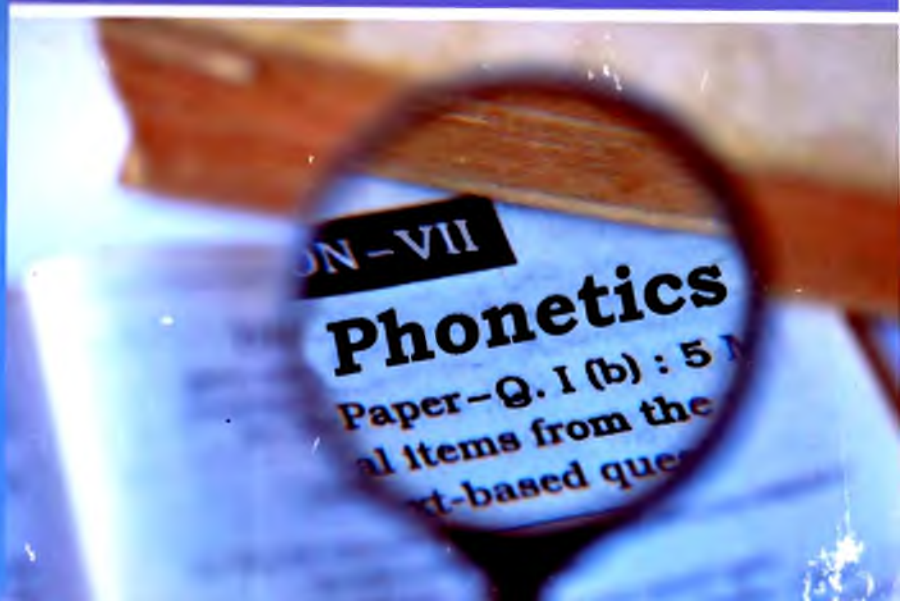


G. Bakieva, Z. Salieva

LANGUAGE SKILL: **2**
SPEAKING



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

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ
УНИВЕРСИТЕТИ**

G. Bakieva, Z. Salieva, Samigova

LANGUAGE SKILL:

SPEAKING

2

**ТОШКЕНТ
«O‘ZKITOBSAVDONASHRIYOT»
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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 қўлланмининг мақсади талабаларнинг гапириш кўникмасини айнан турли хил мавзуларини ёритиб бериши орқали ривожлантиришдан иборат.

ЎДК: 811.111(075.8) (575.1)

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

Uzbekistan and the world

Lesson 1

International organizations in Uzbekistan

1. Look at the photos. Match international organizations acronyms with their mission.



UN _____



WB _____



WHO _____



UNESCO _____



UNICEF _____

a. Its objectives include maintaining international peace and security, promoting human rights, fostering social and economic development, protecting the environment, and providing humanitarian aid in cases of famine, natural disaster, and armed conflict.

b. It is an international financial institution that provides loans to developing countries for capital programs.

c. It is a specialized agency of the United Nations that is concerned with international public health.

d. It is emphasizing developing community-level services to promote the health and well-being of children.

e. It is objectives through five major programs: education, natural sciences, social/human sciences, culture and communication/information.

Do you know....?

Speech transitions are magical words and phrases that help your argument flow smoothly. They often consist of a single transition word or a short transition phrase, but occasionally form an entire sentence. Speech transitions smooth over the boundary between two ideas, and reveal the relationship between the words just spoken and those about to be spoken. In this way, speech transitions help your audience understand your message.

2. Make a survey about international organizations among your group mates. Fill in the chart and try to find as much information as possible about the following international organizations in Uzbekistan.

UZBEKISTON RESPUBLIKASI
XORAZM VILOYATI
NIVA SHAHRI
"HAFICUN-UNIVERSITETI"
NORAVIYAT TAYM
MIRASSASI
No 4813
Ind. 220900
To'zabog' ko'cha

Name of the international organization	Foundation	The reason it exists	Example what it does
The United Nations		Keeping the peace, developing friendly relationships among countries, and improving the quality of life for the world's poor people	
The World Bank			
The World Health Organization			
The Commonwealth of independent states			
The United Nations children's fund			
The World intellectual property organization			
The United Nations educational, scientific and cultural organization	November 16, 1945		
The Shanghai cooperation organization			

3. Work in groups. Choose one of the above mentioned international organizations in ex.2. Make a poster and present it to the class.

Learning tip

The first rule of improving speaking skills is to **speak**, converse, talk, gab, etc. as much as you can! However, these strategies can help you - make the most out of your efforts.

4. Work in pairs. Using the following questions make a role play. Take in turns and make a dialogue.

- ✓ What international organizations do you know?
- ✓ Why did people create international organizations?
- ✓ What is one activity almost all the organizations are involved in doing?

5. Work in pairs. Think about four problems that effect the world today. How international organizations are solving these problems or issues? Where these problems or issues are happening in the world? Does it effect Uzbekistan too? Use transitional words from the box and share your ideas with the class.

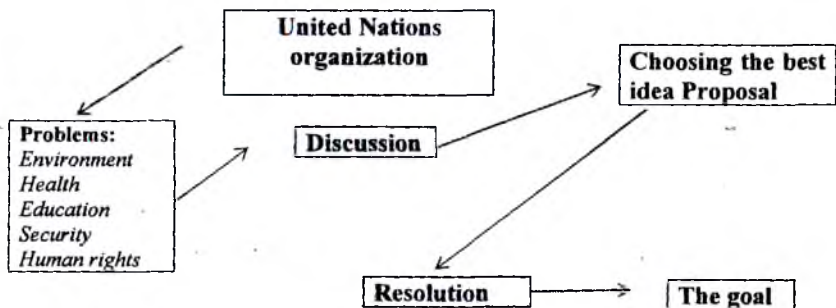
1. _____
2. _____
3. _____
4. _____

Speaking BOX

The transition words like *also, in addition, and, likewise*, add information, reinforce ideas, and express agreement with preceding material.

again	too
to	moreover
and	together with
also	of course
then	likewise
equally	comparatively
identically	correspondingly
uniquely	similarly
like	furthermore
as well as	additionally

6. Work in groups. Imagine that you are members of UN organization. Your mission is 'Creating a better world'. Choose one problem that is effecting people all around the world. Discuss it and present it to the class. Use the following tips to create your presentation.



Learning tip

Using PPP method

The past-present-future method applied to every speaking topic you could imagine.

The rule is simple: first look at the history of your topic, then describe the current situation, then speculate on the future.

You can demonstrate your knowledge of a wider range of structures to prove- Grammatical Range and Accuracy (Assessment Criteria).

It also helps you talk for longer in the Speaking test, fulfilling the Assessment Criteria- Fluency and Coherence.

Point- Make your point (Opening)

Past- The way it was before (Body)

Present- The way it is now (Body)

Future -The way it desire to be (Body)

Reminder of the main point in brief-

Homework

7. Fill in the chart.

Topic _____

Lesson 2

Diversity (Multinational communities)



1. Look at the photo and answer the questions.

- Where might these people's families originate from?
- Were they born in Uzbekistan?
- Have they always lived in your country?
- How long have they been in Uzbekistan?
- Could you describe your country as multinational?

2. Work in pairs. Discuss these questions. Then compare your ideas to the author's.

- How many nationalities live in Uzbekistan?
- What was the main reason for immigration to Uzbekistan?

Uzbekistan is a multinational state. Different nations and nationalities live in this country – Uzbeks, Karakalpaks, Tajiks, Kazakhs, Kirghizes, Uygurs, Dungans, west and east Slavs – Russians, Ukrainians, Byelorussians; also big diasporas of Koreans, Iranians, Armenians, Georgians, Azerbaijanis, Tatars, Bashkirs, Germans, Jews, Lithuanians, Greeks, Turks live in Uzbekistan.

Such ethnic diversity of Uzbek people is due to various historical events that took place on the territory of Uzbekistan. Many representatives of ethnic nations of Soviet republics were evacuated here during the World War II (Russians, Tatars, Armenians, Byelorussians, Ukrainians, Germans, Jews and etc.). Representatives of certain nations were deported from their places of residence to Uzbekistan (Koreans, Crimean Tatars.

Chechens and others). And even during the peace time, migration was active mostly concerning the youth, who participated in massive constructions and projects related to development of new lands, who later settled on those lands.

Uzbekistan today is the most populous country in Central Asia and is ranked the third-largest state by population in CIS after Russia and Ukraine. Uzbekistan population exceeds 31.5 million people (January, 2016). About 80% of population are Uzbeks, more than 10% are representatives of Central Asian nations (Tajiks (4,5%), Kazakhs (2,5%), Karakalpaks (2%), Kirgizs (1%), Turkmens and others). Other largest ethnic groups include Russians and other Slavic nations (10%).

www.advantour.com/uzbekistan/people.htm

3. Work in pairs. Think about factors that might decide people's ethnic group.

Write them down. Explain the reason. Share your results with the class.

e.g. Language – every ethnic group has its own language...

4. Discuss these statements with a partner. Do you agree or not? Ask and answer follow up questions. Use some strategies from LEARNING TIP.

- ✚ It is important to be tolerant to other people's culture and beliefs.
- ✚ It is difficult to satisfy every culture.
- ✚ A nation that allows all cultures has no culture.

Learning Tip

You can make your language sound more fluent by using fillers. Fillers are little words, sounds or phrases that give you a moment to think. If you use them correctly, your English sounds more natural and more fluent. Use the following strategies that you can use.

1. Repeat the question.

Is it difficult to satisfy every culture?

It is difficult to satisfy every culture....

2. Remark on the question.

That is an interesting question.

Let me think about that.

That is a long story, let me give you the short version...

3. Say that you are thinking

Well...

Let me see..
Oh, gosh. Well....
Use markers..
Well firstly...secondly..and then

5. **Work in pairs. Choose one situation from the list below. Role-play a short conversation for this situation.**

1. A: you are Chines living in Uzbekistan and you do not like our holidays.
B: you are Uzbek and should explain why it is important to be tolerant to the holidays of Uzbek nation.
2. A: you are Tatar and you do not value Uzbek culture and beliefs.
B: you are Uzbek and should explain that he should respect one's cultural beliefs.

6. **Work in groups. Think about pros and cons of living in multinational society and fill in the chart.**

LIVING IN MULTINATIONAL SOCIETY	
Pros	Cons

7. **Present your work to the class. Use the following language structure of reporting, such as:**

- I learned from _____ that _____.
- I found out from _____ that _____.
- _____ said (mentioned) that _____.
- My partner, _____ told me (said that) _____.

8. **Work in groups. Imagine you are participating in National Festival of Friendship and Culture "Uzbekistan is our common home". The main mission of the festival is to preserve other nation's language, culture, customs and traditions. Choose one nation from the list. Prepare a presentation and try to give information about your issue.**

- *Tajiks*
- *Russians*
- *Tatars*
- *Kazakhs*
- *Koreans*

Homework

9. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Unit 2

Work and business

Lesson 1

Job interviews



1. Look at the photo and answer the questions.

Which job do you want to do?

Which of these jobs could you do now?

What is one job you do not want to do? Why?

Do humans need to work? If you were rich and did not work at all, could you be happy?

2. There are some important aspects of a job. Choose five of them from the chart and work with your partner. Ask him/her questions about these aspects of their job. Firstly, you can write your questions.

duties	hours of work	training	unions	job security
holidays	health & safety	experience	the boss	benefits

3. **Work in pairs. Choose a job you would like to do from the box. Use the questions above to interview your partner about his/her job.**

Actor, journalist, teacher, lawyer, doctor, cleaner, waiters, pilots

4. **Work in pairs. Match the adjective with their definitions. Discuss how important these characteristics are for the job that you want to apply for. What other skills does the job you have chosen need?**

a)	Hard -working	1) Having skill or knowledge because you have done many times
b)	Communicative	2) Continually doing a lot of work
c)	Dynamic	3) Having a lot of ideas and energy
d)	Enthusiastic	4) Energetically interested in something and willing to be involved
e)	Experienced	5) Able to make yourself do something well
f)	Self-motivated	6) Able to talk people easily and share information
g)	Responsible	7) Involving important duties, independent decision-making, or control over others:
h)	Decisive	8) Having or showing the ability to make decisions quickly and effectively
i)	Inspirational	9) Having or showing the ability to make decisions quickly and effectively
j)	Flexible	10) Ready and able to change so as to adapt to different circumstances:

5. **Discuss the following statements in groups. Do you agree or disagree?**

- It is difficult to find a job in your country.
- When the opportunity for an interview arises, it is important to perform well.

- Interviews are a source of anxiety for many people.
- Interviewers should be prohibited from asking about age, marital status, residence, etc.
- It is very important to present your personal profile at job interviews.

6. Imagine that you are an experienced Career Adviser (Person who helps clients make informed decisions, develop strategies and career plans as well as advising on how to present themselves effectively at interviews). Prepare a list of dos and don'ts during a job interview. Share it with the whole class.

DOES	DON'TS

7. Work in groups. Choose one of the situations below. Try to help people with your advice how to prepare for a job interview. Present your work in a poster with the help of speaking box.

- ❖ *A shy friend is preparing for a job interview.*
- ❖ *Your boyfriend/girlfriend does not know what to wear for a job interview.*



- ❖ *Your relative does not know how to spin his/her weakness into strength during interview questions.*

Speaking box
Support

These transitional devices are used to introduce examples as support, so that an idea is cued to the speaker.

- ✓ important to realize
- ✓ another key point
- ✓ first thing to remember
- ✓ most compelling evidence
- ✓ must be remembered
- ✓ point often overlooked
- ✓ to point out
- ✓ on the positive side
- ✓ on the negative side
- ✓ with this in mind
- ✓ notably
- ✓ including
- ✓ like
- ✓ to be sure
- ✓ namely
- ✓ chiefly
- ✓ truly
- ✓ indeed
- ✓ certainly
- ✓ surely
- ✓ markedly
- ✓ such as

8. Share and compare your suggestions in ex. 7 around the class. Use the model below to express your ideas.

A: How would you help a shy friend prepare for a job interview?

B: Well, I would suggest him not to.....

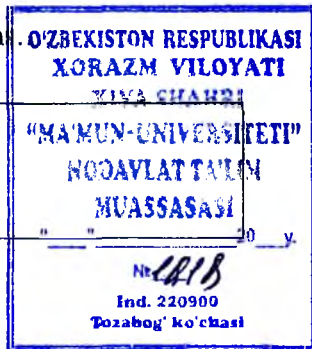
C: I advise him to speak about his skills and strengths...

D: He can play the role of interviewer in order...

Learning tip

How to prepare for the interview

1. DRESS APPROPRIATELY
2. BE NEAT



3. BRING YOUR RESUME AND PASSPORT
4. DON'T BE LATE
5. BE ON TIME
6. TURN OFF YOUR PHONE
7. GREETE THE INTERVIEWER
8. MAKE EYE CONTACT
9. LISTEN CAREFULLY
10. ASK QUESTIONS
11. THANK THE INTERVIEWER

9. Act a role-play with your partner and present it to the class. First, decide who will be the first job seeker. Next, choose one of the below jobs to apply for. Then read your role below.

<p>Babysitter needed We need a babysitter to look after our girl aged 7 after school from 4pm – 7pm, Mon-Sat. 50 000sum a week. Call Farida on +998956309936</p>	<p>Holiday job Do you want to earn extra money for this summer? Do you speak English, Russian? We need an interpreter for our City museum shop. Tuesday –Friday Send your CV to citymuseum@mail.uz</p>
<p>Registan cafe Part-time job We are looking for breakfast and - lunchtime staff to work in our café on Saturdays. Come in (8am-6pm) or call Jasur +998904567654</p>	

Student A: You will be an interviewer. You should prepare questions () and try to structure the interview. Take 3 minutes to prepare.

Student B: You are a job seeker. Try to pretend that you have an appropriate background for the position.

10. Work in groups of four. Think about a story about interesting & funny job interview. Make an improvisation. One student begins a story and stops after a few sentences. The next student picks up the story thread and continues it, next student adds to it and so on until the story comes to a resolution.

Learning tip

Sometimes we mis-speak. This happens to native speakers as well as language learners. If we mis-speak in our native language (say the wrong word or use the wrong tense), we usually go back and self-correct.

OOPs I made a mistake!!! Correct it!

e.g.

I like cat Instead of *I like cats*

I eat lunch instead of *I have eaten lunch*

Homework

II. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Lesson 2

Teaching profession



1. Read the quotes about teaching profession. Discuss it with the class.

Which one do you agree with? Why?

Speaking box

The way people agree or disagree in an argument or discussion varies in different languages.

Agreement:

It is worthwhile saying that silence is not understood as agreement. If you agree with an opinion or an idea, you are expected to say so.

Expressions

- There is no doubt about it that...
- I completely / absolutely agree with you.
- I agree with you entirely.
- I totally agree with you.
- I simply must agree with that.
- I am of the same opinion.
- I am of the same opinion.
- That's exactly what I think.

2. Read the following statements about teaching profession. Do you agree with these statements below? Work with your partner and discuss them.

- ⬇ Researchers note a teacher should be compared to those of other high stress jobs, such as air-traffic controllers, firefighters or pilots.
- ⬇ The most common reason a person leaves teaching is low salary.
- ⬇ Teachers are not in this profession for the money.
- ⬇ The majority of non-teachers do not have any idea what it takes to teach effectively.
- ⬇ Teachers want to be role models for their students.
- ⬇ Nearly 50 percent of new teachers leave the profession within their first five years.
- ⬇ Teachers are passionate people who enjoy making difference.

A: I do not think that teaching profession is very difficult...

B: Really!!! But I have read that teaching profession compared to those of other stress jobs like firefighter, pilots.....

3. Like any profession, there are those who are great and those who are bad in their profession. Look back at your education and remember the great teachers and the bad teachers. Work in small groups. Take turns to talk your story about your great/bad teachers without stopping (up to maximum three minutes). Use the words from the box.

A teacher you admired, a teacher you detested, memorable, doing job well, receive little recognition and praise, lazy, use new technologies, boring classes, work hard, creative, your favorite/worst subject

4. Work in pairs. Take turns and answer the following questions.

- Which is more important, teaching or learning?
- What are key qualities and skills that students look for in teachers?
- What do you think if teaching is right for you or not? Why?

5. Read the following statement about good teacher qualities. Rank them from most important to least one. Share your results

with your partner. Explain your decision. You can add your own qualities.

A good teacher must possess many qualities:

- To be creative
- Hard working
- Self-retrained
- Able to solve problems
- Make the right decisions
- _____
- _____
- _____

6. In-group of three discuss likes and dislikes of teaching profession.

Do you know...?

Teachers have the power to make or break lives. A great lesson can inspire a passion for a subject that lasts a lifetime, while lackluster teaching can kill any desire for learning.

Teachers who make a significant difference in their students' lives – sometimes against all odds – deserve to be celebrated.

The Global Teacher Prize does just that, awarding \$1 million to an exceptional teacher who has made an outstanding contribution to their profession.

<http://www.globalteacherprize.org/10-best-teachers-world/>

Likes	Dislikes

7. Work in pairs. Imagine a world without teaching profession. How would it affect your day-to-day life? Make a list of inconveniences and share the most interesting one with the class.

e.g. I had to go to library or search information on the Internet....

8. Arrange in two groups and debate on the topic: Which is more important in teaching profession – talent or hard work?

Group A: Hard work is more important than talent.

Group B: Talent is more important in teaching profession.

Learning tip

A debate has two teams: an Affirmative and a Negative. Each side consists of three speakers.

The First Affirmative speaker begins the debate, and is then followed by the First Negative speaker. This pattern is maintained for the second and third speakers of each team. Each speaker speaks for a set time, with a warning bell, to give them a little time to sum up and finish, then a final bell.

All debaters must begin with "Madam/Mr. Chairman, Ladies and Gentlemen". A debater may have an interesting opening which s/he may use just before "Madam Chairman etc..." which is fine.

Speakers don't have to say "thank you" when they finish, but may if they wish.

<https://www.debating.com.au/Schools-Competition/Documents/Debating-An-Introduction-For-Beginners.pdf>

Homework

9. Fill in the chart.

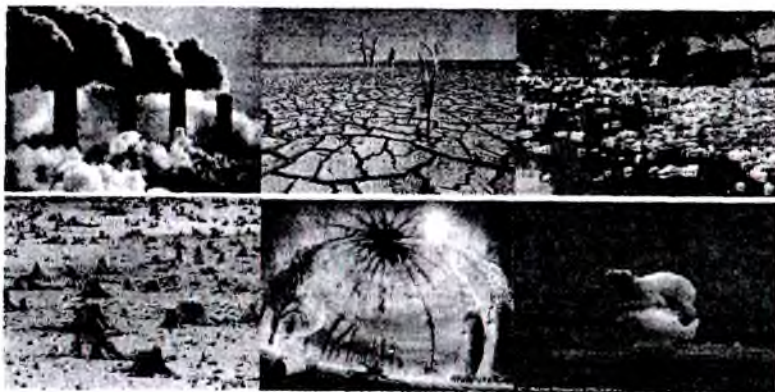
Topic _____		
What I Know	What I want to know	What I learned

Unit 3

Environment

Lesson 1

Environmental problems



1. Look at the photo. Answer the questions.

- What kind of environmental problems can you see in photos?
- How has the world changed since you were a child? (health, environment, values, technology. ...)
- What is the most important issue facing the environment today?
- What are some things that your community is doing to help protecting the environment?
- Which is more important, increasing people's standard of living or protecting the environment?

2. Work in groups. Read the environmental problems below. Which of the following poses the greatest problem in your country? Rank them in order, from most serious to least serious. Support your decision and present your point of views to the whole class (Use some words from the speaking box).

- Global warming
- Acid rain
- Pollution
- Deforestation
- The destruction of ozone layer
- Animal disappearing
- Overpopulation

3. **Work in pairs. Read the sentences below. Discuss it with your partner. Do you agree or disagree with these statements? Why?**

- ⬇ Our environment is in our hand.
- ⬇ Cars should be banned from city centers.
- ⬇ Pollution is a serious problem for current and future generation.
- ⬇ In general, people do not do enough to recycle and protect the environment.
- ⬇ Global warming cannot be stopped.
- ⬇ Scientist say there will be extreme weather in the future.
- ⬇ Water shortage all around the world will be normal, because of glaciers and glacial runoff shrink.

4. **Work in pairs and make a dialogue.**

What can you do to make this world a better place?

A: I think it is important to reduce factories releasing CFC gases.

B: Why do you think so?

A: Well, do you know that 50% of.....

5. **Take a survey. What ideas of making better life got the most votes? Why do you think they were so popular?**

Speaking box

- in fact
- in general
- in particular
- in detail
- for example
- for instance
- to demonstrate
- to emphasize
- to repeat
- to clarify
- to explain
- to enumerate

Learning tip

Surveys can be used to gather several types of information.

Write 4 of your own survey questions below. Then talk to 4 students & write their responses to the given question.

Survey

	Student 1	Student 2	Student 3	Student 4

Write a short report after you have talked to five people. For example: Most students think that reducing pollution leads of making good life.... Some students said A few students said..... Etc.....

6. Work in groups. In order to summarize information about environmental problem make a mindmap in a poster. Choose one problem from the box. Then you should record the information under the headings -- description, prediction and solution.

Aral Sea, Pollution, Deforestation Global warming, Animals disappearing



7. Present your poster of ex. 5 to the whole class. Try to present solutions of environment problem for your country.

8. Imagine that a cosmetic factory is planned for your town, which is very beautiful but high in unemployment. There are concerns from the local Mahalla about pollution and the destruction of fruit garden nearby. Divide into two groups: play a role-play a "Public consultation meeting" to listen to local views.

1st group People from the factory.

2nd group People from Mahalla.

Before the meeting discuss your arguments with the people who share your views

Homework

9. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Lesson 2

Human impact on nature

1. Look at these photos "Impact on nature". Why is our environment important? How do humans affect the environment? Is human's impact on nature always negative?

2. Read these comments made by people from different countries. Do you know who thinks this way? Do you agree with any of the statements? Why or why not?

Human influence on earth can be positive and negative, benign or catastrophic. Recognizing this responsibility is the first step each of us can take to transform the human footprint and save the last of the world (Dr. Eric W. Sanderson, London)

There are many useful ways of measuring anthropogenic impact. We can measure ecological footprints by an assessment of some share of global resources that are needed to support a particular type of lifestyle. We can measure specific things such as our individual carbon footprint or individual water footprint (Dr. Yamamoto, Japan)

There is no physical substance humans require more than freshwater: without water, we can only survive a few hellish days. While pollution and overuse has threatened many of the world's drinking water sources, nature has an old-fashioned solution, at least to pollutions (Dr. Adbumuminov, Uzbekistan)

Speaking box

Disagreement:

Expressing disagreement is always respected as honest, and sometimes as courageous.

Expressions

I don't agree with you.

I'm sorry, but I disagree.

I'm afraid, I can't agree with you.

The problem is that...

I (very much) doubt whether...

This is in complete contradiction to...

With all due respect,

I am of a different opinion because ...

I cannot share this / that / the view.

I cannot agree with this idea.
What I object to is...
I have my own thoughts about that

3. **Work in pairs. Discuss the statements and then share your ideas with the class.**

- The human population continues to grow, but the size of Earth and the resources available for our use are limited.
- A growing population affects people's access to food, potable water and fuel.
- Only 17% percent of Earth's surface remains untouched by human influence.
- We have altered, destroyed and even reconstructed ecosystem and habitats all over the Globe.

4. **Work in groups. Choose one environmental problem from the box. Write 5 negative human's impact on this issue. Try to find solutions to them. Discuss it with the class.**

Global climate change, habitat loss, overharvesting, pollution, deforestation

Environmental problem:	
Negative impact	Solution

5. **Work in groups. Prepare a presentation about one negative impact on nature made by humans. Make your environmental message memorable by creating a slogan that focuses on the issue you care about the most.**

*What is the most negative impact on nature made by human being
in the last decade?*

Slogan:

- Don't Waste Water
- Keep Our Oceans Blue
- Water Is Life

Learning tip

A **slogan** is a memorable motto or phrase used in a clan, political, commercial, religious, and other context as a repetitive expression of an idea or purpose, with the goal of persuading members of the public or a more defined target group. The *Oxford Dictionary of English* defines a slogan as "a short and striking or memorable phrase used in advertising." A slogan usually has the attributes of being memorable, very concise and appealing to the audience. These attributes are necessary in a slogan, as it is only a short phrase. Therefore, it is necessary for slogans to be memorable, as well as concise in what the organization or brand is trying to say and appealing to who the organization or brand is trying to reach.

<https://en.wikipedia.org/wiki/Slogan>

6. Answer the following questions.

What types of pollution do you worry about in your country?

How can you save energy in the summer, winter?

What are some other ways that people can conserve energy or prevent pollution?

7. Practice in pairs. Make a conversation on one of the given topics. Record a dialog (on mobile phone, tape-recorder, etc.) and give feedback to each other.

Ways to conserve energy and resources

***Reduce trash, recycle, save water, turn of the lights,
Carpool, do not litter, plant a tree.***

A: *What can you do to conserve energy in everyday life situations?*

B: Well, you can select the most energy-efficient models when you replace your old appliance....

A: Ohm, interesting. How does it solve the problem of environment?

8. Discuss the following slogans with your partner.

What people do to solve problems of deforestation in your country?

9. Do you know what an "eco-warrior" is? What kind of issues do they fight for and how do they fight for them?

Role-play an interview between a showman and an eco-warrior. Discuss the country's water supply that suffers from toxic chemical pollution from industrial activity. What is he/his plans for the protection of this issue?

Do you know....?

Eco warrior-is self-description for an environmental activist that adopts a 'hands on' effort to save a plot of land.

Homework

10. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Unit 4

Relations

Lesson 1

Men and women

1. Read these quotes. Do you agree or not? What do you think?

<p><i>Between men and women, there is no friendship possible. There is enmity, passion, worship, love, but no friendship.</i> Oscar Wilde</p>	<p><i>Women are much more like each other than men; they have, in truth, but two passions, vanity and love; these are their universal characteristics.</i> Earl of Chesterfield</p>
<p><i>Two women placed together make cold weather.</i> W. Shakespeare</p>	<p><i>Can man or woman choose duties? No more than they can choose their birthplace, or their father and mother.</i> George Eliot</p>

2. Read the rhyme. Work in pairs and try to explain in turns the idea of the rhyme. Is relationship between women and men the same in your country, region or mahalla? (Use some transitional devices from speaking box to support your ideas)

*Man for the field and woman for the earth;
Man for the sword and for the needle she;
Man with the head and woman with the heart;
Man to command and woman to obey;
All else confusion (A. Tennyson)*

Speaking box

Opposition / Limitation / Contradiction

Transition phrases like *but*, *rather* and *or*, express that there is evidence to the **contrary** or point out **alternatives**, and thus introduce a change the line of reasoning (**contrast**).

although this may be true

in contrast

different from

of course ..., but

on the other hand

on the contrary

at the same time

in spite of

even so / though

be that as it may

then again

above all

in reality

after all

but

(and) still

unlike

or

(and) yet

while

albeit

besides

as much as

even though

although

instead

whereas

3. Work in groups and discuss whether you agree or disagree with the following statements. Give reasons.

- ✚ Gender inequality is still a major issue in our world.
- ✚ Men and women leaders are not significantly different and should be therefore being treated the same.
- ✚ Women and men are both made by God, and we are both human, so we should be the same as everyone else.
- ✚ Women have been so assertive in areas like politics and business for obvious reasons.
- ✚ Women are emotionally strong and are able to multi-task that is why they support men.

4. Talk in pairs. What do you think about woman and man in the "same role"?

Are some of the situations below acceptable in your country? What is your opinion about that? Support your ideas with examples.

- Men wearing jewelries or make-up
- Male nurses, househusbands
- Female a government leader
- Women cosmonaut
- Male dressmaker
- Women asking men out on dates
- Girls playing with cars, monster toys

Speaking box

Transition to a Supporting Example

- ✚ For instance ...
- ✚ For example ...
- ✚ As an example ...
- ✚ To illustrate this ...
- ✚ What's an example of this? ...
- ✚ But does this happen in real life? Yes ...

5. Work in pairs. Speak out about 3 typical and 3 non typical ways of being woman/man. First make notes, then share your ideas with your partner. Think about the following issues.

Work, interests, books, clothes and hair style,
eating, friends, family, housework

Typical	Not typical

6. **Work in groups. Discuss if woman is discriminated in these areas in your country:**

- Salary
- Housework
- Promotion
- Work atmosphere
- Working in the government

7. **Arrange in two groups. Debate on the topic: Men & women – different but equal. You have 5 minutes to present your principal ideas on the topic. Support your opinions with appropriate arguments. You can find requirements for debate in Appendix 1.**



- 1) We strongly believe that women are equal to men.
- 2) The truth of the matter is women still have a long way to go before they are equal to men.

8. **Play a role with your partner. You are a prospective woman/man. You are going to be interviewed for a very popular Radio show in "VODIY SADOSI". The topic of the program is WHY MEN STILL GET MORE PROMOTIONS THAN WOMEN.**

Student A: try to pretend as a prospective man/woman, state your points of view on this issue.

Student B: play a role as an interviewer; make appropriate questions on the given topic.

Homework

9. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

APPENDIX 1

You are going to debate whether women are finally truly equal to men. Use the clues and ideas below to help you create an argument for your appointed point of view with your team members. Below you will find phrases and language helpful in expressing opinions, offering explanations and disagreeing.

OPINIONS. PREFERENCES

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt...,

DISAGREEING

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that..

GIVING REASONS AND OFFERING EXPLANATIONS

To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

YES. WOMEN ARE NOW EQUAL TO MEN

- Many governments have both male and female representatives.
- Many companies are now owned or managed by women.
- Television series now portray women as successful career makers.
- Men now share in the raising of children and household responsibilities.

- Many important laws have been passed to ensure equality in the workplace.
- In many places, a married couple can choose whether the man or the woman takes leave from work to look after the newly arrived baby.
- People aren't discussing equality anymore. It has become a reality.
- Have you ever heard of Margaret Thatcher?

EXCUSE ME? WOMEN STILL HAVE A LONG WAY TO GO BEFORE THEY ARE EQUAL TO MEN.

- Women still earn less than men in many work situations.
- Women are still portrayed in a superficial manner in many television shows.
- Look at international sporting. How many professional female leagues are as successful as their male counterparts?
- Most governments still are made up in their majority of men.
- We are having this debate because women are not equal. Otherwise, there would be no need to discuss the matter.
- Women are often not given enough responsibility based on the possibility that they might become pregnant.
- Hundreds of years of history can't have been changed in a mere 30 odd years.

<https://www.thoughtco.com>

Lesson 2

Marriage and divorce



1. Look at the pictures. Answer the following questions.

What is a marriage? Are you married or not?

How has the idea of marriage changed throughout history in your country?

How do relationships begin in different countries?

What is the best age to get married?

What is the role of religion to marriage in your town?

Is the divorce rate high in your country? What are the reasons?

2. Work in pairs. Do you agree or disagree with the following statement?

What other reasons of staying together in marriage do you know?

Speaking box

Transition to show Cause-Effect Relationship

- ✓ Therefore ...
- ✓ As a result ...
- ✓ Consequently ...
- ✓ For that reason ...
- ✓ This is important because

⚡ *People stay in marriage for many reasons: children, money, convenience, ambition, political reasons. However, you will find no greater joy being married solely for love.*

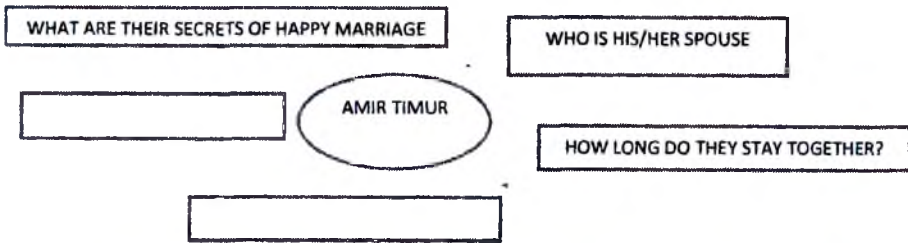
⚡ *Reasons: _____*

3. Read the following quotes. What do you think about them? Discuss them with your partner.

<p>A happy marriage is about three things: memories of together times, forgiveness of mistakes and a promise to never give up on each other.</p> <p><i>Suzuki Soraide</i></p>	<p style="text-align: right;"><i>Marriage</i></p> <p>A good marriage would be between a blind wife and a deaf husband.</p> <p><i>Muriel Nazzari</i></p>
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4. Work in groups. Here are some famous people. Choose one of them from the box and make a presentation on their relationship. Share it with your classmates.

Princess Diana, Shirin, Hamid Olimjan, Lola Karimova-Tillyaeva, Romeo



5. Do you know any couples that are staying together for more than 40 years? Share your story to the whole class.



6. Discuss the common reasons for divorce in your country with the whole class.

- What images spring up when you hear the word 'DEVORCE'?
- Do people get divorced too easily and quickly today?
- What are the main courses for getting people divorced?
- Does age make a difference in divorce?
- Are younger couples more likely to divorce?
- Is being divorced a social stigma in your country?

7. Work in pairs. Complete the chart with your peer. Change your partner and share your writings.

How should we stop it?

Ground	Reasons	Solutions
Domestic violence		
Alcoholism and drug abuse of a husband Cruelty of mother in law		
Health problems of husband/wife		
Poverty		

8. Work in pairs. Choose a situation below. Take turns to give each other advice on the given situations.

1. You are 25 years old. You have been unhappily married for 3 years. You have two small children. You are going to broke up with husband. You are worrying about children. You could not let them grow up in different environment.	2. You are 30 and you do not want to settle down yet. You take great care about your appearance. You like going to the pub, restaurant and the cinema. You are afraid of making a family.
--	---

3. You are a breadwinner of your family. You have a little salary. Your wife does not like that. Every day you have quarrels about that.

You have depression. You are going to divorce.

4. You are married and live in Tashkent. Your husband wants a divorce and you do not. He has not any grounds for divorce except that he is not happy.

A: I do not know what to do, I am so depressed.....

B: Oh dear, break-up is always very sad, but you should....

9. There is a TV show "Munosabat" on UZBEKISTAN Channel. The topic of the program is 'The harmful impact of divorce on children'. You are going to have a role-play discussion on the given topic. Act as you are at the show program. Firstly choose your role, and then prepare your speech.

Learning tip

Statement–Details–Expansion

To organize your presentation, learn this technique.

First, you must think of a statement: *I have never been to Paris, but I'd love to go there.*

Next, you must give a few details to support the statement (and use visual aids): *There are many wonderful things I would do there like ...*

Finally, you can make a closing statement that expands upon the initial one: *If I go to Paris, I won't be disappointed.*

This simple formula can help you talk about most anything. A different way of presenting this is by calling the initial statement the **introduction**, the supporting details the **main body** of the speech and the final comment the **conclusion**.

Homework

10. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Unit 5

Cross cultural communication

Lesson 1

Culture shock



Do you know...?

Culture shock refers to the anxiety and feelings (surprise, disorientation, uncertainty, confusion) felt when people have to operate within a different and unknown culture such as one may encounter in a foreign country (Wikipedia)

1. Look at the photos. Answer the questions.

What is culture shock? If any of the pictures show things which are similar or different to your culture.

Have you been abroad? When you move to a new country, what aspects of culture are the most difficult to get used to? Why?

Which country or place has the different culture from yours? Give your reasons.

2. Work in pairs. Read the following statements. Discuss the reasons of culture shock with your partner. What other reasons do you know?

↓ *Almost everyone experience culture shock when they come to a completely new environment.*

↓ *The experience of culture shock comes from not knowing what to do or how to do things in a new environment, and not knowing what is appropriate and inappropriate.*

Reasons _____

3. **Work in groups. Look at symptoms of cultural shock. Your friend is studying abroad. And he is depressed. He has the following symptoms of cultural shock. What would your advice him in each situations?**

- *Loss of identity* _____
- *Lack of confidence* _____
- *Loneliness, melancholy* _____
- *Hostility* _____
- *Insomnia* _____
- *Unwillingness to interact with others* _____
- *Depressed* _____
- *Irritability* _____

4. **There are 4 stages of culture shock. Work with your partner. Read the sentences below and divide them into the appropriate period of culture shock.**



1. Language, food, environment causes anxiety and frustration. (2)
2. Keep previous cultural identity; however, include aspects of new culture into identity. (4)
3. Feels overwhelmed by endless opportunities and the ability to have a fresh start. (1)
4. Feelings of unease following uncertainty of decision due to new surroundings and lack of familiar food, sites and people (2)
5. A positive relationship forms between the person and the new environment (3)
6. Ability to fully participate. (4)
7. Language improvements (3)
8. Individuals belong to their chosen environment. (4)
9. Begins to ease into environment as a familiarity begins to occur. (3)

10. Focus on the positives. (1)

5. **Work in groups. Discuss how you can overcome each stage. Share your ideas with the class.**

What can you do about Culture shock stages?

1. *Honeymoon* _____
2. *Rejection* _____
3. *Isolation* _____
4. *Adaptation* _____

6. **Work in pairs. Have you ever had culture shock? Talk about it.**

A: Oh, you have returned from India!!!!

B: Hello my dear friend. Yes I am finally here – in my lovely hometown!!!!

A: How did you like Agra?

B: Well, I have been there for a month, I felt quite uncomfortable.....

Speaking box

Phrases for Asking for/Giving Opinions

It's very important to be able to not only express your opinions, but also ask others for their own. Some of the phrases that come in handy in this case are:

- *Do you like that idea?*
- *What do you think?*
- *Does that make sense to you?*

7. **Prepare a role play. What do you think you are adoptable to another culture? Imagine that you have won a scholarship of exchange student. Before going there you should have an interview with the rector of your university.**

Exchange student: play a role and try to answer questions.

Rector of University: prepare questions.

8. **Work in groups. Imagine that your American/Japanese/African/Indian friends come to your country. They will stay there for a month. What kind of culture shock they may experience. Discuss and make a presentation to the class. Prepare a list of the most important cultural features of your country that a foreigner will have to adopt.**

	Cultural shock	How to adopt
1		
2		
3		
4		
5		

9. Debate the question "Cultural shock is always negative!!!" Arrange in two teams.

First team: you think that cultural shock is always negative and frustrated.

Second team: You think that cultural shock may have positive effect.

Homework

10. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Lesson 2

Cultural misunderstanding



1. Look at the photo.

*Do you know...?
Cultural misunderstandings occur when something – a word, gesture, object, social context, almost anything you can think of has different meanings in two cultures.*

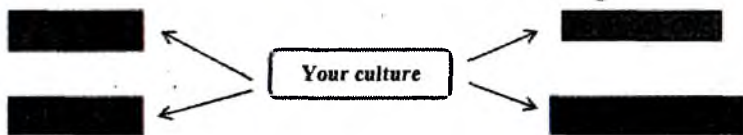
- What do you know about cultural misunderstanding?
- Can you think about any situation that you come across in another culture? Share your story with your group mates.
- What are the main reasons of cultural misunderstandings?

2. Read the statement below. Is there any situation that related to your countries culture?

1. Americans often end invitations with the phrase like “Come if you want to”.
2. Arabs offer a meal or drink for more than 3 times if you refuse it.
3. In Ukraine income, politics, religion, marital status are acceptable topics in talking with a stranger.
4. Germans are more direct in their relationship than others.
5. When a Chinese receive compliment they always answer- ‘It was really nothing’, ‘I must continue to improve’, ‘I did not merit it’.

3. Work in pairs. Think about things that describe your culture. You can use words from the box. What do you think how your culture may be misunderstood by others? Make a presentation. Share it with the class.

Religious, hospitable, poor, old-fashioned, interesting, political, modern, family-oriented, uninteresting, educated, materialistic, liberated, serious, rich, fun-love, uneducated, tolerant, ashamed, stifling, open-minded, selfish



4. In future, you are planning to go abroad to European countries. Nevertheless, you do not know how to behave in different lifestyle practices. Imagine that you going to have a meeting with an exchange student in your country. He/she is from Europe. Think about five questions that you would like to ask him/her about Western culture.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Work in pairs. Make a dialogue using questions in ex. 3.

Student A: an exchange student from England

Student B: a student from Uzbekistan

A: Hello! My name is Babur. Nice to meet you.

B: Hi!!! Nice to meet you too. I am John.

A: In your culture, what topics are not appropriate?

B: Well, let me.....

Learning tip

One of the things that can scare any ESL student does not know what to say. Long silences are awkward. So useful phrases that act as fillers, thinking words you can turn to when you need time to come up with an appropriate response. Some of these fillers include:

- Let me see...
- Let me think...
- The thing is...
- What I mean is...

6. **Work in groups. Create a list of advice for an exchange student, who is coming from England to Uzbekistan. Point out important features of your culture norms.**

- Religion
- Education
- Family life
- Ways of greetings
- Body language

7. **Work in groups. Fill in the chart and discuss the differences between cultures that lead to some misunderstandings. Use the topics from the box below.**

family relations, clothing, weddings, gestures, music, food, religion

Countries	Differences
America	
Uzbekistan	
China	
England	

8. **Fill in the chart.**

Topic _____		
What I Know	What I want to know	What I learned

Unit 6

Mass media

Lesson 1

Young people and television

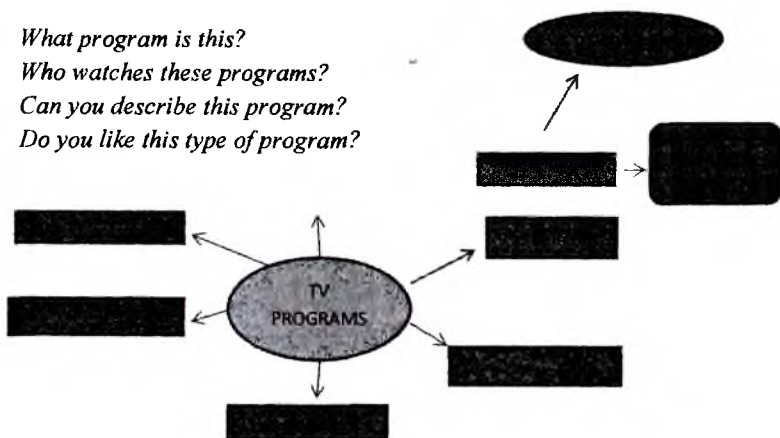


1. Look at the photos. Answer the questions.

- ✚ *Is television important in your life?*
- ✚ *How often do you usually watch TV a week? How would you spend your time if television had never been invented?*
- ✚ *What could you do for three hours without television and internet?*
- ✚ *What programs are you interested in?*
- ✚ *Does violence on television make young people more violent?*

2. Work in groups. What TV programs do people watch in your country? Design and present a poster to the whole class. Use the following questions.

- *What program is this?*
- *Who watches these programs?*
- *Can you describe this program?*
- *Do you like this type of program?*



Learning tip

A good presentation has a clear focus. Unlike a written text where you can re-read information, a presentation is mainly the words spoken by the presenter. There is no opportunity for listeners to recapture the words once they have been said. To maintain your audience's attention, your presentation needs to be well planned and have a clear focus.

Your audience will determine the amount and the depth of the material you present. For instance, for an informed audience, you can skim over the basic material. If they don't know much about your topic, you need to provide enough background information so they can understand the presentation.

3. Work in pairs. Fill in the chart. Discuss it with your peer. Is your result the same as your partner's result?

Programs	I really love	I am not too keen on	I cannot stand
1. The news			
2. Soap operas			
3. Educational			

programs			
4. Reality shows			
5. Cartoons			
6. Music programs			
7. Sport programs			
8. Documentaries			
9. Travel programs			
10. Films			
11. TV café			
12. Wildlife			

4. Act a role-play. Imagine that you are a scientific researcher. You have to make a survey on the topic "Television viewing habits of the youth in Uzbekistan. First, ask questions on the topic. Then arrange an interview with your peer. Take turns and do it again.

Student A: scientific researcher

Student B: youth (age 16-25)

5. Work in groups. Read the quotes below. Discuss them with your partner. Do you agree or not? Why?

I must say I find television very educational. The minute somebody turns it on, I go to the library and read a good book.

Groucho Marx

Today, our attention is less than the television advertisement. We're looking at six or seven problems constantly. We're living in the disturbed societies of cities. I think modern technology is one of the worst things human beings have invented.

Marina Abramovich

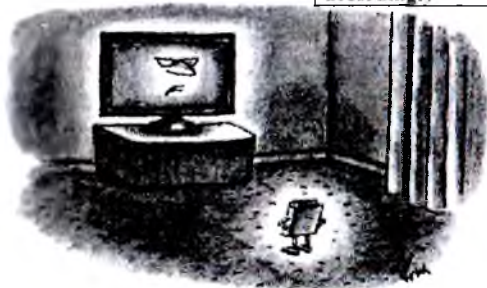
A word about TV: If a television is on, an infant will stare at it. This is not a sign of advanced development. TV entertains at a cost. Young children easily become dependent on the TV for stimulation and lose some of their natural drive to explore. A child with a plastic cup and spoon, a few wooden blocks, and a board book can think up fifty creative ways to use those objects; a child in front of a TV can only do one thing.

Benjamin Spock

Internet: Read more at: <https://www.brainyquote.com>

6. Work in pairs. Discuss the pictures below with your partner. What is your opinion about that? Compare your ideas with your peer.

Books and TV: Both can be educational and beneficial to us, but which one is better for us?



Speaking box

Effect / Consequence / Result

Some of these transition words (*thus, then, accordingly, consequently, therefore, henceforth*) are time words that are used to show that *after* a particular time there was a consequence or an effect.

Note that *for* and *because* are placed before the cause/reason. The other devices are placed before the consequences or effects.

- as a result
- under those circumstances
- in that case
- for this reason
- in effect
- for
- thus
- because the
- then
- hence
- consequently
- therefore
- thereupon
- forthwith
- accordingly

A: Watching too much TV could actually alter the composition of the human brain...

B: Really, but I do not think so.....

Work in pairs. Think about positive and negative **impact** of television on youth in your country. Fill in the chart.



8. There is a TV show on the channel 'YOSHLAR'. You are going to have a debate on the topic "Effect of television on Youth!". Arrange in two groups of experts:

Group A: You think that watching TV can be good.

Group B: You think that watching TV can be bad. It is better to read books

Support your opinions with appropriate arguments.

Homework

9. Fill in the chart.

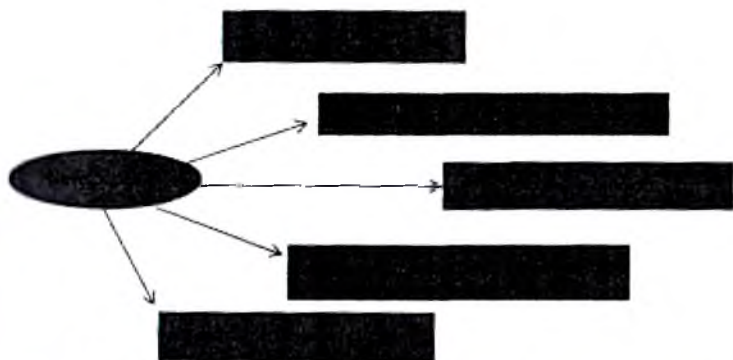
Topic _____		
What I Know	What I want to know	What I learned

Lesson 2

How do you get the news?

1. Look at the photo. Work in groups. Make a cluster for the photos.

WHAT IS IT USED FOR?



2. How do you usually get the news? How do you find out what is going on in the world? Go around the class analyze and make a survey. Fill in the chart. Share your findings with the class.

Types of media	Sometimes	Often	Never
Television			
Radio			
Internet			
Press			

3. Work in pairs and make a dialogue. Which above mentioned news sources would you describe as 'completely trustworthy'? Are there any?

A: Many news articles are not true.

B: Then read better news!!!

A: I do not know if it is simple as that. How do we know we can trust the news we read?

B: For me, I am very.....

4. Work in pairs. What is your opinion about the following statements? Do you agree or not?

- ✓ It is difficult to know which news sources are trustworthy.
- ✓ The best way to consume the news is using Chrome or another browser where you can easily bookmark websites.
- ✓ Never get your information from one source.
- ✓ No news is good news.

5. Work in pairs. Read the headings of the news. Can you guess what it is about? Discuss it with your partner(Use transitional phrases from the box).

➤ *Premiere of performance "TUMARIS" to take place in Tashkent*

➤ *Orchids shows kicks off in NEW YORK*

➤ *Twitter reports the slow growth*

6. Now read the matching news. Were you right? How different was the real news from what you thought? Why is headline often misleading?

Speaking box

In my opinion....

I think / consider / find / feel / believe / suppose / presume / assume that ...

I am of the opinion that ...

It seems to me that ...

My view / opinion / belief / impression / conviction is that ...

From my point of view, ...

I guess that ...

I have no doubt that ...

A new performance "TUMARIS" was presented to the press in the Republican House of cinema. The member of "Theatre Studio of film actors" under the National Agency "Uzbekino" performed roles in the show. This studio has become a kind of school for those filmmakers, who are not engaged in other projects. (<http://culture.uzreport.uz>)

While everything green is suffering from the winter's frost, the Botanical garden in New York city delights its visitors with its spring climate. Today it opened its doors for the 15th Orchid Show. This year's theme is Thailand, and this is no accident. After all, this Southeast Asian country is the largest orchid supplier in the world, as Thailand grows more than 1 200 species of it. <http://mir.uzreport.uz>

The US based microblog service reported the most slow growth since it went public 4 years ago. According to exchange results on Thursday, its shares dipped at least 10%, on fears that rivals Facebook and Snapchat would take the leadership in ads market. Advertising revenue in the fourth quarter declined 0.5 percent year-over-year to \$638 million. In October last year the company said it would cut 9% of its global staff as part of a broader restructuring. Twitter's net loss widened to \$167.1 million, or 23 cents per share. Meantime, its subscriber base went up 4% reaching 319 million.

7. **Look at the photo. Work in groups and write your own headline and short news to match the picture. Read your article to the class.**



8. Work in groups. Make a news program presentation. You have five to ten minutes to present a skit to the class featuring yourself as the newscasters giving whatever information you think the class needs to hear. Choose the roles and perform.

News reporter
Weather person
Sport reporter

Learning tip
Each of you should present a short news report using the six question words. Who, what, where, when, why, how

Homework

9. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Unit 7

Ethical issues in medicine, science & technology

Lesson 1

Cloning

Science and Modern Life



1. Look at the picture. Answer the questions.

- What scientific achievements or discoveries have been most important for modern life in your country? Why?
- How will science change the world in the next 100 years?
- What changes would you like to see science make to the world?
- Do you think that one day science will find a way to make people live forever? If so, do you think that would be a good or a bad thing?

2. Work in pairs. Which of the following scientific discoveries do you think have been the most important for the modern life? Rank the following scientific achievements from 1 (most important) to 10 (least important). Share your results with your partner.

- Computers
- Wireless technology
- Atomic Bomb
- Cloning
- Antibiotics
- Robots
- Solar Power
- Air Travel
- Plastic
- Electricity

Speaking box

Transition to Numbered Ideas or Points (or Process Steps)

- First ... (The first step is ...)
- Second ... (The second step is ...)
- Third ... (The third step is ...)
- Last ... (The last step is ...)

3. **Work in groups. Read the information below and discuss the issue about cloning. Make a presentation about it.**

WHAT DO YOU KNOW ABOUT CLONING?



Cloning

Definition: an exact genetic replica of living being.

Context: Two human clones would have the same genetic structure, but they probably have different personalities.

Human cloning and its position in modern society only became loudly contentious after the public introduction to Dolly in 1997, the first sheep clone that was successfully brought to term by a group of Scottish scientists from Roslin Institute. Since then, human cloning that was once thought impossible became a viable technology, and the debate has focused on ethical implications of the technology: whether it should be allowed, and a further refinement of the debate, in which circumstances should it be allowed.

Here are general principal arguments against any act of human cloning, deeply rooted within the more religious community that is against any form of direct meddling of human creation and technology that is seen as 'playing God'. Medically, human reproductive cloning is seen as a possible means of child bearing for some infertile couples, though not without its fair share of criticisms, mostly because of the low success rate and the possibility of hundreds of 'flawed embryos' being discarded in the process. Socially, the possibility of bringing forth another human being that is the exact copy of another human being, blurs the definition and scope of individual rights, because these human clones, if brought to term, will never be like any other human being with a proper lineage, nor would the clone be anyone's child, grandchild or sibling, but he or she would only be, scientifically, someone's clone.

(http://debatepedia.debate.org/en/index.php/Debate:_Ban_on_human_reproductive_cloning)

4. **Work in pairs. Discuss the following questions.**

- ✓ What do you think about the idea of cloning (creating the exact copy of) human?
- ✓ Do you think humans should be allowed to be cloned?
- ✓ Do you think pets should be cloned? Why or why not?
- ✓ Do you know what your country's policy on cloning is?
- ✓ Would you like to clone yourself or anyone else?
- ✓ If you could clone someone famous, who would it be and why?
- ✓ What do you think cloning will be like in the future? Will cloning stop or expand?

5. **Work in pairs.** What positive and negative effects could cloning have in the following situations? Discuss it with your peer and fill in the chart.

A. *Bobur is 25. He is blind and has a guide dog called Qoplon. Qoplon has been his guide dog for 8 years but getting old. Bobur feels that without him he could not live. He wants to clone his dog.*

B. *A family wants to clone his 10 years old boy. He is dying of cancer.*

C. *A businessperson wants to recreate some very influential and historical people as Amir Timur, Alisher Navoi and others. He thinks that it will educate and help people in today's world.*

D. *A young couple cannot conceive a child naturally, they have fertility problems. They would like to use their own genes to create a child.*

Cloning	
Positive sides	Negative sides

6. **Work in groups.** Imagine that you are a prominent scientist in the sphere of cloning in your country. What do you think you should clone or not in the following situations? Will it be ethical or not? Discuss these and share your opinions with the whole class.

- a. To give a chance for a childless family
- b. To bring back to life extinct animal and birds species(Jurassic park)
- c. To increase the population of your country
- d. To choose baby's IQ, height, eye color.
- e. To cure a range of diseases

Do you know....?

Ethical issue – is a problem or situation that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical)

7. Work in pairs. Imagine you are a science fiction writer. As cloning was a part of science fiction before (now it is reality), what will be the next? Write a short story that involves a new, stranger-than-reality, scientific idea. Share your story with the class. Decide which ideas of the new inventions in science are most likely to end up becoming reality and why?

8. Many people believe that the practice of cloning is wrong because it is unethical. Man should not duplicate unique individuals just for the purpose of study or medical advancements. Work in groups and debate on the topic "Cloning is not ethical".

A group: You strongly believe that cloning is not bad and has advantages.

B group: You strongly believe that cloning is unethical and has many disadvantages.

Homework

9. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Lesson 2

Plastic surgery

1. Discuss the following questions with the class.

- What do you think of plastic surgery?
- What are some examples of plastic surgery?
- Why is plastic surgery so popular in some countries? What about your country?
- Would you have plastic surgery if it were free?
- Do you think people are always happy with the results of plastic surgery they have undergone?
- What do you think the dangers of plastic surgery are?

Do you know...?

Plastic surgery is a range of procedures that reshapes or restores the form of the body. Although the term is usually associated with beautification procedures, it actually includes a broad range of practical operations including reconstructive surgery, craniofacial surgery, burn treatment, and more. Whatever the motivation, the decision to undergo surgery should never be made lightly – one must always review the potential risks and rewards.

2. Work in pairs. Complete the chart. Share your ideas with your partner.

Are there any parts of your body you do not like and want to change? What are they? Why do you want a change?

	Reason	How?
Stomach size		
Hair		
Nose		
Ears		
Skin		
Legs/hands		
Jaw		

3. Work in groups. Talk about the risks of plastic surgery. Rank the following risks that are common to all surgical procedures from most dangerous to least ones. Share your ideas with the whole class.

Tips: As with any surgery, plastic surgery carries risks. People have had surgery that has resulted in scars, disfigurement, or worse. While the worst outcomes are rare, such risks are nonetheless a reality.

The Risks of Plastic Surgery

- ✓ Infection
- ✓ Excessive or unexpected bleeding (hemorrhage or hematoma)
- ✓ Blood clots
- ✓ Tissue death
- ✓ Delayed healing

- ✓ Anesthesia risks (including shock, respiratory failure, drug or allergic reactions, cardiac arrest, coma, death)
- ✓ Loss or change of sensation
- ✓ Need for secondary surgeries/dissatisfaction with results
- ✓ Paralysis or less severe nerve damage

4. Work in pairs. Make a dialogue with your partner about the situations when plastic surgery is necessary. Act it out. Here are some possible problems to choose.

hanging skin after weight loss, liposuction, ear reshaping, nose jobs, eyeliner surgery

A: What do you think plastic surgery - you know is like, especially lip implants?

B: Yeah. I don't think it's so bad.

A: Yeah. As you know, some minor maintenance, I think. Nothing wrong with that.

5. Discuss the following newspaper headlines in small groups. What are they might be about? What is your attitude to the issues?

- ⚡ Warning: risks associated with plastic surgery
- ⚡ Plastic surgery and teenagers – a disaster expected to happen
- ⚡ Does plastic surgery really make people feel better?

6. Work in groups. Fill in the chart. Imagine that your friend is going to undergo a plastic surgery. Count all the pros and cons of plastic surgery in the following situations and give advice to him/her.

Situation	Pros	Cons	Your advice
<i>Niso, who as a young teen was mocked for her "Dumbo ears". She eventually stopped socializing. She wants her ears surgically changed.</i>	<i>The correction of a "problem" perceived by the student can make her less self-conscious, and relieve social anxiety.</i>	<i>Unsatisfactory aesthetic results Persistent pain Nerve damage</i>	<i>In this situation you need to do plastic surgery First, choose the best surgeon you can find</i>
<i>Akmal wants to have a rhinoplasty to fix his nose.</i>			
<i>Amina, who as a young teen was mocked for her "buck-toothed" smile</i>			
<i>Zubaida was severely</i>			

burned in a kerosene fire, which resulted in her face melting down into her neck.			
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7. Work in two groups. Debate on the following proposals.

Group A: prepare arguments in favor of these proposals.

Group B: prepare arguments against them.

- | |
|--|
| <ul style="list-style-type: none">✦ Many people turn to plastic surgery for better physical appearance.✦ When someone does unnecessary plastic surgery, they begin to look abnormal which leads to addiction.✦ Most plastic surgery operations are extremely complex and require a high degree of anatomic knowledge and surgical skill. |
|--|

Homework

8. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Unit 8

Education

Lesson 1

Future of education



1. Look at the photo. Make a poster in groups of your image on the future of education.

What is the future of education?

Will teachers be still needed in the future?

Will students meet in the class in future every day?

How differently will students learn?

What do you think the education will be like in 50 years' time?)

2. Read the statements below. Discuss them in pairs. Share your ideas with the whole class. Which of these suggestions would improve education in your country in the future?

- The library ought to be replaced by multimedia centers with computers.
- Student should not be taught by teachers.
- The school day should last longer.
- Students should be taught only by distance education.
- Students should use telephones to find information or speak to expert in subject areas they are studying.
- All lessons should be multidisciplinary.

➤ All lessons should have individual plans created by teachers.

A: In my opinion, libraries ought to be replaced by multimedia centers with computers.

B: Why do you think so?

A: Well, it is very useful and saves student's time....

3. Fill in the chart. Go around the class and make a survey. Are there any other problems in educational system in your country? How can you make your education better in the future? Share your results with the class.

	What is the problem now?	How to make it better?
Classrooms		
Teachers		
Exams		
Participation		
Subjects		
Technology		

4. Work in pairs. Read the following teacher's responses on the future of education. Do you agree or disagree? Why? (Use words and phrases from the box to state your point of view)

<p>There will be more creativity in education. <i>"Because that's what careers will require. Education will be not just taking in information and sharing it back, but also figuring out what to do with that information in the real world." — Josephina Rivera, Jr., educator in Buenos Aires, Argentina</i></p>	<p>Education will look nothing like it does now. <i>"Schools will be multidisciplinary, with a focus on social justice. You have to change the world by changing the classroom, and right now, the difference between the poor and rich districts is huge." —Eduardo Godoy, educator in Sao Paulo, Brazil</i></p>
<p>There will be no physical campus. <i>"Instead, students will learn in traveling classrooms, and the real world will be their campus. Students will live together and use city libraries and city laboratories to complete a project. Learning won't be limited to a physical school. There's already a model for this: Minerva Schools, a venture university." —Hyuk Jang, educator in Busan, South Korea</i></p>	<p>Will schools even exist in 2050? <i>"Is teaching a dying profession? If not, then the classroom will change a lot. I don't think schools will exist in the same format, with desks and chairs. Instead, learning will incorporate virtual reality and multiple perspectives. Students will learn how to negotiate issues and exchange ideas." —Sharon Hadar, educator in Raanana, Israel</i></p>

Speaking box

Transition between Contrasting Ideas or Points

- However ...
- Conversely ...
- On the contrary ...
- On the other side ...
- On the other hand ...
- If we flip that around ...
- Yet, we cannot ignore ...
- The opposing argument ...
- If we examine the opposite side, we see ...

5. Work in groups. Read the statement below. Do you agree with this statement? Think about 5 things that will lead learning to pleasure. Share your ideas with the class.

Education in the future will be more efficient, because of high technology. Learning will be a pleasure and some kind of relax.

1. _____
2. _____
3. _____
4. _____
5. _____

6. **Work in pairs. Imagine you are a member of Ministry of higher education of Uzbekistan that has been asked to suggest improvements for higher educational system. Make recommendations giving background information.**

Learning tip:

The universities should have....

Students should have a ...

Teachers ought to be...

I think students should have a personal laptops connected with Internet. At the moment there are not any.....

7. **Compare your recommendations in groups. Choose one the most interesting and share it with the class.**

8. **Imagine that in the future students will learn from special headpieces, the lessons would involve throwing books into a special machine that transmitted knowledge directly into students' brains. Make a debate on this issue.**

Group A: you think that it is nonsense.

Group B: you believe that it will help the world education get better.

9. **Fill in the chart.**

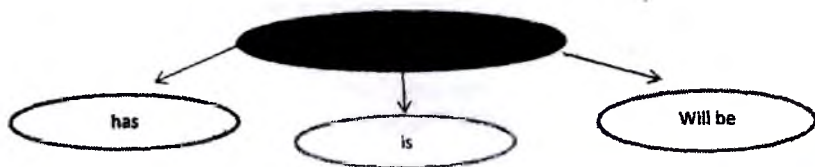
Topic _____		
What I Know	What I want to know	What I learned

Lesson 2

My idea about ideal school

1. Fill in the cluster. Add your own ideas about the school you liked.

What is your idea about ideal school?



2. Work in groups. Tell a story about your school you went to as a child.

- When it was
- Where it was
- What you liked best
- A good friend
- Teachers
- Subjects

3. Work in pairs. You are a journalist of the journal "Tafakkur". You are going to interview a prominent scientist of Uzbekistan about his/her school time. Use the following questions to make a conversation. Take turns and do it again.

- Did you enjoy your time at school? Why (not)?
- What did you like best?
- Were you a good student at school?
- Do you have any interesting stories from your school days?
- Do you think that school system in our country is generally of a good standard?
- How could it be improved?

4. Do you know anything about English and American school systems? Make a survey among the class. Elicit as much as possible from the class.

	English	American
Stages		
Subjects		
Teachers		
Fees		
Uniform		

5. Work in groups. Compare English/American school systems with Uzbek school system. Which school systems do you like best? Why? Choose someone to report the group opinions to the class.

6. Work in pairs. Imagine that you are going to send your child to a school this year. Read the descriptions of the schools below. Which one would you choose? Why?

A. School Yulduzcha. This positive school believes in student's independence. There are not a lot of rules. Lessons are optional if you have already studied that topic in a previous course. You do not have to go to the lessons if you prefer to do private study in the library. Nevertheless, there are some responsibilities too. Students have to wear uniforms. In one week, they have to do a lot of homework for each of 9 subjects. At the end of the week they should take exams in each subject. Otherwise, they have to go back and repeat the year.
B. School Amir Timur. This school has a reputation for having the toughest students on the planet. Every morning, the students have to get up at 6:00 and run 10 miles. Then they have to go for breakfast, which is plov. After breakfast they must do their homework for three hours. Then they have to go to class. Teachers are very strict and sometimes they shout at them. The students must not ask questions. After classes they have lunch. At 8:00 they must go to bed, they cannot talk to each other. There is no uniform.
C. School UZBTECH. This school is very popular. All students have to do their work over the internet. Therefore, students do not have to go to school every day. They must be online from 8:00 until 13:00, with a Skype connection with their robot teachers. They have to study only the subject that is connected with high technologies – Computer science.

7. **Work in groups. Discuss pros and cons of each school in ex.6. Which school can be nominated as an 'Ideal school'? Share your results with the class.**

School	1	2	3
Pros			
Cons			

8. **Read the statement below. Which one do you agree with? Why? Work with the whole class and share your point of views.**

- *A good teacher is the strict teacher.*
- *School uniforms are essential.*
- *Schools should be five days a week.*
- *Education should not be free in schools.*
- *Pupils should choose their subject according to their interests.*

9. **Work in groups. Imagine that you are the Headmaster of a new school in your Mahalla. Your school is very modern and is set to offer a high quality education for three hundred pupils. There are equipped classes with high technologies, qualified teachers from all over the world. But your school is not free. Some people of your Mahalla are very angry that their children have not any opportunity to study there. They asked government to close this school. What should you do in this case? Discuss it and give your suggestions.**

10. **Work in groups of 4. Design the perfect school in your country. Present your poster to the class. The class should vote for the best one among the groups' posters.**

Homework

11. **Fill in the chart.**

Topic _____		
What I Know	What I want to know	What I learned

Unit 9

Social issues

Lesson 1

Crime



1. Look at the photos. What can you see in each one? Make a cluster on the board and write words as many as possible associated with the word 'CRIME'.

2. Discuss the following questions with the whole class.

Does your city have any dangerous areas? Where are they?

Are you afraid to walk outside after dark? Why?

What are some things people can do to protect themselves from crime?

What do you think the worst crime a person could commit is? Why?

What crimes do you think will increase in the future?

3. Match crimes with their descriptions.

a. Murder	1) Unlawfully and deliberately killing someone
b. Kidnapping	2) Taking somebody by and demanding money or conditions to free that person
c. Burglary	3) To breaking a building, often while no one is in it, and steal money or objects
d. Mugging	4) To take something by force from someone, often in the street
e. Pickpocketing	5) To steal from someone's pocket etc, without them realizing
f. Arson	6) To set fire to a building illegally.
g. Theft	7) Stealing-usually secretly and without violence
h. Manslaughter	8) Killing someone by accident through a careless or dangerous act
i. Smuggling	9) To bring illegal goods, like drug, strong dinks, cigarettes into a country or to bring goods into a country without paying taxes.

4. Work in pairs. Have you ever been a victim of crime? Which above mentioned crimes have you experienced personally, or through a friend? Are there any famous cases from your country? Tell your partner what have happened.

5. Read the following newspaper headlines. What do you think happened in each of the situations? Discuss it in groups, Circle the words connected to crime.

Police to visit UK zoos and wildlife parks after rhino killing in France

MAINE WOMAN SUFFERING FROM ALZHEIMER'S FOUND DEAD, COULD BE SUSPECT IN HUSBAND'S KILLING

'It sounded like my child': the 'virtual kidnappers' scamming Americans

6. Work in pairs. Match the headlines from previous exercise with their story below. Answer the questions.

What is the crime that is in the headlines today in your country?

A Maine woman suffering from Alzheimer's disease and recently found dead may have also fatally shot her husband, cops said. Sue Kim Coito, 65, was found in the woods near her home in Arundel, Maine on Friday morning, cops said. A search dog came across her body about 375 yards away from her house, according to the Portland Press Herald. Coito was suffering from Alzheimer's and her husband, Matthew Coito, was acting as her caregiver. That was until Wednesday, when a relative went to visit the couple's home, according to the Press Herald, because no one had heard from the couple in nearly a week.
<http://www.nydailynews.com>

What is a most recent crime that has happened in our city?

Police are visiting every zoo and wildlife park in the UK that houses rhinos to offer security advice after poachers shot dead a white rhinoceros and sawed off its horn at a zoo in France.

The head of Britain's National Wildlife Crime Unit (NWCU) said the French attack, the first of its kind in Europe, was a wake-up call, and urgent security checks needed to be made to protect the 111 rhinos in captivity in the UK. www.theguardian.com

'Tracy Holczer was driving with a friend to their writers' group in a suburb of Los Angeles when she got a terrifying call on her cellphone from a number she didn't recognize. A hysterical girl was screaming on the other end of the line.

"Mommy, please help me! Someone grabbed me, and I'm in a van. I don't know where I am!" It was 4:45pm on 22 March, and it was immediately clear to Holczer that she was experiencing the most unimaginable horror any parent could comprehend: her 14-year-old daughter, Maddy, whom she had left at home 30 minutes earlier, had been kidnapped.

<http://www.theguardian.com/us-news>

7. Choose one of news in ex6. Ask questions according to the story. Take turns and make a dialogue. Present it to the class.

A: Do you know about Alzheimer disease?

B: Yes, it is one of the.....

A: You are right. In my opinion that was the reason that....

Homework

8. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

Additional materials

1. Answer the questions below.

- What is the purpose of punishment?
- Would you rather be dead than spend life in prison?
- Is capital punishment (the death penalty) practiced in your country? If so, for what crimes can a person be sentenced to capital punishment?
- Are there any reasonable alternatives to the capital punishment? What?
- Who are some famous people who were executed?

In some countries it is legal to kill someone if they have committed a terrible crime. This is called a death sentence, or the death penalty.

2. Read the quotes. Discuss it in groups.



Capital punishment is as fundamentally wrong as a cure for crime as charity is wrong as a cure for poverty.

(Henry Ford)

quotes.com



Capital punishment kills immediately, whereas lifetime imprisonment does so slowly. Which executioner is more humane? The one who kills you in a few minutes, or the one who wrests your life from you in the course of many years?

(Anton Chekhov)

quotes.com



That old law about an eye for an eye leaves everybody blind. The time is always right to do the right thing.

(Martin Luther King, Jr.)

quotes.com

Work in pairs. Choose one topic and make a conversation. Present your dialogue to the class.

- *The death penalty is morally wrong.*
- *Execution should be done in public.*
- *The death penalty is a human rights violation.*
- *Capital punishment goes against almost every religion.*

A: Are you in favor of capital punishment?

B: Ohm, No. Capital punishment is not needed. There are other ways to punish someone of

their crimes many being more moral than the death penalty. Taking someone's life is wrong no matter how bad the crime committed.

A: Do you think so?... But, in my opinion....

4. "Public opinion about Capital punishment". Go around the class and make a survey. There are four situations. Ask student's whether they agree/not agree with the capital punishment for people found guilty of each of the following crimes.

Crimes	Against capital punishment	For capital punishment	Not have an opinion
1. Someone placed a bomb on an airplane that had 387 passengers on board. The bomb exploded, killing all aboard.			
2. A computer hacker managed to delete all of the hard drives of all computers in your country. This brought about the collapse of society.			
3. Someone killed the leader of your country.			
4. A bank robber stole \$1 billion from your country's national bank and killed three security guards in the process.			

5. Work in pair. Match the methods of capital punishment that are used around the world with their definition. What is the worst thing about each method?

<p>A. Hanging B. Shooting C. Lethal injection D. Electric chair</p>	<p>1. suspension of a person by a <u>noose</u> or <u>ligature</u> around the neck. 2. executed person is <u>shot</u> by one or more <u>firearms</u>. 3. the practice of injecting one or more drugs into a person (typically a <u>barbiturate</u>, <u>paralytic</u>, and <u>potassium solution</u>) for the express purpose of causing immediate death. 4. a method of <u>execution</u> originating in the <u>United States</u> in which the condemned person is strapped to a specially built wooden chair and <u>electrocuted</u> through <u>electrodes</u> fastened on the head and leg</p>
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6. Imagine that you work in the government system in your country. The parliament decided that capital punishment is necessary in your country. The parliament members told your group to manage the following:

- ✚ Crimes that should carry the death penalty.
- ✚ Methods of execution.

7. Work in groups. Present your ideas to the class.

8. Read the following statements. Discuss whether you agree or not. Why?

- ❖ Capital punishment is the right punishment for those who take away life – murderers, terrorists and drug peddlers. Those who have taken a life should be killed – a life for a life.
- ❖ Execution is a violation of the right to life as proclaimed in the Universal Declaration of Human Rights.
- ❖ One thing is certain: no executed person will ever kill again.
- ❖ It would surely cost a lot more money to keep murderers in prison serving a life sentence than to execute them.
- ❖ It is a cruel, inhuman and degrading punishment, whether by the hangman's rope, the firing squad, poison gas, lethal injection, the sword, stoning or the electric chair
- ❖ It is more humane to put someone to death than to keep them locked up for years.
- ❖ Capital punishment does not deter crime. All studies by the UN and others show the death penalty does not prevent crime any more effectively than other punishments
- ❖ The death penalty is discriminatory and is often used disproportionately against people from poor backgrounds or of particular races, or those with mental health problems
- ❖ If someone is put to death, they have no chance to change their lives or to contribute positively to society.

9. You are participating at the talk show 'Question time' on **Yoshlar** channel. You are going to debate on the topic "Capital punishment pros and cons".

Group A: make a list of arguments that is For capital punishment.

Group B: make a list of arguments that is Against capital punishment.

DISCUSS:

- ❖ What is it?
- ❖ Is it fair?

- ❖ Is it necessary?
- ❖ Is it wrong?
- ❖ What is your opinion?

10. Fill in the chart.

Topic _____		
What I Know	What I want to know	What I learned

G. Bakieva, Z. Salieva, X. Samigova

LANGUAGE SKILL:

SPEAKING

2

Муҳаррир **Н. Рустамова**

Бадий муҳаррир **К. Бойхўжаев**

Компьютерда саҳифаловчи **З. Улуғбекова**

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

«DAVR MATBUOT SAVDO» босмахонасида чоп этилди.
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