

Integrated Language Skills, for the 1st year students

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

S. SAIDOVA

NAVOI STATE PEDAGOGICAL INSTITUTE

**INTEGRATED LANGUAGE SKILLS
(for the 1st year students)**

Field of knowledge: 100000 – Education

Field of education: 110000 - Education

Course of Study: 60111800 – Foreign language and literature (English)

NAVOI-2022

Integrated Language Skills, for the 1st year students

Saidova S.Ya. Integrated language Skills. (for the 1st year students) Course book, Navoi :2022.- 181 pages

The textbook is intended primarily for bachelor students of foreign language and literature directions, philology students, as well as teachers of the institutes and universities who train specialists for secondary specialized establishments and colleges and lyceums.

Reviewers: Tukhtaeva K.D. - Associate professor of English and Literature department of Navoi State Pedagogical Institute, candidate in Philological Sciences.

Gulyamova M. Kh. – Head of the Department Integrated Language Skills of English №1” of Uzbekistan State World Languages University, Doctor of Philosophy in Pedagogical Sciences, associate professor.

This textbook was recommended for publication by the Academic Council of Navoi State Pedagogical Institute in June, 2022

Integrated Language Skills, for the 1st year students

PREFACE

When the main four language skills are integrated into one it means reading, writing, listening and speaking in foreign language teaching in the classroom simultaneously. The real communication means with the help of all the language skills communicative skills are employed at the same time.

The present book is written on the basis of the course of integrated language skills which has been conducted in various educational establishments where this discipline is major and included into the curriculum. The author focuses on issues related to the general linguistic theory of linguistics and private problems of teaching these four skills: reading, writing, listening and speaking.

The issues of the book and the special (private) problems of teaching integrated language skills. After the independence of Uzbekistan, textbooks written in foreign languages began to appear for the first time. This textbook also applies to practical English by integrating all four skills.

When writing the textbook, the author made an attempt to take into account new directions and approaches to the problems of teaching English from practical point of view. In the process of covering the topics of the course “Integrated Language Skills” the author also addressed the issues of general and private linguistics and teaching methodology.

The course book differs from other manuals and textbooks of this kind in several ways. The textbook includes 1. New and up-to-date information on the subject taken from various sources. 2. Interdisciplinary approaches as they contain materials on Linguistics and Methodology. 3. The texts have been taken, in most cases, from different internet resources. 4. The themes which cover the most topical problems which are given in the syllabus of the subject.

Teachers who deal with this sphere may select the topics according to their curriculum depending on the hours allocated for conducting lessons. The

Integrated Language Skills, for the 1st year students

textbook is intended primarily for students of English and Literature faculties, philology students, as well as teachers of the institutes and universities who train future teachers for secondary schools, academic lyceums and colleges.

Now a word about how to integrate the four main language skills in teaching: the aim ultimately to preserve accuracy while still making use of authentic communicative activities for the students: use the “PPP” (Present, Practice, and Produce) approach; use the communicative activities in which students produce certain structures according to certain real-life situations. While they do so, provide feedback to encourage students to use grammar accurately. Try to present new language to students in rich contexts. Always provide them with situations in which they can practice the language, through role-playing, acting out scenes, or by asking and answering questions.

It is significant to understand that the main purpose of integrating the four language skills is developing real-life communication, which means that it is very important to provide students with authentic materials and create real-life situations to increase opportunities for real communication and continuous practice in order to gain both fluency and accuracy in using the language.

In an end, the certain course book contains Nine Units and each of which includes two or three lessons for developing integrated language skills of the first year students.

From the author

Integrated Language Skills, for the 1st year students

UNIT 1. PEOPLE AND PERSONALITIES

Objectives of this unit:

- *to get acquainted with each other*
- *to know how to describe people*
- *to understand how geniuses think*
- *reading skills: finding examples that help explain new ideas*
- *vocabulary: grouping words*
- *to talk about ways of being genius*
- *reading skills: skimming*
- *to know about Chinese horoscope*

Lesson 1. People's Appearance and Character

Objectives of this lesson:

- *to get acquainted with each other*
- *to know how to describe people*

1. Look at the following adjectives and decide if any of them apply to you.

Talkative eccentric cheerful indecisive clumsy

The Activity 1. Discuss the tasks of the activity with your partners and decide if they are 'input' or 'output' ones.

The first part of an integrated skills lesson plan should combine two of that core language skill while teaching children something new about the theme that you are covering. To help with this, it's useful to think about the idea of 'inputs' and 'outputs':

Integrated Language Skills, for the 1st year students

1. How is your class taking this information in (an input)? Is it via listening or reading?
2. How will they relay this information to others later (an output)? Is it through writing or speaking?
3. Look at the following adjectives and decide if any of them apply to you.



DESCRIBE YOURSELF

- Accomplished • Attentive • Confident • Dependable • Entrepreneurial
- Achiever • Balanced • Conscientious • Devoted • Exciting
- Active • Broad-minded • Consistent • Diplomatic • Facilitator
- Adaptable • Candid • Constructive • Direct • Fast
- Adept • Changeable • Controversial • Dynamic • Flexible
- Ambitious • Cheerful • Cooperative • Easy going • Focused
- Analytical • Committed • Courageous • Eclectic • Forgiving

4. Pick out adjectives and use them in your speech while describing your partner.



5. Look at the following questions and answer them.

Describe a friend you have known for a long time. You should talk about:

1. How long you have known him

Integrated Language Skills, for the 1st year students

2. How you met him
3. His personality and character
4. What you have in common and say what you like doing together.



6. Watch the video

<https://www.facebook.com/AEPROCA/videos/describing-people-part-6-ears-and-lipsaprendeingles-learnenglish-learnathome-aep/2231109863690052/> and discuss.

Lesson 2. Talents and in-Born Talents, Genes

Objectives of this lesson:

- *to understand how geniuses think*
- *reading skills: finding examples that help explain new ideas*
- *vocabulary: grouping words*
- *to talk about ways of being genius*

1. Work in groups and place six pens of the same size on a table in front of you. Then do the following:

1. to arrange the pens so that they form two equal triangles;
2. to arrange the pens so that they form four triangles of any size;
3. to make four triangles of equal size;
4. to use these six pens to make eight triangles of any size.

2. Work in groups and place six pens of the same size on a table in front of you. Then do the following:

1. To arrange the pens so that they form two equal triangles;
2. To arrange the pens so that they form four triangles of any size;
3. To make four triangles of equal size;
4. To use these six pens to make eight triangles of any size.

Integrated Language Skills, for the 1st year students



2. Read the title of the article and skim it in one minute.

In the essay “The Art of Genius: 8 Ways to Think like Einstein” by Michael Michalko is an essay telling us about intelligence and geniuses. This essay talks about academics who've tried tests between intelligence and genius. But their IQs were a lot higher than Richard Feynman, a Nobel Prize winner. This written piece compares average people to geniuses, when there's a problem average people will solve through it the easiest way.

But geniuses will look for other ways to solve the problem. When Albert Einstein was asked to explain the difference between an average person and himself, he said that if he was looking through a stack of hay for a needle, he would look through the whole stack trying to find any other possible needles in the stack. Unlike average people, they would look until they find a needle and quit looking. This is why geniuses are so smart, it's because they look at the situation as a whole and they make sure they've gone through everything.

This essay has stated that biologists have known for a while, that gene pool that's lacking in variation won't be able to adapt to changes eventually.

4. The Art of Genius: Six Ways to Think Like Einstein by Michael Michalko from the Futurist Reader¹

¹ The Art of Genius Six Ways to Think Like Einstein. <https://pdfcoffee.com> › the-art...

Integrated Language Skills, for the 1st year students

1. How do geniuses come up with ideas?

2. What links the thinking style that produced Mona Lisa with the one that spawned² the theory of relativity?

3. What can we learn from the thinking strategies of the Galileos, Edisons, Gregor Mendel, Leonardo da Vinci, David Bohm and Mozarts of history?

For years, scholars tried to study genius by analyzing statistics. In 1904, Havelock Ellis noted that most geniuses were fathered by men older than 30, had mothers younger than 25, and usually were sickly children. Other researchers reported that many were celibate (Descartes), fatherless (Dickens), or motherless (Darwin). In the end, the data illuminated nothing.

Academics also tried to measure the links between intelligence and genius. But they found that run-of-the-mill physicists had IQs much higher than Nobel Prize winner and extraordinary genius Richard Feynman, who's IQ was a merely respectable. Genius is not about mastering languages at the age of seven or even being especially smart. Creativity is not the same as intelligence. Most people of average intelligence can figure out the expected conventional response⁶ to a given problem. For example, when asked "What is one-half of 13?" most of us immediately answer six and one half. That's because we tend to think reproductively.

When confronted with a problem, we sift through what we've been taught and what has worked for us in the past, select the most promising approach, and work toward the solution. Geniuses, on the other hand, think productively. They ask: "How many different ways can I look at this problem?" and "How many ways can I solve it?"

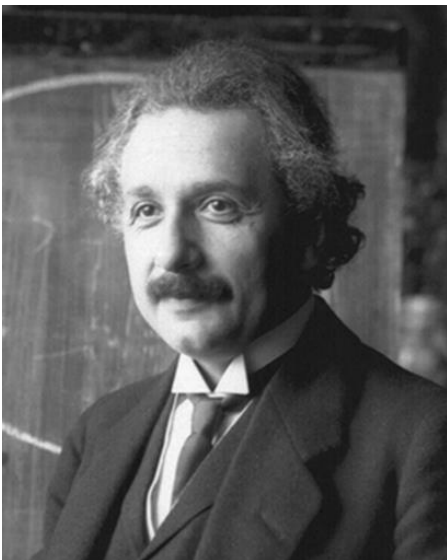
A productive thinker, for example, would find a number of ways to "halve 13"⁷:
 6.5 $1/3=1$ and 3 THIRTEEN = 4 XI/II $8 = 11$ and the mark of genius is the willingness to explore all the alternatives, not just the most likely solution. Reproductive thinking

² The Art of Genius Six Ways to Think Like Einstein. <https://pdfcoffee.com/the-art...>

Integrated Language Skills, for the 1st year students

fosters rigidity. This is why we often fail when we're confronted with a new problem that appears on the surface to be similar to others we've solved, but is, in fact, significantly different. Interpreting a problem through your past experience will inevitably lead you astray. If you think the way you've always thought, you'll get what you've always gotten. For centuries, the Swiss dominated the watch industry. But in 1968, when a U.S. inventor unveiled a battery-powered watch at the World Watch Congress, every Swiss watch manufacturer rejected it because it didn't fit their limited paradigm. Meanwhile, Seiko, a Japanese electronics company, took one look at the invention and proceeded to change the future of the world watch market.

1. Geniuses Look at Problems from All Different Angles



Albert Einstein's theory is a description of interactions between different points of views. Sigmund Freud's method was created to identify that didn't fit into traditional paradigms. This is a way to come up with completely different perspectives. Geniuses don't solve existing problems; they find new ones with new questions and new answers. When they solve problems they put aside their first way to solve it because that approach usually comes from another resolution.

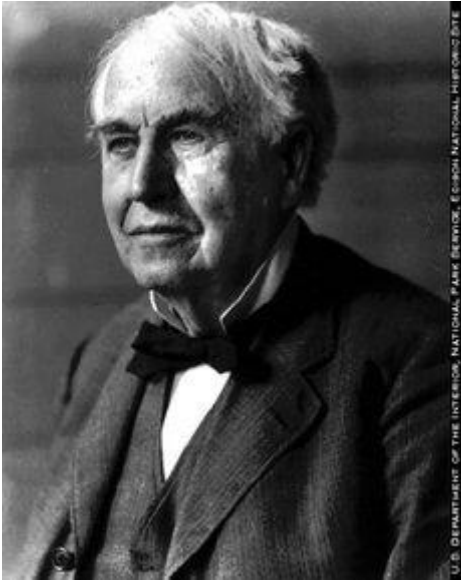


2. Geniuses Make Their Thoughts Visible

When geniuses have a particular verbal facility they can begin to establish other abilities such as visual and spatial that will show them information in different ways. All the creativity in this process is tied to the making of graphic illustration. For example Leonardo da Vinci and Galileo Galilee made their

Integrated Language Skills, for the 1st year students

scientific thinking into something visible, such as the Mona Lisa which Leonardo da Vinci is most famous for.



3. Geniuses Produce

Thomas Edison holds the world record for holding 1093 patents; he would make one small invention every 10 days and one major invention every six months. Thomas had a high productivity rate. Other scientists would did the similar things, for example Johann Sebastian Bach wrote a cantata every week, he did it no matter what, even if he was sick or tired; Wolfgang Mozart also produced a lot of work, more

that.

Geniuses Make Novel Combinations

Geniuses are always combining thoughts, ideas and pictures, just like children building and rebuilding sand castles. Einstein didn't invent the idea of energy, speed of light or mass; he combined them in a novel. Gregory Mendel's laws of heredity were invented to establish a new genetic science.

Geniuses are always combining thoughts, ideas and pictures, just like children building and rebuilding sand castles. Einstein didn't invent the idea of energy, speed of light or mass; he combined them in a novel. Gregory Mendel's laws of heredity were invented to establish a new genetic science.



4. Geniuses Force Relationships

Unlike average people, geniuses can put together unconnected ideas, which cause them to see what others miss. Da Vinci found out sound travels through waves because he saw similarities between the noise from a bell and the sound of ripples from a rock hitting the water.

Integrated Language Skills, for the 1st year students

F.A Kekule, and organic chemist estimated the shape of the benzene ring like molecule when he dreamed of a snake biting its tail. It shows the simplest things can get scientists thinking and inventing things easily.

5. Geniuses Think in Opposites



David Bohm, a physicist says that geniuses can think different from others because they can handle more equivalence between two inconstant test subjects. Niels Bohr, another physicist disagreed, he said that if you hold opposites together you will decrease your normal thinking process and let intelligence beyond logical thinking to create a new form. For example Niels' ability to imagine lights as a particle and a wave,

this led to his realization of the principle of complementary.

6. Geniuses Think Metaphorically. Aristotle believed that if you could see



resemblances between two different areas of existence is a great skill. Alexander Graham Bell compared the working of the ear to a small piece of moving steel. In the making of this he invented the telephone.

By drawing analogies, such as principles and everyday even, Albert Einstein made some of his brilliant discoveries. For example, he would draw things such as standing on a

platform watching a train pass or rowing a boat.

7. Geniuses Prepare Themselves for Chance

The first principle of a "creative accident" is trying something, failing and then doing something else. Creative accidents lead



Integrated Language Skills, for the 1st year students

to questions, such as "what have we done?" and by answering that's in a novel, it's an unexpected task, but important for the creative act.

8. Alexander Fleming wasn't the first physician to research the toxic bacteria, and to realize mold grows on an exposed culture. A less successful physician would have declined the unrelated event, but Alexander Fleming thought that it was interesting and it had potential, it was penicillin.



When Edison was trying to figure out how to make a carbon filament he discovered himself aimlessly twisting a piece of putty in his hands. He then found the answer to his problem; he just had to twist the carbon rope.

4. Study the essential vocabulary and try to use them in language situations

1. Spawned - gave birth to;
2. Celibate -not active sexually
3. Illuminated -showed; proved
4. Run-of-the-mill -ordinary
5. Conventional response -typical answer
6. Halve 13 -divide 13 into two equal parts
7. Mark of genius -true sign that someone is a genius
8. Fosters rigidity -leads to uncreative thinking
9. Lead you astray -take you in the wrong direction
10. Unveiled -showed for the first time
11. Paradigm -model that shows how something works
12. Look at something from all angles -think about something from many different

Integrated Language Skills, for the 1st year students

perspectives

13. Conceptualize -the problem find creative new ways to think about and solve the problem
14. Contemporaries -people who lived at the same time as Galileo
15. Held patents -owned the rights to new inventions
16. Idea quota -minimum number of new ideas within a certain time period
17. Cantata -piece of religious music with singing
18. Building blocks -small pieces of wood that children play with
19. Heredity scientific -process of passing qualities from parents to children
20. Facility - ability to do something well
21. Highest order - highest level or quality.

3. Read the sentences below and write T (True) or F (False).

1. The author's main purpose is to discuss the importance of 12 famous geniuses_____
2. The author would agree that all geniuses are creative. _____
3. Geniuses always have an exceptionally high IQ. _____
4. Most people are reproductive thinkers. _____
5. According to the article, geniuses are identified by their ability to solve problems much faster than average people. _____
6. Geniuses have little patience for accidents. _____

4. Complete the chart below with examples that support each idea from reading. Then share your ideas with a partner.

Ideas about Geniuses

They try to solve problems in as many different ways as possible.

Example: Finding five or more ways to divide 13 in half.

They open their minds to new ways of thinking about things.

Example: _____



Integrated Language Skills, for the 1st year students

They creatively combine two or more things or ideas to make something new.

Example: _____

They create a large quantity of things or ideas.

Example: _____

3. Review the following adjectives used to describe people in the reading. Put each word in the correct column in the chart below:

average

run-of-the-mill playful

talented

creative

extraordinary original

conventional

	Geniuses	Ordinary People
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Lesson 3. Horoscopes and Stereotypes

Objectives of this lesson:

- *reading skills: skimming*
- *to know about Chinese horoscope*

1. Answer the following questions:

Integrated Language Skills, for the 1st year students

1. What is a horoscope?
2. Do you often read horoscopes?
3. Do you believe in horoscopes or astrology?
4. What's a rooster?
5. What's the difference between a sheep and a goat?

2. Read these 12 descriptions. Which one describes you best? Make a note of the number.

<ul style="list-style-type: none"> ✓ Bright and inspiring. ✓ Fun and easy going. ✓ You make an exceptional parent. 1 	<ul style="list-style-type: none"> ✓ Sometimes too honest and ambitious. ✓ Prone to spending too much. ✓ Prone to anger quickly. 2
<ul style="list-style-type: none"> ✓ Very impatient. ✓ Cheerful and popular. ✓ A winner with money. 3 	<ul style="list-style-type: none"> ✓ Creative and elegant, best suited for the arts ✓ Passionate but timid. 4
<ul style="list-style-type: none"> ✓ Trustworthy leader of people. ✓ Generous but stubborn. ✓ High chance for success. 5 	<ul style="list-style-type: none"> ✓ Very shy but short tempered. ✓ Likes to be surrounded by family. ✓ Very impulsive and honest. 6
<ul style="list-style-type: none"> ✓ Intense and wise, but vain. ✓ Determined and passionate ✓ A winner with money. 7 	<ul style="list-style-type: none"> ✓ Good work attitude and hungry for knowledge ✓ Sometimes eccentric and selfish. 8
<ul style="list-style-type: none"> ✓ Stubborn on outside - very good hearted inside. ✓ A natural leader. 9 	<ul style="list-style-type: none"> ✓ Highly intelligent and able to influence others. Great politician. ✓ Inventive and talented, but can be easily discouraged. 10
<ul style="list-style-type: none"> ✓ A tough spirit- aggressive and courageous. ✓ A sensitive deep thinker who is honest with friends. 11 	<ul style="list-style-type: none"> ✓ Always very lucky. ✓ Talented and affectionate, yet shy ✓ You are a peace seeker. 12

Integrated Language Skills, for the 1st year students

3. Read the text and answer the following questions.

1. Does the author believe in horoscopes? Prove your answer.
2. What legend has been mentioned in the text?
3. What is astrology?
4. What is astronomy?
5. What does the word “disaster” mean?
6. What is observatory?
7. What do you know about Ulugh Beg Observatory?



Ulugh Beg Observatory

The Ulugh Beg Observatory is an observatory in Samarkand, Uzbekistan, built in the 1420s by the Timurid astronomer Ulugh Beg. **Islamic astronomers** who worked at the observatory include Al-Kashi, Ali Qushji, and Ulugh Beg himself. The observatory was destroyed in 1449 and rediscovered in 1908.

Rise and decline. Ulugh Beg, the son of Shāhrukh and grandson of sultan Teymūr, became the ruler of Samarkand in the 15th century AD. Ulugh Beg was very skilled in mathematics and astronomy. He taught many important astronomers; one example is the famous Ali Qushji.

Many historians have tried to accurately identify dates of the events that have occurred during the Samarkand or **Ulugh Beg Observatory**.^[1] The differences in interpreting dates and citations of historical sources have caused inaccuracies and neglect of some events during this time.

In Jamashīd al-Kāshī's letters to Ulugh Beg's father, you can see Ulugh Beg's visit to the Maragha Observatory had an effect on **Ulugh Beg**.^[2] This could have affected Ulugh Beg's reason for his transformation of the city of Samarkand and his mathematical orientation. Other matters such as, political, economic, military, social, and even commercial reasons could have played a role in the building of **Ulugh Beg's**

Integrated Language Skills, for the 1st year students
observatory.^[3] Another reason of starting his own observatory could have been because of Ulugh Beg's differences in observations of those with al-Sūfī.

The Ulugh Beg Observatory was built somewhere around 824–1422. Different sources mention different dates; however, many sources mention around 830 to be the date of the observatory's foundation and 1422–1428 to be the period during which the construction of the **observatory was completed.**^[4] Many Old Persian texts include the Samarkand Observatory and the great Ulugh Beg.

He invited skillful mathematicians and astronomers to help build this observatory and also a madrassa in Samarkand. Among those he invited were **Ghīyāth al-Dīn Jamshīd al-Kāshī, Mu'in al-Dīn al-Kāshī, Salah al-Dīn Qadi Zada Rumi,** and **Ali Qushji.**^[5] Over 60 mathematicians and astronomers were invited to the observatory. Jamshīd al-Kāshī was appointed as the first director of the observatory. After al-Kāshī's death Qada Zada became the director of the observatory. After the death of Qadi Zada, Qushji led the observatory as the last and final director. The Samarkand Observatory was a place for astronomers and mathematician to work together in finding new discoveries.

Ulugh Beg's observatory was built according to the plans of the Maragha observatory, which was designed **by Nasir al-din al-Tusi.**^[6] Ulugh Beg's observatory included the largest quadrant principle device. The building was not tall but was allowed a maximal size for the arc of the circle. This device was carefully oriented, and the arc was scaled very accurately. This device was very versatile. It could accurately measure the sun from the horizon, the altitude of a star and other planets. The duration of the year, period of planets, and eclipses were measured by this device. Ulugh Beg's measurements of planets closely relate to today's measurement, showing us the **phenomenal accuracy of the device.**^[7]

People visiting Ulugh Beg's observatory today, can only see the foundations and the buried part of the **marble quadrant.**^[8] Those are the only original vestiges from the observatory. Much of the decline of the observatory could be attributed to Ulugh Beg's assassination by his son, **Abd al Latif, in around 1449.**^[9] Ulugh Beg's

Integrated Language Skills, for the 1st year students

death caused chaos within the observatory. The observatory was destroyed and dozens of talented astronomers and mathematicians were driven away.^[10] In 1908, the Russian archaeologist Vassily Vyatkin uncovered the remains of the observatory.^[11]

4. Copy out new vocabulary and try to give their definitions

5. Discuss the text in small groups, and then render it.

6. The Chinese have decided to add 13th animal in the Chinese Horoscope. You should choose an animal and make an imaginary personality profile someone born in the year of that animal.

7. What new information do you know about Chinese Horoscope?



6. Read about Chinese Horoscope and discuss in pairs, small groups and say why we need zodiacs in our life

Chinese Zodiac



The Chinese zodiac is a traditional classification scheme based on the lunar calendar that assigns an animal and its reputed attributes to each year in a repeating twelve-year cycle. Originating from China, **the zodiac and its variations** remain popular in many East Asian and Southeast Asian countries, such as **Japan**,^[1] **South Korea**,^[2] **Taiwan**, **Vietnam**,^[2] **Cambodia**,^[3] **Singapore**, **Nepal**, **Bhutan** and **Thailand**.^[4]

Identifying this scheme using the generic term "zodiac" reflects several

Integrated Language Skills, for the 1st year students

superficial similarities to the Western zodiac: both have time cycles divided into twelve parts, each labels at least the majority of those parts with names of animals, and each is widely associated with a culture of ascribing a person's personality or events in their life to the supposed influence of the person's particular relationship to the cycle.

Nevertheless, there are major differences between the two: the animals of the Chinese zodiac are not associated with constellations spanned by the ecliptic plane. The Chinese twelve-part cycle corresponds to years, rather than months.

The Chinese zodiac is represented by twelve animals, whereas some of the signs in the Western zodiac are not animals, despite the implication of the etymology of the English word zodiac, which derives from *zōdiacus*, the Latinized form of the Ancient Greek *zōdiakòs kýklos*, meaning "cycle of animals".

The zodiac traditionally begins with the sign of the Rat. The following are the twelve zodiac signs in order, each with its associated characteristics (**Earthy Branch, yin/yang force, Trine, and nature element**).^[5]

6. Answer the following questions and discuss with your answers with your partners.

1. What will be the future of Tigers in 2022?
2. Is Year 2022 lucky for Ox natives?
3. Is 2022 a good year for Chinese Horses horoscopes?
4. Which Chinese zodiac is the luckiest?
5. Is 2022 lucky for dog horoscopes?
6. Is 2022 a good year for Snakes?
7. Is Year 2022 lucky for Rats?
8. Study the origin of words given bold type.
9. Discuss each Asian country's Zodiacs and say differences between them.
10. Do you think that zodiacs affect psychology of human beings positively?

Integrated Language Skills, for the 1st year students

11. What is the etymology of the English word “Zodiac” ?

UNIT 2. NATIONAL IDENTITIES OF UZBEKISTAN AND GREAT BRITAIN

Objectives of this unit:

- *to enhance reading skills*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*

Lesson 1. Uzbekistan and Great Britain: Political System

Objectives of this lesson:

- *reading comprehension*
- *questionnaire*
- *to watch for information*



1. Read the text and speak about state symbols and the members of the government.



Integrated Language Skills, for the 1st year students

The **Government of the Republic of Uzbekistan** exercises executive power in the **Republic of Uzbekistan**. The members of the government are the **President of Uzbekistan, Prime Minister of Uzbekistan**, Ministers, and deputy ministers. It has its legal basis in the **Constitution of Uzbekistan**. Cabinet of Ministers - The Government of the Republic of Uzbekistan is the executive power body of the Republic of Uzbekistan, ensuring guidance over effective functioning of the economy, social and cultural development, execution of the laws, and other decisions of the **Oliy Majlis**, as well as decrees and resolutions issued by the President of the Republic of Uzbekistan.

The Republic of Uzbekistan is a presidential constitutional republic, whereby the President of Uzbekistan is both head of state and head of government. Executive power is exercised by the government. Legislative power is vested in the **two chambers** of the **Supreme Assembly, the Senate and the Legislative Chamber**. The judicial branch (or judiciary), is composed of the **Supreme Court, Constitutional Court, and Higher Economic Court** that exercises judicial power.

The movement toward economic reform in Uzbekistan has not been matched by movement toward political reform. The government of Uzbekistan has instead tightened its grip since independence (September 1, 1991), cracking down increasingly on opposition groups. Although the names have changed, the institutions of government remain similar to those that existed before the breakup of the Soviet Union. The government has justified its restraint of public assembly, opposition parties, and the media by emphasizing the need for stability and a gradual approach to change during the transitional period, citing the conflict and chaos in the other former republics (most convincingly, neighboring Tajikistan). This approach has found credence among a large share of Uzbekistan's population, although such a position may not be sustainable in the long run.

Despite the trappings of institutional change, the first years of independence saw more resistance than acceptance of the institutional changes required for democratic reform to take hold. Whatever initial movement toward democracy

Integrated Language Skills, for the 1st year students

existed in Uzbekistan in the early days of independence seems to have been overcome by the inertia of the remaining Soviet-style strong centralized leadership.

1. Describe the emblem and flag of the republic of Uzbekistan.
2. What do you know about the Constitution of the republic of Uzbekistan?
3. What are functions of ‘Oliy Majlis’?
4. Speak about two chambers: Supreme Assembly, the Senate and the Legislative Chamber.
5. Compare the governmental systems of the two countries and discuss in small groups.
6. Write similarities and differences of them in Venn diagram.
7. Write an essay on the title “Uzbekistan and Great Britain: Political system

2. Read and discuss the text “Great Britain: Political System” in small groups and compare the two state systems.



The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the political name of the country which **consists of** England, Scotland, Wales and Northern Ireland (sometimes known as Ulster).

Great Britain is the name of the island which is made up of England, Scotland, Wales, whereas the British Isles is the geographical name of all the islands off the north-west coast of the European continent. In **everyday speech** "Britain" is used to

Integrated Language Skills, for the 1st year students
mean the United Kingdom.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The **upright** Red Cross on a white **background** is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the **patron** saint of Scotland. The red diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background. St. George's Day falls on 23 April and is **regarded** as England's national day. On this day some patriotic Englishmen wear a rose **pinned** to their jackets'. **A red rose is the national emblem of England from the time of the Wars of the Roses (15th century).**

St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear **a thistle** in their **buttonhole**.

As a national emblem of Scotland, thistle **apparently** first used in the 15th century as a symbol of **defence**. The Order of the Thistle is one of the highest orders of **knighthood**. It was founded in 1687, and is mainly given to Scottish **noblemen** (limited to 16 in number).

St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official **bank holiday** there. The national emblem of Ireland is **shamrock**. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century and **bishop**, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday.

On this day, however, many Welshmen wear either a yellow **daffodil** or a **leek** pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion **rampant** - Scotland, and a **harp** - Ireland. The whole is encircled and is supported by a lion and a unicorn. The lion has been used as a symbol of national strength and of the British monarchy

Integrated Language Skills, for the 1st year students

for many centuries. The unicorn, a mythical animal that looks like a horse with a long straight horn, has appeared on the Scottish and British royal coats of arms for many centuries, and is a symbol of purity.

1. Give definitions to the words in bold type and then copy them into your exercise books.
2. Discuss national Emblems of United Kingdom of Great Britain and Northern Ireland and parts of it (England, Scotland, Wales and Northern Ireland).
3. What is the difference between the UK and Great Britain?
4. Why UK is called Great Britain?
5. Is United Kingdom and Great Britain the same?
6. Does Great Britain consist of three countries?



7. Write the sentences below and write T (True) or F (False).

1. The flag of the United Kingdom, known as the Union Jack, is made up of two crosses. _____
2. St. George's Day falls on 23 April and is regarded as England's national day. ____
3. The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the geographical name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). _____
4. _____ St. Andrew's Day (the 31th of November) is regarded as Scotland's national day. _____
5. On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales. _____

Integrated Language Skills, for the 1st year students

- The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland. _____
- St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. _____
- St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century and bishop, the patron saint of Wales. _____

8. Choose the correct word in brackets to complete the sentence.

- In Vietnam, everyone _____ (celebrated; celebrates; is celebrating) their birthday on the New Year as it is _____ (consider; considering; considered) unlucky to celebrate their actual birthday.
- Some Indian shop-owners will not _____ (letting; be letting; let) the first window-shopper of the day leave without buying something, even if it _____ (be; are; is) only a button or a pin, as it is considered unlucky for the rest of the day.
- Pine needles are sometimes _____ (burning; burn; burnt) with juniper and cedar to _____ (purifies; purify; purified) the atmosphere.

9. Find the words from picture below and make sentences using them.

England Word Search

E	G	D	I	R	B	N	O	D	N	O	L	N	B	U
P	G	C	M	H	C	U	B	V	R	D	U	O	O	N
E	B	Y	V	R	S	S	O	I	R	U	W	D	B	I
E	E	K	K	L	I	Y	K	G	J	W	N	B	O	
H	E	W	H	E	N	Y	T	D	I	B	R	O	Y	N
S	N	Z	W	K	I	N	G	I	R	N	E	L	B	J
H	T	E	B	A	Z	I	L	E	R	A	G	N	R	A
R	J	T	R	I	F	L	E	N	B	B	U	H	C	C
S	H	A	K	E	S	P	E	A	R	E	F	G	A	K
F	I	S	H	B	N	D	C	H	I	P	S	O	B	M

Big Ben
British
Buckingham
crown
Elizabeth
fish
chips
guard



Jewels
King
London
London bridge
Shakespeare
sheep
trifle
Union Jack



- Watch a video and answer the questions which are given for you.
<https://www.youtube.com/playlist?list=...> Help support videos like this: ...YouTube · CGP Grey · 30-yan, 2011

Integrated Language Skills, for the 1st year students

1. What is the biggest single cause of air pollution in London?
2. What can you say about the air pollution in Uzbekistan?
3. Why does nitrogen dioxide present a major threat to health?
4. Why are environmental groups planning to sue the UK government?
5. What are the main reasons of air pollution?
6. Prove all the facts which you give.

Lesson 2. Traditions, Holidays, Customs of Uzbekistan and United Kingdom

Objectives of this lesson:

- *to listen for details*
- *reading comprehension*
- *to revise grammar (pronunciation)*

1. Read the text and answer the questions. Then compare weddings in different regions of Uzbekistan. Give definitions of culture-bound words given in inverted commas.



Text A. There are a great number of traditional wedding customs across the world and they are all equally fascinating. Of course, not everyone follows them nowadays but it is interesting to learn about them.

In England, brides traditionally wear a white or ivory-coloured dress. There is a little saying that they should also wear ‘something borrowed, something blue, something old and something new.’

Integrated Language Skills, for the 1st year students



Wedding Ceremony in Uzbek Family

In the Middle East and the Indian sub-continent, the female relatives and friends from both the bride's and groom's families decorate their hands and feet with beautiful intricate designs using deep red henna paste.

In India, the bride and groom exchange garlands of flowers after the religious ceremony to cement their relationship. In Germany, when a little girl is born, several trees are planted which are later sold to pay for the wedding. One of the customs in Greece is to bring old crockery and smash it to attract good luck.

In China, auspicious dates are set by expert astrologers to ensure the union remains secure. Brides do not see the grooms before the actual wedding day as it is seen as bad luck.

Text B. Wedding Ceremony (Nikokh-Tui) Traditions in Uzbekistan



Nikokh-Tui, wedding, is the most solemn and large Uzbek ceremony. Traditionally Uzbek people celebrate weddings very richly and cheerfully with peculiar splendor and abundance of guests. Immediate and remote relatives, neighbors,

Integrated Language Skills, for the 1st year students

friends and co-workers are invited to this wedding ceremony.

The festivities begin since the early morning with a festal ‘wedding pilaf’ prepared in the houses of the groom and bride. Today the morning pilaf is more frequently prepared in cafes or ‘choykhana’s’: it is more comfortable and less troublesome for the hosts.

After the morning pilaf the groom with friends and relatives, musicians and dancers come to the house of the bride. The bride in the wedding clothes, today usually in the European white dress, is waiting in the special room, where only mullahs (priests) can come in. They ask her marital consent and then read the prayer – ‘nikokh’, which affects a marriage.

The second part of the wedding ceremony is the farewell with parents and the home. Friends of the groom ship the bride’s dowry and the bride say goodbye to her parents and leaves the house accompanied with her friends and relatives, who sing farewell songs.

In the husband’s house women welcome the bride, singing traditional wedding songs. In front of the door there is the white track, ‘poyandoz’, by which the bride enters the house. She stops before the door and makes “ostona salom”, the bow to the new house. Women strew her with flowers, sweets, money wishing her beautiful and rich life.

After the evening part of the wedding the groom goes with the bride to their new room. The bride is met by ‘yanga’, her relative or close friend. She changes bride’s clothes. After this the groom comes in the room and “pays a ransom” for the bride to ‘yanga’ and then the ‘newlyweds’ are left alone for each other.

Early in the morning after the wedding party the holiday is continued with the ceremony of ‘Kelin salom’ (speech of welcome of the bride). Young wife should welcome every guest, bowing from the waist to everyone, and guests should give her gifts and greetings.

Integrated Language Skills, for the 1st year students
Text C. Birthday Celebrations



Different countries around the world celebrate birthdays in a variety of ways. Birthday cakes have increasingly become popular across the world with many bakers producing brilliant works of art. There are many customs unique to different cultures which are also fun. In China, long noodles signify longevity and the person celebrating their birthday need to slurp a super-long noodle before biting into it. In many countries in Europe, people often have two birthdays – one for the name of the saint they are named after and their own. In Mexico, the piñata is popular at birthdays. A piñata is a form made of papier-mâché filled with sweets and chocolates, moved around to be chased and broken open by guests using a stick. In Vietnam, everyone celebrates their birthday on the New Year as it is considered unlucky to celebrate the actual birthday.

1. The Summary Notes below contain information from the texts about national customs. Find a suitable word or a phrase in the texts to complete the missing information in gaps 1-5. Write your answers in the spaces provided and you can use up to 5 words.

Wedding and birthday customs: In England, brides usually wear a white or (1) _____ dress.

In the Middle East and Indian Sub-continent, brides and female guests decorate

Integrated Language Skills, for the 1st year students

their hands and feet with (2)_____henna tattoos. In Germany, trees are planted when baby girls are born and sold to raise money for weddings. In China, long noodles mean (3)_____ Plants. Basil is said to prevent bad luck and illness. Four-leaf clovers are considered to be lucky. Purify the atmosphere by burning (4)_____. Garlic is used to keep away (5)_____and evil spirits.

2. Complete these sentences using the correct form of the verb in brackets:

In Turkey, it is believed (believe) that if the first customer_____ (throw) silver coins on to the floor of a business, it will_____ (attract) more people.

In China, long noodles_____ (signify) longevity and the person celebrating their birthday needs_____ (slurp) a super-long noodle before biting into it. Thyme _____ (supposed) to give courage and a sprig of dried rosemary_____ (use) to protect the home.



3. Read and discuss well-known traditions and customs in Uzbekistan in small groups.

Well - known Uzbek Customs and Traditions

Customs and traditions of the Uzbek people have been forming for centuries. They are very distinctive, impressive and different, dating back to different epochs and religions. Initial formation of Uzbek culture dates back to the 6th-7th centuries BC, by that time nomadic tribes shifted to a settled way of life in the valleys of Amu Darya, Syr Darya and Zarafshan and founded first states. Former nomads founded settlements and cities, bringing with them customs and traditions based on ancient cults of their ancestors. Territory of modern Uzbekistan, Transoxiana, being parts of ancient states – Khorezm, Sogdiana, Bactria - became the basis for formation of culture, which subsequently became the basis of Uzbek culture.

Over centuries, traditions and customs of Uzbek people remained almost unchanged despite the desire of many invaders to impose alien culture on. The Arabs

Integrated Language Skills, for the 1st year students

had the greatest influence on Uzbek customs and traditions, through the expansion of Islam throughout Central Asia. Islam traditions were closely intertwined with pre-Islamic beliefs and traditions, local culture, and firmly settled in the mode and minds of the Uzbek people.

Centuries-old customs and traditions of the Uzbek people are carefully maintained and passed on from generation to generation. Like many Asian nations, most festive Uzbek customs are related with major family celebrations: wedding and birth. These events include many rites and rituals, involving parents, children, brothers, sisters, immediate and remote relatives' even neighbors and guests, each one have its own role.

Uzbek traditions are based on hospitality, respect for elders, collectivism, manifested especially vividly in 'makhallas' (Uzbek residential quarters) – repository of age-old national basis.

4. What other traditions do you appreciate most? Write an essay on the topic “Well - known Uzbek Customs and Traditions”



4. Do this exercise while you listen to it. Match the speaker with the celebration and write out all the words and expression related to Celebrations. Then discuss what we can celebrate and how. Especially, pay attention to idioms used in the video. Use the site: https://www.youtube.com/watch?v=5D56-44m_pY



4. Circle the best preposition to complete these sentences.

1. British people usually have their holidays *in / on / at* summer.
2. School children are *in / on / at* holiday from approximately the end of May.

Integrated Language Skills, for the 1st year students

3. *In / on / at* winter some people go skiing.
4. You can sign up to try a new roller coaster ride *in / on / at* their website.
5. As well as plants you can also see top bands play *in / on / at* the EdenProject.
6. New quay is *in / on / at* the south coast of England.
7. A seven-day July summer holiday *in / on / at* Butler's costs about 130 pounds per person.
8. In a language exchange, a teenager spends a week or two *in / on / at* a foreign country.

Lesson 3. Sightseeing, Language of Uzbekistan and United Kingdom

Objectives of this lesson:

- *to speak for dialogue*
- *to match for information*
- *to revise vocabulary*

1. Write a word or a group of words to complete the sentences.

1. A _____ is a place which deals with money.
2. A _____ is a place where people go to learn in a class.
3. A _____ is a place where you catch the bus.
4. A _____ is a place where you borrow books.
5. A _____ is a place where you send letters and parcels.
6. A _____ is a place which makes something in big quantities.
7. A _____ is a place where you can have a drink or a snack.
8. A _____ is a place where you see films.
9. A _____ is a big, strong building used in the past to protect the town.

Words to use: bus stop, bank, factory, school, library, castle, café, cinema, station, post office.

2. You are a tour guide. Instructions: Prepare your speech and then give a

**Integrated Language Skills, for the 1st year students
guided tour. Be prepared to answer the tourists' questions!**

1. Good morning/afternoon everyone! Welcome to this tour of _____ (place) by _____ (transport).
2. My name is _____.
3. I'm your guide on our tour of _____.
4. The tour will take _____ hours.
5. First we'll see _____.
6. Then we'll see. Next we'll _____
7. After that, finally we'll _____.
8. Any questions? _____.

3. What sightseeing places of Uzbekistan do you like best and why?

4. What foreign countries have you visited so far and what other countries are you going to visit?

5. Why do people visit other countries?

6. What do they get from visiting?

7. Match the words given on the right.

- | | |
|------------------|---------------|
| 1. Buckingham | a. Eye |
| 2. Trafalgar | b. People |
| 3. Westminster | c. Thames |
| 4. Big | d. Bridge |
| 5. The Tower of | e. Abbey |
| 6. The Houses of | f. Palace |
| 7. Tower | g. Parliament |
| 8. London | h. Square |
| 9. British | i. Ben |
| 10. The river | j. London |

Integrated Language Skills, for the 1st year students

8. Study words and word collocations about tourism and then use them in your speech

Tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities, some of which involve tourism expenditure.

9. Study the words and word collocations and give definitions to them.

1. Data collection
2. Data confrontation
3. Data processing
4. Domestic tourism
5. Domestic tourism consumption
6. Domestic tourism expenditure
7. Domestic tourism trip
8. Domestic visitor
9. Estimation
10. Exports of goods and services
11. Forms of tourism
12. Gross fixed capital formation
13. Inbound tourism
14. Inbound tourism expenditure
15. Inbound tourism consumption
16. National tourism
17. Outbound tourism
18. Purpose of a tourism trip
19. Services

Integrated Language Skills, for the 1st year students

20. Tourism consumption

10. Speak about the following topics and discuss and then make presentations before the class.

1. Internal tourism expenditure;
2. Internal tourism consumption;
3. Gross value added of tourism industries (GVATI);
4. Tourism direct gross value added (TDGVA);
5. Tourism direct gross domestic product (TDGDP).

11. Speak with each student and answer the following questions.

1. Have you ever been to any of foreign places?
2. Where did you go?
3. What did you do?
4. Which city would you like to take a tour in? Why?
5. Why people visit countries?
6. What do you take from sightseeing?
7. What kind of transport do you prefer when travelling?

UNIT 3. FOOD

Objectives of this unit:

- *to learn or revise vocabulary relating to food, restaurants, tastes and textures*
- *to develop reading and comprehension skills*
- *to develop speaking skills/ discussing preferences and attitudes towards food and restaurants*
- *to learn or revise vocabulary relating to food, restaurants*
- *to develop listening skills*
- *to practise speaking skills*
- *to review vocabulary of fitness* 36
- *to practise reading skills*

Integrated Language Skills, for the 1st year students

Lesson 1. National Foods, Cooking and Recipes

Objectives of this lesson:

- *to learn or revise vocabulary relating to food, restaurants, tastes and textures*
- *to develop reading skills*
- *to develop speaking skills/discussing preferences and attitudes towards food and restaurant*

1. Think of as many national or typical dishes as you can under the following headings:



Uzbekistan	United Kingdom	Other country

2. Think of a food to match each adjective with your partner

Tastes		Texture	
Adjective	Example	Adjective	Example
bitter		chewy	
bland		crunchy	
hot		crispy	
salty		creamy	

Integrated Language Skills, for the 1st year students

sour		flaky	
strong		hard	
spicy		smooth	
sweet		soft	



3. Watch the video and discuss useful tips for ordering favorite your food. <https://www.youtube.com/channel/UCeTVoczn9NOZA9blls3YgUg>



3. Read the following clues and guess what food/dish is being described.

CLUES

1. Which food is it?

Fresh yet filling, homemade ____ is a family favourite across many households. Starting with a simple base of rice and seaweed, they're totally customizable depending on your desired fillings – we've given you a few ideas in this collection!

Step 1

Rinse and drain rice 3 times or until water runs clear. Place in a sieve over a bowl. Set aside for 10 minutes to drain.

Step 2

Place rice and 1 1/2 cups cold water in a saucepan over medium heat. Cover. Bring to the boil. Reduce heat to low. Simmer, covered, for 12 minutes or until water has absorbed. Remove from heat. Stand, covered, for 10 minutes.

Step 3

Integrated Language Skills, for the 1st year students

Meanwhile, place vinegar and sugar in a microwave-safe jug. Microwave on high (100%) for 30 seconds. Stir to dissolve sugar. Transfer rice to a large ceramic dish. Using a spatula, stir to break up lumps. Slowly add vinegar mixture, lifting and turning rice, until rice has cooled.

Step 4

Place 1 nori sheet, shiny-side down, on a sushi mat. Using damp fingers, spread 3/4 cup rice over nori, leaving a 2cm strip at 1 short end. Spread 2 teaspoons mayonnaise over centre of rice. Arrange one-quarter cucumber, avocado and carrot over mayonnaise. Using the sushi mat, roll up firmly to form a roll. Cut into 6 slices. Repeat with remaining nori sheets, rice, mayonnaise, cucumber, avocado and carrot to make 24 pieces. Serve with soy sauce.

2. What food is the next?

Step 1

Place **flour** and **lamb** in a snap-lock bag. Season with salt and pepper. Seal. Shake to coat. Heat **oil** in a saucepan over medium-high heat. Cook lamb, in batches, for 3 to 4 minutes or until browned. Transfer to a 4.5 litre-capacity slow cooker.

Step 2

Add **onion**, **garlic** and **ginger** to pan. Cook, stirring, for 4 to 5 minutes or until tender. Add **chilli** and **curry paste**. Cook, stirring, for 1 minute or until fragrant. Add **coconut milk**, **stock powder** and 3/4 cup cold water. Bring to the boil. Transfer to slow cooker. Add **cinnamon stick** and **bay leaf**. Stir to combine.

Step 3

Cook, covered, and on LOW for 6 hours or until lamb is tender. Remove and discard cinnamon stick and bay leaf. Serve with **rice**, **yoghurt**, **naan** and **coriander**.

3. Write some more clues of your own and see if your partner or the rest of the class can guess which food you are describing.

Integrated Language Skills, for the 1st year students

4. In pairs try to guess the right answer for each question.

5. Which of these do the British eat most of in Europe?

- A. Crisps and chocolate
- B. Fresh fruit and vegetables
- C. Sausages

6. What is the most popular food in Britain?

- A. Fish and chips
- B. Pizza
- C. Curry

7. What is ‘haggis’?

- A. A cocktail made from whisky and fruit juice
- B. A type of fish eaten in Scotland
- C. A Scottish dish made from sheep’s stomach and innards

4. Stilton, cheddar and double Gloucester are all kinds of:

- A. Apple
- B. Pig
- C. Cheese

8. What do most British people have for breakfast?

- A. Toast and cereal
- B. Cappuccino and croissant
- C. fried eggs and bacon

9. Who invented the sandwich and why?

- A. The Earl of Sandwich – he wanted food which he could eat with one hand while

Integrated Language Skills, for the 1st year students

gambling

B. Lord Sandwich – he wanted food which he could take for a picnic in the countryside

C. Queen Elizabeth I – she wanted food which could be prepared quickly for guests

10. What is a ‘kebab’?

A. A type of pub

B. Turkish fast food

C. A hot drink

11. Which of the following ingredients would not be a possible ingredient of a British pudding?

A. pig’s blood

B. chocolate

C. lettuce

12. Which of these do you find in a pub in Britain?

A. Lager

B. Cider

C. Bitter (trick question)

13. What is ‘chicken tikka masala’?

A. A type of salad

B. A type of Chinese food

C. A curry

14. How many vegetarians are there in the UK today?

A. 3-4 thousand

B. 300-400 thousand

Integrated Language Skills, for the 1st year students

C. 3-4 million

15. Where do people eat deep-fried chocolate bars?

A. Scotland

B. Japan

C. Wales

16. When are toffee apples eaten in the UK?

A. Christmas

B. Halloween

C. Easter

17. What is the difference between these things?

A. 'Chips' and 'French fries'

B. 'Crisps' and 'chips'

C. 'Fizzy drink' and 'soda'

18. When did the first curry house open in Britain?

A. 1809

B. 1919

C. 1969

4. Read the following article about cookery programmes and their effect on Uzbek cuisine.

Traditional Uzbek Food



Uzbekistan shares many dishes and culinary traditions with its neighbors in Central Asia. Freshly butchered meat and locally-grown vegetables feature

Integrated Language Skills, for the 1st year students

prominently in the diet of local Uzbek people. Thanks to the abundance of sheep, mutton and lamb are among the most widely consumed meats. They make their way into many Uzbek recipes though beef, goat, poultry, camel, and horse meat are also common.

Being a grain-farming country, rice, noodles, and breads are equally vital to Uzbek culture and cuisine. In fact, palov or Uzbek rice pilaf is the country's national dish and the most popular food in Uzbekistan.

The Best of Uzbek Cuisine

1. Achichuk

Achichuk is a type of Uzbek salad made with fresh onions, tomatoes, chili pepper, herbs, and seasonings. Often served as a side dish with plov, it's one of the simplest local salads you can try in Uzbekistan.

2. Manti

If you're fond of dumpling dishes, then you need to try manti. It refers to a type of boiled or steamed dumpling popular in many countries throughout Central Asia, the **Balkans**, and the South Caucasus. Made with ground meat wrapped in thin dough, you can think of it as the Uzbek version of Chinese baozi/jiaozi, **Korean mandu**, **Tibetan momo**, or **Monoglian buuz**.

The size, shape, and fillings for manti can vary from region to region. In Central Asia, they're usually larger in size and steamed using a multi-level metal steamer called a mantovarka. These large steamed dumplings are typically made with spiced minced meat like ground lamb or beef, lamb fat, potatoes, onions, cabbage, pumpkin, and other vegetables. In Uzbekistan, manti are enjoyed for lunch or dinner, usually with sour cream, tomato sauce, or fresh sliced onions. Like many Uzbek dishes, they're traditionally eaten by hand.

Integrated Language Skills, for the 1st year students

3. Samsa

Samsa (or somsa, samosa) refers to a type of savory pastry popular in Central Asian cuisine. You can think of it as the Uzbek version of the **Indian samosa** and other similar iterations like the **Lebanese sambousek** and the **Moroccan briouat**.

Unlike Indian samosas that are deep-fried, samsas in Uzbekistan and Central Asia are traditionally baked in an oven. They're commonly shaped like triangles and stuffed with a mixture of ground meat (usually lamb, beef, or chicken), tail fat, and spices. Meat samsa is the most common but you can find other versions as well like potato, pumpkin, or onion samsa.

Soft and crunchy on the outside but juicy on the inside, this flaky pastry is a staple breakfast food in Uzbekistan. It's traditionally eaten for breakfast with tea or as a hot street food snack.

4. Chuchvara

Chuchvara refers to a traditional dumpling that's sometimes referred to as the Uzbek version of Russian or Italian ravioli. It's similar to manti except it's smaller in size and traditionally boiled in a soup with meat and vegetables.

To make chuchvara, basic dough is rolled out and cut into smaller squares before being stuffed with a mixture of minced meat (usually lamb or beef), onions, and seasonings. The dumplings are then boiled in broth with fried meat and vegetables. Often served with a sprinkling of fresh dill, you can think of chuchvara as the Uzbek version of Chinese wonton soup.

Chuchvara dumplings are traditionally served in soup but they can be fried as well. **Kovurma chuchvara** or fried chuchvara are cooked in hot oil and typically served with a side of sour cream or cold yogurt.

Integrated Language Skills, for the 1st year students

Other types of chuchvara in Uzbekistan include osh kuktli chuchvara and ugra chuchvara. The former is made with a stuffing of finely chopped greens, onions, tail fat, and hard-boiled eggs while the latter consists of classic chuchvara dumplings cooked in a soup with meatballs and noodles.

5. Shurpa

Shurpa (or shorba, chorba) refers to a family of soups or stews found in the cuisines of many countries throughout Central Asia, the Middle East, the Balkans, and Central/Eastern Europe. They can be made in different ways and typically consist of large chunks of meat cooked in a broth with potatoes, different vegetables, herbs, and spices.

Lamb soup is the most popular but there are many recipes for shurpa in Uzbekistan. It can be cooked in a number of ways and made with different ingredients like chickpeas, fish, or meatballs.

6. Lagman

Like plov and shashlik, lagman is one of the most popular Uzbek dishes. Originally from Xinjiang in northwestern China, it refers to a pulled noodle dish that's become popular in many Central Asian countries like Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan.

In Uzbekistan, lagman is typically served in one of two ways – as a **hearty noodle stew** or as a fried noodle dish. When served as a soup, the hand-stretched noodles are boiled in water and served in a rich broth made with fried meat (usually lamb or beef), garlic, onions, potatoes, carrots, bell peppers, and other vegetables. It's typically seasoned with cumin seed, salt, and pepper before serving.

Also popular in Uzbekistan is **fried lagman**. It consists of stir-fried lagman noodles cooked in a vegetable sauce made from garlic, onions, bell peppers, carrots,

Integrated Language Skills, for the 1st year students

potatoes, herbs, and other ingredients. It can be served on its own or topped with a fried egg.

7. Shivit Oshi

Shivit oshi is one of the most eye-catching Uzbek dishes on this list. Also known as “khorezm lagman”, it’s a colorful dish of bright green noodles from Khiva, an Uzbek city near the border with Turkmenistan.

Khorezm cuisine differs in many ways from the rest of Uzbekistan. Fresh herbs and vegetables feature more prominently in the diet and the best example of this is shivit oshi. It’s a regional Uzbek dish made with hand-pulled lagman noodles infused with fresh dill, giving them their characteristic bright green coloration.

Mainly a summer dish and served only in Khiva, shivit oshi is must-try food in Uzbekistan. It’s traditionally enjoyed topped with a meat and vegetable stew and a side of sour cream or plain yogurt.

8. Palov

No article on Uzbek food can ever be complete without palov, the country’s national dish. It refers to the Uzbek version of hearty rice pilaf, a widely consumed dish of rice cooked in broth that originated in South Asia, Central Asia, and the Middle East.

Plov (or palov) is the most famous dish in Uzbekistan. It’s a socially and culturally important food that Uzbeks are abundantly proud of. Traditionally prepared in a kazan (large cooking pot), palov is commonly made at home as a family meal or in larger quantities to celebrate holidays and special occasions like weddings.

Uzbek palov can be made in dozens of ways, but the most famous version is made with a base of grated and seasoned onions, carrots, and meat sautéed in fat. Rice is added before being topped with water and simmered until the rice is fully

Integrated Language Skills, for the 1st year students

cooked. Depending on the cook, different ingredients can be added as well like meat, chickpeas, vegetables, raisins, and fruit.

9. Shashlik

If you like meat dishes, then you need to try ‘shashlik’. It’s one of the most popular dishes in Uzbek cuisine and refers to a version of shish kabob that’s consumed in many countries throughout Central Asia, the Caucasus, and in former Soviet Republics like Uzbekistan, Georgia, Armenia, Lithuania, and Ukraine. In fact, the word ‘shashlik’ stems from ‘*shashlyk*’, the Russian word for “shish kabob”.

‘Shashlik’ is traditionally made with lamb but it can be made with other types of meat as well like beef, chicken, and venison. Meat rolls made with ground beef or fatty beef (or lamb) are common, as are skewered and grilled chicken legs. For a truly memorable experience, then you may want to order grilled skewers threaded with horse meat.

Whatever it’s made with, ‘shashlik’ skewers are typically threaded with just meat or with alternating pieces of meat, fat, mushrooms, and vegetables. If you prefer vegetarian food, then you can order grilled skewers of just potatoes, vegetables, or mushrooms as well.

10. Kazan Kabob

As its name suggests, kasan kabob is an Uzbek dish traditionally prepared in a kasan, a large cooking pot commonly used in Central Asian and Balkan cuisines. The kasan is the same pot used to make plov.

Kasan kabob isn’t like your typical kabob dish. It consists of marinated meat like mutton or beef that’s pan-fried first with potatoes before being covered and steamed in a kasan at low heat. When fully cooked and tender, it’s traditionally served with onions and fresh vegetables.

Integrated Language Skills, for the 1st year students

11. Dried Nuts and Fruits

Like many countries in the region, dried nuts and fruits are common in Uzbekistan. They can be found at every food market and make for an interesting snack or healthy dessert. Toasted apricot seeds are especially popular and often paired with beer.

Final Thoughts on the Food in Uzbekistan

As with all our food guides, this article on Uzbek food is a work in progress. It includes some of the most important Uzbek dishes like plov, manti, and obi non, but conspicuously missing are examples of Bukharan Jewish cuisine and Uzbek sweets like khalva and navat.

This article will grow and improve with every update but we do hope it whets your appetite before your next trip to Uzbekistan and Central Asia. Thanks for reading and have an amazing time exploring the architecture and food in Uzbekistan!



- a. Pick out all the culture-bound words from the text, copy out into your exercise- books and give their definitions.**
- b. Suggest other types of food prepared in Uzbek families and give their recipes.**
- c. Read the sentences below and write T (True) or F (False).**

1. Toasted apricot seeds are especially not popular and often paired with beer. _____

Integrated Language Skills, for the 1st year students

2. When fully cooked and tender, it's traditionally served with garlicks and fresh vegetables. _____
3. Kazan kabob consists of fresh meat like mutton or beef that's pan-fried first with potatoes before being covered and steamed in a kazan at low heat. _____
4. Shashlik skewers are typically threaded with just meat or with alternating pieces of meat, fat, mushrooms, and vegetables. _____
5. Plov (or palov) is the most famous dish in Uzbekistan. _____
6. Fresh herbs and vegetables feature more prominently in the diet and the best example of this is shivit oshi. _____
7. When served as a soup, the hand-stretched noodles are boiled in water and served in a rich broth made with boiled meat (usually lamb or beef), garlic, onions, potatoes, carrots, bell peppers, and other vegetables. _____



British food

Foreigners often laugh at the British. They say "In Britain you get chips with everything!" But even the British don't eat chips. Instead, they eat the English breakfast, pancakes, roast beef and Yorkshire pudding, haggis and many other kinds of food. Let's start with the traditional English breakfast.

In a real English breakfast you have fried eggs, bacon, sausage, tomato and mushrooms. Then there is toast and marmalade. There's an interesting story about the word "marmalade". It may come from French "Marie est malade" or "Mary is ill". That's because a seventeenth-century queen of Scotland, Mary Queen of Scots, liked it. She always asked for French orange jam when she was ill.

British people eat pancakes on Shrove Tuesday in February or March. For pancakes you need flour, eggs and milk. Then you eat them with sugar and lemon. In some parts of Britain there are pancake races on Shrove Tuesday. People race with a frying pan in one hand. They have to "toss" the pancake, throw it in the air and catch it again in the frying pan.

Integrated Language Skills, for the 1st year students

Roast Beef and Yorkshire pudding is the traditional Sunday lunch from Yorkshire in the north of England. It is now popular all over Britain. Yorkshire pudding is not sweet. It's a simple mixture of eggs, flour and milk, but it's delicious. Two common vegetables with roast beef and Yorkshire pudding are Brussels sprouts and carrots. And of course there's always gravy. That's a thick, brown sauce. You make gravy with the juice from the meat.

Haggis is the traditional food from Scotland. You make it with meat, onions, flour salt and pepper. Then you boil it in the skin from a sheep's stomach — yes, a sheep's stomach. In Scotland, people eat haggis on Burns Night. Robert Burns (Scottish people call him "Rabbie" Burns), was a Scottish poet in the eighteenth century. Every year the Scots all over the world remember him and read his poems. Each of the dishes we told you about is very tasty and really makes people healthier.

1. What other dishes can you suggest to your friends, share with them, please!

2. Give definitions to the words and word collocations below and use them in your speech.

1. mushroom (s)
2. pancake (s)
3. Shrove Tuesday
4. flour
5. roast beef
6. delicious
7. Brussels
8. to boil in the skin
9. sprouts
10. gravy
11. haggis

Integrated Language Skills, for the 1st year students

12. a sheep's stomach

13. the Scots — another name for the Scottish

1. Instead, they eat the English dinner, pancakes, roast beef and Yorkshire pudding, haggis and many other kinds of food. _____
2. In a real English lunch you have fried eggs, bacon, sausage, tomato and mushrooms. _____
3. Two common vegetables with roast beef and Yorkshire pudding are Brussels sprouts and onions. _____
4. Haggis is the traditional food from Switzerland. _____
5. In Scotland, people eat haggis on Burns Night. Robert Burns. ____

Lesson 2. Eating places: Cafes, Restaurants, Pubs, Choykhonas

Objectives of this lesson:

- *to learn or revise vocabulary relating to food, restaurants*
- *to develop listening skills*

1. **Talk in pairs about:** differences among cafes, restaurants, pubs and choykhonas; restaurants / Uzbek, British food / ice cream / bacon and egg icecream / experimental food / snail porridge / fish and chips ... For more conversation, change topics and partners frequently.
2. **Spend one minute writing down all of the different words you associate with British food. Share your words with your partner / group and talk about them.**
3. **Write down what you consider to be the three most delicious dishes in your country. Talk about the points below to your partner / group:**

Integrated Language Skills, for the 1st year students

- | | |
|-----------------------|-------------------------------|
| ✓ ingredients | ✓ difficulty of cooking |
| ✓ flavour | ✓ eating style |
| ✓ presentation | ✓ your history with this food |
| ✓ history | ✓ price |
| ✓ cultural importance | ✓ availability |

4. Use your dictionary / computer to find word partners (collocates), other meanings, synonyms or more information on the words ‘ice’ and ‘cream’.



5. Listen and find out whether these sentences are true or false according to the script “A special restaurant”:

<https://learnenglish.britishcouncil.org/general-english/audio-zone/a-special-restaurant>; Audio zone: A special restaurant – 1. Listen to Jo talking about a very special restaurant she visited recently in Catalonia.

6. Do the preparation task first. Then listen to the audio and do the exercises.

7. Put the items in the order Jo talks about them.

1. Booking the table online
2. The weather on the day she went to the restaurant
3. Getting ready to the restaurant
4. The staff and the kitchen
5. The amazing dishes that she saw being prepared
6. One of the desserts that she had

5. Match the following synonyms from the audio “A special restaurant”

- | | |
|--------------------|------------|
| (a) A good job | things |
| (b) making amazing | pretending |

Integrated Language Skills, for the 1st year students

- | | |
|-------------------|-------------|
| (c) Sheep -themed | experience |
| (d) A life time | pudding |
| (e) Olive kind of | confections |
| (f) A wooly | the spoon |
| (g) The sound of | sheep |
| (h) Sounds really | weird |



1. At home download the video from this site and watch it twice.

<https://www.learnenglish.de/games/reading/readeatingout.html> .Then read the dialogue (from the Vocabulary pages "Eating Out").

2. Mark the statements as true / false or doesn't say (not mentioned in the script). Click on 'Check' to check your answers. You have 5 minutes to complete the test (10 tests).

Eating Out

It is 8pm. Mr. Smith (Jack) and Mrs. Smith (Jill) is celebrating their 10th wedding anniversary. They have just arrived at the restaurant.

Mr. Smith: Well here we are. What do you think?

Mrs. Smith: It's lovely Jack. Are you sure we can afford it?

Mr. Smith: Well I may have to do some washing up, but you're worth it.

The waiter arrives.

Integrated Language Skills, for the 1st year students

Waiter: Good evening sir, Madame.

Mr. Smith: Good evening. We have a reservation for a table for two in the name of Smith.

Waiter: Yes sir. May I take your coats?

The waiter takes their coats and hangs them up.

Mr. & Mrs. Smith: Thank you.

Waiter: You're welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr. Smith: I wouldn't mind an aperitif. We'll order in the bar.

Waiter: Please follow me; I'll bring you the menu in a moment.

Mr. & Mrs. Smith order their drinks at the bar and sit down to look at the menu.

Mrs. Smith: Oh dear Jack, it's all in French!

Mr. Smith: Well that's what we're paying for. Don't worry I've got an idea.

Waiter: Are you ready to order sir?

Mr. Smith: Not really. Could you recommend something?

Waiter: Certainly sir. The fresh lobster is particularly good this evening and for

Integrated Language Skills, for the 1st year students
starters may I recommend a light consommé?

Mr. Smith: Sounds lovely, what do you think dear?

Mrs. Smith: Oh yes, I love lobster.

Waiter: So, that's two consommé and two lobsters. Would you like to look at the wine menu?

Mr. Smith: Why don't you bring us what you think will go best. Nothing too expensive though.

Waiter: No problem sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs. Smith: You are clever Jack, but what about dessert.

Mr. Smith: Don't worry; they bring round a sweet trolley, so we just point at what we fancy!

A while later Mr. & Mrs. Smith have finished eating and are drinking their coffee.

Waiter: Was everything to your satisfaction?

Mr. & Mrs. Smith: Yes, lovely thank you.

Mr. Smith:

The whole meal was delicious, our compliments to the chef. Unfortunately we have

Integrated Language Skills, for the 1st year students
to be back for the baby-sitter so could we pay now?

Waiter: Certainly sir, I'll bring you the bill. Would you like me to order you a taxi.

Mr. Smith: Yes that would be great, thank you.

Mrs. Smith: What a nice man, we must leave him a good tip.

Mr. Smith: Yes of course.

Lesson 3. Healthy Food, Fast Food, Keeping Diet and Fasting

Objectives of the lesson:

- *to practise speaking skills*
- *to review vocabulary of fitness*
- *to practise reading skills*



Listen and answer the questions in it. Discuss the topic in small groups and what is your opinion about youth's fasting in your country.

<https://www.youtube.com/watch?v=6MVxOPEu6HA>

1. How often do you walk more than a kilometre?

- A. Every day
- B. Once a week
- C. Once or twice a week

2. When was the last time you took any form of physical exercise?

- A. Yesterday

Integrated Language Skills, for the 1st year students

B. Last week

C. Last month

3. Tick any of the following activities that you do regularly and prove why you do it:

1. Cycling
2. Watching TV
3. Playing team games (football, rugby)
4. Watching team games
5. Playing computer games
6. Surfing the net
7. Walking in the countryside
8. Listening to music in your room
9. Playing outside / in the garden / in the street
10. Going to a gym
11. Messaging your friends

3. Can you calculate the number of hours you spend on the activities per day or per week? (E.g. I spend 2 hours a day cycling to school and one hour a day watching TV).

1. Which of the activities in the questionnaire might be good for your heart?
2. Which activities can be called sedentary?
3. Give other examples of sedentary activities.



4. Read the text and answer the questions:

1. How is your lifestyle compared to British teenagers?
2. Are they more active than you, if so prove?

5. Read and discuss the text in small groups and then speak about the differences among healthy food, unhealthy food.

Integrated Language Skills, for the 1st year students

6. Read the text about healthy and unhealthy food and then advantages and disadvantages of them.

In our modern world it is popular to keep a healthy lifestyle. It includes not only some physical exercises, going to the gym, but also eating healthy food.

As you know, some people try to choose healthy food, but it is very difficult for them to eat only healthy food. It takes a lot of time to cook it. Modern people are very busy. Sometimes healthy food is more expensive than unhealthy food. But experts say that we can cook healthy dishes very quickly.

You need only vegetables, whole meal bread and chicken. In the morning you can eat cereal with milk or yoghurt. It does not take a lot of time to cook these dishes. For lunch, you can eat soup and a salad. In the evening you do not need much time to cook rice and cut some vegetables. The most important thing is that you should not skip meals and have only snacks.

As for unhealthy food, it is cheaper and faster. You do not spend much time on cooking. But the most dangerous for health is junk food or food containing empty calories. It is food with low biological value and high content of solid fats, calories and sugar. This category includes fizzy drinks (Cola, Pepsi), sweets, chips, chocolate bars and other snacks. This type of food influences our health. It does not give any vitamins and minerals, only empty calories and harmful additives. People can have a stomachache, some problems with their skin, teeth and hair, if they eat junk food very often.

So, if you go to a shop to buy some food, think about your health. Try to choose something tasty and healthy. Write "true" or "false":

1. Experts say that people can cook healthy dishes quickly.
2. It does not take a lot of time to cook healthy dishes.
3. Junk food includes peas, rice, lettuce and others.

6. How do you compare your lifestyle to your grandparents' lives? Has anything changed? Discuss these topics:

1. Transport Diet Home

Integrated Language Skills, for the 1st year students

2. Spare time activities

3. Physical activities

7. Think of four ways to encourage young people in your town / area to improve their fitness.

8. What do you eat when intermittent fasting?

No food is allowed during the fasting period, but you can drink water, coffee, tea and other non-caloric beverages. Some forms of intermittent fasting allow small amounts of low-calorie foods during the fasting period. Taking supplements is generally allowed while fasting, as long as there are no calories in them.

8. Find information about “Keeping Diet and Fasting” and discuss the generalize ideas in the group.

9. After having discussed the vocabulary related to keeping diet and fasting, write an essay.

UNIT 4. HEALTH

Objectives of this unit:

- *to enhance reading skills*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*

Integrated Language Skills, for the 1st year students



1. Why do I get sick? ...
2. How do the disease-causing germs invade my body? ...
3. What does the immune system do? ...
4. What is the difference between bacteria and viruses? ...
5. Do our intestines contain germs? ...
6. Where are some other places that germs hide? ...
7. What are allergies? ...
8. What are antibiotics?

Lesson 1. Visiting a Doctor

Objectives of this lesson:

- *to develop speaking skills*
- *to enhance grammar (sentence structure)*
- *to listen for information*



1. Listen and then make the script of the text by filling in the gaps.

Integrated Language Skills, for the 1st year students

<https://www.nia.nih.gov/health/how-prepare-doctors-appointment>



2. Make a list and prioritize your concerns. How to Prepare for a Doctor's Appointment

Make a list of what you want to discuss. For example, do you have a new symptom you want to ask the doctor about? Do you want to **get a flu shot**? Are you concerned about how a treatment is affecting your daily life? If you have more than a few items to discuss, put them in order and ask about the most important ones first. Don't put off the things that are really on your mind until the end of your appointment - bring them up right away! The **Talking with Your Doctor** worksheets can help.

Handout 1. Talking with Your Doctor

Communicating well with your doctor is an important part of getting good medical care. These articles and worksheets can help you prepare for a medical appointment, discuss sensitive topics, manage your medications, choose a new doctor, and coordinate help from family caregivers.

Handout 2. Find information about telehealth services, including information on how to prepare for an online appointment and whether your online visit is covered by insurance.

Handout 3. Make a list of doctors you can trust

Finding a main doctor (often called your primary doctor or primary care doctor) who you feel comfortable talking to is the first step in good communication. How well you and your doctor talk to each other is one of the most important steps to getting good health care. This doctor gets to know you and what your health is

Integrated Language Skills, for the 1st year students

normally like. He or she can **help you make medical decisions** that suit your values and daily habits and can keep in touch with the other medical specialists and healthcare providers you may need.

Handout 4. What should I ask my doctor during a checkup?

Don't wait for the doctor to raise a topic you're worried about. Ask questions about tests, diagnoses, and prescriptions to proactively manage your health.

Handout 5. Discussing Health Decisions with Your Doctor

Work with your doctor to make important decisions about your health. Learn how to get a second opinion if you need one. Read questions to ask your surgeon.



2. Write five GOOD questions about health in the table. Do this in pairs. When you have finished, interview other students. Write down their answers.

	Questions	Student 1	Student 2	Student 3
1	How to choose a doctor you can talk to?			
2.	What you are looking for in a doctor?			
3.	What is a "board certified" doctor?			

3. Worksheet: Recording your family health history

A family medical history can identify people with a higher-than-usual chance of having common disorders, such as heart disease, diabetes, and more. This form can help you organize your thoughts about conditions and illnesses that have affected your family members.

Integrated Language Skills, for the 1st year students

4. **Worksheet: Questions to consider when choosing a new doctor**

Use this worksheet to answer some questions for, and about, a new doctor you are considering.

5. **Worksheet: Life changes to discuss with your doctor.**

It's important to tell your doctor about any changes in your life since your last appointment. Use this worksheet to help you record what you want to discuss with your doctor during your next visit.

6. **Worksheet: Prioritizing concerns to share with your doctor**

Use this form to help organize your thoughts about any health or other concerns you want to discuss with your doctor.

7. **Worksheet: Tracking your medications**

This worksheet can help you keep track of different medicines, including vitamins, over-the-counter drugs, and prescriptions.

8. **Now unjumble the words.**

health my about worry to used never I until recently. When I was a kid, **exercise loads I of did**. Even in my twenties and thirties **ill was fit never I very and**. I have been lucky all my life – always in the best of health. I rarely get even a cold. **catches time suppose I with up** you. Now I seem to be getting lots of little aches and pains. **go should I a for doctor the to** health check, but I'm too busy. The older you get, the more you worry about your health. **is I'm One thing that eating good** more healthily now than ever before. I no longer have fast food and midnight snacks. I also sleep a lot more. **or seven getting that read I've** eight hours sleep every night is one of the **do can you things best health your for**.

Integrated Language Skills, for the 1st year students

Lesson 2. Traditional and Modern Medicine

Objectives of this lesson:

- *writing comprehension*
- *to develop speaking skills*
- *to listen for information*



1. Listen to the conversation and then answer the questions

below. <https://www.youtube.com/watch?v=AIOLmfF9RG0>

1. A boy is reading from his journal what the first thing he did today was.

- A. He has a cold.
- B. He has the flu.
- C. He has a stomachache.

2. How long has Steve been sick?

- A. since Friday
- B. since Saturday
- C. since Sunday

3. How often should Steve take the medicine the doctor prescribes?

- A. Three times a day with meals
- B. Four times a day before meals
- C. Three times a day after meals

4. What does Carla suggest he do?

- A. Take herbal medicine
- B. Sees another doctor
- C. Eat chicken soup

5. What does Steve decide to do?

Integrated Language Skills, for the 1st year students

- A. Talk to another friend
- B. Listen to Carla's suggestion
- C. See the same doctor again



- 2. Name several illnesses that keep people from going to work or school. Then, discuss the symptoms for each and remedies and treatments for curing the problem.**

- 3. Write about health for 10 minutes. Show your partner your paper. Correct each other's work.**



- 4. Read and discuss the text in small groups. Speak advantages and disadvantages of traditional and modern medicine.**

Traditional and Modern Medicine

Traditional medicine is the ancient and culture-bound medical practice which existed in human societies before the application of modern science to health. The practice of traditional medicine varies widely, in keeping with the societal and cultural heritage of different countries. Every human community responds to the challenge of maintaining health and treating diseases by developing a medical system. Thus, traditional medicine has been practised to some degree in all cultures. After the introduction of modern medicine into the Region, traditional medicine was usually rejected by the formal medical service system. Recently, however, attitudes

Integrated Language Skills, for the 1st year students

towards traditional medicine have changed.

Traditional medicine is now widely used in the Region and practised side by side with modern medicine in most countries. Many traditional remedies and therapies have transcended their original culture and become “complementary/alternative” medicine in other countries.

Modern medicine developed very quickly and made major contributions to disease control in the past century. Interestingly, despite a rapid growth in knowledge and techniques in modern medicine, the end of the last century also saw a dramatically increased interest in traditional medicine. The increasing public demand for its use has led to considerable interest among policy-makers, health administrators and medical doctors on the possibilities of bringing traditional and modern medicine together.

The practice of traditional medicine is mainly based on conventional use and personal experience. The value of traditional medicine (as well as many modern medical treatments) has not been fully tested by using modern scientific means. Extensive accounts of use and experiences from generation to generation provide some evidence of the effectiveness of traditional medicine. However, scientific research is needed to provide additional evidence of its safety and effectiveness. To evaluate the role of traditional medicine in maintaining health, to develop a scientific approach to policy-making in traditional medicine, and, ultimately, to focus on how traditional medicine can be harmonized with modern medicine, WHO Regional Office for the Western Pacific organized the consultation meeting on how to harmonize the two approaches, from 22 to 26 November 1999 in Beijing, People’s Republic of China.

5. Do True/false activities according to the text.

1. The practice of modern medicine varies widely, in keeping with the societal and cultural heritage of different countries._____
2. Every human community responds to the challenge of maintaining health and treating diseases by developing a medical system._____

Integrated Language Skills, for the 1st year students

3. Thus, traditional medicine has been practised to some degree in all cultures. _____
4. The increasing public demand for its use has led to considerable interest among policy-makers, health administrators and medical doctors on the possibilities of bringing traditional and modern medicine together. _____
5. Many traditional remedies and therapies have transcended their original culture and become “complementary/alternative” education in other countries. _____
6. Modern medicine developed very quickly and made major contributions to disease control in the past century _____
7. **After skimming the topic, write an essay on the topic “Traditional and Modern Medicine”**

Lesson 3. Opportunities for Disabled People

Objectives of this lesson:

- *to listen for information*
- *to use special vocabulary*
- *to develop speaking skills*



1. Watch the conversation and answer the questions:

Disability and Accessibility. <https://www.youtube.com/watch?v=Kl4CT4DaypM>

1. What is the main idea of the video?
2. What is disability?
3. What is accessibility?
4. What is the power of Microsoft according to the video?
5. What are the advantages of using Microsoft?

2. Discuss the article in the group from the site:

Integrated Language Skills, for the 1st year students

<https://www.researchgate.net/deref/http%3A%2F%2Fwww.about-elearning.com%2Fe-learning-advantages-and-disadvantages.html>

UNIT 5. FAMILY VALUES

Objectives of this unit:

- *a discussion about who gets divorce*
- *to discuss issues surrounding divorce*
- *to develop speaking skills*
- *to develop reading skills*
- *to revise vocabulary relating to family*
- *to improve discussion skills*

Lesson 1. Marriage and Divorce, Planning the Family

Objectives of this lesson:

- *a discussion about who gets divorce*
- *to discuss issues surrounding divorce*

1. **Work in pairs and make as many words as you can use the following letters.**

COMLETT O E V E O N E R Y W H O R E T R U S T H I M S E L F

1. At what stage of marriage is a divorce most likely?
2. What marriages end in divorce?
3. What is the reason married couples get divorced?
4. How long do most marriages last before divorce?

- a. **Read the text “Marriage and Divorce’ and then debate on the topic in small groups.**



Marriage and divorce are both common experiences.

Healthy marriages are good for couples' mental and physical health. They are also good for children; growing up in a happy home protects children from mental, physical, educational and social problems.

Divorce may influence well-being, with many individuals experiencing depression, loneliness and isolation, self-esteem difficulties, or other psychological distress.

3. Discuss marriage and divorce on the following topics:

1. Healthy divorce: How to make your split as smooth as possible

Separation and divorce are emotionally difficult events, but it is possible to have a healthy breakup.

2. Happy couples: How to keep your relationship healthy

Keep your romantic partnership in good working order by talking openly, keeping it interesting and seeking help if needed.

3. Making stepfamilies work: Parents of a blended family face plenty of challenges, but there are things you can do to make communication easier and help children adjust to their new reality.

4. Look at these expressions about John and Cristina. Which ones indicate that they are in a happy relationship, and which expressions indicate that they are in an unhappy relationship? Write *H* for happy and *U* for unhappy next to each sentence.

4. Their relationship is on the rocks. _____
5. They are still in a honeymoon period. _____
6. They aren't getting along very well. _____
7. They're going through a rough patch. _____
8. They can't see enough of each other. _____
9. She can't put up with him anymore. _____
10. They're going (their) separate ways. _____

Integrated Language Skills, for the 1st year students

11. They stick together through thick and thin._____

5. Imagine you are judges. YOU are responsible for divorce cases where the husband and wife cannot agree. Today you have been presented with another difficult case: Ford vs. Ford.



Read about the case below.



Marriage, Divorce, and Single Parenthood

Encouraging and supporting healthy marriages is a cornerstone of the Bush Administration's proposed policies for addressing the poverty-related woes of single-parent households and, importantly, for improving the well-being of low-income children. The rationale is reasonably straightforward: About a third of all children born in the United States each year are born out of wedlock. Similarly, about half of all first marriages end in divorce, and when children are involved, many of the resulting single-parent households are poor. For example, less than 10 percent of married couples with children are poor as compared with about 35 to 40 percent of single-mother families. The combination of an alarmingly high proportion of all new births occurring out of wedlock and discouragingly high divorce rates among families with children ensures that the majority of America's children will spend a significant amount of their childhood in single-parent households.

If the failure of parents to marry and persistently high rates of divorce are behind the high percentage of children who grow up in a single-parent family, can and should policy attempt to reverse these trends? Since Daniel Patrick Moynihan first lamented what he identified as the decline of the black family in his 1965

Integrated Language Skills, for the 1st year students

report, *The Negro Family: The Case for National Action*, marriage has been a controversial subject for social policy and scholarship. The initial reaction to Moynihan was harsh; scholars argued vehemently that family structure and, thus, father absence was not a determinant of child well-being. But then in the 1980s, psychologists (Wallerstein and Kelly, 1980; Hetherington, 1982) began producing evidence that divorce among middle-class families was harmful to children. Renewed interest among sociologists and demographers (Furstenberg and Cherlin, 1994) in the link between poverty and single parenthood soon emerged, and as noted above, that work increasingly began building toward the conclusion that family structure did matter (McLanahan and Sandefur, 1994). Of course, the debate was not just about family structure and income differences; it was also about race and gender. When Moynihan wrote in 1965, 24 percent of all births among African-Americans occurred outside of marriage. Today, the black out-of-wedlock birthrate is almost 70 percent, and the white rate has reached nearly 24 percent. If single parenthood is a problem, that problem cuts across race and ethnicity.

Moreover, marriage can help children only if the marriage is a healthy one. While the definition of a “healthy marriage” is itself subject to debate, it is typically characterized as high in positive interaction, satisfaction, and stability and low in conflict. Unhealthy marriages characterized by substantial parental conflict pose a clear risk for child well-being, both because of the direct negative effects that result when children witness conflict between parents, and because of conflict’s indirect effects on parenting skills. Marital hostility is associated with increased aggression and disruptive behaviors on the part of children which, in turn, seem to lead to peer rejection, academic failure, and other antisocial behaviors. (Cummings and Davies, 1994; Webster-Stratton, 2003).



6. Now discuss with the other judges in your group. You must come to a decision and make some clear recommendations. Write your recommendations here:

7. When you have written your recommendations, consult with another group of judges. Did you agree on what should be done? Then turn the page and look at the discussion questions on divorce.

8. Discuss the following questions in pairs:

1. What are some of the common causes of divorce?
2. Is divorce legal in your country? Has it always been legal?
3. Is it easier to get a divorce now that in the past? Why?
4. Is divorce more common now than in the past? Why or why not?
5. People say that children of divorced parents are more likely to divorce themselves. What do you think?
6. Many actors, for example Michael Douglas and Catherine Zeta Jones, sign very detailed contracts before they get married (called pre-marital contracts). These contracts say exactly how much money and materials each person will get if they divorce. Do you agree with these contracts? Would you make one before you get married?
7. Does age make a difference in divorces? Are younger couples more likely to divorce than older ones?



9. Read the text and discuss in the groups. Tell about national and international organizations related to family problems.

Family Planning

Integrated Language Skills, for the 1st year students

Family planning is "the ability of individuals and couples to anticipate and attain their desired number of children and the spacing and timing of their births. It is achieved through use of contraceptive methods and the treatment of involuntary infertility."^[1] Family planning may involve consideration of the number of children a woman wishes to have, including the choice to have no children, and the age at which she wishes to have them. These matters are influenced by external factors such as marital situation, career considerations, financial position, and any disabilities that may affect their ability to have children and raise them. If sexually active, family planning may involve the use of contraception and other techniques to control the timing of reproduction.

Family planning has been of practice since the 16th century by the people of Djenné in West Africa. Physicians advised women to space their children, having them every three years rather than too many and too quickly.^[2] Other aspects of family planning include sex education,^{[3][4]} prevention and management of sexually transmitted infections,^[3] pre-conception counseling^[3] and management, and infertility management.

Family planning, as defined by the United Nations and the World Health Organization, encompasses services leading up to conception. Abortion is not typically recommended as a primary method of family planning,^[6] and access to contraception reduces the need for abortion.

Family planning is sometimes used as a synonym or euphemism for access to and the use of contraception. However, it often involves methods and practices in addition to contraception. Additionally, many might wish to use contraception but are not necessarily planning a family (e.g., unmarried adolescents, young married couples delaying childbearing while building a career). Family planning has become a catch-all phrase for much of the work undertaken in this realm. However, contemporary notions of family planning tend to place a woman and her childbearing decisions at the center of the discussion, as notions of women's empowerment and reproductive autonomy have gained traction in many parts of the world. It is usually applied to

Integrated Language Skills, for the 1st year students

a female-male couple who wish to limit the number of children they have or control pregnancy timing (also known as *spacing children*).

10. Copy out into your exercise-books and give definitions to the unknown words, use them in speech situations according to connotations.

1. spacing
2. contraceptive
3. contraception
4. reproduction
5. sex education
6. sexually transmitted infections
7. pre-conception counseling
8. abortion
9. euphemism
10. female-male

11. Answer the following questions and discuss “Family Planning” in the group

1. What is family planning simple definition?
2. What is the word for family planning?
3. What is the important of family planning?
4. What is family planning according to Oxford dictionary?

Lesson 2. Family Tree, Upbringing Children, Generation Gap

Objectives of this lesson:

- *to develop speaking skills*
- *to develop reading skills*
- *to revise vocabulary relating to family*

1. Discuss the following questions in round-table according to the questions below.

1. What is the best environment to raise a family in (e.g. apartment, village, etc.)?

Integrated Language Skills, for the 1st year students

2. What was the worst thing you did as a child? Did you get caught?
3. Is there anything funny or different about your family?
4. Does someone in your family maintain a family tree? How far back can you trace your family history?

2. Read the article below and answer the following questions:

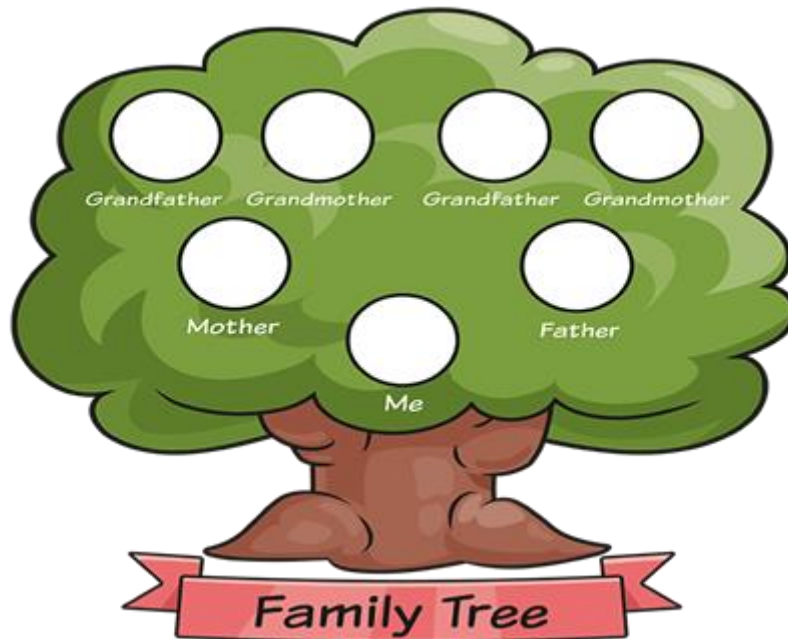
1. What is a nuclear family?
2. **True or false:** extended families are replacing nuclear families in North America.
3. How has marriage and raising children changed in the U.K. since 1971?
4. Why does Stephanie Coontz believe the institution of the family has weakened?
5. Do you agree or disagree with the ideas in the article?
6. Speak about the role of the family in any society.



Family Tree

1. Do you know your origins?
2. How well do you know your family members, including great-grandparents and distant relatives? Can't answer for sure, right?
3. Why do they call it the nuclear family?
4. Discuss term used to describe families in the text.
5. Develop a family tree by writing out all the members of the extended family.
6. How to draw a family tree when there is a divorce.
7. Draw a genealogical tree of your extended family.
8. Prepare a project on the title "Family Tree" with a group of students and present it in the group.

Integrated Language Skills, for the 1st year students



The family tree is the thing that could help you to respond to all these questions. Family or genealogical tree is usually a drawing of all family members, from the oldest on the top and to the youngest at the bottom (or vice versa). This tree can be useful in some situations, however, in most cases, it is just a kind of fashion or way of entertaining.

Nuclear family **refers to the core members of a family, usually parents and children**. Nuclear had a long history of figurative use before its main association with "nuclear energy," as nucleus has senses meaning "kernel" or more simply "something essential." Some people create family trees by themselves, studying their genealogy. Others have their genealogic trees done by companies which specialize in this sphere. As the idea of having a family tree has become really popular, such services cost a fortune.

Nevertheless, it is essential to know more about your origins.

Why? Because it is equal to knowing about the history of your country. We may think that every generation goes through absolutely new problems; however, this is not true. History repeats itself and we may learn how to act now looking back.

Moreover, in the past centuries, it was normal or even obligatory for people of different classes to know about their ancestors. Even now in many countries, it is common for people to know a lot about their genealogy.

Integrated Language Skills, for the 1st year students

The **British royal family** comprises Queen Elizabeth II and her close relations. There is no strict legal or formal definition of who is or is not a member, although the Royal Household has issued different lists outlining who is a part of the royal family.^{[1][2]} They support the monarch in undertaking public engagements and often pursue charitable work and interests. The royal family is regarded as British cultural icons.

The Lord Chamberlain's list applies for the purposes of regulating the use of royal symbols and images of the family.^[7] Meanwhile, the website of the royal family provides a list of "Members of the Royal Family"; those listed correspond to the royal family members mentioned and pictured below, with the exception of Princess Beatrice, Princess Eugenie, and the Duchess of Kent.^[8] The royal family's guidelines on greeting a member of the royal family say they should first be greeted with "Your Royal Highness".^[9] The status of *Royal Highness* is restricted to children of a monarch, male-line grandchildren of a monarch, the children of the eldest child of the Prince of Wales, and their wives.

The core of the royal family is made up of Queen Elizabeth II; Charles, Prince of Wales; Camilla, Duchess of Cornwall; Prince William, Duke of Cambridge; Catherine, Duchess of Cambridge; Anne, Princess Royal; Prince Edward, Earl of Wessex; and Sophie, Countess of Wessex. They carry out royal duties full-time.^[10]

Lower profile relatives who perform some duties are Prince Edward, Duke of Kent; Princess Alexandra; Prince Richard, Duke of Gloucester; and Birgitte, Duchess of Gloucester.^[10] Other members of the royal family with royal rank who do not carry out official duties are Prince Andrew, Duke of York; Prince Harry, Duke of Sussex; Meghan, Duchess of Sussex; Princess Beatrice; Princess Eugenie; Katharine, Duchess of Kent;

Integrated Language Skills, for the 1st year students



Prince and Princess Michael of Kent

3. Give definitions to the words with their meaning as used in the article.

Origins	
Distant relative	
For sure	
Family/genealogic tree	
Genealogy	
Specialize in	
Cost a fortune	
History repeats itself	
Ancestors	
Royal rank	
Royal duties	

4. What is the appropriate English term for _____

1. Your sister's daughter? _____
2. Your sister's son? _____
3. Your grandmother's mother? _____
4. Your brothers and sisters? _____
5. Your wife's brother? _____

Integrated Language Skills, for the 1st year students

6. The son of your mother's new _____ husband?

9. Find any text on the title “Generation Gap” from the internet sources according to your level (B2) and study it independently.

10. At the lesson discuss the following questions with your group mates.

1. What is a generation gap?
2. Have you ever felt a generation gap with your friends?
3. How do you overcome the generation gap?
4. When do you feel the generation gap the most?
5. Is it possible to overcome a generation gap?
6. At what point in life does the generation gap seem to be the largest?

Lesson 3. Family Matters

Objectives of this lesson:

- *to revise vocabulary relating family*
- *to improve discussion skills*



1. Write the female equivalent of the family words below:

Father _____

Husband _____

Brother _____

Son _____

Uncle _____

Grandfather _____

Grandson _____

Brother in law _____

Integrated Language Skills, for the 1st year students

Granddad _____

2. Discuss with your partner what the family words below mean.

parent	relation	relative
spouse	sibling	twin
step-father	half-brother	great-grandfather

3. Discuss with a partner what you should do when _____

1. Your six year-old child asks where babies come from.
2. Your child fails his English test
3. Your 13-year old gets a tattoo on his back of a tarantula
4. Your child won't eat his/her vegetables at dinner
5. Your 12-year old daughter says she's dating a high school student
6. Your child won't stop screaming because you won't buy him candy in the grocery store
7. Your child tells you that he or she is gay
8. Your marriage becomes stale
9. Your child graduates university

4. Write an essay about "Family with elderly parents". Then discuss it in the group.

UNIT 6. EDUCATION

Objectives of this unit:

- *to get acquainted with each other*
- *to know how to describe people*
- *to understand how geniuses think*
- *reading skills: finding examples that help explain new ideas*
- *vocabulary: grouping words*
- *to talk about ways of being genius*

Integrated Language Skills, for the 1st year students

Lesson 1. School Life, Student Life and Teachers

Objectives of this lesson:

- *to get acquainted with new topic*
- *to know how to describe school life*



1. Watch the video titled “Developing Teacher-Student Relationships” on the site <https://www.youtube.com/watch?v=c1w9lx3YfjU> and discuss and then write out useful tips used in the video.

2. Identify the meanings of these given words and make up sentences using the given words as many as possible about education.

1. Classmate
2. Examiner
3. Learner
4. Principal
5. Pupil
6. Coach
7. Graduate
8. Lecturer
9. Professor
10. Tutor_

1. Match the words in Activity 1 with a suitable definition in this Activity

1. Someone who teaches at a university _____
2. Someone who has a college degree _____
3. The head of a school _____
4. Somebody who studies at a primary or a secondary school _____
5. The most important teacher in a university department _____

Integrated Language Skills, for the 1st year students

6. Someone who teaches one student or a very small class _____
7. Somebody in the same class as yourself _____
8. Somebody who trains a sports team _____
9. Somebody who writes the question papers of an examination _____
10. Somebody who drives but hasn't yet passed a driving test _____

2. Speak about types of classrooms

1. What is a classroom in a school?
2. What are the five things of classroom?
3. What is a typical classroom?
4. What are the areas in the classroom?
5. What is the best classroom setting?
6. What is a good classroom?

3. Describe the different types of classrooms and speak about their advantages.



shutterstock.com · 1553133782



Integrated Language Skills, for the 1st year students



4. Find as many words about education as you can.

b	S	e	l	u	r	r	E
a	C	l	e	s	s	o	N
c	H	s	a	d	r	t	T
c	O	u	r	s	e	u	E
d	O	n	n	t	w	t	R
s	L	c	o	u	s	b	E
c	O	d	t	d	n	o	I



4. Watch the video “Peaceful Day in Bordeaux | Exchange Student in Bordeaux” <https://www.youtube.com/watch?v=iMXnBdCKXe4> and

Share your day off with your friends.



5. Read and discuss in small groups.

Integrated Language Skills, for the 1st year students

School Life

In high school, I had no clue what path I should take. Should I go to college, join military or continue to work? It is a life –altering decision that kept me awake for many nights. I had excellent grades and my classmates either admired or joked about how smart I was. But I felt that college wasn't for me. I don't want I wanted to do with my life because I was part of the 9-11 generation, paid more attention of what was happening around the world. I came close in enlisting in the army until I found out I physically could'nt. College seemed like the logical choice. Until two people very close to me were taken away before I turned eighteen. The last thing on my mind was my future. My grades slipped, my spirit broken and my life torn apart. I managed to graduate, but I didn't believe college was the answer to my problems.

6. Answer the following questions in pairs, and then discuss in the group.

1. What is the best message for student?
2. What to say to inspire students?
3. What is the best motto in life for students?
4. How do you encourage student's quotes?
5. What's a positive message?
6. What's a motto in life?
7. What is a good quote for studying?
8. What is a good motivational quote?

Student Life

Nowadays, lots of students work and study at the same time. Eventually, you understand that it's great to have the job you like. High education may help a lot in getting your dream job in future.

7. Answer the questions below

1. What is student life about?
2. What is most important student life?
3. How can a student lead life?

Integrated Language Skills, for the 1st year students

4. Why is student life so important?

Teachers Role in the Classroom

1. What is the teacher's most important role in the classroom?
2. What are the 5 roles of a teacher?
3. What is the role of teacher in language knowledge?
4. What is the role of the teacher in the 21st century classroom?
5. What is the role of teachers in modern education?
6. What is the role of a teacher in the present day society?



8. Read and discuss the role of a teacher in small groups.

The Role of the Teacher

The role of the teacher undergoes fundamental changes with the delivery of a multidimensional second-language program. As the Core French classroom moves from teacher-centred to student - centred and from a language-based to a needs-based approach, the teacher's responsibilities also change.

The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to learning French as a second language.

It is the teacher who acts as facilitator, resource person and language model for the second- language classroom. In developing units, the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the students experience a high degree of success. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

Integrated Language Skills, for the 1st year students

The constant re - entry and review of linguistic content throughout the different units enable the students to practise and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student- centred rather than teacher- centred; the students do most of the talking and the role of the teacher is to facilitate advice, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work. During these activities, the teacher will interrupt to correct students only if the errors are so serious as to block communication. The role of the Core French teacher in the classroom has traditionally been to convey knowledge. As the teacher moves toward being a facilitator of language learning, the students acquire skills that will enable them to be independent language learners.

Teachers are encouraged to become more knowledgeable about theories and methods of second language instruction. This can be done through reading and attending workshops, professional development days and conferences whenever the opportunity lends itself. Mini-immersion or immersion courses are instrumental in providing the opportunity for improvement/maintenance of communicative competence. Meeting with colleagues, formally or informally, also provides an opportunity for discussion, sharing and practising the language on another level.

Integrated Language Skills, for the 1st year students

The Role of the Secondary Student

The role of the students is also evolving in the second language classroom. Students are becoming more active in their role as learners and are playing a major part in many aspects of the Core French class. One significant development is the amount of student input and decision-making that naturally occurs in the development of the unit. In the initial phase of a unit, students are asked for their input and the knowledge that they possess on a particular subject. It is this input phase that begins to motivate the students. Students are encouraged to make a number of decisions. They need to decide what vocabulary and structures are important for their activities and projects. The decisions that are made regarding the projects reflect the interests and strengths of the students. Although there are specific objectives and guidelines that need to be met in the second language classroom, students who are allowed some freedom to move within the parameters are more likely to remain motivated and on task.

The experiential goal at the end of the unit gives the students the opportunity to work toward their potential. **The students become aware of this project in the early stages of the unit.** They are then able to tailor their vocabulary, their activities and their thinking toward the final task. As the students realize that the work they do within the class leads them toward their final goal, they are much more inclined to stay on task. Students are able to personalize their projects and use their personal abilities and talents. Students with a strong French background may wish to expand on the oral or written aspect of the projects. Students with artistic or creative talents may wish to add an original dimension to the finished product. Students with a lesser degree of language skill will also be able to work toward their own potential. Students learn in different ways and at a different pace and their final projects will reflect these unique differences.

Integrated Language Skills, for the 1st year students

Organization of Teaching Units. Teaching units provide the framework for the delivery of the Core French program. The units are based on fields of experience taken from the interests of the students. Each of the units includes an introductory or pre-activity phase, a main or activity phase and a post or reflection phase.

In the **introductory phase, (pre-activity)**, the teacher activates any knowledge that the student may have about the topic to be covered. The students share their knowledge and explore their attitudes in this area. Some French vocabulary may be reviewed or explained at this point, however it is not the purpose of the introductory phase to formally teach a pre-determined list of vocabulary. This phase stimulates interest in the topic and provides the impetus for further discussion and activity.

In the **main phase, (activity)** the students perform a number of tasks and activities in order to develop language skills, knowledge and attitudes in the field of experience. At this point, the students spend time developing their language skills in a meaningful context. The activities move toward the experiential goal and at the end of the unit, the students will produce a final project.

The **post or reflection phase, (post-activity)** allows the teacher and students to step back and reflect on what they have learned and the strategies used. It includes discussion on French vocabulary and structures as well as new knowledge they have gained about the topic. It is also a time to reflect on how the experience may have affected their attitudes and behaviours and how they may transfer what they have learned to new situations.

The organization of the teaching unit allows the students to become interested in a topic, become familiar with the experiential goal at an early stage and does activities that will give them success with the final product. The final product and the reflection on the unit give the students a sense of completion and accomplishment. As the students begin the next unit, linguistic structures will re-emerge and this spiral

Integrated Language Skills, for the 1st year students

approach will ensure that the students continue to practice and apply what they have learned during the unit. A teaching unit is thus organized as follows:

Field of experience: This identifies the aspect of the students' experience which will provide the content.

Topic to be developed: this narrows the focus to content around which the student already has some experience, knowledge and behaviour.

Experiential goal: this goal or task creates a need to know certain vocabulary and grammar in order to be able to do the task in French. The goal should always involve creating a product, something concrete, whether written or oral.

Suggested steps: these steps are organized in logical order. Each unit has a beginning (brainstorming, motivation, introducing the goal or task); a middle phase (where students are involved in meaningful activities where they learn the language and general knowledge necessary to complete the task and actually do things in French) and an end (where they complete the task and demonstrate the product.) Some are language activities while others involve general knowledge development.

First Step: Students and teacher share what they already know about the topic, both in language and content. In the process, students become interested in the topic and motivated to learn more about it.

Second Step (Approximately): The experiential goal for the unit is introduced. Students decide with the teacher what elements of French they will need to learn and they select from the suggested steps those which they will complete in order to achieve the goal.

Subsequent steps: Students learn more about the topic, focusing on the information they need to complete the task. Group work and cooperative learning are an important part of this phase.

Integrated Language Skills, for the 1st year students

Second last step: The students present their version of the completed task or product.

Final Step: The last part of every unit involves having the students step back and reflect upon the experience of doing the unit. They try to identify what new knowledge they gained from the experience, what language they acquired, what new strategies they found most appropriate and suggest how these strategies could be used in new situations.

8. Based on the topic “Prepare and Present a Microteaching” for 20 minutes. Each of students will design lesson plans on various topics and interactive teaching emthods and technologies will be implemented into teaching.

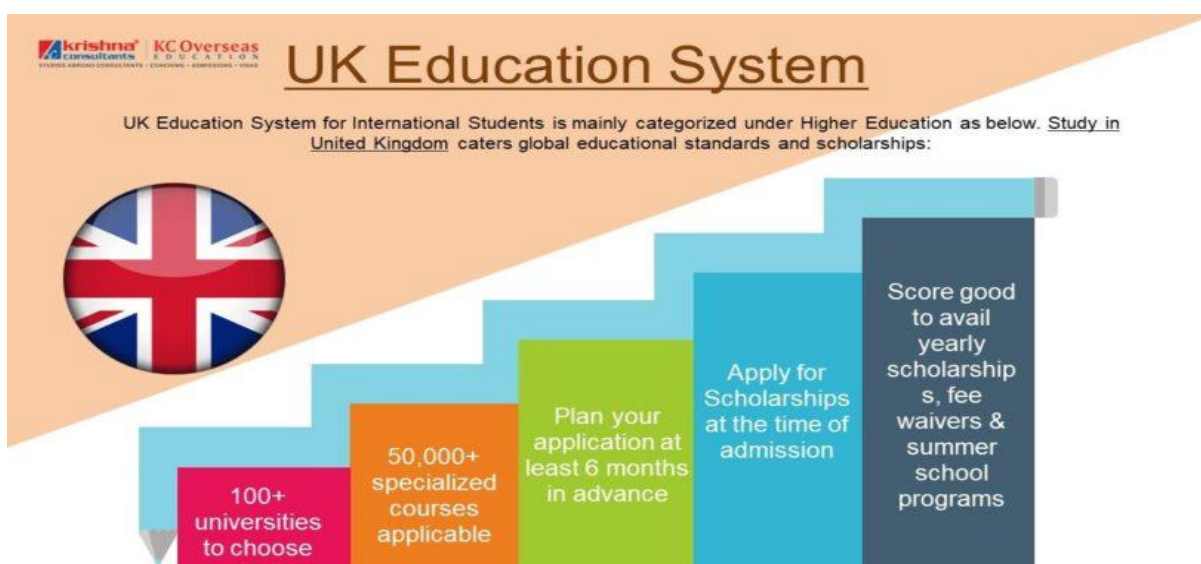
Lesson 2. Comparison of Educational Systems, Where to Study, Decision-Making

Objectives of the lesson:

- *to learn how to choose word-stock*
- *vocabulary: grouping words*

1. Discuss, cluster the term “school education” in small groups of 4 during 5 minutes, and present your clustering.

2. Choose a card with the name of state that’s school education they are goingto discuss and write about it.



Integrated Language Skills, for the 1st year students

Undergraduate Study

In the UK, a British bachelor's degree normally takes three years to complete and most are awarded at honours level. Examples of first degrees are: BA (Bachelor of Arts), BEng (Bachelor of Engineering), and BSc (Bachelor of Science).

State colleges offer some 2 year vocational diplomas that grant exemption from the first and sometimes second year of a degree programme. Some private tutorial colleges offer a one year diploma programme which is equivalent to year 1 of university. Students taking 1 year diplomas are awarded second year entry at some universities.

University - Postgraduate Study

Postgraduate courses in the UK education system are very intensive. This means that the courses are usually much shorter than in other countries. A master's degree typically takes 12 months to complete, for example an MA - Master of Arts and an MEng - Master of Engineering. An MBA (Master of Business Administration) is a high profile Masters course which can take 2 years. Applicants will usually be high achieving with at least 2 years managerial experience. A PhD research degree in the UK can take between 2 and 7 years.

Bright World works almost exclusively with privately funded schools and colleges. A boarding school is a residential school where pupils live and study during the school year. There are approximately 500 boarding schools across England, Wales, Scotland and Northern Ireland. UK boarding schools offer pupils an outstanding education, helping them to develop their skills and progress to university. All UK boarding schools have to meet strict government standards on the quality of their teaching, facilities and student care.

Tutorial Colleges start at age 15 and have a more flexible programme range, focusing on fast access to UK University. Many of the independent private sixth form colleges in Oxford, Cambridge and London work on a 'tutorial system' and are often

Integrated Language Skills, for the 1st year students

referred to as 'tutorial colleges'. The tutorial system originates from Oxford and Cambridge Universities and is a very highly regarded and much tested system. It is still used today and is the cornerstone of an 'Oxbridge' education. A tutorial is a small class of only a few students, in which the tutor (a lecturer or other academic faculty member) gives individual attention to the students.

A state boarding school is one where you pay for boarding and the education is free. The government pays for the education as it would at any other state school in England. Admission to state boarding schools in the UK is limited to children who are nationals of the UK and are eligible to hold a full UK passport, or those who are nationals of other European Union countries or those who have the right of residence in the UK. Please note that the holding of a BN (O) passport does not make the child eligible for a state boarding school in the UK.



3. Read the text “Education System in Uzbekistan” and compare the education systems of Uzbekistan and Great Britain

In Uzbekistan, secondary education is divided into two stages. The first stage includes nine years of compulsory schooling with the same programs all over Uzbekistan. The second stage covers education and vocational training after nine years. It includes general secondary education and specialized secondary education. Young people receive general secondary education while staying in school for the tenth and eleventh grades. Upon successful completion, they get a Certificate of Complete Secondary Education. Specialized secondary education is provided through a network of schools:

- Professional Technical School graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.

Integrated Language Skills, for the 1st year students

- Technical College graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.
- Lyceum or various training courses offered by higher education institutions or industry. Graduates receive a Junior Specialist Diploma or Diploma of Academic Lyceum equal to a Certificate of Complete Secondary Education.

In 2017, education reforms in Uzbekistan changed from 12-year program to 11 years after a previous reform disappointed and troubled parents and children. Eleven years of primary and secondary education are obligatory, starting at age seven. The rate of attendance in those grades is high, although the figure is significantly lower in rural areas than in urban centers. Preschool registration has decreased significantly since 1991.^[1]

The official literacy rate is 99 percent. However, in the post-Soviet era educational standards have fallen. Funding and training have not been sufficient to effectively educate the expanding younger cohorts of the population. Between 1992 and 2004, government spending on education dropped from 12 percent to 6.3 percent of gross domestic product.^[1] In 2006 education's share of the budget increased to 8.1 percent. Lack of budgetary support has been more noticeable at the primary and secondary levels, as the government has continued to subsidize university students.^[1]

Between 1992 and 2001, university attendance dropped from 19 percent of the college-age population to 6.4 percent. The three largest of Uzbekistan's 63 institutions of higher learning are in Nukus, Samarkand and Tashkent, with all three being state funded. Private schools are forbidden as a result of a government crackdown on the establishment of Islamic fundamentalist (Wahhabi) schools. However, in 1999 the government-supported Tashkent Islamic University was founded for the teaching of Islam.^[1]

Among higher educational institutions, the highest rated at domestic level are Tashkent Financial Institute and Westminster International University in Tashkent.

Integrated Language Skills, for the 1st year students

The first one was established by the initiative of the first president of Uzbekistan in 1991. Later in 2002, in collaboration with the University of Westminster (UK) and “UMID” Foundation of the President of the Republic of Uzbekistan, Westminster International University in Tashkent was established. Currently these universities are regarded as the best in its sphere of education both in Uzbekistan and Central Asian countries.

In 2007, Uzbekistan Banking Association (UBA) had a joint venture with Management Development Institute of Singapore, Singapore and set up MDIST University in Tashkent. In 2009, Turin Polytechnic University in Tashkent was established from the collaboration among Polytechnic University of Turin, Uzavtosanoat, and the Uzbek Ministry of Higher Education. TTPU offers bachelor's programs in Mechanical and Aerospace Engineering, Civil Engineering and Architecture and Computer Engineering.

In 2010 the British School of Tashkent ^[2] was established to provide a high-achieving British school where children learn in a secure and stimulating environment and children of all nationalities are exposed to the English National Curriculum. The school is also able to deliver all local Uzbek curriculum requirements. Higher private and entrepreneurial education is developing in Uzbekistan. In 2020 TEAM University was established as private entrepreneurial university by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 241 dated April 18, 2020.^[3]



Integrated Language Skills, for the 1st year students

Unirank Announces list of top Universities in Uzbekistan for 2020

Which universities are the most popular in Uzbekistan? UniRank prepared an answer for this question and published a rating of 65 Uzbek higher education institutions for 2020 that meet the following UniRank selection criteria:

- be privileged, licensed and accredited by the relevant organization of the country specialized in higher education;
- offer at least four-year bachelor or master's degree programs;
- conducting courses primarily in traditional and online learning formats.

The aim of UniRank was to provide a non-academic ranking of the best universities in Uzbekistan, based on reliable, objective and unaffected web indicators provided by independent web analytics sources (not on data provided by the universities themselves). UniRank's current ranking is based on an algorithm that includes 5 objective and independent indicators obtained from various web analytics sources: Moz Domain Authority, Alexa Global Rank, SimilarWeb Global Rank, Majestic Referring Domains and Majestic Trust Flow.

Top 10 universities in Uzbekistan for 2020 according to UniRank:

1. Westminster International University in Tashkent
2. Tashkent University of Information Technologies
3. Tashkent State Pedagogical University
4. Tashkent Financial Institute
5. University of World Economy and Diplomacy
6. National University of Uzbekistan
7. Samarkand State Medical Institute
8. Tashkent Medical Academy

Integrated Language Skills, for the 1st year students

9. Termez State University

10. Singapore Institute of Management Development in Tashkent

A complete list of top universities in Uzbekistan for 2020 can be found at the following link <https://www.4icu.org/uz/>

4. True/False activity. Match the sentences in the exercise with ones in the text.

1. The second stage covers education and vocational training after eleven years.

2. In 2020 TEAM University was established as private entrepreneurial university by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 1875 dated December 12, 2020.^[3]_____
3. Among higher educational institutions, the highest rated at domestic level are Tashkent Economic University and Westminster International University in Tashkent._____
4. Between 19892 and 2012, university attendance dropped from 19 percent of the college-age population to 6.4 percent. _____
5. Eleven years of primary and secondary education are obligatory, starting at age seven._____
6. The aim of UniRank was to provide a non-academic ranking of the best universities in Uzbekistan._____
7. UniRank's current ranking is based on an algorithm that includes seven objective and independent indicators obtained from various web analytics sources._____
8. State colleges offer some 2 year vocational diplomas that grant exemption from the first and sometimes second year of a degree programme._____
9. Tutorial Colleges start at age 25 and have a more flexible programme range, focusing on fast access to UK university._____
10. State colleges offer some 2 year vocational diplomas that grant exemption from the first and sometimes second year of a degree programme._____

Integrated Language Skills, for the 1st year students

5. Match the sentences with their appropriate halves.

1. The teacher started by going over the main_____
 2. Your English will improve if you work hard_____
 3. How did you do in your exams_____
 4. I just don't see _____
 5. I'll try to use my French _____
 6. I made complete mess of the exam_____
 7. It always takes the students a while to settle do down_____
 8. Don't give up_____
 9. He passed the exam with flying colours_____
 10. The main aim of my lesson was_____
 11. If you want to learn to play the piano_____
 12. It was really stiff exam _____ the point of this lesson.
- a) Driving's just a question of practice.
 - b) I think he got nearly 100%.
 - c) At the start of the lesson.
 - d) It'll take years of practice.
 - e) I don't think many of us will pass.
 - f) To get the students talking.
 - g) Speak as much as you can. Practice makes perfect.
 - h) I mucked the whole thing up.
 - i) points of yesterday's lesson.
 - j) but I'm a bit out of practice.
 - k) Badly. I failed three of them.

Lesson 3. Exchange Students, Scholarships, Studying Abroad

Objectives of this lesson:

- *to learn how to choose word-stock*
- *vocabulary: grouping words*

Integrated Language Skills, for the 1st year students

1. Name the noun phrases and verb phrases that are used in the classroom and fill in the table below. Use them in your microteaching.
2. Practice phrases used while assigning homework.
3. Remember, at the end of a class, assigning homework is required to assess the students' comprehension.
4. What are the phrases that your teachers use in conducting classes... continues the list, please!

	Noun phrases (to be continued...)	Verb phrases (to be continued...)
1.	That really is very kind of you.	
2.	Don't worry; I'm sure you'll do better next time.	
3.	I'm really impressed. I knew you could do it!	
4.	Have a go! Have another try!	
5.		
6.		
7.		
8.		

Phrases and terms used to appreciate a student

Teachers are often exploring opportunities to show their appreciation to their students. Appreciating and actively encouraging them offers them the potential to thrive and achieve their full potential.

1. In the essay, you did a really good performance.
2. Spectacular!

Integrated Language Skills, for the 1st year students

3. Don't spend time worrying about the rest; just do your best performances.
4. Phenomenal!
5. Fabulous.
6. I knew you'd be able to pull it off.
7. You've got your thinking cap on today.
8. I appreciate the effort you put in.
9. Your hard work on this project is unrivaled.
10. It's the moment you put in that counts.
11. You've hit the nail on the head.
12. Keep practicing, and your grades will improve.
13. Fantastic job!
14. Your creative approach is much encouraged.
15. Bravo!
16. It is indeed working well.
17. Keep pushing forward; you're becoming better.
18. Superb!
19. Greatly appreciate your leadership and finally completing the task.
20. Remarkable!



5. Watch the video about “Exchange Student” and learn how to interview your friend who has studied abroad:

<https://www.youtube.com/watch?v=G11Yvy2V9PA>



6. Find the subjects taught at schools

1. TAHMS _____
2. IRTHOSY _____
3. CNECCEI _____

Integrated Language Skills, for the 1st year students

4. NISGEHL _____
5. HOGTCEYNLO _____
6. EHGORAGPY _____
7. RAT _____
8. SIMCU _____
9. EHNFCR _____
10. NEOCCIOSM _____

7. What do you call...?

1. The money some students receive if they get a place at university? _____
2. The qualification you get at the end of university? _____
3. The name we give students during this period at university? _____
4. Teachers at university? _____
5. Students when they have completed their first degree? _____
6. Students studying for a second degree? _____

8. Get to know “Study Abroad Scholarships: Summer, fall, and spring study abroad scholarships” and discuss their advantages and disadvantages in the group.

1. Fund for Education Abroad.
2. Gilman International Scholarship Program.
3. CIEE Study Abroad Scholarships & Grants.
4. USAC Scholarships.
5. The Intern Group Global Leadership Grants.
6. CEA Study Abroad Scholarships.
7. SIT Study Abroad Scholarships.
8. Critical Language Scholarship

Integrated Language Skills, for the 1st year students

9. Answer the following questions and then discuss advantages and disadvantages of studying abroad.

1. What are the advantages of studying abroad?
2. How can I get full scholarship to study abroad?
3. Which is the best scholarship to study abroad?
4. Which countries provide free scholarship to study abroad?
5. Is there a way to study abroad for free?

10. Pre-reading Ice breakers

1. Why are you interested in going on exchange?
2. Have you lived overseas previously?
3. What is the longest period you've previously spent apart from your biological family?
4. Did you suffer from any homesickness?
5. What do you hope to get out of being an exchange student?
6. Do you think you'd make a good exchange student? If so, why?
7. What are your greatest achievements? Please tell us about one.
8. What do you rate as your greatest personal strengths and weaknesses?
9. As an exchange student, you'd be an ambassador for your home country. Do you think you'd be a good ambassador for your home country? If yes, why?
10. Have you ever broken the law? If yes, please give details.
11. What can you tell us about Rotary/AFS/the exchange organization you're applying for?
12. What is the capital of your intended host country?

Integrated Language Skills, for the 1st year students

13. What is the name of the currency of your intended host country?
14. Exchange students usually encounter a range of situations which test their resilience. Please share an example of where you were in a difficult situation. What did you do to cope with the situation and/or get out of it?
15. If you had a problem with your host family, what could you do to resolve it?
16. What would you do if a teacher at school in your host country asked you to do something that you didn't feel comfortable doing?
17. What would you do if your host brother or sister showed a romantic interest in you? Assume that you find him or her very attractive.
18. Assume that cannabis had been decriminalized in your intended host country. If your host brother offered to share a joint with you, would you agree?
19. Have you had any leadership roles at your current school?
20. Are you involved in any co-curricular activities at school – for example, sport, band or debate club?
21. What is your GPA/what are your grades like?
22. What are your plans for life after school?
23. Why are you interested in doing an exchange in your chosen country?
24. Would you be willing to go to another country if you didn't get an offer from this exchange organization for your chosen country?



Integrated Language Skills, for the 1st year students

1. Read the text answer the following questions and restate the passages if they are difficult for you.

Exchange Students

Dear exchange student,

I want to start by congratulating you for making it, give yourself a pat on the back, because you just started one of the biggest steps in your life, all that hard work, the tests, the interviews, and orientations have finally paid off and you are finally where you've wanted to be for the past months and specifically when you first sent that application.

Being an exchange student is such an honor, but it is also a privilege that you earned by yourself, and you should never takes that for granted. You will have an absolutely phenomenal experience, I can guarantee that, and now you officially became an ambassador for not just your country, but for your home and culture.



Integrated Language Skills, for the 1st year students

I'm sure by now you know what to do, you know what exchange students do and their influence on everyone around them, and around yourself in your own host community.

Don't forget that in the times where you don't feel well or homesick, you have so many people you could talk to in the states that would never hesitate to show their support to you. Also so many alumni back home are willing to talk because they all went through everything you are going through right now, all the exciting and not so-exciting emotions, and those ups and downs, It is normal and it happens to everyone, so don't let it set you back, because it's just a bump on the road.

I would like to conclude with that I wish you all the luck in the world, I hope that you will achieve success and make the cultural difference someone might need in their life, for you are a vessel for your community and that you will have a great study year in the UK!

By Marcus Mesherky (YES 2017-2018, Israel Arab Communities, hosted by Ayusa in Amity, OR) and Nour Ali (YES 2017-2018, Bahrain, hosted by Ayusa in Buckley, WA)

6. Imagine that you are an exchange student and you are writing a letter to your home- friend.

7. What are your suggestions to your friend who is abroad? Ask his/her feelings also.

UNIT 7. CITY AND COUNTRY LIFE

Objectives of this unit:

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*
- *to develop critical thinking*
- *to develop discussion skills*
- *to develop reading skills*
- *to develop speaking skills*

Integrated Language Skills, for the 1st year students

Lesson 1. City Life, Problem of Big Cities, Famous Cities in the World

Objectives of this lesson:

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*

1. You will have two or three minutes to brainstorm as many vocabulary words as possible that are related to the topic of cities.

2. Complete the following pre-reading quiz. How much have you already known?

3. New York was once the capital city of the United States.

A. True

B. False

4. What was New York originally called?

A. New England

B. New Amsterdam

C. Verrazano Narrows

D. Greenwich Village

5. New York City is divided into five boroughs (districts). Which of these is not one of the five boroughs?

A. Brooklyn

B. The Bronx

C. SoHo

Queens

2. Which of the following is a common nickname for New York City?

A. The City of Brotherly Love

B. The City of Big Shoulders

C. The Big Easy

D. The Big Apple

Integrated Language Skills, for the 1st year students

3. About how many people live in New York City today?

- A.2 million
- B.5 million
- C.8 million
- D.12 million

4. Scan the text and answer the following questions.

1. How much land does New York City cover?
2. What is the average rainfall in New York in a year?
3. When New York was first established?
4. When the New York Subway was first opened?
5. What is the center of U.S. Theater called?



1. Read the text and answer the questions above it and then discuss the events took place in New York in the group. Restate the sentences in your own which are difficult for you, then render it.

New York City

New York City was established in 1613 by the Dutch East India Company. The original settlement, located on Manhattan Island, was called “New Amsterdam.” In 1664, the Dutch government ceded control of the city to the British, who renamed it “New York.” After the United States gained independence from England, New York was briefly the site of the national capital.

In the late 1800s and early 1900s, millions of immigrants entered the United States via New York. In 1898, the five boroughs - which had previously been independent cities - were brought together under one city government. The boroughs were further united in 1904 by the opening of the New York City Subway.

The famous New York skyline began to take shape in the early twentieth century.

Integrated Language Skills, for the 1st year students

Landmarks. New York is home to a number of famous landmarks. Examples of the city’s world-class architecture include the Empire State Building, the Statue of Liberty, and the Brooklyn Bridge. The headquarters of the United Nations (UN) is also in New York, although the site on which the UN buildings are located is treated as international territory. New York has many famous neighborhoods, such as Greenwich Village, Harlem, and Wall Street. The city also contains a large amount of green space; Central Park in Manhattan and Prospect Park in Brooklyn are both places where New Yorkers can escape from the hectic pace of city life.

Arts and Entertainment. New York is considered by many to be the cultural capital of the United States. It is home to several leading art museums, such as the Metropolitan Museum of Art and the Guggenheim Museum, as well as hundreds of private art galleries. New York - and more specifically, the street in Manhattan known as Broadway - is viewed as the heart of theater in the United States. The Metropolitan Opera and the New York Philharmonic Orchestra are two of the best musical companies in the country.

Consider the origins of below nicknames:

The Big Apple

The City That Never Sleeps



7. Work in groups. Write fact sheets about different historical places in your country, using the New York City fact sheet as a model.

Fact Sheet:

8. Write an essay on the title “Famous Cities in the World” and discuss in the group.

Integrated Language Skills, for the 1st year students



Watch the videos and discuss the problems of big cities: in the UK, US, China, Mongolia, and other big cities.

https://www.youtube.com/watch?v=ZYCgTgc5_vA;

<https://www.youtube.com/watch?v=YQVnHsLwRg4>



1. Read the text and say about advantages of living in the city.

City Life

Urban and rural living each has its own benefits and disadvantages. The environment you choose will affect your lifestyle, day-to-day activities and, possibly, your health. A person's personality, job and financial situation may influence the choice of environment.

Cities are more crowded and faster-paced while rural living is often more relaxed and less congested. The slower pace of rural areas provides a sense of community and the openness makes people seem accessible to each other. Cities have fewer homes with yards, but those living in rural areas have more access to open space and nature. In contrast, cities have state-of-the-art skyscrapers and offices that serve to create walls.

Cities are a hub for industrialization. There are more factories and businesses, making the areas more polluted. Additionally, the increased population in cities makes the ground more likely to be marred by litter and heavy use.

City life gives inhabitants the ability to be exposed to more culture. Museums, theatre, and monuments are often easily accessible in cities. Additionally, most cities have a broad range of multicultural restaurants accessible by public transportation or walking. In contrast, entertainment in rural areas may be more limited or require travel.

Generally, the convenience of cities makes them costlier. Larger cities with

Integrated Language Skills, for the 1st year students

more industry, including Los Angeles and New York, are more expensive than smaller cities. Often, housing further from cities is cheaper, larger and may come with more land. However, the area of the city also affects the price. Space limitations may also make parking costlier in the city.

City living may reduce the need for a car, encourage the use of public transportation or walking and, because of fewer yards, minimize the use of pesticides. Additionally, many people live in smaller living spaces, which use fewer natural resources for heating and maintenance. In contrast, the upkeep of larger country homes may require more natural resources. Available land allows residents to grow fresh food in the country.



2. Answer the following questions related to the topic. What do you prefer, living in the City or in the Countryside? Write an essay on the title “Differences between City and Country Life”

1. Have you ever lived in the countryside?
2. When does a town become a city?
3. Do you prefer city or country life?
4. What are some downsides of living in the countryside?
5. What some upsides are of live in the country?
6. What would you miss the most?
7. Will you move to the countryside in the future?

Lesson 2. Home Towns, Transport and the Best Place to Live

- *to develop critical thinking*
- *to develop vocabulary around the topic of cities and how to describe them*

Integrated Language Skills, for the 1st year students



1. Watch the video and get practical information before visiting London.

<https://www.youtube.com/watch?v=XGRsxKdPN6E>. After watching the video discuss the recommendations done by the author.

1. Get into small groups and share any information you know about the cities.

Madrid Dublin Toronto Auckland Amsterdam

1. What do these terms mean to you?

1. standard of living
2. mentality
3. cuisine
4. political situation
5. environment
6. climate
7. culture

2. Imagine that you are going to live and work in a different city for a year. Think about things you would like to know about a city before you decide which one to go to. Research and find out as much about the city you have chosen.

The following resource combines short histories of four of Uzbekistan's major cities as Bukhara, Samarkand, Tashkent and Khiva. Scan the information about these cities from the site https://geohistory.today/uzbekistan/#Visiting_Bukhara_Today and discuss them in the group.

Uzbekistan is a country that holds a very special place in people's heart. I know a man who grew up in Uzbekistan but left due to political issues in 2006. Uzbek government has been making big changes to promote tourism, including unilaterally

Integrated Language Skills, for the 1st year students

declaring liberalizations in visa policy. UK citizens can also now enter the Uzbekistan for 30 days visa-free. Americans can enter for five days if they enter and leave the country via Uzbek Airlines and otherwise qualify for simple e-visas that are good for thirty days.....

To be continued....



3. Write a composition which starts with...

If I could build my own perfect world, it would ...

Lesson 3. Migration from Countries to Cities

Objectives of the lesson:

- *to develop discussion skills*
- *to develop reading skills*



Integrated Language Skills, for the 1st year students

1. Describe each picture and then compare them, say similarities and differences between them.

2. What is migration?

3. Which countries take in the most immigrants?

4. How do countries decide whom to allow in?

5. Do many people emigrate from your country?

6. Why do people usually leave your country?

7. Have you considered emigrating?

8. Which country in the world is the safest to live in?

2. Talk about population trends in your country. Which are the biggest cities? Are people moving into the cities? Is this good?

3. In pairs, write down five problems that mega cities will have in the future. Once you have five problems, discuss possible solutions. Tell your problems to other groups and ask for their solutions.

4. In groups, decide what opportunities and challenges there will be for all societies in the twenty-first century due to the following: diverse patterns of childbearing, mortality, migration, urbanization and ageing. Share your thoughts and discuss with other groups.

5. Discuss with your partner whether the future of the planet is bright or bleak.

6. Look at the headline and predict whether you believe the following statements about the article are true or false:

1. The world's population is currently 6.5 billion. ____

2. The report says population explosions will occur in Europe and Japan. ____

3. Half of the world's population will be city dwellers by 2007. ____

4. Bombay is currently the world's most populated city. ____

5. In 1950 only two cities had a population of over 10 million. By 2050 that number will increase to twenty-two. ____

Integrated Language Skills, for the 1st year students

6. Population trends will present opportunities as well as challenges for all societies in the twenty-first century. _____



7. Discuss the text with a help of “Skimming, Scanning and Jig-saw” reading technologies.

The United Nations Organization

The United Nations report on world population trends has provided some interesting food for thought on the future demographics of our planet. The world’s population is currently 6.5 billion and is set to increase and level off to about 9 billion people. The report says population explosions will occur in Africa and Asia, but not in the rest of the world, “Considerable diversity exists in the expected population growth of countries.

The population of many countries, particularly in Africa and Asia, will increase greatly in the coming decades.” Conversely, population levels in developed countries are expected to fall, because of decreased fertility rates caused by increased contraceptive use. The report also indicates half of the world’s population will be city dwellers by 2007. That is a huge jump from the figure of 30% urbanization in 1993. The five most populated cities today are Tokyo (35 million people), Mexico City (19

Integrated Language Skills, for the 1st year students

million), New York (18.5 million), Bombay (18.3 million) and Sao Paulo (18.3 million). In 1950 only Tokyo and New York had populations of more than 10 million people.

By 2050 there will be 22 cities of that size. The report concludes, “The current population picture is one of dynamic population change, reflected in new and diverse patterns of childbearing, mortality, migration, urbanization and ageing. The continuation and consequences of these population trends present opportunities as well as challenges for all societies in the twenty-first century.”



UNIT 8. LEISURE AND SPORTS

Objectives of this unit:

- *to enhance reading skills*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*



Integrated Language Skills, for the 1st year students

1. Who can you see in the picture?
2. What kind of events are depicted in both pictures?
3. What are contrasts between the two pictures?



4. Discuss children's and adult's sports.
5. What sports are very famous in your country?

Lesson 1. Sport Events, Travel

Objectives of this lesson:

- *to develop reading comprehension*
- *to use questionnaire*
- *to match for information*

1. Firstly, you should answer the following questions.

- A. What are examples of leisure activities?
- B. What are 3 leisure activities?
- C. What are the top leisure activities?
- D. What is leisure as an activity?

Integrated Language Skills, for the 1st year students

2. **Organize the words in the box into three groups: leisure activities, sport and the words which are related to both leisure and sport.**

Swimming gardening gymnastics fishing camping music painting
 cooking surfing singing acting reading tennis basketball ice skating
 horse riding soccer diving rowing writing boxing painting golf jogging chess
 hockey, games gardening gymnastics hiking horseback riding filmmaking
 fishing

Games	Gardening		
1.			
2.			
3.			
4.			

3. **Scan the article and answer the questions in skimming way.**

The Olympic Games in Greece

1. What are 5 ancient Olympic Games?
2. What were the ancient Olympic Games called?
3. What is the oldest Olympic game?
4. Who were the first Olympic Games?



Greek History

The ancient Olympic Games in Greece were possibly the most important event to occur in the ancient world. While the Pythian Games in Delphi and Panathenian games in Athens were also held in ancient Greece, the Olympic Games were held in the highest regard. Every four years, like today's modern Olympics, it would attract

Integrated Language Skills, for the 1st year students

thousands of people from all over the country. Deaths were not uncommon, and champions were immortalized for their strength, agility and bravery.

Almost 3,000 years ago the first-ever recorded Olympic games was held in 776 BC in Olympia. The ancient Olympics in Greece occurred in honour of the Greek god Zeus and they went on to be held every four years in August or September. It became one of the most important events in ancient times and temporary truces would even be held so that people could travel from far and wide to compete. In the beginning, the games only had one event, a running race and this was won by Koroibos. The race was called a stadium (192m in length) and is the origin of the word 'stadium'.

The ancient Olympic Games took place in Olympia. Located in the region of Elis in Greece on the Peloponnese peninsula, it is a small town made famous by these ancient games. Today you can visit the treasures that lie in the Archaeological Museum of Ancient Olympia in the north of Peloponnese.

The Lighting of the Olympic Flame in Olympia still occurs today as an ode to the modern Olympics origin. The flame then travels around the world to reach its final destination – the host country in which the Olympic Games are taking place. The flame is lit in front of the Temple of Hera that manages to retain some of its past splendour, like most of the ruins of Olympia.

While the first official Olympic champion was Koroibos of Elis who won the stadium, there were many more ancient Olympic athletes to follow. Winning an event in the ancient Olympic Games in Greece was not a small feat. The winners went on to be idolized as immortals. Some of the other winners worth mentioning are Leonidas of Rhodes who was an exceptional runner. He won four consecutive Olympiads in a row across multiple running events (stadium, the diaulos, and the hoplitodromos).

Milo of Croton was also a 6-time victor and champion wrestler. Modern depictions of him can be seen in sculptures and paintings. One such example is the painting by Charles Meynier which depicts the legend of the athlete's unfortunate

Integrated Language Skills, for the 1st year students

death. In an attempt to demonstrate his strength Milo split apart a tree trunk with his bare hands but become trapped and was devoured by wolves.



4. Find the answers to the tests given below.

1. When was the first-ever recorded Olympic Games held in?

- A. 776 BC
- B. 767 BC
- C. 788 BC

2. Who was also a 6-time victor and champion wrestler?

- A. Milo of Croton
- B. Zeus
- C. Heracles

3. Where did the ancient Olympic Games take place....?

- A. in Olympia
- B. in Greece
- C. in Peloponnese

4. Who was the first official Olympic champion?

- A. Koroibos of Elis
- B. Charles Meynier
- C. Milo of Croton

5. The last paragraph is about:

- A. Milo of Croton who was also a 6-time victor and champion wrestler
- B. the differences between Greek and 19th century art

Integrated Language Skills, for the 1st year students

C. why the Olympics appealed to 19th century artists

6. According to the article, one such example is the painting by ...which depicts the legend of the athlete's unfortunate death

A. Charles Meynier

B. Milo Coroton

C. Koroibos of Elis

7. Paragraph 3 is about the ... which took place in the region of Elis in Greece on the Peloponnese peninsula

A. **Olympic** Game

B. Olimpic Champion

C. Champion Wrestler

8. Paragraph 2 is about the Olympic Games held in ...

A. 776 BC in Olympia

B. 776 AD in Olimpia

C. 778 BC in Olympia

9. Work with your partner. Make a dialogue using the questions below

1. Do you ever play soccer?

2. What's your favorite sport?

3. Do you like going swimming?

4. Do you usually go running in the morning?

5. Do you like watching Netflix Shows?

6. What do you want to do after graduating from the university?

7. What board games do you want to play?

8. How about going to the gym after classes?

9. Do you usually go to the beach on the weekends?

10. Do you like playing chess with high school friends?

11. What kind of sport events are held in your country?

Integrated Language Skills, for the 1st year students

12. What sport championships and sportsmen do you appreciate? Why?

Lesson 2. Hobbies, Gambling, Crosswords

Objectives of this lesson:

- *to develop writing skills*
- *to develop speaking skills*
- *to listen for details*



1. Welcome to our Leisure and Hobbies Vocabulary Exercises.

Let's learn how to use words associated with this topic. It is important to increase your vocabulary at this expanding stage of English where there is more focus on academic tasks and language functions.

2. Read the text individually and discuss parts of it in small groups. Say how you spend your leisure time.

3. Speak about beneficial sides of leisure activities.

4. What types of leisure activities have you learnt from the text?

5. What leisure activities are especially beneficial to human health?



6. Read and discuss the “Outdoor and Leisure Activities” and say the differences between outdoor and leisure activities”

Outdoor activities include any form of leisure, recreation, sport, play or cultural activity that can be enjoyed outdoors. Humans involved in the outdoors and are intensively attracted to fresh air, nature and other places of natural beauty. It is common for people to feel that the simple act of walking or sitting in the outdoors is beneficial to their sense of well-being. As such access to the outdoors can be viewed

Integrated Language Skills, for the 1st year students

as a human right. Outdoor activities can include personal reflection, social activities and exercise.

Leisure activities are activities people participate in when free, maybe in the evenings or weekends. Activities are taken during free time outside the mandatory time. These are activities taken for pleasure, relaxation, or other satisfactions, typically after work and completion of other responsibilities. Mostly, it is what people choose to do in their free time after their daily chores and duties.

Benefits of Leisure Activities

The purpose of taking part in leisure activities is to enable an individual to escape from personal duties, worries, and work and take a personal time to disconnect. Leisure activities are shots of positivity, taking away the mind from problems and routine duties. Leisure activities are often taken for pleasure, relaxation, or growth, depending on the individual's choice. Leisure activities have the following benefits:

- Provides a sense of purpose- It also promotes **self-care** since an individual has time for his well-being through self-knowledge. Self-care is all about performances and actions devoted to increasing one's well-being. Leisure activities enrich a person to know oneself, thus allowing them to know how to respond and react to situations and preventing them from falling into a stressful and depressive spiral.
- Improves mood of an individual- Since it entails a free selection of what to participate in, doing something someone is interested in is most likely to offer mental rest and pleasure. Therefore, this will help the mind clear up and improve the mood. It will be easier to manage time and duties and be more positive with oneself and life in general.
- The productivity will increase- Some people believe that their productivity will decrease and be interrupted if they take a break. Working all through without a

Integrated Language Skills, for the 1st year students

break reduces productivity because there are possibilities that mistakes will occur. Therefore, taking a break from work aids in clearing an individual's mind and boosts problem-solving skills. Taking a break and participating in leisure activities helps clear one's mind, offering an opportunity to have a fresh mind to encounter challenges and solve them.

- Increases sense of empowerment and self-value- Leisure activities such as card games and crossword puzzles can improve memory. These activities will challenge human mental abilities and enhance the skills of solving problems hence increasing the sense of empowerment and self-value. Taking part in these activities also will aid Improve self-esteem.
- Provides different experiences- Taking part in leisure activities improves the interconnection with other people. This socialization helps in gaining different experiences from different personnel from different sectors. Individuals meet others who share similar and different interests and even make friends offering different experiences.

Also, leisure activities are beneficial even to human health. Those participating in leisure activities will benefit in the following ways regarding their health:

- Leisure activities reduce stress and prevent depression- When an individual takes part in activities, he frees his mind by getting involved in a calm atmosphere, which reduces stress and better mood and lowers heart rate.
- Improves physical and mental health- Inactive routine risks an individual's life due to heart-related, emotional distress, and obesity risks. Taking part in leisure activities, especially physical leisure activities, improves the physicality and, consequently, the mental health often individual. Actively participating in these activities helps one's body by enhancing the immune system and aiding in longevity.

Integrated Language Skills, for the 1st year students

Leisure Activities Examples

Leisure activities can be categorized into physical, cognitive, and social leisure activities. Social leisure activities are those activities that mainly focus on socialization, either with family or friends. These activities help in meeting new people and strengthening relationships. Examples of social leisure activities include:

1. Playing board games
2. Movie nights
3. Going out for drinks like coffee and shakes
4. Hiking
5. Video games
6. Volunteering
7. Road trips
8. Scooba diving
9. Group fitness classes
10. Dancing
11. Visiting museum
12. Cycling

Cognitive leisure activities are practices that focus mainly on the mental stimulating activities. They require a mental response from the individual participating in the activity. Examples of cognitive leisure activities include:

- Reading books, newspapers, articles, and novels
- Playing games like cards, chess, and board games.
- Playing musical instruments
- Watching movies
- Learning a new or foreign language
- Writing short stories or poems

Integrated Language Skills, for the 1st year students

There are activities of this category that are low speed, such as reading. Those who are capable of entering an abstract or fantasy world and thinking in ways that are not concrete can enjoy these practices.

2. Answer these questions. If possible, ask a friend the same question.

1. How much free time do you have during the week?
2. Do you think most people have too much free time? Why?
3. What do you like to read during your free time?
4. What do you hate to do in your free time? Why?
5. What exercise do you like to do in your free time? Why?
6. Why is having no free time a bad thing?
7. What is your favorite hobby?
8. What did you do for fun last weekend?



Write an essay about your closest friend's hobby?

- A. Learn structures to talk about sports and leisure activities, and then copy them into your exercise books.**

POSITIVE STATEMENTS

1. **I like playing** video games
2. **I like to play** sports
3. **I love playing** basketball
4. **I love to do** exercises

Integrated Language Skills, for the 1st year students

5. I enjoy reading books

6. I prefer reading magazines

NEGATIVE STATEMENTS

1. I dislike going to the gym

2. I hate working out

3. I don't like to play sports

4. I don't care ...

Lesson 3. Cinema, Theatre, Celebrities

Objectives of this lesson:

- *to develop speaking skills*
- *to listen for details*
- *to enhance vocabulary*



1. Watch the video about the history of cinema through the following site: https://www.youtube.com/watch?v=zSO6x1j_1yo

Watch the video and do the tests below:

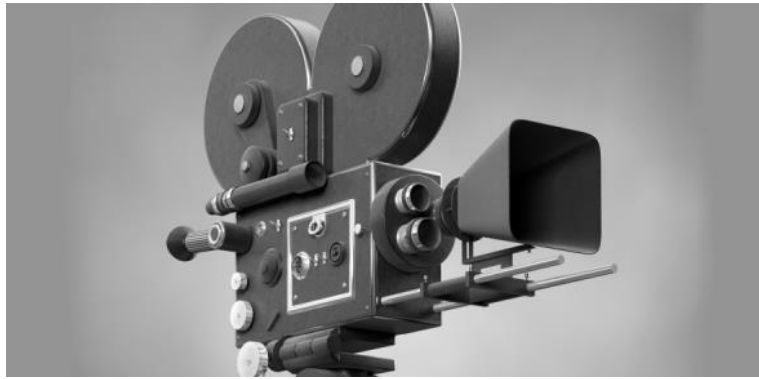
https://www.proprofs.com/quiz-school/story.php?title=film-history_3f8/



Get information about the “Film history” and do the test given below.

Are you interested in the techniques of film-making? You can take this film techniques quiz and check your knowledge about film-making and everything involved in it. Movies have been how words are brought to life so that a play...

Integrated Language Skills, for the 1st year students



The history of cinema is long, full, and rich. There is an art to creating motion pictures. The first commercial, public screening of a film was in 1895. The movie consisted of ten Lumiere Brothers' short films at the Grand Café in Paris, France. With this quiz, you will have to comprehend things like when animation was introduced and who made the first video camera. Have fun with this incredible quiz.

1. When was animation introduced?

- A. 1902
- B. 1876
- C. 1899
- D. 1933

2. When did the film first begin?

- A. 1960s
- B. 1890s
- C. 1760s
- D. 1676

3. The first films were over 30 minutes long!

- A. True, a baby would know that
- B. False, they were only a minute

Integrated Language Skills, for the 1st year students

4. True or False?

Anyone can make a 30 minute film in a matter of minutes!

- A. True, a baby could if you let them
- B. False, it takes a 30 year old at least 3 months!

5. Who made the first video camera?

- A. Words worth Donisthrope
- B. Thomas Jefferson
- C. Louis Le Prince
- D. Walt Disney

6. Why were Squibs used instead of CGI?

- A. They wanted to get hurt
- B. Fire is fun
- C. They didn't have CGI
- D. They didn't like CGI

7. What were the little explosives called that were used instead of CGI?


- A. Squibs
- B. Squids
- C. Squid wards
- D. Sponge Bob's

8. Why are squibs still sometimes used today?

- A. We don't have CGI.
- B. People like blowing up things.
- C. For realistic value.
- D. All film directors are pyromaniacs.

Integrated Language Skills, for the 1st year students

2. Ask two classmates to work in pairs and ask to reply the questions below. Write their answers in the spaces.

	How often do you exercise/play sports?	What sport do you like to watch most?	What sport do you like to play most?
Classmate 1			
Classmate 2			



1. Look through the text and skim the information from it and then render it in the Past Simple.

“The History of Early Cinema”

The history of the cinema in its first thirty years is one of major and, to this day, unparalleled expansion and growth. Beginning as something unusual in a handful of big cities - New York, London, Paris and Berlin - the new medium quickly found its way across the world, attracting larger and larger audiences wherever it was shown and replacing other forms of entertainment as it did so. As audiences grew, so did the places where films were shown, finishing up with the ‘great picture palaces’ of the 1920s, which rivalled, and occasionally superseded, theatres and opera-houses in terms of opulence and splendour. Meanwhile, films themselves developed from being short ‘attractions’ only a couple of minutes long, to the full-length feature that has dominated the world's screens up to the present day.

Integrated Language Skills, for the 1st year students

It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

In the end, it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position in the world market by the start of the First World War. The centre of film-making had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with spectacular films like "Quo vadis" (1913) and "Cabiria" (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan, the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better-constructed narratives, their special effects were more impressive, and the star system added a new dimension to the screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

From early cinema, it was only American slapstick comedy that successfully developed in both short and feature format. However, during this silent film era, animation, comedy, serials and dramatic features continued to thrive, along with

Integrated Language Skills, for the 1st year students

factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded onto the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled westwards to escape the Revolution.

The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.

- 2. Put as many Wh... questions as possible**
- 3. Based on the vocabulary used in the text, try to paraphrase main passages of the text.**
- 4. Make a glossary of unknown words used in the text.**



1. Copy these three questions into your exercise books and answer them in written form

1. Which TWO types of film were not generally made in major studios?
2. Which type of film did America develop in both short and feature films?
3. Which type of film started to become profitable in the 'silent' period?
4. What are good questions to ask about movies?
5. What is the relation between cinema and history?
6. What do you know about the history of cinema?
7. What was the first cinema called?

2. Fill in the tests with correct answers which matches best

1. Thomas Edison invented the...

- A. Camera
- B. Phonograph
- C. Telephone
- D. Electric

2. The Kinetoscopes' film strips were common sideshow entertainment, examples could be...

- A. Wrestling choices
- B. Boxing cats
- C. Trapeze acts
- D. All the above answers

3. The first motion picture camera was called a...

- A. Telgraph
- B. Kinetograph
- C. Kinetoscope
- D. Telescope

4. The Cinematographe was invented by the Lumiere Brothers from...

Integrated Language Skills, for the 1st year students

- A. Italy
- B. France
- C. Switzerland
- D. Germany

5. In 1902 the US opened its first cinema in ... downtown

- A. Detroit
- B. New York
- C. Canada
- Los Angelos

6. Early Silent films were only, how many minutes long?

- A. 30-40
- B. 12-15
- C. 10
- D. 60

7. During Silent films there was either piano playing, musicians, dialogue delivered by actors or full-scale orchestras

- A. True
- B. False

8. The first feature –length talkie and first musical is...

- A. which was written in 1920, the Jazz Singer
- B. which was written in 1927, the Jazz Singer
- C. which was written in 1930, the Jazz Singer
- D. which was written in 1940, the Jazz Singer

9. American filmmaker D.W.Griffith created a 12 reel film during the American Civil War titled “The Birth of Nation” in 1915

- A. True
- False

10. In 1932 the development of a new 3-colour camera,_____ would make a major impact

Integrated Language Skills, for the 1st year students

A. Technicolour

B. Vitaclour

C. Phonocolour

D. Cromacolour

Unit 9. Technology and Communication

Objectives of this unit:

- *to develop speaking skills*
- *to develop discussion skills*
- *to revise rules of writing emails in English*
- *to improve email writing*



1. Describe the picture.

2. What kind of digital educational tools do your teachers use in their classes?

3. What are The Benefits of Technology in Education?

4. What do you understand by Improved Teacher Productivity and Efficiency?

5. What do you think how a teacher can Become a Leader in Enriching Classrooms through Technology?

Integrated Language Skills, for the 1st year students

6. As the next activity students will be involved in discussion of the topic “The Different Types of Mobile Technology” and prove the importance of mobile technologies in teaching and learning process.

The Different Types of Mobile Technology

Mobile technology generally involves transmitters sending data on a single channel. This technology is also no longer just about phone calls and messaging but can also be used for GPS navigation, gaming, internet browsing and more.

Mobile technology through tablets and portable PCs has also completely transformed communication. Users are able to use the devices in multiple ways. From the business executive who uses their device to hold a video conference call, to the musician who uses their mobile device to record a chorus for their latest song while travelling, mobile technology has truly changed our lives.

The different types of mobile technology:

Video conferencing

Many smart devices have features that make it easy to save time and other resources by enabling video conferencing.

Entertainment

Entertainment options are limitless with mobile technology. From mobile gaming, to the ability to browse the internet and stream movies, TV shows or music videos, there are multitudes of ways to keep entertained.

GPS

Global Positioning System (GPS) is one of the most revolutionary mobile technology developments. Instead of getting lost when travelling to unfamiliar places, users now have access to a simple way to find their location much faster.

Integrated Language Skills, for the 1st year students

Apps for ticket booking

Having the option to download multiple apps means that individuals can now use apps for multiple reasons, such as ticket booking, instead of having to wait in lengthy queues at the airport. There are multiple apps which can be used for multiple reasons and they are all accessible through mobile technology.

Various operating systems

Mobile devices rely on operating systems which ensure that they work seamlessly. There are various types available, such as Android and iOS.

4G network

This facilitates high speed data transmission. With the development of 5G tech however, it may soon be possible to download a feature film in seconds. The different types of mobile technology make it easier to do a number of things and will continue to evolve at a rapid pace.

Lesson 1. Computer and Internet

Objectives of this lesson:

- *to develop speaking skill*
- *to develop discussion skill*
- *to develop listening skill*

- 1. Work in pairs and discuss the following questions:**
- 2. What Internet tools you see, name, describe them and say about their characteristics.**
- 3. Which gadgets have you got or would like to have?**
- 4. If you could invent a new gadget what would it do?**

Integrated Language Skills, for the 1st year students



5. What is Apps? Do you use any apps?

6. You are going to watch a short film about a gadget or an app called Sight. In small groups discuss the following questions:

1. What do you think an app called Sight might do?
2. What do you think you will see in the film?



Now watch the film and notice what Sight does.

https://www.youtube.com/watch?v=lK_cdkpazjI and answer the following questions:

1. What might be the advantages and disadvantages of Sight?
2. Would you like to have Sight?
3. What would you use Sight for?
4. How could Sight be misused?
5. Do you think that an app or a device like Sight is possible in the future?



4. Have you heard about Project Glass? You are going to watch a short video which shows what Project Glass is. As you watch they should notice how Project Glass is similar to Sight. In small groups discuss the following question:

1. What are the advantages and disadvantages of augmented reality gadgets and apps?

Lesson 2. Emails and Internet Forum

➤ *to revise rules of writing emails in English*

➤ *to improve email writing*

1. Answer the following questions:

1. How do you start an email in English example?
2. How do you write an example email?
3. What are the examples of email?
4. What factors are important for you when you are choosing a holiday (e.g. weather, accommodation, activities, costs, culture, food, history etc.)?
5. Where do you usually get information about a holiday destination (e.g. guidebooks, Internet, recommendations from friends)?
6. Have ever emailed a tourist information centre before a holiday?

2. You are going to email a tourist information centre in a city of your choice to get information about that place. In pairs try to decide on a place in the world that you would both like to visit.

3. Write an email to the information centre of the city of your choice asking for any information you require. Use the following model email as an example and follow the list of rules you have.

5. Discuss subtexts in small groups and restate them in your own words.

Integrated Language Skills, for the 1st year students

<p>3. Before writing your emails look through some of the rules of email writing.</p> <p style="text-align: center;">DO'S</p> <ul style="list-style-type: none">• Use an informative subject line, which says what the email is about.• Write the most important information first.• Use numbers and bullet points to make the message clearer.• Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.)• Write short sentences.• Use paragraphs to keep the email clear and easy to understand	<p style="text-align: center;">DON'TS</p> <ul style="list-style-type: none">• Write 'hello' as your subject line.• Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.• Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)• Use capital letters to write whole words as in emails, this is considered shouting.• Use different fonts in the email (the recipient's computer may not be compatible)• Use Italics (the reason may be misunderstood, due to cultural differences).• Use exclamation marks.• Use abbreviations like coz and unit, as the recipient may not understand them.• Use acronyms like BTW for the same reason.• Use smileys. They may be misunderstood and come across as unprofessional.
--	--



Writing e-mails in English

6. How to write a formal email in English

7. Write a clear subject line

The subject line of an email is the line of text that your recipient will see in their inbox before opening the email. So, you want to write the subject line in a way that quickly communicates what you want them to do or why they should open the email.

Integrated Language Skills, for the 1st year students



4. Read an advertisement and follow up in the subject line of an email.

First, place the most important words at the beginning:

Request for more information

Action needed: contract attached below

Strategy for meeting this week

Invitation to apply: outreach intern

Event coordinator

Job application

Meeting at Networking Event: Resume attached

As you can see, there is no strict grammar or punctuation rules that you need to follow in the subject line of an email. Just make sure it looks consistent, and your spelling is correct.

One thing you shouldn't do, though: Don't use all caps. It looks like you're shouting at people, and people in the professional world usually don't like it.

Start your formal email with a greeting

The greeting is the first line in the actual text of the email. If you can, make sure it's always addressed to an actual person. Remember that, with a greeting, we have to capitalize every word in the line. So, you can write,

Hello Anzur

Hi Yasmina

We don't insert a comma between "Hello" and the name, even though we do in all other cases ("Hello, Danny!")

"Hi" or "hello" might sound informal, but both greetings are actually standard in a formal or business setting. If you feel like that's too informal, though, you can write:

Dear Mironshokh,

If you don't have a name, here are some options.

Greetings,

Integrated Language Skills, for the 1st year students

Hello there,

Dear Hiring Manager,

Dear Recruiting Director,

Dear [Soup Company] Team,

If you do know the name of the person you're writing to, but you don't know them well, you can use an honorific like Ms., Mr., or Dr. if you're sure about their gender.

But be sure to avoid "Mrs." for a woman if you don't know her marital status. So, you can write:

Hello Ms.Gulnoza

Dear Mr. Firdavs

If you aren't sure about their gender, it's perfectly okay to use a first name and last name.



3. Based on the text above write an email to your friend/your teacher asking to organize technology based workshops for the members of the club.

Write your e-mail here:

Lesson 3. Mobile Phones, SMS

Objectives of this lesson:

- *reading comprehension*
- *listening comprehension*
- *to revise grammar (pronunciation)*

Integrated Language Skills, for the 1st year students

1. Whether your aim is to make new friends or ask someone out on a date, your first conversation can be a real challenge. But don't worry, just try some of psychologist Samantha's simple tips, and you'll be on your way in no time.



2. Watch the video on the site and by listening to it twice do the tasks:

<https://www.youtube.com/watch?v=dItUGF8GdTw>

Listen and ask questions

Other people like to know you are listening. By being a good listener, you let others know that you are interested in them and the things they like

Keep it equal

Remember, relationships are about compromise. You have to find something that you both want to do. Don't give into friends who always want you to do what they want

Give a compliment

Everyone loves an ego boost. Noticing something you like about someone and sharing it with him or she is a great way to start a conversation

Turn of the technology!

If you are constantly checking your voicemail, text messages or listening to an MP3 player you give other people the message that you are unavailable or uninterested in them.



3. Read the text “The Impact of Mobil Technology in Our Lives” and discuss positive effects of the technology in the group with your mates.

We are living in the era of gadgets and smartphones, and communication has never been so easy; with social media, we’re always connected to our friends and millions of other people, no matter where we are. All we need is a smartphone with an internet connection.

Mobile phones have become part of our daily lives and besides communication, we have available a vast variety of apps that can make our daily life a lot easier. Though the **cost of app development** is rising, the number of apps in app stores is increasing. Some of these apps had been **optimized for mobile apps stores** so that we can find them easier.

With only our mobile devices we can read books, listen to music, take pictures, watch videos, play games, create and edit documents, get a medical opinion, and much more. Therefore, people are spending more and more time on their phones, increasing their usage time with almost 50% from 2019 to 2020.

However, being in the business of making apps, we must question what’s the impact of mobile phones in our lives and society? In this article, we’ll look into what are the positive and negative effects of using mobile phones on a daily basis.

Integrated Language Skills, for the 1st year students

3. What are the negative effects of mobile technologies in our lives?

1. Waste of time

As much we love what nowadays smartphones can do for us, this technology also has a downside. A recent study from the digital analytic firm *Flurry* shows that we surprisingly spend on average almost 3-4 hours a day staring at our smart devices, totalizing nearly one day every week! One day, that's right!

2. You are going to ask someone out on a date. Choose who will be student A and student B.

Student A

You are going to ask student B out on a date. You should.....

- ✓ Ask about how he/she spends their free time
- ✓ Try to show a genuine interest in what you hear
- ✓ Use Samantha's tips to move the conversation on to the key question.

Invite student B out on a date

Student B

3. You are potentially interested in student A as a partner for a date.

However, your decision depends on whether he/she _____

- ✓ Shows genuine interest in you
- ✓ Has similar free-time interests in you
- ✓ Proposes something that sounds fun

Integrated Language Skills, for the 1st year students

4. Remember to turn down student A if you are not satisfied!

5. Write the words under the correct headings

teenagers students DVDs watches respondents refuses

/s/	/z/	/iz/
-----	-----	------

6. Make complete sentences to create a dialogue using the prompts below.

Mike: you/ free/ Saturday/night?

Anna: why?

Mike: wonder/ fancy/ go out/ pizza?

Anna: mmm/ not fancy/ pizza

Mike: Chinese?

Anna: good idea

Mike: 8 o'clock

Anna: make/ later?

Mike: 8:30?

Anna: great/ call/ you/ then.

Integrated Language Skills, for the 1st year students



- 5. Write an email to your friend about ‘International Forum’.**
- 6. Write a letter to the manager of the ‘international Forum’ asking him to make a welcoming speech.**

Integrated Language Skills, for the 1st year students

GLOSSARY

1.	Activity-based learning (noun)	An approach to learning by doing activities and focusing on the activity rather than focusing on grammar and vocabulary. An activity-based learning approach is more common with school aged children.
2.	Adapt verb (material)	To change a text or other material, so that it is suitable to use with a particular class. For example, a teacher thinks a text in his/her course book is too long and/or too difficult for his/her learners.
3.	Aids noun	Aids are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards.
4.	Aim noun	What the teacher wants to achieve in the lesson or in the course The main aim is the most important aim; e.g. the teacher's main aim in a lesson could be to teach the present perfect simple or develop listening skills
5.	Affixes	Affixes are word parts that are "fixed to" either the beginnings of words (prefixes) or the ending of words (suffixes). The word <i>disrespectful</i> has two affixes, a prefix (dis-) and a suffix (-ful).
6.	Anticipate problems phrase	When teachers are planning a lesson, they think about what their learners might find difficult about the lesson so that they can help them learn more effectively at certain points in the lesson.
7.	Approach noun, Method noun	A particular way or a system for doing something. When teaching a language, there are different ways or

Integrated Language Skills, for the 1st year students

		systems teachers can use, each based on a belief or a theory about the best way to learn a language.
8.	Assessment noun, assess verb	To discover, judge, or form an opinion on learners' ability, achievement, proficiency or progress either formally or informally
9.	Analogy-based phonics	In this approach, children are taught to use parts of words they have already learned to read and decode words they don't know.
10.	Analytic phonics	In this approach, children learn to analyze letter-sound relationships in previously learned words. They do not pronounce sounds in isolation.
11.	Answering questions	Effective question-answering instruction shows students how to recognize what kinds of information is needed to answer questions.
12.	Automaticity	Automaticity is a general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness. These skills become automatic after extended periods of training.
13.	Continuous assessment	A type of assessment which does not involve a final examination. Some or all of the work that learners do during a course is marked by the teacher on a regular basis and these marks go into the calculation of the final grade given to learners.
14.	Diagnostic assessment	A type of assessment aimed at finding out – diagnosing – what language and skills weaknesses or strengths learners have.
15.	Base words	Base words are words from which many other words are formed. For

Integrated Language Skills, for the 1st year students

		example, many words can be formed from the base word <i>migrate</i> : <i>migration, migrant, immigration, immigrant, migrating, migratory</i> .
16.	Comprehension strategies	Comprehension strategies are conscious plans or sets of steps that good readers use to make sense of text
17.	Comprehension strategy instruction	Comprehensive strategy instruction is the explicit teaching of techniques that are particularly effective for comprehension strategy instruction. The steps of explicit instruction include direct explanation, teacher modeling ("think aloud"), guided practice, and application.
18.	Context clues	Context clues are sources of information outside of words that readers may use to predict the identities and meanings of unknown words.
19.	Cooperative learning	Cooperative learning involves students working together as partners or in small groups on clearly defined tasks.
20.	Direct vocabulary learning	Direct vocabulary learning is when students learn vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies.
21.	Develop skills phrase, skills development phrase	To help learners to improve their listening, reading, writing and speaking ability. Teachers do this in class by providing activities which focus on skills development; e.g. learners read a text and answer comprehension questions.
22.	Differentiate verb, differentiation noun	To make or see a difference between people and things. In teaching, this

Integrated Language Skills, for the 1st year students

		can have a special meaning relating to dealing with mixed ability or mixed level learners in one class.
23.	Discourse noun	Spoken language or written language in texts, e.g. groups of sentences which are spoken or written.
24.	Drill noun	A technique teachers use to provide learners with practice of language. It involves guided repetition of words or sentences. In a choral drill the teacher says a word or sentence and the learners repeat it together as a class.
25.	Elicit verb	This is a teaching technique. When a teacher thinks that some learners know a piece of language or other information, he/she asks targeted questions or gives clues to get or prompt them to give the target language or information rather than simply providing it to the class her/himself.
26.	Encourage verb, encouragement noun	<p>1. To give someone confidence to do something. When a teacher helps learners to succeed by giving them confidence.</p> <p>2. To tell someone to do something that you think would be good for them to do, e.g. teachers encourage learners to speak in class so that they can practice.</p>
27.	English-medium school noun.	A school in a non-English-speaking country, in which all subjects is taught using English.
28.	Entry noun	An item, for example a piece of information that is written or printed in a dictionary about a word, e.g. Easy: /'i:zi/ adj. 1. Not difficult, and

Integrated Language Skills, for the 1st year students

		not needing much physical and mental effort: an easy job.
29.	Embedded phonics	In this approach, children learn vocabulary through explicit instruction on the letter-sound relationships during the reading of connected text, usually when the teacher notices that a child is struggling to read a particular word.
30.	Fluency	Fluency is the ability to read a text accurately, quickly, and with proper expression and comprehension.
31.	Generating questions	Generating questions involves teaching students to ask their own questions. This strategy improves students' active processing of text and comprehension.
32.	Graphic and semantic organizers	Graphic and semantic organizers summarize and illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices.
33.	Indirect vocabulary learning	Indirect vocabulary learning refers to students learning the meaning of words indirectly when they hear or see the words used in many different contexts - for example, through conversations with adults, through being read to, and through reading extensively on their own.
34.	Metacognition	Metacognition is the process of "thinking about thinking." For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text.
35.	Monitoring comprehension	Readers who monitor their comprehension know when they understand what they read and when

Integrated Language Skills, for the 1st year students

		they do not.
36.	Onset and Rime	Onsets and rimes are parts of monosyllabic words in spoken language. These units are smaller than syllables but may be larger than phonemes.
37.	Onset-rime phonics instruction	In this approach, children learn to break monosyllabic words into their onsets (consonants preceding the vowel) and rimes (vowel and following consonants).
38.	Phoneme	Phonemes are the smallest units of sound that change the meanings of spoken words.
39.	Phoneme addition	In this activity, children make a new word by adding a phoneme to an existing word.
40.	Phoneme blending	In this activity, children learn to listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.
41.	Phoneme categorization	In this activity, children recognize the word in a set of three or four words that has the "odd" sound.
42.	Phoneme deletion	In this activity, children learn to recognize the word that remains when a phoneme is removed from another word.
43.	Phoneme identity	In this activity, children learn to recognize the same sounds in different words.
44.	Phoneme isolation	In this activity, children learn to recognize and identify individual sounds in a word.
45.	Phoneme segmentation	In this activity, children break a word into its separate sounds, saying each sound as they tap out or count it.
46.	Phoneme substitution	In this activity, children substitute

Integrated Language Skills, for the 1st year students

		one phoneme for another to make a new word.
47.	Phonemic awareness	Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.
48.	Phonics	Phonics is a form of instruction to cultivate the understanding and use of the alphabetic principle, that there is a predictable relationship between phonemes and graphemes.
49.	Phonics through spelling	In this approach, children learn to segment words into phonemes and to make words by writing letters for phonemes.
50.	Phonological awareness	Phonological awareness covers a range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, and onsets and rimes.
51.	Reciprocal teaching	Reciprocal teaching is a multiple-strategy instructional approach for teaching comprehension skills to students.
52.	Repeated and monitored oral reading	In this instructional activity, students read and reread a text a certain number of times or until a certain level of fluency is reached. This technique has been shown to improve reading fluency and overall reading achievement.
53.	Story structure	In story structure, a reader sees the way the content and events of a story are organized into a plot. Students learn to identify the categories of content (setting, characters, initiating events, internal reactions, goals,

Integrated Language Skills, for the 1st year students

		attempts, and outcomes) and how this content is organized into a plot.
54.	Summarizing	Summarizing is a process in which a reader synthesizes the important ideas in a text. Teaching students to summarize helps them generate main ideas, connect central ideas, eliminate redundant and unnecessary information, and remember what they read.
55.	Syllable	A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per).
56.	Synthetic phonics	In this instructional approach, children learn how to convert letters or letter combinations into a sequence of sounds, and then how to blend the sounds together to form recognizable words.
57.	Systematic and explicit phonics instruction	The most effective way to teach phonics. A program is systematic if the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.
58.	Text comprehension	Text comprehension is the reason for reading: understanding what is read, with readers reading actively (engaging in the complex process of making sense from text) and with purpose.
59.	Vocabulary	Vocabulary refers to the words a reader knows. <i>Listening vocabulary</i> refers to the words a person knows when hearing them in oral speech. <i>Speaking vocabulary</i> refers to the words we use when we speak. <i>Reading vocabulary</i> refers to the words a

Integrated Language Skills, for the 1st year students

		person knows when seeing them in print. <i>Writing vocabulary</i> refers to the words we use in writing.
60.	Word parts	Word parts include affixes (prefixes and suffixes), base words, and word roots.
61.	Word roots	Word roots are words from other languages that are the origin of many English words. About 60% of all English words have Latin or Greek origins.
62.	Abstract	A brief summary of an article (theoretically in plain English), a standard part of most academic writing.
63.	Active voice	When the verb focuses on what the subject of the sentence is doing.
64.	Adaptation	Same story in a different format, typically a screen adaptation of a novel.
65.	Advance	If you are lucky enough to be in demand by a publisher, you might be paid an advance to write your book – prior to actually writing it.
66.	All rights	The publisher holds <u>all rights to publish</u> in any form, but does not own the copyright.
67.	Allegory	A method of telling a story using characters or objects to deliver a message metaphorically.
68.	Antagonist	Often the villain, the antagonist is the character that tries to stop the protagonist.
69.	Anthology	A collection of stories compiled together, usually with a loose theme or commonality
70.	Attribution	Giving credit for a quote, illustration or other element to its source

Integrated Language Skills, for the 1st year students

71.	Audience	The intended reader, usually described by demographics
72.	Autobiography	The writer's life story told in the first person
73.	Author	The person whose byline is on the work, not necessarily the same as the writer (such as when a <u>ghostwriter</u> has done the writing)
74.	Back matter	Pages at the end of the book that support the manuscript, such as bibliography, acknowledgements, etc.
75.	Backlist	Books from a previous year that are still in print
	Backstory	The history behind characters and events, often included as flashbacks or slipped into the dialogues or recollections of the characters
76.	Beta readers	Readers who read a manuscript before publishing to test it out on the target audience
77.	Bibliography	The list of sources used in researching a book or article
78.	Biography	A life story
79.	Blurb	A short summary of a book published on its <u>back cover</u>
80.	Board books	Books printed on this cardboard, typically for preschoolers
81.	Boilerplate	A template of text that can be used to create multiple documents
82.	Byline	The name of the author credited with a book or article
83.	Canon	The most authoritative source of information on a given topic
84.	Category	General topic areas, broader than a genre, used to organize books in the market
85.	Chapter book	Any book organized into chapters,

Integrated Language Skills, for the 1st year students

		but usually referring to those targeting an audience under 12 years of age
86.	Characters	Sentient beings who do the action and dialogue, usually people, sometimes animals and occasionally inanimate objects
87.	Chiclit	Fiction written specifically for a female audience
88.	Citation	Reference to the source of information
89.	Climax	The culminating point of highest tension in a story
90.	Clips	Published samples of a writer's work
91.	Copy writing	Writing fairly straightforward text, usually for business or administrative purposes
92.	Copyright	The assignment of ownership of a work, generally covering the finished work and/or its execution, but not the idea behind it.
93.	'Can Do' statements noun	Sentences that describe learners' language use or an aspect of it on a scale of proficiency, e.g. This learner CAN express simple opinions or requirements in a familiar context.
94.	Chant noun and verb	To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm. Teachers use chants to practice pronunciation and to help learners remember vocabulary.
	Chart noun	Information in the form of diagrams, lists or drawings often placed on the class room wall for learners to use. Common examples are lists of irregular verb forms or drawings illustrating the meanings of

Integrated Language Skills, for the 1st year students

		prepositions.
95.	Checklist noun	A list of things that a learner or teacher needs to focus on or consider. Examples could include assessment checklist, resources checklist, and lesson planning checklist.
96.	Chunk noun	Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?). See lexical unit.
97.	Clarify verb, clarification noun	<ol style="list-style-type: none"> 1. To make clear what you mean, e.g. to repeat something using clearer words or say something again in a clearer way. 2. Clarify language. When teachers focus on form, meaning and pronunciation in a lesson to help learners understand the use and rules of target language.
98.	Class profile, learner profile noun	A description of the learners and information about their learning, including their age, ability, strengths and weaknesses in language and skills.
99.	Classroom management noun	The things teachers do to organise the classroom, the learning and the learners, such as organising seating arrangements, organising different types of activities, and managing interaction patterns.
100.	Closed question noun	A question which leads to a yes/no answer or another very short response, e.g. Did you come to school by bus? Yes. What did you have for breakfast? Toast. See open

Integrated Language Skills, for the 1st year students

		question.
101.	Cloze test noun	A task-type in which learners read a text with missing words and try to work out what the missing words are. The missing words are removed regularly from the text, e.g. every seventh word. A cloze test is used for testing reading ability or general language use. It is different from a gap-fill activity, which can focus on practising or testing a specific language point and particular words connected to the language point are removed from the text. See gap-fill.
102.	Clue noun	A piece of information that helps someone to find the answer to a problem; e.g. a teacher could give the first letter of a word he/she is trying to elicit as a clue to learners to help them find the word.
103.	Cognitive adjective (processes)	The mental processes involved in thinking, understanding and learning, e.g. recognising, analysing, remembering, problem solving.
104.	Coherence noun, coherent adjective	When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader. Teachers help learners to be coherent by getting them to plan what they will include in a text before they write it.
105.	Cohesion noun, cohesive adjective	The way spoken or written texts are joined together with grammar or lexis, e.g. conjunctions (Firstly, secondly), topic related vocabulary, pronouns (e.g. it, them, this).
106.	Cohesive device noun	A feature in a text which provides cohesion (joins texts together), e.g.

Integrated Language Skills, for the 1st year students

		use of vocabulary about the topic throughout a text, of sequencing words (then, next, after that, etc.), of pronouns (he, him, etc.), of conjunctions (however, although, etc.).
107.	Collaborate verb, collaborative adjective	To work together. Learners often collaborate in class when carrying out tasks which typically involve working together on planning, creating, discussing, evaluating, etc.
108.	Communicative activity noun	A classroom activity in which learners need to talk or write to other learners to complete the activity, e.g. a role play.
109.	Communicative approach(es) noun	An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using communicative approaches try to focus on meaningful communication by providing activities for learners to do which involve practising language in real life situations.
110.	Components noun (of a lesson plan)	The different parts of a lesson plan, e.g. aims, procedure, timing, aids, interaction patterns, anticipated problems, assumptions, timetable fit, personal aims.
111.	Comprehension noun	Understanding something which is spoken or written. Teachers give learners comprehension tasks to help them understand listening and reading texts or to assess understanding.
112.	Concept questions noun, concept	A concept question is a question

Integrated Language Skills, for the 1st year students

	checking verb	asked by the teacher to make sure that a learner has understood the meaning of new language. Concept checking is the technique of asking concept questions or using other techniques to check that learners have understood the meaning of a new structure or item of vocabulary.
113.	Confidence noun, confident adjective	The feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help learners to feel more confident about their own ability.
114.	Consolidate verb, reinforce verb	To do something again in order to allow learners to understand and remember it more completely. For example, learners can consolidate a grammar point by doing extra practice. See review, revise.
115.	Content and Language Integrated Learning (CLIL) noun	An approach in which learners are taught a non-language subject such as science or geography through a target language.
116.	Content-based instruction noun, content-based learning noun	An approach to teaching, traditionally associated with the US and Canada, in which non-native speakers, often from minority language groups, learn about a topic or a subject through the target language.
117.	Context noun	1. The situation in which language is used or presented; e.g. a story about a holiday experience could be used as the context to present and practise past tenses. Photographs can help to provide a context for a magazine article.

Integrated Language Skills, for the 1st year students

		2. The words or phrases before or after a word in discourse which help someone to understand that word, e.g. I drove my van to the town centre and parked it in the car park.
118.	Contextualise verb	To put new language into a situation that shows what it means, e.g. when teaching the past simple tense showing learners a series of pictures of a family holiday that went wrong. See set the scene, set the context.
119.	Co-operation noun, co-operate verb, co-operative adjective	Working together and helping each other. In some group work activities learners co-operate to find the answer or solve a problem.
120.	Core noun and adjective	The most important, central or most basic part of something. The core of a word is the main part of a word from which other words can be made; e.g. like is the core of the words unlike, dislike, likes. See root word, base word.
121.	Correct verb, correction noun	Teachers helping learners to make what they write or say better or right.
122.	Echo correction	When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves.
123.	Finger correction	A way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made.
124.	Correction code noun	A series of symbols a teacher may use to mark learners' writing so that they can correct mistakes by themselves, e.g. P = punctuation

Integrated Language Skills, for the 1st year students

		mistake, T = tense mistake
125.	Cue card, prompt card noun	A card on which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language.
126.	Curriculum noun	The subjects which make up an educational programme; e.g. maths, science and English are subjects on most school curriculums. They are taught differently in different contexts and in different cultures. See syllabus.
127.	'Can Do' statements noun	Sentences that describe learners' language use or an aspect of it on a scale of proficiency.
128.	Categorise verb, categorisation noun , category noun	To put things into the group to which they belong. For example, learners might categorise a list of different foods into groups such as fruit and vegetables.
129.	Denouement	The final results of a story, once all conflicts and mysteries have been resolved
130.	Dialogue	Words spoken by the characters in a story.
131.	Draft	The complete unedited version of a text.
132.	Dustjacket	Paper covering, usually in full color, covering a hardcover book
133.	eBook	Electronic version of a published book
134.	Edit	To rework a draft for grammar, flow, length or any other factor required to polish it for publication
135.	Editor	The person who edits a manuscript or manages the writing of a publication

Integrated Language Skills, for the 1st year students

136.	Editorial	A work expressing an opinion
137.	Embargo	Prohibition of publishing or distributing a work until a specified date, often (and foolishly) used with press releases
138.	Endnote	An explanation of a point, placed at the end of a book
139.	eReader	Device for reading and storing eBooks
140.	Fair use	The use of a small portion of a work (generally less than 10 percent) for educational or illustrative purposes, with attribution, and not infringing on copyright
141.	First rights	The right to publish first, but does not preclude others from publishing at a later date. There can be qualifying first rights, such as “first electronic rights” or “first print rights” or “first North American rights”.
142.	Font	The typeface used in a published work
143.	Footnote	An explanation of a point, placed at the bottom of a page
144.	Format	The layout aspects of a manuscript, including spacing, margins, indentations and font
145.	Front matter	Pages at the beginning of the book that support the manuscript, such as title page, table of contents, etc.
146.	Galleys	A typeset draft of a book
147.	Genre	The type of book, such as true crime, biography, science fiction, etc.
148.	Ghostwriter	A person who writes anonymously in someone else’s name, so that the client is credited with the work.
149.	Grade level	A measure of readability correlating

Integrated Language Skills, for the 1st year students

		to how easy or hard a text is to read
150.	Graphic novel	A full novel in comic book format
151.	Hard copy	The printed version of a manuscript
152.	Hardcover	A book bound with a thick cardboard stock cover, usually with a paper dust jacket
153.	Half title	The page at the beginning of the book that contains nothing but the title
154.	High concept	The idea of a book, boiled down to a single sentence
155.	Historical fiction	Fiction set in the past, attempting to fit in with the events and activities of the time. Hook. A line that draws the reader into the book from the very beginning.
156.	House style	A specific publisher's preferred style
157.	Imagery	Descriptions that employ the five senses
158.	Imprint	A credited division within a publishing company used for branding purposes, much as a "make" of an automotive manufacturer
159.	ISBN	Stands for International Standard Book Number, a unique identifier assigned to each published book for inventory and ordering
160.	Kidlit	Stories, usually full books, targeting children up to the age of 12
161.	Kill fee	Payment made to a writer for an article that was written, but not published
162.	Lead paragraph	The first paragraph of a book, article or chapter
163.	Literary agent	Someone who represents authors to publishers

Integrated Language Skills, for the 1st year students

164.	Logline	A single sentence that describes a screenplay
165.	Manuscript	Final copy of a work prior to publishing
166.	Mark up	To add editing notes on a manuscript
167.	Mass market paperback	A small trim book intended for the general public, often a cheaper version of a hardcover book
168.	Memoir	An autobiography or a lengthy narrative of a specific period of one's life
169.	Middle grade	Referring to books targeting an audience of around 10 to 15 years of age
170.	Mood	The feeling that the author is trying to convey in the story
171.	Narrative.	A chronology of events that forms a story
172.	Narrator	The person recounting a story, usually in the third person
173.	Novel	A fiction book over 40,000 words
174.	Novelization	A book that has been adapted from a movie or some other format
175.	Novella	A fiction book under 40,000 words.
176.	On acceptance.	An arrangement whereby a writer is paid if and when the editor accepts the article for publication
177.	On publication	An arrangement whereby a writer is paid if and when the article is published
178.	On spec	When there is no arrangement between the writer and an editor, and the writer prepares an article with the hope that an editor will accept it
179.	Outline	A summary of the content of a book in point form, usually to organize the content before writing, often forming the basis for the table of contents

Integrated Language Skills, for the 1st year students

180.	Paperback	A softcover book, usually with a cardstock cover slightly thicker than the paper within
181.	Parody	An imitation of a serious work or narrative, usually written in a sarcastic or humorous fashion
182.	Passive voice	When the verb focuses on what is being done to the object of the sentence
183.	Pen name	A pseudonym that an author adopts so as not to reveal one's real name
184.	Personification	Human traits assigned to an animal or inanimate object
185.	Pica	A measure in typesetting equal to 1/6 of an inch
186.	Picture book	A book with a picture on every spread, typically for young audiences
187.	Pitch	The approach of an author to an agent or editor. For a book, this is typically a query letter with a synopsis
188.	Pitch bible	A proposal, usually for a TV series, that includes the synopsis and a business case for the series
189.	Plagiarism	The unauthorized use of another person's words
190.	Plain language	Writing for clarity, generally using simple sentence structure and common words
191.	Plot	The storyline
192.	Point	A measure in typesetting equal to 1/72 of an inch (also a form of ballet, but that's not the point here)
193.	Point of view	The perspective from which a story is told, expressed as through whose eyes the reader perceives the events
194.	Premise	The idea on which the story is based

Integrated Language Skills, for the 1st year students

195.	Print On Demand	A process of remotely printing books as they are ordered
196.	Print run	The number of books or magazines printed at one time
197.	Proofreading	Checking for technical errors in the text. When we proofread, we look for spelling, punctuation, capitalization, grammar and related items, not for style or structure
198.	Proposal	Summary of a book and the business case for publishing it, usually written before a manuscript is drafted
199.	Protagonist	The main character of the story, with whom the reader identifies, like Harry Potter or Frodo Baggins
200.	Pseudonym	A pen name that an author adopts so as not to reveal one's real name
201.	Public domain	Any work not protected by copyright
202.	Query letter	A letter sent by the author to literary agents or publishers to seek representation or publishing
203.	Readability	A measure of how easy or hard a text is to read, usually based on two or three calculations
204.	Rejection slip	A letter sent by a publisher to an author to reject the submitted manuscript
205.	Reprints	Material published after having already been published elsewhere
206.	Rights	Ownership of a work and how it may be used
207.	Royalties	A percentage of revenues paid by the publisher to the author
208.	Run-on sentence	A sentence that is far too long and should be broken into two or more sentences, often because the writer is not skilled enough to shorten the text or to divide it, but also sometimes

Integrated Language Skills, for the 1st year students

		just because the writer likes the sound of one's own typing.
209.	SASE	Stands for "self-addressed stamped envelope", which publishers and agents often demand that you include when you submit them a manuscript.
210.	Satire	A literary device to make fun of or mock something (for examples, see 'run-on sentence' above).
211.	Screenplay	Full detail of a film, from dialogue through camera angles
212.	Self-publishing	A method of publishing whereby the author commissions books directly from a printer, publishing a work himself
213.	Serial	Any publication that publishes at regular intervals. Also a killer in true crime
214.	Short story	Fiction typically under 5,000 words and published in a publication along with other material, rather than as a stand-alone
215.	Side-by-side book	A book written in two languages, with one language version on each even page and the other language version on each odd page
216.	Simultaneous submissions	Sending a manuscript to multiple publishers or agents at the same time, sometimes considered acceptable and sometimes not
217.	Slant	The angle or perspective a writer uses to approach a story
218.	Small press	A publishing company other than one of the major ones, often specializing in one or a few genres.
219.	Soliloquy	A monologue, usually to reveal inner thoughts of a character, or in film

Integrated Language Skills, for the 1st year students

		used by the antagonist to give audiences the chance to prepare for the hero's attack
220.	Spine	The end of a book that is visible when it is placed between two other books on a shelf
221.	Style	The ensemble of characteristics that define a writer or a work, including word choice, sentence structure and literary devices
222.	Style sheet	A list of grammar or word use specifications for a publication
223.	Submission guidelines	The rules to follow when submitting a manuscript to a publisher
224.	Subplot	A secondary plot that contrasts with the main plot or is enfolded within the main plot
225.	Synopsis	A summary of a book or a screenplay's plot, usually two to three pages long
226.	Tardis	I threw that one in just to see if you were still listening
227.	Tear sheet	Sample of the author's published work
228.	Theme	The general topic of a work
229.	Thesis	The key argument the author puts forward, generally in non-fiction
230.	Tone	The implied attitude of the writer toward the subject of the work
231.	Trade paperback	A softcover book larger in trim size than a mass market paperback
232.	Treatment	A detailed description of a film, on which a screenplay is based
233.	Trim size	The width and height of a book's pages
234.	True crime	The genre that covers real life crime
235.	Typeface	The font specifications
236.	Vanity publishing	A service to help authors publish

Integrated Language Skills, for the 1st year students

		books mostly for their own use, rather than for mass market distribution
237.	Voice	The persona that the author adopts to convey their message, which will be reflected in the style of the writing
238.	Weight	The boldness of the text
239.	White space	Any area of a page without text or images
240.	Word count	The <u>number of words</u> in a manuscript
241.	Work for hire	An arrangement whereby a writer is hired for a specific project, and is not considered an employee and does not retain any rights
242.	Work in progress	An author's partially written manuscript
243.	Writer	The person who <u>wrote the book</u> or other work, either the author or the ghostwriter
244.	Writer's block	The inability to decide what next to write
245.	Young adult	Referring to books targeting an audience of around 10 to 15 years of age
246.	Analogy	Describing an unfamiliar concept by comparing it to a familiar one
247.	Anecdote	A brief story that demonstrates a point
248.	Antithesis	The opposite of a specific idea
249.	Audience	The person or people who receive a message
250.	Body language	What your posture, gestures, and movements tell the audience
251.	Cadence	The rhythm or flow of a speech
252.	Coherence	The quality of ideas that hold together and make sense
253.	Communication situation	The sender, message, medium,

Integrated Language Skills, for the 1st year students

		receiver, and context of communication
254.	Conciseness	Packing the most meaning into the fewest words
255.	Context	The time and place in which a message is created or received
256.	Definition	The meaning of a word or idea, often with examples
257.	Demonstration	Showing how to do something or how something works
258.	Diction	Level of language; see <i>formality</i>
259.	Emphasis	Imparting special attention or stress on specific words or phrases
260.	Energy	Engagement of the speaker, connecting to the audience and topic
261.	Enunciation	The clear pronunciation of words and phrases
262.	Exposition	A speech that informs, explaining something to the audience
263.	Facial expression	What your facial features tell the audience
264.	Filters	The way in which a sender codes a message and a receiver decodes a message
265.	Formality	The level of language (or diction), from informal to formal
266.	Gesture	Motion used to emphasize a point
267.	Hyperbole	Exaggeration; overstatement
268.	Inflection	The rise and fall in the pitch of a voice
269.	Irony	When an action intended to have one consequence has the opposite
270.	Message	The main point and supporting details, provided for a purpose
271.	Metaphor	Comparing two things by equating them
272.	Monotone	One tone—a dull voice that shows no interest

Integrated Language Skills, for the 1st year students

273.	Narration	A speech that tells a story
274.	Overstatement	Exaggerated language, usually for comedic effect
275.	Pace	The speed or movement in a speech
276.	Personification	Ascribing human traits to something not human
277.	Persuasion	A speech meant to convince listeners of something
278.	Pitch	The high, middle, or low tones of a voice
279.	Projection	Speaking loudly and clearly
280.	Prop	An object used to demonstrate a point
281.	Purpose	The reason for communicating—to inform, persuade, entertain
282.	Receiver	The person who gets the message from the sender
283.	Sarcasm	Saying the opposite of what you mean
284.	Script	The written copy of a speech
285.	Sender	The creator of the message
286.	Simile	Comparing two things using <i>like</i> or <i>as</i>
287.	Slide show	A series of visuals projected onto a screen to help viewers follow along with the presentation
288.	Soliloquy	A solo speech given by a single character in a play
289.	Stage fright	The nervousness a speaker feels before and during a speech
290.	Theme	A general concept or statement about life
291.	Thesis	The main point of a specific message
292.	Tone	The feeling or attitude the speaker has toward the topic
293.	Understatement	Using minimal language for something huge, usually for comedic effect
294.	Visuals	Elements such as a slide show, a

Integrated Language Skills, for the 1st year students

		picture, or a prop that makes a point visually
295.	Brainstorm noun and verb	To quickly think of ideas about a topic and also possibly note them down. This is often done as preparation before a writing or speaking activity; e.g. before learners write a description of their city they make a list of all the positive and negative adjectives they know to describe places.
296.	'Can Do' statements noun	Sentences that describe learners' language use or an aspect of it on a scale of proficiency, e.g. This learner CAN express simple opinions or requirements in a familiar context.
297.	Categorise verb, categorisation noun, category noun	To put things into the group to which they belong. For example, learners might categorise a list of different foods into groups such as fruit and vegetables.
298.	Chant noun and verb	To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm. Teachers use chants to practise pronunciation and to help learners remember vocabulary.
299.	Chart noun	Information in the form of diagrams, lists or drawings often placed on the class room wall for learners to use. Common examples are lists of irregular verb forms or drawings illustrating the meanings of prepositions.
300.	Checklist noun	A list of things that a learner or teacher needs to focus on or consider. Examples could include assessment checklist, resources checklist, and lesson planning checklist.

Integrated Language Skills, for the 1st year students

301.	Chunk noun	Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?). See lexical unit.
302.	Clarify verb, clarification noun	1. To make clear what you mean, e.g. to repeat something using clearer words or say something again in a clearer way. 2. Clarify language. When teachers focus on form, meaning and pronunciation in a lesson to help learners understand the use and rules of target language.
303.	Class profile, learner profile noun	A description of the learners and information about their learning, including their age, ability, strengths and weaknesses in language and skills.
304.	Classroom management noun	The things teachers do to organise the classroom, the learning and the learners, such as organising seating arrangements, organising different types of activities, and managing interaction patterns.
305.	Closed question noun	A question which leads to a yes/no answer or another very short response.
306.	Cloze test noun	A task-type in which learners read a text with missing words and try to work out what the missing words are. The missing words are removed regularly from the text, e.g. every seventh word.
307.	Clue noun	A piece of information that helps someone to find the answer to a problem; e.g. a teacher could give the

Integrated Language Skills, for the 1st year students

		first letter of a word he/she is trying to elicit as a clue to learners to help them find the word.
308.	Cognitive adjective (processes)	The mental processes involved in thinking, understanding and learning, e.g. recognising, analysing, remembering, problem solving.
309.	Coherence noun, coherent adjective	When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader.
310.	Cohesion noun, cohesive adjective	The way spoken or written texts are joined together with grammar or lexis, e.g. conjunctions (Firstly, secondly), topic related vocabulary, pronouns (e.g. it, them, this).
311.	Cohesive device noun	A feature in a text which provides cohesion (joins texts together), e.g. use of vocabulary about the topic throughout a text, of sequencing words.
312.	Collaborate verb, collaborative adjective	To work together. Learners often collaborate in class when carrying out tasks which typically involve working together on planning, creating, discussing, evaluating, etc.
313.	Communicative activity noun	A classroom activity in which learners need to talk or write to other learners to complete the activity.
314.	Communicative approach(es) noun	An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorizing a series of rules.
315.	Components noun (of a lesson plan)	The different parts of a lesson plan, e.g. aims, procedure, timing, aids, interaction patterns, anticipated problems, assumptions, timetable fit,

Integrated Language Skills, for the 1st year students

		personal aims.
316.	Comprehension noun	Understanding something which is spoken or written. Teachers give learners comprehension tasks to help them understand listening and reading texts or to assess understanding.
317.	Concept questions noun, concept checking verb	A concept question is a question asked by the teacher to make sure that a learner has understood the meaning of new language.
318.	Confidence noun, confident adjective	The feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help learners to feel more confident about their own ability.
319.	Consolidate verb, reinforce verb	To do something again in order to allow learners to understand and remember it more completely. For example, learners can consolidate a grammar point by doing extra practice.
320.	Content and Language Integrated Learning (CLIL) noun	An approach in which learners are taught a non-language subject such as science or geography through a target language. Subject content and language are interrelated.
321.	Content-based instruction noun, content-based learning noun	An approach to teaching, traditionally associated with the US and Canada, in which non-native speakers, often from minority language groups, learn about a topic or a subject through the target language.
322.	Context noun	1. The situation in which language is used or presented; e.g. a story about a holiday experience could be used as the context to present and practise

Integrated Language Skills, for the 1st year students

		<p>past tenses. Photographs can help to provide a context for a magazine article.</p> <p>2. The words or phrases before or after a word in discourse which help someone to understand that word.</p>
323.	Contextualise verb	To put new language into a situation that shows what it means, e.g. when teaching the past simple tense showing learners a series of pictures of a family holiday that went wrong.
324.	Co-operation noun, co-operate verb, co-operative adjective	Working together and helping each other. In some group work activities learners co-operate to find the answer or solve a problem.
325.	Core noun and adjective	The most important, central or most basic part of something. The core of a word is the main part of a word from which other words can be made.
326.	Correct verb, correction noun	Teachers helping learners to make what they write or say better or right.
327.	Echo correction	When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves.
328.	Finger correction	<p>A way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made. A teacher may use finger correction to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation of sounds etc.</p> <p>Peer correction – When learners correct each other's mistakes,</p>

Integrated Language Skills, for the 1st year students

		perhaps with some help from the teacher. Self-correction – When learners correct language mistakes they have made, perhaps with some help from the teacher.
329.	Correction code noun	A series of symbols a teacher may use to mark learners' writing so that they can correct mistakes by themselves.
330.	Cue card, prompt card noun	A card on which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill.
331.	Curriculum noun	The subjects which make up an educational programme; e.g. maths, science and English are subjects on most school curriculums.

Integrated Language Skills, for the 1st year students

USED LITERATURE:

1. Emma and Garry Pathare (2015) Headway Academic Skills 2 and 3. (Listening, Speaking and Study Skills). Oxford.
2. LINDA LEE, ERIK GUNDERSEN, *Select readings (intermediate)*, Oxford university press, 2001.
3. Mike Boyle, Ellen Kisslinger (2013) Skillful. Listening & Speaking (full set) Macmillan Education UK (1 ва 2 кyпc)
4. Mickey Rogers, Joanne Taylore-Knowles, Steve Taylore-Knowles. Open Mind. Upper Intermediate. Macmillan Education, 2015 (1 кyпc)
5. PAULINE CULLEN, Vocabulary for IELTS advanced, Cambridge university press, 2013
6. VIRGINA EVANS & JENNY DOOLEY. *ENTERPRISE (FULL SET) DIGITAL PUBLISHING UK*, 2009 (1 KYPC)

Used websites:

1. <https://breakingnewsenglish.com/0504/050422-britishfood-e.html>
2. <http://www.dailyesl.com/community/hospital-services/>
3. www.elgazette.com
4. www.educationuk.org
5. <http://www.listenAminute.com/h/health.html>
6. <http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-astrology/154507.article>
7. <https://www.teachingenglish.org.uk/article/cooking-britain-today>
8. <https://www.teachingenglish.org.uk/article/a-generation-couch-potatoes>
9. <https://www.youtube.com/watch?v=84XbqptJD9k>

Integrated Language Skills, for the 1st year students

CONTENTS

PREFACE	3
Unit 1. People and personalities	5
Lesson 1. People’s appearance and character	5
Lesson 2. Talents and in-born talents, genes	7
Lesson 3. Horoscopes, stereotypes	15
Unit 2. National Identities of Uzbekistan and English speaking countries	21
Lesson 1. Uzbekistan and Great Britain; Political system	21
Lesson 2. Traditions, holidays, customs of Uzbekistan and UK	27
Lesson 3. Sightseeing and language of Uzbekistan and UK.....	33
Unit 3. Food	36
Lesson 1. National foods, cooking and recipes	36
Lesson 2. Eating places: cafes, restaurants, pubs, choykhonas.....	51
Lesson 3. Healthy food, fast food, keeping diet and fasting	56
Unit4. Health	59
Lesson 1. Visiting a doctor.....	60
Lesson 2. Traditional and modern medicine.....	64
Lesson 3. Opportunities for disabled people.....	67
Unit 5. Family values	68
Lesson 1. Marriage, divorce, planning the family	68
Lesson 2. Family tree, upbringing children, generation gap	74
Lesson 3. Family matters	79
Unit 6. Education	80
Lesson 1. School life, student life, Teacher	81
Lesson 2. Comparison of educational systems, where to study, decision-making.....	90
Lesson 3. Exchange students, scholarships, studying abroad	97
Unit 7. City and country life	104

Integrated Language Skills, for the 1st year students

Lesson 1. City life, problem of big cities, famous cities in the world	104
Lesson 2. Home towns, transport, and the best place to live	109
Lesson 3. Migration from countries to cities.....	114
Unit 8. Leisure and Sports	115
Lesson 1. Sport events, travel	115
Lesson 2. Hobbies, gambling, crosswords.....	120
Lesson 3. Cinema, theatre, celebrities.....	125
Unit 9. Technology and communication	133
Lesson 1. Computer and internet	135
Lesson 2. E-mails and internet.....	137
Lesson 3. Mobile phones, SMS	140
GLOSSARY.....	145
USED LITERATURE	179
CONTENTS.....	180