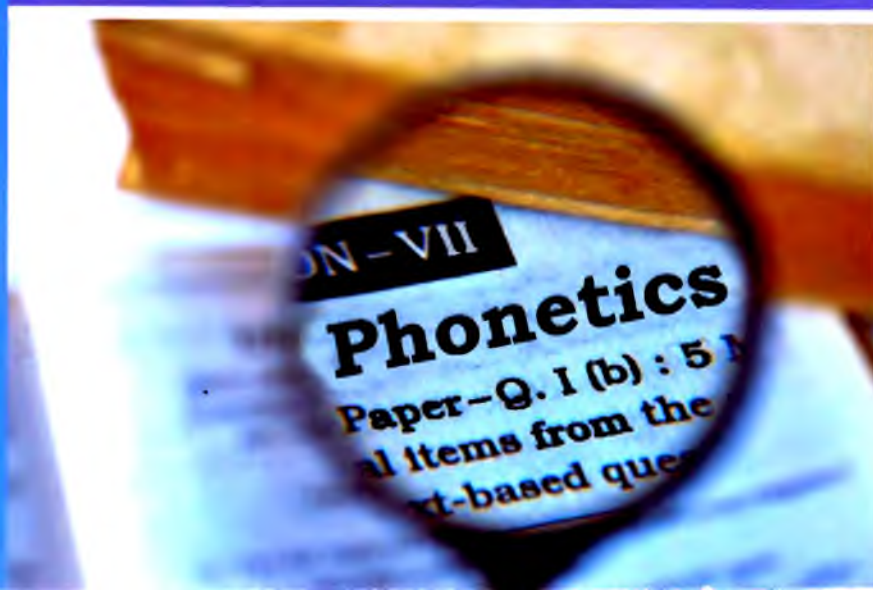


G. Bakieva, Z. Salieva

LANGUAGE SKILL:

SPEAKING **1**



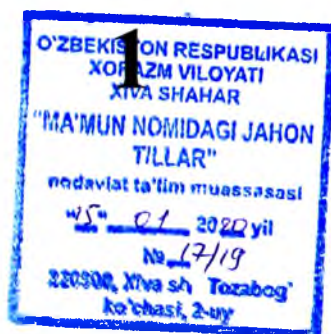
ЎЗБЕКИСТОН RESPUBLIKASI OLIY VA ЎРТА
МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ
УНИВЕРСИТЕТИ

G. Bakieva, Z. Salieva, X. Samigova

LANGUAGE SKILL:

SPEAKING



ТОШКЕНТ
«O'ZKITOBSAVDONASHRIYOT»

2019

ЎДК: 811.111(075.8) (575.1)

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Ўқув қўлланма №ИТД-1, А-1-219 “Таълим тизимида хорижий тил (инглиз) йўналишидаги олий таълим муассасаларида умумевропа компетенциялари (CEFR) бўйича С1, даражасини эгаллашни таъминлайдиган ўқув-услубий мажмуа яратиш” номли амалий лойиха доирасида бажарилган.

Ўзбекистон давлат жахон тиллар университети Илмий-методик кенгашининг 2017 йил 11-апрельдаги 5-сонли баённомаси

Ўзбекистон давлат жахон тиллар университети Илмий кенгашининг 2017 майдаги баённомаси билан тасдиқланган ва нашрга тавсия этилган

This course book is written for the first year students. The aim of the manual is to make students actually want to communicate focusing on speaking in broad range of contexts.

Мазкур ўқув қўлланма филологик йўналишда таҳсил олаётган биринчи босқич талабалар учун мўлжалланган. Ўқув қўлланманинг мақсади талабаларнинг гапириш қўникмасини айнан турли хил мавзуларини ёритиб бериши орқали ривожлантиришдан иборат.

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REVIEW

on the course book “Listening and Speaking” compiled by UzSWLU authors’ group

Given course book on “Listening and Speaking” is an excellent resource for the students, as it meets the priorities stated by the Decree of the first President of the Republic of Uzbekistan “on measures to further improvement foreign language learning system” 18/75 from December 10, 2012. The decree is aimed at the upbringing of harmoniously developed, highly educated, modern-thinking young generation.

The book “Listening and Speaking” written and submitted by UzSWLU authors’ group is intended for English Language students at the University of World Languages.

The course book fully meets the requirement of the program and curriculum in this subject. As suggested by its title, the book is concerned with the skill and sub skills of listening in English. The main aim is to develop students’ listening and speaking skills.

Even though, one is receptive and second is productive skill, the integration of these skills help students to develop their real life skills. As, in real life situation listening and speaking always come together. Students are able to reply if they understand the message.

Teaching listening and speaking skills has become vital to learning a second language. The following book is good starting point to develop these skills as, it presents tasks that helps to learn and develop some strategies like:

- identify sequence markers
- identify key words
- distinguish between positive and negative statements.

This book provides meaningful opportunities for students to talk for a range of purposes in different type of discourse. It also provide strategies that may be helpful, in contextually authentic situations.

The analysis of the book showed that it fully meets modern requirements, educational standards, curricula and especially the use of appropriate information, which is authentic and contextualized. Exercises are designed by providing a context, that make students to think critically and act as in real life.

The book presents the broad analysis of the tasks that focus on the development of the listening and reading skill of the students. It clearly demonstrates the basic understanding and presents the successful tips.

The book is well structured and contains all necessary components. Well written instructions and explanations allow learners to relate theory to practice throughout the process. The content is relevant, meaningful and supportive of the modern requirements. Though there are some spelling and grammar mistakes, the course book on “Listening and Speaking” can be recommended for approval to the teaching process.

Reviewers:

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Unit 1

People and personalities

Lesson 1

Talents

1. Read the quotes about talented people. Which do you like best/least? Share your opinion with your group mates.

*Great things are accomplished by talented people who believe they will accomplish them.
(Warren Bennis)*

*Comparison is waste of energy. Every individual is unique with unique talents.
Find your passion and live your best life (Lailah Giftv Akita)*

I have no special talent. I am only passionately curious (Albert Einstein)

Talent without working hard is nothing (Cristiano Ronaldo)

2. Look at the pictures below and tell in what sphere they are talented.



3. Read the text about people who were talented of all the times. Fill the gaps with appropriate words from the box.

corpus, polymath, incredible, extraordinary, discoveries, inventors, significant, intelligent, scholars
--

Each of us has many different talents. Some of us are very famous with singing, drawing, playing a musical instrument, mathematics, physics and others. Such people are individuals who are well knowledgeable in many areas and are called – _____(polymath). There are descriptions of four most talented people of all time.

Aristotle was one of the most _____(extraordinary) polymaths who've ever lived. He was a Greek philosopher who had writings covering subjects such as zoology, ethics, biology, politics, government, rhetoric, theater, music, logic, physics, poetry and metaphysics. Many _____(discoveries) are credited to him, such as the syllogism, logic, reason and the golden mean.

Amir Timur was the most talented man to ever rule any country in the world. On top of government and politics, he also showed interests in architecture, inventions, writing and books. He was also considered extraordinarily _____(intelligent) not only intuitively but also intellectually. In Samarkand and his many travels, Timur, under the guidance of distinguished _____(scholars), was able to learn the Persian, Mongolian, and Turkic languages. More importantly, Timur was characterized as an opportunist.

Leonardo da Vinci wasn't also an _____(incredible) artist, but also one of the most interesting _____(inventors) who've ever lived. Some of his ideas include the theory plate tectonics, the calculator, solar power, tank and the helicopter, on top of painting the popular Mona Lisa and The Last Supper.

Ibn Sino (Avitsena) was a polymath who is regarded as one of the most _____(significant) thinkers and writers of the Islamic Golden Age. Of the 450 works he is known to have written, around 240 have survived, including 150 on philosophy and 40 on medicine. Besides philosophy and medicine, Avicenna's _____(corpus) includes writings on astronomy, alchemy, geography and geology, psychology, Islamic theology, logic, mathematics, physics and poetry.

1. Join another pair. Think about other talented people in the world with him/her and share your ideas with your class.

2. Work in groups and discuss the questions.

1. What do you think about talents?
2. Are talents inborn or acquired?
3. Is it ability or skill?

(Tips)

Talent - something you are naturally good at and enjoy doing, like drawing, singing, dancing or using technology
Ability - a characteristic you have, such as a good listener, talker, happy
Skill - the ability to do a particular task that comes from natural aptitude, training or practice

3. Listen to the people talk. Match the names of the people with their talents.

1.Nodir	a) Singing
2.Sayora	b) Learning languages
3.Bobir	c) Art
4.Sabina	d) Cooking

4. Read the list of talents and circle the ones that apply for you. Add other talents that you think may be missing.

WHAT ARE YOU GOOD AT?

Singing	Sewing	Drawing	Cooking and preparing meals	
Dancing	Knitting	Learning the language		
Crafts	Sport	Writing stories and poems		

5. Work in groups. Share your talents with your group mates.

Homework

Work in groups. Think about very talented person. List his/her talented qualities down. Describe his/her appearance, nationality, his/her talented qualities to the class.

Talented person name:
Who am I?

- You enjoy spending your time with friends.

Compare your statements with your partner. How are they different?

3. Work in groups. Use the statements in activity 2 and explain personality traits below. You can give additional examples.

impatient	reserved	talkative	
organized	practical	romantic	
ambitious	sympathetic	sociable	

E.g. An impatient person is one who cannot stand waiting for people.

4. Work in pairs. Find out personality traits that you have in common and different one.

A: Oh dear, can you tell me about yourself?

B: Well, I am very responsible person.

A: Great! So am I. I do my work in time and I always help people...

B: So, I do the same, I like.....

Tips

Agree	Disagree
So, am I.	I am not at all like that
So do I.	Really? I don't
I do, too.	Oh, I can
Neither can I.	That's not true for me

5. Answer the questions below. How do you feel about these things? Discuss it with your partner.

- Do you take after your mother or your father? _____
- Who are you most similar to in your family? _____
- What would your ideal romantic partner be like? _____
- Can you describe your best friend? _____
- Can you describe a favorite actor or actress? _____
- Is there anything you would like to change about your appearance? _____
- How would you describe your personality? _____
- How similar are you to your parents? _____

Homework

6. Work in pairs. Do you agree or disagree that people change over time. Speak about your family members characteristic traits. Is there any changes or no? Discuss it with your partner.

Family member	Personal trait	Doesn't change	Changed

Unit 2

National customs of different countries

Lesson 3

Sightseeing

Lead-in

1 Answer the questions.

- Have you ever been to any these countries?
- What sightseeing there do you like best of all?
- Would you like to go there? Why? / Why not?

2. Work in pairs. Gather information from your pair about sightseeing in activity 1. After discussion, present your information to the whole class.

Registan _____

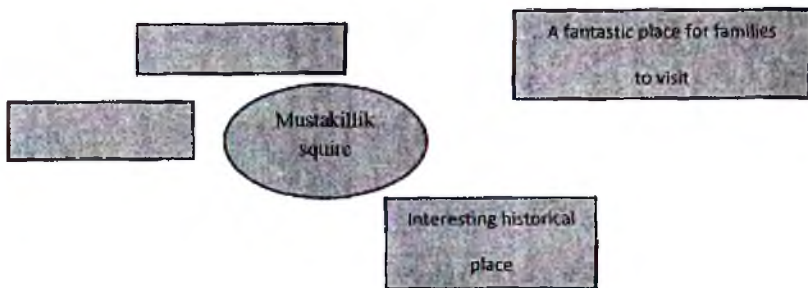
Taj mahal _____

Great Wall _____

Big Ben _____

3. Work in pairs. Which above-mentioned sightseeing would you like to visit and why. Share your opinion with your partner.

4. **Make your own cluster diagram about your favorite sightseeing in your country. Decide which idea best summarizes it.**



5. **Exchange your clusters with your partner and answer the following questions.**
- Is there any information that doesn't belong to that sightseeing?
 - Would you like to visit that sightseeing mentioned by your partner? Why or Why not?
6. **Work in pairs. Write to do things in Uzbekistan for a tourist. Next, describe one of them that you like in details.**
7. **Play a game "Which famous Sightseeing am I?" Act as a guide and give some fact about your favorite sightseeing. Do not name it. Your classmates should find the name of sightseeing.**

Homework

8. **Work in groups. Choose two places of interest in your city that people would enjoy visiting. Give as much information as you can about each place. Present it to the whole class.**

Lesson 4

Great ancestors

Lead-in



- a. Amir Timur
- b. Julio Cesar
- c. Alexander the Great

1. Look at the photo. Discuss the questions.

- Do you know who these people are?
- Is it important to learn about the lives of great ancestors? Why/not?
- Are your ancestors of a notable character in history?

2. Match the sentences with the correct person at the photo in ex.1.

1. It was near Samarkand, in the town of Kesh, where in 1336 was born a son.
2. The wounding of his right leg by an arrow made him lame.
3. The center of the empire was in Central Asia.
4. He promoted the construction of monumental historic buildings, especially in Samarkand.
5. He led an enormous army and departed on his last and most fantastic campaign to conquer China when he was close to seventy years old. (Amir Timur)
6. Before he turned 30 years old, he conquered an empire stretching 3,000 miles from Greece to India.
7. He was born in 356 BC in Macedonia, known today as northern Greece.
8. He defeated the Persians in Egypt and instituted a new city, which he named after himself.

9. His parents were Philip II and Olympians.
10. In 331 BC he was 25 years old and began his most celebrated crusade.(Alexander)
11. He was a military and political leader of ancient Rome, in what is now called Italy.
12. After assuming control of government, he began extensive reforms of Roman society and government.(Cesar).

Work in groups. Talk about one of the great ancestor in ex.1. Discuss more you know about this person. Write some notes.

Their family background _____

Their career _____

Why they were important for their country _____

What was their main contribution for their nation _____

4. Think about the reasons why we call them “Great Ancestors”. Prepare a presentation to the class.

5. Read the information below. Answer the questions.

Do you know who your ancestors were?

How can you identify it?

What information should you find in order to identify your family history?

The word genealogy is derived from the Greek, and means the study of family history and descent. The basic objectives of genealogical research are to identify ancestors and their family relationship. At basic level, you will identify and record the following for each individual in your family tree.

- Date and place of birth
- Names and parents
- Date and place of marriage
- Names of children
- Date and place of death

From here you will learn more about the lives and times of your ancestors and be able to flesh out the facts into a family history.

6. Work in pairs. Make up at least five questions of your own to ask about your partners ancestors. Each question should help you to gain information about his/her family’s cultural background.

7. Make a dialogue and act. In order to find out information about your heritages conduct an interview with your family member (parents, grandmother, and grandfather). Work with your partner.

Student A.

Ask questions and write down their responses.

E.g. Tell me about my relatives/ancestors. What is the name of our oldest ancestor?

Student B.

Answers the questions.

Homework

8. Think 5 minute and make notes. Find a story about one of your great ancestor. Tell it to the class.

Unit 3

Food

Lesson 5

Healthy body and healthy eating

Lead-in

1 Look at the picture. What kind of food do you prefer to it? Why?
Discuss it with the class.



2 Work in groups and answer the questions. Then discuss it with the whole class.

Which food provides us with good nutrition?

Which food should we eat in moderation?

What does food do to our mind and body?

3 Work in groups and discuss. Do you agree or disagree with the following statements.

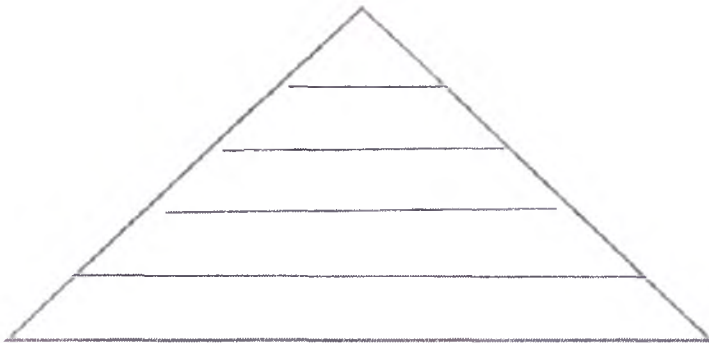
- Fruits, Vegetables, Proteins, Grains, and Proteins are types of food that help us stay healthy.
- Food that is whole grain and provide fiber will make you feel that you are always hungry.
- Nutrients are the key for your health.
- Soda drinks, energy drinks and fruit drinks are sugar-sweetened and have many nutrients.
- You can make healthier snacks and meals preparing it by yourself.

4. **What do you think about healthy and unhealthy food? Divide the words into two columns from the box. Discuss it with your partner.**

hamburgers, cereals, fruits, vegetables, shashlik, beans, pop-corn, salted nuts, grains, sweets, crackers, bread, cheese, yogurt, frozen foods, samsa, bread, candy, cookies

Healthy Food	Unhealthy food
--------------	----------------

5. **Work in pairs. Outline five food groups that you think maintain good health and nutrition. Provide it with some examples().**



6. **Spent two to five minute to write the answer for the following questions. Do it with your partner.**

What is healthy body? _____

What is Eatwell Plate? _____

7. **Read the statements below and check whether your answers were true or not in activity.**

8. **Work with the group and discuss do you follow a healthy lifestyle.**

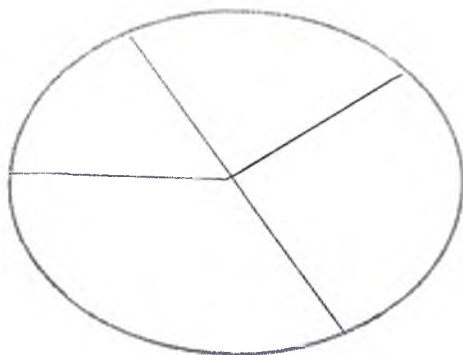
- **Healthy body** is achieved with healthy food, physical wellbeing, and healthy mental and spiritual attitude. Eating well is an essential part of being healthy, and can help us perform well and feel our best.
- **Eatwell Plate** is a design to help us to visualized what a balanced of foods into everyday eating practices include. It is a model to understand graphically what our plate should look like at each mealtime.

Homework

9. **Work in pairs. Create your Eatwell Plate and describe it to your peer. You can include such food groups:**

Fruits and vegetables
Bread, cereals and potatoes
Dairy products, milk, cheese, yoghurt
Meat, fish and alternatives such as beans and pulses
Foods that contain fat and foods that contain sugar
Food and drinks containing sugar

EATWELL PLATE



Lesson 6

Students' eatings

Lead-in

What do you usually eat?

Are these some of your favorite foods? Why?



1. Discuss the type of food you usually eat. Do you think your diet is healthy? Why or why not?
2. Look at the advice. Do you agree? Can you think of any other ways to stay healthy?

Healthy lifestyle is very important. It is very important to make healthy food and drink choices.

3. Work in groups. Break into two groups: Who likes healthy food and likes fast food. Prove your choice with arguments.
 1. Healthy food is very
 2. Fast food is very
4. Work in pairs. Fill in the chart and discuss what do you usually eat in different places.

Home	University	In guest	Abroad	Restaurant	In another places

5. Think about how a food affects your education process. Answer the questions below and discuss it with the class.

How long do you take to eat lunch at the university?
How many calories do most students need every day?

How many meals do you usually eat every day?
How often do you eat fast food?
How much does it cost to eat at the university?

6. Work in pairs and complete the sentences.

We like our University's canteen.....
We always eat in the restaurant.....
We have only a snack during our classes.....
We are fond of fast foods.....

7. Work in pairs. Read the statements about tips for creating helpful eating habits. Do you follow these habits or not? Discuss it with your peer.

- You should eat a variety of food from all the food groups in the recommended amounts.
- You should pay attention for your portions.
- You should drink a plenty of water.
- You should avoid eating at night.
- You should watch your salt and sugar intake.

Homework

8. Imagine that your university provides plenty of sums for one project, which aims to promote healthy eating among students. There is tree poster ideas below that would be the most appealing to your student in the university. Divide into three groups and prepare short presentation giving your reasons why your poster is the most effective.



Unit 4

Health

Lesson 7

Visiting a doctor

Lead-in



1. Look at the picture and discuss the questions.

- How often do you usually visit the doctor?
- Do you think it is important for people have health checks from a doctor regularly?
- Do you think doctors are important? Why?
- Can you describe a recent health problem you had?

2. Read these statements. Which of these people are you most similar to? Why? Share your ideas with the class.

Bahora – I don't like the way the receptionist in my local surgery read out Blood test results in general over the phone, in front of a whole waiting room of people.

Niso – In my opinion, the healthcare is getting very expensive. For a student it is a problem to pay in some cases. Healthcare should be free.

Murad – When my doctor recommends a course of treatment I always ask him about alternatives. I ask him to explain pros and cons of each so I can make an informed decision.

Nilyufar – I often afraid of visiting doctors, especially dentists. I worry that a medical procedure will hurt me. I fear that I may need injections.

3. Work in pairs and act. When you are feeling unwell, you need to see a doctor. Unfortunately, doctors are very busy people so you have to make an appointment. You should call or visit a hospital and make an appointment with the receptionist (arrange time and date).

Student A: Good afternoon! I'd like to make an appointment to see a dentist today.

Student B: the doctor is busy this afternoon, but he is free in the evening. Is 6 o'clock o.k. for you?

4. Work in groups. How should you be prepared before visiting a doctor? Make a list of do's and don'ts'.

DO	DON'T
<i>Have a shower</i>	<i>Drink alcohol</i>

5. When you see a doctor he/she asks "What is wrong?" or "What are your symptoms?". Write your symptoms of your last illness. Compare it with your partner.

E.g. If you have FLU-symptoms is a fever, a runny nose, coughing....

TIPS: SYMPTOMS – ARE ANY FEELINGS OF ILLNESS OR DISCOMFORT WHICH ARE CAUSED BY A HEALTH PROBLEM

6. Match the symptoms with their illness. Compare it with your partner.

Illness	Symptoms
1. a cold	a. headache, sore throat and high temperature, often signs of shivering
2. toothache	b. a dull throbbing pain in the mouth and gums
3. insomnia	c. Not being able to sleep
4. flu	d. sore throat, runny nose and general feeling of tiredness, but with the mild temperature
5. a headache/ migraine	e. sharp stabbing pains across the forehead or non-stop throbbing pains

7. Work in groups. Choose one of illness in ex.6. Think about the treatment and give advice as a doctor. Present it to the class.

Illness _____

Treatment _____

8. Work with a partner. Act a role-play.

Student A. You are teacher who is not feeling well. Tell the doctor your symptoms.

Student B. You are a doctor. Give advice.

Homework

9. Work in two groups and discuss. With increasing access to computers and published online medical articles, the internet has increased the ability to perform self-diagnosis instead of going to a professional health care provider.

WHAT IS YOUR ATTITUDE ABOUT WEB-BASED HEALTH CARE?

Lesson 8

Bad habits

Lead-in



1. Look at the photo. Think about unusual habits. How many examples of bad habits can you think of? Write them down.

2. Work with a partner. Discuss the questions.

- What kind of bad habits do you have?
- How can you break them?
- How long does it take to break a habit?
- Do you think bad habits lead to personal and professional problems? Why /not?

3. Work in groups. Rate the following habits from most to least "Bad" one. Explain it to the class.

- SMOKING
- USE OF ALCOHOL
- LACK OF SLEEP

- CHEMICAL ABUSE (over-use of prescription drugs)
- OVERWEIGHT
- DRINKING COFFEE
- EATING CHOCOLATE
- WORRY
- WORKING TOO HARD
- HURRYING YOUR MEALS

3. Work in pairs. Discuss if you have above-mentioned habits and how often do you do them. Should you break them? Why/not?

4. Read the situations. What would you do in these cases? Would you say something about their bad habits or do nothing? Work in groups and discuss.

- ✓ You are in the bus and the person next to you had a bad habit of smoking.
- ✓ You friend's child chewing his/her nails.
- ✓ Your neighbor is snacking nonstop, even when he is not hungry.
- ✓ Your mother skipping breakfast in order to control her weight.
- ✓ Your boss is over drinking. He drinks too much alcohol.

5. Listen to people who have problems with their habits. What are their bad habits? What do they think should be done about them?

	Bad habit	What should be done
Nozim		
Aziza		
Hasan		
Kamron		

Nozim - Many of us, burn the midnight oil for exam preparations and work. Without 6-8 hours of good sleep, I am damaging my immune system and other body processes and systems. Due to lack of sleep, my immune system becomes weak and thus produces fewer 'germ fighters'. Therefore, to fight against various diseases, it is necessary to at least get a minimum of 7-8 hours of good sleep on most nights of the week. A good night's sleep also helps me stay awake and fresh throughout the day.

Aziza- Headphones or earphones are the sole companions for me throughout the day. I listen to music to pass time, while travelling or while working out. But, if I have plugged in for hours, with no breaks, then I need to keep this habit under

check. Dr. Qurbanov says - listening to loud music via earphones, can cause hearing loss. He further adds - headphones aren't the culprits, it is the volume and the hours that can land you in trouble.

Hasan – In every health tip, behind every cigarette pack, I read this, 'Smoking kills', but I cannot stop doing that. Dr. Djavorov says - smoking even a single cigarette a day, can cause blood clots, which may prevent swift flow of the blood and hence develop plaque in my arteries and blood vessels. Besides, it may also damage the life of the non-smoker who is living with me.

Kamron –I am in love with junk food. Fast food is rich in trans fat, sugar, spices and artificial preservatives. But a life dependent on constant fast food will add to my waistline and cause serious health problems like high cholesterol, diabetes and heart problems in the long run. As fast food is rich in bad fat, it raises the bad cholesterol in the body and leads to the hardening of the arteries, which can further cause plaque deposits.

6. Imagine that you are a doctor. Try to give some advice how to break people's bad habits in ex 5. Work in pairs and present it to the class.

Homework

7. Look at the picture and work in groups. If you are going to do something for your health you first should stop doing bad things to your health (bad habits). What should you do? Think about good things for your health.



Lesson 9

Midterm assessment

Unit 4

Family values

Lesson 10

Multinational families

Lead-in

Look at the pictures. What types of families are they? Match the types of families with the pictures below.



1. Extended family
2. Nuclear family
3. Single-parent family
4. Multinational family

1. **Work in pairs and discuss the types of families. What are pros and cons of each type of family?**

2. **Work in groups of four. Talk about multinational families.**

- What is multinational family?
- Do you have a friend or relative from multinational family?
- Are there any special and unusual things about multinational families?
- Would you like to be a member of multinational family? Why? Why not?

3. **Work in pairs. Decide whether the following differences prevent in making multinational families. Why?**

- *Gender*
- *Generation*
- *Formal education*
- *Place of residence*
- *Religious affiliation*
- *Social class*
- *Ethnicity and race*

4. **Speak about the reasons of making multinational families with the whole class. What they are?**

- Love
- Money
- Globalization
- Migration with the work

5. **Read the fact below and write two advantages and disadvantages of living in multinational family. Discuss it with the class.**

Do you think that children like to live in multinational families?

Advantages

Disadvantages

6. **Work in groups. Imagine that you are members of multinational family. Make a short story about people, places, and events to the members of your immediate family or their ancestors. Use the following tips to create a story.**

Places To Remember

► People To Remember

► Life Events

► Objects

► Important Transitions

7. Interview your partner about multinational families. Does your partner think these sentences True, False or Not sure. Why?

What do you think?	T	F	NS
It can be hard to meet everyone's needs at the same time. Because of their different nationalities, everyone wants to do different things.			
It is very interesting when there is cross cultural relations			
It helps relations between countries by strengthening trade and contact.			
It is very hard to live in multinational families because of their different religion, customs and traditions.			

8. Work in groups. Discuss the situation with your classmates and give your recommendation for this.

Situation: Akbar and Sarah got married 10 years ago. Akbar is from India and Sarah from England. They have problems and misunderstandings in their relationship because of their nationality. They have decided to get divorced, but are now very angry with one another. What would you recommend them to stay in good relationship?

Recommendations

Homework

9. Work in groups and discuss.

- ❖ Is it better to marry someone from another nationality? Why? Why not?
- ❖ Should parents be allowed to decide who their children marry?

Lesson 11

Family celebrations

Lead-in

Look at the list of celebrations below. And discuss what types of celebrations are important in your country.

NAVRUZ BIRTHDAY PARTY WEDDING DAY MOTHERS DAY
VALENTIN'S DAY CHRISTMAS RAMADAN INDEPENDENCE DAY
EASTER KURBAN KHAIT NEW YEAR TEACHERS DAY

1. Fill in the chart. Answer the questions: Do you have important events in your family? How do you usually celebrate them?

CELEBRATION	WHAT	WHEN	HOW
1.			
2.			
3.			
4.			

TIPS

Family celebrations – holidays, anniversary, weddings and birthday parties brings joyful family occasions for all. This is the only time when people get to see some family members. Moreover, when families get together they talk. The stories may focus on today – or reminiscences of the past.

1. Share your ideas with your partner and discuss the following.

- Why are these events important?
- What makes them special?

3. Work in pairs. Which family celebration did you like before? Why? What do you like to celebrate now? Why?

BEFORE

NOW

4. Compare your answers with your pair. Ask follow-up questions.

A: In my childhood, I mostly liked New Year's Day. It was so fantastic...

B: Really? And what about now?

A: Ooo, now I like birthday parties, because it is a strictly family celebration....

5. Work in groups. Choose one event that your families celebrate especially each year. Use the note to make a presentation for the class.

- ❖ Purpose and how it stated
- ❖ Food
- ❖ Music
- ❖ Clothing
- ❖ Customs

6. Answer the following questions. Discuss them with the whole class.

1. What types of celebrations are common amongst the families of your classmates?

2. Did you learn about any celebrations that you had not heard before?

3. Which celebration did you most enjoy hearing and why?

7. Choose the words from the box and fill the gaps. Work in pairs.

How do you usually congratulate your family members in special event?

Wedding anniversary, New year, Birthday, Marriage
--

1. Wishing you every happiness this special day brings. Have a wonderful _____.

2. Happy _____ to you both! May your marriage continue to be blessed with countless happy moments, genuine love and truly joyful experiences?

3. Congratulations on your _____ as life partners! I am so happy that the two of you have found love in each other. May god bless you and keep you. Wishing

you and your family good health, happiness, success and prosperity in the coming year! Have a great start to a great year! Happy_____!

8. Choose one family celebration event and write a congratulation message.

9. Work in groups. Imagine that you are on your classmates wedding day! You are going to congratulate new family members. Make a special speech for them.

1. Discuss the quotation and tell your own point of view.

TEACHER

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” — William Arthur Ward.

2. Work in pairs and answer the following questions.

- a) Do you remember the day you went to school for the first time?
- b) Can you describe your first teacher?
- c) As for you, how should an ideal teacher be?
- d) Do you remember an interesting situation connected with your teacher?

If you had a chance, what kind of teacher would you prefer to be?

Write your opinions. Use the words below.

Idealistic, tolerant, autonomous, bossy, garrulous, conceited, optimistic, a faddy-buddy, pessimistic, a windbag, a brick, a slob, bigoted, bimbo, sociable, reliable, open-minded, punctual.

3. Divide into 2 groups. Play the game “Chalkboard Acronym” according to the words you have learnt.

T
E
A
C
H
E
R

Work in groups and make a mini role play for the types of teachers.

5. Translate these words according to the alphabetical letters.

1. /,aɪdɪə'lis.tɪk/
2. /kən'si:tɪd/
3. /'pʌŋktjuəl/
4. /ɔ:'tɒnəməs/
5. /'gærələs/
6. /rɪ'laɪəbl/
7. /'bɪmbəʊ/

6. Read the passage and compare two pioneers.



Abdulla Avloniy (1878-1934) was not only a great poet, but also one of the leaders of Jadid movement, which had widely spread among the Uzbek people in the late 19th century as well as one of the pioneers of the establishment of schools for Uzbek children by the new method. He raised a new level of national pedagogy, drama, and children's literature. If we speak about his work in educational system, after his graduation, he dealt with pedagogy, founded a new school system and offered to teach the language of East and West. He, himself,

wrote textbooks for pupils like "Birinchi muallim" ("The First Teacher"), "Ikkinchi muallim" ("The Second Teacher"), "Tarix" ("History"), "Turkiy Guliston yohud Ahloq" Besides that, Avloniy offered to teach geography, chemistry, astronomy, and physics in schools of Turkestan. It's worth to emphasize his contributions to education. Because he introduced break between lessons and also to exam pupils while transition one class to another. Thus, of course, is the rising the educational system to a new level in Turkestan.



John Dewey (1859-1952) Pioneer of Progressive Education

It was while he was a professor of philosophy and the head of the Chicago University's teacher college, that Dewey exerted his greatest influence in education and promoted many educational reforms through his experimental schools. It was his view that children should be encouraged to develop "free personalities" and that they should be taught how to think and to make judgments rather than to simply have their heads filled with knowledge. He also believed that schools were places where children should learn to live cooperatively. A member of the first teacher's union, he was concerned for teacher's rights and their academic freedom.

Homework

7. Write the jumbled words correcting them.

noitisnart

ygogade

Setilanosrep

yrtsimech

lanoitacude

reenoip

yhposolihp

ylevitarepoooc

cimedaca

noitubirtnoc

noitaudarg

Lesson 12

Student's responsibilities

Lead in

Answer the following questions:

1. What kind of features should a good student have?
2. How is it important to use a peer-correction during the lessons?
3. What is the role of the scholarship in student's life? Do most students study well for only getting a high scholarship?
4. Is it necessary to wear a uniform at university? Do you, yourself, wear a uniform?
5. Do you agree if the student works after classes?

1. Choose the correct idiom and translate the sentences.

1. Mahmud gets up early to go to college, and comes home late. His mother always keeps telling him he shouldn't **buy a dog with two tails / burn the candle at both ends / try to wear two pairs of trousers**.

2. Madina always does her homework on time and buys the teacher little presents. The other students hate her. She's such a **teacher's toy / teacher's jewel / teacher's pet**.

3. Doston'll have to **pull his socks up / polish his head / empty his washing basket** and work harder or he'll fail his exams.

4. My friend didn't work hard enough and **flunked / splodged / squidged** her exams.

5. Sherzod and Umid didn't go to school, but **chased the tiger / emptied their heads / played truant** and went karaoke instead.

6. Sohib never comes to his English lessons. He's always **smirking / skiving / shrinking**.

2. Put the numbers according to the importance. Prove your choice.

Setting goals

Decision making

Being independent

Ability to work out

Time-management

Working with others

Self-motivated

Being punctual

3. Read the statements and discuss with the group.

Extremely odd university rules

NO HANDSHAKING

In 2012 Cambridge University banned their admission tutors from shaking the hands of Muslims and disabled people. They attributed this unusual move to culture sensitivity.

SUNGLASSES ARE NOT ALLOWED

Morehouse college in Atlanta has its bag of weird rules too.

No caps, do-rags and hoods are allowed in classrooms, the cafeteria or other indoor venues. Sunglasses or “shades” are not to be worn in class or at formal programs, unless medical documentation is provided to support to use. And also this college doesn’t allow students to walk bare foot in public venues.

NO WIKIPEDIA

In 2007, the history department at Middlebury College banned students from citing Wikipedia as a source in papers or exams. Professors in the department grew tired of seeing incorrect information pop up on exams and assignments only to have students say that they got the facts from the collaboratively edited online encyclopedia.

NO BEARD WITHOUT A DOCTOR’S NOTE

If you are a male student at Brigham Young, you’re going to need a doctor’s note before you grow a beard. The school’s honor code includes a section on grooming, but if a student has a skin condition that would make shaving painful or impossible, he can get a doctor’s note to qualify for a “beard exception”. That’s good for one year. The oddest thing about this rule is that Brigham Young himself often sported a flowing white beard.

4. And answer the following questions.

- a. Do you agree\ disagree above-mentioned rules? Why?
- b. Do you have such kind of rules at your university? If “Yes”, do you follow them?
- c. If you had a chance, what kind of rules would you add for students?
- d. Generally, are the rules necessary for studying?

5. Complete the sentences. Two words are unnecessary.

If you are an _____ student of a university, you should spend much time studying hard. But you also have to _____ a lot of _____ and _____. And also take _____. In seminars, the lessons are usually led by a _____. You have to read _____ and you can express your opinion on a range of _____ topics. In all courses, there is continuous _____: the marks for your active participation go toward for your final results, after which, if you are successful, you _____.

academic	tutor
assessment	undergraduate
attend	seminars
notes	debate
graduate	lectures
widely	professor

6. Write the differences between the activities of students in seminar lessons and lectures.

In the lecture.

In the seminar

Homework

7. Work in pairs. Tell each other the situation which you broke a university rule. What urged you to do so?

Unit 7

Cities and countries

Lesson 13

Best place to live in

Lead in



1. Look at the picture. Have you lived in a different country? Would you ever move to a foreign country? Why? Why not?
2. Which of the six cities above would you like to live? Write four sentences explaining your reasons.

I'd like to live in ... Because it is a city _____

3. Work in pairs. Tell your partner about the city that you would like to live. Explain your choice.

4. Discuss with your partner the most important things (quality-of-life issues) when choosing a city to live in. Read the words and rank them from 1 to 10 (1- the most important).

- ✓ Political and social environment (political stability, crime, law enforcement).
- ✓ Economic environment (currency-exchange regulations, banking services).
- ✓ Socio-cultural environment (media availability and censorship, limitations on personal freedom).
- ✓ Medical and health considerations (medical supplies and services, infectious diseases, sewage, waste disposal, air pollution).
- ✓ Schools and education (standards and availability of international schools).
- ✓ Public services and transportation (electricity, water, public transportation, traffic congestion).
- ✓ Recreation (restaurants, theatres, cinemas, sports, and leisure).
- ✓ Consumer goods (availability of food/daily consumption items, cars).
- ✓ Housing (rental housing, household appliances, furniture, maintenance services).
- ✓ Natural environment (climate, record of natural disasters).

5. Work with the class. Decide which five listed quality-of-life issues are most important where you live. Why?

6. Read the description of two cities below. Using the items in exercise 4, decide with your partner which city has more to offer.

<p>The scenery and proximity to nature, perhaps, contribute to Seattle's inherent attitude: one of calm and patience. Locals are mocked for always allowing others to merge on the freeway, but that attitude extends to everyday life, where coffee shops harbor intellectual discussions, and nightlife is more about chilling with a beer at the bar than wild nights on the dance floor. For many, living in Seattle has as much to do with what's outside the city as what's inside. Less than an hour from downtown, residents escape for the day or weekend to wineries, ski resorts, hiking trails and sprawling parks. Seattleites bring that love of nature into the city as much as possible, enjoying Seattle's parks</p>	<p>A dynamic, sometimes frantic city, with apartments that are distinctly small and usually 30 or 40 floors up. That's the bad news. The good news is that Hong Kong is exciting yet safe, and a 30-minute ferry ride from the city centre will take you to tranquil spots such as Lamma Island. Hong Kong is not really somewhere to put your feet up, but a city to enjoy while your energy levels are at their maximum. It is best to get the lie of the land by renting first, advises Mitchell Lewis of Christie's International Real Estate's Asia Pacific region. "You're looking at £5-6,000 for a reasonable place to rent per month. If you're buying, it is</p>
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and tree-lined streets while staying cozy in fleece jackets.	£800,000 for an apartment on a lower floor, and about £1.25 million for a higher floor. But you need to hold your nerve. Hong Kong is renowned for drastic market swings.”
--	--

SEATTLE _____

HONG KONG _____

7. Discuss the questions with the class.

1. In which city would you enjoy to live in? Why? Why not?
2. Which city is the best for weather conditions?
3. Which city is the best for job opportunity?

8. Use the words from the box and describe the cities you know.

Additionally you can use your own adjectives. Compare it with your partner.

big small little old tremendous spectacular huge modern calm historical industrial busy exiting amazing boring interesting

Your hometown	The city you would like to live in	The city you would not like to live in

Homework

9. Work in pairs. Compare your descriptions of the cities in exercise 8 and ask follow up questions.

A: There is a problem with air pollution in my hometown; nevertheless I would like to stay here.

B: That is very strange. Why do you want to stay there?

A: Because.....

Lesson 14

Transport

1 Look at the photos. Discuss the questions.

WHAT DO YOU THINK?



What kind of transport is available in your country?

What kind of transport is the most popular among students? Why?

2. Work in pairs. Match the words with the photos in exercise 1. Which words would you use for each means of transportation?

Expensive slow punctual often breaks down flexible cramped
romantic exclusive need to book exiting dangerous cheap

Aircraft _____

Car _____

Underground _____

Train _____

Bus _____
Taxi _____
Bicycle _____

2. **Work in groups. Write five advantages and five disadvantages of a public transport system that you use in everyday situations. Discuss how it could be improved.**

Transport:

Advantages	Disadvantages

3. **Read the statements made by students who were in a hurry for their studying. What would you have done in each situation? Discuss it with your partner.**

If I had budgeted more carefully, I wouldn't be worrying about money right now and went on a taxi (Bobur).

I am really going to have a hurry because I overslept and missed the bus (Gulshan).

I am always late for my lessons because of traffic jam in our city (Guzal).

4. **Work in groups. Choose one of the pictures. Invent a story for the picture that you have chosen. Use the following tips to help you.**



1.



3.



2.



4.

When _____
Where _____
With whom _____
How _____
Result _____
In the future _____

5. Use your story to prepare a dialogue. Act it out and tell it to the class.
6. Discuss the question with your partner.

*What kind of transport is very convenient and easy to use for students?
Is it cheap or expensive?
Can you afford it?*

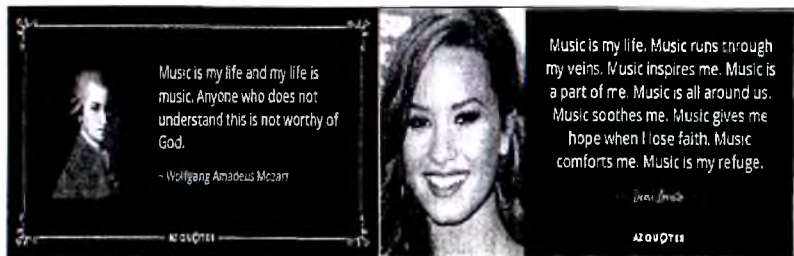
Homework

7. **Work in groups. Imagine that you are designing a form of transport for the future students. It must be very convenient, safe and affordable for students. Draw the vehicle here and be prepared to explain it to the other group.**

Lesson 15

Music

1. a) Discuss quotes said by famous singers and composer. What do you think why they compared music to their “life”?
- b) What means music for you?



2. Work with a partner. Make an interview with help of these questions.
- a. What is more important for you, the lyrics or the melody of a song?
- b. Can you play any musical instrument? If not, which instrument would you like to play?
- d. Which musical instruments do people from your country usually play?
- e. Is there a certain song or type of music that makes you really energetic?
- f. Do you think music is getting better or worse?
- g. What kind of music will your kids listen to?
- h. What music did your parents listen to?

i. How do you feel about your country's traditional music?

l. Should people try to modernize traditional music?

j. How is your country's traditional music different from other countries' traditional music?

3. What do you know about music genres?

What kind of music genres do you know?

Are these genres familiar to you?

- Blues
- Caribbean and Caribbean-influenced
- Comedy
- Country
- Easy listening
- Electronic
- Folk
- Hip hop
- Jazz
- Latin
- Pop
- R&B and soul
- Rock
- Exclusions
- References
- External links
- Bibliography

Work with a group. Sing your favorite song together and give brief information about the genre of that song.

4. Read the titles of songs which belong to 1960's, 1970, 1930

Do you have any comments on the titles of the songs?

Do they seem strange or silly or just fine?

What is most striking about them?

Do you think songs with these titles could be popular today?

5. Listen to the music. Discuss how popular music has changed over time.

What qualities did successful songs and musical groups possess in the past?

How have those qualities changed for bands today?

Create a **Venn diagram** in which they list the qualities of popular songs of the past and those of popular songs today.

6. a) Look at the picture. Try to guess which countries songs are they? How can culture, country, and gender can influence to the songs?

b) How did you feel after listening these songs. What did they remind you?

7. Translate your favorite non-English song's chorus into English lyrics.

Does the idea and message translate when its language changes?

8. Work in a group, choose one season and proper music for that



9. Read and retell.

The Ensemble "Uzbegim Yoshlari" was formed in 2004 under The Higher Military Customs Institute in order to develop traditional folklore and dance culture, as well support talented youth.

The name of Ensemble “Uzbekim Yoshlari” means “Youth of Uzbekistan”. The participants of the Ensemble are talented students and pupils in age of 16-22. The leader of Ensemble is Ludfiya Ruzibaeva who has got honorary title “Honoured culture worker”.

The Ensemble was participated in International Folklore Festival in Belgium 2006 and Harvest Festival in Malaysia 2007.

In the repertoire of Ensemble performances of Ensemble include traditional dancing, singing and playing on musical instruments where performers are put on traditional dresses which are sewed themselves.

The motives of the sings are love, friendship, peace and fair live. Besides of participating in International Festivals, the Ensemble organizes concerts during The National Holidays.

Unit 9

Science and technology

Lesson 16

Mobile phones

1. Look at the photo and discuss the questions.



What is the invention?

Why is it important?

What for do you usually use it?

How did people manage before they had this invention?

2. Work in pairs. Fill in the chart and compare your answers with your partner. Explain why it is important/not important to use Mobile Phones. You can add your own reasons why people use it.

What are the reasons people use Mobile phones?

Reason	Important	Not important
To be in connection with a family friends and others		
To have a flirt		
To say hello		
To let their people know where they are		
To play games		
To use internet connection		
As a clock		
To take photos		

3. Write a description of reasons why do you use Mobile Phones. Do you mainly call, text messages or use internet connection? Do you have any other specific needs for using it? Compare it with your pair.

4. Write pros and cons of using mobile phones in public places. Discuss it with the class.

What are pros and cons of using Mobile phones in public places?

<i>Public place</i>	<i>Pros</i>	<i>Cons</i>
<i>University /Institute</i>		
<i>Bus /train/ taxi</i>		
<i>Shop/bazaars/supermarket</i>		
<i>Theater/ cinema</i>		

5. Work in groups and discuss the situations.

What do you do when you hear a mobile phone ring in:

- Class
- Transportation
- Street
- Home

6. Group work. Are there any places that you think that mobile phones should be banned? Why? Explain the reason and give possible solutions. Share your ideas with the class.

Place	Reason	Solution

7. Read the listener's points of view (at radio station "Tarona") about the mobile phones. Do you think the same? Why/why not? Discuss it with the class.

Ra'no – I have a mobile phone. However, I try not to use it so much. The reason is that my ears sometimes get really hot and I get a headache. I am sure that it is not good for you. We all use it and still don't know about the dangers.

Dilshod – I think mobile phones are really useful. It is great to call or text a message to your family and tell you'll be a bit late to meet them. The thing that worries me is that people driving while they are talking on their mobile. Surely, that causes road accidents.

Barno - I have a mobile phone but I am really careful about switching it off when I am in public places. I hate having to listen to other people's conversation on the bus. Their personal talk always nerves me. I think it should be banned in public places.

Zuxra – I am a teacher and mobile phones really annoy me. Students are not studying, they always send messages to each other's in the class. During the exam I have caught some student cheating by sending messages to each other's. That is very sad. Parents should not buy their children mobile phones.

8. Imagine that you are going to phone in to the radio station "TARONA". What would you say about mobile phones? Think about that and present it to the class.

Homework

9. Work in pairs. Choose a situation and make a phone conversation on the given topic.

- You phone your best friend to congratulate him/her birthday.
- You phone your friend to find out where they are. You are waiting for them in a lab.
- You phone your parents that you are going to be late meeting them because of a traffic jam.

Lesson 17

Chat rooms



1. **Discuss the following questions with the group.**

- What do you know about chat rooms?
- Have you used chat rooms before?
- How chat rooms help you to improve your English?

2. **Read the information about the chat rooms and answer the questions.**

- What are the differences of chat rooms and massaging programs?
- Is it good that there is a file sharing and webcam usage in Chat rooms?

Why? Why not?

The term CHART ROOM mean any technology ranging from real-time online charts and online interaction with strangers. The primary use of a chat room is to share information via text with a group of other users. Generally speaking, the ability to converse with multiple people in the same conversation differentiates chat rooms from instant massaging programs, which are more typically designed for one-to one communication. The users in particular chart rooms are generally connected via a shared interests or other similar connection, and chat rooms exist catering for a wide range of subjects. New technology has established the use of file sharing and webcam to be included in some programs. This would be considered a CHAT ROOM.

3. **Read the statement and write your attitude. Compare it with your partner.**



4. **Work with the partner. Ask and answer these questions.**
- What is the best chat room site you have been used before?
 - Why did you like it?
5. **Find another partner. Tell him or her about the chat room your first partner liked and the reason. Does he/she agree?**
6. **Work in a group. Discuss the chat rooms sites in your country. Which are the best? Why? Write advantages and disadvantages of using chat rooms by students.**

Chat rooms	Advantages	Disadvantages

7. **Present your findings to your class and answer any questions you are asked.**

Homework

8. **You will have some problems while texting in chatting rooms. Work in pairs and fill in the chart. Try to find solutions to the problem. Discuss it with the class.**

Problem	Solution
Your typing English is very slow	
You don't have enough vocabulary	
Your spelling is very bad	
Your computer skills are really bad	
The conversation will be very slow and the native speaker will get bored	
You don't want to chat with the strangers in case they talk about the things you are not comfortable discussing.	

G. Bakieva, Z. Salieva, X. Samigova

LANGUAGE SKILL:

SPEAKING

1

Муҳаррир **Н. Рустамова**

Бадий муҳаррир **К. Бойхўжаев**

Компьютерда саҳифаловчи **З. Улуғбекова**

Босишга руҳсат этилди 26.10.2019.

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Хисоб-нашр табағи 4,8. Адади 300.

11-буюртма.

«O‘ZKITOBSAVDONASHRIYOT» МЧЖ

нашриётида тайёрланди.

Тошкент ш., Юнусобод т., А.Темур шох, 25.

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