items.   Answers 1 – The Prime Minister 2 – The Queen 3 – Members of Parliament 4 – The Houses of Parliament 5 – The Conservative Party 6 –The Labour Party.  **Tip:**  For higher levels or for students that already have some knowledge of the political system in the UK, the teacher may extend the task using information from these sites:  http://www.parliament.uk/education/ – a site for young people about the Parliament  http://en.wikipedia.org/wiki/UK\_politics – UK political system explained. | Listen, make notes and do matching task |
| 2-босқич  **Part II (40 mins)**  **Find Somebody Who…**  **Politics – sentence completion**  Reading task- **Politics and Youth – Reading** | * Copies **worksheet B** for each student or puts it on the board for students to copy into a notebook. * Asks students to add two more statements of their own in the blank spaces at the bottom of the chart before they begin. Then gets everyone standing up and moving around the class to ask each other the questions. Makes sure students know they can’t write the same person for more than one question and that the extra information is important.   **Tip:**  ‘Find Somebody Who…’ activities are generally more challenging for students than they appear at first sight. Before letting the students stand up and walk around the class to mingle with their classmates, check they are all able to form the correct sentences from the FSW statements. For example: ‘Do you know the name of the British Prime Minister?’ ‘Would you like to be a politician?’ ‘Why / why not?’  This task leaves students completely free to express their own opinions.   * To save photocopies and to make the task more challenging, the teacher dictates the sentences to students. Alternatively, gives each student a copy of **worksheet C**. * Gives each pair or group of students a copy of the reading text on **worksheet D**. Worksheet E offers some follow-up discussion questions from the text.   Answers: 1 – C, 2 – A, 3 – D , 4 – B  **Tip:**  The vocabulary in the text could be a little tricky so be sure to pre-teach the words you think your students won’t know. If you don’t pre-teach the challenging vocabulary, encourage students to guess the meaning of unknown words from the context – this is an important skill for language learners. | Ls listen to the instructions and do the task step by step  Ls express their own opinions  They should read the text and put the headings in the right place. |
| 3-босқич  **Part III (30mins) discussion - Politics and Youth – Let’s discuss the issues** | * This activity of discussion questions would follow on nicely from the reading task on worksheet D. Be prepared to feed in new language as and when your students need it. Either give out copies of **Worksheet E** to each group of introduce the questions in turn and use for a group discussion. | Ls talks about their favourite programmes Ls could discuss them in small groups or you could have a whole class discussion. |

**Topic:** **Politics and Youth**

**Aims:**

- To develop reading and speaking skills

- To revise language of politics

**Introduction**

This lesson gives students the opportunity to find out about the political system

in the UK and to discuss the attitude of many young people towards politics.

**Procedure**

**Political people and places**

 This is a simple matching task to introduce the topic. If you want to make the task more challenging, add more items.

 Answers 1 – The Prime Minister 2 – The Queen 3 – Members of Parliament 4 – The Houses of Parliament 5 – The Conservative Party 6 –The Labour Party.

**Tip:**

For higher levels or for students that already have some knowledge of the political system in the UK, extend the task using information from these sites:

http://www.parliament.uk/education/ – a site for young people about the Parliament

http://en.wikipedia.org/wiki/UK\_politics – UK political system explained.

**Worksheet A – Political people and places**

1) This person is the head of the government.

2) This person is the head of state.

3) These people are elected to represent their areas (known as

constituencies). They are also known as MPs.

4) This place is where the Parliament meets.

5) This is the name of the main right-wing party.

6) This is the name of the main left-wing party.

The Queen / The Conservative Party / The Prime Minister / Members of Parliament / The Houses of Parliament / The Labour Party

**Find Somebody Who…**

 Copy **worksheet B** for each student or put it on the board for students to copy into a notebook. Ask students to add two more statements of their own in the blank spaces at the bottom of the chart before they begin. Then get everyone standing up and moving around the class to ask each other the questions. Make sure students know they can’t write the same person for more than one question and that the extra information is important.

**Tip:**

‘Find Somebody Who…’ activities are generally more challenging for students than they appear at first sight. Before letting the students stand up and walk around the class to mingle with their classmates, check they are all able to form the correct sentences from the FSW statements. For example: ‘Do you know the name of the British Prime Minister?’ ‘Would you like to be a politician?’ ‘Why / why not?’

**Worksheet B – Find Somebody Who…**

**Find somebody who… Name Extra information**

… knows the name of the British Prime Minister.

… would like to be a politician.

… thinks that voting in elections is very important.

… thinks there should be more women politicians in their country.

… believes that most politicians are too old!

… can name five politicians from their own country.

**Politics – sentence completion**

 This task leaves students completely free to express their own opinions.

If you are working with young learners, think carefully about whether or not your students are mature enough to be able to do this before you offer them this task. With teenagers there is a certain element of risk involved in a completely open ended task like this.

 To save photocopies and to make the task more challenging, dictate the sentences to your students. Alternatively, give each student a copy of **worksheet C**.

**Worksheet C – sentence completion**

Complete the following sentences to express your own opinion. Then compare your sentences with a partner.

1) In my opinion, most politicians…

2) If I were Prime Minister or President of my country I would…

3) The political system in my country is…

4) I wish politicians would…

5) In an ideal world…

**Politics and Youth – Reading**

 Give each pair or group of students a copy of the reading text on **worksheet D**. They should read the text and put the headings in the right place. Worksheet E offers some follow-up discussion questions from the text.

Answers: 1 – C, 2 – A, 3 – D , 4 – B

**Tip:**

The vocabulary in the text could be a little tricky so be sure to pre-teach the words you think your students won’t know. If you don’t pre-teach the challenging vocabulary, encourage students to guess the meaning of unknown words from the context – this is an important skill for language learners.

**Worksheet D – Politics and Youth – Reading**

Read the text about Politics and Youth and put the paragraph headings in the right place.

A – **Street politics**

B – **Green generation**

C – **Parties and partying**

D - **Hi-tech politics**

**Politics and Youth**

Last year the BBC announced that more young people voted on Big Brother than the election. Does this make UK youth politically apathetic?

**1 –**

I spent a couple of days asking young people in the Manchester and London area how they felt about party politics. I spoke to 11 twenty-somethings and only one had voted in the last general election. Here’s some of their comments;

‘To be honest I’m not too bothered. I don’t keep up with developments at Westminster [the site of UK government]. These days my job, my cash flow and socialising are more important!’ Tom, 28, from Manchester.

‘I can’t relate to any of the politicians. They all seem fairly similar and rarely listen to young people. Only one party [the Liberal Democrats] made student debt an issue, and they are a long way from coming to power.’ Fiona, 25, from London.

These two examples were typical of many young people’s attitudes to state politics.

**2 –**

This would suggest that we are just not interested in politics but a closer study is more revealing.

For many young people politics is not about Westminster. Issues like the US-UK led Iraq war have sparked debate and action in recent years. In 2003 over a million people marched through London, many of them young and passionate.

**3 –**

Technology played a huge role in organising this protest on a global scale. It has become a factor in providing many young people across the world with a chance to interact and discuss without the traditional middle-man of the politician or news media.

The British Council’s Cafe Society project allows young people from countries across the world to meet in a relaxed, informal setting and share opinions through video conferencing.

**4 –**

David Cameron, the leader of the Conservative Party, started cycling to work as gesture of the need to take green issues more seriously. Since then politicians have been keen to win the green label and secure the support of the younger generation. Young people are often perceived to be the ‘greenest’ age group. Indeed environmental issues are taken far more seriously than ever before. Perhaps they’ll leave behind a greener UK.

**Tip:**

If you and your students want to find out more about politics and youth, these sites may be useful.

http://www.funkydragon.org **–** Children and young people’s Assembly for Wales

http://www.scottishyouthparliament.org.uk **–** Scottish Youth Parliament

http://www.bbc.co.uk/dna/actionnetwork **–** BBC Action Network. Young people discuss everyday

democratic issues that concern them and get help to make changes in their local area

http://news.bbc.co.uk/1/hi/uk\_politics/4586995.stm **–** Article from 2005: BBC

News. Is Big Brother really more popular than General Election?

**Politics and Youth – Let’s discuss the issues**

 This activity of discussion questions would follow on nicely from the reading task on worksheet D. Students could discuss them in small groups or you could have a whole class discussion. Be prepared to feed in new language as and when your students need it. Either give out copies of **Worksheet E** to each group of introduce the questions in turn and use for a group

discussion.

**Worksheet E - Politics and Youth – Let’s discuss the issues**

When you have read the text in task four, discuss the following questions in groups.

 What are the main problems facing young people in your country today?

 Do you think politicians understand these problems?

 Were you surprised that more young people in the UK voted in the reality show Big Brother than in the election?

 Are young people in your country generally politically apathetic?

 Would you like to be a politician? Why / why not?

**Vote for us!**

 This is a fun task that could lead on to becoming a mini project. Put students into groups or ‘parties’. They will have to think of a name for their new political party and to think up five policies that they will use to try and win the election. When all groups have finished, give them each two minutes to try and persuade the other groups to vote for them. Then hold a class election. If you have time to prepare it, make ballot papers and use a shoebox so students can have a secret vote. Then count up the votes and let the winners celebrate!

**Worksheet F – Vote for us!**

You are going to create a new political party! Think of a name for your party and think of five things you will do if you are elected. Then try to persuade your classmates to vote for you.

**The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Party.**

**If we are elected we will:**

**Vote for us!**

**24 МАВЗУ: 33-машғулот. байрамлар ва урф одатлар ҳақида суҳбат**

**THEME 24: Session 33. Talking about Holidays and traditions**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about Holidays and traditions**  **Topic:** Christmas is for sharing- story of The Christmas Truce |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | * **Set context – watch a video and pre-teach vocabulary** * **Finding out more about the history of the Christmas Truce** * **Follow-up – Write a diary entry** |
| Ўқув машғулотининг мақсади:  **Lesson aims**:   * teaching your student a bit about Xmas and history * developing speaking, listening and writing skills. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  At the end of the lesson the students will able to: |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, students’ worksheets, video |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I**  **1.Introduction task – Set context – watch a video and pre-teach vocabulary (20 mins)** | Explain that you're going to play a video which your students will listen not watch. While listening they should write the ideas/sounds that come to their mind that might be related to the video. *Possible answer :English, German, war, gun shot, Christmas carol-singing, Silent night, heavy breathing, people introducing themselves, fireworks, people saying Christmas greetings.*  *<iframe width="560" height="315" src="//www.youtube.com/embed/NWF2JBb1bvM" frameborder="0" allowfullscreen> </iframe>*  Later play the video again, this time allow your student to watch it and answer questions (worksheet Ex.1);  Once you've played the video allow 2-3 mins for students to answer these questions in pairs and later as a whole group. Elicit the answers, which are going to be mainly based on students own opinions. Later add that the advert was created by Sainsbury’s in partnership with The Royal British Legion to commemorate the extraordinary events of Christmas Day, 1914. During First World War, the soldiers on the Western Front did not expect to celebrate Christmas on the battlefield, but even a world war could not destroy the Christmas spirit. | Ls listen to the video and write anything comes to their mind |
| 2-босқич  **Part II**  **Finding out more about the history of the Christmas Truce (30 mins)** | Tell your students that during the next part of the lesson they are going to watch another video which is closely connected to the story of the Christmas Truce.  While watching the video for the first time, your students should do Ex.2- worksheet. They watch the short film and put the correct order of these situations:  1. Soldiers are sitting in the trenches.  2. A man is disclosing the details his grandfather had written in the diary.  3. Both armies are getting out of the trenches to exchange greetings.  4. A WW1 writer and researcher is deliberating on the troops killed during the event  5. Soldiers are playing football. | Ls watch the video again and do exercise 3- worksheet. The task of next activity is to watch the video and define whether the sentences are True (T) or False (F). |
| 3-босқич  **Part III - Follow-up – Write a diary entry (20 mins)** | Brainstorm the ideas about how the soldiers must have felt while sitting in the trenches during cold nights proceeding Christmas. Elicit the suggested answers and write them on the board. Later tell them to put themselves in a position of one of the soldiers from the story and write a short diary entry. | Ls listen to the instructions and write a short story |

**Topic: Holidays & traditions. Christmas is for sharing**

**“Christmas doesn't come from a store, maybe Christmas perhaps means a little bit more....”**

**Language Level**: intermediate/upper-intermediate B1/B2

**Activity**: listening, speaking

**Time**: 80 mins

**Topic**: Christmas is for sharing- story of The Christmas Truce

**Materials**: worksheet + video

**Procedure:**

1. **Set context – watch a video and pre-teach vocabulary (15 mins)**

Explain that you're going to play a video which your students will listen not watch. While listening they should write the ideas/sounds that come to their mind that might be related to the video. *Possible answer :English, German, war, gun shot, Christmas carol-singing, Silent night, heavy breathing, people introducing themselves, fireworks, people saying Christmas greetings.*

*<iframe width="560" height="315" src="//www.youtube.com/embed/NWF2JBb1bvM" frameborder="0" allowfullscreen></iframe>*

Later play the video again, this time allow your student to watch it and answer questions (worksheet Ex.1);

– What kind of historical events does the video refer to?

– Why did soldiers start singing?

– Do you think the first man who lifted his hat did the right thing?

– How did they feel when they parted?

– What's the meaning of this message “ Christmas is for sharing”?

Once you've played the video allow 2-3 mins for students to answer these questions in pairs and later as a whole group. Elicit the answers, which are going to be mainly based on students own opinions. Later add that the advert was created by Sainsbury’s in partnership with The Royal British Legion to commemorate the extraordinary events of Christmas Day, 1914. During First World War, the soldiers on the Western Front did not expect to celebrate Christmas on the battlefield, but even a world war could not destroy the Christmas spirit. The Christmas Truce was an unplanned and unexpected event when the guns fell silent and German and British soldiers crossed trenches to meet in no-man’s land, and exchange seasonal greetings, share gifts – and even play football together. This is real history. It’s elusive, intriguing and inspiring story which we're going to talk about today.

While telling the story of the Christmas Truce explain words such as: *battlefield, trenches, elusive*

**2. Finding out more about the history of the Christmas Truce (15mins)**

Tell your students that during the next part of the lesson they are going to watch another video which is closely connected to the story of the Christmas Truce.

While watching the video for the first time, your students should do Ex.2- worksheet. They watch the short film and put the correct order of these situations:

1. Soldiers are sitting in the trenches.

2. A man is disclosing the details his grandfather had written in the diary.

3. Both armies are getting out of the trenches to exchange greetings.

4. A WW1 writer and researcher is deliberating on the troops killed during the event

5. Soldiers are playing football.

Students watch the video again and do exercise 3- worksheet. The task of next activity is to watch the video and define whether the sentences are True (T) or False (F).

Here are the sentences and correct answers:

1. We learn about the events happening in the 'no man's land' through various interviews. **F** - *we learn*

*about the events through letters and diaries*

2. British soldiers put up Christmas trees. **F** – *German soldiers put up the trees, whereas British troops*

*cheered when they saw the trees.*

3. German soldiers were the first who started singing Christmas Carol. **T**

4. The enemy greeted all the troops who got out of their trenches. **F**- *some of the soldiers were killed*

5. According to Alan Cleaver, we can't really be 100% sure if these events took place.**F***- we can't be sure about the football matches, but apart from that it's quite obvious the Christmas Truce occurred.*

<iframe width="560" height="315" src="//www.youtube.com/embed/2s1YvnfcFVs" frameborder="0"

allowfullscreen></iframe>

https://www.youtube.com/watch?

v=2s1YvnfcFVs&src\_vid=NWF2JBb1bvM&feature=iv&annotation\_id=annotation\_148824475

**3. Follow-up – Write a diary entry (20 mins)**

Brainstorm the ideas about how the soldiers must have felt while sitting in the trenches during cold nights proceeding Christmas. Elicit the suggested answers and write them on the board. Later tell them to put themselves in a position of one of the soldiers from the story and write a short diary entry.

**Worksheets**

**Exercise 1.**

**Watch the video and answer these questions:**

– What kind of historical events does the video refer to?

– Why did soldiers start singing?

– Do you think the first man who lifted his hat did the right thing?

– How did they feel when they parted?

– What's the meaning of this message “ Christmas is for sharing”?

**Exercise 2**

**Watch the video put the situations in order as they appear.**

…. . A man is disclosing the details his grandfather had written in the diary.

…. . A WW1 writer and researcher is deliberating on the troops killed during the event.

…. . Soldiers are sitting in the trenches.

…. . Soldiers are playing football.

…. . Both armies are getting out of the trenches to exchange greetings.

**Exercise 3**

**Watch the video again, decide if the sentences below are True (T) or False (F),**

**correct the false sentences.**

1. We learn about the events happening in the 'no man's land' through various interviews.

2. British soldiers put up Christmas trees.

3. German soldiers were the first who started singing Christmas Carol.

4. The enemy greeted all the troops who got out of their trenches.

5. According to Alan Cleaver, we can't really be 100% sure if these events took place.

**24.1 МАВЗУ: 34-машғулот. байрамлар ва урф одатлар ҳақида суҳбат**

**THEME 24.1: Session 34. Talking about Holidays and traditions**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about Holidays and traditions**  **Topic:** |
| Маърузарежасиўқувмашғулотинингтузилиши  **Procedure/ Lesson outline** | * **Warm up the class** * **Personalise the lesson** * **Pre-teach new vocabulary** * **Practice** * **Production (Freer practice)** |
| Ўқув машғулотининг мақсади:  **Lesson aims**:   * To give a students a chance to speak about weddings using English as much as they can | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  At the end of the lesson the students will able to:  Talk about weddings in English |
| Таълимусулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, students’ worksheets, video |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±10mins)**  **1.Introduction task – Warm up** | Ask the students general questions for a smooth move to the topic. Since the topic is about weddings, you can ask questions like these:  ◗◗ What do you think is the best age to get married?  ◗◗ What do you think about arranged marriage? | Ls listen and answer the questions |
| 2-босқич  **Part II (40 mins) - Personalise the lesson**  **Pre-teach new vocabulary** | This step makes the lesson more interesting. Since the topic is about wedding customs in Japan, the students would find it awkward in the beginning.  Ask the students to plan a wedding in their groups: give them questions like these as a key:  ◗◗ Whose wedding is it?  ◗◗ Where is it taking place?  ◗◗ Who is attending?  ◗◗ What food? What clothes? What music? What’s special about this wedding?  **Pre-teach new vocabulary**  Since the conversation is about weddings in Japan there would be words, phrases and customs the  students might not know. Here is a good way for pre-teaching vocabulary:  ◗◗ Scan the pre-prepared text of the conversation and write the words your students might not know on the board  ◗◗ The students discuss the words in their groups  ◗◗ Check the words with the students | Ls plan a wedding |
| 3-босқич  **Part III (30mins) - Practice** | **Practice**  ◗◗ Students stand up in two lines facing each other 14  ◗◗ They role-play the conversation, with you changing the student’s positions  ◗◗ Control: the students read the conversation from the books  ◗◗ Semi-control: Students in one of the lines close their books  ◗◗ Free: they close their books, asking and answering freely  **Production (Freer practice)**  For more speaking practice, you can ask them these questions:  ◗◗ Tell your partners about the last wedding you went to  ◗◗ Tell your partners about the wedding customs you like and those you don’t like  ◗◗ Which do you like more now, weddings in Japan or where you come from? Why? | Ls listen and answer the questions |

Topic: holidays & Traditions

Skill focus: **Speaking**

Materials used in class: Pre-prepared text of a conversation about weddings in Japan, talking about

customs regarding wedding clothes, party and place

**Lesson plan**

**1. Objective of the lesson:**

To give a students a chance to speak about weddings using English as much as they can. This lesson plan is designed to minimise Teacher Talking Time (TTT) and maximise Student Talking Time (STT). This leads to a student-centred class.

**2. Instructions for teaching the lesson:**

First, divide the class into groups, preferably three in every group. To make the class student-centred, interact with students only when necessary. Let every group member interact with each other and keep checking every now and then to make sure they have not changed the topic. Also, time every activity — otherwise the class could become bored as students hate to wait for the next step or they could start talking about something else.

**Warm up the class**

Ask the students general questions for a smooth move to the topic. Since the topic is about weddings, you can ask questions like these:

◗◗ What do you think is the best age to get married?

◗◗ What do you think about arranged marriage?

**Personalise the lesson**

This step makes the lesson more interesting. Since the topic is about wedding customs in Japan, the students would find it awkward in the beginning.

Ask the students to plan a wedding in their groups: give them questions like these as a key:

◗◗ Whose wedding is it?

◗◗ Where is it taking place?

◗◗ Who is attending?

◗◗ What food? What clothes? What music? What’s special about this wedding?

**Pre-teach new vocabulary**

Since the conversation is about weddings in Japan there would be words, phrases and customs the

students might not know. Here is a good way for pre-teaching vocabulary:

◗◗ Scan the pre-prepared text of the conversation and write the words your students might not know on the board

◗◗ The students discuss the words in their groups

◗◗ Check the words with the students

**Practice**

◗◗ Students stand up in two lines facing each other

◗◗ They role-play the conversation, with you changing the student’s positions

◗◗ Control: the students read the conversation from the books

◗◗ Semi-control: Students in one of the lines close their books

◗◗ Free: they close their books, asking and answering freely

**Production (Freer practice)**

For more speaking practice, you can ask them these questions:

◗◗ Tell your partners about the last wedding you went to

◗◗ Tell your partners about the wedding customs you like and those you don’t like

◗◗ Which do you like more now, weddings in Japan or where you come from? Why?

**3. Stages and timings:**

**Stage 1 (10 minutes): Warm up the class**

**Stage 2 (10 mins): Personalise the lesson**

**Stage 3 (10 mins max): Pre-teach the new vocabulary**

**Stage 4 (20 mins): Practice**

◗◗ Control

◗◗ Semi-control

◗◗ Free

**Stage 5: Production (Freer practice) (10 minutes)**

**25 МАВЗУ: 35-машғулот. “Соқов” ҳарфлар ва Омофонлар**

**THEME 25: Session 35. Silent letters and Homophones.**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson:** Silent letters and Homophones. |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What are the silent letters?  2. What are the homophones?  3. How do silent letters arise? |
| Ўқув машғулотининг мақсади:   * **Lesson aims**:to give general information about silent letters and homophones. | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…  to know the silent letters.  to know the homophones. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Frontal, collective, whole class |
| Таълим воситалари  **Materials used:** | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** |  |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±15mins)** | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the Practicer |
| 2-босқич  **Part II (±55mins)** | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the Practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the Practice. |
| 3-босқич  **Part III (±10mins)** | 3.1. T draws a conclusion of the lesson, explains the importance of the Practice  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

### WHAT ARE 'SILENT LETTERS'?

A silent letter is a letter that appears in a particular word, but does not correspond to any sound in the word's pronunciation. The bad news is that English has a lot of silent letters, and they create problems for both native and non-native speakers of English, because they make it more difficult to guess the spelling of many spoken words or the pronunciation of many written words.

#### How do silent letters arise?

* Pronunciation changes occurring without a spelling change. The <gh> spelling was in Old English pronounced /x/ in such words as light.
* Sound distinctions from foreign languages may be lost, as with the distinction between smooth rho (?) and roughly aspirated rho (?) in Ancient Greek, represented by <r> and <rh> in Latin, but merged to the same [r] in English. Similarly with <f> / <ph>, the latter from Greek phi.
* Clusters of consonants may be simplified, producing silent letters e.g. silent <th> in asthma, silent <t> in Christmas. Similarly with alien clusters such as Greek initial <ps> in psychology and <mn> in mnemonic.
* Occasionally, spurious letters are inserted in a spelling. The <b> in debt and doubt was inserted to reflect Latin cognates like debit and dubitable.

##### **NOT ALL SILENT LETTERS ARE COMPLETELY REDUNDANT**

* Silent letters can distinguish between [homophones](http://www.learnenglish.de/homophones/homophones.html), e.g. in/inn; be/bee; lent/leant. This is an aid to readers already familiar with both words.
* Silent letters may give an insight into the meaning or origin of a word, e.g. vineyard suggests vines more than the phonetic 'vinyard' would.
* The final <fe> in giraffe gives a clue to the second-syllable stress, where 'giraf' might suggest initial-stress.
* Silent letters help to show long vowels e.g. rid/ride
* Silent letters help to show 'hard' consonants e.g. guest/gest
* They can help to connect different forms of the same word e.g. resign/resignation.

Since accent and pronunciation differ, letters may be silent for some speakers but not others. In non-rhotic accents, <r> is silent in such words as hard, feathered; in h-dropping accents, <h> is silent. A speaker may pronounce <t> in "often" or "tsunami" or neither or both.

##### HERE ARE SOME EXAMPLES OF SILENT LETTERS IN USE:-

A - artistically, logically, musically, romantically, stoically

B - climb, comb, crumb, debt, doubt, numb, plumb, subtle, thumb, tomb,

C - acquire, acquit, blackguard, czar, muscle, scissors, victual

D - handkerchief, Wednesday

E - When added to the end of a word, it changes the pronunciation of the word, but is in itself, silent.   
F – halfpenny

G - align, alight, champagne, diaphragm, gnash, gnaw, high, light,reign, though,

H - choir, exhaust, ghost, heir, hour, khaki, thyme

I – business

J (none)

K - blackguard, knead, knell, knickers, knife, knight, knock, knot, know

L - calf, calm, chalk, folk, half, psalm, salmon, talk, yolk

M – mnemonic

N - autumn, chimney, column, condemn, damn, hymn, solemn

O - colonel – opossum

P - corps, coup, pneumonia, pseudo, psychology, ptomaine, receipt

Q (none)

R - butter, finger, garden, here, myrrh

S - aisle, apropos, bourgeois, debris, fracas, island, isle, viscount

T - asthma, ballet, castle, gourmet, listen, rapport, ricochet, soften, thistle

U - catalogue, colleague, dialogue, guess, guest, guide, guilt, guitar, tongue

V (none)

W - answer, sword, two, whole, whore, wrist, writ, write

X - faux pas

Y (none)

Z - laissez-faire, rendezvous

* Auxiliary letters which, with another letter, constitute digraphs, i.e. two letters combined which represent a single phoneme. These may further be categorized as:  
  - "exocentric" digraphs, where the sound of the digraph is different from that of either of its constituent letters. These are rarely considered "silent". There are examples:  
  + where the phoneme has no standard single-letter representation, as with consonants <ng> for /?/ as in sing, <th> for /?/ as in thin or /ð/ as in then, and <sh> for /?/ as in show, and diphthongs <ou> in out or <oi> in point. These are the default spellings for the relevant sounds and present no special difficulty for readers or writers.

+ where standard single-letter representation uses another letter, as with <gh> in enough or <ph> in physical instead of <f>. These are irregular for writers but may be less difficult for readers.  
- "endocentric" digraphs, where the sound of the digraph is the same as that of one of its constituent letters. These include:

+ most doubled consonants, as <bb> in clubbed; though not geminate consonants, as <ss> in misspell. Doubling due to suffixation or inflection is regular; otherwise it may present difficulty to writers (e.g. accommodate is often misspelt) but not to readers.  
+ the discontiguous digraphs whose second element is "magic e", e.g. <a\_e> in rate (cf. rat), <i\_e> in fine (cf. fin). This is the regular way to represent "long" vowels in the last syllable of a morpheme.  
+ others such as <ck> (which is in effect the "doubled" form of <k>), <gu> as in guard, vogue; <ea> as in bread, heavy, etc. These are difficult for writers and sometimes for readers.

* Dummy letters which bear no relation to neighbouring letters and have no correspondence in pronunciation

- Some are inert letters, where the letter is sounded in a cognate word: e.g. <n> in damn (cf. damnation); <g> in phlegm (cf. phlegmatic); <a> in practically (cf. practical). If the cognate is obvious, it may aid writers in spelling, but mislead readers in pronunciation.  
- The rest are empty letters which never have a sound, e.g. <w> in answer, <h> in honest, <s> in island, <b> in subtle. These present the greatest difficulty to writers and often to readers.

The distinction between "endocentric" digraphs and empty letters is somewhat arbitrary. For example, in such words as little and bottle one might view <le> as an "endocentric" digraph for /?l/, or view <e> as an empty letter; similarly with <bu> or <u> in buy and build.

The Mass Media involve Television, Radio, Press and of course, Internet, and besides,  all way of communication.  The Mass media can control the opinion public’s interests, and so that it has a vital importance nowadays. On the other hand,  Society never has had a great variety of information than ever before. Due to the use of new technology and specially the internet, we get the free information at the press of a bottom.

So, the role of the journalist and specially  serious press have a great revelance. It is very important that  journalists check their information carefully, and should have the obligation to inform their readers of the facts accurately. On the other hand, it’s very common that journalists concentrate their efforts on famous people, because it can appeal more readers, and therefore more publicity on their media platforms.

During the last years, Yellow press had become very popular and had attracted a lot of readers.  It is a kind of journalism which focuses on sensationalism and a way of exaggerating  news. Generally speaking, it involves famous people’s life, celebrities’s scandals, gossiping, Violent crimes, Royal family  and so on… It is covered by tabloids, magazines, websites… Nowadays, it is becoming more and more popular and successful, and appeal readers’s attention with eye-catching headlines, impressive pictures and so on….. In my opinion, in some cases, the governments are interested in this Yellow press, because people’s minds are occupatied in these banal cases and not the nation’s real problems. It can be very worrying, because this way people have not opportunity to think or to give their opinions,  discuss the problems…..

As far as I am concerned, public opinion can be influenced by the Mass Media, and it’s a terrible situation, because this trends to make people stupid. People have to be aware that they have to read realible news and serious press, in order to be very well informed. So that, the society would create a good knowledge of their society’s problems and realize of the real situation that surround us.

#### Aerial

A radio antenna, especially one suspended in or extending into the air.

#### Advertisement

**Advertising** is a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service. Many **advertisements** are designed to generate increased consumption of those products and services through the creation and reinforcement of "brand image" and "brand loyalty".

#### Blog

A **blog** (a contraction of the term "**Web log**") is a **Web site**, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries.

#### Blogosphere

**Blogosphere** is a collective term encompassing all blogs and their interconnections. It is the perception that blogs exist together as a connected community (or as a collection of connected communities) or as a social network.

#### Broadcast

**Broadcasting** is the distribution of audio and/or video signals which transmit programs to an audience. The audience may be the general public or a relatively large sub-audience, such as children or young adults.

Television and radio programs are distributed through **radio** **broadcasting** or cable , often both simultaneously

#### Column

A **column** is a recurring piece or article in a newspaper, magazine or other publication. Columns are written by **columnists**.

What differentiates a column from other forms of journalism is that it meets each of the following criteria:

* It is a regular feature in a publication
* It is personality-driven by the author
* It explicitly contains an opinion or point of vie

#### Editorial

An **editorial**, **leader** (US), or **leading article** (UK) is an article in a newspaper or magazine that expresses the opinion of the editor, editorial board, or publisher.

The **editorial** **board** is a group of **editors**, usually at a print publication, who dictate the tone and direction that the publication's editorials will take. In much of the English-speaking world, editorials are typically not written by the regular reporters of the news organization, but are instead collectively authored by a group of individuals

#### High-tech politics

The current American political system in which the behavior of citizens and policy makers, as well as the political agenda itself, is increasingly shaped by technology.

#### Investigative journalism

The use of detective-like reporting methods to unearth scandals.

#### Journalism

**Journalism** is the craft of conveying news, descriptive material and comment via a widening spectrum of media. These include newspapers, magazines, radio and television, the Internet and, more recently, the cellphone. Journalists—be they writers, editors or photographers; broadcast presenters or producers—serve as the chief purveyors of information and opinion in contemporary mass society. "News is what the consensus of journalists determines it to be."

#### Journalist

A **journalist** (also called a **newspaperman**) is a person who practices journalism, the gathering and dissemination of information about current events, trends, issues, and people while striving for non-bias viewpoint.

**Reporters** are one type of journalist. They create reports as a profession for broadcast or publication in mass media such as newspapers, television, radio, magazines, documentary film, and the Internet. **Reporters** find sources for their work, their reports can be either spoken or written, and they are often expected to report in the most objective and unbiased way to serve the public good. A **columnist** is a **journalist** who writes pieces that appear regularly in newspapers or magazines.

#### Magazine

**Magazines**, **periodicals**, **glossies** or **serials** are publications, generally published on a regular schedule, containing a variety of articles, generally financed by advertising, by a purchase price, by pre-paid magazine subscriptions, or all three.They are published published weekly, biweekly, monthly ...

#### Mass media

**Mass Media** includes all the "tools" we have for communicating with large numbers of people… television, radio, film, on-line services, magazines and newspapers. All carry messages that reach masses of people in contrast to letters, telephone calls and one-to-one conversations known as **interpersonal media**.

#### Media bias

**Media bias** is a term used to describe a real or perceived bias of journalists and news producers within the mass media, in the selection of which events will be reported and how they are covered. The term "media bias" usually refers to a pervasive or widespread bias contravening the standards of journalism, rather than the perspective of an individual journalist or article.The direction and degree of media bias in various countries is widely disputed, although its causes are both practical and theoretical.

#### Media events

An event that is staged primarily for the purpose of simply being covered.

#### News

**News** is any new information or information on current events which is presented by print, broadcast, Internet, or word of mouth to a third party or mass audience. News, the reporting of current information on television and radio, and in newspapers and magazines.

#### 

#### Newspaper

A **newspaper** is a written publication containing news, information and advertising, usually printed on low-cost paper called **newsprint**. General-interest newspapers often feature **articles** on political events, crime, business, art/entertainment, society and sports. Most traditional papers also feature an **editorial** page containing **columns** which express the personal opinions of writers. Supplementary sections may contain advertising, comics, coupons, and other printed media. Newspapers are most often published on a **daily** or **weekly** basis, and they usually focus on one particular geographic area where most of their readers live. Despite recent setbacks in circulation and profits, newspapers are still the most iconic outlet for news and other types of written journalism.

#### Press conferences

Meetings with reporters.

#### Press - "the press"

The media that includes television, radio, newspapers, magazines, wire services, and on-line services, among others.

#### Print media

That portion of the mass media which include newspapers and magazines.

#### Propaganda

**Propaganda** is the dissemination of information aimed at influencing the opinions or behaviors of large numbers of people. As opposed to impartially providing information, propaganda in its most basic sense presents information in order to influence its audience. Propaganda often presents facts selectively (thus lying by omission) to encourage a particular synthesis, or gives loaded messages in order to produce an emotional rather than rational response to the information presented. The desired result is a change of the cognitive narrative of the subject in the target audience to further a political agenda.

#### Trial balloons

Information leaked for the purpose of determining what the political reaction will be.

#### Talking heads

A shot of a person's face talking directly to the camera.

#### linkage institutions

The channels or access points through which issues and people's policy preferences get on the government's policy agenda.

#### Television

**Television** (**TV**) is a widely used telecommunication medium for transmitting and receiving moving images, either monochromatic ("black and white") or color, usually accompanied by sound. "Television" may also refer specifically to a**television set**, **television programming**or**television transmission**. The word is derived from mixed Latin and Greek roots, meaning "far sight": Greek tele (τῆλε), far, and Latin visio, sight (from video, vis- to see, or to view in the first person).

#### Tabloids

A **tabloid** is a newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material

#### Yellow journalism

The term used to describe sensational news reporting.

**26 МАВЗУ: 36-машғулот. Овқат ва ичимликлар ҳақида суҳбат**

**THEME 26: Session 36. Talking about food and drinks**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about food and drinks**  **Topic: Health, fitness, lifestyles**  **A generation of couch potatoes** |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. **Task 1 –Questionnaire: How active are you** 2. **Task 2 – Your health** 3. **Task 3 – Reading** 4. **Task 4 – Talk about lifestyles in your country** 5. **Task 5 – Do a fitness survey** 6. **Task 6 – Fitness campaign** 7. **Task 7 – Discussion: Attitudes towards lifestyles and healthy living** |
| Ўқув машғулотининг мақсади:  **Lesson aims**:   * To practise speaking skills * To review vocabulary of fitness * To practise reading skills * To practise question formation * To discuss and agree on ideas for a fitness campaign | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able…   * to talk about the life of youth * to talk about politics and the role of youth in it. |
| Таълим усулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, A generation of couch potatoes student worksheet  Internet links: http://kidshealth.org/kid/ - site for younger students about kid’s health  http://www.livestrong.com/article/377585-a-healthy-lifestyle-for-teens/ - Livestrong website for teens  http://www.walesonline.co.uk/news/health/negative-attitude-teens-promotes-sedentary-2051425 -  article about how negative attitudes to teens lead them to a sedentary lifestyle |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±10mins)**  **Introduction task –Questionnaire: How active are you** | Introduce this topic by writing couch potato on the board. Pre teach this expression if necessary. Does anyone know what it means? What types of behaviour could be described as lazy? Do a quick round up of their responses around the class. Who watches the most TV? who walks the most? Anticipate the meaning of the words fit/unfit/sedentary. | Students can complete their questionnaire individually and/or in pairs. |
| 2-босқич  **Part II (40 mins)**  **Questionnaire:**  **Task 1- How active are you**  **Task 2 – Your health**  **Task 3 – Reading Task**  **4 – Talk about lifestyles in your country**  **Task 5 – Do a fitness survey**  **Task 6 – Fitness campaign** | This first task gets students to think in a non-judgemental way about their own lifestyles and will provide material for them to reflect on in later activities. You could get the students to interview each other in pairs and try to decide which has the most active lifestyle.  This task follows on from the previous one and gets students to look more closely at  which activities are healthy. You can get the students to do this in pairs or small groups.  Lead in to this activity by using the examples in the text: Are you allowed to walk back  alone from school or stations? Were your parents or grandparents allowed more  freedom outside? Elicit examples round the class for their grandparents before they  work in pairs or groups, to read the text and answer the questions.  This task gets the students thinking about their lives and the lives of their grandparents. You could start by using one of the headings and giving some examples about yourself and your grandparents. Then get the students into small groups to continue the activity. Finish with some open class discussion. You could base this on the statement 'Our grandparents had better lives.' and see how many agree or  disagree.  Give guidance on questions using the two models in the questionnaire. Elicit further examples and put prompts on the board. Feed in more adverbs (sometimes, not often, hardly ever) and practice time expressions like twice a week, once a month etc. Each pair can think of one question. Put all the class questions on the board. Be aware that this activity could last a long time and you need to hold a feedback session to assess the results. Do they think their class is fit?  Elicit a couple of suggestions before groups/pairs start. Artistic students could design a poster to encourage a more active lifestyle or to raise awareness of keeping your heart healthy. Ask the class if there are adverts in their country to encourage healthy habits/diet. Are they effective? | Ls work in pairs  Ls work in pairs or small groups  Ls read the text and answer the questions  Ls tlk about their lifestyles  Students use their questions to interview each other.  Ls share their ideas |
| 3-босқич  **Part III (30mins)**  **Task 7 – Discussion: Attitudes towards lifestyles and healthy living** | This discussion is best with higher level groups. In this task students have the opportunity to compare their own beliefs with those of the statements. You could put students into pairs and tell one to argue 'for' and the other to argue 'against' each of the statements or they could just defend their own opinions. If you prefer you could do this as an open class debate. | Ls participate in a discussion/debate |

**Topic: Health, fitness, lifestyles**

**A generation of couch potatoes**

**Aims**

 To practise speaking skills

 To review vocabulary of fitness

 To practise reading skills

 To practise question formation

 To discuss and agree on ideas for a fitness campaign

**Level**

B1 / B2

**Time**

60-90 minutes

**Materials**

1. A generation of couch potatoes student worksheet

2. Internet links:

http://kidshealth.org/kid/ - site for younger students about kid’s health

http://www.livestrong.com/article/377585-a-healthy-lifestyle-for-teens/ - Livestrong website for teens

http://www.walesonline.co.uk/news/health/negative-attitude-teens-promotes-sedentary-2051425 -

article about how negative attitudes to teens lead them to a sedentary lifestyle.

**Introduction**

This lesson is about health and fitness and young people’s lifestyles. If any of your students have health problems you may want to adapt these materials before you use them.

Introduce this topic by writing couch potato on the board. Pre teach this expression if necessary. Does anyone know what it means? What types of behaviour could be described as lazy? Students can complete their questionnaire individually and/or in pairs. Do a quick round up of their responses around the class. Who watches the most TV? who walks the most? Anticipate the meaning of the words fit/unfit/sedentary.

**Procedure**

**Task 1 –**

**Questionnaire:**

**How active are you** This first task gets students to think in a non-judgemental way about their own lifestyles and will provide material for them to reflect on in later activities. You could get the students to interview each other in pairs and try to decide which has the most active lifestyle.

**Task 2 – Your health** This task follows on from the previous one and gets students to look more closely at which activities are healthy. You can get the students to do this in pairs or small groups.

**Task 3 – Reading** Lead in to this activity by using the examples in the text: Are you allowed to walk back alone from school or stations? Were your parents or grandparents allowed more freedom outside? Elicit examples round the class for their grandparents before they work in pairs or groups, to read the text and answer the questions.

**Task 4 – Talk about lifestyles in your country** This task gets the students thinking about their lives and the lives of their grandparents. You could start by using one of the headings and giving some examples about yourself and your grandparents. Then get the students into small groups to continue the activity. Finish with some open class discussion. You could base this on the statement 'Our grandparents had better lives.' and see how many agree or disagree.

**Task 5 – Do a fitness survey** Give guidance on questions using the two models in the questionnaire. Elicit further examples and put prompts on the board. Feed in more adverbs (sometimes, not often, hardly ever) and practice time expressions like twice a week, once a month etc. Each pair can think of one question. Put all the class questions on the board. Students use their questions to interview each other. Be aware that this activity could last a long time and you need to hold a feedback session to assess the results. Do they think their class is fit?

**Task 6 – Fitness campaign** Elicit a couple of suggestions before groups/pairs start. Artistic students could design a poster to encourage a more active lifestyle or to raise awareness of keeping your heart healthy. Ask the class if there are adverts in their country to encourage healthy habits/diet. Are they effective?

**Task 7 – Discussion: Attitudes towards lifestyles and healthy living** This discussion is best with higher level groups. In this task students have the opportunity to compare their own beliefs with those of the statements. You could put students into pairs and tell one to argue 'for' and the other to argue 'against' each of the statements or they could just defend their own opinions. If you prefer you could do this as an open class debate.

**A generation of couch potatoes worksheet**

**Task 1 – Questionnaire: How active are you?**

Complete the questionnaire to find out how active you are.

1. How often do you walk more than a kilometre?

a. Every day

b. Once a week

c. Once or twice a week

d. Very rarely

e. Never

2. When was the last time you took any form of physical exercise?

a. Yesterday

b. Last week

c. Last month

d. A long time ago

e. I can’t remember

3. Tick any of the following activities that you do regularly:

 Cycling

 Watching TV

 Playing team games (football, rugby)

 Watching team games

 Playing computer games

 Surfing the net

 Walking in the countryside

 Listening to music in your room

 Playing outside / in the garden / in the street

 Going to a gym

 Messaging your friends

**Task 2 – Your health**

Can you calculate the number of hours you spend on the activities per day or per week? (e.g. I spend 2

hours a day cycling to school and one hour a day watching TV).

 Which of the activities in the questionnaire might be good for your heart?

 Which activities can be called sedentary?

 Give other examples of sedentary activities.

**Task 3 – Reading**

Read the text and answer the questions:

 How does your lifestyle compare to British teenagers?

 Are they more active than you?

**A generation of couch potatoes**

Lots of teenagers have posters of their sports hero on their bedroom wall. But do they follow the healthy examples set by these athletes? British parents are worried that young people are not as fit and healthy as in the past. Why is this?

According to the British Heart Foundation, 13 to 15 year olds are spending too much time doing sedentary activities such as watching TV or playing computer games. A special report describes a generation of couch potatoes, young people sitting around at home, growing up in their bedrooms, travelling by car and in serious danger of heart disease as they get older. Is this their fault? Are young people lazy?

Many parents don’t allow their children to play outside or walk to school by themselves. “I ring my Dad on my mobile and he picks me up from the station. It’s 10 minutes’ walk from home but he thinks it is dangerous,” says 14 year old Carrie. Some teenagers blame their over protective parents for making them unfit. It is certainly becoming more difficult to encourage young people to have an active life and protect their hearts. In recent years schools have spent less time on sports. “My Mum did lots of hockey and netball at school but we didn’t have time for that this year because we had so many exams to prepare,”

says Ben, 16.

**Task 4 – Talk about lifestyles in your country**

How does your lifestyle compare to your grandparents’ lives? Has anything changed? Discuss these topics:

 Transport

 Diet

 Home

 Spare time activities

 Physical activities

**Task 5 – Do a fitness survey**

Make a survey for your class to measure fitness levels. Ask questions using:

 How often do you….?

 When was the last time you…?

Write your questions here:

**Task 6 – Fitness campaign**

Think of four ways to encourage young people in your town / area to improve their fitness.

1)

2)

3)

4)

How can you encourage a more active lifestyle at home and at school?

Use expressions like:

 I think we should…

 It might be a good idea to….

 Why don’t we….

**Task 7 – Discussion: Attitudes towards lifestyles and healthy living**

Do you agree or disagree with these statements?

 Young people are naturally fit and healthy and don’t need much exercise/

 Eating fast food is OK if you don’t eat it every day.

 Older people always say negative things about teenagers habits.

 Sport is good fun.

 Teenagers don’t have enough time to do sports because they have too much homework.

 Schools should make all students do at least 2 hours of PE a week.

Can you add 2 statements?

**29 МАВЗУ: Ўзбекистоннинг ва Бирлашган қиролликни давлат  
 тузулиши ҳақида суҳбат**

**THEME 29: Talking about State structure of Uzbekistan and the UK**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about State Structure of the UK**  **Topic:** Citizenship, Government  & Politics  Supporting resources: Pairs game |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** | Starter  Small group activity  Evaluating different types of government  Structured task to consolidate understanding of types of government  Group role-plays  Plenary  Suggested homework activity |
| Ўқув машғулотининг мақсади:  **Lesson aims**: to give general information about communication ethics, asking and telling about television and youth**.** | |
| Педагогик вазифалар:  **Objectives: based on the topic** | Ўқув фаолиятининг натижалари  **Learning outcomes:**  By the end of the lesson the Ls will be able… |
| Таълимусулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, worksheets |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±10mins)**  **Introduction task – Starter** | Write the word ‘government’ on the board and ask pairs or small groups to come up with a definition of what it means. Everyone should feedback their ideas. Explain that government can happen at different levels, e.g. you can have government of a  project, right up to government of a country or group of countries. Make sure they understand that this lesson is about the different ways a country can be ruled by people with power to make decisions about things | Ls share their ideas |
| 2-босқич  **Part II (40 mins)** -**Small group activity**  **Evaluating different types of government**  **Structured task to consolidate understanding of types of government** | Pairs game to explore different types of government.  In small groups, give out the ‘pairs’ card sort game (on last page). The groups should try to match the type of government with the correct numbered statement. If you have access to a computer room the students could research the answers on the  internet. Go through the answers with everyone. Ask them what type of government they think the UK has (Constitutional Monarchy) and explain this.  Evaluating different types of government  In their groups, the students should now sort their cards into five columns: very  unfair, quite unfair, quite fair, very fair and an additional ‘not sure’ column if they  really can’t decide. Facilitate a class discussion on this and ask for groups to justify  their decisions.  Structured task to consolidate understanding of types of government  (this activity is like the popular ‘Guess Who?’ children’s game)  Individually or in pairs, the students should come up with five questions that they  could ask anybody in the world in order to try to determine the type of government in  their country, e.g. do you have a King or Queen? Can you elect people to represent  you? In their original groups they should then play a ‘guess which government’  game:  •Place all of the types of government cards face down.  •One person in the group picks a card but doesn’t show anyone else.  •The group can ask five questions in order to guess which type of government they  are. | Ls do the matching task |
| 3-босқич  **Part III (30mins)**  **Group role-plays**  Plenary | Divide the class into groups. Each group should be (secretly) given a type of government to role-play. Working as a team they must devise a one-minute play or piece of drama in which the central structure or idea of their type of government is conveyed to the audience. Each role-play should involve a short dialogue between two characters living under  that type of rule – one who agrees with it and one who disagrees with it to help the  class evaluate the different types of government. Everyone should watch the roleplays and make a note of which type of government they think each is portraying as they go along. Higher attainers could summarise the main ‘for’ and ‘against’ arguments  presented by the characters in the role-plays as they  watch them.  Finish the session by checking everyone guessed correctly.  Run a short quiz on the different types of government covered in the lesson: read out  some of the definitions from the pairs game and ask the students to guess the correct type of government.  Suggested homework activity  Individuals or groups could be given one type of government to research in more  depth and create a poster or presentation about it including an example of a country  currently under that type of rule. Higher attainers could carry out self-directed  research with lower attainers being given set questions to answer, e.g. provide the  name of the country, the leader or leading party at the moment, how the elections  work (if they have them), etc. | Ls organiza role play  Ls answer the questions |

**30 МАВЗУ: Оммавий ахборот воситалари ҳақида субат**

**THEME 30: Talking about Mass Media**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони:  **Number of students**: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practical | **Дарс маърузаси:**  **The theme of the lesson: Talking about Mass media**  **Topic: Mass media** |
| Маъруза режаси ўқув машғулотининг тузилиши  **Procedure/ Lesson outline** |  |
| Ўқув машғулотининг мақсади:  **Lesson aims**: | |
| Педагогиквазифалар:  **Objectives: based on the topic** | Ўқувфаолиятинингнатижалари  **Learning outcomes:**  At the end of the lesson the students will able to:   * Increase their vocabulary, particularly those lexical items that concern mass media, through learning associated words together. * Understand the texts and do all the tasks in the three reading stages. * Know the advantages and disadvantages of the mass media and understand the information on popular kind of mass media like TV, newspapers, magazines, etc. * Express what they like and dislike about mass media, namely TV programs, radio programs, newspapers, magazines, computer games, etc. * Perform listening tasks and then report what has been presented by the speakers in the tape. * Write a short paragraph about advantages and disadvantages of the mass media |
| Таълимусулллари  **Task types** | Practice, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  **Interaction patterns** | Individual, pair, small group and whole class |
| Таълим воситалари  **Materials used:** | blackboard, markers, posters, students’ worksheets |
| Таълим бериш шароити  **Equipment/ aids used**: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  **Types of assessment** | Formative |

Ўқув машғулотининг технологик харитаси

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  **Steps and duration** | Фаолият  **Process** | |
| Таълим берувчи  **Teacher** | Таълим олувчилар  **Listeners** |
| 1-босқич  **Part I (±10mins)**  **Introduction task – Reading:** | * Present new words in the texts. * Help students how to read to get specific information through useful tasks such as matching, answering questions, True or False.   Ask students work in groups and in pairs to tell each other their opinions about the news. | Ls work in pairs and share their ideas |
| 2-босқич  **Part II (40 mins) Speaking:**  **Listening:** | * Present some features of the mass media. * Asking students work in groups or in pairs and discuss their ideas about the mass media. * Help students how to listen for gist only or specific details.   Let students practice listening skill through many useful exercises such as gap filling, True or False. | Ls work in groups and discuss their ideas  Ls listen and do several listening tasks |
| 3-босқич  **Part III (30mins)**  **Writing:** | * Present some model paragraphs about advantages and disadvantages of a certain kind of media. * Present useful expressions to link ideas in an order. * Ask students to work in groups to brainstorm ideas and then at home write a complete paragraph about advantages and disadvantages of one kind of mass media. | Ls work in small groups and brainstorm ideas |

**The Mass Media**

**Unit Summary:**

Students will work in groups and discuss the advantages and disadvantages of popular kinds of media like television, computers, etc. They read some pieces of news and do the tasks of matching, answering questions and filling the blanks by using scanning and skimming skills. Students will learn to write about benefits and drawbacks of mass media and talk about what they like or dislike about them. This lesson enables students to listen for gist only or specific details by checking facts they hear.

**Student Objectives/Learning Outcomes:**

At the end of the lesson the students will able to:

* Increase their vocabulary, particularly those lexical items that concern mass media, through learning associated words together.
* Understand the texts and do all the tasks in the three reading stages.
* Know the advantages and disadvantages of the mass media and understand the information on popular kind of mass media like TV, newspapers, magazines, etc.
* Express what they like and dislike about mass media, namely TV programs, radio programs, newspapers, magazines, computer games, etc.
* Perform listening tasks and then report what has been presented by the speakers in the tape.
* Write a short paragraph about advantages and disadvantages of the mass media

**Procedures:**

**Reading:**

* Present new words in the texts.
* Help students how to read to get specific information through useful tasks such as matching, answering questions, True or False.

Ask students work in groups and in pairs to tell each other their opinions about the news.

**Speaking:**

* Present some features of the mass media.
* Asking students work in groups or in pairs and discuss their ideas about the mass media.

**Listening:**

* Help students how to listen for gist only or specific details.
* Lets students practice listening skill through many useful exercises such as gap filling, True or False.

**Writing:**

* Present some model paragraphs about advantages and disadvantages of a certain kind of media.
* Present useful expressions to link ideas in an order.
* Ask students to work in groups to brainstorm ideas and then at home write a complete paragraph about advantages and disadvantages of one kind of mass media.

**Language focus:**

* Distinguish different sounds.
* Review the present perfect tense.
* The usage of “Because of” and “In spite of”

**Approximate Time Needed:**

The unit will take 5 periods, each period takes 45 minutes.

**Prerequisite Skills:**

* Work individually
* Teamwork, group work.

|  |  |
| --- | --- |
| Printed Materials: | Textbook 10  Pictures of mass media |
| Supplies: |  |
| Others: | Access to library and computer lab |
| Accommodations for Differentiated Instruction | |
| Resource Student: | Students may work in pairs. We have more time to work with these students, have more instructions so that they can understand the lesson. |
| Gifted Student: | Students may go more in depth into the topic with more difficult exercises |
| Student Assessment: | Teacher will evaluate students’ knowledge through their pair work and group work on different kinds of exercises. |
| Key Word Search: | Definition of mass media, influence of mass media, advantages and disadvantages of mass media |

Facebook & social networking

Topic: Social networking websites

Aims:

- To help students talk about Facebook and other social networking websites

- To develop students’ reading skills

- To develop students’ question formation skills

- To develop students’ communication skills

Level: B1/B2

Introduction

How many friends have you got on Facebook? What’s the friend limit on Facebook? This lesson takes a look at trends in online social networking. It gives students chance to create an imaginary online ‘wall’ where they can interact with each other.

Procedure

Tip: Cut out the task 3 profiles before the lesson.

 Write Facebook, Twitter on the board and ask students what they know about these social networking websites. (They are the most popular international social networking websites.) Do your students know any similar websites? Are your students on Facebook? Do they know any people who are famous for social networking?

 Give students a time limit of two minutes to scan the text in task 1 and answer the question.

Answers task 1: Ivy Bean was famous for being the oldest Facebook user at the age of 102.

1.Read the text quickly. Why was Ivy Bean famous?

**Friends**

Research by a British anthropologist shows that the optimum number of friendships that the human brain can maintain is about 150. But that’s in the real world. What happens on Facebook where the maximum number of ‘friends’ permitted is 5000? According to social networking statistics, the average Facebook user has 130 friends.

Some people have a lot more.

Ivy Bean from Bradford in the north of England became Facebook’s oldest known user at the age of 102 in 2008. She quickly started making friends and became an online celebrity. When she maxed out her 5000 friend count on Facebook Ms. Bean joined the Twitter website and continued her social networking. At the time of her death in July 2010, she had 4,962 friends on Facebook and more than 56,000 followers (including the Prime Minister’s wife) on Twitter. Ms. Bean’s last tweet was July 6 2010. It read, “Going to have my lunch now will be back later.’’

2. Read the text again and find these numbers. What do the numbers refer to?

150 - the optimum number of friendships

130

2008

2010

5000

4962

56000

 In task 2 students read the text again in more detail. They could work in pairs to underline the numbers and say each one refers to. You may need to explain the difference between optimum and maximum.

Answers task 2:

150 - the optimum number of friendships

130 – the average Facebook user has 130 ‘friends’

2008 – Ivy Bean joined Facebook

2010 –Ivy died in 2010

5000 - the maximum number of ‘friends’ permitted on Facebook

4962 – Ivy had 4,962 friends on Facebook

56000 – Ivy had 56000 followers on Twitter

 Tell the students to imagine that they want to join an imaginary social networking website called FriendPage. Display task 3 in the classroom (or copy it onto the board) and do an example profile as class. Elicit or feed in

useful language e.g.,

interested in: sports, languages, travel, music, films, computers

personality: sporty, artistic, unconventional, chatty, quiet, studious, musical

right now I feel: relaxed, stressed, tired, bored, energetic

 Hand out the task 3 profiles and ask student to use their imagination to complete the profile. Set a time limit to keep things snappy.

 Collect in the completed forms then redistribute them so that each student now

has a different profile.

3. Imagine you want to join FriendPage. Fill in your profile

FriendPage profile. Basic information:

name:

age:

gender

location:

hometown:

interested in:

personality:

right now I feel:

 Tell the students that they are going to use their profile information in a moment but first they need to look at the FriendPage house rules in task 4. Ask students to complete the rules in pairs.

4. Complete the Friend Page house rules with must/mustn’t:

1 You \_\_\_\_\_\_\_\_ write in English.

2 You \_\_\_\_\_\_\_\_ be rude or nasty.

3 You \_\_\_\_\_\_\_\_ be boring.

4 You \_\_\_\_\_\_\_\_ be under 18.

Answers task 4: 1 must, 2 mustn’t, 3 mustn’t, must

Tip: For task 5 to work smoothly the students need to follow your instructions step by step.

5. The wall

1 Introduce yourself.

Hi I’m …… …………….. …Fold the paper…………………………………………………………………………………………

2 Write a question:

3 Answer the question:

……………… Fold the paper……………………………………………………………………………………………

4 Write a question:

5 Answer the question:

………………

Fold the aper……………………………………………………………………………………………

6 Write a question:

7 Answer the question:

………………

Fold the paper……………………………………………………………………………………………

8 Write a question:

9 Answer the question:

………………

Fold the paper……………………………………………………………………………………………

10 Write a question:

11 Answer the question:

 Display or hand out task 5 and tell students that they have to listen carefully and follow your instructions. They shouldn’t write anything yet. This task works like a game of ‘consequences’ and mimics a Facebook wall.

 Ask students to complete part 1 of task 5. They should introduce themselves using the information from the FriendPage profile (task 3). Demonstrate with an example on the board if necessary, e.g., Hi I’m Ruby. I’m 14 and I’m a girl. I live in London but my hometown is……

 When everyone has completed their introduction, ask students to fold over the paper on the dotted line and then write a question next to ‘2 Write a question:’

 Now everyone passes their paper to the person on their left. If students can sit in a circle that’s great. If not – set up a figure of 8 passing system.

 Students write a reply next to ‘3 Answer the question:’ and again fold the paper. They now write another (different) question. Next to ‘4 Write a question:’

 Everyone passes their paper to the person on their left.

 Continue like this until finished. Students can now unfold their paper and read what’s on their ‘wall’. You could display the ‘walls’ in the classroom for everyone to read.

 To follow up – collect some common errors from students’ questions and answers for a class correction activity. Write up extracts containing errors on the board and have students correct them in pairs.

Tip: Help a weaker class with task 5 by writing up some topics on the board and eliciting questions that students could ask each other about these topics. Here are some suggestions:

Mobile phones

Sport

School

Friends

TV

Games

The future

Family

Holidays

Football

Do you like…?

What’s your favourite….?

Where do you….?

Where did you….?

When do you…..?

Do you ever….?

Are you…….?

Would you like to…..?

Worksheets

1.Read the text quickly. Why was Ivy Bean famous?

Friends

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FriendPage profile. Basic information:

name:

age:

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location:

hometown:

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personality:

right now I feel:

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Fold the paper……………………………………………………………………………………………

4 Write a question:

5 Answer the question:

……………… Fold the paper……………………………………………………………………………………………

6 Write a question:

7 Answer the question:

………………

Fold the paper……………………………………………………………………………………………

8 Write a question:

9 Answer the question:

………………

Fold the paper……………………………………………………………………………………………

10 Write a question:

11 Answer the question:

What Is Globalization?

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by [international trade](http://www.globalization101.org/category/issues-in-depth/trade/) and [investment](http://www.globalization101.org/category/issues-in-depth/investment/) and aided by [information technology](http://www.globalization101.org/category/issues-in-depth/technology/). This process has effects on the [environment](http://www.globalization101.org/category/issues-in-depth/environment/), on [culture](http://www.globalization101.org/category/issues-in-depth/culture/), on political systems, on [economic development](http://www.globalization101.org/category/issues-in-depth/development/) and prosperity, and on [human physical well-being](http://www.globalization101.org/category/issues-in-depth/health/) in societies around the world.

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914.

But policy and technological developments of the past few decades have spurred increases in cross-border trade, investment, and migration so large that many observers believe the world has entered a qualitatively new phase in its economic development. Since 1950, for example, the volume of world trade has increased by 20 times, and from just 1997 to 1999 flows of foreign investment nearly doubled, from $468 billion to $827 billion. Distinguishing this current wave of globalization from earlier ones, author Thomas Friedman has said that today globalization is “farther, faster, cheaper, and deeper.”

This current wave of globalization has been driven by policies that have opened economies domestically and internationally. In the years since the Second World War, and especially during the past two decades, many governments have adopted free-market economic systems, vastly increasing their own productive potential and creating myriad new opportunities for international trade and investment. Governments also have negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners. A defining feature of globalization, therefore, is an international industrial and financial business structure.

Technology has been the other principal driver of globalization. Advances in information technology, in particular, have dramatically transformed economic life. Information technologies have given all sorts of individual economic actors—consumers, investors, businesses—valuable new tools for identifying and pursuing economic opportunities, including faster and more informed analyses of economic trends around the world, easy transfers of assets, and collaboration with far-flung partners.

Globalization is deeply controversial, however. Proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level as people and governments try to manage the flow of capital, labor, goods, and ideas that constitute the current wave of globalization.

To find the right balance between benefits and costs associated with globalization, citizens of all nations need to understand how globalization works and the policy choices facing them and their societies. Globalization101.org tries to provide an accurate analysis of the issues and controversies regarding globalization, without the slogans or ideological biases generally found in discussions of the topics. We welcome you to our website.

# The Pros And Cons Of Globalization

A story in the Washington Post said “20 years ago globalization was pitched as a strategy that would raise all boats in poor and rich countries alike. In the U.S. and Europe consumers would have their pick of inexpensive items made by people thousands of miles away whose pay was much lower than theirs. And in time trade barriers would drop to support even more multinationals expansion and economic gains while geo political cooperation would flourish.”

There is no question that globalization has been a good thing for many developing countries who now have access to our markets and can export cheap goods. Globalization has also been good for Multi-national corporations and Wall Street. But globalization has not been good for working people (blue or white collar) and has led to the continuing deindustrialization of America.

Globalization is a complicated issue. It is necessary to evaluate the pros and cons before drawing any conclusions.

Pros

Supporters of globalization argue that it has the potential to make this world a better place to live in and solve some of the deep-seated problems like unemployment and poverty.

1. Free trade is supposed to reduce barriers such as tariffs, value added taxes, subsidies, and other barriers between nations. This is not true. There are still many barriers to free trade. The Washington Post story says “the problem is that the big G20 countries added more than 1,200 restrictive export and import measures since 2008

2. The proponents say globalization represents free trade which promotes global economic growth; creates jobs, makes companies more competitive, and lowers prices for consumers.

3. Competition between countries is supposed to drive prices down. In many cases this is not working because countries manipulate their currency to get a price advantage.

4. It also provides poor countries, through infusions of foreign capital and technology, with the chance to develop economically and by spreading prosperity, creates the conditions in which democracy and respect for human rights may flourish. This is an ethereal goal which hasn’t been achieved in most countries

5. According to supporters globalization and democracy should go hand in hand. It should be pure business with no colonialist designs.

6. There is now a worldwide market for companies and consumers who have access to products of different countries. True

7. Gradually there is a world power that is being created instead of compartmentalized power sectors. Politics is merging and decisions that are being taken are actually beneficial for people all over the world. This is simply a romanticized view of what is actually happening. True

8. There is more influx of information between two countries, which do not have anything in common between them. True

9. There is cultural intermingling and each country is learning more about other cultures. True

10. Since we share financial interests, corporations and governments are trying to sort out ecological problems for each other. – True, they are talking more than trying.

11. Socially we have become more open and tolerant towards each other and people who live in the other part of the world are not considered aliens. True in many cases.

12. Most people see speedy travel, mass communications and quick dissemination of information through the Internet as benefits of globalization. True

13. Labor can move from country to country to market their skills. True, but this can cause problems with the existing labor and downward pressure on wages.

14. Sharing technology with developing nations will help them progress. True for small countries but stealing our technologies and IP have become a big problem with our larger competitors like China.

15. Transnational companies investing in installing plants in other countries provide employment for the people in those countries often getting them out of poverty. True

16. Globalization has given countries the ability to agree to free trade agreements like NAFTA, South Korea Korus, and The TPP. True but these agreements have cost the U.S. many jobs and always increase our trade deficit

Cons

• The general complaint about globalization is that it has made the rich richer while making the non-rich poorer. “It is wonderful for managers, owners and investors, but hell on workers and nature.”

• Globalization is supposed to be about free trade where all barriers are eliminated but there are still many barriers. For instance161 countries have value added taxes (VATs) on imports which are as high as 21.6% in Europe. The U.S. does not have VAT.

• The biggest problem for developed countries is that jobs are lost and transferred to lower cost countries.” According to conservative estimates by Robert Scott of the Economic Policy Institute, granting China most favored nation status drained away 3.2 million jobs, including 2.4 million manufacturing jobs. He pegs the net losses due to our trade deficit with Japan ($78.3 billion in 2013) at 896,000 jobs, as well as an additional 682,900 jobs from the Mexico –U.S. trade-deficit run-up from 1994 through 2010.”

• Workers in developed countries like the US face pay-cut demands from employers who threaten to export jobs. This has created a culture of fear for many middle class workers who have little leverage in this global game

• Large multi-national corporations have the ability to exploit tax havens in other countries to avoid paying taxes.

• Multinational corporations are accused of social injustice, unfair working conditions (including slave labor wages, living and working conditions), as well as lack of concern for environment, mismanagement of natural resources, and ecological damage.

• Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions. Many think there is a threat of corporations ruling the world because they are gaining power, due to globalization.

• Building products overseas in countries like China puts our technologies at risk of being copied or stolen, which is in fact happening rapidly

• The anti-globalists also claim that globalization is not working for the majority of the world. “During the most recent period of rapid growth in global trade and investment, 1960 to 1998, inequality worsened both internationally and within countries. The UN Development Program reports that the richest 20 percent of the world’s population consume 86 percent of the world’s resources while the poorest 80 percent consume just 14 percent. “

• Some experts think that globalization is also leading to the incursion of communicable diseases. Deadly diseases like HIV/AIDS are being spread by travelers to the remotest corners of the globe.

• Globalization has led to exploitation of labor. Prisoners and child workers are used to work in inhumane conditions. Safety standards are ignored to produce cheap goods. There is also an increase in human trafficking.

• Social welfare schemes or “safety nets” are under great pressure in developed countries because of deficits, job losses, and other economic ramifications of globalization.

Globalization is an economic tsunami that is sweeping the planet. We can’t stop it but there are many things we can do to slow it down and make it more equitable.

What is missing?

Leadership – We need politicians who are willing to confront the cheaters. One of our biggest problems is that 7 of our trading partners manipulate their currencies to gain unfair price advantage which increases their exports and decreases their imports. This is illegal under WTO rules so there is a sound legal basis to put some kind of tax on their exports until they quit cheating.

Balanced Trade – Most of our trading partners can balance their trade budgets and even run a surplus. We have not made any effort to balance our trade budget and have run a deficit for more than 30 years resulting in an $11 trillion deficit. The trade deficit is the single biggest job killer in our economy, particularly manufacturing jobs. We need the government to develop a plan to begin to balance our trade deficit even though this is not a political priority in either party.

Trade Agreements – Both the NAFTA and the South Korean Korus trade agreements might have been good for Wall Street and the multi-national corporations but they eliminated jobs in America and expanded our trade deficit. The upcoming Trans Pacific Trade Agreement will do the same thing and Congress should not fast track this bad agreement for a dozen reasons.

Enforcing the rules – China ignores trade rules and WTO laws with reckless abandon. Besides currency manipulation they subsidize their state owned companies to target our markets, and provide funding to their state owned companies that dump their products in America. They also steal our technologies, sell counterfeit versions of our products, and impose tariffs and other barriers anytime they want – as we do nothing to stop them. China does not deserve to be on our most favored nation list and we need to tax their exports to us until they stop these illegal activities.

What is good for third world countries, like Kenya, or countries with tremendous growth, like China, has not been good for American workers. Globalization is deindustrializing America as we continue to outsource both manufacturing blue collar and white collar jobs. Supporters of globalization have made the case that it is good because it has brought low priced imported goods, but they have not matched the decline of wages in the middle class and will not offset the loss of many family wage jobs

Globalization is like being overwhelmed by a snow avalanche. You can’t stop it – you can only swim in the snow and hope to stay on top. I would like to make the argument that the US should try a lot harder to swim in the snow and stay on top. We can’t stop globalization but there are many policies and strategies we can use to make it more equitable. We can enforce the trade laws, force the competition to play by the same rules, and stop giving our competitors the tools (technology and R& D) to ultimately win the global war.

# Educational systems

## Children from age 0 to 6

Very young and pre-school children are taken care of in nurseries (Kinderkrippen) (for babies and very young children), in kindergartens (from age three to six) and pre-school classes (from age five). Very young children (on average from age two) are also looked after in very small groups by day parents (Tagesmütter), especially in small towns and rural areas.

## Schooling

Schooling is compulsory for nine years in Austria (from age six to 15, first to ninth grade).

The first four years of compulsory education are completed in primary schools (Volksschule or Grundschule); from age ten children can attend either a junior high school or secondary school (Hauptschule, or Kooperative Mittelschule), or in certain provinces, e.g. Vienna, a ‘new middle school’ (Neue Mittelschule) (educational experiment) or the lower grades of a higher general secondary school (allgemeinbildende höhere Schule (AHS) also called Gymnasium). All school types comprise four educational levels.

The ninth school year (age 14-15) can be completed at a polytechnical school (Polytechnische Schule) (a school emphasising vocational orientation and preparation for an apprenticeship) or in other types of school.

### Special education

There are also special schools for disabled children or children with special educational needs (e.g. severe learning difficulties, etc.) for the first eight to nine years of their school education (e.g. special needs schools (Sonderschule) and special pedagogical centres (Sonderpädagogisches Zentrum)).

In many cases, however, these children are also educated alongside others in standard schools in ‘integration classes’.

## Other types of school

Intermediate vocational schools (from age 14, 9th-11th or 12th school grades) conclude with a technical examination; higher vocational schools (from age 14, 9th-13th school grade) conclude with a technical examination and the general school-leaving examination (Matura).   
On leaving vocational schools, pupils may have qualified for one or more professions or occupations.

The higher general secondary school and grammar school (from age 14, 9th-12th school grades) also conclude with the general school-leaving examination (Matura).

## Apprenticeship

Training for around 250 professions can be obtained in basic vocational training (apprenticeship) from age 15. Most apprenticeship training courses last between three and four years. The occupation is learned on the job and at the vocational school simultaneously.   
After the apprenticeship period, the young person (apprentice) passes a final apprenticeship examination and becomes a skilled technician or craftsman (Geselle/Gesellin).

## University, College

The Matura (school-leaving examination) is the prerequisite for higher education (university, academy, technical university, college).

Qualified school-leavers from intermediate vocational schools or qualified apprentices can prepare for university entrance by way of the vocational qualifying examination (Berufsreifeprüfung or Berufsmatura).

Qualified school-leavers from junior secondary schools (Hauptschule) or pupils who have dropped out can do so by way of the study entitlement examination (Studienberechtigungsprüfung).

In Austria there is a variety of course options in technical studies, humanities, arts and other fields of study. Technical universities offer practical training, facilitating direct access to a profession. Higher education colleges (pädagogische Hochschule) offer training for teachers at primary schools, secondary schools, special schools and polytechnic schools.

## Adult education

In Austria there are also general and vocational colleges and technical universities and university courses for working people which are offered as evening classes.

## Private schools

Private schools in Austria account for about 8% of the total number. Most publicly authorised private schools are denominational schools; in addition there are some schools which teach according to a particular system. Private schools are fee-paying establishments. There are no fees to be paid for state schools. The quality of State schools is very high in comparison to other education systems in Europe.

### “Инглиз тили амалий курси: оғзаки нутқ амалиёти (тинглаб тушуниш, гапириш ва талафуз)” модулини ўқитиш жараёнида фойдаланиш учун тавсия этиладиган илғор таълим технологиялари

**МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН**

**ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ**

Oral Language Techniques

Oral language Techniques: Use these powerful and proven methods to enhance your child's oral language development.

Effective language intervention requires us to provide instructions to students that are structured and that provoke thought.

Part of our role, as teachers of oral language is for students to be able to understand the form and function of the target intervention and use it in their everyday communication. The goal is for the children to learn the skills targeted by the oral language techniques and thus become better communicators.

This essay features proven and effective oral language techniques that can be used to scaffold targeted language behaviour in young children.

How to Parallel Talk

With these oral language techniques we talk about the child’s actions rather than our own. It’s called parallel talk because we comment and remark upon the actions of the child as they participate in an activity. For instance, Clinician: ‘You put your yellow bike at the start. It’s your turn. Wow, you rolled a six! You’ve counted 1, 2, 3, 4, 5, 6. Fantastic! Now you’re moving six spaces with your yellow bike,’ etc.

How to Use Imitations

In imitations we simply repeat what the child has said. By repeating the child’s utterances we increase the amount of times the child produces lexical, syntax and morphological forms and there are more opportunities for feedback. If the student repeats out feedback we have the opportunity to provide other forms of oral language techniques .

How to Use Expansions

When we expand a child’s utterance we lend grammatical and syntactical details to it that supports the child’s words so that they more resemble adult language forms. For example, if a child moves a motorbike several spaces and says, Child: ‘bike go fast,’ we can expand the utterance with, Clinician: ‘Yes, the bike goes fast. The bike is going fast,’ etc.

How to Use Extensions

We can assist children to expand the length of their sentences by using extensions. Extensions both acknowledge the utterance of the child and add extra information to it. Extensions act as a little push to prompt the child to attempt more complex forms of language. In our previous example, Child: ‘bike go fast,’ we can extend this utterance, Clinician: ‘The bike goes fast along the track. Your bike is very fast and its colour is red. It is a red bike that goes very fast. brrrmmm’...etc.

How to Use Immersion

The focus of these oral language techniques is to provide a high number of the target in different but related form while interacting   
in a game, reading a book or any other language activity. The child does not necessarily have to express the target form, but it's always an advantage if they do. By the clinician immersing the child in targeted language where the target form is repeatedly provided, it is anticipated that the child will be enticed to attempt the new form in his/her own communication.

For example, the clinician wishes to teach the concepts fast/slow while playing a board game which features motorbikes. Clinician: ‘Let’s start here. You go first.' (child rolls dice). 'That’s five.' (child moves playing piece five spaces.) The clinician then rolls a four. Clinician: ‘Wow, look how fast you are going? Your bike is fast. My bike is not as fast as your bike. My bike is slow. You rolled a five. I only rolled a four. So my bike is slower. Your bike is faster than my slow bike. Can you point to the slow bike?’ No, that’s your bike. Your bike is fast. It’s faster than my bike. My bike is slow. Try again. Point to the slow bike.’

Cloze Procedures

Cloze procedures are great oral language techniques that use the context of a situation to assist the child to identify a word they may find difficult to say, or have yet to attempt. The child is effectively prompted to fill in the blank or gap in a sentence or phrase. For instance, ‘My bike is green. Your bike is y….’ The clinician produces only the first phoneme. The child is prompted to say yellow. Cloze procedures work best in tandem with immersion techniques, where a child has repeatedly heard the target word in context before attempting to produce the target word themselves.

Paraphrasing

Paraphrasing is used to reword text or a student’s statement. It can be used to define a difficult word or reword a complex sentence into   
shorter simpler sentences.

Example: Text – ‘The sun shone for a moment, but its warming rays were quickly engulfed by the angry and bruised sky.’

Clinician: ‘It sounds like the sun shone through the clouds. So while it was able to shine it provided some warmth. It didn’t last very long though. The angry and stormy sky enveloped the sun’s rays again.’

Oral Language Techniques -Questioning

Avoid yes/no questions, as they only require a simple response. The best questions are what/, why, how, who questions. What/why questions   
tend to be open–ended and require the student to provide more information with more detail. Good questioning encourages expressive language use. For example, Clinician, ‘Did the girl save the bird?,' can be followed by “Why did the girl save the bird, how did she save the bird,’ etc.

Choice and contrast questions are an excellent way of giving the student choices to think about. For example, Clinician, ‘Why did the frog   
follow the boy back home?’ No response from child. ‘Was the frog lonely or was he just curious?’

Question to the student’s response. After you have asked a question and received a response, use the student’s response to probe for more   
information. This does require a bit of practice but can produce good results. For example, Child, ‘The man is climbing a ladder to the roof.’   
Clinician, ‘Yes he is. I wonder what he will find on the roof. Is there anything that can go wrong when he gets to the top of the roof?’

Good questions require us to ask for increasingly more abstract responses from a student so that they may think of a statement or written passage in more complex ways that requires more involved and varied responses. The three main types of questions we use when prompting student thinking areliteral, interpretive and inference questions. Inference questions in particular require the student to go beyond surface details in a story or passage to find the meaning.

Example passage from text: ‘The storm tossed the tiny boat on the seas as if it were a matchstick. The sun shone for a moment, but its warming rays were quickly engulfed by the angry and bruised sky.’

Literal Question: A question that has a specific answer. ‘What happened to the warming rays of the sun?’

Interpretation Question: A question which asks about something that is implied. ‘What would a bruised and angry sky look like?

Inference Question: A question that does not rely on textual information. ‘Will the boat and its crew survive the fierce storm?’

**АДАБИЁТЛАР РЎЙХАТИ**

**Oral & written speech**

**ГЛОССАРИЙ**

abstract  summary of key information.

* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifabstract words  words that name qualities, concepts, relationships, acts, conditions, and ideas.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifadaptation  adjusting one's material and delivery to meet listeners' needs.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifadrenaline  a hormone, triggered by stress, that stimulates heart, lungs, and muscles and prepares body for "fright, flight, or fight."
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifagenda  document listing what is to be accomplished during a meeting.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifanalogy  resemblance in some respects between things that are otherwise dissimilar.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifanecdote  a short account of an incident.  
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* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifattention material  the part of the introduction designed to capture audience interest.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifattitude  a predisposition to respond favorably or unfavorably toward a person or idea.
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  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifaudience-centered speaker  one who tries to establish a meaningful connection with listeners.
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* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifbar graph  a visual that contrasts two or more sets of data by means of parallel rectangles of varying lengths.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifbookmark (or favorite)  link to a Web site that you want to visit in the future.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifbrainstorming  generating many ideas quickly and uncritically.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifbridge  a transitional device used to point out both previous and future sections of a speech.
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* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifcausal pattern  a scheme that links outcomes (effects) and the reasons for them (causes).
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* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifconnotation  the emotional overtones of a word that go beyond a dictionary definition.
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* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdeduction  reasoning from a generalization to a specific conclusion.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdefinition  a statement of the meaning of a word or phrase.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdefinition speech  an oral presentation that gives an extended explanation of a concept.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdenotation  the thing or idea to which a word refers.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdescription speech  an oral presentation that describes a person, place, object, or event.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdiscussion forum  a message center for people with a common interest.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdomain  a group of computers on a network that operate under common rules.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifdoublespeak  language that is designed to confuse or to be misunderstood.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifeither-or fallacy  presenting only two alternatives when in fact more exist.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifelectronic presentation  a computer-generated program capable of communicating text, drawings, photos, video, and audio.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gife-mail  short for electronic mail; transmission of messages from one computer to another.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifentertaining speech  an oral address designed to amuse or engage listeners.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifethnocentrism  judging other cultures as inferior to one's own culture.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifeulogy  a laudatory oration in honor of someone who has died.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifeuphemism  a mild, indirect, or vague word used in place of one that is harsh, blunt, or offensive.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifevidence  the facts, examples, statistics, testimony, and other information that support an assertion.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifexample  an instance that serves to illustrate a point.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifexpert site  a Website offering expertise on requested topics.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifexpository speech  an oral report that explains a concept or situation.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifextemporaneous method  delivery of a speech from notes, following extensive preparation and rehearsal.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifextended definition  a rich, full explanation of the meaning of a term.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffair use  allowable and reasonable exceptions to copyright rules.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffallacy  an argument based on a false inference.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffalse analogy  creating a comparison that is exaggerated or erroneous.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffalse cause  assuming that because two events are related in time, the first caused the second.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffeedback  verbal and nonverbal responses made by a listener to a speaker.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifflip chart  a large book consisting of blank sheets (hinged at the top) that can be flipped over to present information sequentially.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifflowchart  a diagram that shows step-by-step progression through a procedure or system.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffollow-up question  a question designed to stimulate elaboration.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giffull text  every word of an article.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifgeneral purpose  the broad objective of a speech.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhandout  material distributed to an audience as part of a speaker's presentation.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhasty generalization  a conclusion that is based on inadequate evidence and is too broad to be fair.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhearing  the process by which sound waves are received by the ear.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhidden agenda  an ulterior motive.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhigh resolution  possessing great detail.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhyperlink  a highlighted word or picture that when clicked transports you to another place within a document or to another Web site.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhypothetical illustration  imaginary scenario that illuminates a point.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifhypothetical narrative  imaginary story related to help listeners visualize a potential situation.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifimagery  words that evoke mental pictures or images.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifimpromptu method  speaking with little or no preparation.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifindex to periodicals  a list of articles published in magazines, journals, and newspapers.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinduction  reasoning from specific evidence to a general conclusion.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinfinitive  a verb form beginning with "to."
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinflated language  words designed to puff up the importance of the person or thing being described.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinformation chart  text material arranged as a series of key points.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinspirational speech  an address that tries to stimulate listeners to a high level of feeling or activity.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinterference  anything that obstructs accurate communication of a message.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinterlibrary loan  sharing of materials and services among libraries.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinternal summary  a concise review of material covered during the body of a speech.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifInternet  a vast network of networks, linking computers throughout the world.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifintonation  the use of changing pitch to convey meaning.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifinvisible Web  the part of the Internet unreached by search engines.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifjargon  the technical language of a group or profession.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifkeyword  a word looked for in a search command.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifline graph  a visual consisting of lines (charted on a grid) that show trends.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giflistener  the receiver of the speaker's message.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giflistening  the act of interpreting and evaluating what is being said.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giflow resolution  lacking fine detail.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmain points  key assertions made by a speaker to develop his or her central idea.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmanuscript method  delivery of a speech by reading a script.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmarker board  rectangular surface, usually white, upon which dry-erase markers can be used for text and graphics.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmean  in a set of numbers, the sum of all figures divided by the number of figures.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmedian  the number that falls in the middle of a numerical ranking.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmessage  whatever is communicated verbally and nonverbally to the listener.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmetaphor  a comparison implying similarity between two things.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmeta-search engine  a service providing results from many different search engines.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifminutes  written record of what occurred at a meeting.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmixed metaphor  incongruously combined metaphors.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmode  the figure that appears most frequently in a set of figures.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmotivated sequence  a series of steps designed to propel a listener toward accepting the speaker's proposition.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifmotivations  the impulses and needs that stimulate a person to act in a certain way.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifnarrative  a story that illustrates a point.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifnonverbal communication  transmission of messages without words.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifopen question  a question that permits a broad range of responses.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifopinion  a conclusion or judgment that remains open to dispute, but seems true to one's own mind.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giforal footnote  a spoken citation of the source of one's material.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giforganization chart  a diagram showing the hierarchical structure of personnel.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giforienting material  the part of the introduction that gives listeners the information they need to fully understand and believe the rest of the speech.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifovert-response question  a question asked to elicit a direct, immediate reply.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpanel discussion  consideration of a topic by a small group in the presence of an audience.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifparallel structure  equivalent grammatical forms used to express ideas of equal importance.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifparaphrase  to restate material, using different words.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpercentage  a rate or proportion per hundred.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpersuasion  the process of influencing, changing, or reinforcing listeners' ideas, attitudes, beliefs, or behaviors.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpictorial graph  a visual that dramatizes statistical data by means of pictorial forms.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpie graph  a circle showing a given whole that is divided into component wedges.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpitch  the highness or lowness of a sound.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifplagiarism  stealing the ideas or words of another and passing them off as one's own.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpositive imagery  the act of visualizing successful actions.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpositive nervousness  useful energy.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifposture  the position of your body as you sit or stand.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpreview  a preliminary look at the highlights of a speech.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifproblem-solution pattern  an arrangement of information that explores a problem and then offers a solution.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifprocess speech  an oral presentation that analyzes how to do something or how something works.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifprogressive revelation  piece-by-piece unveiling of a visual.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpronunciation  correct way of speaking a word.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifpublic domain  what is owned by the community at large; unprotected by patent or copyright.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifquote verbatim  to cite the exact words used by a source.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifreasoning  using logic to draw conclusions from evidence.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifred herring  diverting listeners from the real issue to an unrelated matter.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifreflective-thinking method  a structured system for solving problems.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifrepetition  repeating words or phrases for emotional effect.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifrhetorical question  a question asked solely to stimulate interest and not to elicit a reply.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifroyalty-free  devoid of restrictions or fees.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifroyalty-free images  ready-made images that do not require one to seek permission or pay a fee.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifscapegoat  an individual or group that innocently bears the blame of others.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsearch engine  a service that lets you search for keywords on Web pages throughout the world.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsignpost  an explicit statement of the place that a speaker has reached.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsimile  a comparison, using like and as, of otherwise dissimilar things.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsituation  the setting in which communication takes place.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifslide  transparent film used in a camera.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspatial pattern  an arrangement of information in terms of physical space, such as top to bottom.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeaker  the originator of a message sent to a listener.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeaking notes  brief reminders of the points a speaker plans to cover during a speech.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspecific purpose  the precise goal that a speaker wants to achieve.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech of acceptance  oral remarks made by the recipient of an award or honor.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech of introduction  a brief talk that introduces a speaker to an audience.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech of presentation  an address designed to formally present an award or honor.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech of refutation  an oral counterargument against a concept or proposition put forth by others.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech of tribute  an oration in praise of someone or something.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech to influence thinking  an oral presentation aimed at winning intellectual assent for a concept or proposition.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspeech to motivate action  an oral presentation that tries to impel listeners to take action.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifspotlight  a device that alerts listeners to important points.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifstatement-of-reasons pattern  a variation of the topical pattern in which a speaker gives reasons for an idea.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifstatistics  numerical facts assembled to present significant information about a subject.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifstereotype  oversimplified mental picture.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifstraw man  a weak opponent or dubious argument set up in order to be easily defeated.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsubject directory  a list of Web sites categorized by subject.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsummarize  to give the substance of a statement in condensed form.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsupport material  evidence that illustrates or substantiates a point.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsyllogism  a deductive scheme consisting of a major premise, a minor premise, and a conclusion.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifsymposium  a meeting featuring short addresses by different people on the same topic.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftable  numbers or words arranged systematically in rows and columns.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftaboo  an act, word, or object that is forbidden on grounds of morality or taste.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftestimonial  a statement supporting a benefit received.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftestimony  statement by a knowledgeable person, used by a speaker to explain or bolster a point.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifthumbnail  reduced image.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftopic outline  a systematic arrangement of ideas, using words and phrases for headings and subheadings.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftopical pattern  a division of a topic into components, types, or reasons.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftransition  an expression that links ideas and shows the relationship between them.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.giftransparency  clear sheets on which visuals are drawn or printed, and then viewed by light shining from an overhead projector.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifURL  (rhymes with "hurl"); Uniform Resource Locator; the address of a Web site.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifverbal fillers  vocalized pauses in which a speaker inserts sounds like "uh."  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifvideo projector  machine that projects videotaped images onto a large screen.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifvivid image  a description that evokes a lifelike picture within the mind of the listener.
* Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifWeb page  the file you see on the screen when you are visiting a Web site.
* Web site  any location on the World Wide Web.  
  Описание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifОписание: http://highered.mheducation.com/olcweb/styles/shared/spacer.gifWorld Wide Web  a global Internet system for delivering and displaying documents that may contain images, sound, and video as well as text.