

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA  
INNOVATSIYALAR VAZIRLIGI**

**TOSHKENT DAVLAT SHARQSHUNOSLIK  
UNIVERSITETI**

**XAMRABAYEVA SHIRIN ALISHEROVNA**

**GENERAL ENGLISH FOR ORIENTALISTS**  
**(o‘quv qo‘llanma)**

**Toshkent – 2025**

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Mazkur o'quv qo'llanma Toshkent davlat sharqshunoslik universiteti “Amaliy fanlar” fakulteti kunduzgi hamda kechki bo'limda ta'lim oluvchi uchinchi bosqich talabalari uchun mo'ljallangan bo'lib, u kommunikativ tizim-faoliyat yondashuvi doirasida aloqa vositasi sifatida ingliz tilini tartibli, tizimli o'qitishni amalga oshiradigan ilmiy va uslubiy vositadir..

Qo'llanma 18-ta dars-mavzu, qo'shimcha matnlar, grammatik ma'lumotlar, inglizcha-o'zbekcha lug'at va ilovalardan iborat. Har bir dars-mavzu grammatik va leksik materiallarni o'rganish uchun “Reading” bilan boshlangan. Bu tematik asosiy matndagi leksik va grammatik qiyinchiliklarni soddalashtirishga qaratilgan.

Uslubiy nuqtai nazardan har bir bo'lim uchun vazifalar batafsil ishlab chiqilganligi, matnlar ustida ishlash bo'yicha ko'rsatmalar berilganligi, shubhasiz, talabalarda nutq faoliyatining barcha turlarini samarali va bir xil rivojlanishiga yordam beradi va ularda o'quv jarayoniga mustaqil ravishda tayyorgarlik ko'rish imkoniyatini yaratadi.

**Taqrizchilar:**

**PhD. N.K.Adambayeva** - G'arb tillari kafedrasi dotsenti, Oriental Universiteti

**D.K.Maqsudova** - G'arb tillari kafedrasi katta o'qituvchisi, Toshkent davlat sharqshunoslik uniersiteti

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<b>№</b>	<b>Theme</b>	<b>Pages</b>
<b>UNIT 1</b>	<b>Reading:</b> Feeling stressed <b>Grammar:</b> Real conditionals. <b>Writing:</b> Multi-word verbs. <b>Grammar:</b> Verb-noun collocations. <b>Speaking:</b> BBC program The people Watchers.	<b>4</b>
<b>UNIT 2</b>	<b>Reading:</b> That is great news. Giving news. Life events. <b>Grammar:</b> Hypothetical conditional: present\future. <b>Writing:</b> An email of advice. Learn to qualify what you say. <b>Speaking:</b> Conversations where people hear news.	<b>17</b>
<b>UNIT 3</b>	<b>Reading:</b> My worst week. Watch a BBC program about a man's terrible day <b>Text:</b> Talk about memorable moments. <b>Writing:</b> a website entry.	<b>27</b>
<b>UNIT 4</b>	<b>Reading:</b> Media Agencies. Differences and similarities. <b>Text:</b> The secrets of success. <b>Grammar:</b> Word order <b>Writing:</b> Write a summary.	<b>35</b>
<b>UNIT 5</b>	<b>Reading:</b> Read a biographical text "The Human computer" <b>Grammar:</b> Verb phrases. Present and past ability. <b>Writing:</b> learn to make notes for a summary	<b>49</b>
<b>UNIT 6</b>	<b>Reading:</b> Are you qualified? Clarifying opinions. Qualifications. Interesting facts about Job candidates. <b>Text:</b> Andy Murray. Watch a BBC program about a remote community.	<b>64</b>
<b>UNIT 7</b>	<b>Reading:</b> Describe an achievement: my first report about university <b>Writing:</b> An internet post. <b>Grammar:</b> Modal verbs <b>Presentation day. (People with special abilities)</b>	<b>82</b>
<b>UNIT 8</b>	<b>Reading:</b> Journalism Help: How to interview and take notes <b>Grammar:</b> Compound nouns. My place in cyberspace. The internet.	<b>83</b>
<b>UNIT 9</b>	<b>Read</b> about the rise of YouTube. <b>Grammar:</b> Relative clauses. <b>Writing:</b> a web-site review <b>Text:</b> Interesting facts about the Internet	<b>118</b>
<b>UNIT 10</b>	<b>Reading:</b> Make yourself at home. Being a good guest. <b>Grammar:</b> Linking words.	<b>132</b>

	Discuss social situations <b>Text:</b> Design a community. <b>Writing:</b> A web advert	
<b>UNIT 11</b>	<b>Reading:</b> Types of Media: Traditional vs. Social. <b>Grammar:</b> Hypothetical conditional. <b>Speaking:</b> Talk about important events in history.	<b>144</b>
<b>UNIT 12</b>	<b>Reading:</b> Active and passive voice in journalism. <b>Writing:</b> A short essay - learn to structure paragraphs <b>Grammar:</b> Periods of time-collocations History.	<b>160</b>
<b>UNIT 13</b>	<b>Reading:</b> Time travel. Talk about your own history. <b>Grammar:</b> Past forms of tenses <b>Text:</b> Famous people in the history	<b>173</b>
<b>UNIT 14</b>	<b>Reading:</b> Comparison and contrast of print and electronic media <b>Speaking:</b> Describe a person who influenced you. <b>Grammar:</b> Verb prepositions Watch a BBC documentary	<b>188</b>
<b>UNIT 15</b>	<b>Reading:</b> Famous worldwide Newspapers and news sites. <b>Text:</b> Ethical man. <b>Grammar:</b> w/h questions Discuss ideas for reducing plastic waste	<b>202</b>
<b>UNIT 16</b>	<b>Reading:</b> A man who tried to live ethically for a year. <b>Writing:</b> Recommend a city for food. <b>Grammar:</b> Adjective <b>Text:</b> Descriptions of the world's best food cities.	<b>219</b>
<b>UNIT 17</b>	<b>Reading:</b> A restaurant review: when you travel <b>Grammar:</b> Ask for/give travel advice <b>Text:</b> The great melt. Watch a BBC documentary about Arctic's melting ice caps	<b>238</b>
<b>UNIT 18</b>	<b>Reading:</b> Media and image. How does media help establish a country's image? <b>Revision</b>	<b>247</b>
<b>PROGRESS QUESTIONS</b>		<b>257</b>
<b>APPENDIX</b>		<b>263</b>
<b>LIST OF USED LITERATURE</b>		<b>266</b>

## UNIT 1

### A. READING: FEELING STRESSED

#### New words:

1. Stress – bosim, siqilish
2. Anxiety – tashvish, xavotir
3. Pressure – bosim
4. Coping mechanisms – moslashuv usullari
5. Relaxation techniques – dam olish usullari
6. Tension – taranglik
7. Mindfulness – hozirgi onga e'tibor qaratish
8. Breathe deeply – chuqur nafas olish
9. Healthy lifestyle – sog'lom turmush tarzi
10. Time management – vaqtni boshqarish

#### Read the text and answer the questions

Lena was a university student juggling multiple responsibilities. Between attending lectures, completing assignments, and working a part-time job, she barely had time for herself. Every night, she stayed up late studying, and every morning, she woke up exhausted. The constant pressure to perform well made her feel overwhelmed and **stressed**.

One day, her professor noticed her lack of focus and asked if everything was okay. Lena sighed and admitted that she felt **anxious** and **overloaded**. The professor smiled and said, "You need to take care of yourself. Stress is normal, but managing it is important. Have you tried any **relaxation techniques**?"

That evening, Lena researched ways to handle stress. She started practicing **deep breathing**, taking short walks, and setting a proper **time management** schedule. Instead of procrastinating, she made a to-do list and prioritized tasks. She also made sure to get enough sleep and eat healthy meals.

Over time, Lena felt a noticeable change. She was still busy, but she no longer felt **overwhelmed**. By taking small steps, she learned how to handle stress better.

**Lesson Learned:** Stress is a part of life, but with the right approach—relaxation, time management, and self-care—it can be controlled.

How do you handle stress in your life? 😊

**Answer the questions:**

1. What is stress?
2. How do people experience stress?
3. Name the main causes of stress.
4. What are some ways to reduce stress?
5. Give examples of relaxation techniques.
6. What is mindfulness and how does it help?
7. How does a healthy lifestyle reduce stress?
8. What role does time management play in reducing stress?

**GRAMMAR: REAL CONDITIONALS**

Real Conditionals (Haqiqiy shartli gaplar) – bu hayotda haqiqatga yaqin yoki ehtimoliy bo‘lgan voqealar va natijalarni ifodalovchi shartli gaplardir. Ular **if** (agar) bog‘lovchisi yordamida tuziladi.

**1. Present Real Conditional (Hozirgi zamon haqiqiy shartli gaplari)**

Bu turdagi gaplar hozirgi vaqtda yoki odatda ro‘y beradigan holatlarni ifodalaydi.

**Tuzilishi:**

◆ **If + Present Simple, ... Present Simple**

◆ **If + Present Simple, ... Future Simple (will + V1)**

### ✓ Examples:

- If you heat water to 100°C, it boils. (*Agar suvni 100°C gacha qizdirsangiz, u qaynaydi.*)
- If she studies hard, she will pass the exam. (*Agar u yaxshi o'qisa, imtihondan o'tadi.*)
- If you don't exercise, you get weak. (*Agar mashq qilmasangiz, zaiflashasiz.*)

## 2. Future Real Conditional (Kelasi zamon haqiqiy shartli gaplari)

Bu turdagi shartli gaplar kelajakda ehtimoliy bo'lgan voqealarni ifodalaydi.

### Tuzilishi:

**If + Present Simple, ... will + V1**

### Examples:

If you work hard, you will succeed. (*Agar ko'p ishlasangiz, muvaffaqiyatga erishasiz.*)

If it rains tomorrow, we will stay home. (*Agar ertaga yomg'ir yog'sa, uyda qolamiz.*)

## GRAMMAR EXERCISES ON REAL CONDITIONALS

### Exercise 1. Complete the sentences with the correct verb form.

1. If you \_\_\_\_ (eat) too much, you \_\_\_\_ (get) sick.
2. If she \_\_\_\_ (study), she \_\_\_\_ (pass) the exam.
3. If they \_\_\_\_ (not/hurry), they \_\_\_\_ (miss) the bus.
4. If we \_\_\_\_ (go) to the beach, we \_\_\_\_ (have) fun.
5. If he \_\_\_\_ (exercise) regularly, he \_\_\_\_ (stay) fit.

### Exercise 2. Choose the correct answer.

1. If you \_\_\_\_ (drink / will drink) too much coffee, you \_\_\_\_ (can't / won't be able to) sleep.
2. If the weather \_\_\_\_ (is / will be) nice tomorrow, we \_\_\_\_ (go / will go) for a picnic.
3. If she \_\_\_\_ (study / studies), she \_\_\_\_ (passes / will pass) the test.

4. If they \_\_\_ (don't arrive / won't arrive) soon, we \_\_\_ (start / will start) without them.
5. If you \_\_\_ (heat / will heat) ice, it \_\_\_ (melts / will melt).

**Exercise 3. Rewrite the sentences using the correct conditional form.**

1. She doesn't study, so she fails the tests.  
    ☞ If she \_\_\_\_\_, she \_\_\_\_\_.
2. You don't water the plants, so they die.  
    ☞ If you \_\_\_\_\_, they \_\_\_\_\_.
3. He doesn't save money, so he always runs out of cash.  
    ☞ If he \_\_\_\_\_, he \_\_\_\_\_.
4. They don't exercise, so they get tired easily.  
    ☞ If they \_\_\_\_\_, they \_\_\_\_\_.

**Exercise 4. Fill in the blanks with your own ideas.**

1. If I wake up early, \_\_\_\_\_.
2. If it rains tomorrow, \_\_\_\_\_.
3. If you don't wear warm clothes in winter, \_\_\_\_\_.
4. If my friend calls me, \_\_\_\_\_.
5. If we finish our work on time, \_\_\_\_\_.

**Exercise 5. Write the following sentences in the correct form.**

1. If you (eat) too much, you (get) sick.
2. If she (study), she (pass) the exam.
3. If they (not / hurry), they (miss) the train.
4. If we (go) to the park, we (have) fun.

**Exercise 6. Complete the sentences with the correct verb form.**

1. If you \_\_\_ (not water) the plants, they \_\_\_ (die).
2. If she \_\_\_ (call) me, I \_\_\_ (answer) the phone.
3. If we \_\_\_ (be) late, we \_\_\_ (miss) the meeting.
4. If the sun \_\_\_ (shine), we \_\_\_ (go) to the beach.



## MULTI-WORD VERBS

### Multi-Word Verbs in Everyday English

Multi-word verbs are commonly used in spoken and written English. They consist of a main verb combined with one or more particles (prepositions or adverbs), creating a new meaning different from the original verb. Learning these verbs helps improve fluency and understanding in English conversations.

#### Types of Multi-Word Verbs:

##### 1. Phrasal Verbs (Verb + Adverb)

These verbs change meaning when combined with an adverb.

**Wake up** – *I wake up at 7 AM every day.*

**Give up** – *He gave up smoking last year.*

**Carry on** – *She carried on working despite feeling tired.*

##### 2. Prepositional Verbs (Verb + Preposition)

These verbs always need an object and their meanings depend on the preposition.

**Look after** – *She looks after her younger brother.*

**Listen to** – *He listens to music in his free time.*

**Depend on** – *Success depends on hard work.*

##### 3. Phrasal-Prepositional Verbs (Verb + Adverb + Preposition)

These verbs have three parts and are often idiomatic.

**Put up with** – *I can't put up with this noise anymore!*

**Look forward to** – *I'm looking forward to the holidays.*

**Run out of** – *We have run out of sugar, can you buy some?*

## Using Multi-Word Verbs in Daily Life

Native speakers use multi-word verbs naturally in conversation. For example, instead of saying "stop trying," they say "**give up.**" Instead of saying "tolerate," they say "**put up with.**"

To improve your English, practice using multi-word verbs in sentences and conversations.

### Example Conversation Using Multi-Word Verbs:

A: *Why did you give up your gym membership?*

B: *I ran out of time because of my new job.*

A: *Oh, I understand. But you should carry on exercising at home!*

## QUESTIONS & ANSWERS

### 1. What is a multi-word verb?

A multi-word verb is a combination of a main verb and one or more particles (prepositions or adverbs) that together create a new meaning.

### 2. What are the three types of multi-word verbs?

The three types are:

Phrasal verbs (e.g., *give up*, *run out of*)

Prepositional verbs (e.g., *look after*, *listen to*)

Phrasal-prepositional verbs (e.g., *put up with*, *look forward to*)

### 4. Why are multi-word verbs important?

They are commonly used in everyday English and help learners sound more natural and fluent.

### 5. What is an example of a phrasal verb?

*Carry on* (continue) → *She carried on studying despite the distractions.*

### 6. What does "put up with" mean?

It means **to tolerate** something unpleasant. (*I can't put up with the noise!*)

## NEW WORDS & PHRASES FROM THE TEXT

1. **Give up** – stop doing something
2. **Carry on** – continue
3. **Run out of** – have no more left
4. **Look after** – take care of
5. **Depend on** – rely on
6. **Listen to** – pay attention to sound
7. **Put up with** – tolerate
8. **Look forward to** – be excited about something in the future
9. **Get along with** – have a good relationship with
10. **Essential** – very important

## GRAMMAR: VERB-NOUN COLLOCATIONS

### Verb-Noun Collocations nima?

**Collocations** – bu ikkita yoki undan ortiq soʻzning tabiiy kombinatsiyasidir. **Verb-Noun collocations** esa feʼl va otning birga ishlatilishi natijasida shakllanadigan qoʻshilmalar boʻlib, ular ingliz tilida tabiiy va aniq ifodalarni yaratishga yordam beradi.

Misol uchun, "**make a decision**" (*qaror qabul qilish*) yoki "**take a risk**" (*xavf-xatarni oʻz zimmasiga olish*) kabi birikmalar collocation hisoblanadi. Ingliz tilida feʼl bilan otning qanday ishlatilishini bilish juda muhim, chunki notoʻgʻri birikmalar nutqni sunʼiy va noaniq qiladi.

### Eng Koʻp Ishlatiladigan Verb-Noun Collocations

#### 1. Make va Do

**Make a decision** → *U made a decision to study abroad. (U chet elda oʻqish haqida qaror qabul qildi.)*

**Make an effort** → *He made an effort to learn Spanish. (U ispan tilini o'rganishga harakat qildi.)*

**Do homework** → *I need to do my homework before dinner. (Men kechki ovqatdan oldin uy vazifamni bajarishim kerak.)*

**Do business** → *They do business with international clients. (Ular xalqaro mijozlar bilan biznes yuritadi.)*

## **2. Take va Have**

**Take a break** → *Let's take a break for five minutes. (Keling, besh daqiqaga tanaffus qilaylik.)*

**Take responsibility** → *You must take responsibility for your actions. (Siz o'z harakatlaringiz uchun javobgarlik olishingiz kerak.)*

**Have a meal** → *We had a delicious meal at the restaurant. (Biz restoranda mazali ovqat yedik.)*

**Have a good time** → *I had a great time at the concert! (Men konsertda juda yaxshi vaqt o'tkazdim!)*

## **3. Give va Pay**

**Give advice** → *Can you give me some advice? (Menga maslahat bera olasizmi?)*

**Give a speech** → *The manager gave a speech about teamwork. (Menejer jamoaviy ish haqida nutq so'zladi.)*

**Pay attention** → *Please pay attention to the teacher. (Iltimos, o'qituvchiga e'tibor bering.)*

**Pay a fine** → *He had to pay a fine for parking illegally. (U noqonuniy to'xtaganligi uchun jarima to'lashga majbur bo'ldi.)*

## **4. Catch va Lose**

**Catch a cold** → *I caught a cold after walking in the rain. (Men yomg'irda yurib shamolladim.)*

**Catch a bus** → *We need to catch the bus at 7 AM. (Biz soat 7 da avtobusga chiqishimiz kerak.)*

**Lose weight** → *She is trying to lose weight by exercising daily. (U har kuni mashq qilib, vazn yo‘qotishga harakat qilmoqda.)*

**Lose a game** → *Our team lost the game yesterday. (Bizning jamoamiz kecha o‘yinda yutqazdi.)*

## Grammar exercises

### 1. Fill in the correct verb

- a) He \_\_\_\_\_ a decision to change his job.
- b) She \_\_\_\_\_ her homework every evening.
- c) I \_\_\_\_\_ attention when the teacher explains something.
- d) We \_\_\_\_\_ a speech at the wedding.

### 2. Choose correct collocation

- a) She (made/took) an effort to learn German.
- b) I need to (pay/give) a visit to my grandmother.
- c) He (caught/lost) a bus to school.
- d) We (had/took) a meal together.

### 3. Fill in the correct verb (Make, Do, Take, Have, Give, Pay, Catch, Lose)

- 1. He \_\_\_\_\_ a decision to change his career.
- 2. She \_\_\_\_\_ a speech at the graduation ceremony.
- 3. We need to \_\_\_\_\_ a break after two hours of work.
- 4. I always \_\_\_\_\_ my homework before going to bed.
- 5. Please \_\_\_\_\_ attention to what I am saying.
- 6. He \_\_\_\_\_ a cold because he forgot his jacket.
- 7. They \_\_\_\_\_ a fine for parking in the wrong place.
- 8. She \_\_\_\_\_ weight by exercising every morning.

### 4. Choose correct collocation

- 1. She (**made/took**) an effort to complete the project on time.
- 2. I need to (**pay/give**) a visit to my grandmother this weekend.
- 3. He (**caught/lost**) the bus because he was running late.

4. We (**had/took**) a meal together at the new restaurant.
5. They (**did/made**) business with many international clients.
6. She (**gave/made**) me some useful advice.
7. The students (**paid/gave**) attention to the teacher's explanation.
8. Our team (**lost/caught**) the game yesterday.

**5. Match the verb and noun in pairs correctly.**

Verb	Noun
Make	a decision
Take	a break
Give	a speech
Pay	attention
Catch	a cold
Lose	weight
Do	homework
Have	a good time

**6. Make sentences by pairing the given verbs with the correct nouns.**

**Make Take Do Have Give Pay Catch Lose**

**Give advice** → *My teacher gave me useful advice.*

- 1) \_\_\_\_\_ an exam.
- 2) \_\_\_\_\_ a complaint.
- 3) \_\_\_\_\_ a risk.
- 4) \_\_\_\_\_ progress.
- 5) \_\_\_\_\_ an opportunity.
- 6) \_\_\_\_\_ a conversation.
- 7) \_\_\_\_\_ a ticket.
- 8) \_\_\_\_\_ a job interview.

## 7. Complete the sentences with the correct collocation.

1. He didn't study well, so he \_\_\_\_\_ the exam. (*lost/took/failed*)
2. The police officer told him to \_\_\_\_\_ attention to the traffic rules.  
(*pay/make/give*)
3. We \_\_\_\_\_ a wonderful time at the beach yesterday. (*took/had/gave*)
4. She \_\_\_\_\_ an important phone call before the meeting.  
(*made/took/did*)
5. He \_\_\_\_\_ his keys, so he couldn't enter the house. (*lost/gave/took*)
6. The professor \_\_\_\_\_ an interesting lecture on history.  
(*made/gave/took*)
7. I need to \_\_\_\_\_ a shower before going out. (*take/do/make*)
8. They \_\_\_\_\_ a big effort to win the competition. (*made/did/had*)

## SPEAKING: BBC PROGRAM THE PEOPLE WATCHERS

"The People Watchers" was a BBC program that explored human behavior and psychology through social experiments. The show focused on how people react in everyday situations, often without realizing they are being observed.

### Key Aspects of the Program:

**Social Experiments** – The show conducted real-life experiments to analyze human reactions.

**Psychological Insights** – Experts explained why people behave in certain ways.

**Hidden Cameras** – The participants were unaware they were part of a study.

**Everyday Scenarios** – The show explored how people react to kindness, honesty, social pressure, and other psychological triggers.

### Speaking Activity: Discussion Questions

1. Have you ever observed people's behavior in public places? What did you notice?

2. Why do you think people behave differently when they know they are being watched?
3. If you could conduct a social experiment, what would it be about?
4. Do you think people are naturally kind, or do they act nicely only when others are watching?
5. How would you react if you found out you were part of a psychological experiment like in "The People Watchers"?

## HOMETASK

### 1. Essay on the Causes and Effects of Stress

- **Introduction:** Define what stress is, highlighting its impact on both mental and physical health.
- **Causes of Stress:**

Academic pressure, work demands, social media, family issues, or personal expectations.

Stress from external factors (e.g., environmental, financial problems).

- **Effects of Stress:**

Mental health effects: anxiety, depression, burnout.

Physical effects: headaches, fatigue, sleep disturbances.

- **Conclusion:** Discuss how managing stress is important and mention some resources that can help (counseling, support groups, etc.).

### 2. Creative Piece: A Short Story

- **Short Story:** Write a narrative about a character dealing with stress in a particular situation (like an exam, work deadline, or personal crisis). Show their emotional journey and how they find ways to cope or overcome stress.

### 3. Personal Reflection or Journal

- Reflect on a time when you experienced stress.



- Write about the causes, how you dealt with it, and what you learned from the experience.
- You could also explore how stress affects your daily life and how you manage it.

#### **4. Research Report on Stress**

- Research how stress is studied and understood in psychology, biology, or health sciences.
- Explore different types of stress (acute vs. chronic) and how people experience and react to stress differently.
- Discuss stress management techniques and their effectiveness based on scientific research.

#### **5. Presentation on Stress Management Techniques**

- Create a slide presentation on strategies people can use to manage stress (e.g., mindfulness, physical activity, social support).
- Include examples, practical tips, and possibly a video or demonstration of a stress-reducing technique.

## **UNIT 2**

### **READING: THAT IS GREAT NEWS / GIVING NEWS LIFE EVENTS**

#### **New Words & Phrases from the Story:**

1. Scholarship – grant for studying (*stipendiya*)
2. Awarded – given as a prize (*mukofotlandi, taqdirlandi*)
3. Buzzed – vibrated or made a sound (*jarangladi, g'uvilladi*)
4. Congratulations – an expression for good news (*tabriklayman!*)
5. Achievement – a success or accomplishment (*yutuq*)
6. Proud – feeling happy about success (*faxrlanmoq*)

7. Excited – very happy and eager (*hayajonlangan*)
8. Celebrate – to enjoy and mark a special occasion (*nishonlamoq*)

**Read and translate this text:**

Emma had been waiting for this moment for months. She had applied for a scholarship to study at one of the best universities in the country. Every day, she checked her email, hoping for an answer.

One morning, as she was having breakfast, her phone buzzed. She opened the email and read the first line: "**Congratulations! You have been awarded the scholarship!**"

Emma couldn't believe it. "**That is great news!**" she shouted, jumping up from her chair. Her mother, who was in the kitchen, looked at her with surprise.

*"What happened, Emma?" her mother asked.*

*"Mom, I got the scholarship! I'm going to study at my dream university!"*

Her mother hugged her tightly. *"I'm so proud of you! You worked so hard for this!"*

Emma quickly called her best friend, Sarah.

*"Sarah, guess what?!"* Emma said excitedly.

*"What? Tell me!"* Sarah replied.

*"I got the scholarship!"*

*"Wow, that's fantastic news! I knew you could do it!"* Sarah said.

That evening, Emma's family celebrated her achievement. She felt happy, proud, and excited for the new journey ahead.

**Answer the Questions:**

1. What was Emma waiting for?
2. How did she receive the news?
3. What was Emma's reaction?
4. Who did she tell first?
5. How did her mother react?
6. Who did Emma call next?

7. How did Sarah respond?
8. How did Emma's family celebrate?

**NOTES:** Sharing news is an important part of communication. Whether it's good or bad, people often talk about life events with friends, family, and colleagues. In English, there are different ways to give and respond to news depending on the situation.

## **1. Giving Good News**

**When sharing positive news, you can use phrases like:**

- "I have great news!"
- "Guess what?!"
- "You won't believe this!"
- "That's amazing!" (response)
- "I'm so happy for you!" (response)

*Example:*

*"Guess what? I got the job!"*

*"Wow, that's fantastic news! Congratulations!"*

## **2. Giving Bad News**

**If you need to share sad or unfortunate news, it's important to be sensitive. Use phrases like:**

"I'm sorry to tell you this, but..."

"I have some bad news."

"Unfortunately..."

"That's terrible!" (response)

"I'm really sorry to hear that." (response)

*Example:*

*"Unfortunately, I didn't pass the exam."*

*"Oh no, I'm really sorry to hear that. Don't give up!"*

### 3. Talking About Life Events

People often share news about major life events, such as:

#### Personal Events:

Getting married → *"I'm getting married next summer!"*

Having a baby → *"We're expecting a baby in November!"*

Moving to a new city → *"I'm moving to London next month!"*

#### Career & Education:

Getting a new job → *"I got a promotion at work!"*

Graduating → *"I finally graduated from university!"*

#### Other Events:

Winning something → *"I won the competition!"*

Health updates → *"I'm feeling much better now!"*

### 4. Example Conversation

Anna: *Guess what? I have amazing news!*

Jake: *What is it? Tell me!*

Anna: *I got accepted into my dream university!*

Jake: *Wow! That's fantastic news! Congratulations!*

Anna: *Thank you! I'm so excited!*

### GRAMMAR: HYPOTHETICAL CONDITIONAL: PRESENT / FUTURE

The **hypothetical conditional** (also called the **second conditional**) is used to talk about **unreal or unlikely** situations in the present or future. These are events that probably will not happen, but we imagine them.

#### Structure:

◆ **If + past simple, ... would/could/might + base verb**

◆ **Examples:**

*If I **won** the lottery, I **would buy** a big house.* (But I probably won't win the lottery.)

*If she **studied** more, she **could pass** the exam.* (But she doesn't study much.)

*If we **had** more time, we **might travel** around the world.* (But we don't have enough time.)

## Grammar Rules


The "if" clause uses the past simple, even though we are talking about the present or future.

The main clause uses "would/could/might" + base verb.

We can switch the order of clauses:

*If I **were** you, I **would take** the job.*

*I **would take** the job if I **were** you.*

 **Note:** With "I" and "he/she/it," we often use "**were**" instead of "was" in formal English:

*If I **were** rich, I **would travel** the world.* (More formal)

*If I **was** rich, I **would travel** the world.* (Less formal, spoken English)

## Practice Exercises

### 1. Complete the sentences with the correct form of the verbs in parentheses:

1. If I \_\_\_\_\_ (have) a car, I \_\_\_\_\_ (drive) to work.
2. If she \_\_\_\_\_ (study) harder, she \_\_\_\_\_ (pass) the exam.
3. If we \_\_\_\_\_ (live) in a bigger house, we \_\_\_\_\_ (have) more space.
4. If they \_\_\_\_\_ (not be) so busy, they \_\_\_\_\_ (come) to the party.
5. If I \_\_\_\_\_ (win) the lottery, I \_\_\_\_\_ (travel) the world.

### 2. Choose the correct option:

1. If I (**had/have**) more money, I (**would buy/buy**) a new phone.
2. If she (**was/were**) taller, she (**could be/is**) a model.
3. We (**would go/go**) to the beach if it (**wasn't/weren't**) raining.
4. If he (**studied/studies**) more, he (**would pass/will pass**) the exam.
5. If they (**weren't/wasn't**) so lazy, they (**would get/get**) better jobs.

### 3. Rewrite the sentences using the second conditional:

1. I don't have a bicycle, so I don't ride to school.

☐ If I \_\_\_\_\_, I \_\_\_\_\_.

2. She doesn't speak French, so she can't work in Paris.

☐ If she \_\_\_\_\_, she \_\_\_\_\_.

3. They don't have time, so they won't visit us.

☐ If they \_\_\_\_\_, they \_\_\_\_\_.

4. He isn't rich, so he doesn't buy a sports car.

☐ If he \_\_\_\_\_, he \_\_\_\_\_.

5. We don't live in New York, so we don't go to Broadway shows.

☐ If we \_\_\_\_\_, we \_\_\_\_\_.

### 4. Complete the sentences with the correct verb form (Second Conditional)

Fill in the blanks with the correct form of the verbs in parentheses.

1. If I \_\_\_\_\_ (be) a millionaire, I \_\_\_\_\_ (buy) a big house.

2. If she \_\_\_\_\_ (study) harder, she \_\_\_\_\_ (pass) the exam.

3. If we \_\_\_\_\_ (have) more free time, we \_\_\_\_\_ (travel) more.

4. If he \_\_\_\_\_ (not be) so shy, he \_\_\_\_\_ (make) more friends.

5. If you \_\_\_\_\_ (exercise) regularly, you \_\_\_\_\_ (feel) healthier.

### 5. Choose the correct answer

Select the correct option in each sentence.

1. If I (**had/have**) enough money, I (**would buy/will buy**) a new phone.

2. If she (**was/were**) taller, she (**could be/is**) a model.

3. We (**would go/go**) to the beach if it (**wasn't/weren't**) raining.

4. If he (**studied/studies**) more, he (**would pass/will pass**) the exam.

5. If they (**weren't/wasn't**) so lazy, they (**would get/get**) better jobs.

### 6. Rewrite the sentences using the second conditional

Example:

☒ *I don't have a bicycle, so I don't ride to school.*

☐ *If I had a bicycle, I would ride to school.*

1. She doesn't have a car, so she takes the bus.  
    ☞ If she \_\_\_\_\_, she \_\_\_\_\_.
2. They don't speak English, so they can't work in the UK.  
    ☞ If they \_\_\_\_\_, they \_\_\_\_\_.
3. We don't live by the sea, so we don't go swimming every day.  
    ☞ If we \_\_\_\_\_, we \_\_\_\_\_.
4. He isn't rich, so he doesn't travel around the world.  
    ☞ If he \_\_\_\_\_, he \_\_\_\_\_.
5. I don't know how to cook, so I eat out every day.  
    ☞ If I \_\_\_\_\_, I \_\_\_\_\_.

## 7. Create your own sentences

Complete the sentences with your own ideas.

1. If I won a million dollars, I would \_\_\_\_\_.
2. If I met a famous celebrity, I would \_\_\_\_\_.
3. If I lived in another country, I would \_\_\_\_\_.
4. If I had a superpower, I would \_\_\_\_\_.
5. If I didn't have to go to school/work, I would \_\_\_\_\_.

## WRITING: AN EMAIL OF ADVICE. LEARN TO QUALIFY WHAT YOU SAY

Provide practical advice using qualifying language. Use modal verbs, adverbs, and qualifying phrases.

### Examples:

*One thing you **might consider** is using phrases like "I believe..." or "It seems that...". This **can help** make your statements sound less absolute.*

*You **could also try** incorporating modal verbs like "might," "could," or "would," which **often make** your advice sound more gentle and considerate.*

*Another approach **might be** to use adverbs such as "probably," "generally," or "possibly." This **can make** your statements appear more balanced.*

## Encouragement

Encourage them to keep improving and offer further assistance.

### Example:

*Remember, effective communication **often takes** practice, but with time, you **will likely see** improvement. Please feel free to reach out if you need more advice or support.*

Dear [Recipient's Name],

I hope you're doing well. I understand that you want to improve the way you express your opinions and make your statements sound more thoughtful and balanced. Qualifying what you say is an excellent skill that makes your communication clearer and more effective. Here are some tips that might help:

Firstly, try using **qualifying phrases** like *"It seems that..."*, *"It is likely that..."*, or *"In my opinion..."* instead of making strong absolute statements. This helps to show that your viewpoint is open to discussion rather than a fixed fact.

Secondly, when giving advice or expressing uncertainty, use **modal verbs** like *"might," "could,"* or *"would."* For example, instead of saying, *"This will work,"* you can say, *"This might work better for you."* It sounds more polite and less forceful.

Another good strategy is to **use adverbs** like **"probably," "possibly,"** or **"generally."** For instance, instead of saying, *"This method is the best,"* you can say, *"This method is probably the best option in this situation."* This makes your statement more balanced.

Lastly, remember to consider different perspectives. If you acknowledge other possibilities by saying, *"Some people may think that..."*, or *"While it is often the case that..."*, your arguments will sound more reasonable and professional.

I hope this helps! Let me know if you need any more advice or if you'd like to practice this skill together.



Best regards,

[Your Name]

## **SPEAKING: CONVERSATIONS WHERE PEOPLE HEAR NEWS**

1. How do you usually react when you hear good news?
2. Have you ever received surprising news? What was it?
3. How do you give bad news to someone in a polite way?
4. What's the best news you've ever received?
5. If you could hear any good news today, what would it be?

### **HOMETASK**

#### **1. Essay on the Importance of Sharing Good News and Life Events**

- **Introduction:** Start by introducing the concept of life events and the role of sharing good news in relationships and communities.
- **Giving Good News:**

How we deliver happy news (e.g., announcing a promotion, engagement, or pregnancy) can impact relationships.

The role of timing, delivery method (e.g., in-person, through text, etc.), and the reaction of the recipient.

- **The Impact of Good News:**

How sharing positive life events can strengthen bonds between family, friends, and coworkers.

Positive effects on mental health and well-being.

- **Cultural Differences in Giving News:**

Different cultures have distinct ways of giving or receiving news.

- **Conclusion:** Summarize the significance of sharing news with others and how it affects both the giver and the receiver.

#### **2. Creative Piece: A Short Story About Giving Good News**

- **Story Idea:** Write about a character who has great news to share (e.g., they got a new job, they're having a baby, or they've won an award) and how they go about telling someone close to them. You can also explore how the person receiving the news reacts.
- **Themes:** Focus on the emotions, excitement, or even nervousness the character feels when giving such news. You can explore both the joy of the good news and the challenges or awkwardness in sharing it.

### 3. Personal Reflection or Journal

- Reflect on a time when you received or gave important life news.
- Describe your feelings, how you communicated the news, and the impact it had on your life or the person you shared it with.
- You can also write about how certain life events (such as a graduation, a birth, a new home, etc.) have shaped you and your relationships.

### 4. Interview or Survey: Collecting News

- **Survey Idea:** Create a survey where you ask people about some of the most important or life-changing events they've experienced (e.g., wedding, moving, career change) and how they communicated that news to others.
- **Interview:** Interview someone about the best news they've ever received or given. Write a report about their story and the emotions tied to that event.

### 5. Research Report on the Psychology of Giving and Receiving News

- **Introduction:** Research how people react to good news versus bad news.
- **Psychological Effects:** Explore studies or theories about how people process different types of news, and what psychological effects good news can have (e.g., happiness, excitement, and motivation).
- **Life Events and Well-Being:** Discuss how significant life events (both good and bad) affect people's mental health and social lives. This could include events like marriage, graduation, or major career achievements.
- **Conclusion:** Sum up the benefits of sharing and receiving good news, and why it's important for personal growth and maintaining relationships.

### 6. Presentation on Important Life Events

- Create a presentation that highlights various life events (weddings, births, promotions, etc.) and how people typically share this news with others.
- Include real-life examples or personal anecdotes (if applicable), and suggest tips for effectively delivering good news to others.

### UNIT 3

#### READING: MY WORST WEEK

##### New Words and Phrases:

Oversleep – uxlab qolmoq (keragidan ortiq uxlash)

Rush out – shoshilib chiqib ketmoq

Spill – to‘kib yubormoq

Trip – qoqilib yiqilmoq

Crack (a screen) – (ekran) sinib ketmoq, yorilib ketmoq

Get caught in the rain – yomg'ir ostida qolib ketmoq

Soaked – butunlay ho‘l bo‘lib ketmoq

Cancel plans – rejalarni bekor qilmoq

Redo – qayta bajarmoq

Complain – shikoyat qilmoq

##### Read and translate this text

Last week was probably the worst week of my life. Everything seemed to go wrong from the very beginning.

On Monday, I overslept because my alarm didn't ring. I rushed out of the house without breakfast and missed my bus. When I finally got to work, I realized I had forgotten my laptop at home. My boss was not happy.

Tuesday wasn't any better. I spilled coffee all over my desk and important documents. Then, while rushing to a meeting, I tripped and dropped my phone. The screen cracked badly, and I couldn't use it.

By Wednesday, I thought things couldn't get worse, but I was wrong. I got caught in the rain without an umbrella and arrived at work completely soaked. Later that day, my best friend canceled our dinner plans, and I had to eat alone.

On Thursday, I had a terrible headache, but I still had to finish a big project. Unfortunately, my internet stopped working, and I had to redo everything.

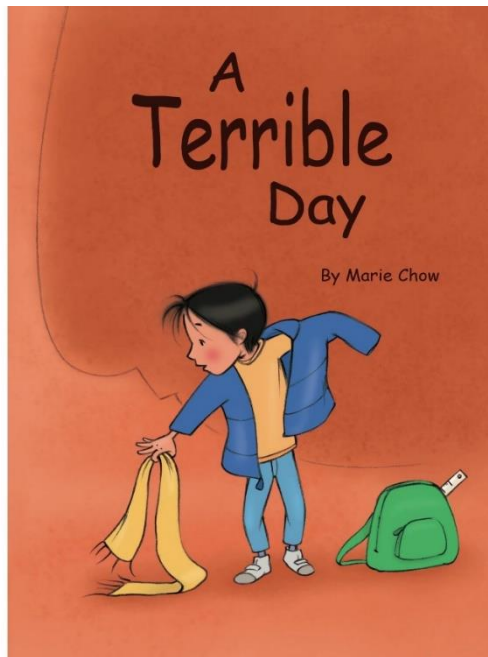
Friday was the worst. I accidentally sent an email complaining about my job—to my manager! I tried to apologize, but I felt so embarrassed.

By the weekend, I just wanted to stay in bed and forget about the whole week. Hopefully, next week will be better!

### **Answer the questions**

1. Why did the writer oversleep on Monday?
2. What happened to the writer's phone on Tuesday?
3. Why did the writer get wet on Wednesday?
4. What problem did the writer face while working on a project on Thursday?
5. What mistake did the writer make on Friday?
6. How did the writer feel by the weekend?
7. What phrase means "be outside in the rain without an umbrella"?

**WATCH A BBC PROGRAM ABOUT A MAN'S TERRIBLE DAY**



*Watch this*



If you're interested in a BBC program that humorously portrays a man's series of unfortunate events, you might enjoy **"The Worst Week of My Life."** This British sitcom follows the character Howard Steel as he navigates a week filled with mishaps leading up to his wedding. The show is known for its comedic take on a man's terrible week.

For a real-life anecdote, comedian Greg Davies shared a humorous story about a particularly bad day at work during his appearance on **"The Graham Norton Show."** You can watch this segment here:

Additionally, the BBC drama **"Inside Man"** explores the idea that anyone can become a murderer given the right circumstances, emphasizing how a single bad day can drastically change a person's life.

These programs offer different perspectives on how a terrible day can unfold, blending both humor and drama.

**MEMORABLE MOMENTS: THE MOMENTS THAT DEFINE US**

**Read and translate this text:**

Life is a series of fleeting moments, but some of those moments stay with us forever. They shape who we are, define our experiences, and often become the foundation of our most cherished memories. Whether it's a moment of joy, triumph, heartbreak, or even failure, each memorable moment plays a vital role in shaping our journey.

One of the most memorable moments in anyone's life is the first time they experience something new, something they never imagined possible. It could be as simple as a new friendship, a stunning sunset, or the first time you traveled to a place that took your breath away. These moments often come unexpectedly, but they leave an imprint on our hearts.

For many, memorable moments are tied to milestones and achievements. Graduating from school, landing a dream job, or getting married are all experiences that define significant chapters in life. But sometimes, the most memorable moments aren't the ones we plan for or expect. It might be a quiet afternoon spent with loved ones or a spontaneous adventure that turned into something unforgettable. These unexpected moments are often the ones we look back on most fondly because they remind us that life is unpredictable, and beauty can be found in the simplest of things.

Another category of memorable moments revolves around the people we meet and the connections we form. A single conversation, a shared laugh, or even a brief encounter can turn into something that stays with us forever. Sometimes, the people who come into our lives, even for a short time, leave lasting impressions that change us for the better.

Of course, not all memorable moments are filled with happiness. Life can throw challenges and hardships our way, but it is through overcoming those difficult moments that we grow stronger and more resilient. Whether it's a personal loss, a tough breakup, or a period of struggle, these times shape our character and our perspective on life. They teach us valuable lessons, and although they may not be easy to relive, they are part of the tapestry of our existence.

Ultimately, the power of memorable moments lies in their ability to evoke emotions and spark reflection. They remind us of who we were, where we've been, and who we've become. They help us appreciate the present and encourage us to live life to the fullest. Because, in the end, it's the moments—both big and small—that truly define our lives.

So, take a moment today to reflect on your own memorable moments. What were they? Who were you with? How did they make you feel? And most importantly, what did they teach you? Because each moment, no matter how seemingly insignificant, is a piece of the puzzle that makes up the story of your life.

## **WRITE A WEBSITE ENTRY**

### **Best Practices for Web Writing**

1. Write Meaningful Headers. Headers allow readers to navigate content. ...
2. Use Common Language. ...
3. Tone. ...
4. Keep it Short. ...
5. Subheadlines, Lists, and Scanning. ...
6. Use Links Effectively. ...
7. Formatting. ...
8. Structure Your Content Like an "Inverted Pyramid" on Top-Level Pages.

### **Write clear, simple, and effective content**

Content should be written in an easy-to-read, conversational style

Always keep your audience, messages, personality, and goals in mind

### **Put the most important content in the first paragraph**

Readers scan pages, you don't want them to miss your main idea

### **Chunk your content**

Cover only one topic per paragraph

**Be concise**

Write short paragraphs and minimize unnecessary words

Sentence structure should be simple and varied

**Use active voice instead of passive voice**

Yes: Tim taught the class.

No: The class was taught by Tim.

**Choose lists over long paragraphs**

Use lists to make your content easier to scan

**SPEAKING TASK**

**Describe this photo..... My Worst Week or days**

**HOMETASK**



## 1. Personal Essay: Reflecting on Your Worst Week

- **Introduction:** Describe what makes a week “the worst” for you. It could be a specific event, series of unfortunate events, or just a general feeling of overwhelm.
- **Details of the Week:**

Explain what happened day by day (or highlight the key events) that made it such a challenging time.

You could include things like a difficult test, a fight with a friend or family member, a personal loss, or unexpected events that turned everything upside down.

- **Emotions and Thoughts:**

Reflect on how you felt during that week. Were you anxious, stressed, sad, frustrated, or exhausted?

How did you try to cope or manage during that time? Did you have any support from friends or family?

- **Lessons Learned:**

Conclude by discussing how you grew or learned from the experience. Did it teach you anything about resilience, handling stress, or finding balance?

## 2. Creative Writing: Short Story

- **Story Idea:** Write a fictional story about a character experiencing their "worst week." You could make it humorous, dramatic, or emotional depending on your style.

For example, the character might go through a series of unfortunate events like missing an important meeting, losing something valuable, and having misunderstandings with people around them.

- **Themes:** Focus on the emotions and struggles of the character, showing how they cope (or don't cope) with each situation. You could also write about how, by the end of the week, the character finds a way to overcome the challenges or at least reflects on the lessons learned.
- could handle similar situations in the future.

## 5. Visual Project: Timeline or Infographic

- **Create a Visual Timeline:** Make a timeline that shows each day of your worst week and the major events that occurred. Use colors, images, and symbols to represent your feelings or key events.
- **Infographic:** Design an infographic that presents the symptoms of stress, coping strategies, and tips for getting through difficult weeks. This could include tips like “take a break,” “talk to someone,” or “prioritize self-care.”

## 6. Expressing Emotions

You could focus on specific moments during the week, like a particularly tough day, or explore the overall feeling of the entire week. A reflective or hopeful tone at the end could show that, even after a rough week, there's a sense of moving forward.

## 7. Role Play or Mock Interview

- **Mock Interview:** Write a script where you are interviewed by someone (could be a friend, teacher, or therapist) about your worst week. The interviewer asks questions about what happened, how you felt, and how you coped with the situation.
- **Role Play:** You can act out or describe the conversation, emphasizing the emotional highs and lows of the week. It could help to explain your thoughts and feelings more deeply, as if you're talking to someone who understands.

## 8. Presentation: Dealing with the Worst Week

- Create a presentation that highlights what makes a week particularly difficult and how to cope with challenges. You can share your personal experience or research coping mechanisms that work for others.
- You could include tips on staying positive, managing stress, or seeking help from others. The goal is to offer insights into how to navigate tough times.

## 9. Photo Story

- If you're allowed to incorporate visuals, you could create a "photo story" of your worst week, using photos to capture the mood of each day or event. For example, pictures of messy workspaces, your tired face, or objects that symbolize key moments could tell the story of your week visually.

## UNIT 4

### MEDIA AGENCIES. DIFFERENCES AND SIMILARITIES

#### Read and translate this text

Traditional media generally reaches a broad but limited audience. Limitations are often confined to regional or national boundaries. New media, by comparison, has a global reach that enables instant global access by anyone with an internet connection.



Agency refers to the ability to act and make choices. When a media audience, producer or institution has agency, they feel they can use a medium or platform however they choose – to express themselves, to use the media for a specific purpose, or to communicate a message.

Expertise. Media agencies specialize in media planning, buying, and optimization. They possess in-depth knowledge of different advertising platforms, negotiation tactics, and targeting methods. Advertising agencies, on the other hand, excel in creative concept development, copywriting, and visual design.

In conclusion, media agencies play a critical role in the advertising ecosystem. Their expertise in media planning and buying, combined with their extensive networks and experienced teams, offers brands a significant advantage in reaching their audience effectively and efficiently.

While agency loans are backed by government entities, non-agency loans are provided through private lenders. Understanding the difference between these loan types is crucial for investors seeking to finance their commercial real estate ventures.

Both social media and traditional media spread information is the similarity between both types of media. Traditional media only support one-way communication. On the contrary, social media lets people communicate in two-way. It means unlike traditional media, social media users can leave reactions, comments, etc.

### **Answer the questions**

What is media agency theory?

What is an agent in media?

What do media agencies do?

What is a social media agency?

What is the difference between media and digital agency?

What is agency and why is it important?

What is agency and types of agency?

What are the differences and similarities between traditional and new media?

What are the differences between media and social media?

## **THE SECRETS OF SUCCESS FOR ELEMENTARY LEVEL STUDENTS**

Success in school doesn't just happen overnight – it's the result of good habits, hard work, and a positive attitude. Here are some simple and effective secrets that can help elementary students succeed both in school and in life.

### **Stay Organized**

Keeping your school materials neat and in order is one of the most important secrets of success. Use folders, binders, and notebooks to keep your work organized. When your things are easy to find, you can focus on learning instead of searching for your homework or important papers.

### **Complete Your Homework on Time**

Homework is not just extra work; it's an important part of learning. Try to do your homework as soon as possible after school. This way, you don't have to worry about it later, and you can spend time on other fun activities. Always ask for help if you don't understand something.

### **Listen Carefully in Class**

Paying attention in class is a simple way to understand the lesson. Raise your hand if you have a question, and make sure to take notes. When you listen and participate, you will remember more, and learning becomes easier.

### **Set Goals**

Having clear goals can help keep you focused. Start by setting small, achievable goals, like finishing your homework early or reading a chapter of a book each day. Celebrate when you reach them! Setting goals helps you stay motivated and track your progress.

### **Ask for Help When Needed**

If you don't understand something, ask your teacher, a classmate, or a parent for help. It's okay not to know everything, but it's important to try your best and ask questions when you need to.

### **Stay Positive**

A positive attitude can make a big difference in your success. Believe in yourself, stay calm when faced with challenges, and always try your best. If you make a mistake, don't worry – everyone does! Learn from it and keep going.

### **Take Breaks and Stay Active**

Working hard is important, but it's also important to take breaks and stay active. Go outside, play a sport, or simply take a walk. Exercise helps your brain stay sharp and gives you energy to focus better on schoolwork.

### **Be a Good Friend**

Success isn't only about grades – being a kind and supportive friend is also important. Help your classmates, share ideas, and work together on group projects. Good friendships make school more enjoyable and help you learn new things.

### **Read Every Day**

Reading is a powerful way to improve your skills in many subjects. Set aside time every day to read a book, magazine, or even a website that interests you. The more you read, the more you will understand, and the better you will become at writing and speaking.

### **Take Care of Yourself**

Your body and mind are connected. Eat healthy foods, drink plenty of water, get enough sleep, and stay positive. When you take care of yourself, you'll feel more energized and ready to tackle any challenge.

## **GRAMMAR: WORD ORDER**

In English, word order refers to the arrangement of words in a sentence. The standard word order in English is typically **Subject + Verb + Object (SVO)**. The structure can vary in more complex sentences, but understanding the basic order of words is crucial for constructing grammatically correct sentences.

### **Basic Word Order (SVO)**

The most common sentence structure in English follows the pattern of **Subject + Verb + Object**. For example:

**I** (subject) **eat** (verb) **an apple** (object).

**She** (subject) **reads** (verb) **books** (object).

### Word Order in Questions

When forming questions, the order can change. For **yes/no questions**, the auxiliary verb comes before the subject:

**Do** (auxiliary) **you** (subject) **like** (verb) **pizza** (object)?

**Are** (auxiliary) **they** (subject) **coming** (verb) **to the party** (object)?

For **WH-questions** (questions starting with who, what, where, when, why, how), the word order is:

**What** (question word) **do** (auxiliary) **you** (subject) **want** (verb) **for dinner** (object)?

**Where** (question word) **is** (verb) **the nearest store** (object)?

### Word Order in Negative Sentences

In negative sentences, the word order remains the same, but you add a negative auxiliary verb (like **don't**, **isn't**, **won't**, etc.):

**I do not** (negative auxiliary) **eat** (verb) **meat** (object).

**She is not** (negative auxiliary) **coming** (verb) **tomorrow** (object).

### Word Order with Adverbs

Adverbs usually go in specific places in a sentence:

**Adverb of frequency** (**always**, **often**, **usually**) typically comes before the main verb:

**I always** (adverb) **eat** (verb) **breakfast** (object).

**Adverbs of manner** (**carefully**, **slowly**, **well**) generally go after the main verb or after the object:

**She sings** (verb) **beautifully** (adverb).

**He runs** (verb) **slowly** (adverb).

### Word Order with Time Expressions

When using time expressions (yesterday, now, soon, etc.), the word order typically places time expressions at the end of the sentence:

**I will call** (verb) **you** (object) **tomorrow** (time).

**They are studying** (verb) **English** (object) **now** (time).

However, when emphasizing the time expression, it can be placed at the beginning:

**Tomorrow, I will call you.**

**In the morning, she runs.**

### **Word Order with Object Clauses**

When using object clauses (noun clauses that act as the object of a verb), the word order follows the standard SVO pattern:

**I know** (subject + verb) **that she is coming** (object clause).

### **Word Order with Relative Clauses**

Relative clauses give more information about a noun. The word order in these sentences is usually **[Noun] + Relative Pronoun (who, which, that) + Verb**:

**The book** (noun) **that I bought** (relative clause) **is interesting.**

**The man** (noun) **who helped me** (relative clause) **is my friend.**

### **Inversion (Changing the Normal Word Order)**

Inversion occurs when the verb comes before the subject. This happens in several cases:

1. **After adverbs or adverbial phrases** that start a sentence:

**Never** (adverb) **have I** (verb + subject) **seen such a beautiful sunset.**

2. **In conditional sentences** for emphasis:

**Had I known** (verb + subject), **I would have helped you.**

### **Common Mistakes in Word Order**

1. **Incorrect word order in questions:**

Incorrect: "You like pizza?"

Correct: "Do you like pizza?"

2. **Incorrect placement of adverbs:**

Incorrect: "She quickly runs to the bus."

Correct: "She runs quickly to the bus."

3. **Incorrect word order in negative sentences:**

Incorrect: "I not like coffee."

Correct: "I do not like coffee."



## **Grammar Exercises**

### **Exercise 1. Identify the correct word order.**

1. (a) she / likes / swimming  
(b) she / swimming / likes
2. (a) are / you / where / from?  
(b) where / are / you / from?
3. (a) quickly / I / ran / the race  
(b) I / ran / quickly / the race

### **Exercise 2. Complete the sentences with the correct word order.**

1. (Never / I / such a beautiful place / seen / before).
2. (The students / the lesson / quickly / understood).
3. (They / coming / now / are).

### **Exercise 3. Correct the errors in the following sentences.**

1. She do not like ice cream.
2. Tomorrow, I am going to the movies.
3. Did you go yesterday to the park?

### **Exercise 4. Rearrange the words to form grammatically correct sentences.**

1. always / she / tea / drinks
2. never / they / the gym / to / go
3. the meeting / at / we / tomorrow / will / start
4. read / she / a book / now
5. to / school / she / every day / walks

### **Exercise 5. Form Questions from the Sentences**

Change the following sentences into questions.

1. She plays tennis on Sundays.

2. He is studying English at the moment.
3. They visited the museum yesterday.
4. I have been to Paris twice.
5. The children are playing outside.

### **Exercise 6. Rearrange Words to Form Questions**

Rearrange the following words to make correct questions.

1. like / you / tennis / do
2. going / is / where / she
3. read / you / books / do / often
4. in / he / live / where
5. they / have / already / lunch / eaten

### **Exercise 7. Complete the Sentences with the Correct Word Order**

Fill in the blanks with the correct word order.

1. (always / after school / my friends / play soccer).
2. (at the park / now / they / are / walking).
3. (to the party / tonight / she / is / going).
4. (going / we / to the beach / next weekend / are).
5. (homework / do / always / my brother / before dinner).

### **Exercise 8. Negative Sentences**

Make the following sentences negative.

1. She likes pizza.
2. They are working on the project.
3. I visited the museum yesterday.
4. He speaks French.
5. We are watching a movie tonight.

### **Exercise 9. Word Order with Adverbs of Frequency**

Place the adverbs of frequency (always, usually, often, sometimes, never) in the correct position in these sentences.

1. I eat breakfast at 7:00 AM. (always)
2. She goes to the gym. (often)
3. They go to the beach in summer. (usually)
4. He drinks coffee in the morning. (sometimes)
5. We watch TV in the evening. (never)

### **Exercise 10. Word Order in Conditional Sentences**

Put the words in the correct order to form conditional sentences.

1. I / if / be / would / rich / I / travel / the world
2. it / if / tomorrow / rain / will / cancel / we / the picnic
3. you / call / I / help / if / would / you / me
4. they / I / could / meet / if / would / you / invite
5. leave / we / if / early / you / could / us

### **Exercise 11. Rearranging Sentences with Time Expressions**

Rearrange the words to form a sentence with the correct word order, including a time expression.

1. often / my / I / homework / in the evening / do
2. always / my father / in the morning / runs
3. goes / she / on weekends / shopping
4. work / we / usually / in the afternoon / on projects
5. plays / he / at night / never / football

### **Key Points to Remember:**

**Standard word order** in English is Subject + Verb + Object.

**In questions**, auxiliary verbs usually come before the subject.

**Adverbs** of frequency often come before the main verb, while adverbs of manner typically come after the verb.

**Time expressions** usually go at the end of a sentence but can be placed at the beginning for emphasis.

Use **inversion** in certain contexts, such as for emphasis or in conditional sentences.

## SUMMARY ABOUT SUCCESS

### Read and highlight new words

Success is a concept that means different things to different people. For some, it may be about achieving wealth or fame, while for others, it could be the pursuit of personal happiness, making a difference in the world, or simply living a fulfilling life. Regardless of how it is defined, success requires effort, determination, and the right mindset.

To begin with, success is not something that happens overnight. It is the result of consistent hard work and dedication. Whether it's studying for exams, working toward a career goal, or trying to improve personal relationships, success demands time and perseverance. Those who succeed are often those who push through difficult times, learn from their mistakes, and keep going even when things are tough.

Another important aspect of success is setting clear goals. A person cannot achieve success without knowing what they are working towards. Setting goals gives direction and purpose to one's efforts. These goals should be specific, measurable, and achievable. Success does not happen without having a clear vision of what you want to accomplish.

Furthermore, success requires resilience. Life is full of challenges, and there will always be obstacles to overcome. Whether it's failure, criticism, or unexpected changes, the ability to bounce back from setbacks is essential for success. Resilience helps individuals maintain their focus, even when the road is not easy. It

is the willingness to keep going despite challenges that separates those who achieve success from those who give up.

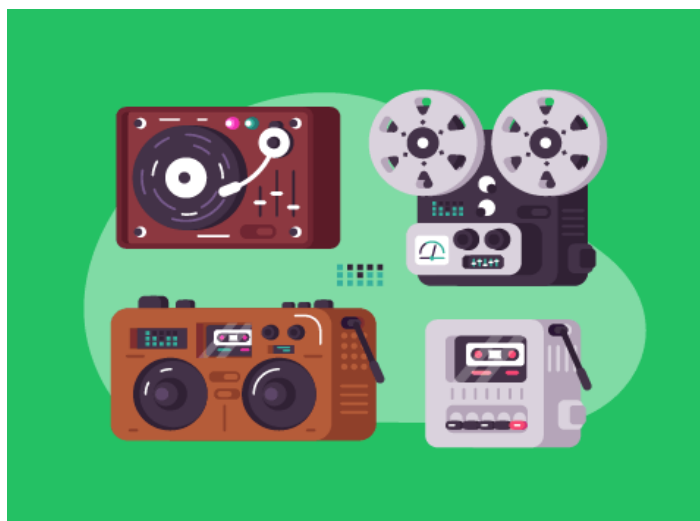
Additionally, having a positive mindset plays a critical role in achieving success. Positive thinking helps individuals stay motivated and focused on their goals. When people believe in their ability to succeed, they are more likely to take risks, try new things, and remain optimistic about their progress. A positive mindset also enables individuals to stay calm and composed in the face of adversity, which is crucial for long-term success.

Success is also deeply connected to personal growth. It is about learning, evolving, and becoming the best version of oneself. Each success, big or small, teaches valuable lessons and builds character. Success, therefore, is not just about the destination but about the journey and the lessons learned along the way.

In conclusion, success is not a one-size-fits-all concept. It varies from person to person, but at its core, success is about setting meaningful goals, working hard, being resilient, and maintaining a positive mindset. Success is the result of constant growth, effort, and perseverance, and it is achievable by anyone who is willing to put in the necessary work. Success is a journey of self-discovery, and every step along the way is worth the effort.

## **SPEAKING TASK**

**Describe this photo .... Evolution old traditional media**



## HOMETASK

### 1. Essay: Comparing Different Types of Media Agencies

- **Introduction:**

Introduce the concept of media agencies and why they are essential in today's media landscape.

Briefly mention the different types of media agencies (advertising agencies, public relations agencies, digital marketing agencies, etc.) and how they serve different purposes.

- **Differences:**

**Advertising Agencies:** Focus on creating, planning, and managing advertising campaigns across various platforms (TV, print, digital).

**Public Relations (PR) Agencies:** Specialize in managing a client's public image, handling media relations, crisis communications, and crafting press releases.

**Digital Marketing Agencies:** Focus on digital platforms (social media, SEO, online ads) and data-driven strategies to promote brands and businesses.

**Media Buying Agencies:** Specialize in purchasing media space for clients and strategizing on where and when to place advertisements.

- **Similarities:**

All agencies work with clients to build and improve brand visibility.

They use media channels (TV, social media, print, etc.) to communicate messages to target audiences.

The goal is often to influence consumer behavior and improve a client's reputation or sales.

- **Conclusion:**

Summarize the key differences and similarities.

Discuss the importance of each type of agency and how they might collaborate for a comprehensive media strategy.

### 2. Research Report: The Role of Media Agencies

- **Introduction:**

Provide an overview of the role of media agencies in the modern world of marketing and communication.

- **Types of Media Agencies:**

Detail the functions and specialties of different agencies: advertising, PR, digital marketing, media buying, and creative agencies.

- **Key Differences:**

Highlight the specific roles and services each type of agency provides (e.g., creative strategy, content creation, media placement, influencer partnerships).

- **Similarities Across Agencies:**

Discuss the common goals they share, such as helping brands reach their audience, improve brand awareness, and influence consumer decisions.

The importance of understanding target audiences and using media platforms effectively.

- **Case Study:**

You could provide an example of a brand campaign where multiple types of media agencies worked together (for example, an ad campaign that involved advertising, PR, and digital marketing).

- **Conclusion:**

Summarize the role of media agencies in the success of marketing campaigns and brand management.

### **3. Presentation: Exploring Media Agencies**

- **Slides Content:**

**Introduction Slide:** Overview of media agencies and why they matter.

**Slide on Advertising Agencies:** What they do, how they create campaigns, and examples of notable agencies.

**Slide on PR Agencies:** The role of PR in maintaining a positive public image, crisis management, and branding.

**Slide on Digital Marketing Agencies:** The importance of digital strategies (social media, SEO, online ads), and examples of agencies leading the way.

**Slide on Media Buying Agencies:** How they negotiate and purchase media space to optimize advertising spend.

**Comparison Slide:** A side-by-side comparison chart of their differences and similarities.

**Conclusion Slide:** Recap of the importance of each agency and how they can work together to create a unified marketing strategy.

- **Visuals:** Use logos of popular media agencies, campaign examples, and graphics to make the presentation engaging.

#### **4. Case Study: A Successful Media Campaign**

- **Choose a Media Campaign:** Select a well-known media campaign (e.g., Coca-Cola's "Share a Coke" campaign) and analyze how different types of media agencies contributed to its success.
- **Discuss the Agencies Involved:** Identify what types of agencies (advertising, PR, digital marketing, etc.) worked on the campaign and what role each played.
- **Highlight Differences and Similarities:** Show how each agency's approach differed (e.g., PR handled the messaging and public perception, digital marketing focused on social media strategy), but all worked together toward a common goal.

#### **5. Video or Animation: Explaining Media Agencies**

- If you're tech-savvy, create a short video or animation that explains the differences and similarities between media agencies.
- Use animation to show how each type of agency works, with simple visuals to help explain their functions in an easy-to-understand way.
- You could narrate the video or include text overlays for added clarity.

#### **6. Podcast: Media Agencies in Focus**

- If you enjoy speaking or podcasting, create a podcast episode where you discuss the differences and similarities between media agencies.



- You could break it into segments: one for each type of agency, followed by a discussion on how they overlap and work together.
- Interview someone with experience in the media field or use online sources to support your points.

## UNIT 5

### READING: A BIOGRAPHICAL TEXT “THE HUMAN COMPUTER”

#### New words and word combinations

**Aptitude** – Qobiliyat (tabiiy yoki o'rganilgan ma'lum bir sohada yaxshi bo'lish qobiliyati)

**Demonstration** – Namoyish (bilim yoki ko'nikmalarni ko'rsatish uchun jamoat oldida bajariladigan faoliyat)

**Resilience** – Mustahkamlik (qiyinchiliklardan qayta tiklanish qobiliyati)

**Skepticism** – Shubha (narsalarga nisbatan ishonchsizlik yoki shubhali qarash)

**Paved the way** – Yo'lni ochish (biror narsaning yuzaga kelishiga imkon yaratish)

**Live demonstration** – Jonli namoyish (ko'rgazma yoki ishni jonli tarzda, auditoriya oldida ko'rsatish)

**Guinness Book of World Records** – Dunyo rekordlari kitobi (dunyo rekordlarini o'z ichiga olgan yillik kitob)

#### Read and translate this text

In the world of computing, there are many unsung heroes who paved the way for the technology we use today. One of the most fascinating stories is that of **Shakuntala Devi**, a woman who earned the title "**The Human Computer**" for her extraordinary ability to solve complex mathematical problems without the help of any machines.

Born in 1929 in **Bangalore**, India, Shakuntala Devi showed an exceptional aptitude for numbers from a very young age. At just three years old, she could solve difficult arithmetic problems that baffled even seasoned mathematicians. Her ability to calculate large numbers mentally was unlike anything seen before. By the time she was a teenager, she had already gained national recognition for her mental abilities.

Shakuntala Devi's talent was not confined to India. In 1977, she was invited to **London** to participate in a demonstration at the **Imperial College of London**, where she successfully performed complex calculations, including finding the 23rd root of a 201-digit number. The performance left the audience in awe, and her remarkable abilities earned her a place in the **Guinness Book of World Records**.

In addition to her career as a mental calculator, Shakuntala Devi was also a writer, educator, and astrologer. She published a variety of books, including works on mathematics, puzzles, and astrology. She believed that mathematics was not just about numbers but a tool for solving real-life problems. Her work in promoting mathematical education and understanding made her a beloved figure in India and abroad.

However, despite her brilliance, Shakuntala Devi's life was not without challenges. As a woman in a male-dominated field, she often faced skepticism and resistance. Yet, she never let these obstacles hold her back. She traveled the world, performing live demonstrations, and inspiring many people with her story.

Shakuntala Devi's legacy is a reminder of the power of the human mind and the potential for greatness that lies within us all. Though she passed away in 2013, her contribution to mathematics and her ability to challenge the limits of human computation continue to inspire future generations.

### **Discussion Questions**

1. What made Shakuntala Devi famous?
2. How did Shakuntala Devi's ability to solve complex problems impact the world of mathematics?

3. What challenges did Shakuntala Devi face, and how did she overcome them?
4. How did her work as a writer and educator contribute to her legacy?
5. Why do you think Shakuntala Devi earned the title "The Human Computer"?
6. How can her story inspire young people today, especially those interested in mathematics or science?
7. What is the significance of Shakuntala Devi being recognized in the Guinness Book of World Records?

## GRAMMAR: VERB PHRASES / PRESENT AND PAST ABILITY

### Grammar: Verb Phrases

A **verb phrase** is a combination of a main verb and one or more auxiliary (helping) verbs. Verb phrases play a key role in the structure of sentences, as they describe actions, states, or occurrences.

#### Structure of a Verb Phrase

A verb phrase can consist of just the main verb (in simple tenses), or it can include auxiliary verbs such as **be**, **have**, or **do**, along with the main verb.

#### 1. Simple Verb Phrases

These consist of just a main verb.

Example:

She **runs** every morning. (Main verb: **runs**)

They **study** hard for exams. (Main verb: **study**)

#### 2. Auxiliary (Helping) Verb Phrases

These are more complex and use auxiliary verbs in combination with the main verb to form different tenses, aspects, voices, or moods.

**Be + Present Participle (Continuous Tense)**

Example: She **is running** right now.

**Have + Past Participle (Perfect Tense)**

Example: They **have studied** for the test.

### **Do + Base Verb (Questions/Negatives)**

Example: **Do** you **know** the answer?

She **does not** like broccoli.

### **Modal Verbs (can, will, should, must, etc.)**

Example: She **can swim** very well.

They **must leave** now.

## **3. Perfect Continuous Tense**

This combines the auxiliary verbs **have** and **be**, along with the main verb in its present participle form.

Example: He **has been reading** for an hour.

### **Types of Verb Phrases**

#### **1. Simple Verb Phrases**

These verb phrases consist only of a main verb (no auxiliaries). They are in the present or past simple tense.

Example:

She **walks** every day.

They **played** football yesterday.

#### **2. Continuous Verb Phrases**

These use the auxiliary verb **be** + the present participle of the main verb.

Example:

She **is studying** right now.

They **were eating** dinner when I called.

#### **3. Perfect Verb Phrases**

These use the auxiliary verb **have** + the past participle of the main verb.

Example:

She **has finished** her homework.

They **had already left** when I arrived.

#### 4. Perfect Continuous Verb Phrases

These combine **have + been +** the present participle.

Example:

I **have been working** on this project for two hours.

She **had been waiting** for an hour when he finally arrived.

#### Grammar Tasks: Verb Phrases

##### 1. Complete the Sentences with the Correct Verb Phrase:

- a) I \_\_\_\_\_ (read) this book for a week.
- b) They \_\_\_\_\_ (eat) when I arrived.
- c) She \_\_\_\_\_ (not study) for the test yet.
- d) We \_\_\_\_\_ (finish) our homework already.
- e) He \_\_\_\_\_ (sing) beautifully every time.
- f) She \_\_\_\_\_ (wait) for the bus for an hour.

##### 2. Identify the Verb Phrases:

- a) They **have been living** in this city for five years.
- b) I **was watching** TV when you called.
- c) She **does not like** spicy food.
- d) We **will visit** the museum tomorrow.
- e) He **has finished** his homework already.

##### 3. Choose the Correct Verb Phrase:

- a) She \_\_\_\_\_ (is, was) studying when I came home.
- b) They \_\_\_\_\_ (have, had) already left when I called them.
- c) We \_\_\_\_\_ (is, are) going to the cinema tonight.
- d) I \_\_\_\_\_ (do, did) not like the movie.
- e) I \_\_\_\_\_ (will, would) be attending the meeting tomorrow.

##### 4. Fill in the Blanks with the Correct Form of the Verb:

- a) She \_\_\_\_\_ (sing) in the choir for many years.
- b) We \_\_\_\_\_ (not/finish) the project yet.
- c) I \_\_\_\_\_ (travel) to Paris next summer.

- d) They \_\_\_\_\_ (study) English for three years now.  
e) He \_\_\_\_\_ (not/like) playing soccer.

### Present and Past Ability

**Present Ability** refers to the ability to do something in the present or at the moment of speaking. It expresses what a person can do now.

**Past Ability** refers to the ability to do something in the past, or something a person could do in a specific period of time before the present moment.

#### 1. Present Ability

To talk about present ability, we typically use the modal verb "**can**".

##### Structure:

**Positive:** Subject + can + base form of the verb

Example: I **can** swim.

**Negative:** Subject + cannot (can't) + base form of the verb

Example: She **can't** play the piano.

**Question:** Can + subject + base form of the verb?

Example: **Can** you dance?

##### Examples of Present Ability:

I **can** speak three languages.

He **can** play the guitar very well.

We **can't** understand the problem.

**Can** you help me with this task?

#### 2. Past Ability

To talk about past ability, we use the modal verb "**could**" or the phrase "**was/were able to**".

##### Using "Could"

**Positive:** Subject + could + base form of the verb

Example: She **could** read when she was three.

**Negative:** Subject + could not (couldn't) + base form of the verb

Example: I **couldn't** solve the problem last week.

**Question:** Could + subject + base form of the verb?

Example: **Could** you swim when you were a child?

### **Examples of Past Ability with "Could":**

He **could** run very fast when he was young.

I **couldn't** finish the project on time.

**Could** she play the violin when she was younger?

### **Using "Was/Were Able To"**

"Was/were able to" is often used when the ability is a result of a specific event or situation in the past, especially when talking about **successful actions**.

### **Structure:**

**Positive:** Subject + was/were able to + base form of the verb

Example: She **was able to** pass the exam.

**Negative:** Subject + wasn't/weren't able to + base form of the verb

Example: He **wasn't able to** attend the meeting.

**Question:** Was/Were + subject + able to + base form of the verb?

Example: **Were** you **able to** solve the puzzle?

### **Examples of Past Ability with "Was/Were Able To":**

I **was able to** fix the car yesterday.

She **wasn't able to** attend the party last weekend.

**Were** they **able to** help you with the homework?

### **Differences Between "Could" and "Was/Were Able To"**

"**Could**" is used for general abilities in the past.

Example: I **could** read when I was young.

"**Was/Were Able To**" is often used when referring to a **specific situation** in the past, where success is implied.

Example: He **was able to** finish the task before the deadline.

## **Grammar Tasks: Present and Past Ability**

### **1. Fill in the blanks with "can" or "can't" (present ability)**

1. She \_\_\_\_\_ play the piano very well.
2. I \_\_\_\_\_ find my keys right now.
3. We \_\_\_\_\_ finish this project by tomorrow.
4. He \_\_\_\_\_ speak French fluently.
5. \_\_\_\_\_ you drive a car?

### **2. Fill in the blanks with "could" or "couldn't" (past ability)**

1. When I was younger, I \_\_\_\_\_ swim very fast.
2. He \_\_\_\_\_ finish his homework last night.
3. They \_\_\_\_\_ come to the party because they were busy.
4. I \_\_\_\_\_ understand the math problem when I first saw it.
5. \_\_\_\_\_ you solve the puzzle when you were a child?

### **3. Fill in the blanks with "was able to" or "wasn't able to" (past ability)**

1. She \_\_\_\_\_ solve the problem after trying for an hour.
2. I \_\_\_\_\_ attend the meeting last Friday.
3. They \_\_\_\_\_ repair the car yesterday.
4. We \_\_\_\_\_ reach the destination in time.
5. He \_\_\_\_\_ catch the train because he missed the bus.

### **4. Correct the mistakes in the sentences**

1. She can to sing beautifully.
2. I could to finish the book yesterday.
3. They was able to help me with my homework.
4. He can't playing football.
5. We couldn't finish the work in time last week.



## WRITING: LEARN TO MAKE NOTES FOR A SUMMARY

Making effective notes is an important skill when preparing for a summary. A good set of notes helps you extract the key points from the original text, making it easier to create a concise and accurate summary. Here's a detailed guide to help you learn how to make notes for a summary.

### Understand the Purpose of Note-taking

The purpose of note-taking for a summary is to capture only the most important points of the original content. These points should directly relate to the core message, avoiding irrelevant details. The goal is to condense the information into a shorter form without losing the essential meaning.

### Steps to Make Effective Notes

#### 1. Read the Text Carefully

Before you start taking notes, read the text carefully. Understand its main idea, key concepts, and structure. Pay attention to the title, headings, and any highlighted sections as they often represent the most important parts of the text.

#### 2. Identify the Main Idea

Every text has a central idea or thesis. Find this main idea first, as it will guide you in taking notes. Ask yourself: *What is the main point or argument of this text?*

#### 3. Highlight Key Points

As you read, highlight or underline the key points, facts, and figures. Focus on the **who**, **what**, **when**, **where**, **why**, and **how** of the text. These questions can help guide your note-taking.

#### 4. Use Short Forms and Abbreviations

#### 5. To save time, use abbreviations and symbols while taking notes. For example:

w/ for "with"

**&** for "and"

**e.g.** for "for example"

**info** for "information"

**pts** for "points"

## **6. Make Bullet Points**

Bullet points are an efficient way to organize your notes. They break the text down into clear, digestible pieces of information. Use them to list key facts, ideas, or arguments.

## **7. Summarize in Your Own Words**

Paraphrase the content rather than copying it word-for-word. This helps ensure that you truly understand the material and will help when you write your summary later.

## **8. Note Down Important Details (if needed)**

If certain examples or specific details are important to the overall meaning of the text, note them down. However, avoid writing down too many details as this could lead to an overly long summary.

## **9. Organize Your Notes**

After gathering your notes, organize them logically. You can group similar points together or categorize them by topic, depending on the structure of the text.

## **10. Review and Edit Your Notes**

Go back over your notes and ensure they cover the main ideas accurately. Remove any unnecessary information. Edit for clarity and conciseness. This will make writing your summary easier and more effective.

## **Tips for Effective Note-taking**

**Use Headings and Subheadings:** If the text has clear sections, use headings and subheadings to help organize your notes.

**Keep it Brief:** The goal is to capture the main points without going into too much detail. Be brief and focused.

**Avoid Personal Opinions:** Keep your notes objective and free from personal opinions or interpretations.

**Use Visuals:** If the text includes graphs or charts, note down key data and statistics. Sometimes visuals can make it easier to understand the text's main message.

### **Example of How to Take Notes for a Summary**

Let's imagine you're reading a text about **climate change**. Here's how you might take notes:

#### **Main Idea:**

Climate change is a serious global issue caused by human activities.

#### **Key Points:**

**What:** Global warming, rising sea levels, and extreme weather events.

**When:** Climate change effects are becoming more noticeable over the past few decades.

**Why:** Carbon emissions from burning fossil fuels (e.g., oil, coal) are the main contributors.

**How:** Increased greenhouse gases trap heat in the atmosphere, leading to warming.

#### **Supporting Details:**

Ice caps are melting, causing sea levels to rise.

Wildfires, hurricanes, and droughts have become more frequent.

Governments are investing in renewable energy to reduce carbon emissions.

#### **Conclusion:**

Urgent action is required to mitigate climate change by reducing emissions and switching to sustainable energy sources.

### **Writing the Summary**

Once you have your notes, writing the summary becomes much easier. Follow these steps:

#### **1. Start with a Brief Introduction:**

Begin your summary by stating the topic or main idea of the text.

**2. Present Key Points Clearly:**

Use the notes to write the key points in a logical order. Keep the sentences short and to the point.

**3. Avoid Excessive Detail:**

The summary should be concise. Focus on the essential information, and don't include unnecessary details or examples unless they are crucial.

**4. Conclude Effectively:**

End with a brief conclusion, summarizing the overall message or call to action.

**Grammar Tasks: Practicing Notes and Summary**

**1. Read the text below and make notes:**

*Text:*

“In today’s fast-paced world, social media plays a significant role in connecting people across the globe. It allows individuals to communicate, share information, and express themselves. However, it also has negative effects, such as addiction and spreading misinformation. Despite these drawbacks, social media remains a powerful tool that can be used for good when managed responsibly.”

**Your Notes:**

**Main Idea:** Social media has both positive and negative effects.

**Positive Effects:**

Connects people globally

Allows communication and information sharing

**Negative Effects:**

Addiction

Spreads misinformation

**Conclusion:** Social media is powerful but needs responsible use.

**SPEAKING TASK**

1. What does the term "Human Computer" mean?
2. How does someone become a "Human Computer"?
3. What are some other people or figures in history who could be called "Human Computers"?
4. Do you think human memory and brainpower can ever surpass machines in computational tasks? Why or why not?
5. How did the "Human Computer" era differ from today's reliance on electronic devices for calculation?
6. Why do you think there are so few people who have earned the title of "Human Computer"?
7. Do you think mental calculation skills, like those exhibited by "The Human Computer," are important today?
8. In what ways can we use technology and human abilities together for better problem-solving?

## HOMETASK

### Introduction: Who Was the Human Computer?

- **Context:** Introduce the concept of a "human computer" — individuals who did the calculations manually that are now done by modern computers. Explain how, before machines, these human computers played a vital role in scientific advancements, especially in the fields of mathematics, astronomy, and engineering.
- **Example:** Mention Katherine Johnson (or another significant figure, such as Mary Jackson, Dorothy Vaughan, or Ada Lovelace). You could also explore multiple individuals if the task calls for it.

### 2. Biography: Early Life and Education

- **Early Life:** Discuss the subject's background—where they were born, early influences, and any challenges they faced growing up. For example,

Katherine Johnson was born in 1918 in White Sulphur Springs, West Virginia, and showed an early aptitude for mathematics.

- **Education:** Explain their education path, any barriers they faced (especially as women or people of color), and how they managed to overcome those challenges. Johnson graduated summa cum laude from West Virginia University, becoming one of the first African Americans to attend graduate school there.

### 3. Career and Major Achievements

- **NASA Career:** Focus on the subject's professional accomplishments. For Katherine Johnson, this includes her critical work at NASA during the space race, where she performed calculations that helped launch astronauts into space safely.
- **Key Contributions:** Highlight major achievements—Johnson calculated the trajectories for John Glenn's orbital flight, the Apollo moon landing, and many other space missions.
- **Impact:** Emphasize the lasting significance of their work. For example, Katherine Johnson's work was pivotal to NASA's success and helped break down racial and gender barriers in science and technology.

### 4. Struggles and Challenges

- **Gender and Racial Barriers:** Discuss the struggles faced by human computers, especially women and minorities, in a field dominated by men. Many of these women worked in segregation-era America, which added extra layers of difficulty to their careers.
- **Overcoming Challenges:** Explain how these individuals navigated social prejudices and professional obstacles, often working behind the scenes and facing racism and sexism while proving their immense intellectual capabilities.

### 5. Legacy and Recognition

- **Later Years:** Talk about how the human computer's legacy continues today. For example, Katherine Johnson was awarded the Presidential Medal

of Freedom in 2015, and her story was celebrated in the movie *Hidden Figures*.

- **Recognition:** Discuss how these individuals were finally recognized for their contributions in recent years. Many human computers who were once overlooked for their roles in groundbreaking scientific achievements are now celebrated, such as Johnson, Vaughan, and Jackson.

## 6. Conclusion: The Importance of the Human Computer

- **Summary:** Conclude by summarizing the significance of human computers in the history of science and technology. Highlight how their pioneering work laid the foundation for modern computing and space exploration.
- **Reflection:** Reflect on the importance of recognizing their contributions and how they helped shape the world we live in today.

### Additional Approaches:

- **If you're focusing on Katherine Johnson or another key figure,** you can elaborate on specific contributions, such as her role in calculating the trajectory for the first American in space, Alan Shepard, or the famous calculations for John Glenn's orbital flight.
- **If you're comparing multiple human computers,** consider examining their individual stories and highlighting how their work interrelated within the broader context of scientific progress at NASA or other fields of study.

## 7. Visuals

- **Include Photos or Illustrations:** You could add images of the person you're focusing on, such as photos of Katherine Johnson, her work at NASA, or the *Hidden Figures* movie poster. If you're doing a visual presentation, infographics summarizing key milestones in their life could be helpful.

### Example Structure for the Essay:

1. **Introduction** – Briefly introduce the concept of "human computers" and mention a notable figure (like Katherine Johnson).
2. **Early Life & Education** – Discuss their background and educational achievements.

3. **Career & Achievements** – Focus on the person’s work in mathematics, science, or technology, and highlight their key contributions.
4. **Struggles & Overcoming Barriers** – Explore the challenges faced in their field and how they overcame them.
5. **Legacy & Recognition** – Discuss how the figure was eventually recognized and their lasting impact.
6. **Conclusion** – Summarize their significance in shaping modern science, technology, and computing.

## UNIT 6

### READING: ARE YOU QUALIFIED?

#### CLARIFYING OPINIONS / QUALIFICATIONS.

#### Qualifications Vocabulary:

1. **Certification** - Sertifikat
2. **Accreditation** - Akkreditatsiya
3. **Credentials** - Malakalar / Yutuqlar
4. **Expertise** - Mutaxassislik
5. **Professional experience** - Kasbiy tajriba
6. **Degree** - Diplom
7. **License** - Litsenziya
8. **Subjective** - Subyektiv
9. **Point of view** - Nuqtai nazar
10. **Perspective** - Perspektiva
11. **Perception** - Perseptsiya / Qabul qilish
12. **Belief** - Ishonch / E'tiqod
13. **Judgment** - Hukm / Qaror
14. **Bias** - Qiyoslash / Yondashuvning burilishi



## **Read and translate this text**

In various professional and social settings, we often encounter situations where it's important to clarify **qualifications** and **opinions**. Understanding the difference between the two is essential for clear communication, decision-making, and establishing credibility.

### **Clarifying Opinions vs. Qualifications**

**Opinions** are personal views or beliefs that someone holds about a particular subject. They are subjective and can vary from person to person. Opinions are often influenced by personal experiences, values, and perspectives. When expressing an opinion, it's important to acknowledge that others may have different points of view.

**Qualifications**, on the other hand, refer to the skills, education, experience, or credentials that someone has to demonstrate their ability or competence in a particular field or activity. Qualifications are more objective and usually backed by facts or recognized standards (such as degrees, certifications, or professional experience).

### **Clarifying Your Qualifications**

When discussing qualifications, it's important to be clear about what you have achieved or experienced that makes you credible or qualified in a specific area. Qualifications are often tied to a person's education, professional background, and personal achievements. This could include:

**Formal education** (degrees, diplomas)

**Certifications and training** in specific fields

**Work experience** (years of experience, leadership roles)

**Skills or expertise** in specific areas

**Personal accomplishments** (awards, recognition)

Example:

*"I have a degree in business administration and have worked in project*

*management for over five years. My qualifications also include a PMP (Project Management Professional) certification."*

### **Clarifying Your Opinion**

When stating an opinion, it's crucial to make sure it is clear to others that it's a subjective view, not a fact. You might say phrases like:

**"In my opinion..."**

**"I believe that..."**

**"From my perspective..."**

**"I think..."**

It's important to be respectful when expressing your opinion, especially if it differs from others. For example, if you are giving your opinion about a book or a film, you should acknowledge that other people may have a different experience or interpretation.

Example:

*"I think that the novel was fascinating, but I know some people might feel differently about it."*

### **Using Qualifications to Back Up Opinions**

Sometimes, opinions are strengthened or supported by qualifications. If you have qualifications in a certain area, you may present your opinion in a way that shows you are more knowledgeable or experienced in that subject. This helps establish credibility and allows others to understand why your opinion might carry more weight.

Example: *"As a psychologist with over 10 years of experience working with children, I believe that early intervention is crucial for emotional development."*

However, it's important to avoid presenting your qualifications in a boastful way. Instead, it should feel natural and relevant to the conversation.

## **Responding to Clarifications on Qualifications or Opinions**

When others question your qualifications or challenge your opinions, it's essential to respond politely and clarify your position. Here are a few tips for responding:

### **If questioned about your qualifications:**

Clearly explain your relevant credentials and experience.

Be honest about what you know and don't know.

If you're not qualified in a particular area, it's fine to acknowledge that and suggest you may not be the best person to speak on the subject.

Example:

*"I don't have formal qualifications in that field, but I have been working on related projects for the last few years and have gained significant experience."*

### **If someone challenges your opinion:**

Respect their point of view and offer a balanced response.

Provide reasoning for why you hold your opinion, but remain open to others' perspectives.

Example:

*"I understand that you have a different view, and I respect that. Here's why I think the way I do..."*

## **Key Vocabulary for Discussing Qualifications and Opinions**

Here are some useful **new words and phrases** that will help you when clarifying your qualifications or expressing your opinions:

### **Example Task: Discussing Your Qualifications and Opinion**

Here's an example of how you might discuss your qualifications and opinions:

#### **Question:**

*"Can you tell me about your qualifications and why you think you are qualified to give your opinion on this topic?"*

**Answer:**

*"I have a Master's degree in Environmental Science, and I have worked in the field for over 8 years, focusing on climate change research. This gives me a strong understanding of the issues involved. As a professional, I believe that government policies should prioritize sustainable practices. In my opinion, this is critical for addressing the ongoing environmental crisis, based on my years of experience and research in the field."*

**Answer the questions:**

Here are some questions to help you practice clarifying qualifications and opinions:

1. What qualifications do you think are necessary for a successful career in your field?
2. How would you respond if someone questions your qualifications?
3. Do you believe that personal opinions should always be backed by professional qualifications? Why or why not?
4. Can you give an example of a time when you had to clarify your opinion in a discussion?
5. How do qualifications influence the weight of an opinion?
6. When is it appropriate to express an opinion, even if you don't have formal qualifications in the subject?
7. If someone disagrees with your opinion, how do you handle the situation politely?
8. How do you ensure that your opinion is well-supported when discussing it with others?
9. How important are qualifications when hiring for a job?

## INTERESTING FACTS ABOUT JOB CANDIDATES

Here are some **interesting facts about job candidates** that can provide insights into hiring trends and behavior in the workforce:

### **1.The Importance of Soft Skills:**

**Soft skills** like communication, teamwork, and problem-solving are becoming more important than technical skills in some fields. A study by LinkedIn found that **92% of hiring managers** value soft skills just as much, or more, than hard skills when evaluating candidates. Employers often look for candidates who can collaborate and adapt in the workplace.

### **2. First Impressions Matter:**

**Hiring managers make judgments about candidates in the first 7 seconds** of an interview. This means that **body language, clothing, and overall presentation** can have a significant impact on whether a candidate makes it to the next stage.

### **3. Job Search Time Varies:**

On average, it takes **5 to 6 months** for job seekers to find a new job. However, this varies widely depending on factors like industry, location, level of experience, and economic conditions.

### **4. Remote Work Preferences:**

**More than 70% of candidates** prefer jobs that offer flexible work options, including remote work or hybrid models. In fact, many candidates are willing to accept lower pay in exchange for a better work-life balance, particularly in the wake of the COVID-19 pandemic.

## **5. The Power of Networking:**

**70% of jobs** are never advertised publicly and are filled through networking. Job candidates who focus on building and leveraging professional connections tend to find more opportunities than those relying only on job boards and formal applications.

## **6. Social Media Influence:**

A survey by **CareerBuilder** found that **70% of employers** screen candidates' social media profiles during the hiring process. What candidates post online can either help or hurt their chances of landing a job. A strong, professional online presence can be beneficial, while inappropriate or negative posts may disqualify a candidate.

## **7. Skills Gaps and Learning:**

Many job candidates face **skills gaps** between their current abilities and the qualifications required for certain roles. However, with the rise of **online courses** and learning platforms like Coursera and Udemy, more candidates are improving their skills to stay competitive in the job market.

## **8. The Rise of AI in Hiring:**

**Artificial intelligence (AI)** is increasingly used by employers to screen resumes and even conduct initial interviews. AI-driven tools can assess resumes and online profiles faster than humans, allowing companies to filter out unqualified candidates quickly.

## **9. Job-Hopping Trend:**

**Job-hopping**—switching jobs frequently—has become more common, especially among younger generations. **Millennials** and **Gen Z** are more likely to change jobs every **2-3 years** in search of better opportunities or to gain a broader skill set.

## **10. Transparency in Job Descriptions:**

**Candidates prefer transparency** in job descriptions. A survey found that candidates are more likely to apply to positions where job descriptions clearly explain salary, benefits, company culture, and career growth opportunities. Transparency can help both the employer and candidate find a better fit.

## **11. Employer Research:**

**86% of job candidates** research a company's reputation before applying. This includes checking online reviews, social media profiles, and company ratings on sites like Glassdoor. Candidates today want to work for companies with strong values and good reputations.

## **12. Length of Job Applications:**

A survey by **CareerBuilder** revealed that **60% of candidates** abandon job applications if they take more than **20 minutes** to complete. Candidates prefer a quick and easy application process, and long forms can deter them from applying altogether.

## **13. The Power of a Resume:**

**Resumes** remain one of the most important tools for candidates to showcase their qualifications. However, candidates should know that hiring managers only spend an average of **6 seconds** reviewing a resume before making an initial decision on whether to move forward.

#### 14. Confidence vs. Arrogance:

Confidence in an interview is key, but candidates need to strike the right balance. **Overconfidence or arrogance** can turn off potential employers. Hiring managers appreciate candidates who are confident but humble and willing to learn.

#### 15. Age is Just a Number (Sometimes):

**Age discrimination** is still a challenge for some job seekers, but many companies are beginning to recognize the value of **older candidates** with experience and a wealth of knowledge. There is also growing recognition that diverse age groups within the workforce can lead to more creativity and innovation.

#### Summary of Key Takeaways:

Job candidates today face a highly competitive and dynamic job market, where skills, networking, and personal branding (via social media) are just as important as technical expertise.

Employers are increasingly looking for candidates who are adaptable, flexible, and possess strong soft skills.

Modern job seekers are more focused on **work-life balance** and **career growth opportunities**, rather than just salary.

Technological tools like **AI** are transforming the hiring process, both for job seekers and employers.

**TEXT: ANDY MURRAY**

#### Andy Murray: A Tennis Legend

**Full Name:** Sir Andrew Barron Murray

**Born:** May 15, 1987, in Glasgow, Scotland



**Nationality:** British

**Profession:** Professional Tennis Player

### **Early Life and Career Beginnings**

Andy Murray was born into a family with a strong sports background. His mother, Judy Murray, was a tennis coach, and his brother, Jamie Murray, is also a professional tennis player. Andy's passion for tennis started at a young age, and he quickly rose through the ranks of junior tennis. By the time he was 16, Murray had already made a mark in the tennis world with his impressive performances in national tournaments.

He turned professional in 2005, and in 2006, he reached the quarterfinals of the U.S. Open, marking his arrival on the international stage. This early success helped him gain recognition and build momentum for his career.

### **Rise to Prominence**

Murray's breakthrough year came in 2008 when he broke into the top 10 in the ATP rankings. The following years were marked by intense rivalries with other tennis greats such as Roger Federer, Rafael Nadal, and Novak Djokovic. These rivalries spurred him to push the boundaries of his game.

His major accomplishments started piling up after his first Grand Slam win in 2012 at the U.S. Open. Murray's victory was not just a personal triumph but a historic moment for British tennis, as he became the first Briton in 76 years to win a men's singles Grand Slam title.

### **Grand Slam Victories and Achievements**

**2012 U.S. Open:** Murray defeated Novak Djokovic in a thrilling five-set match, claiming his first major title.

**2013 Wimbledon:** In one of his most iconic achievements, Murray became the first British man to win Wimbledon in 77 years, defeating Novak Djokovic in straight sets in the final.

**2016 Wimbledon:** Murray clinched his second Wimbledon title by defeating Milos Raonic in the final.

**Olympics:** Murray also achieved success on the Olympic stage, winning gold in the men's singles event at both the 2012 London Olympics and the 2016 Rio Olympics. His Olympic victories solidified his place among tennis' all-time greats.

Murray's career was marked by his resilience, mental toughness, and never-give-up attitude, which made him a fan favorite around the world.

### **Injuries and Comebacks**

Murray's career faced setbacks due to injuries, particularly hip issues that plagued him for several years. In 2017, he had to take a break from professional tennis to recover from a hip injury. Despite the challenges, Murray fought through surgery and extensive rehabilitation to make an impressive comeback, proving his determination to return to the top level of tennis.

In January 2019, Murray announced that his hip injury might force him to retire, but his perseverance and hard work paid off. After undergoing successful surgery, he made his return to competitive tennis and showed that he still had the passion and skill to compete at the highest level.

### **Legacy**

Andy Murray's career is defined not just by his titles but by the way he revolutionized British tennis. He ended Britain's long wait for a male Grand Slam champion, and his relentless spirit has inspired countless tennis players and sports enthusiasts. He is regarded as one of the best tennis players of his generation, alongside the likes of Federer, Nadal, and Djokovic.

Beyond his accomplishments on the court, Murray is also known for his advocacy and charity work. He is an outspoken supporter of mental health awareness and equality in sports. His role in improving tennis in Britain and inspiring the next generation of players cannot be understated.

Andy Murray's legacy will live on for many years to come, not only because of his incredible achievements but also because of the spirit, determination, and humility he displayed throughout his career. He has secured his place as one of the greatest

athletes of all time, and his influence on tennis will continue to resonate for generations.

### **Questions about Andy Murray's Career**

1. What was Andy Murray's first Grand Slam victory?
2. Which Olympic Games did Andy Murray win gold in men's singles?
3. How did Andy Murray handle his injury setbacks?
4. What was significant about Murray's 2013 Wimbledon victory?
5. What role did Andy Murray play in British tennis history?
6. What are some of Andy Murray's contributions to mental health awareness?
7. What are some characteristics of Andy Murray's playing style that set him apart?
8. How did Andy Murray's rivalry with other tennis legends influence his career?
9. What is Andy Murray's most iconic victory?
10. How has Andy Murray inspired the next generation of tennis players?

**WATCH A BBC PROGRAM ABOUT A REMOTE COMMUNITY.**

Life in Remote Dagestan Village Far From Civilization.  
How people live in Russia Nowadays Residents of remote villages in Dagestan truly maintain a unique way of life that is instilled from the depths of centuries-old traditions. These traditions include customs that are passed down from generation to generation, as well as complex family and community ties conditioned by the social structure.

Family values in Dagestan settlements remain in place. Respect for elders, mutual assistance and collective responsibility are the norms that cement the society and

*Scan me*



allow it to overcome any difficulties. Thus, life in the remote communities of Dagestan is an example of resilience, adaptability and life wisdom, tempered by many generations and rooted in deep respect for their parishes and traditions. We are the ULENGOVS - Welcome to our channel! Many of you have noticed that the sounds (asmr) from our videos are very relaxing, help you fall asleep from insomnia and calm your mind. We are glad to be of service to you.

### **Read and translate this text**

The BBC documentary program "**Life in a Remote Community**" explores the unique and often challenging experiences of people living in isolated communities across the world. The program delves into the personal stories of individuals and families who have chosen to live far from urban centers, examining how they survive, thrive, and adapt to their environment.

The show takes viewers on a journey to some of the most remote and unspoiled places on Earth, from the snowy tundras of the Arctic to the deep jungles of South America, offering an intimate look at the everyday lives of people living in harmony with nature.

### **Episode Themes:**

1. **Survival in Extreme Environments:** One episode may feature a community in the Arctic Circle, where residents endure harsh winters and temperatures below freezing for months at a time. The program explores how they adapt their lifestyles to survive, from food storage and heating techniques to the mental resilience required to deal with isolation.
2. **Traditional Farming and Sustainability:** In another episode, the focus could shift to a rural village in a remote mountain range where the community practices ancient farming techniques that have been passed down for generations. This episode highlights how they maintain their sustainability in a rapidly changing world and the impact of modern technology on their way of life.

3. **Cultural Preservation:** In some of the world's most isolated villages, traditional cultures and customs are at risk of being lost. This episode examines the efforts of remote communities to preserve their language, customs, and beliefs while being influenced by globalization. Through interviews with elders and younger generations, the program gives insight into the importance of cultural preservation in the face of modernity.
4. **Access to Education and Healthcare:** One of the more challenging aspects of life in remote communities is access to basic services such as education and healthcare. The program may highlight how children in these areas are educated in small schools, sometimes with limited resources, and how healthcare is delivered, often with the help of outreach programs or volunteer medical teams.
5. **The Impact of Technology:** In a rapidly evolving world, many remote communities are beginning to experience the effects of technology. The program may explore how the introduction of the internet, social media, and modern communication tools are changing the dynamics of these isolated communities. Is it helping to connect them to the outside world, or does it risk undermining the close-knit nature of their society?

#### **Interview Highlights:**

- **Community Leaders:** The program often interviews local leaders, who offer insights into how the community has evolved over the years and the challenges they face in maintaining their way of life. These interviews provide context on how traditional lifestyles are being affected by climate change, economic shifts, and political decisions.
- **Residents:** Ordinary people from the community also share their personal stories, offering viewers a direct look into what it's like to live in a place that most of the world will never see. They talk about their routines, what they love about their environment, and what they miss about the outside world.

#### **Why It's Special:**

- The program stands out for its deeply personal approach, allowing viewers to step into the lives of people who often go unnoticed by mainstream media. Through the lens of individual stories, the program paints a broader picture of humanity's resilience, resourcefulness, and connection to nature.
- It also raises important questions about modernization and the sustainability of remote communities in the 21st century, offering a nuanced perspective on how these communities navigate the balance between tradition and progress.

"Life in a Remote Community" offers an eye-opening and heartfelt look at how people in the most isolated corners of the world survive and adapt. Whether it's the challenge of living in extreme climates, preserving cultural practices, or maintaining a sustainable lifestyle, the show highlights the rich diversity and strength of remote communities across the globe.

### **SPEAKING TASK**

1. What qualifications are typically required for your job?
2. How do you clarify someone's opinion when there is a misunderstanding?
3. What is the importance of having the right qualifications for a role?
4. Can someone be qualified without formal education? How?
5. How do you respond if someone questions your qualifications?
6. What are the different types of qualifications that can be important in your field?
7. How do you make sure to stay qualified and up-to-date with developments in your profession?
7. What are some key differences between 'certification' and 'experience' in terms of qualifications?
8. Why is it important to know how to express your qualifications in an interview or professional setting?
9. How do you handle a situation where someone disagrees with your professional opinion?

## HOMETASK

### **Essay: Clarifying Qualifications and Opinions**

- **Introduction:**

Introduce the concept of qualifications—what they are, how they are determined, and why they are important.

You can briefly mention how qualifications are commonly assessed in various fields (e.g., education, work, specialized skills).

State the purpose of your essay: to discuss the importance of being qualified and how opinions on qualifications can be clarified.

Define what "being qualified" means in different contexts (e.g., academic qualifications, work experience, certifications, skills).

Discuss how qualifications are typically obtained (e.g., formal education, vocational training, self-taught skills).

- **The Role of Qualifications in Professional and Academic Settings:**

Explore how qualifications are considered when applying for jobs or academic programs. Are they always necessary, or are other factors like experience or personal qualities equally important?

Discuss the significance of qualifications in the hiring process or when pursuing higher education. Do qualifications guarantee success?

- **Clarifying Opinions on Qualifications:**

Explore how opinions about qualifications can differ. For instance, some might argue that a degree is essential for success, while others might believe that experience is more valuable.

How can we clarify opinions on what makes someone qualified? You might discuss the importance of having clear criteria for qualifications, especially when debating someone's qualifications for a particular task or job.

Consider examples of situations where someone might be qualified based on their experience rather than formal education or certifications.

- **Personal Reflection:**

Share your own perspective: Are you qualified for your current studies, job, or another activity you're involved in? What qualifications do you have, and how have they shaped your opportunities?

Discuss how you might work toward gaining new qualifications or skills in the future, and what steps you'd take to clarify your qualifications to others.

- **Conclusion:**

Summarize the key points about qualifications and the importance of clarifying opinions.

Conclude by discussing the dynamic nature of qualifications and how they may evolve over time, especially as industries and fields of work change.

## **2. Personal Narrative: My Qualifications Journey**

- **Introduction:**

Introduce your qualifications and how they have helped shape your personal and academic life.

- **Building Your Qualifications:**

Discuss how you gained your qualifications, such as your education, certifications, work experience, and skills.

- **Overcoming Challenges:**



If applicable, reflect on any obstacles you faced when gaining your qualifications (e.g., financial difficulties, lack of resources, balancing work and study) and how you overcame them.

- **Clarifying Your Qualifications:**

Explain how you clarify your qualifications to others, whether it's in a job interview, during your studies, or in personal conversations.

How do you explain what makes you qualified for a role or a task? You might share an example of when you had to clarify your qualifications in a particular context.

- **Conclusion:**

Reflect on how your qualifications have shaped your goals for the future and what steps you plan to take to further enhance them.

### **3. Debate or Presentation: Are Qualifications Always Necessary?**

- **Introduction:**

Start by presenting the central question: “Are qualifications always necessary for success?”

- **Arguments For and Against Qualifications:**

Present the arguments for the importance of qualifications (e.g., ensures competence, sets standards) and arguments against (e.g., experience can sometimes be more valuable, qualifications do not guarantee success).

- **Clarifying Opinions:**

Present both sides clearly and help clarify any misconceptions or overly generalized opinions about qualifications.

- **Conclusion:**

Conclude by offering a balanced opinion on whether qualifications are necessary for all professions or if they can sometimes be substituted by experience or other factors.

### **Additional Tips:**

- **Clarifying Your Own Opinions:** Ensure you clearly state your own opinion on qualifications and back it up with examples or reasoning.
- **Use Specific Examples:** Whether you're discussing your own qualifications or the qualifications required for certain jobs, be specific about examples to make your points clearer.

## **UNIT 7**

### **DESCRIBE AN ACHIEVEMENT: MY FIRST REPORT ABOUT UNIVERSITY**

#### **New Words and Translations:**

1. Cutting-edge - Eng yangi, ilg'or
2. Landscape - Ko'rinish, muhit
3. Diverse - Turli, xilma-xil
4. Robust - Kuchli, barqaror
5. Hands-on projects - Amaliy loyihalar
6. Wealth of knowledge - Bilim boyligi
7. Mentorship - Yo'l-yo'riqlik, maslahat berish
8. Emerging trends - Yangi paydo bo'layotgan tendensiyalar
9. Integral - Ajralmas, muhim
10. Exemplary - Namuna bo'ladigan
11. Fostering innovation - Yangilikni rivojlantirish

## How to list awards and achievements on a resume?



- 1.) Consider the significance.
- 2.) Make a separate section only for 3+ awards/achievements.
- 3.) Quantify your achievements.
- 4.) Include the date of recognition.
- 5.) Describe the purpose of the award.
- 6.) Mention the scope of the award.



### Read and translate this text

#### **My First Report on the Journalism and Mass Communications University of Uzbekistan**

I am excited to share my first comprehensive report on the **Journalism and Mass Communications University Uzbekistan (JMCUU)**, an academic institution that stands as a pioneering force in the field of media and communication education in Uzbekistan. As I embark on this journey, this report aims to explore the institution's remarkable contributions to the development of journalism, mass communication, and media studies in the country.

The university, which was founded with the purpose of enhancing the standard of media education in Uzbekistan, has swiftly become a central hub for future journalists, communicators, and media professionals. University stands out not only because of its commitment to academic excellence but also due to its forward-thinking approach, blending traditional education with contemporary practices that are in line with global media trends.

A key element of University's success lies in its innovative approach to curriculum design. The university offers a broad array of programs, ranging from traditional

journalism to digital communication strategies, public relations, media management, and broadcasting. These diverse programs equip students with both theoretical knowledge and hands-on experience, ensuring they are well-prepared to meet the ever-evolving demands of the media industry.

The emphasis on **critical thinking**, **media literacy**, and **ethics** is evident throughout the university's programs. University focuses on shaping not just skilled media professionals but also responsible communicators who can navigate the complex media landscape with integrity and social awareness. These values are integrated into every facet of academic life, ensuring that students develop a well-rounded understanding of the media's role in society.

Another distinctive feature of University is its state-of-the-art infrastructure, which includes fully equipped **radio and television studios**, **multimedia labs**, and **digital editing suites**. These advanced facilities provide students with an opportunity to immerse themselves in practical, real-world media experiences, allowing them to apply theoretical knowledge to real-world projects and media production.

Moreover, the university fosters a collaborative environment by encouraging interaction between students, faculty, and industry professionals. University has established strong partnerships with local and international media organizations, which creates a wealth of opportunities for students to gain real-world exposure through **internships** and **industry projects**. These opportunities allow students to bridge the gap between their academic learning and the practical demands of the media industry.

The faculty at University consists of highly qualified professionals with extensive experience in journalism, communications, and media studies. Their expert guidance is integral to the development of students, as they impart valuable insights into the latest trends and developments in the media world. Professors also emphasize the importance of **innovation**, **creativity**, and **adaptability**, key skills that future media professionals need in a rapidly changing industry.

In my report, I also highlighted the university's commitment to **diversity** and **inclusion**. University strives to provide equal opportunities for all students, regardless of their backgrounds. This inclusive approach creates a vibrant campus environment, where diverse perspectives are valued, and students are encouraged to think critically and engage in meaningful discussions.

The university also plays an important role in **research** and **academic inquiry**. University's research efforts focus on understanding media's role in society, exploring new trends in digital communication, and examining the ethical implications of modern media practices. Through its research initiatives, the university contributes significantly to advancing knowledge in the field of mass communication, which benefits both academic scholars and industry practitioners alike.

In conclusion, my first report on the Journalism and Mass Communications University Uzbekistan highlights an institution that is redefining the future of media education in Uzbekistan. With its dynamic curriculum, modern facilities, and highly qualified faculty, University is preparing the next **generation of media professionals** to make a significant impact on the global media landscape. I am grateful for the opportunity to be part of this **academic community** and look forward to the knowledge and experiences I will continue to gain as a student here.

### Questions and Answers

1. What makes University unique compared to other universities in Uzbekistan?
2. How does University prepare students for the challenges of digital media?
3. What opportunities are available for international students at Uzbekistan?
4. How does University address the issue of fake news and misinformation?
5. What are the future goals of Journalism and mass communication university of Uzbekistan?

### WRITE AN INTERNET POST

## My Journey at Journalism and Mass Communications University of Uzbekistan 🎓

As I begin my studies at the Journalism and Mass Communications University of Uzbekistan (JMCUU), I can't help but reflect on how much this institution is shaping my future in the world of media. From the first day, it's been a whirlwind of creativity, innovation, and learning.

JMCUU isn't just about learning the theory behind journalism and communication – it's about getting hands-on experience, developing a critical mindset, and preparing to tackle the challenges of the ever-changing media landscape. Whether it's working in the multimedia labs or collaborating with classmates on projects, every day feels like a step closer to my goal of becoming a professional in the field.

What makes this university stand out is its cutting-edge facilities and passionate faculty, who guide and inspire us to think beyond the conventional. I've already gained invaluable insights into how the digital era is reshaping journalism and communication, and I'm eager to learn more as I dive deeper into my studies.

If you're someone who's passionate about media, communication, and storytelling, JMCUU is definitely a place to consider! Let's see where this journey takes me – and I'm excited to share it with all of you.

#JMCUU #Journalism #MassCommunication #MediaEducation #FutureJournalist  
#Learning #Innovation #DigitalMedia

### GRAMMAR: MODAL VERBS

**Modal verbs** are auxiliary (helping) verbs that express necessity, possibility, permission, ability, and other related meanings. They are used to modify the main verb in a sentence and give more information about the action.

#### Common Modal Verbs and Their Uses:

##### 1. Can

**Ability:** "She can swim." (She has the ability to swim.)

**Permission:** "Can I go to the bathroom?" (Asking for permission.)

**Possibility:** "It can rain tomorrow." (There is a possibility it will rain.)

## 2. Could

**Past ability:** "I could swim when I was young." (I had the ability in the past.)

**Polite requests:** "Could you please help me?" (More polite way of asking.)

**Possibility:** "It could rain later." (There is a possibility it will rain.)

## 3. May

**Permission:** "May I leave now?" (Asking for permission in a formal way.)

**Possibility:** "It may snow tomorrow." (There is a possibility it will snow.)

## 4. Might

**Possibility:** "He might come to the party." (There is a chance he will come, but it's not certain.)

## 5. Shall

**Suggestions/Offer:** "Shall we dance?" (Proposing an action or offering something.)

**Formal Future:** "I shall return by 6 p.m." (A formal way of saying "I will.")

## 6. Should

**Advice/Recommendation:** "You should study for the test." (Giving advice.)

**Expectation:** "The train should arrive soon." (It's expected that it will arrive soon.)

## 7. Will

**Future intention or promise:** "I will help you with your homework." (A promise or intention to do something.)

**Strong probability:** "He will probably be here soon." (It is very likely he will arrive soon.)

## 8. **Would**

**Polite requests/offers:** "Would you like some coffee?" (Offering or asking politely.)

**Hypothetical situations:** "If I were you, I would go to the doctor." (Referring to a hypothetical situation.)

**Past habitual actions:** "When we were kids, we would play outside all day." (Describing past habits.)

## 9. **Must**

**Necessity/Obligation:** "You must wear a helmet." (It is necessary to wear a helmet.)

**Strong recommendation:** "You must see this movie!" (It's highly recommended.)

**Deduction:** "She must be at work." (It is almost certain she is at work.)

## 10. **Ought to**

**Advice:** "You ought to apologize." (You should apologize.)

**Moral obligation:** "People ought to be honest." (It's the right thing to do.)

## **Key Features of Modal Verbs:**

**No change in form:** Modal verbs do not change according to the subject (e.g., "I can," "He can," "They can").

**No "to" with the base verb:** After a modal verb, the main verb is in its base form, without "to" (e.g., "You should eat," not "You should to eat").

**Negative form:** Modal verbs are negated by adding "not" (e.g., "He cannot (can't) swim," "You should not (shouldn't) go there").

## **How Modal Verbs are Used:**

1. **To express permission:** "Can I leave early?" or "May I use your phone?"
2. **To talk about ability:** "I can ride a bike."



3. **To make requests:** "Could you pass the salt?"
4. **To give advice:** "You should take an umbrella."
5. **To indicate necessity:** "You must finish your homework."
6. **To express possibility:** "It may rain later."
7. **To offer or suggest:** "Shall we go for a walk?"
8. **To show obligation:** "He must obey the rules."

### **Common Mistakes:**

1. **Confusing "can" and "could":** Use "can" for present ability and "could" for past ability or polite requests.
2. **Using "to" after modal verbs:** Modal verbs are followed by the base form of the verb without "to" (e.g., "I can swim," not "I can to swim").
3. **Forgetting to use "not" for negative forms:** "She can't sing," not "She no can sing."

### **Modal Verbs and Their Functions**

#### **1. Ability**

**Can:** "I **can** play the guitar."

**Could** (past ability): "I **could** run faster when I was younger."

#### **2. Permission**

**Can:** "You **can** take the book."

**May:** "May I use your phone?"

#### **3. Possibility**

**Can:** "It **can** be dangerous."

**Might:** "She **might** be coming to the party."

**May:** "It **may** rain tomorrow."

#### **4. Obligation**

**Must:** "You **must** wear a helmet."

**Should:** "You **should** call your parents."

**Ought to:** "We **ought to** be on time."

#### **5. Advice/Recommendation**

**Should:** "You **should** eat healthy food."

**Ought to:** "You **ought to** apologize."

## 6. Offers/Suggestions

**Shall:** "**Shall** we go to the movies?"

**Would:** "**Would** you like some coffee?"

## 7. Future Intentions

**Will:** "I **will** visit you tomorrow."

**Shall** (formal): "I **shall** return by 6 o'clock."

Here are some grammar exercises on **modal verbs** for practice. The exercises will help you understand how modal verbs like **can, could, may, might, should, must, etc.** are used in different contexts.

### Exercise 1. Fill in the blanks with the correct modal verb.

1. She \_\_\_\_\_ play the piano very well. (ability)
2. I \_\_\_\_\_ go to the party tomorrow. (possibility)
3. You \_\_\_\_\_ speak loudly in the library. (prohibition)
4. We \_\_\_\_\_ leave now, it's getting late. (necessity)
5. \_\_\_\_\_ I borrow your pen for a moment? (polite request)
6. He \_\_\_\_\_ be at home, but I'm not sure. (possibility)
7. You \_\_\_\_\_ study harder if you want to pass the exam. (advice)
8. I \_\_\_\_\_ help you with your homework later. (offer)
9. We \_\_\_\_\_ wear a uniform at school. (obligation)
10. \_\_\_\_\_ we go for a walk? (suggestion)

### Exercise 2. Correct the mistakes in the sentences.

1. She can to swim very well.
2. You should to be careful when crossing the street.
3. He musts finish his homework before going out.
4. I could to go if I have time.
5. May I can help you with that?
6. They musts arrive on time for the meeting.

### Exercise 3. Choose the correct modal verb to complete the sentence.

1. She \_\_\_\_\_ speak three languages fluently.  
a) can b) must c) should
2. I \_\_\_\_\_ go to the store later, but I'm not sure.  
a) must b) might c) can
3. You \_\_\_\_\_ finish your meal before you leave.  
a) could b) may c) must
4. \_\_\_\_\_ we take a break now?  
a) Can b) Must c) Shall
5. He \_\_\_\_\_ be at work now; he left early.  
a) can b) must c) might
6. You \_\_\_\_\_ call your mother more often.  
a) should b) could c) would

**Exercise 4. Write sentences using the following prompts.**

1. (I / be able to / help you)
2. (You / take an umbrella / because it might rain)
3. (She / finish the report / by tomorrow)
4. (We / go to the cinema / this evening?)
5. (He / study / harder to improve his grades)
6. (They / be home / now)

**Exercise 5. Fill in the blanks with the correct modal verb.**

1. You \_\_\_\_\_ wear a helmet when riding a bike. (obligation)
2. \_\_\_\_\_ you help me with my homework? (polite request)
3. He \_\_\_\_\_ be at work right now; he's always there at this time. (certainty)
4. I \_\_\_\_\_ go to the store later. (possibility)
5. She \_\_\_\_\_ play the piano very well. (ability)
6. We \_\_\_\_\_ leave now, it's getting late. (necessity)
7. \_\_\_\_\_ we go to the park after lunch? (suggestion)
8. You \_\_\_\_\_ stop smoking for your health. (advice)
9. I \_\_\_\_\_ meet you at 5 o'clock. (future intention)
10. He \_\_\_\_\_ speak Spanish fluently. (ability)

**Exercise 6. Correct the mistakes in these sentences.**

1. I can to play the guitar very well.
2. She should to study harder for the test.
3. He musts finish the project by Friday.
4. You could to come with us if you want.
5. We may can go to the cinema tonight.
6. They might arrive late because of traffic.

**Exercise 7. Choose the correct modal verb to complete the sentence.**

1. You \_\_\_\_\_ wear a jacket; it's very cold outside.  
a) should b) could c) would
2. He \_\_\_\_\_ be at home now. He left an hour ago.  
a) could b) must c) should
3. I \_\_\_\_\_ speak three languages.  
a) can b) should c) might
4. \_\_\_\_\_ we take a break now?  
a) Could b) Should c) Shall
5. You \_\_\_\_\_ finish your homework before you go out.  
a) must b) might c) could
6. I \_\_\_\_\_ go to the party, but I'm not sure.  
a) will b) might c) can

**Exercise 8. Rewrite the sentences using the modal verb in parentheses.**

1. (can) She / swim / very well. →  
\_\_\_\_\_
2. (must) You / do your homework / before you go out. →  
\_\_\_\_\_
3. (should) I / speak / to her / about the problem. →  
\_\_\_\_\_
4. (might) He / be / at the office / now. →  
\_\_\_\_\_
5. (could) You / help / me / with this project? →

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**Exercise 9. Complete the sentences with the correct modal verb based on the situation.**

1. You \_\_\_\_\_ be quiet in the library. (rule)
2. I \_\_\_\_\_ go to the concert tomorrow. (possibility)
3. She \_\_\_\_\_ play tennis very well. (ability)
4. He \_\_\_\_\_ leave the house early tomorrow. (obligation)
5. \_\_\_\_\_ you lend me your pen for a moment? (polite request)

**PRESENTATION DAY. (PEOPLE WITH SPECIAL ABILITIES)**

People with **special abilities** often refer to individuals who possess talents or skills that are significantly beyond the average. These abilities can vary widely and can manifest in many different ways. Below are some examples of people with special abilities:

**1. Gifted Individuals (Intellectual Abilities)**

- **Savants:** Some people have extraordinary intellectual abilities in specific areas like mathematics, music, or art, even though they might have other cognitive challenges. For example, **Kim Peek** (the inspiration for the movie *Rain Man*) had an exceptional memory and could recall vast amounts of information like historical dates, books, and maps, despite being diagnosed with autism and other developmental conditions.



- **Child Prodigies:** Some children display extraordinary intellectual abilities at an early age. For instance, **Wolfgang Amadeus Mozart** was composing music at the age of five, showing a remarkable gift for music and composition.



## 2. Athletes (Physical Abilities)

- **Olympians:** Professional athletes often have extraordinary physical abilities, like speed, strength, and agility. For example, **Usain Bolt** is known for his world record in the 100m and 200m sprints, demonstrating incredible speed and physical coordination.



- **Paralympic Athletes:** People with disabilities who compete in the Paralympic Games also exhibit special abilities. For example, **Tatyana McFadden** is a Paralympic athlete who has won multiple gold medals in wheelchair racing.



### 3. People with Extraordinary Memory

- **Memory Champions:** Some people can memorize vast amounts of information and recall it with ease. **Dominic O'Brien**, a world memory champion, can memorize long lists of numbers, names, and other information in an incredibly short amount of time. These individuals often use specialized techniques, like the "method of loci" or memory palaces.



### 4. People with Enhanced Senses

- **Superhuman Sight:** People with exceptional visual abilities, such as those with **eidetic memory**, can recall images, objects, or scenes in great detail after only seeing them once. **Daniel Tammet**, a famous savant, has the ability to "see" numbers and perform complex calculations in his head.





- **Superhuman Hearing:** Some people have the ability to hear and interpret sounds at much higher frequencies than the average person. **Jimi Hendrix**, for example, was known for his exceptional hearing and ability to create intricate and unique sounds on the guitar.



## 5. Artists with Special Abilities

- **Visual Artists:** Some artists have extraordinary skills in visual arts, creating detailed and lifelike drawings or paintings. **Stephen Wiltshire** is an artist with autism who is able to draw incredibly detailed and accurate pictures of cities after seeing them once from a helicopter.





- **Musicians:** Many musicians possess special abilities in terms of musical talents. **Ludwig van Beethoven**, despite going deaf later in life, was still able to compose music, creating some of the most famous works in history.



## 6. Psychics and Individuals with Perceived Paranormal Abilities

- Some people claim to possess extrasensory perception (ESP), the ability to perceive things outside the usual five senses. This includes abilities like telepathy (reading minds), precognition (predicting the future), and clairvoyance (seeing events or objects not present). These abilities are often controversial and not scientifically proven, but many individuals claim to have these extraordinary talents.

## 7. People with Exceptional Emotional Intelligence (EQ)

- **Empaths:** Some people are able to sense and understand the emotions of others very deeply, often feeling others' pain or joy as if it were their own.

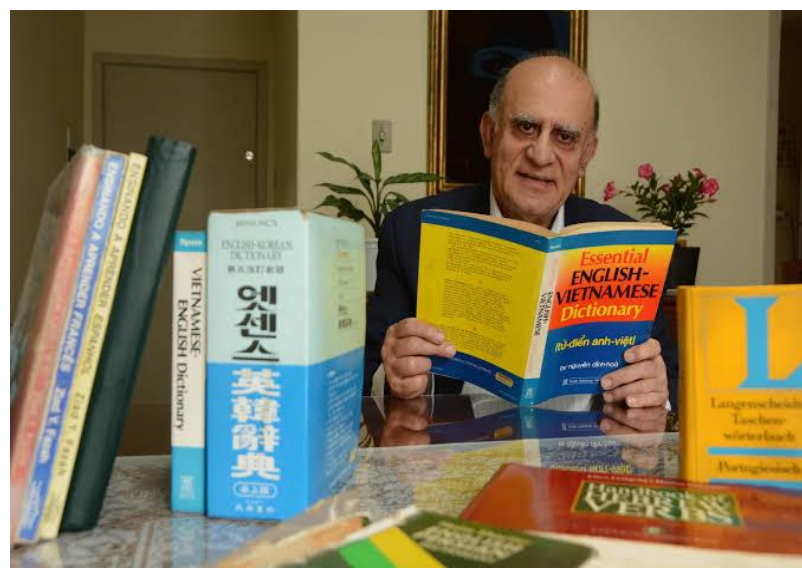
This high level of empathy can help them connect deeply with others and be effective in roles like therapy, counseling, and leadership.

- **Leaders with High EQ:** Some leaders, like **Mahatma Gandhi** or **Nelson Mandela**, have shown exceptional emotional intelligence, understanding how to connect with people, create harmony, and inspire others.



## 8. Individuals with Extraordinary Skills in Language

- **Polyglots:** Some individuals have the ability to learn and speak multiple languages fluently. For example, **Ziad Fazah**, a polyglot, is known to speak over 60 languages.



## **SPEAKING TASK**

### **About education**

A

1. What is your opinion about the current education system in your country?
2. Do you think education is the key to success? Why or why not?
3. How important do you think it is for children to learn foreign languages in school?
4. Should education be free for everyone? Explain your viewpoint.
5. Do you believe that online education is as effective as traditional classroom learning?
6. What do you think are the biggest challenges faced by students today in education?
7. What skills do you think will be the most important for students to learn in the future?

## **HOMETASK**

### **1. Personal Essay: Reflecting on Your First University Report**

- **Introduction:**

Start by introducing the context—how it was your first university report and why it was an important milestone for you. You can mention how the report was assigned and what the topic was.

- **The Challenge:**

Describe how you felt when you first received the assignment. Were you excited, nervous, or overwhelmed? This part could reflect any fears or doubts you had about writing at a university level.

- **The Process:**

Explain how you approached writing the report. Did you start by researching, outlining, or brainstorming ideas? Were there any challenges along the way, such as understanding the assignment requirements or finding credible sources?

Talk about any specific strategies you used, such as time management, revising drafts, or seeking help from professors or classmates.

- **The Outcome:**

Discuss how it felt to complete the report. Was it a sense of accomplishment, relief, or pride? Did you get feedback from your professor or peers? How did you react to the feedback?

- **Lessons Learned:**

Reflect on what you learned from the experience. Did you discover something new about your writing process? Did the report teach you how to manage time or handle academic research?

- **Conclusion:**

Conclude by summarizing how writing that first report helped you grow as a student. You could reflect on how this experience shaped your approach to university assignments moving forward.

## **2. Creative Writing: A Day in the Life of Writing My First Report**

- **Setting the Scene:**

Write a narrative that takes the reader through the experience of writing your first university report, from receiving the assignment to submitting it. You could describe the emotions and thoughts that ran through your mind during each step of the process.

- **Conflict and Resolution:**

Include any struggles you faced, such as writer's block, research difficulties, or anxiety about the quality of your work. Describe how you overcame these struggles, whether by seeking advice, persevering through difficulties, or finding a creative solution.

- **Reflecting on the Experience:**

End by reflecting on how the experience shaped your perspective. Maybe you gained confidence in your writing or learned something new about university life in general.

## **3. Report Format: A Formal Reflection on My First University Report**

- **Introduction:**

Provide a formal introduction to the report, explaining its purpose. You can describe how the assignment was part of your coursework and why it was an important first step in your academic journey.

- **Assignment Overview:**

Provide a brief description of the assignment details (e.g., the topic, the word count, any requirements) and why it was challenging.

- **Research Process:**

Discuss the process of gathering information for the report. What sources did you use? How did you ensure the information was credible? Were there any difficulties with the research process?

- **Writing and Structure:**

Reflect on how you structured the report, including how you divided it into sections (e.g., introduction, body, conclusion) and how you approached each section.

- **Feedback and Reflection:**

If you received feedback from your professor, explain it and reflect on how it helped you improve your writing. Did you make any changes after getting the feedback?

- **Conclusion:**

Conclude by summarizing what you learned from writing the report. How has the experience prepared you for future academic writing assignments?

## **5. Presentation: Sharing My First Report Journey**

Briefly introduce yourself and your assignment topic.

Explain how writing your first university report was a challenge. Share any struggles or worries you had at the beginning.

Share a step-by-step breakdown of how you researched, wrote, and edited your report. You could include tips that helped you along the way.

Talk about any feedback you received from your professor and how it helped you refine your work.

Discuss what you learned from writing the report and how it has prepared you for future academic challenges.

#### **6. Additional Tips for Writing Your Assignment:**

- **Be Honest:** Share your true feelings about the experience—whether it was nerve-wracking, empowering, or challenging.
- **Focus on the Process:** It's not just about the end result; the process of completing the report and what you learned along the way can be equally important.
- **Use Examples:** If you're writing an essay, provide specific examples from your report writing process to illustrate key points.

## **UNIT 8**

### **READING TASK: JOURNALISM HELP: HOW TO INTERVIEW AND TAKE NOTES**

#### **New words:**

1. Journalist - jurnalist
2. Curious - qiziqarli
3. Assignment - vazifa
4. Bestselling - eng ko'p sotilgan
5. Research - tadqiqot
6. Social media - ijtimoiy tarmoqlar
7. Meaningful - ma'noli
8. Eager - ijtimoiy
9. Interview - intervyu
10. Shorthand - qisqacha yozish
11. Abbreviations - qisqartmalar
12. Follow-up - keyingi



- 13. Tone - ohang
- 14. Emotion - hissiyot
- 15. Active listening - faol tinglash
- 16. Fact-check - faktni tekshirish
- 17. Organize - tartibga solish
- 18. Precise - aniq
- 19. Editor - tahrirchi
- 20. Commended - ma'qullangan

**Read and translate this text:**



Once upon a time in a busy city, there was a young journalist named Sarah. She had always been curious about the world around her and dreamed of becoming a reporter one day. One morning, she got a big assignment. She was asked to interview a famous author who had just released a bestselling book. This was a chance of a lifetime for Sarah, and she was both excited and nervous.

### **Preparing for the Interview**

Before the interview, Sarah made sure to research everything she could about the author. She read the book, followed the author on social media, and learned about their past works. She wanted to ask meaningful questions that would make the interview stand out.

Sarah also wrote down a list of questions, starting with simple ones like:

- "How did you first get interested in writing?"
- "What inspired your latest book?"

These were designed to help the author feel at ease at the beginning of the interview.

### **The Day of the Interview**

On the day of the interview, Sarah arrived early at the author's office. She greeted the author warmly and introduced herself. The author, a friendly and passionate person, smiled and invited Sarah to sit down.

"Thank you for your time," Sarah said, feeling a bit nervous. "I've read your book, and I'm really looking forward to hearing more about your journey."

The interview began smoothly with Sarah starting with the simple questions she had prepared. As the conversation flowed, Sarah listened attentively to the author's answers. She made sure to follow up on interesting points the author mentioned, like when the author talked about how their childhood experiences shaped their writing.

"Can you tell me more about how your early life influenced your storytelling?" Sarah asked, eager to dive deeper.

As the conversation continued, Sarah took careful notes, jotting down important quotes and ideas in shorthand. She used abbreviations like "w/" for "with" and "exp" for "experience" so she could write faster. She also made note of the author's tone and expressions. For example, when the author spoke about a tough time in their life, Sarah wrote: "Author's voice becomes softer; deep emotion."

### **The Importance of Active Listening**

During the interview, Sarah remembered one of her training sessions on "active listening." Instead of focusing on the next question, she paid attention to every word the author said, showing that she was truly interested in their answers.

At one point, the author mentioned a personal story that wasn't part of the main topic but was deeply insightful. Sarah recognized that this could add a human element to her story, so she decided to ask about it further.



"That sounds like an incredible moment in your life. Could you share a little more about how that changed your perspective on writing?"

The author agreed, and Sarah carefully noted every detail. She made sure to write down not just the words but the emotion behind them.

### **After the Interview**

Once the interview was over, Sarah thanked the author again and left with her notes in hand. On her way back to the office, she reviewed her notes, making sure everything was clear and accurate. She added extra details, like the setting of the interview and how the author's eyes lit up when discussing their childhood memories.

At her desk, Sarah organized her notes. She highlighted the most important parts and used the information to create a story that truly captured the author's passion and journey. She made sure to fact-check everything and ensure that her reporting was honest and precise.

The story she wrote was published the next day, and it was a huge success. Readers connected with the author's personal story, and Sarah was praised for her thoughtful questions and excellent note-taking. Her editor even commended her on how well she had captured the tone and emotions of the interview.

### **New Vocabulary and Phrases:**

1. **Shorthand:** A system of abbreviations or symbols used for writing quickly.

*Example:* "w/" for "with," "exp" for "experience."

2. **Active Listening:** Fully concentrating on what is being said rather than just passively hearing.

*Example:* Sarah made sure to listen carefully and ask follow-up questions based on what the author said.

3. **Follow-Up Question:** A question that is asked after the subject gives a response to gain more detail.

*Example:* "Could you explain that in more detail?"

4. **Abbreviation:** A shortened form of a word or phrase to make note-taking faster.

*Example:* “info” for information, “auth” for author.

5. **Fact-Check:** To verify the accuracy of information before using it in a story.

*Example:* Before publishing, Sarah checked the facts mentioned by the author in the interview.

6. **Tone:** The general character or attitude of the speaker.

*Example:* Sarah noticed that the author’s tone became more serious when talking about personal challenges.

7. **Context:** The circumstances or setting in which something happens or is said.

*Example:* Sarah included the context of the author's childhood in her story to explain how it influenced their writing.

8. **Insightful:** Having a deep understanding or perception of something.

*Example:* The author’s personal story gave Sarah an insightful view of the struggles behind their success.

### **Answer the questions**

1. Who is Sarah, and what is her dream?
2. How did Sarah prepare for the interview with the author?
3. What were some of the initial questions Sarah prepared for the interview?
4. How did Sarah feel before the interview?
5. What strategy did Sarah use to ensure she listened carefully during the interview?
6. How did Sarah take notes during the interview?
7. What did Sarah do after the interview to ensure her notes were accurate?
8. What role did “active listening” play in Sarah’s interview? How did it help her improve her questions and the quality of the interview?
9. What can be learned from Sarah's approach to handling the interview and her notes?

## GRAMMAR: COMPOUND NOUNS

A **compound noun** is a noun that is made up of two or more words. These words can be combined in different ways to form a single concept or idea. The individual words can be nouns, adjectives, verbs, or prepositions, and they can be written as one word, two words, or with a hyphen.

There are three main types of compound nouns:

1. **Closed Compound Nouns** (written as one word)

These are compound nouns that are written as a single word.

Examples:

**Toothbrush** (tooth + brush)

**Football** (foot + ball)

**Snowman** (snow + man)

2. **Hyphenated Compound Nouns** (written with a hyphen)

These are compound nouns that are written with a hyphen between the two or more words.

Examples:

**Mother-in-law** (mother + in + law)

**Editor-in-chief** (editor + in + chief)

**Well-being** (well + being)

3. **Open Compound Nouns** (written as separate words)

These are compound nouns written as separate words, but together they have a specific meaning.

Examples:

**Post office** (post + office)

**Coffee table** (coffee + table)

**Full moon** (full + moon)

**Common Rules for Compound Nouns:**

**Noun + Noun:** One noun describes another noun, and together they form a new meaning.

Examples: **Fireplace, Handbag, Bedroom.**

**Adjective + Noun:** An adjective modifies a noun.

Examples: **Full moon, Blackboard, Blueberry.**

**Verb + Noun:** A verb and a noun together form a compound noun.

Examples: **Watchdog, Driveway, Kickoff.**

**Preposition + Noun:** A preposition and a noun combine to form a compound noun.

Examples: **Outfit, Underpass, Background.**

### Usage in Sentences:

#### 1. Closed Compound Noun:

"She wore a beautiful **snowman** sweater for the holiday party."

"The **football** match was thrilling."

#### 2. Hyphenated Compound Noun:

"He is the **editor-in-chief** of the magazine."

"They went to the **mother-in-law's** house for dinner."

#### 3. Open Compound Noun:

"She works at the **post office**."

"I need to clean the **coffee table**."

### Some More Examples of Compound Nouns:

**Noun + Noun:**

**Toothpaste, Bus stop, Sunflower**

**Adjective + Noun:**

**Blackboard, Greenhouse, Fast food**

**Verb + Noun:**

**Takeover, Breakdown, Cutoff**

**Preposition + Noun:**

**Underground, Overcoat, In-laws**

**Exercise 1.** Try to identify the compound nouns in the following sentences:

1. The **cupboard** is filled with dishes.
2. She went to the **school bus** stop to wait for her child.
3. He was wearing a bright **sweatshirt**.
4. They enjoyed the **swimming pool** in the afternoon.
5. The **breakdown** of the machine delayed the work.

### Exercise 2. Choose the correct compound noun

Fill in the blanks with the correct compound noun from the options below:

1. I bought a new \_\_\_\_\_ (snowman / snow-man) sweater for the winter holiday.
2. The \_\_\_\_\_ (postman / post-man) delivered the letters early today.
3. We have to clean the \_\_\_\_\_ (bathroom / bath-room) after using it.
4. She bought a beautiful \_\_\_\_\_ (bookcase / book-case) for her living room.
5. The \_\_\_\_\_ (swimmingpool / swimming pool) was closed for maintenance.

**Exercise 3.** Match the first part of the word with its second part to form a correct compound noun.

Tooth	a) Room
School	b) Dog
Water	c) Brush
News	d) Bottle
Coffee	e) Paper

### Exercise 4. Fill in the blanks with the correct compound noun

Use the correct compound noun in the sentence from the choices below.

1. She put the plants on the \_\_\_\_\_. (windowsill / window-sill)
2. He is reading the latest \_\_\_\_\_. (newspaper / news-paper)
3. I love making \_\_\_\_\_ with my friends on the weekend. (sandwiches / sand-wiches)

4. We had a great time at the \_\_\_\_\_ last night. (nightclub / night-club)
5. The kids are playing in the \_\_\_\_\_. (playground / play-ground)

## MY PLACE IN CYBERSPACE

**My Place in Cyberspace** is a topic that invites exploration of your personal presence, identity, and experiences online. In the digital world, **cyberspace** refers to the virtual environment where activities such as communication, socializing, shopping, and learning take place through the internet. Let's explore what it means to have a place in cyberspace.

### **How I Navigate Cyberspace:**

In today's world, most people have some form of digital identity or presence. This could be through social media, online blogs, personal websites, or professional networks. Here's how **my place in cyberspace** might look:

**Social Media Presence:** Social media platforms like Facebook, Instagram, Twitter, and LinkedIn are popular spaces for connecting with friends, family, and colleagues. You can share ideas, pictures, and updates, and follow others for news, inspiration, or entertainment. My space on social media could be a place where I interact with people who share similar interests or values, whether it's technology, travel, education, or music.

**Personal Website or Blog:** A website or blog is another way I might choose to express myself in cyberspace. This could be a place for sharing my passions, such as writing articles, posting creative work, or discussing topics that matter to me. My personal blog might be where I discuss my thoughts on current events, review books or movies, or offer tips on life.

**Professional Identity:** LinkedIn is an excellent platform for building a professional identity online. My **place in cyberspace** could also be my online resume, where I can showcase my skills, education, work experience, and achievements. It's a place to network with potential employers or collaborators.

**Online Communities:** There are countless online forums and communities dedicated to specific hobbies, interests, or causes. Whether it's a Reddit thread about science, a Discord server for gaming, or a cooking forum, these spaces allow me to connect with like-minded individuals from all over the world. Being part of an online community can help foster a sense of belonging.

**Digital Learning and Research:** In cyberspace, I also access a wealth of knowledge. Platforms like Google Scholar, Coursera, and YouTube provide opportunities to learn new skills, deepen my knowledge, or explore new subjects. Whether it's watching a tutorial, reading articles, or participating in online courses, cyberspace is an invaluable resource for personal growth.

**Shopping and Entertainment:** Online shopping is another significant aspect of cyberspace. Websites like Amazon, eBay, or local online marketplaces allow me to buy products, compare prices, and explore new things without leaving home. Similarly, entertainment platforms like Netflix, Spotify, or Twitch give me a space to relax, enjoy movies, music, and games.

**Communication:** Whether it's through emails, instant messaging, or video calls on platforms like Zoom, cyberspace offers countless ways to stay in touch with others. Online communication bridges distances and allows me to connect with people across time zones in real time.

**The Positive and Negative Aspects of My Place in Cyberspace:** While cyberspace offers opportunities for connection, entertainment, and learning, there are some challenges and considerations:

**Positive Aspects:**

**Global Connection:** Cyberspace allows me to connect with people from all over the world. I can collaborate on projects, make friends, or just stay in touch with family and friends.

**Access to Information:** The internet is an endless resource for information, from educational material to news updates and entertainment.

**Convenience:** I can shop, communicate, and access entertainment from the comfort of my home, which saves time and effort.

### Negative Aspects:

- **Privacy Concerns:** Sharing personal information on the internet can expose me to risks such as identity theft, hacking, or data breaches.
- **Cyberbullying and Harassment:** Unfortunately, not all interactions in cyberspace are positive. Some people face online bullying or harassment, which can be emotionally damaging.
- **Distraction and Addiction:** Sometimes, spending too much time in cyberspace can lead to distractions or addiction, affecting my real-life activities and relationships.

## INTERESTING FACTS ABOUT THE INTERNET

Here are some **interesting facts** about the **Internet** that may surprise you!

### 1. The Internet is Almost 40 Years Old!

The Internet began in **1969** as ARPANET (Advanced Research Projects Agency Network) in the United States. It was a military project aimed at connecting computers to share research. The concept of the "internet" as we know it today started to take shape in the **1980s**, and by **1991**, the World Wide Web (WWW) was created by **Tim Berners-Lee**.

### 2. There Are Over 5 Billion Internet Users Worldwide

As of 2023, more than **5 billion** people are connected to the internet, which is more than **63%** of the world's population! This number continues to rise, showing the internet's global reach and importance.

### 3. The First Website is Still Online

The first website ever created, **info.cern.ch**, was made by **Tim Berners-Lee** in **1991** at CERN. It's still live today and offers an important historical look at the origins of the web.

### 4. Email Predates the World Wide Web

While many think of the web as the beginning of online communication, **email** actually predates the internet. The first **email system** was developed



in **1971** by **Ray Tomlinson**, and people were sending messages long before the web became popular.

#### **5. Google Processes Over 3.5 Billion Searches Every Day**

The search engine giant **Google** handles more than **3.5 billion** searches daily! That's over **40,000 searches per second** on average, showcasing how integral the internet is for information retrieval.

#### **6. The Internet's "Backbone" is Made of Undersea Cables**

Much of the internet's data travels through massive **undersea cables**. These cables run under the oceans and are responsible for connecting countries across continents. Over **99% of global data** is transferred through these cables!

#### **7. There Are More Mobile Devices Than People**

There are now more **mobile devices** (like smartphones, tablets, and laptops) connected to the internet than there are people in the world! According to estimates, there were around **16.7 billion** mobile-connected devices globally in **2023**, which is more than double the world's population.

#### **8. YouTube Is the Second Largest Search Engine**

After Google, **YouTube** is the second most-used search engine on the internet. Every **minute**, more than **500 hours of video** are uploaded to YouTube, making it a massive platform for sharing video content.

#### **9. The Internet Is Full of Websites – Over 1.9 Billion**

As of 2023, there are more than **1.9 billion websites** on the internet. Of course, not all of them are active, but it's still a massive number that shows how much content exists in cyberspace.

#### **10. The Internet Is Made of More Than Just Websites**

While websites are a huge part of the internet, **social media** platforms, **apps**, **cloud storage**, and even things like **the Internet of Things (IoT)** (which connects everyday devices like refrigerators, thermostats, and cars) are part of the internet's vast ecosystem.

#### **11. More Than Half of Internet Traffic Is from Bots**

A significant amount of internet traffic comes from **bots** (automated programs). In fact, **over 50%** of web traffic is generated by bots. These bots can be used for everything from indexing search engines to more malicious activities like spam or cyberattacks.

### 12. The First Online Purchase Was a Pizza

The first-ever **online purchase** was made in **1994** by a man named **Dan Kohn**. He bought a pizza from a site called **Pizza Hut**—an early demonstration of how e-commerce would change the way people shop online.

### 13. The Internet Is a Key Driver of E-Commerce

Online shopping has been revolutionized by the internet. In 2020, **e-commerce sales** worldwide reached **\$4.28 trillion**, and it continues to grow each year. People now spend billions of dollars on online purchases, from books to clothing to electronics.

### 14. There Are Over 2 Billion Active Social Media Users

As of 2023, **social media** platforms like Facebook, Instagram, Twitter, and TikTok boast over **2 billion active users**. This shows how important social media has become for communication, marketing, and entertainment.

### 15. Internet Usage Doubled in the Last Decade

Over the last decade, internet usage has more than **doubled**. In 2010, about **2.1 billion** people used the internet. Today, that number has surpassed **5 billion**, reflecting the massive global expansion of internet access.

## SPEAKING TASK

1. How has the internet changed the way we communicate with each other?
2. What are some of the advantages of using the internet every day?
3. How do you usually use the internet in your daily life?
4. In what ways has the internet changed the way we work or study?
5. How do you feel about the impact of social media on personal relationships?

6. Are you a member of any online communities or forums? What do you like about them?
7. How has social media influenced your life or the lives of people around you?
8. Do you prefer shopping online or in physical stores? Why?
9. What new technologies related to the internet are you most excited about (e.g., virtual reality, artificial intelligence)?
10. Can the internet play a role in promoting world peace? How?

## HOMETASK

### 1. Introduction: The Importance of Interviews and Notes in Journalism

- **Explain why interviews are central to journalism:** Interviews are crucial for obtaining first-hand information, quotes, and insights for a story. You could mention how journalists rely on interviews for everything from news reports to feature stories, and even investigative journalism.
- **The role of taking notes:** Highlight how note-taking is essential for journalists to capture key points, quotes, and details that may otherwise be forgotten or overlooked.

### 2. How to Conduct an Effective Interview

- **Preparation is Key:**

**Research the Interviewee:** Before the interview, it's important to research the person you're interviewing. Understanding their background, position, and the topic will help you ask informed questions.

**Create a List of Questions:** Prepare a set of questions in advance, but also be ready to ask follow-up questions based on the responses you receive.

**Set the Right Environment:** Choose a quiet location to ensure that you can hear the interviewee clearly and they can speak freely.

- **Building Rapport:**

Start the interview by establishing a comfortable atmosphere. Be polite, introduce yourself, and explain the purpose of the interview.

Engage in small talk to help the interviewee feel more at ease.

- **Asking Open-Ended Questions:**

Explain that open-ended questions (those that require more than a yes/no answer) are crucial for getting detailed responses. For example, instead of asking, "Did you like your job?" ask, "What do you enjoy most about your job?"

- **Active Listening:**

Emphasize the importance of active listening, which means focusing on what the interviewee is saying and reacting accordingly. This will allow you to ask better follow-up questions and capture key information.

- **Handling Difficult Situations:**

Sometimes interviews can be challenging (e.g., the interviewee becomes defensive or evasive). You could discuss strategies for handling these situations, like staying calm, being respectful, and asking the question from a different angle.

### **3. Effective Note-Taking Techniques**

- **Why Take Notes?:**

Explain that taking notes helps journalists remember important details, quotes, and facts. In the absence of recording equipment, notes are essential.

Notes also serve as a backup in case of technical issues with audio or video recordings.

- **Tips for Taking Good Notes:**

**Be Quick and Accurate:** Explain that journalists must write quickly and capture the essence of what's being said without writing everything verbatim.

**Use Abbreviations and Symbols:** Journalists often develop their own shorthand to capture information faster (e.g., "w/" for "with," "gov" for "government").

**Focus on Key Points:** Encourage students to write down key facts, quotes, and insights rather than trying to record everything.

**Highlight Important Information:** Use different colors or underline important points to make it easier to spot crucial details later on.

- **Use a System:**

Discuss the importance of having a consistent system for taking notes (e.g., bullet points, numbered lists) to ensure clarity and make it easier to transcribe later.

Encourage breaking up the notes into sections (e.g., background information, key quotes, follow-up questions).

- **Organize Your Notes Post-Interview:**

After the interview, it's important to go through your notes and organize them. You can add clarifications, check for accuracy, and fill in any gaps while the interview is still fresh in your mind.

#### **4. Conclusion: The Importance of Interviews and Notes in Journalism**

- **Summarize the Key Points:** Recap the main elements of conducting interviews effectively and the importance of taking accurate notes.
- **Reflection:** End by discussing how the ability to conduct interviews and take organized notes are essential skills for any journalist. These skills help in gathering reliable information, writing strong stories, and building trust with both the audience and the interviewees.

#### **5. Visual Aids (Optional)**

- **Flowchart or Infographic:** You could include a flowchart or an infographic showing the steps of preparing for and conducting an interview, including the note-taking process.
- **Example of Notes:** You could provide an example of what effective notes might look like, showing shorthand, key points, and how they are organized.

### READING: THE RISE OF YOUTUBE

#### New Words and Phrases:

Video-sharing platform – Video almashish platformasi

User-friendly – Foydalanuvchilarga qulay

Democratization – Demokratizatsiya

Influencers – Ta'sirchilar

Monetize – Pul ishlash

Platform for earning income – Daromad olish platformasi

Ad revenue – Reklama daromadi

Content moderation – Kontentni moderatsiya qilish

Algorithm transparency – Al'goritmning oshkoraligi

#### Read and translate this text:

YouTube, the world's largest video-sharing platform, began with a simple idea in 2005. Three former PayPal employees — **Chad Hurley**, **Steve Chen**, and **Jawed Karim** — wanted to create a website where people could easily upload and share videos. At the time, sharing videos online was difficult, and there were no platforms that allowed users to easily upload and view videos. YouTube became the answer.

The first video ever uploaded to YouTube was titled "**Me at the zoo**", featuring **Jawed Karim** standing in front of elephants at the San Diego Zoo. This video, which is still available on YouTube today, marked the start of an era in which millions of videos would be uploaded daily.

Within a year, YouTube's popularity exploded. The platform's **ease of use** and its **user-friendly interface** made it attractive to millions. By **2006**, it was attracting millions of users and billions of views. Recognizing its potential, **Google** bought YouTube for **\$1.65 billion** in stock in November of that year. This was a defining

moment in the rise of YouTube, and Google's investment allowed the platform to grow even faster.

Over the next few years, YouTube changed the way people consumed media. It made it possible for anyone with a camera to share their voice and ideas with a global audience. This democratization of content creation led to the rise of **YouTube influencers** — ordinary people who became famous for their unique content. These influencers connected with audiences in a personal way, and some even turned their channels into profitable businesses.

Another significant milestone for YouTube came in **2007** with the launch of the **YouTube Partner Program**. This program allowed creators to **monetize** their content by earning money from ads that were displayed on their videos. This transformed YouTube from a simple video-sharing site into a **platform for earning income** and launching careers. Creators like **PewDiePie**, **Zoella**, and **Shane Dawson** began making millions through ad revenue, sponsorships, and merchandise.

As YouTube grew, it expanded into new areas. In **2015**, YouTube launched **YouTube Red**, which later became **YouTube Premium**, offering ad-free content, exclusive shows, and a music streaming service. In addition, YouTube introduced **YouTube Music**, competing with other popular music platforms like **Spotify** and **Apple Music**.

One of the most notable aspects of YouTube is its **global impact**. The platform transcended borders and connected people from different cultures, backgrounds, and languages. Videos could be shared across the globe in an instant. YouTube became not just a source of entertainment, but also a platform for education, with **educational content** such as tutorials, courses, and DIY videos attracting millions of views.

Despite its success, YouTube has faced challenges. It has been criticized for issues related to **content moderation**, **copyright infringement**, and **algorithm transparency**. Over the years, YouTube has introduced policies to address these

concerns, but it continues to face scrutiny over how it handles harmful or misleading content.

Today, YouTube is more than just a platform for watching videos. It has become a **hub for creators, businesses, and educators**. With over **2 billion active users** and over **500 hours of video uploaded every minute**, YouTube remains one of the most influential platforms on the internet.

### **Answer the questions**

1. Who were the three former PayPal employees that created YouTube?
2. What was the title of the first video ever uploaded to YouTube, and who was in it?
3. How did YouTube's popularity change within its first year?
4. How much did Google buy YouTube for, and when did this happen?
5. What was the significance of Google's investment in YouTube?
6. How did YouTube change the way people consumed media?
7. What is meant by the "democratization of content creation" on YouTube?
8. How did the YouTube Partner Program benefit creators?
9. Name some famous creators who made millions through the YouTube Partner Program.
10. What new features or services did YouTube introduce in 2015?
11. How did YouTube impact global culture and education?
12. What challenges has YouTube faced over the years?
13. What are some concerns related to content moderation, copyright, and algorithm transparency on YouTube?
14. How has YouTube evolved to become more than just a platform for watching videos?
15. How many active users does YouTube have today, and how much content is uploaded every minute?



## GRAMMAR: RELATIVE CLAUSES

### Relative Clauses (Relative Pronouns)

Relative clauses are used to give more information about a noun mentioned earlier in a sentence. They are introduced by relative pronouns such as **who**, **which**, **that**, **whose**, and **whom**.

### Grammatical Formula

#### 1. Relative Clause + Noun

Example: "The book *that I bought yesterday* is amazing."

Here, "that I bought yesterday" is the relative clause providing more information about "the book."

#### 2. Subject + Verb

Example: "She is the person *who* helped me."

"Who helped me" is a relative clause modifying "the person."

### Types of Relative Clauses

#### 1. Defining (Restrictive) Relative Clauses

These clauses give essential information to identify the noun. Without the relative clause, the sentence would not make sense.

**Relative Pronouns Used: who, which, that**

Example: "The movie *that* I watched last night was incredible."

The relative clause "that I watched last night" is necessary to understand which movie is being referred to.

#### 2. Non-Defining (Non-restrictive) Relative Clauses

These clauses add extra information that isn't essential for identifying the noun. You can remove the clause and still have a complete sentence. Non-defining clauses are separated by commas.

**Relative Pronouns Used: who, which, whose**

Example: "My sister, *who* lives in London, is visiting me next week."

The clause "who lives in London" adds extra information but isn't necessary to know who my sister is.

### Common Relative Pronouns

1. **Who** – for people (subject of the verb)  
Example: "The man *who* is sitting over there is my brother."
2. **Whom** – for people (object of the verb or preposition)  
Example: "The person *whom* I met yesterday is coming to the party."
3. **Which** – for things or animals  
Example: "I read a book *which* is about history."
4. **That** – for people, things, or animals (can be used in defining clauses, not in non-defining clauses)  
Example: "The car *that* I bought is red."
5. **Whose** – shows possession (for people, animals, and things)  
Example: "The girl *whose* phone rang was embarrassed."

### Rules for Relative Clauses

1. **Defining relative clauses:**  
Do not use commas.  
Use **that** instead of **who** or **which** when the clause is restrictive and necessary.  
Example: "The students *that* study hard usually pass the exam."
2. **Non-defining relative clauses:**  
Always use commas.  
You can use **who**, **whom**, **which**, or **whose**.  
Example: "My uncle, *who* is a teacher, is very kind."
3. **Omitting the Relative Pronoun:**  
In defining clauses, you can omit the relative pronoun (subject or object) when it's the object of the relative clause.  
Example (Subject): "The book *I* borrowed is interesting." (Here, the relative pronoun *that* is omitted.)  
Example (Object): "The man *I* met is nice." (Here, *whom* is omitted.)

## **Grammar Exercises**

### **Exercise 1. Choose the correct relative pronoun.**

1. The car \_\_\_\_ I bought is new.  
a) who b) which c) whom
2. The man \_\_\_\_ helped me is very kind.  
a) who b) that c) whose
3. The movie \_\_\_\_ I watched last night was exciting.  
a) which b) who c) whose
4. I know the woman \_\_\_\_ you spoke to.  
a) that b) whom c) who
5. The students \_\_\_\_ missed the test will have to retake it.  
a) who b) whom c) whose

### **Exercise 2. Combine the sentences using relative clauses.**

1. The book is very interesting. I borrowed it from the library.
2. The teacher is very nice. I told you about her.
3. The car is very expensive. She drives it.
4. I know a girl. Her brother is a doctor.

### **Exercise 3. Correct the mistakes in the sentences.**

1. The man who I spoke to was very helpful.
2. The restaurant which we ate was great.
3. The dog which is barking is my neighbor's.

### **Exercise 4. Choose the correct relative pronoun (who, which, that, whose, whom).**

1. The book \_\_\_\_ I borrowed from the library is amazing.  
a) who b) which c) whom
2. The girl \_\_\_\_ is sitting next to me is my sister.  
a) that b) who c) whose
3. The man \_\_\_\_ I spoke to yesterday is a famous actor.  
a) whom b) who c) which

4. This is the house \_\_\_\_ windows are very big.  
a) whose b) who c) which
5. The students \_\_\_\_ passed the exam will get a certificate.  
a) whom b) who c) which

**Exercise 5. Combine the sentences using relative clauses.**

1. The teacher is very friendly. She is in charge of the class.
2. I saw a movie last night. It was really exciting.
3. This is the book. I am reading it right now.
4. He met the girl. Her parents are famous artists.
5. The restaurant was fantastic. We ate there yesterday.

**Exercise 6. Fill in the blanks with the correct relative pronoun (who, which, that, whose, whom).**

1. The woman \_\_\_\_ lives next door is a doctor.
2. The phone \_\_\_\_ I bought yesterday is not working properly.
3. The artist \_\_\_\_ painted this picture is famous worldwide.
4. The students \_\_\_\_ are in the library are studying for exams.
5. The car \_\_\_\_ was parked outside has disappeared.

**Exercise 7. Correct the mistakes in the sentences.**

1. The book that I read last night was really interesting.
2. The people who we met at the party were very friendly.
3. The teacher, whom is very strict, gave us homework.
4. The movie which we watched yesterday was boring.
5. The girl whose her dress is blue is my cousin.

**Exercise 8. Decide whether the relative clause is defining or non-defining.**

1. The students who study hard get good grades.  
a) Defining b) Non-defining

2. My uncle, who lives in Paris, is coming to visit.  
a) Defining b) Non-defining
3. The car that I drive is very old.  
a) Defining b) Non-defining
4. Our neighbor, whose dog barks a lot, is moving away.  
a) Defining b) Non-defining

## WEBSITE REVIEW: "DUOLINGO" - A FUN AND EFFECTIVE LANGUAGE LEARNING PLATFORM

**Website: Duolingo**

**Purpose:** Language learning platform for users of all ages



Duolingo is a popular online platform that provides free language courses to millions of users worldwide. The platform offers an engaging, gamified approach to learning over 30 languages, ranging from Spanish and French to less common options like Welsh and Klingon. In this review, I'll take a closer look at Duolingo's features, design, and overall user experience.

## **Design and Layout**

Duolingo's design is colorful, playful, and modern, appealing to all ages. The website and mobile app use bright greens and blues to keep users engaged. The layout is simple yet effective, with clear menus and easy navigation. Once you create an account, you are guided to your dashboard, where you can immediately begin your lessons. The language selection is front and center, making it easy for users to choose their course and start learning right away.

### **Pros:**

- Bright, inviting color scheme

- Easy-to-navigate interface

- Clear organization of lessons and features

### **Cons:**

- Can sometimes feel too "game-like" for users looking for more serious learning experiences

## **Content and Features**

Duolingo excels in offering bite-sized lessons, making it easier to stay consistent with learning. The platform uses a combination of speaking, listening, translation, and vocabulary exercises to reinforce learning. The gamification aspect—where you earn points, level up, and unlock new features—keeps learners motivated. Plus, Duolingo offers fun challenges and reminders to practice daily, helping users stay on track.

One of Duolingo's most unique features is its "Stories" section, where users can read short, interactive stories in the language they're learning. This feature adds a level of immersion, and it's a great way to apply your vocabulary and grammar skills in context.

Additionally, Duolingo offers a "Duolingo Plus" subscription that removes ads, provides offline access, and gives other advanced features for serious learners.

### **Pros:**

- Offers over 30 languages

Interactive and gamified learning approach

Stories feature for immersive learning

Free to use (with paid subscription options for extra features)

**Cons:**

Limited explanation of grammar rules for beginners

Some languages might feel too "basic" or oversimplified for advanced learners

**Functionality and Performance**

Duolingo is designed to work seamlessly across multiple devices, including smartphones, tablets, and desktops. I tested the website and the mobile app, and both platforms performed smoothly with minimal lag. The app is lightweight and user-friendly, making it easy to learn on the go. One of the standout features is the ability to work offline with Duolingo Plus, ensuring that you can keep learning even without an internet connection.

**Pros:**

Seamless cross-platform functionality

Mobile-friendly, offline access with Duolingo Plus

**Cons:**

Some lessons require internet access for full functionality

The website could be more optimized for larger screens

**User Experience**

Duolingo offers an engaging user experience with fun challenges and incentives. The platform uses a points system to gamify language learning, which encourages users to complete lessons every day. The "Streak" feature, which keeps track of your consecutive days of learning, motivates you to stay on top of your progress. However, the gamified approach might be a bit too casual for some. It doesn't provide in-depth grammar explanations or the context needed for advanced

learners. While it's fantastic for beginners and intermediate learners, it can feel limiting for people who want more comprehensive learning tools.

**Pros:**

- Gamified learning with points and levels
- Streak feature encourages daily practice
- Regular progress reminders help you stay motivated

**Cons:**

- Might feel too basic for advanced learners
- Lack of detailed grammar lessons

**Pros and Cons**

**Pros:**

- Fun, engaging design and layout
- Offers 30+ languages for free
- Gamified lessons that encourage consistency
- "Duolingo Stories" for real-world application of language skills
- Great for beginners and casual learners

**Cons:**

- Limited grammar explanation and in-depth learning for advanced students
- Ads interrupt the learning experience (unless you upgrade to Duolingo Plus)
- A bit too basic for those looking for a more comprehensive language program.

Duolingo has successfully made language learning accessible, fun, and engaging for people of all ages. Its combination of gamified lessons, interactive exercises, and its large variety of languages makes it one of the best free language platforms available today. While it's perfect for beginners and intermediate learners, advanced learners might need to supplement it with other resources for a more complete language education.



For anyone looking to casually learn a new language or improve basic language skills, Duolingo is definitely worth trying out. It's free, fun, and easy to use, making it an excellent tool for building language skills over time.

### **SPEAKING TASK**

1. How often do you use social media platforms like Instagram, Facebook, or WhatsApp?
2. How do you feel about the privacy settings on social media platforms?
3. How important is social media in staying connected with friends and family for you?
4. How do you feel about advertising on social networks like Facebook or Instagram?
5. Do you follow influencers on Instagram? Why or why not?
6. What type of content do you enjoy seeing the most on Instagram?
7. How do you feel about Instagram's algorithm? Do you think it affects what you see?
8. Do you think Facebook is still relevant for connecting with people, or is it losing popularity?
9. Do you use Facebook Groups? How useful do you find them for learning or staying informed?
10. Do you trust Telegram as much as other social media platforms for security? Why or why not?
11. Do you think Telegram will become more popular in the future?

### **HOMETASK**

#### **Introduction: The Birth of YouTube**

- **Start with the basics:** Briefly introduce YouTube, including when and how it was created (launched in 2005 by Steve Chen, Chad Hurley, and Jawed Karim).

- **Early days:** Mention how the platform started as a space to upload and share videos, and its initial focus on allowing anyone to share their personal or creative content.
- **The significance:** Highlight YouTube's role in democratizing content creation, allowing individuals from all around the world to share their voices and talents.

### **YouTube's Growth: Key Milestones**

- **YouTube's Early Success:**

Mention the rapid growth YouTube experienced, especially after being acquired by Google in 2006 for \$1.65 billion. This acquisition provided YouTube with more resources, allowing it to expand globally.

Discuss how YouTube became the go-to platform for video content, surpassing competitors like Vimeo.

- **The Rise of Creators:**

Explain how YouTube enabled creators to gain massive followings, starting with early content creators like "Smosh," "Ray William Johnson," and "PewDiePie."

Discuss the rise of YouTube stars, vloggers, and influencers who built careers around their channels.

- **Monetization and the YouTube Partner Program:**

Talk about the introduction of the YouTube Partner Program in 2007, which allowed content creators to earn revenue from ads shown on their videos.

Discuss how this created new opportunities for people to make a living from creating content, changing the media landscape.

### **3. The Impact of YouTube on Various Industries**

- **Entertainment:**

Explain how YouTube has disrupted traditional entertainment, allowing independent filmmakers, musicians, and comedians to gain a massive audience.

Discuss YouTube's role in launching careers of people like Justin Bieber, who was discovered on YouTube.

- **Marketing and Advertising:**

Highlight the shift in how brands and businesses use YouTube as a marketing tool. With the rise of YouTube influencers and sponsored content, companies realized the potential to reach global audiences through video content.

Talk about the importance of YouTube in digital marketing strategies and how businesses use YouTube ads and collaborations with influencers to increase their brand visibility.

- **Education:**

Discuss how YouTube became a popular platform for educational content, with channels offering tutorials, online courses, and informational videos.

Mention how YouTube has influenced self-learning and become a hub for people looking to learn new skills.

- **Competition from Other Platforms:**

Discuss the competition YouTube faces from platforms like TikTok, Instagram, and Facebook, which are also competing for video content and viewers' attention.

Explain how YouTube has responded to this competition, such as launching YouTube Shorts to compete with TikTok-style short videos.

#### **4. The Future of YouTube**

- **YouTube's Evolution:**

Discuss YouTube's continuing evolution, including new features, such as YouTube Premium, YouTube TV, and YouTube Shorts.

Mention YouTube's growing push into live streaming, which competes with Twitch, and how this affects the platform's future direction.

- **Innovation and Trends:**

Predict how YouTube might change in the coming years. This could involve exploring how YouTube might embrace new technologies like virtual reality (VR), augmented reality (AR), and AI-driven content creation.

- **Global Impact:**

Discuss YouTube's increasing role in shaping global conversations, from politics to social justice movements, and how the platform may continue to influence culture, education, and business around the world.

### **5. Conclusion: YouTube's Legacy**

- **Summarize YouTube's Influence:** Conclude by summarizing how YouTube has changed the way we consume media, connect with others, and build careers.
- **Your Opinion:** Reflect on how YouTube has impacted your life or the world in general, and share your thoughts on its potential future.

## **UNIT 10**

### **MAKE YOURSELF AT HOME: BEING A GOOD GUEST.**

#### **New Vocabulary and Phrases**

**Etiquette** – Etiqad (Sotsial va madaniy normalar va qoidalar)

**Overstay your welcome** – Mehmonlik muddatini oshirish (Mehmon sifatida juda uzoq qolish)

**Host** – Mehmonxona egasi (Mehmonni kutib oluvchi shaxs)

**Compliment** – Ma'qullash (Biri haqida ijobiy fikr bildirish)

**House rules** – Uy qoidolari (Mehmonlar uchun o'rnatilgan xonada qolish qoidolari)

**Gratitude** – Minnatdorchilik (Rahmat yoki shukronalik bildirish)

#### **Read and translate this text**

When someone invites you into their home, they are opening their doors to you, quite literally. The phrase "Make yourself at home" is a common invitation, encouraging you to relax and feel comfortable. However, while you are being encouraged to relax, it's important to still remain considerate of your host's space and their time.

When a host says, "Make yourself at home," they are letting you know that they want you to be comfortable. It's a friendly invitation, but it also comes with certain responsibilities. You are a guest in their home, so while you can feel free to relax, it's essential to follow some basic etiquette.

Being a good guest is about finding a balance between enjoying yourself and being respectful of your host. Here are some tips on how to be a thoughtful and considerate guest:

Whether you're visiting for a short time or staying overnight, always remember that you're in someone else's home. Don't go through personal belongings or move things around without permission.

One way to be a great guest is to offer assistance. Whether it's setting the table, cleaning up, or getting drinks for everyone, your host will appreciate the gesture. Even if they decline, your offer shows that you're thoughtful and willing to contribute.

Know when it's time to leave. If you're invited for dinner, don't stay until late hours unless the host suggests it. Be mindful of their time and energy.

Many people have rules for their homes, such as taking off shoes, not using certain rooms, or turning down the volume of music. Pay attention to these and respect them. It shows that you care about your host's comfort.

If you have any food allergies or dietary restrictions, inform your host ahead of time so they can accommodate you. It's also polite to compliment the meal and thank them for the effort they put into preparing it.

When you leave, always thank your host for their hospitality. If you're staying for a longer period, perhaps send a thank-you note or a small gift to show your appreciation for their generosity.

### **Answer the questions**

1. What are some things you do to make your guests feel welcome in your home?
2. How do you feel when you're invited to someone's home for the first time?  
Do you ever feel nervous about being a good guest?

3. What do you think is the most important thing to remember when being a guest at someone's house?
4. Have you ever had a guest overstay their welcome? How did you handle the situation?
5. How do you express gratitude to your host after visiting their home?
6. What is one "house rule" you think is important for guests to follow?
7. How do you feel about bringing gifts when you are a guest at someone's home?
8. What would you do if you arrived at a friend's house and noticed that they were not prepared for your visit?

## GRAMMAR: LINKING WORDS

Linking words (also called **linking phrases**, **conjunctions**, or **transition words**) are used to connect ideas, sentences, and paragraphs. They help to make writing or speech flow more smoothly and logically. Linking words can indicate relationships such as cause, contrast, time, reason, and addition.

### Types of Linking Words

1. **Addition** These words are used to add more information to an idea.

**Examples:** and, also, furthermore, moreover, in addition, besides

**Example Sentences:**

She loves reading, **and** she enjoys writing too.

The food was delicious; **moreover**, the service was excellent.

2. **Contrast** These words show a contrast or difference between two ideas.

**Examples:** but, however, on the other hand, although, whereas, yet

**Example Sentences:**

I wanted to go swimming, **but** it started raining.

The movie was interesting; **however**, the ending was disappointing.

3. **Cause and Effect** These words explain reasons and results.

**Examples:** because, therefore, as a result, so, due to, thus

### Example Sentences:

She was tired, **so** she decided to go home early.

The company faced financial problems **because** of poor management.

4. **Time/Sequence** These words help to organize ideas according to time or sequence.

**Examples:** first, then, after, next, later, meanwhile, finally, eventually

### Example Sentences:

**First**, we went to the park. **Then**, we had lunch at a nearby restaurant.

The meeting was scheduled for 2 PM, but **later** it was postponed.

5. **Explanation/Clarification** These linking words help to explain or clarify something.

**Examples:** that is, in other words, for example, namely, such as

### Example Sentences:

She enjoys outdoor activities, **for example**, hiking and cycling.

He didn't want to go to the party, **that is**, he felt too tired.

6. **Summarizing** These words help to summarize or conclude ideas.

**Examples:** in conclusion, to sum up, overall, in brief, in short

### Example Sentences:

**In conclusion**, I believe we should try to find a compromise.

**To sum up**, the meeting was a success.

7. **Condition** These words introduce a condition or a situation that must be fulfilled for something else to happen.

**Examples:** if, unless, provided that, in case

### Example Sentences:

**If** it rains tomorrow, we will cancel the outdoor event.

You can go out **unless** you finish your homework.

### Common Linking Words:

Category	Linking Words
----------	---------------

Category	Linking Words
Addition	and, also, furthermore, moreover, in addition, besides
Contrast	but, however, on the other hand, although, whereas, yet
Cause and Effect	because, therefore, so, as a result, thus, due to
Time/Sequence	first, then, next, after, later, meanwhile, finally, eventually
Explanation	that is, in other words, for example, namely, such as
Summarizing	in conclusion, to sum up, overall, in brief, in short
Condition	if, unless, provided that, in case

## Grammar Practice

### Exercise 1. Fill in the blanks with appropriate linking words

1. She is very talented, \_\_\_\_\_ she is also very humble.
2. I couldn't find my keys; \_\_\_\_\_, I was late for the meeting.
3. The movie was interesting, \_\_\_\_\_ the ending was quite predictable.
4. \_\_\_\_\_ it rains tomorrow, we'll go to the park instead of the beach.
5. You should complete your homework first; \_\_\_\_\_ you can go out with your friends.

### Exercise 2. Choose the correct linking word for each sentence

1. I love watching movies, \_\_\_\_\_ I don't have much free time.  
a) however b) therefore c) because
2. We are going to the museum tomorrow, \_\_\_\_\_ we will have lunch at the café.  
a) so b) but c) then

### Exercise 3. Match the linking words with their correct usage

1. She loves reading books \_\_\_\_\_ she doesn't enjoy movies.  
a) but b) although
2. I didn't study for the test \_\_\_\_\_ I failed.  
a) because b) so



3. You should bring a jacket \_\_\_\_\_ it gets cold later.

- a) in case   b) unless

**Exercise 4. Fill in the blanks with the correct linking word.**

1. I studied hard for the exam, \_\_\_\_\_ I still didn't get a good grade.
2. She didn't want to go to the party, \_\_\_\_\_ she went anyway because her friends asked her.
3. The meeting was very long, \_\_\_\_\_ it was also quite informative.
4. We can go to the beach tomorrow, \_\_\_\_\_ it's sunny.
5. She enjoys playing tennis, \_\_\_\_\_ her brother prefers soccer.
6. I'm going to the store now, \_\_\_\_\_ I'll be back in an hour.
7. He didn't like the movie, \_\_\_\_\_ he didn't say anything.
8. We need to hurry, \_\_\_\_\_ we'll miss the bus.
9. \_\_\_\_\_ it was raining heavily, the match continued.
10. I can't go out tonight \_\_\_\_\_ I have to finish my project.

**Exercise 5. Choose the correct linking word for each sentence.**

1. I love reading books, \_\_\_\_\_ I don't have much time to read.  
a) but   b) because   c) so
2. We will visit the museum today, \_\_\_\_\_ we will go to the park tomorrow.  
a) but   b) however   c) and
3. You need to finish your work, \_\_\_\_\_ you can go home.  
a) before   b) unless   c) after
4. He doesn't like spicy food, \_\_\_\_\_ he avoids eating Indian dishes.  
a) but   b) so   c) therefore
5. I will not be able to attend the meeting, \_\_\_\_\_ I am not feeling well.  
a) because   b) although   c) unless
6. She practiced for months, \_\_\_\_\_ she still didn't win the competition.  
a) but   b) although   c) so

**Exercise 6. Match the linking words with their correct meaning**

<b>1. and</b>	a) A condition or consequence
<b>2. however</b>	b) A contrast or opposite idea
<b>3. because</b>	c) Addition or connecting ideas
<b>4. therefore</b>	d) Giving a reason or cause
<b>5. if</b>	e) A result or conclusion
<b>6. although</b>	f) A condition or situation that must be met

**Exercise 7. Rewrite the sentences using linking words.**

1. I was tired. I went to bed early.  
(Use "so")
2. We had to cancel the picnic. It was raining.  
(Use "because")
3. She loves to read. She doesn't have much time for it.  
(Use "but")
4. I was hungry. I didn't have enough money for lunch.  
(Use "although")
5. He didn't study. He passed the test.  
(Use "even though")

## DISCUSS SOCIAL SITUATIONS

### SOCIAL ISSUES

Social issues refer to those conditions that have a negative effect on a social group or individuals within the group.

DEFINITION	EXAMPLES
<p>Eagle and colleagues (2020) state that a social issue is:</p> <p>“...a condition that involves harm to one or more individuals and/or one or more social entities has at least one social cause and/or at least one social effect, and consequently has at least one or more social remedies” (p. 312).</p>	<ol style="list-style-type: none"><li>1. Poverty</li><li>2. Homelessness</li><li>3. Social Inequality</li><li>4. Violence</li><li>5. Exploitation</li><li>6. Unemployment</li><li>7. Ageism</li><li>8. Gentrification</li><li>9. Climate Change</li><li>10. Digital Divide</li></ol>

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1. How do you approach meeting new people at social events?
2. How do you handle awkward silences in a conversation?
3. What are some tips for being a good guest when attending a party?
4. How do you deal with a disagreement with a friend or colleague?
5. What's your approach to public speaking? How do you make yourself comfortable?
6. In what ways do you show respect during family gatherings?

## DESIGN A COMMUNITY

How do you design a community?

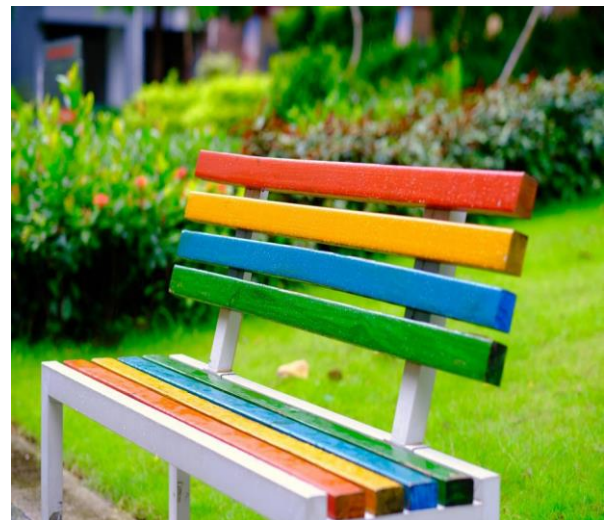
Design communities are places where like-minded individuals converge to discuss design, ask for feedback, and schedule conferences. This consistent exposure of

interacting with your community doesn't seem like a chore as opposed to other methods such as bootcamps outlined earlier.

Healthy communities are important because they let people shape their neighborhood and have a say. Community design gives people a voice and makes things fair. It helps them feel like they belong and have ownership. This can bring people in a community together and get them more involved.

### **Basic Principles of Community Design**

1. Build to Human Scale. Good urban design is people-oriented. ...
2. Design for Comfort and Safety. ...
3. Create Places to Congregate. ...
4. Provide Connections. ...
5. Connect Buildings to Streets and Sidewalks. ...
6. Mark Transitions and Boundaries. ...
7. Include Detail and Variety. ...
8. Build on Existing Precedents.



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 **Get started** – your perfect home is just a click away.

## **SPEAKING TASK**

1. What amenities does the hotel offer to guests?
2. Does the hotel have free Wi-Fi?
3. Are there any additional charges for parking or room service?
4. How far is the hotel from the nearest airport?
5. Does the hotel provide airport shuttle service?
6. Are there any special discounts for extended stays?
7. How can I make a reservation at the hotel?
8. What is the cancellation policy for the hotel?
9. Are there any restaurants or cafes inside the hotel?
10. Does the hotel offer any sightseeing or tour packages?
11. Are there any spa or wellness services available at the hotel?
12. What is the best time to visit this hotel?
13. Can I request a late check-out if needed?
14. How secure is the hotel in terms of guest safety and security?

## **HOMETASK**

### **The Importance of Being a Good Guest**

- **Explain the concept of hospitality:** Introduce the theme by discussing how being invited into someone's home is a special privilege. It shows trust and respect, and as a guest, it's important to behave in a way that reflects this respect.
- **Overview of the key aspects:** Highlight that being a good guest involves being polite, considerate, and appreciative of the host's efforts.

## 2. Respecting the Host's Space

Explain that every home has different rules (e.g., taking off your shoes, using the bathroom, where to sit, etc.), and it's important to respect these.

Discuss the idea of following the host's preferences or boundaries, such as respecting quiet hours or not going into certain rooms without permission.

Talk about how guests should leave their areas clean and organized. For example, not leaving dishes or trash around and making sure your belongings don't clutter shared spaces.

- **Ask Before Borrowing:**

Remind that asking for permission before using things like the bathroom, kitchen items, or the TV remote is a polite and respectful gesture.

## 3. Being Polite and Courteous

- **Arrive on Time:**

Emphasize the importance of punctuality. Arriving late can make your host feel stressed, so it's always good to arrive on time or communicate in advance if you're running late.

- **Express Gratitude:**

Always thank the host for inviting you and for their hospitality. A simple "thank you" goes a long way, whether in person or with a follow-up note or message after the visit.

- **Compliment the Host:**

You can compliment the food, decor, or how lovely the home is. It shows appreciation for the host's effort in preparing for your visit.

## 4. Being Considerate of Others

- **Be Mindful of Other Guests:**

If you're visiting with other people, be respectful of their space and feelings. Avoid dominating conversations or making others uncomfortable.

Offer to help or socialize with other guests, rather than only focusing on the host.

- **Know When to Leave:**

Discuss the importance of knowing when it's time to leave. Staying too long can make the host feel burdened. Leaving at an appropriate time is also a way of being considerate of the host's schedule.

## **5. Contributing to the Visit**

- **Bring a Small Gift:**

If culturally appropriate, bringing a small gift (e.g., a bottle of wine, flowers, or homemade treats) can be a lovely way to show appreciation for the host.

- **Offer Help:**

Offer to help the host with anything, whether it's setting the table, cleaning up, or making drinks. This shows that you are not just a passive guest, but someone who appreciates the work involved in hosting.

## **6. Being a Good Guest in Different Situations**

- **For Formal Gatherings:**

If you are attending a formal event (e.g., dinner party, wedding), explain how you should dress appropriately, be on your best behavior, and follow any formal etiquettes that are expected.

- **For Informal Visits:**

In casual settings, while the rules might be more relaxed, it's still important to be respectful, polite, and grateful for the invitation.

## **7. Conclusion: A Good Guest Leaves a Positive Impression**

- **Summary:** Recap the importance of being a good guest and how simple actions like showing gratitude, being polite, and respecting the host's space can leave a lasting positive impression.

- **Personal Reflection:** Conclude by reflecting on how you would want to behave as a guest and how it feels to host someone in your home. Discuss how you would like guests to behave when visiting you.

## UNIT 11

### READING: TYPES OF MEDIA: TRADITIONAL VS. SOCIAL

#### Read and translate this text

The distinction between **traditional media** and **social media** lies in how content is created, shared, and consumed, as well as the level of interaction and accessibility they offer. Here's a breakdown of both types:



#### Traditional Media

Traditional media refers to established forms of mass communication that have been around for many years. It is mostly one-way communication, where content is created by professionals and delivered to a passive audience.

#### Examples of Traditional Media:

**Television:** Broadcasts programs like news, entertainment, sports, and more.

**Radio:** Transmits audio content, such as music, news, and talk shows.



**Print Media:** Includes newspapers, magazines, brochures, and books.

**Billboards and Posters:** Physical advertising often used in public spaces.

**Direct Mail:** Physical promotional material sent to individuals.

### **Characteristics of Traditional Media:**

**One-way communication:** Content flows from the creator to the audience with limited feedback.

**Limited interactivity:** Audience can't interact in real-time with the content.

**Professional production:** Content is created by professional teams (journalists, editors, producers).

**Wider reach:** Often has the ability to reach large, mass audiences.

**Scheduled:** Content is typically available at fixed times (TV shows, radio programs).

### **Social Media**

Social media is a newer form of media that allows people to interact and share content more easily. It is often digital, interactive, and built around user-generated content.

### **Examples of Social Media:**

**Facebook:** A platform for sharing status updates, photos, videos, and more.

**Twitter (now X):** Focuses on short messages (tweets), news, and real-time conversation.

**Instagram:** A photo- and video-based platform, popular for personal and business content.

**TikTok:** A short-video sharing platform that allows for viral content and creative expression.

**YouTube:** A video-sharing platform where users upload content ranging from personal vlogs to professional productions.

**LinkedIn:** A professional networking platform for business-related content.

**Snapchat:** A multimedia messaging platform that focuses on ephemeral content.

## Characteristics of Social Media:

**Two-way communication:** Users can engage with content, comment, share, and create their own content.

**User-generated content:** Much of the content is created by users, rather than professionals.

**Interactivity:** High level of engagement through likes, comments, shares, and other interactions.

**Real-time access:** Content is instantly available and can go viral quickly.

**Personalization:** Algorithms tailor content based on user behavior and preferences.

**Global reach:** People can interact from anywhere, breaking down geographical barriers.

## Key Differences

Aspect	Traditional Media	Social Media
Communication	One-way (broadcast)	Two-way (interactive, participatory)
Content Creation	Professional (media companies, agencies)	User-generated (anyone with an account)
Reach	Large but often regionally focused	Global reach, but can be niche
Feedback	Limited (letters, call-ins, surveys)	Immediate (comments, likes, shares)
Time Sensitivity	Scheduled broadcasts	Real-time, content is instantly available
Cost	Expensive (ads, production, distribution)	Low-cost or free for creators
Control	Controlled by media organizations	Highly decentralized, democratized

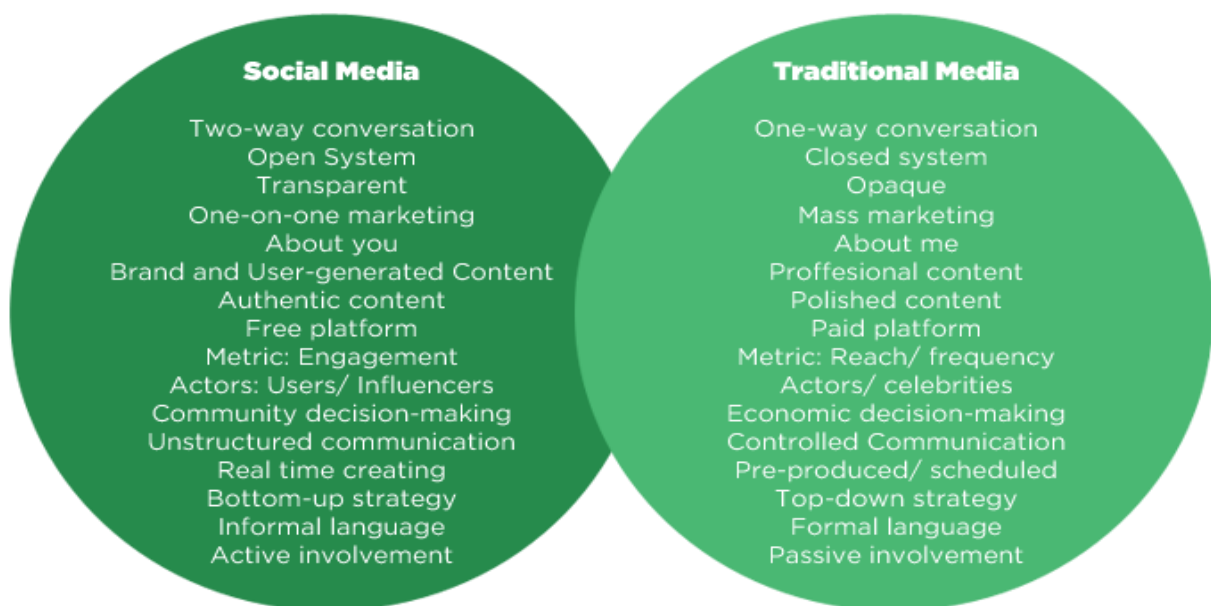
Aspect	Traditional Media	Social Media
Examples	TV, Radio, Print, Billboards	Facebook, Twitter, Instagram, TikTok

### Similarities:

**Entertainment and Information:** Both can be used to entertain, inform, and influence.

**Marketing Potential:** Both are powerful tools for advertising and brand promotion.

**Audience:** Both have vast, diverse audiences, though the way they reach them differs.



### Answer the questions

1. What are the main differences between traditional media and social media?
2. How does content creation differ between traditional media and social media?
3. What are some examples of traditional media platforms, and how do they compare to social media platforms?

4. In what ways does traditional media reach a larger audience compared to social media?
5. How does the level of interaction differ between traditional media and social media?
6. Why is social media considered more interactive than traditional media?
7. What are the advantages of traditional media for advertisers, compared to social media?
8. How has social media changed the way people consume news and entertainment?
9. What role does user-generated content play in social media compared to traditional media?
10. How has the democratization of content creation on social media impacted traditional media?
11. Why do some people still prefer traditional media over social media?
12. What are the key challenges faced by traditional media in today's digital age?
13. How has social media impacted the marketing strategies of businesses and brands?
14. What are the cost differences between advertising on traditional media vs. social media?
15. Do you think traditional media will disappear in the future, or will it coexist with social media? Why?

## GRAMMAR: HYPOTHETICAL CONDITIONAL

A **hypothetical conditional** is a type of conditional sentence that expresses a situation that is unreal, imagined, or unlikely to happen. It is used to talk about hypothetical scenarios and their possible results. These sentences typically discuss present or future situations that are not true or not likely to happen, and they follow a specific grammatical structure.

### 1. Structure of Hypothetical Conditional Sentences

A **hypothetical conditional** is formed using the **if clause** (the condition) and the **main clause** (the result). The general structure is:

**If + past simple, would + base verb.**

**If clause:** This part of the sentence introduces the hypothetical condition, using the **past simple** verb form (even if referring to the present or future).

**Main clause:** This part of the sentence introduces the hypothetical result, using **would** + the base form of the verb.

## 2. Examples of Hypothetical Conditionals

### 1. **If I had more time, I would learn to play the piano.**

The speaker doesn't have more time, but they are imagining what they would do if they did.

### 2. **If he studied harder, he would pass the test.**

The speaker is suggesting that he doesn't study hard enough, but if he did, the result would be passing the test.

### 3. **If they lived closer to the beach, they would go swimming every day.**

They don't live near the beach, but if they did, swimming would be a daily activity.

## 3. Negative Form of Hypothetical Conditionals

To make a hypothetical conditional negative, you use **would not** or its contracted form **wouldn't** in the main clause. The **if** clause remains the same.

**If I knew the answer, I wouldn't hesitate to tell you.**

**If she were here, she wouldn't be happy with the decision.**

## 4. Common Uses of Hypothetical Conditionals

**Unreal or improbable situations:**

Hypothetical conditionals often express something that is unlikely to happen or is purely imagined.

- **If I won the lottery, I would travel the world.** (Winning the lottery is unlikely, but it's a hypothetical situation.)

### **Advice or suggestions:**

A common way to give advice or make suggestions is to use the second conditional with “if I were you.”

**If I were you, I would talk to him about it.** (This suggests an action you might take if you were in the other person's position.)

### **Regret or wish** (in the past, using "if + past perfect"):

A variation of the hypothetical conditional is used to express regret or things you wish had happened in the past. This is known as the **third conditional**, but it's still part of the larger category of hypothetical conditionals.

**If I had known, I would have helped you.**

## **5. "If I Were You" Structure**

One common form of the second conditional is the phrase "**If I were you**", which is used to give advice. In this case, **were** is used instead of **was** for all subjects (I, he, she, etc.), even though it is technically incorrect in everyday English. This form is considered grammatically correct and is often used in formal writing or speaking.

**If I were you, I would apologize.**

**If I were in your shoes, I would take a different approach.**

## **6. "Were to" Structure in Hypotheticals**

Another form of the second conditional involves the use of "**were to**" instead of the simple **if** clause. This is used for more formal or hypothetical situations, often in written or advanced English.

**If she were to ask for my help, I would gladly assist her.**

**If they were to offer me a job, I would accept it.**

## **7. Hypothetical Conditional with Modal Verbs**

While **would** is the most common auxiliary verb in hypothetical conditionals, you can also use other modals like **could** and **might** to express possibility, ability, or permission.

**If he trained harder, he could run a marathon.** (Expresses ability.)

**If we had more money, we might buy a new house.** (Expresses possibility.)

## 8. Past Hypotheticals

To talk about hypothetical situations in the past (things that didn't happen), you can use the **third conditional**, which uses **if + past perfect** and **would have + past participle**.

**If I had known about the meeting, I would have attended.**

**If she had studied harder, she would have passed the exam.**

### Summary of Key Points

**Hypothetical conditionals** talk about imagined, unreal, or unlikely situations in the present or future.

The structure is: **If + past simple, would + base verb**.

The negative form uses **would not** or **wouldn't**.

Hypothetical conditionals express:

Unreal or improbable situations (e.g., winning the lottery).

Advice or suggestions (e.g., if I were you).

Possibilities or abilities (e.g., could, might).

**"If I were you"** is a common phrase used to give advice.

Hypothetical conditionals can also be used to talk about past regrets or hypothetical past situations (third conditional).

## EXERCISES

### Exercise 1. Fill in the blanks with the correct form of the verb.

1. If I \_\_\_\_ (be) you, I \_\_\_\_ (apologize) for what I did.
2. If she \_\_\_\_ (study) harder, she \_\_\_\_ (pass) the exam.
3. If they \_\_\_\_ (have) enough money, they \_\_\_\_ (buy) a new car.
4. If we \_\_\_\_ (live) near the beach, we \_\_\_\_ (go) swimming every day.
5. If I \_\_\_\_ (know) about the party, I \_\_\_\_ (attend).

**Exercise 2. Complete the sentences using the correct form of the verb in parentheses.**

1. If I \_\_\_\_ (win) the lottery, I \_\_\_\_ (travel) around the world.
2. If he \_\_\_\_ (speak) Spanish, he \_\_\_\_ (get) a job in Spain.
3. If she \_\_\_\_ (not / be) so tired, she \_\_\_\_ (go) out with us tonight.
4. If they \_\_\_\_ (have) more time, they \_\_\_\_ (help) us with the project.
5. If we \_\_\_\_ (not / be) so busy, we \_\_\_\_ (visit) you this weekend.

**Exercise 3. Correct the mistakes in the following sentences.**

1. If I was you, I would speak to her immediately.
2. If he would study more, he will pass the exam.
3. If we had more money, we would buy a new house last year.
4. If you would ask me, I would help you.
5. If they lived in a bigger house, they would have invited us.

**Exercise 4. Make sentences using the second conditional. Use the following ideas:**

1. If you / have more free time / you / visit / me.
2. If I / not be / so busy / I / help / you.
3. If she / speak / French / she / work / in Paris.
4. If we / go / to the beach / we / swim / all day.
5. If they / know / about the problem / they / fix / it.

**Exercise 5. Choose the correct answer.**

1. If I \_\_\_\_ enough money, I would buy a new phone.  
a) have b) had c) will have
2. If they \_\_\_\_ earlier, they would not have missed the train.  
a) leave b) left c) had left
3. If I \_\_\_\_ the answer, I would tell you.  
a) know b) knew c) had known
4. If we \_\_\_\_ enough time, we would visit the museum.  
a) had b) have c) will have
5. If he \_\_\_\_ you, he would have helped you.



a) know   b) knew   c) knows

## TALK ABOUT IMPORTANT EVENTS IN HISTORY

Journalists have played an essential role in documenting, analyzing, and reporting on important events throughout history. Their work has often provided crucial information, shaped public opinion, and influenced political decisions. Here are some key moments in history where journalism had a significant impact:

### 1. The Watergate Scandal (1972–1974)

The Watergate scandal was a major political event in the United States that led to the resignation of President Richard Nixon. Investigative journalists **Bob Woodward** and **Carl Bernstein** of *The Washington Post* uncovered the involvement of the Nixon administration in a break-in at the Democratic National Committee headquarters and the subsequent cover-up. Their investigative reporting was critical in revealing the depth of the scandal and led to congressional hearings, ultimately culminating in Nixon's resignation. This event demonstrated the power of investigative journalism in holding those in power accountable.

### 2. The Pentagon Papers (1971)

The Pentagon Papers were a classified government report detailing the United States' political and military involvement in Vietnam from 1945 to 1967. The papers were leaked to the press by former Pentagon official **Daniel Ellsberg** and published by *The New York Times*. Journalists, including **Neil Sheehan**, **Hedrick Smith**, and others at *The Times*, reported on the documents, revealing how successive U.S. administrations had misled the American public about the war. The publication sparked a national debate about government secrecy, freedom of the press, and the public's right to know.

### 3. The Civil Rights Movement (1950s–1960s)

Journalists played a critical role in covering the Civil Rights Movement in the United States, helping bring the struggle for racial equality to the national stage. Newspapers, magazines, and television broadcasts brought attention to events like

the **Montgomery Bus Boycott**, the **March on Washington**, and the brutal treatment of African Americans in the South. Reporters such as **Eddie Adams** (who captured the famous photo of the execution of a Vietcong prisoner during the Vietnam War) and **Diane Nash** were instrumental in covering the movement's pivotal moments. Through their work, they helped raise awareness about racial injustice and mobilized support for legislative changes like the **Civil Rights Act of 1964** and the **Voting Rights Act of 1965**.

#### **4. The Vietnam War (1955–1975)**

The Vietnam War was one of the most heavily covered conflicts in history, with journalists reporting from the front lines and exposing the grim realities of the war. War correspondents such as **Walter Cronkite**, **David Halberstam**, and **Neil Sheehan** brought images of violence, destruction, and suffering into American living rooms, influencing public opinion. **Cronkite's** broadcast, in which he famously declared that the war was unwinnable, is said to have played a role in shifting public perception and eroding support for the war.

#### **5. The Fall of the Berlin Wall (1989)**

Journalists played a key role in reporting on the fall of the Berlin Wall, which marked the end of the Cold War and the reunification of Germany. Journalists from around the world, including **Peter Scholl-Latour** (a prominent French journalist) and **Christiane Amanpour** (then a young reporter for CNN), provided live coverage of the Wall coming down, which had been a symbol of the division between East and West during the Cold War. Their reporting was pivotal in conveying the momentous political shift occurring in Eastern Europe and the broader implications for the world.

#### **6. The 9/11 Attacks (2001)**

The attacks on September 11, 2001, were a defining moment in modern history. Journalists were among the first responders, covering the events in real time as the Twin Towers of the World Trade Center were attacked, and the Pentagon was struck. Reporters such as **Dan Rather** and **Peter Jennings** provided breaking news coverage as the events unfolded. The subsequent media coverage, including

documentaries, analysis, and investigative reporting, helped the world understand the impact of the attacks on the U.S. and the global response, which included the War on Terror and the invasion of Afghanistan and Iraq.

### **7. The Arab Spring (2010–2012)**

The Arab Spring was a series of pro-democracy uprisings, protests, and civil wars that spread across much of the Arab world. Journalists played an essential role in documenting these events, especially given the challenges posed by authoritarian governments. Reporters like **Marie Colvin**, who was covering the Syrian Civil War for *The Sunday Times*, risked their lives to report from the frontlines. Social media also played a crucial role in spreading information, with many citizen journalists using platforms like Twitter and Facebook to share updates. The Arab Spring brought global attention to issues of human rights, democracy, and political reform in the Arab world.

### **8. The Coverage of the AIDS Crisis (1980s–1990s)**

The AIDS epidemic, which began in the early 1980s, initially faced denial and stigma, but journalists were instrumental in bringing attention to the crisis. **Randy Shilts**, a journalist for *The San Francisco Chronicle*, was one of the first to cover the story extensively and published the book "**And the Band Played On**", which highlighted the government's slow response and the human cost of the epidemic. Journalists helped raise awareness about the disease, especially among marginalized communities, and advocated for policy changes related to healthcare and AIDS research.

### **9. The Refugee Crisis and Coverage of Migrant Journeys (2015-Present)**

The global refugee crisis, particularly the migration of millions of people fleeing war, persecution, and poverty, has been a major focus for journalists. Reporters have covered the dangerous journeys migrants take to reach Europe, the U.S., and other regions. The image of a drowned child, **Alan Kurdi**, on a beach in Turkey became a powerful symbol of the tragedy and drew international attention to the plight of refugees. Journalists from organizations like **BBC**, **Al Jazeera**, and

**Reuters** have helped highlight the human stories behind the crisis, advocating for a more compassionate and global approach to immigration and refugee policies.

### **10. The #MeToo Movement (2017-Present)**

The #MeToo movement, which highlighted the widespread prevalence of sexual harassment and assault, gained global momentum thanks to investigative journalism. **Jodi Kantor** and **Megan Twohey** of *The New York Times* played a key role in exposing the sexual misconduct of Hollywood producer Harvey Weinstein. Their reporting not only led to Weinstein's downfall but also empowered others to speak out about their experiences, sparking a broader conversation about sexual harassment and gender inequality in various industries worldwide. The #MeToo movement has brought about important cultural and policy shifts, influencing workplace laws, gender norms, and societal attitudes toward sexual misconduct.

### **SPEAKING TASK**

1. How has the role of media changed over the years?
2. Do you believe that media has a positive or negative influence on society? Why?
3. How do you stay informed about the news?
4. What types of media do you consume the most, and why?
5. Do you think media can shape public opinion? Can you give an example?
6. How has the rise of the internet and social media changed how we consume news?
7. Do you think print media, like newspapers and magazines, will survive in the digital age? Why or why not?
8. Do you believe that media companies have too much control over the information people receive? Why or why not?
9. What is the responsibility of journalists when reporting on sensitive or controversial topics?

10. How do you think social media platforms can deal with misinformation and hate speech?
11. How much do you think media influences our tastes in music, movies, and television?
12. How do you think streaming platforms like Netflix and YouTube are changing the entertainment industry?
13. How do you think the media portrays gender roles and relationships? Do you think it has a positive or negative effect on society?
14. How do you feel about the media coverage of recent global events like climate change, political unrest, or the COVID-19 pandemic?
15. What is your opinion on how the media has covered climate change and environmental issues? Do you think enough attention is being given to these topics?

## HOMETASK

### Defining Traditional and Social Media

- **Traditional Media:** Explain what traditional media refers to. This includes mass communication platforms like television, radio, newspapers, magazines, and billboards. These are often one-way forms of communication that rely on large-scale, established organizations to produce content.
- **Social Media:** Define social media as platforms where users create and share content, and can interact with others. This includes platforms like Facebook, Instagram, Twitter, YouTube, TikTok, etc. Social media is driven by user-generated content and allows for two-way communication between users and content creators.

### 2. Characteristics of Traditional Media

- **Professional Control:** Content in traditional media is typically controlled by professionals in the industry, such as journalists, editors, producers, and advertisers.
- **High Production Value:** Traditional media often requires significant resources and infrastructure to create and distribute content, such as expensive equipment and professional staff.
- **Limited Interactivity:** Unlike social media, traditional media does not typically allow for direct interaction with the audience. Feedback is limited to letters to the editor, phone calls, or letters sent in response to broadcasts.
- **Examples:** Television, radio, newspapers, magazines, and billboards.

### 3. Characteristics of Social Media

- **User-Generated Content:** Social media platforms allow users to create, share, and engage with content, giving everyone the ability to be a content creator. This is one of the most important aspects of social media.
- **Interactivity and Engagement:** Social media allows for instant interaction. Users can comment, like, share, retweet, and message each other. This leads to a more personal and interactive experience.
- **Global Reach:** Social media allows individuals, companies, and brands to reach a global audience instantly, whereas traditional media is often limited by geographic or national boundaries.
- **Real-Time Content:** Social media allows for the immediate dissemination of news and content, which is often updated in real time.
- **Examples:** Facebook, Instagram, Twitter, TikTok, YouTube, LinkedIn.

### 4. Comparison of Traditional and Social Media

- **Audience Reach:** Traditional media reaches a wide, often general audience through one-way communication. Social media allows for more targeted outreach, letting individuals and brands reach specific groups of people based on interests, demographics, and behavior.
- **Content Control:** Traditional media is controlled by large organizations and professional editors, while social media gives individuals and influencers the

power to create and share content freely, leading to a democratization of information.

- **Speed of Communication:** Social media is faster in terms of sharing and receiving information. News on social media can go viral in minutes, whereas traditional media often takes longer to process and distribute content.

## 5. Advantages of Traditional Media

- **Credibility and Trust:** Because traditional media sources often follow journalistic standards, they tend to be seen as more credible and authoritative.
- **Wide Audience:** Traditional media, like TV and radio, can reach broad audiences, especially in areas with limited internet access.
- **Higher Production Quality:** Traditional media often produces polished, professionally created content with higher production value.
- **Regulated Content:** Traditional media is often subject to governmental regulations that ensure accuracy, fairness, and adherence to community standards.

## 6. Advantages of Social Media

- **Instant Communication:** Social media allows for quick dissemination of information. Users can report live events and breaking news in real time.
- **Cost-Effective:** It's cheaper to produce and share content on social media. Anyone with a smartphone can create content and share it globally.
- **User Empowerment:** Social media gives individuals the power to become content creators, leading to a diversity of voices and opinions being shared.
- **Engagement:** Social media allows for direct engagement with content creators, brands, and even politicians, creating a level of connection that traditional media can't match.
- **Global Reach:** Social media enables global networking and sharing of content, regardless of geographic location.

## 7. Conclusion: The Future of Media

- **The Changing Landscape:** The media landscape is continuously evolving with the rise of new technologies and platforms. Traditional media is adapting by integrating digital content, while social media is becoming an increasingly important part of people's lives.
- **Blending of Both Worlds:** In many cases, traditional media and social media are blending together. For example, traditional media outlets now use social media platforms to share news and engage with their audience. Similarly, social media influencers and creators are often invited to appear on traditional TV programs or are hired for commercial projects.
- **Personal Reflection:** Conclude by reflecting on which type of media you prefer to consume and why. Do you trust traditional media more, or do you engage more with social media?

## UNIT 12

### READING: ACTIVE AND PASSIVE VOICE IN JOURNALISM

#### New words

- 1.Environmental Policy – Ekologik siyosat
- 2.Announced – E'lon qilindi
- 3.Podium – Taqdimot pallasasi
- 4.Notepad – Yozuv daftar
- 5.Reported – Xabar qilindi
- 6.Impersonal – Shaxsiy emas
- 7.Shifted – O'zgarish, ko'chirish
- 8.Objectivity – Obyektivlik
- 9.Neutral – Neytral
- 10.Immediacy – Tezkorlik
- 11.Concise – Qisqa va aniq
- 12.Focus – Diqqat



13. Formal – Rasmiy

14. Engaging – E'tiborni jalb qiluvchi

15. Journalists – Jurnalistlar

### **Read and compare active / passive voice**

In the world of journalism, the choice between active and passive voice can significantly shape the way a story is told. Journalists often have to decide which voice to use to create clear, engaging, and informative reports. This story explores how both active and passive voice play a role in journalism.

### **The Press Conference**

It was a busy morning at the press conference. **Sarah**, an experienced journalist, had just arrived at the event. She had heard that a new environmental policy was going to be announced by the government. As the reporters gathered around, **the minister** stood at the podium, ready to speak.

**“The government is introducing a new policy today,”** the minister said. Sarah quickly grabbed her notepad and began writing. She knew this policy would be a major story for her newspaper. She wrote down the words as they were spoken, making sure to report the facts as clearly as possible.

**Sarah’s article** started with the **active voice**: **“The government is introducing a new policy** to combat climate change,” she wrote. She knew that highlighting the government as the subject of the action made the message clear and direct. In the active voice, the subject - the government - was taking action, which was the most important part of the story.

### **The Passive Voice Decision**

Later that afternoon, Sarah’s editor, **James**, read over her article and suggested a small change. “Why don’t we make the announcement sound a little more formal and impersonal?” he asked. “Use passive voice.”

Sarah wasn’t sure at first, but she agreed to try. She edited the sentence, making the change:

**“A new policy to combat climate change has been introduced by the government.”**

Now, the focus was on the policy itself. The action—the introduction of the policy—was more important than who was announcing it. The passive voice was ideal here because it shifted the attention to the **policy** rather than the government, making it feel more objective and neutral.

### **The Effect on the Reader**

The next day, the article was published. Readers who picked up the paper read both versions of the news. Some of them appreciated the directness of the active voice in the headline. It told them exactly who was making the change. Others preferred the passive voice, which gave them the impression that the policy itself was the central point, not the government behind it.

Both active and passive voice have their strengths in journalism. **Active voice** creates a sense of immediacy and clarity, allowing readers to know who is responsible for the action. This is particularly useful when it’s important to identify who is making a decision or taking responsibility. On the other hand, **passive voice** can be used when the action or the result is more significant than the person or group performing it. It can also lend a sense of objectivity to the writing, especially in formal or news-driven reports.

For Sarah, the balance between active and passive voice was key to creating an article that was both informative and engaging. In the fast-paced world of journalism, knowing when to use each voice is an essential skill for every reporter.

## **WRITING: A SHORT ESSAY - LEARN TO STRUCTURE PARAGRAPHS**

Learning how to structure paragraphs effectively is an essential skill for writing. A well-organized paragraph helps the writer clearly communicate ideas and allows the reader to follow the message without confusion. A well-structured paragraph typically includes three main elements: the topic sentence, supporting sentences, and a concluding sentence.

## Topic Sentence

The topic sentence is the first sentence of the paragraph and introduces the main idea or argument. It sets the direction for the entire paragraph and tells the reader what the paragraph will discuss.

For example, if the paragraph is about the importance of education, the topic sentence might be:

**"Education plays a crucial role in shaping an individual's future."**

This sentence clearly indicates that the paragraph will explain why education is important.

## Supporting Sentences

Following the topic sentence, the supporting sentences provide details, examples, or explanations that support the idea presented in the topic sentence. These sentences give more information and make the paragraph complete and convincing.

For example, in the paragraph about education, supporting sentences could elaborate on the benefits of education:

***"Education helps people acquire necessary skills and knowledge, opening doors to career opportunities. It also fosters critical thinking, enabling individuals to make informed decisions in everyday life. Furthermore, education is a tool for breaking the cycle of poverty, offering individuals the means to improve their socio-economic status."***

These sentences provide evidence that supports the claim made in the topic sentence.

## Concluding Sentence

The concluding sentence wraps up the paragraph and restates or summarizes the main idea. It often provides a transition to the next paragraph or closes the discussion neatly.

For example, the concluding sentence could be:

***"Thus, education is not only vital for personal development but also essential for the growth and progress of society as a whole."***

This sentence reinforces the importance of education and connects the idea to a broader context.

### **Example of a Well-Structured Paragraph:**

#### **Topic Sentence:**

"Exercise is important for maintaining both physical and mental health."

#### **Supporting Sentences:**

"Regular physical activity helps strengthen the heart and muscles, reducing the risk of diseases like diabetes and heart disease. In addition, exercise releases endorphins, which improve mood and reduce stress. It also boosts brain function, helping people stay sharp and focused."

#### **Concluding Sentence:**

"Therefore, incorporating regular exercise into one's routine is essential for overall health and well-being."

## **GRAMMAR: PERIODS OF TIME - COLLOCATIONS**

When discussing periods of time in English, we often use **collocations** - combinations of words that are frequently used together. These collocations help convey meaning more naturally and fluently. There are many different ways to talk about time, whether it's a short or long duration, specific or general periods, or exact points in time. Let's explore common **time collocations** that are used in both formal and informal settings.

### **1. Days, Weeks, Months, and Years**

These time periods are frequently combined with other words to express a variety of meanings:

#### **Days:**

**A couple of days** – a few days.

*Example: "I'll finish the report in a couple of days."*

**These days** – currently; in the present time.

*Example: “These days, people rely heavily on technology.”*

**In days gone by** – in the past.

*Example: “In days gone by, people traveled by horse and carriage.”*

- **Weeks:**

**A few weeks** – a small number of weeks.

*Example: “She’ll be back in a few weeks.”*

**In a week’s time** – after one week.

*Example: “The event will take place in a week’s time.”*

- **Months:**

**This month** – referring to the current month.

*Example: “I’ll start my new job this month.”*

**Next month** – the month that comes after the current month.

*Example: “I’m going on vacation next month.”*

**A month ago** – one month before the current time.

*Example: “We met a month ago.”*

- **Years:**

**A couple of years** – a few years.

*Example: “I’ll be graduating in a couple of years.”*

**In years to come** – in the future.

*Example: “In years to come, I hope to travel the world.”*

**In recent years** – in the past few years.

*Example: “In recent years, technology has advanced rapidly.”*

## **2. Time Phrases with "Long" and "Short"**

We also commonly use words like “long,” “short,” “brief,” and “extended” to describe the duration of periods of time:

**A long time** – a period that feels extended.

*Example: “It’s been a long time since we last spoke.”*

**A short time** – a period that feels brief.

*Example: “He finished the task in a short time.”*

**A brief period** – a short time.

*Example: “We took a brief period of rest before continuing our work.”*

**A long while** – a long period of time, usually used informally.

*Example: “It’s been a long while since I’ve had a vacation.”*

**Extended period of time** – a long and often continuous duration.

*Example: “She stayed at her grandparents’ house for an extended period of time.”*

### 3. Specific Time Expressions

Sometimes, specific moments or points in time are discussed, and these require certain collocations:

**At the moment** – right now.

*Example: “I can’t talk right now; I’m busy at the moment.”*

**At this time** – at the current moment, often used in more formal contexts.

*Example: “At this time, we cannot provide additional details.”*

**In the past** – referring to a previous time.

*Example: “In the past, people wrote letters instead of emails.”*

**At that time** – referring to a specific point in the past.

*Example: “At that time, we didn’t know what had happened.”*

**In the future** – referring to a time yet to come.

*Example: “In the future, I hope to work abroad.”*

**From time to time** – occasionally, but not regularly.

*Example: “From time to time, I visit my old friends.”*

### 4. Duration Phrases

These collocations express the amount of time something takes or how long it lasts:

**For hours/days/weeks/etc.** – indicating a duration of time.

*Example: “We waited for hours before the event started.”*

**For a while** – for a short or moderate period of time.

*Example: “He stayed for a while but then had to leave.”*

**All day/week/month/year** – for the entire duration of the day/week/month/year.

*Example: “I’ve been working all day on this project.”*

**In no time** – very quickly.

*Example: “He finished the exam in no time.”*

**For good** – permanently.

*Example: “He moved to another country for good.”*

## 5. Time Frames with “Every”

We use "every" to describe time intervals that happen repeatedly:

**Every day/week/month/year** – happening regularly.

*Example: “She goes to the gym every day.”*

**Every once in a while** – occasionally, but not frequently.

*Example: “We meet every once in a while to catch up.”*

**Every now and then** – occasionally.

*Example: “Every now and then, I like to take a break from work.”*

## 6. Common Time Collocations in Idiomatic Expressions

Certain time-related idioms are also useful in everyday speech:

**In the nick of time** – just at the right moment; at the last possible moment.

*Example: “I caught the bus in the nick of time.”*

**Time flies** – time passes very quickly.

*Example: “I can’t believe it’s already the end of the year. Time flies!”*

**Make up for lost time** – to do something quickly to compensate for time that was wasted.

*Example: “Let’s make up for lost time and finish this project today.”*

## Exercises

### 1. Fill in the blanks with the correct collocation

1. We’ve been waiting for \_\_\_\_ hours for the bus to arrive.
2. I haven’t seen you in \_\_\_\_! How have you been?

3. She stayed in the hospital for \_\_\_\_ week after the surgery.
4. The meeting lasted \_\_\_\_ hour and a half.
5. I plan to go on vacation \_\_\_\_ next month.
6. We meet \_\_\_\_ to discuss the project progress.
7. He will return \_\_\_\_ time, so we can talk then.
8. The museum was closed for \_\_\_\_ month during renovations.
9. We got to the airport just \_\_\_\_ time for our flight.
10. I haven't seen her \_\_\_\_ a while. I wonder how she's doing.

## 2. Choose the correct option

1. He hasn't been here \_\_\_\_ days.  
a) a few   b) for a few   c) a couple of
2. I've been feeling really tired \_\_\_\_ last week.  
a) since   b) for   c) in
3. \_\_\_\_ time, the new technology will be available for everyone.  
a) Every   b) In   c) At
4. I'll finish the project \_\_\_\_ a couple of days.  
a) on   b) in   c) at
5. It's been \_\_\_\_ since we last met.  
a) a long while   b) long time ago   c) long since
6. I'm planning to travel \_\_\_\_ the future.  
a) in   b) for   c) at

## 3. Match the beginning with the correct ending

- |  |                           |
|--|---------------------------|
| 1. I haven't had a vacation ____           | a) in recent years.       |
| 2. I'll meet you ____                      | b) next month.            |
| 3. We've been working on this project ____ | c) every once in a while. |
| 4. I went to the concert ____              | d) in no time.            |
| 5. I'll visit my parents ____              | e) for good.              |
| 6. The students will take a break ____     | f) for weeks.             |



- |                                     |                             |
|-------------------------------------|-----------------------------|
| 7. We will discuss the results ____ | g) for a couple of days.    |
| 8. I've been waiting for ____       | h) by the end of the month. |
| 9. She returned from her trip ____  | i) in the future.           |
| 10. The meeting is scheduled ____   | j) at 10 a.m. tomorrow.     |
| 11. I'm planning to travel ____     | k) in a week's time.        |
| 12. They stayed at the hotel ____   | l) for a long time.         |

#### 4. Correct the mistakes in the sentences

1. The government introduced a new law at the moment to address climate change.
2. I haven't seen my cousins for a long time.
3. I plan to finish my homework a couple of days.
4. We stayed there since 5 pm.
5. I met my friend last weekend in the past.

#### 5. Fill in the blanks with the correct collocation

1. I haven't seen her \_\_\_\_ a long time.
2. We've been living in this city \_\_\_\_ last year.
3. They will return \_\_\_\_ time from their trip.
4. It's been \_\_\_\_ since we last met. We should catch up!
5. I will finish the report \_\_\_\_ a few hours.
6. The project will be completed \_\_\_\_ the end of next month.
7. He was away \_\_\_\_ a couple of days for business.
8. We visit our grandparents \_\_\_\_ every summer.
9. I'll get back to you \_\_\_\_ the next few days.
10. She has been feeling better \_\_\_\_ the past week.

#### 6. Complete the sentences with the correct time collocation

1. We usually have lunch \_\_\_\_ 12 p.m. every day.
2. I'm planning to visit my friend \_\_\_\_ the weekend.

3. The new software will be released \_\_\_\_ the next month.
4. I've known her \_\_\_\_ childhood.
5. He will be back \_\_\_\_ a few days after the conference.
6. \_\_\_\_ this time last year, I was traveling through Europe.
7. I will meet you \_\_\_\_ the morning.

## SPEAKING PART

### Describe this photo

*In this photo ...*

*In the background..*

*In the other hand...*

*It looks like a ...*

*It might be a ...*

*He could be ...ing*

*Maybe it's a ...*



## HOMETASK

### Understanding Active and Passive Voice

- **What is Active Voice?**

Active voice is a sentence structure where the subject performs the action. For example: “*The journalist wrote the article.*” Here, the subject (journalist) is doing the action (wrote).

- **What is Passive Voice?**

Passive voice is a sentence structure where the subject receives the action rather than performing it. For example: “*The article was written by the journalist.*” In this case, the article is receiving the action of being written, and the doer of the action (journalist) may be mentioned later or omitted.

### 2. The Importance of Active and Passive Voice in Journalism

- **Clarity and Directness:**

In journalism, active voice is often preferred because it is more direct, clear, and straightforward. It helps readers quickly understand who is doing what in a news story.

Passive voice, however, can sometimes be useful when the focus needs to be on the action or the receiver of the action, rather than on the person performing the action.

- **Engagement and Reader Interest:**

Active voice tends to be more engaging for readers because it often sounds more dynamic and lively. News stories that use active voice generally feel more immediate and energetic.

Passive voice, while useful in certain contexts, can make writing feel less engaging or even distant. It may lead to ambiguity, as the subject performing the action may be omitted or de-emphasized.

### 3. When to Use Active Voice in Journalism

- **For Clarity and Precision:**

Active voice is often used in news articles to clearly identify the subject (who) and the action (what). It's especially helpful when the reporter wants to create a sense of immediacy and make the story more direct.

Example: *"Police arrested the suspect after the robbery."* Here, it's clear that the police are performing the action of arresting the suspect.

- **When the Subject is Important:**

When the focus is on the person or group performing the action, active voice is the preferred choice. It's important when the identity of the actor matters to the story.

Example: *"The president signed the bill into law."*

#### **4. Active vs. Passive: Effect on Journalism**

- **Tone and Readability:**

Active voice tends to make stories more dynamic, which is important in journalism where the goal is to keep the reader's attention. Passive voice can slow down the pacing and may result in less engaging content.

Passive voice can also introduce ambiguity, which is not ideal in a news context where clarity and precision are crucial.

#### **5. Tips for Journalists: Balancing Active and Passive Voice**

- **Use Active Voice Most of the Time:**

Journalists should prioritize active voice for most of the story to maintain clarity, engagement, and precision.

- **Use Passive Voice When Appropriate:**

When the doer of the action is not important, when the focus is on the action itself, or when you need a more formal tone, passive voice may be appropriate.

- **Be Mindful of Sentence Structure:**

Ensure that using passive voice does not result in awkward or unclear sentence structures. If the sentence becomes too convoluted, it may confuse the reader or distract from the main message.

- **Keep the Reader in Mind:**

Always consider how your choice of voice will impact your readers. Journalistic writing aims to deliver information quickly and clearly, so keeping sentences concise and engaging is key.

## 6. Conclusion: Striking the Right Balance

- **Summary:** Recap the importance of using both active and passive voice appropriately in journalism. While active voice is often more engaging and clear, passive voice can be useful in specific contexts, especially when focusing on actions, events, or when objectivity is important.
- **Personal Reflection:** Conclude by reflecting on your own writing style. Which voice do you prefer using when writing about news? How does the choice between active and passive voice impact the way you convey information?

## UNIT 13

### READING: TIME TRAVEL. TALK ABOUT YOUR OWN HISTORY

#### New Words and Translations

1. **Fascinated** (adj.) –Hayratda qolgan, qiziqqan.
2. **Carefree** (adj.) –Bechora, qayg'usiz.
3. **Milestone** (n.) –Muhim voqea yoki yutuq.
4. **Eager** (adj.) –Istakli, xohlagan.
5. **Achievement** (n.) –Yutuq.
6. **Endless** (adj.) – Cheksiz.
7. **Doubt** (n.) – Shubha, ishonchsizlik.
8. **Overwhelming** (adj.) – O'zgacha kuchli, tasirchan.
9. **Anticipation** (n.) – Kutilayotgan narsadan xursand bo'lish, sabrsizlik.
10. **Journey** (n.) – Safar, yo'l, hayot yo'li.

## **Time Travel: A Journey Through My Own History**

It was a rainy afternoon when I found myself staring at an old photo album, lost in the memories of the past. Suddenly, a thought crossed my mind: **what if time travel were real?** What if I could go back to significant moments in my life and relive them? The idea fascinated me, and before I knew it, I was imagining myself traveling back to the most important events of my own history.

I started with my childhood. I saw myself running around the yard, my laughter filling the air as I played with my friends. I could feel the warmth of the sun and the excitement of those carefree days. The first time I learned to ride a bicycle, I felt a sense of freedom that I still remember. **Time felt endless** back then, and every day was an adventure.

Then, I traveled to my school years. I saw myself walking into the classroom, eager to learn, but also nervous about the upcoming exams. There were moments of doubt, but also moments of achievement. The pride I felt when I received my first award for academic excellence was unforgettable. I also remembered the friendships I made, some of which have lasted to this day.

Next, I traveled to the day I graduated from university. I felt the same sense of nervousness and excitement, as I stood there, listening to my name being called. It was a major milestone in my life. **A mix of emotions** rushed through me—pride, joy, and a little sadness for leaving behind a chapter of my life.

Finally, I traveled to the day I started my first job. The excitement of beginning something new, of entering the professional world, was overwhelming. I could feel the anticipation of proving myself and making a difference. The journey had only just begun.

As I "traveled" through my history, I realized how much I had changed and grown. Each moment, whether joyful or challenging, had shaped me into the person I am today. If time travel were real, I would visit these moments again and again, not to change anything, but to appreciate the journey that life has given me.

### Answer the questions

1. If you could travel back in time, what moment in your life would you visit first?
2. Do you think time travel could change the way we view life and history?
3. What childhood memory would you relive if you had the chance?
4. How do you feel about the milestones you've achieved so far in your life?
5. If you could relive a single day, what day would it be and why?
6. What was your most significant achievement, and how did it impact your life?
7. How do you think life will look for you in the future, and would you like to visit it?

### Vocabulary Questions:

1. What does the word "**fascinated**" mean in the context of the story?
  - a) To be scared of something
  - b) To be very interested in something
  - c) To be indifferent to something
2. What is a "**milestone**" in life?
  - a) A small, insignificant event
  - b) A major event or achievement
  - c) A short journey
3. What is meant by the phrase "**endless time**" in the context of the story?
  - a) Time that never ends
  - b) Time that feels as if it never stops
  - c) Time that is too short to appreciate
4. The word "**overwhelming**" describes what kind of feeling?
  - a) A small, gentle feeling
  - b) A powerful and strong feeling
  - c) A neutral, calm feeling

### Comprehension Questions:

5. How did the narrator feel when they were traveling back to their childhood memories?
  - a) Excited and curious
  - b) Sad and disappointed
  - c) Nervous and anxious
6. What did the narrator learn about their life journey as they traveled back in time?
  - a) They regretted many things.
  - b) They realized that every moment, both good and bad, shaped who they are.
  - c) They wished they could change everything.
7. Why does the narrator not wish to change anything about their past?
  - a) Because they are happy with the way things turned out
  - b) Because they believe their past was perfect
  - c) Because they do not care about the past

### Grammar and Time Collocations:

8. Which of the following is a correct time collocation used in the story?
  - a) In a couple of weeks' time
  - b) For a long time ago
  - c) By last year
9. In the sentence, "The excitement was overwhelming when I started my first job," what does "overwhelming" mean?
  - a) Very exciting
  - b) Hard to handle
  - c) Not exciting
10. What is the significance of the phrase "**a journey through my own history**"?
  - a) It means traveling through time to the past.
  - b) It represents reflecting on and remembering important events in one's life.



c) It represents physically traveling to different places in the world.

## GRAMMAR: PAST FORMS OF TENSES

### Past Forms of Tenses: Full Explanation

In English, past tenses are used to express actions or situations that happened before the present time. Each past tense has a specific form and usage. Let's look at the different past tenses, their forms, and how they are used.

#### 1. Simple Past Tense

The **simple past tense** is used to talk about actions that were completed at a specific time in the past.

##### Form:

Regular verbs: Add **-ed** to the base form of the verb (e.g., play → played, work → worked).

Irregular verbs: These have their own specific past forms (e.g., go → went, eat → ate, have → had).

##### Examples:

I **visited** Paris last summer.

She **finished** her homework yesterday.

They **went** to the cinema last night.

#### 2. Past Continuous Tense

The **past continuous tense** is used to describe actions that were happening at a specific moment in the past or actions that were in progress when another action occurred.

##### Form:

Subject + **was/were** + verb-ing

##### Examples:

I **was studying** when the phone rang.

They **were watching** TV at 8 PM yesterday.

He **was reading** a book when I called.

### 3. Past Perfect Tense

The **past perfect tense** is used to express an action that was completed before another action or point in the past.

#### Form:

Subject + **had** + past participle (verb in the third form)

#### Examples:

By the time I arrived, she **had already left**.

They **had finished** their meal before I got to the restaurant.

I **had never seen** such a beautiful sunset before that day.

### 4. Past Perfect Continuous Tense

The **past perfect continuous tense** is used to talk about an action that was happening before another action or point in the past. It emphasizes the duration of the activity.

#### Form:

Subject + **had been** + verb-ing

#### Examples:

They **had been waiting** for hours when the bus finally arrived.

She **had been studying** for two hours before she took a break.

I **had been working** all day when they called me for a meeting.

### Usage of Past Forms

**Simple Past:** Used for completed actions at a specific time.

*Example: I watched the movie last night.*

**Past Continuous:** Used for actions that were happening at a specific moment or were interrupted by another event.

*Example: I was reading when you called.*

**Past Perfect:** Used to show that one action was completed before another action in the past.

*Example: By the time we arrived, they had left.*

**Past Perfect Continuous:** Used to show the duration of an action that was ongoing in the past before another action.

*Example: She had been studying for hours before the exam.*

### **Examples of Regular and Irregular Verbs in the Past Forms:**

#### **Regular Verbs (add -ed)**

Walk → Walked

Talk → Talked

Play → Played

Work → Worked

Cook → Cooked

#### **Irregular Verbs (no fixed rule, different forms)**

Go → Went

Eat → Ate

Have → Had

See → Saw

Do → Did

### **Quick Summary Table:**

<b>Tense</b>	<b>Form</b>	<b>Usage</b>	<b>Example</b>
<b>Simple Past</b>	Subject + past form of verb	Completed actions in the past	I visited the museum.
<b>Past Continuous</b>	Subject + was/were + verb-ing	Ongoing actions in the past	She was reading a book.
<b>Past Perfect</b>	Subject + had + past participle	Action completed before another action in the past	They had left before we arrived.
<b>Past Perfect</b>	Subject + had been	Duration of an ongoing	I had been studying

Tense	Form	Usage	Example
<b>Continuous</b>	+ verb-ing	action before another action	for two hours.

### Exercises on Past Tenses:

#### 1. Fill in the blanks with the correct past tense form:

- Yesterday, I \_\_\_\_\_ (go) to the market.
- When we \_\_\_\_\_ (arrive), the movie \_\_\_\_\_ (already start).
- She \_\_\_\_\_ (study) for three hours before the exam started.
- By the time he \_\_\_\_\_ (leave), the house \_\_\_\_\_ (be) quiet.

#### 2. Choose the correct tense:

- I \_\_\_\_\_ (wait) for the bus when it started raining.  
a) was waiting    b) had waited
- We \_\_\_\_\_ (already/finish) our lunch by the time they arrived.  
a) had already finished    b) already finished

#### 3. Complete the sentences with the correct form of the verb in parentheses (either simple past or past continuous).

- I \_\_\_\_\_ (watch) TV when the power \_\_\_\_\_ (go) out.
- Last weekend, we \_\_\_\_\_ (visit) our grandparents in the countryside.
- He \_\_\_\_\_ (study) when I \_\_\_\_\_ (call) him yesterday.
- While I \_\_\_\_\_ (make) dinner, my brother \_\_\_\_\_ (set) the table.
- She \_\_\_\_\_ (arrive) late because she \_\_\_\_\_ (miss) the bus.

#### 4. Choose the Correct Option (Past Perfect or Past Perfect Continuous)

Select the correct form of the verb for each sentence.

- By the time I got to the station, they \_\_\_\_\_ (leave).  
a) had left    b) had been leaving

2. I \_\_\_\_\_ (work) at the company for five years when I decided to change my career.  
a) had worked    b) had been working
3. He \_\_\_\_\_ (finish) his homework before he went out to play.  
a) had finished    b) had been finishing
4. She \_\_\_\_\_ (not, wait) for me for long when I finally arrived.  
a) had not waited    b) had not been waiting
5. They \_\_\_\_\_ (already, see) the movie before we invited them.  
a) had already seen    b) had already been seeing

### **5. Correct the Mistakes (All Past Tenses)**

Each sentence contains a mistake related to the past tenses. Correct the mistake.

1. By the time we arrived, they already leave.
2. I was reading a book when the phone had rung.
3. He had been played football for two hours before he stopped.
4. We ate lunch when it was starting to rain.
5. They had been finished their homework before they went out to play.

### **6. Use the correct past tense form of the verb in parentheses to complete the sentences.**

1. I \_\_\_\_\_ (live) in this city for five years before I moved to another country.
2. While they \_\_\_\_\_ (drive) to work, they saw an accident on the road.
3. We \_\_\_\_\_ (not/see) each other for years until we met last week.
4. She \_\_\_\_\_ (work) all day yesterday and was very tired.
5. When he was a child, he \_\_\_\_\_ (love) to play soccer.

## TEXT: FAMOUS PEOPLE IN THE HISTORY

### Some questions about Abdulkhalik Gizhduvaniy:

1. Who was Abdulkhalik Gizhduvaniy, and what was his contribution to Sufism?
2. At what age did Abdulkhalik Gizhduvaniy memorize the Koran?
3. Who was Abu Iya Kub Yusuf al-Khamadaniy, and what role did he play in Abdulkhalik's spiritual journey?
4. Explain the role of the "silent zikr" introduced by Abdulkhalik Gizhduvaniy. How did it differ from other forms of zikr?
5. How did Abdulkhalik Gizhduvaniy's teachings influence the practices of later Sufi communities?

Abdulkhalik Gizhduvaniy was the founder of an independent Central Asian school of mysticism, the Khodjakhon Order, known for its austerity and adherence to the purity of Islam. Abdulkhalik - Gizhduvaniy also laid down the foundations of the world renowned Nakshbandiy Order.

The saint, Pir Abdulkhalik Abu-al- Dzhalil Gizhduvaniy was born into a profoundly religious family in 1125. His father was the imam of a mosque in the big market town of the Bukhara region, Gizhduvan. Since his early childhood, Abdulkhalik was surrounded by Muslim rites and mysticism. He learned the Koran by heart by the age of 9. From the age of 10 he took part in rituals conducted by dervishes. However, after 3 years he realized he was lacking in knowledge. Abdulkhalik left his parents and traveled to Bukhara, then ruled by the Karakhanids. The Karakhanids patronized Sunnis and orthodox Islam.

The age of 22, Abdulkhalik had gained the reputation of a prominent theologian of Bukhara, devoting himself completely to worshipping God. In Bukhara he met the well-known sheikh Abu Iya Kub Yusuf al-Khamadaniy, and soon became his favorite student. The Sheikh impressed by the talents of the young

man introduced him to the community of Suphists and later ordained him to be a sheikh and pir. At the same time the famous Suphist, philosopher and poet Akhmad Yassaviy was Yusuf Khamadaniy's student, too. Abdulkhalik Gizhduvaniy appealed to his brothers for voluntary poverty and opposed their taking official state positions. He also set a compulsory celibacy. Once during Hait (Moslim fast) Abdulkhalik was visited by the holy Hyzr who taught him silent zikr. The holy Ghost called Abdulkhalik his nominated son. According to Gizhduvaniy praying dervishes must follow the three directions of Mohammed the prophet inscribed in the Koran in sura 33, ayat 41.42; sura 18 ayat 23.24; sura 13, ayat 28 saying "Remember the evening", "Don't tell about anything to be done tomorrow without mentioning the will of Allah to whether it'll be or not, and remember your God", "Refer to Allah". All Suphists believed that performance of zykr is the main requirement for those who aspire to reach God. Later, when the number of communities of Suphists increased, zykr rite turned into a complex ritual.

In his instructions the sheikh Abdulkhalik directed that before zykr one must master rhythmical breathing (Habs-an-nafas-idam) to concentrate mind and utter zykr words in accordance with exhalation and inhalation and coordinated body movements. At that time in the Moslim world there were two rituals of zykr: personal zykr performed solitarily aloud in whisper in hudjra with a scarf over the head, and collective zykr performed aloud at meetings of the community (usually at night between Thursday and Friday) or at so-called "samam" or "khatras" while the prophet is present at the meeting. Some communities used stimulants such as coffee, hot drinks and drugs, music, dances to change rhythm, position of the body, to concentrate on the name of God repeated sometimes tens of thousands of times.

Abdulkhalik Gizhduvaniy introduced the new silent and secret zykr. Gizhduvaniy developed 8 basic rules of Tarika exercises. These 8 sacred rules and 3 more added by Gizhduvaniy later became the spiritual base of the Nakshbandiy order. These rules have been complied with for 5 centuries up to now in the territory where the order dominated. Yusuf al-Khamadaniy died in 1440 aged 98.

His first successor was Akhmad Yassaviy, but he was not the head of the order for a long time. When he reached the age of the prophet he, vowed to live solitary, left for his home town Yassy. Abdulkhalik Cizhduvaniy succeeded him.

The sacred rosary (tasbih) as the symbol of spiritual power was handed over the young naib Abdulkhalic. That rosary was highly valued by dervishes as it had "barakka" which was what the saint shiekh put into it during his life while uttering divine names with it. The sacred rosary had been brought by Yusuf Khamadaniy from Mecca where he made hadj 38 times. Abdulkhalic Gizhduvaniy kept the rosary in a special box guarded by sheikh-as-Sibkh. Gizhduvaniy went on with the theory of his teacher and developed spiritual succession of Nakshbandiy order Silsilya (chain). Abdulkhalik Gizhduvaniy lived 95 years. He died in 1220 and was buried in his home town. In 1433 Ulugbek built a madrasseh by the tomb of the saint Gizhduvaniy. The madrasseh was built in the design typical of the 12<sup>th</sup> c. architecture. Later a sepulchral platform coated with marble slabs and called "dahma" was built across the madrasseh. A remembrance yard "hazira" was set around the platform.

**Here are the translations for unfamiliar words and phrases from the text:**

1. Austerity - Soddalik, kamxarjlik
2. Khodjakhon Order - Khodjakhon tarikatining oqimi
3. Sufism - Sufizm
4. Pir - Pir, ustoz, shayx
5. Zikr (or Dhikr) - Zikr, Allohni eslash marosimi
6. Sams - Samas, Sufiylar yig'ilishi
7. Khadra - Khadra
8. Barakka - Baraka, ilohiy qudrat
9. Tasbih - Tasbih
10. Silsilya - Silsila, ruhaniy meros zanjiri
11. Madrassa - Madrasa
12. Dahma - Dahma,
13. Hazira - Hazira



## **SPEAKING TASK**

**Describe the photo**

**Happy elementary school teacher giving high-five to her student during class in the classroom.**



## **HOMETASK**

### **1. Time Travel as a Concept**

Briefly introduce the concept of time travel—how it is often portrayed in science fiction, and what it would mean if we could revisit our past or glimpse into our future.

You can also mention how time travel is not only about moving through physical time but also about how we mentally and emotionally revisit past experiences. Transition into the idea of using "time travel" as a way to reflect on your own personal history.

### **2. Personal History: Key Moments in Your Life**

- Imagine you have a time machine and can travel to specific moments in your life. Select 2-3 key moments from your past that you would revisit. These could be:

**Childhood Memories:** What moments from your childhood would you revisit? Maybe a trip, a special birthday, or a meaningful interaction with family members.

**Important Life Events:** Think about moments that were pivotal in shaping who you are today. This could be a decision you made, an achievement, a failure, or a life lesson.

**Turning Points:** Moments when you felt your life changed or when you gained a new perspective (graduating, starting a new job, moving to a new place, etc.).

- For each key moment, describe what you would do if you could time travel to it. Would you change something? Would you relive it with new insight? What lessons have you learned since that time?

### **3. Reflection on the Past: How It Shaped You**

Reflect on how the experiences you chose have contributed to who you are today. How have these moments helped you grow or shape your identity, values, or goals?

- You can consider the following questions:

How did you feel during these moments?

What have you learned from those experiences?

How do you think you would handle those moments differently now with the knowledge you have gained?

Highlight the significance of those key moments in the context of your current life. For example, did a childhood experience influence your career choices, hobbies, or personal relationships?

### **4. Looking to the Future: Imagining Time Travel Forward**

Imagine if you could time travel forward in time. Where do you see yourself in 5, 10, or 20 years?

What accomplishments or goals do you hope to have achieved by then?

Would you want to revisit this future version of yourself? What advice or reflections would you share with your future self?

You could also reflect on how time travel into the future might affect the way you live your life today. For example, would knowing your future change the way you make decisions now?

### **5. Conclusion: What Time Travel Teaches Us About the Present**

Conclude by reflecting on how the concept of time travel, whether looking back to the past or imagining the future, can help us appreciate our present life.

Consider how revisiting the past can make us more grateful or provide clarity on what we want for our future.

Reflect on the idea that time travel, though fictional, allows us to examine our lives with a different perspective and learn from it.

### COMPARISON AND CONTRAST OF PRINT AND ELECTRONIC MEDIA

#### New words:

**Austerity** - soddalik, jiddiylik

**Adherence** - amal qilish, rioya qilish

**Tangible** - sezilarli, aniq

**Distribution** - taqsimlash

**In-depth** - chuqur, batafsil

**Fact-checked** - tekshirilgan

**Credibility** - ishonchlilik

**Interactive** - o'zaro aloqada bo'lgan

**Misinformation** - noto'g'ri ma'lumot

**Sustainability** - barqarorlik

**Environmental impact** - atrof-muhitga ta'sir

**Transitory** - o'tkinchi, vaqtinchalik

**Shelf life** - saqlash muddati

**Blended** - aralashtirilgan

**Complementing** - to'ldiruvchi

#### Read and translate this text:

In today's world, media plays a crucial role in shaping public opinion, spreading information, and entertaining audiences. The two dominant forms of media are **print media** and **electronic media**. While both aim to inform, educate, and entertain, they differ significantly in terms of their reach, audience, format, and impact. This essay will compare and contrast print and electronic media to highlight their advantages and limitations.

### **Format and Accessibility**

Print media refers to traditional forms of media such as newspapers, magazines, and brochures. These materials are tangible, and their content is delivered in physical formats, requiring readers to have access to printed copies. In contrast, **electronic media** includes television, radio, websites, and social media platforms, which are accessed through digital devices like computers, smartphones, and televisions. One of the key differences is that **electronic media** can be accessed instantly from anywhere with an internet connection, while **print media** requires physical distribution.

### **Speed of Delivery**

The speed of delivery is another significant difference between the two. **Electronic media** offers real-time updates, which makes it especially valuable during emergencies or breaking news situations. For example, a news event can be broadcasted live on television or posted on a social media platform within minutes. **Print media**, on the other hand, is slower in comparison as it requires time for writing, editing, printing, and distribution. News in print media is often a day or two old by the time it reaches readers.

### **Audience Reach and Interaction**

**Electronic media** has a broader and more diverse audience reach. With the rise of the internet, digital media can be accessed by millions of people worldwide. Social media platforms, podcasts, and online news sites allow for immediate and interactive communication between media producers and consumers. Readers can comment on articles, participate in online discussions, and share content across various platforms. In contrast, **print media** has a more limited reach. While newspapers and magazines have global readerships, their audience is generally confined to specific regions or demographics. Furthermore, **print media** does not allow for real-time interaction, and feedback is usually in the form of letters to the editor, which can take days or weeks to be published.

### **Credibility and Permanence**

**Print media** is often seen as more credible and reliable. Newspapers and magazines are usually edited and fact-checked by professionals, and their content is subject to strict editorial standards. As a result, readers tend to trust **print media** for in-depth reporting and investigative journalism. Additionally, **print media** offers a sense of permanence since readers can keep copies of newspapers and magazines for future reference. In contrast, **electronic media** faces challenges related to the spread of misinformation and the lack of regulation. Since online content can be produced by anyone, it can sometimes be harder to discern credible sources. Furthermore, digital content can be easily deleted or altered, which affects its long-term reliability.

### **Cost and Environmental Impact**

When it comes to costs, **print media** is more expensive to produce and distribute. Printing and delivery costs are substantial, particularly for newspapers and magazines that have to print large quantities daily. **Electronic media**, on the other hand, can be more cost-effective. The digital nature of the content reduces production and distribution costs, making it more accessible for both producers and consumers. However, the environmental impact of **print media** is significant, as it requires paper, ink, and energy to produce. **Electronic media** has its own environmental concerns, such as energy consumption related to the use of electronic devices and servers that store online content.

### **Impact and Longevity**

**Print media** has a more lasting impact in terms of its physical presence. A magazine or newspaper can be kept, stored, and referred to years later, allowing it to maintain a longer shelf life. **Electronic media**, however, is often transient. Digital content can be updated, removed, or altered with a few clicks, which means that older content can quickly become outdated or disappear. Nevertheless, **electronic media** has an immediate impact and can reach a larger audience in a shorter period of time.

In conclusion, both **print media** and **electronic media** have their own unique characteristics, strengths, and limitations. **Print media** offers credibility, permanence, and a tangible form of content that many people still value. **Electronic media**, on the other hand, provides speed, wider reach, and interactive communication. The future of media will likely continue to see a blend of both forms, with each complementing the other depending on the audience, purpose, and context.

**Answer the questions:**

1. What are the main differences between print and electronic media in terms of accessibility?
2. How does the credibility of news differ between print and electronic media?
3. In what ways can print media be considered more reliable than electronic media?
4. What are the advantages of electronic media over print media when it comes to speed of delivery?
5. How does the cost of producing print media compare to electronic media?
6. What role does interactivity play in the effectiveness of electronic media?
7. How do print and electronic media influence public opinion differently?
8. Which type of media is more likely to provide in-depth and fact-checked content? Why?
9. How do the environmental impacts of print media and electronic media compare?
10. What are the challenges faced by print media in the digital age?
11. Can you think of any specific examples where print media provided better news coverage than electronic media, or vice versa?
12. How does the shelf life of a newspaper compare to that of an online article?

## **SPEAKING: DESCRIBE A PERSON WHO INFLUENCED YOU**

### **A Person Who Influenced Me - My English Teacher**

One person who has significantly impacted my life is my English teacher, Mr. Thompson. He was not just a teacher, but also a source of inspiration and encouragement, both inside and outside the classroom.

From the very first day of class, Mr. Thompson showed an infectious passion for literature and language. His enthusiasm for teaching made even the most difficult texts feel exciting and accessible. He had a unique way of breaking down complex ideas and making them understandable, which helped me gain a deeper appreciation for the beauty of language.

What really stood out about Mr. Thompson was his ability to connect with his students on a personal level. He never just taught the curriculum; he made sure to understand our interests and used those to make lessons more relatable. I remember how he often tied lessons in literature to real-life situations, helping us reflect on how the themes in books applied to our own experiences.

Beyond academics, Mr. Thompson taught me the value of critical thinking and self-expression. He encouraged us to question everything and express our opinions freely, fostering an environment where we felt safe to share our thoughts without judgment. He also emphasized the importance of clear communication, both in writing and speaking, and this has helped me become more confident in expressing myself.

One of the most influential lessons I learned from Mr. Thompson was the importance of persistence. He often told us that writing is a process, and it's okay to make mistakes. It's about learning from them and continuing to improve. His feedback on my writing was always constructive, pushing me to strive for clarity, creativity, and precision in my work.

Thanks to Mr. Thompson, I gained not only a love for English but also a strong sense of self-belief. His guidance shaped my academic journey and influenced my career path, as I eventually pursued a degree in communication and



writing. His impact on my life has been immeasurable, and I will always be grateful for his dedication and encouragement.

## GRAMMAR: VERB PREPOSITIONS

### Verb Prepositions (Phrasal Verbs)

In English, many verbs are followed by prepositions (or adverbs), which form **phrasal verbs**. These verb-preposition combinations change the meaning of the verb and often cannot be translated directly. Understanding these combinations is important for becoming fluent in English, as they are commonly used in everyday language.

Here is an overview of **verb prepositions**, how they work, and some common examples:

#### What are verb prepositions?

A verb preposition is a verb combined with a preposition or an adverb to form a new meaning. These combinations may be **separable** or **inseparable**, depending on the structure of the phrasal verb.

#### Types of verb prepositions

1. **Separable phrasal verbs:** In separable phrasal verbs, the verb and the preposition can be separated, usually by an object (noun or pronoun).

Example: "I'll **pick up** the phone." (separable: **pick** + **up**)

Example with pronoun: "I'll **pick it up**."

2. **Inseparable phrasal verbs:** In inseparable phrasal verbs, the verb and the preposition must stay together. You cannot separate them with an object.

Example: "She **looked after** her younger brother."

Example: "We need to **look into** this matter."

#### Common Verb Prepositions (Phrasal Verbs) with Their Meanings

1. **Look after** – to take care of

Example: "She **looked after** the children while their parents were out."

2. **Look forward to** – to eagerly anticipate

Example: "I am **looking forward to** the weekend."

3. **Turn on** – to activate

Example: "Please **turn on** the lights."

4. **Turn off** – to deactivate

Example: "Remember to **turn off** the TV before you leave."

5. **Break down** – to stop functioning

Example: "The car **broke down** on the highway."

6. **Run into** – to meet unexpectedly

Example: "I **ran into** an old friend at the supermarket."

7. **Bring up** – to introduce a topic

Example: "She **brought up** an important issue during the meeting."

8. **Give up** – to quit

Example: "I won't **give up** on my dreams."

9. **Come up with** – to think of, produce (an idea, solution, etc.)

Example: "He **came up with** a brilliant plan."

10. **Get along with** – to have a good relationship

Example: "I really **get along with** my colleagues."

11. **Get over** – to recover from something (emotionally or physically)

Example: "It took her a while to **get over** the loss of her pet."

12. **Call off** – to cancel

Example: "They had to **call off** the meeting due to bad weather."

13. **Pick up** – to collect, to lift

Example: "Can you **pick up** the groceries?"

14. **Look up** – to search for information

Example: "I need to **look up** the meaning of this word."

15. **Check out** – to examine or investigate

Example: "You should **check out** that new movie."

16. **Put off** – to delay

Example: "They had to **put off** the event until next month."

17. **Go over** – to review or examine

Example: "Let's **go over** the plans before the meeting."

18. **Give in** – to surrender, yield

Example: "After hours of negotiation, she finally **gave in**."

### How to use Verb Prepositions correctly

#### 1. Word Order:

Separable phrasal verbs can have the object in the middle or at the end.

"She **picked up** the book." (Object after the preposition)

"She **picked the book up**." (Object in the middle)

If the object is a pronoun, it must go in the middle: "She **picked it up**."

Inseparable phrasal verbs cannot have the object separated from the preposition.

"She **looked after** her brother." (Cannot say "She **looked her brother after**.")

#### 2. Meaning:

The meaning of a phrasal verb may not be obvious from the individual meanings of the verb and preposition. For example, "pick up" can mean "to collect" or "to improve," depending on the context.

### Common Prepositions Used with Verbs:

**At:** to look at, to arrive at, to laugh at

**In:** to believe in, to take part in, to specialize in

**On:** to depend on, to focus on, to count on

**To:** to talk to, to listen to, to refer to

**For:** to ask for, to wait for, to search for

**With:** to agree with, to disagree with, to deal with

**By:** to stand by, to be affected by, to be supported by

**Into:** to run into, to go into, to break into

**About:** to worry about, to think about, to talk about

## Exercises on Verb Prepositions:

### 1. Fill in the blanks with the correct verb-preposition combination:

She is always \_\_\_\_\_ her younger siblings.

I need to \_\_\_\_\_ some information about the new policy.

After the long flight, I'm just too tired to \_\_\_\_\_ my work.

He was \_\_\_\_\_ for an hour when I saw him at the bus stop.

### 2. Choose the correct verb-preposition combination:

We need to **get over** / **look into** this problem immediately.

I'm really excited to **look after** / **look forward to** my vacation.

Can you **turn off** / **turn on** the radio? I can't hear anything.

### 3. Fill in the blanks with the correct verb-preposition combination.

1. I can't believe he \_\_\_\_\_ with such a brilliant idea. (come)

2. They \_\_\_\_\_ to the new policy at the meeting. (refer)

3. We need to \_\_\_\_\_ the details before we make a final decision. (go)

4. He always \_\_\_\_\_ his work late at night. (catch)

5. The company will \_\_\_\_\_ its new product next month. (bring)

6. I was really surprised when I \_\_\_\_\_ my old friend at the mall. (run)

7. I really \_\_\_\_\_ to seeing you again soon. (look)

8. They decided to \_\_\_\_\_ the event until next year. (call)

9. She was \_\_\_\_\_ all the great reviews of her performance. (talk)

10. I need to \_\_\_\_\_ some groceries on my way home. (pick)

### 4. Choose the correct verb-preposition combination.

1. She always \_\_\_\_\_ her younger brother. (takes care of / takes after)

2. We should \_\_\_\_\_ our plans before starting the project. (go over / go under)

3. The teacher asked me to \_\_\_\_\_ the assignment. (fill in / fill up)

4. The children were so tired that they couldn't \_\_\_\_\_ any more games.  
(take off / take part in)

5. I'll never \_\_\_\_\_ how she helped me during that difficult time. (get over / get by)
6. Can you please \_\_\_\_\_ the lights when you leave? (turn off / turn on)
7. I don't \_\_\_\_\_ that decision at all. (agree with / agree on)
8. They \_\_\_\_\_ their meeting because of the bad weather. (called off / called on)
9. I will \_\_\_\_\_ the book I borrowed from the library tomorrow. (bring back / bring on)
10. After the accident, he had to \_\_\_\_\_ physical therapy. (go through / go after)

**5. Correct the mistakes in the sentences below.**

1. She is looking forward to meet her friends next week.
2. I will talk to my colleague about the new project tomorrow.
3. I can't deal with the situation until I know all the facts.
4. He ran into me accidentally when I was walking to the store.
5. Don't put off your homework any longer – it's already late.
6. The manager asked us to bring up the issue in the next meeting.
7. We need to get in touch with the client before the end of the day.
8. He broke down when he heard the bad news.
9. Could you pick up the children after school today?
10. They always make fun of him for being so shy.

**6. Match the verb with the correct preposition.**

1. Look \_\_\_\_\_ (a) to cancel
2. Break \_\_\_\_\_ (b) into
3. Turn \_\_\_\_\_ (c) on
4. Run \_\_\_\_\_ (d) up
5. Look \_\_\_\_\_ (e) over
6. Get \_\_\_\_\_ (f) off
7. Bring \_\_\_\_\_ (g) out
8. Call \_\_\_\_\_ (h) after

9. Pick \_\_\_\_\_ (i) at

10. Set \_\_\_\_\_ (j) up

**7. Fill in the blanks with the appropriate preposition.**

1. She is always \_\_\_\_\_ her work ahead of time.

2. He tried to \_\_\_\_\_ a solution to the problem, but he couldn't.

3. After years of waiting, I finally \_\_\_\_\_ the job offer I wanted.

4. The meeting was \_\_\_\_\_ due to the CEO's absence.

5. Can you \_\_\_\_\_ your phone? I can't hear you.

6. They \_\_\_\_\_ a new book on healthy living.

7. I'll \_\_\_\_\_ for your email once I'm back in the office.

8. We need to \_\_\_\_\_ this task before we move on to the next one.

**WATCH A BBC DOCUMENTARY**

A **BBC documentary** refers to a non-fiction film or television program produced by the British Broadcasting Corporation (BBC) that explores various subjects, such as history, culture, science, politics, nature, and human interest topics. BBC documentaries are known for their high production values, thorough research, and captivating storytelling. They aim to inform, educate, and entertain the audience by providing in-depth explorations of important or fascinating topics.

Some well-known BBC documentary series include:

**Planet Earth** (2006) – Narrated by Sir David Attenborough, this stunning documentary series explores the natural world, showcasing the beauty and complexity of Earth's ecosystems.

*Watch this*



**Blue Planet** (2001) – Also narrated by Attenborough, this series focuses on the world's oceans and marine life, highlighting the fragility of aquatic ecosystems and their inhabitants.

**Human Planet** (2011) – This series highlights the ways humans have adapted to live in some of the most extreme environments on Earth.

**The Last Dance** (2020) – A docuseries about Michael Jordan and the Chicago Bulls, offering an insider's view of the team's success in the 1990s.

**Inside the Vatican** (2019) – This documentary provides a unique behind-the-scenes look at the Vatican, exploring the daily lives of the people who live and work there.

BBC documentaries are highly respected for their factual accuracy, insightful commentary, and artistic visual storytelling.

### **SPEAKING TASK**

1. Do you prefer to hot weather or cold?
2. Tell me about the weather in your country in different times of the year?
3. Which time of the year did you enjoy the most when you were the child?
4. Do you (usually) pay attention to the weather forecasts?
5. Has the weather changed much in your country in recent years?
6. What's the weather like in the winter where you live?
7. Do you think the weather is changing due to climate change?
8. What activities do you enjoy doing when the weather is nice?
9. How do you usually prepare for bad weather?

### **HOMETASK**

#### **1. Defining Print and Electronic Media**

- Define **print media** as traditional forms of media that are published on physical paper, such as newspapers, magazines, and pamphlets.
- Define **electronic media** as digital forms of media that are transmitted electronically, such as television, radio, websites, social media, and podcasts.

- Briefly introduce the main purpose of the assignment: to compare and contrast these two types of media in terms of their characteristics, advantages, and challenges.

## 2. Similarities Between Print and Electronic Media

- **Purpose:** Both aim to inform, educate, entertain, and influence the public.
- **Content:** Both can cover similar topics, such as news, entertainment, politics, and lifestyle, although the format may vary.
- **Audience:** Both media forms target specific audiences and play key roles in shaping public opinion.
- **Credibility and Trust:** Both print and electronic media strive to maintain credibility, although each faces challenges in ensuring accuracy and fact-checking.

## 3. Advantages of Print Media

- **Tangibility:** Print media provides a tactile experience; many readers enjoy the physical act of reading a newspaper or magazine.
- **Focused Attention:** Readers are more likely to engage deeply with print media without the distractions of pop-up ads, notifications, or multiple links to click on, which often happens with digital media.
- **Credibility and Trust:** Print media is often perceived as more credible, with established editorial processes and fact-checking.

## 4. Advantages of Electronic Media

- **Speed and Real-Time Updates:** News can be delivered and updated instantly, which is essential in fast-paced events (e.g., breaking news).
- **Wide Reach:** Electronic media can reach a global audience in seconds, unlike print media, which has geographical limitations.
- **Multimedia Content:** Electronic media can incorporate a variety of content formats, such as video, audio, animations, and interactive features, which can enhance the storytelling experience.

## 5. Disadvantages of Print Media



- **Limited Reach:** Print media can be geographically limited, and it is less accessible to people who don't have easy access to physical copies.
- **Environmental Impact:** The production of paper, printing, and distribution of physical copies leads to a significant environmental impact due to deforestation and waste.
- **Slow Distribution:** The time it takes to print and distribute can delay the news, particularly for breaking stories.

## **6. The Future of Media: Convergence and Blending**

- With advancements in technology, print and electronic media are increasingly blending. Newspapers and magazines now have online versions, and television broadcasts often incorporate online platforms (like social media or live-streaming).
- The future of media may involve a combination of traditional and digital approaches, offering flexibility and accessibility to consumers while maintaining the depth and credibility of print.

## **9. Conclusion: The Importance of Both Media**

- Conclude by summarizing the key points about the similarities and differences between print and electronic media.
- While electronic media offers speed, interactivity, and global reach, print media maintains its value through credibility, depth, and a tactile reading experience.
- Both types of media have their strengths, and as technology evolves, the line between print and electronic media continues to blur, offering a variety of options for consumers.

### READING: FAMOUS WORLDWIDE NEWSPAPERS AND NEWS SITES.

#### New Words and Their Translations:

1. **Globalized** – Globalizatsiya qilgan
2. **Impartiality** – Not bias, impartial
3. **Journalistic** – Journalistik
4. **Investigative** – Tekshiruv
5. **Subcontinent** – Kichik qit'a
6. **Broadcasts** – Translyatsiyalar
7. **Unbiased** – No tarafli (without prejudice or favoritism)
8. **Reputation** – Nomi (how people view someone or something)
9. **Economic** – Iqtisodiy
10. **Influential** – Ta'sirli

#### Read and translate this text

In today's globalized world, newspapers and news websites are essential sources of information, providing us with the latest updates on politics, economics, sports, entertainment, and more. Here, we'll explore some of the most famous newspapers and news sites that have a global reach.

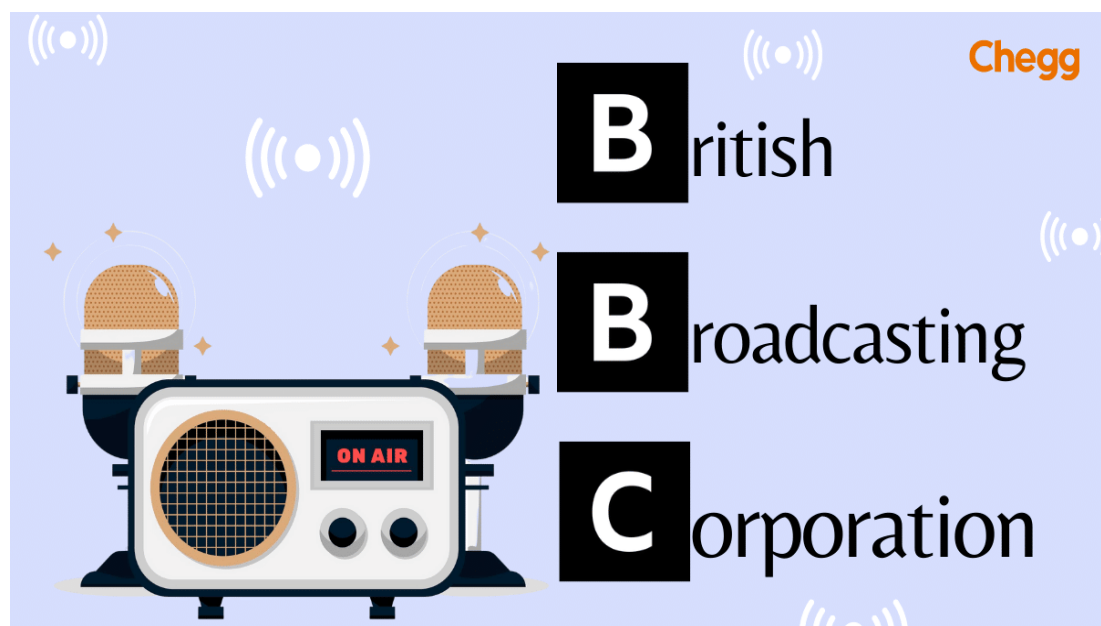
#### 1. The New York Times

Founded in 1851, *The New York Times* is one of the most influential newspapers in the world. It covers a wide range of topics, from politics and business to science and culture. Known for its in-depth investigative reporting and high journalistic standards, *The New York Times* has won numerous Pulitzer Prizes. It has a strong online presence, offering global access to its articles and features.



## 2. BBC News

The BBC (British Broadcasting Corporation) is the UK's national broadcaster, providing comprehensive news coverage through television, radio, and the internet. BBC News is trusted for its impartiality and breadth of content, with news ranging from global affairs to local stories. Its website attracts millions of readers each day, making it one of the most visited news sites worldwide.



### 3. The Guardian

The Guardian, based in the UK, is a leading newspaper known for its liberal stance on social and political issues. The Guardian is a prominent British newspaper that is widely recognized for its in-depth news coverage, analysis, and commitment to high-quality journalism. Founded in 1821 in Manchester, the paper has a long history of reporting on significant events and offering a range of opinions across various political and social issues. It is known for its investigative journalism and its editorial stance, which often leans toward liberal and progressive viewpoints. It has a significant global following, with a large number of international readers. In addition to its printed edition, *The Guardian* is also available online, offering news, analysis, and opinion articles on a wide variety of subjects.



### 4. The Washington Post

*The Washington Post*, founded in 1877, is another leading American newspaper. Known for its political reporting, especially on matters related to the White House and Congress, it has a strong reputation for investigative journalism. In recent



years, *The Washington Post* has expanded its digital presence and has become an influential news source globally.

From 1933 to 2013, **The Washington Post** was owned by the Graham family. Under their leadership, the newspaper expanded its journalistic scope and became a major player in American journalism. The Grahams also helped make the paper a symbol of investigative reporting.

Over the years, **The Washington Post** has employed some of the most respected journalists in the world.

**Bob Woodward** and **Carl Bernstein**, whose Watergate reporting made history, are among the paper's most famous reporters.

Other well-known names include **Eugene Robinson**, **David Ignatius**, and **Dana Milbank**.

The screenshot shows the homepage of The Washington Post on May 1, 2019. The navigation bar at the top includes links for National, World, Business, Tech, Lifestyle, Arts & Entertainment, Video, Jobs, Classifieds, and WP BrandStudio. The main headline is "UNPRESIDENTED" in large, bold, black letters, with the sub-headline "ENDING CRISIS, TRUMP HASTILY DEPARTS WHITE HOUSE" below it. A large photograph of Donald Trump is featured in the center. To the left of the photo, there is a text block starting with "On May 1, barely six months after the midterm elections, Donald Trump appears to have abandoned the White House and abdicated his role as president." To the right of the photo, there is a text block titled "Celebrations break out worldwide as Trump era ends" followed by a paragraph about worldwide street parties. Below the main headline, there are two smaller articles: "Finally! say women From #MeToo to 'You're Fired'" and "Pres. Pence begins 'clipped duck' term". At the bottom right, there is a section titled "Today's Paper" with a link to "Download PDF of today's paper".

## 5. Al Jazeera

Al Jazeera is a global news network that originated in Qatar in 1996. It is renowned for providing extensive coverage of events in the Middle East, but its programming has expanded to include international news, documentaries, and current affairs. Al Jazeera English, the international arm of the network, broadcasts

around the world and is considered a key source of news in regions often underrepresented by Western media.



## 6. Reuters

Reuters is a global news agency known for providing fast and reliable news on various topics, from finance to international events. Reuters' website and its services are used by news outlets, governments, and businesses around the world. It is respected for its factual and unbiased reporting.



## 7. CNN

**CNN (Cable News Network)** is an American news-based pay television channel that is one of the most well-known and influential news outlets in the world. It was founded in 1980 by media mogul Ted Turner and Reese Schonfeld as the first 24-hour cable news channel. CNN revolutionized news broadcasting by providing continuous news coverage, unlike traditional news programs which aired at set times during the day. CNN.com offers breaking news, in-depth analysis, and live coverage of major global events. CNN operates globally, with its content being available in over 100 million households across more than 200 countries. The network has also expanded its reach with CNN International, providing news for audiences outside the United States.



## 8. Le Monde

**Le Monde** is a French daily newspaper that is highly regarded for its political and economic coverage. With a reputation for investigative journalism, *Le Monde* covers both French and international news. It is one of the most influential newspapers in Europe.







## 10. India Today

**India Today** is one of India's leading news magazines, known for its comprehensive coverage of national and international news. Established in 1975 by **Aroon Purie**, India Today quickly rose to prominence as a trusted source of information in the Indian media landscape. The magazine covers a wide range of topics, from politics, business, and economics to entertainment, lifestyle, sports, and technology.

Over the years, **India Today** has received several prestigious awards for excellence in journalism, including the **Red Ink Award** and the **International News Media Association (INMA) Award**.



### Questions from the Text:

1. Which newspaper is known for winning numerous Pulitzer Prizes?
2. What does BBC stand for?
3. Where is Al Jazeera based?
4. Which newspaper is famous for its political reporting in the United States?
5. What kind of topics does Reuters cover?
6. What makes *The Guardian* stand out in terms of political views?
7. What is the primary focus of *The Wall Street Journal*?

8. Which country is *India Today* primarily focused on?
9. How did CNN change the news broadcasting industry?
10. What is Le Monde's primary area of expertise?

## **TEXT: THE ETHICAL MAN**

### **Read and analyze**

There was once a man named David, who lived in a small village surrounded by green hills and calm rivers. David was well known throughout the village not just for his hard work, but for his deep sense of ethics. He believed that the right thing to do, even in the toughest situations, was always the right thing to do, no matter the consequences.

One chilly autumn morning, as the sun rose above the hills, David set off to the market. As he passed by the old, creaky bridge that led to the village square, he saw a young boy sitting on the edge, looking sad and lost.

"Why do you look so troubled, young one?" David asked as he approached the boy. The boy, wiping tears from his eyes, spoke up. "I was on my way to the market to sell these apples for my mother, but I lost my purse with all the money in it. I don't know how I'll explain it to her."

David looked at the boy's basket filled with shiny, red apples. He could see the sadness in the boy's eyes, but something caught his attention—the boy's honesty. The boy wasn't asking for help or for a handout; he was simply sharing his story. That, David knew, was rare.

"Tell you what," David said with a smile. "I'll give you the money you need to make up for the lost purse, but I want you to promise me something." The boy's eyes widened. "What is it, sir?"

"Promise me that whenever you find yourself in a difficult situation," David began, "you will always choose honesty, no matter how hard it may seem. It's easy to take shortcuts or tell lies, but it's the truth that will lead you to a better path in life."

The boy nodded enthusiastically, wiping away his tears. "I promise, sir!" David handed him the money, enough to replace the lost purse, and they both walked to the market together. Along the way, the boy shared stories about his family, and David shared his wisdom about life.

Years passed, and the boy grew up to be a fine young man, much like David had hoped. He never forgot the lesson David taught him. He always believed that the ethical choice, though sometimes difficult, was always the best choice. The boy, now a man, eventually took over his mother's farm and became known throughout the village as a man of great integrity.

One day, David, now much older, visited the market again. To his surprise, the boy he had helped all those years ago was there. The young man approached David with a big smile.

"I have something for you," the man said, holding out a basket of apples. "These apples are from the best orchard in the village. I remember you taught me that honesty and doing the right thing are the most important things in life. I owe you so much for your wisdom, and I just wanted to say thank you."

David took the basket, his eyes twinkling with pride. "I'm proud of the man you've become," he said warmly. "But remember, the most important thing is to pass on that wisdom to others. Never stop teaching the next generation how to live with integrity."

The young man nodded, a promise shining in his eyes. And just like that, the legacy of the ethical man continued.

## **GRAMMAR: W/H QUESTIONS IN ENGLISH**

W/H questions are essential for gathering information, seeking clarification, and promoting conversation. These questions are formed using "wh-" words, also called question words, which allow you to ask about specific details. Here's a breakdown of the most common W/H question words and their usage:

## **1. What**

**Purpose:** To ask about things, actions, or events.

**Examples:**

What is your name?

What do you like to do in your free time?

## **2. Where**

**Purpose:** To ask about a location or place.

**Examples:**

Where do you live?

Where is the nearest bus stop?

## **3. When**

**Purpose:** To ask about a time or date.

**Examples:**

When does the meeting start?

When is your birthday?

## **4. Why**

**Purpose:** To ask for a reason or explanation.

**Examples:**

Why are you late?

Why did you choose that color?

## **5. How**

**Purpose:** To ask about the manner or process.

**Examples:**

How do you make your coffee?

How did you feel after the exam?

## **6. Who**

**Purpose:** To ask about a person or people.

**Examples:**

Who is your favorite actor?

Who called you last night?

## **7. Which**

**Purpose:** To ask about a specific choice or option.

**Examples:**

Which color do you prefer, blue or red?

Which book did you choose?

## **8. Whose**

**Purpose:** To ask about possession or ownership.

**Examples:**

Whose coat is this?

Whose idea was it to go hiking?

## **Examples of W/H Questions in Different Tenses**

**Present Simple:**

Where do you work?

What time does the movie start?

**Past Simple:**

When did you arrive?

Why did she leave early?

**Future Simple:**

How will we get there?

What will you do next?

**Present Continuous:**

What are you doing right now?

Why is he talking so loudly?

**Present Perfect:**

How long have you known her?

What have you been doing today?

## **Exercises**

### **1. Fill in the W/H questions**

1. \_\_\_\_\_ do you go to the gym?

2. \_\_\_\_\_ is your favorite restaurant?
3. \_\_\_\_\_ did you visit last summer?
4. \_\_\_\_\_ are you planning to go after the meeting?
5. \_\_\_\_\_ did you say that?
6. \_\_\_\_\_ do you feel about the new project?
7. \_\_\_\_\_ is your sister's name?
8. \_\_\_\_\_ are we meeting for dinner?

**2. Fill in the blanks with the correct W/H question word (Who, What, Where, When, Why, How).**

1. \_\_\_\_\_ is your favorite book?
2. \_\_\_\_\_ do you go to school?
3. \_\_\_\_\_ is your best friend?
4. \_\_\_\_\_ did you decide to move to this city?
5. \_\_\_\_\_ are you feeling today?
6. \_\_\_\_\_ did you arrive at the party last night?
7. \_\_\_\_\_ did you meet your colleague at the café?
8. \_\_\_\_\_ do we need to submit the assignment?
9. \_\_\_\_\_ is the capital of Japan?
10. \_\_\_\_\_ do you like to do in your free time?

**3. Choose the correct W/H question word.**

1. \_\_\_\_\_ do you usually have lunch?  
a) Where b) What c) When
2. \_\_\_\_\_ is your favorite color?  
a) How b) What c) Why
3. \_\_\_\_\_ did you learn to play the piano?  
a) Who b) Where c) How
4. \_\_\_\_\_ are you going on vacation this summer?  
a) Where b) Who c) Why

5. \_\_\_\_\_ did you get this information from?  
a) When b) Where c) Who

**4. Form W/H questions using the given answers.**

1. Answer: I like swimming.  
Question: \_\_\_\_\_ do you like to do?
2. Answer: I live in London.  
Question: \_\_\_\_\_ do you live?
3. Answer: I met him at the café.  
Question: \_\_\_\_\_ did you meet him?
4. Answer: We will leave at 5 PM.  
Question: \_\_\_\_\_ will you leave?
5. Answer: My sister's name is Anna.  
Question: \_\_\_\_\_ is your sister's name?

**5. Correct the mistakes in these W/H questions.**

1. Why you are late?
2. How does she came to work yesterday?
3. Who are the book belong to?
4. When we will meet you tomorrow?
5. Why did you chose that option?

**6. Match the questions with the correct answers.**

Question	Answer
1. What time does the train leave?	a) I play soccer.
2. Who is your favorite actor?	b) I'm studying for my exams.
3. Where do you work?	c) The train leaves at 3 PM.
4. How do you spend your weekends?	d) Tom Hanks.
5. What are you doing right now?	e) I work at a bank.

## DISCUSS IDEAS FOR REDUCING PLASTIC WASTE



### 10 Ways to Reduce Plastic Pollution

- Wean yourself off single-use plastics. ...
- Stop buying bottled water. ...
- Boycott microbeads. ...
- Cook more. ...
- Purchase items secondhand. ...
- Recycle. ...
- Support a bag tax or ban. ...
- Buy in bulk and look for eco-friendly packaging.



Set your table with cloth napkins and reusable dishes, glasses, and silverware as often as possible. Think green before you shop. Bring your own reusable bag for carrying your purchases, and try to buy items with minimal packaging. If you bring your lunch, package it in reusable containers instead of disposable ones.

## **SPEAKING TASK**

When discussing time management, one of the most common issues people face is wasting time. Time is a valuable resource that cannot be replenished once it's gone, so it's essential to recognize activities or habits that contribute to wasting time. This speaking task will help explore different aspects of wasting time and how to avoid it.

1. What do you think are the main reasons people waste time?
2. Can you think of a time when you wasted a lot of time? What happened?
3. How do you usually manage your time to avoid wasting it?
4. Do you think it's important to relax and do nothing sometimes, or is it always a waste of time?

## **HOMETASK**

### **1.The Role of Newspapers and News Sites**

- Start by introducing the importance of newspapers and online news platforms in today's world. Discuss how they are essential for informing the public, shaping opinions, and keeping society updated on global events.
- Briefly mention the difference between traditional newspapers and modern online news sites, and how both continue to impact news consumption.

### **2. Comparison of Newspapers and News Sites**

- **Audience:** Discuss how traditional newspapers like *The New York Times* and *Le Monde* cater to readers who prefer print, while news sites like *BBC*

*News* and *CNN* target a broader, tech-savvy audience, offering instant updates and multimedia content.

- **Global Influence:** Compare the influence of print media in terms of its physical reach (newspapers delivered in different parts of the world) versus the global accessibility of online news, which can be accessed by anyone with an internet connection.
- **Credibility and Trust:** Highlight how long-standing newspapers like *The Times of India* and *The Guardian* have built trust over time, while online platforms, though highly accessible, must work harder to maintain credibility, given the proliferation of misinformation.
- **Format and Accessibility:** Compare the accessibility of print newspapers, which may require physical copies or subscriptions, to the on-demand nature of online news sites, which can be accessed instantly and often for free.

### 3. The Changing Landscape of News Consumption

- **Print vs. Digital:** Discuss the decline of traditional print media and the rise of digital news consumption. How has the shift to online news changed the way we consume information? How do print newspapers adapt to the digital age by offering online editions or mobile apps?
- **Social Media and News:** Explore the role of social media platforms like Twitter, Facebook, and YouTube in shaping how people receive news today. Mention how these platforms often share content from traditional news organizations and offer an immediate, sometimes informal, channel for breaking news.
- **Fake News and Fact-Checking:** With the rise of digital media, discuss the challenge of misinformation and how trusted news sources like *BBC* and *Reuters* work to provide fact-checked, credible content in contrast to the unfiltered nature of social media.

### 4. Conclusion: The Future of News

- Summarize the importance of both print and online news outlets in providing essential information to the public.

- Discuss the future of news, including how newspapers and news sites might evolve in response to technological advancements, audience preferences, and the demand for faster, more interactive news consumption.
- Reflect on the role that trusted media sources will continue to play in combating misinformation and ensuring the public is well-informed.

## UNIT 16

### A MAN WHO TRIED TO LIVE ETHICALLY FOR A YEAR

#### New Words and Phrases:

Ethical living - Axloqiy hayot

Conscience - Vijdon

Sustainable - Barqaror

Fast fashion - Tez moda

Carbon footprint - Uglerod izlari (yoki uglerod izi)

Fair wages - Adolatli maosh

Second-hand - Ikkinchi qo'l (yoki foydalanilgan)

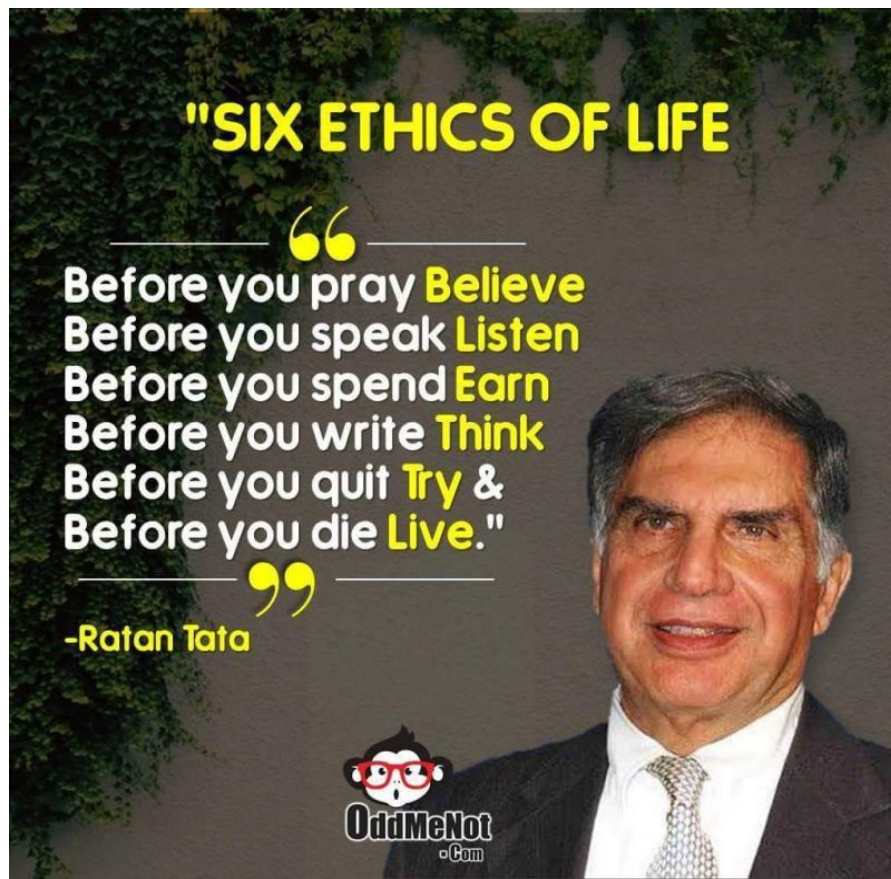
Plastic packaging - Plastik qadoqlash

Integrity - Halollik, yuksak axloq

Mindful - Hushyor, ongli

#### Read and translate this text:

Once upon a time, there was a man named Alex who lived in a busy city. He had a stable job, a comfortable life, and many modern conveniences. But over time, Alex began to feel uneasy about the impact his lifestyle was having on the planet and the people around him. One day, he came across an article about ethical living - living in a way that respects the environment, others, and oneself. Inspired by the idea, Alex decided to challenge himself to live ethically for an entire year.



At the start of his journey, Alex made a list of changes he wanted to make. He committed to reducing his waste, buying only ethically-sourced products, supporting local businesses, and consuming less in general. He also aimed to be kinder to the people around him, making sure he acted with integrity in all aspects of his life.

The first challenge came when he had to decide between convenience and sustainability. Alex had always relied on fast food and packaged meals because they were quick and easy. But now, he took the time to cook healthy meals from scratch, using ingredients from local markets. This not only helped him eat healthier but also reduced his reliance on plastic packaging.

As the months went by, Alex faced other challenges. He stopped buying clothes from fast fashion brands, opting instead for second-hand stores or ethical clothing brands that prioritized fair wages and sustainable materials. This was difficult at first, as he was used to the excitement of new clothes, but over time, he realized that he didn't need to buy as much as he once thought.

Alex also became more mindful of his energy use. He started biking to work instead of driving, which reduced his carbon footprint. He switched to energy-efficient appliances and made sure to turn off lights when not in use. Slowly, these small actions became part of his daily routine.

The most difficult aspect of ethical living, however, was dealing with the expectations of others. Many of Alex's friends and family were puzzled by his decisions. They didn't understand why he was giving up things that seemed so normal and easy. But Alex stuck with it, determined to lead a life that reflected his values.

As the year came to an end, Alex looked back on all he had learned. He realized that living ethically wasn't about being perfect, but about making choices that aligned with his values. While there were times he slipped up—buying a plastic water bottle or eating at a chain restaurant—he had made significant progress. He felt a sense of pride in knowing that his actions had a positive impact on the world around him.

In the end, Alex's year of ethical living taught him more than he expected. It wasn't just about reducing waste or supporting fair trade; it was about being conscious of the choices he made every day and how they affected the people and the planet. Although the year was over, Alex knew that his journey toward ethical living was just beginning.

### **Discussion Questions:**

1. What do you think is the most difficult part of living ethically?
2. How can we encourage more people to live in a more sustainable way?
3. Do you think Alex's year of ethical living will have a lasting impact on his habits? Why or why not?
4. What are some ethical living practices you follow in your own life?
5. In what ways do you think the choices Alex made will affect the world around him?

## WRITING: RECOMMEND A CITY FOR FOOD

If you're looking for a city known for its incredible food scene, I would highly recommend **Bangkok, Thailand**.

### Why Bangkok?

1. **Street Food Culture:** Bangkok is famous for its vibrant street food scene. You'll find everything from pad Thai, tom yum soup, and green curry to mango sticky rice and fresh coconut water. The city's street vendors provide a delicious array of affordable and authentic Thai cuisine.
2. **Variety:** The city offers a mix of traditional Thai dishes, regional specialties, as well as international cuisine. Whether you're craving fresh seafood, spicy dishes, or even western comfort food, Bangkok has something for everyone.
3. **Food Markets:** You can visit food markets like **Chatuchak, Yaowarat (Chinatown)**, or **Sampeng Market**, where you can taste local delicacies and shop for exotic ingredients.
4. **Fine Dining:** Bangkok is also home to several Michelin-starred restaurants, blending traditional flavors with innovative cooking. This makes it a perfect destination for food lovers who want to experience the best of both worlds.
5. **Food Tours:** For a more in-depth experience, you can join a food tour and explore the city's hidden gems, guided by locals who know the best spots.

### Other Honorable Mentions:

- **Barcelona, Spain** – Known for tapas, seafood, and paella.
- **Tokyo, Japan** – Famous for sushi, ramen, and tempura.
- **Mexico City, Mexico** – Known for tacos, mole, and street food.

## GRAMMAR: ADJECTIVE

An **adjective** is a word that describes or modifies a noun (a person, place, thing, or idea). Adjectives give more information about a noun, telling you what kind, how many, or which one.

### Types of Adjectives:

1. **Descriptive Adjectives:** These adjectives describe the qualities or characteristics of a noun.

Examples: *beautiful, fast, blue, tall, interesting.*

Example sentences:

She has a **beautiful** voice.

This is a **fast** car.

2. **Quantitative Adjectives:** These adjectives describe the quantity or amount of something.

Examples: *some, many, few, several, much.*

Example sentences:

I have **many** friends.

He drank **much** water.

3. **Demonstrative Adjectives:** These adjectives point out specific things or people.

Examples: *this, that, these, those.*

Example sentences:

**This** book is interesting.

**Those** chairs are comfortable.

4. **Possessive Adjectives:** These adjectives show ownership or possession.

Examples: *my, your, his, her, their, our.*

Example sentences:

**My** house is big.

**Their** dog is friendly.

5. **Interrogative Adjectives:** These adjectives are used to ask questions about a noun.

Examples: *which, what, whose*.

Example sentences:

**Which** dress do you like best?

**Whose** book is this?

6. **Comparative Adjectives:** These adjectives compare two things or people.

Examples: *smarter, more beautiful, bigger, older*.

Example sentences:

Sarah is **smarter** than Anna.

This building is **bigger** than that one.

7. **Superlative Adjectives:** These adjectives show the highest degree or the extreme quality of a noun.

Examples: *smartest, most beautiful, biggest, oldest*.

Example sentences:

She is the **smartest** student in the class.

This is the **most beautiful** painting.

8. **Adjectives of Quantity:** These adjectives give information about the number or amount of a noun without being specific.

Examples: *a few, a little, no, all, any, several*.

Example sentences:

There are **several** options available.

He has **a little** time left.

### **Position of Adjectives in Sentences:**

Adjectives typically come **before** the noun they modify. However, adjectives can also appear after certain verbs (like **be, seem, feel, look**, etc.) in a **predicate position**.

Example 1: The **green** car is mine. (Adjective before noun)

Example 2: The car is **green**. (Adjective after verb)

### **Adjective Degrees:**

**Positive degree:** The adjective in its simplest form, used when no comparison is made. Example: *big*.



**Comparative degree:** Used to compare two nouns, often formed by adding **-er** or using **more/less**. Example: *bigger, more beautiful*.

**Superlative degree:** Used to compare three or more nouns, often formed by adding **-est** or using **most/least**. Example: *biggest, most beautiful*.

### **Irregular Comparative and Superlative Forms:**

Some adjectives have irregular comparative and superlative forms:

*good* → *better* → *best*

*bad* → *worse* → *worst*

*far* → *farther* (or *further*) → *farthest* (or *furthest*)

### **Adjectives and Noun Agreement:**

In English, adjectives **do not change** to reflect the gender or number of the noun. However, in some languages (e.g., Spanish, French), adjectives change to agree with the noun.

### **Common Adjective Phrases:**

1. **Well-known** – famous, widely recognized

Example: She is a **well-known** author.

2. **High-quality** – excellent in standard

Example: This is **high-quality** fabric.

3. **Good-looking** – attractive in appearance

Example: He's a **good-looking** actor.

4. **Full-time** – working for the entire day or week

Example: He has a **full-time** job.

### **Example Sentences with Different Types of Adjectives:**

**Descriptive:** The **bright** sun made the day warm.

**Quantitative:** I have **two** dogs and **several** friends.

**Demonstrative:** **These** shoes are too tight.

**Possessive:** **Her** smile is contagious.

**Interrogative:** **What** time does the train leave?

**Comparative:** This test is **harder** than the last one.

**Superlative:** This is the **most interesting** book I've ever read.

**Exercise 1. Choose the correct adjective to complete the sentences.**

1. She is the (tall/taller/tallest) student in the class.
2. This is the (most interesting/more interesting/interesting) book I have ever read.
3. The movie was (good/better/best) than I expected.
4. My house is (big/bigger/biggest) than yours.
5. He is a (friendly/friendlier/friendliest) person than his brother.

**Exercise 2. Find and correct the mistake in each sentence.**

1. She is more smarter than her sister.
2. This is the most funnier movie I've ever seen.
3. The test was much easier than I thought.
4. That is the goodest restaurant in town.
5. He is the most strongest player in the team.

**Exercise 3. Fill in the Blank with the Correct Adjective**

1. This is the \_\_\_\_\_ (beautiful) park in the city.
2. She looks much \_\_\_\_\_ (happy) today than yesterday.
3. My brother is \_\_\_\_\_ (young) than me.
4. That was the \_\_\_\_\_ (exciting) match of the season.
5. This problem is \_\_\_\_\_ (complicated) than I expected.

**Exercise 4. Match the adjective with its correct comparative and superlative forms.**

1. Tall  
a. Better b. Tallest c. Taller
2. Good  
a. Best b. Gooder c. Better

3. Bad
  - a. Baddest
  - b. Worse
  - c. Worst
4. Fast
  - a. Fastest
  - b. More fast
  - c. Faster

**Exercise 5.** Fill in the blanks with **descriptive, quantitative, possessive, or demonstrative** adjectives.

1. \_\_\_\_\_ cat is sitting on the roof. (Which type of adjective?)
2. I have \_\_\_\_\_ books to read. (Which type of adjective?)
3. \_\_\_\_\_ umbrella is mine. (Which type of adjective?)
4. It was \_\_\_\_\_ difficult to finish the project on time. (Which type of adjective?)
5. \_\_\_\_\_ father is a doctor. (Which type of adjective?)

**Exercise 6.** Complete the following sentences by using the correct comparative or superlative form of the adjective in parentheses.

1. This dress is \_\_\_\_\_ (beautiful) than that one.
2. This was the \_\_\_\_\_ (exciting) movie I have ever seen.
3. The blue shirt is \_\_\_\_\_ (cheap) than the red one.
4. He is the \_\_\_\_\_ (talented) player on the team.
5. This book is \_\_\_\_\_ (interesting) than the other books.

**Exercise 7.** Put the adjectives in the correct order:

1. She bought a (green, leather, Italian) bag.
2. It was a (comfortable, soft, big) chair.
3. They stayed in a (luxurious, expensive, five-star) hotel.
4. I prefer (small, wooden, antique) tables.
5. We went on a (beautiful, sunny, warm) day.

**Exercise 8. Decide if the statement is true or false.**

1. "Fast" is the comparative form of the adjective "fast."
2. The superlative form of "good" is "best."
3. The adjective "more" is used with comparative adjectives.
4. "Bigger" is the superlative form of "big."
5. "Most" is used with the comparative form of adjectives.

**Exercise 9. Fill in the Correct Adjective (Positive, Comparative, or Superlative)**

1. Mount Everest is the \_\_\_\_\_ (high) mountain in the world.
2. This test is \_\_\_\_\_ (easy) than the last one.
3. She is the \_\_\_\_\_ (old) member of our team.
4. The blue car is \_\_\_\_\_ (fast) than the red car.
5. I think this is the \_\_\_\_\_ (bad) idea ever.

**Exercise 10. Write Your Own Sentences**

Write a sentence using each of the following adjectives:

1. Tall
2. Good
3. Interesting
4. Beautiful
5. Happy

**TEXT: DESCRIPTIONS OF THE WORLD'S BEST FOOD CITIES**

1. **Tokyo, Japan:** Tokyo is often hailed as one of the best food cities in the world due to its unique blend of traditional Japanese cuisine and modern innovation. The city boasts an impressive number of Michelin-starred restaurants, and the sushi here is world-renowned. From fresh sashimi at Tsukiji Market to

flavorful ramen and tempura, Tokyo offers a diverse range of dining experiences. Additionally, its izakayas (Japanese pubs) serve up delicious comfort food, such as yakitori (grilled chicken skewers) and takoyaki (octopus balls). Tokyo's street food scene is equally impressive, with stalls offering everything from crepes to okonomiyaki (Japanese savory pancake).



2. **Paris, France:** Paris is a city synonymous with food and wine. It's not just the fine dining establishments and Michelin-starred chefs that make Paris special, but the everyday experiences too. The city's bakeries are world-famous, with freshly baked croissants and baguettes lining every street corner. Parisians are also known for their love of cheese, and a visit to any of the local fromageries is a must. The rich culinary history of the city is reflected in its iconic dishes, such as escargots (snails), coq au vin (chicken in wine), and crème brûlée. Paris is also home to numerous brasseries, cafes, and markets where food lovers can indulge in French classics.





3. **Bangkok, Thailand:** Bangkok is a food lover's paradise, known for its vibrant street food culture. The city's food scene is a blend of traditional Thai flavors and regional influences, with spicy, tangy, sweet, and sour elements. Street vendors can be found throughout the city, offering dishes like pad Thai, green curry, som tam (papaya salad), and satay (grilled meat skewers). Bangkok's night markets are especially famous for their food stalls, where visitors can sample a variety of snacks, from mango sticky rice to crispy fried insects. The city's food is not just about the flavors but also the experience - eating in the bustling street food markets is an unforgettable adventure.



4. **Barcelona, Spain:** Barcelona is a city known for its Mediterranean cuisine, fresh seafood, and tapas. Tapas bars can be found everywhere, serving a variety of small plates such as patatas bravas (fried potatoes with spicy sauce), gambas al ajillo (garlic shrimp), and jamón ibérico (cured ham). Paella, a rice dish made with seafood or meat, is another must-try in the city. Barcelona's bustling markets, like La Boqueria, offer a sensory overload of fresh produce, meats, cheeses, and cured hams. The city is also renowned for its modernist Catalan cuisine, with a number of innovative restaurants pushing the boundaries of traditional Spanish cooking.



5. **New York City, USA:** New York City is a melting pot of cultures, and its food scene reflects this diversity. From classic New York-style pizza to bagels with lox and cream cheese, the city's food is beloved by locals and tourists alike. New York is home to an extensive array of international cuisines, from Chinese dim sum in Chinatown to Mexican tacos in Queens, and Indian curries in Jackson Heights. The city's food markets, such as Chelsea Market and Smorgasburg, are perfect for sampling a range of dishes, from gourmet sandwiches to artisanal ice cream. NYC is also known for its food trucks, offering everything from halal food to lobster rolls.





6. **Istanbul, Turkey:** Istanbul is a city where East meets West, and its food is a reflection of this unique blend of cultures. Turkish cuisine is rich in spices, with dishes like kebabs, mezes (small appetizers), and baklava (sweet pastry). Istanbul's street food scene is famous, with popular items such as simit (sesame-crusted bread), döner (rotating meat), and fish sandwiches near the Galata Bridge. The city's markets, such as the Grand Bazaar, are filled with spice stalls and vendors selling Turkish delight. Dining in Istanbul is not just about the food, but the experience of sharing a meal with family and friends in a lively atmosphere.





**7. Mexico City, Mexico:** Mexico City is a food lover's dream, known for its rich and diverse food culture. The city's street food scene is legendary, with vendors selling tacos, tamales, quesadillas, and elote (grilled corn) at every corner. The tacos in Mexico City are unmatched, with fillings ranging from slow-cooked pork carnitas to grilled steak and crispy fried fish. The markets are a feast for the senses, with fresh fruits, meats, spices, and herbs, while traditional Mexican dishes such as mole (rich sauce with chocolate) and pozole (soup) are staples in local restaurants. Mexico City's food scene blends traditional recipes with modern flair, offering a truly authentic culinary experience.



**8. Rome, Italy:** Rome is known for its delicious Italian cuisine, which emphasizes fresh, high-quality ingredients and simple preparation methods. The city's food is centered around pasta, with famous dishes like spaghetti alla carbonara, cacio e pepe (cheese and pepper pasta), and amatriciana (tomato and pancetta pasta). Pizza is also a must-try in Rome, with its thin, crispy crust and toppings ranging from margherita to prosciutto and arugula. Gelato is a favorite dessert in Rome, with artisanal gelaterias offering a wide variety of flavors. Dining in Rome is an experience in itself, with meals enjoyed in charming trattorias or at al fresco cafes in picturesque piazzas.



9. **Lyon, France:** Lyon is often considered the gastronomic capital of France, and for good reason. The city is known for its traditional French cuisine, which focuses on rich, hearty dishes. Lyonnaise specialties include quenelles (dumplings), salade lyonnaise (salad with bacon, eggs, and croutons), and pâté en croûte (meat pie). The city's famous "bouchons" (traditional Lyonnaise restaurants) serve up these classic dishes, along with local wines and cheeses. Lyon's food markets, such as Les Halles de Lyon, offer fresh produce, meats, and artisanal products, making it a great place for food lovers to explore.





10. **Ho Chi Minh City, Vietnam:** Ho Chi Minh City, formerly known as Saigon, is known for its vibrant street food scene. Vietnamese food is fresh, flavorful, and often includes a combination of sweet, sour, salty, and spicy elements. The city's most famous dish is pho, a fragrant noodle soup with beef or chicken, but it's also home to a wide variety of other street foods such as banh mi (Vietnamese sandwich), goi cuon (spring rolls), and com tam (broken rice). Ho Chi Minh City's food markets are bustling with vendors selling everything from fresh herbs to tropical fruits, and the city's cafes serve up strong Vietnamese coffee and traditional desserts like che (sweet pudding).



### Summary of New Words and Phrases:

1. **Street food** - food sold by vendors on the street, often quick and inexpensive.
2. **Michelin-starred** - a rating given to restaurants that signifies high quality, awarded by the Michelin Guide.
3. **Izakayas** - informal Japanese pubs that serve food and drinks.

4. **Mezes** - small dishes or appetizers in Middle Eastern cuisine.
5. **Simit** - a Turkish sesame-crust bread, often eaten as a snack.
6. **Quesadillas** - a traditional Mexican dish made of tortillas with cheese and various fillings.
7. **Bouchons** - traditional Lyonnaise restaurants that serve hearty local dishes.
8. **Pho** - a Vietnamese noodle soup made with broth, rice noodles, herbs, and meat (typically beef or chicken).

### Questions:

1. What is the street food scene like in Bangkok?
2. Which city is known for its Mediterranean cuisine and tapas culture?
3. What are some of the famous dishes you can try in Mexico City?
4. Which city is considered the gastronomic capital of France?
5. What makes Tokyo's food scene unique?
6. In which city can you find some of the best sushi in the world?
7. How does Rome's food differ from other Italian cities?
8. What is the main dish served at a traditional Vietnamese restaurant in Ho Chi Minh City?

### SPEAKING TASK

Plov is Uzbekistan's national dish and daily ritual, a hefty rice pilaf cooked with meat, onions, carrots, garlic, dried fruit, and a fair slug of oil. This family dish is typically cooked in a "kazan", or large, cauldron-like pot.

1. What are Uzbek eating habits?
2. What is the history of Uzbek food?
3. What is the food capital of Uzbekistan?
4. What spices are used in Uzbekistan food?
5. What is bread called in Uzbekistan?

6.What is the national fruit of Uzbekistan?

7.Is Uzbek cuisine spicy?

8.What do Uzbeks eat for breakfast?

9.What are Uzbeks known for?

10 Do Uzbeks eat with hands?

## **HOMETASK**

### **1. Introduction:**

Discuss the role of food in cultural identity and why certain cities are known for their food scenes.

### **2. Criteria for Being a "Best Food City":**

Mention what makes a city stand out in the culinary world (diversity, street food, restaurants, local ingredients).

### **3. Descriptions of Famous Food Cities:**

Write about cities like Tokyo, Paris, Bangkok, Mexico City, Barcelona, New York City, and Istanbul.

### **4. The Global Influence of Food Cities:**

Discuss culinary tourism, fusion cuisine, and sustainability in food practices.

### **5. Conclusion:**

Reflect on how food connects cultures and helps us understand the world better.

## UNIT 17

### READING: A RESTAURANT REVIEW: WHEN YOU TRAVEL

#### New Words and Phrases:

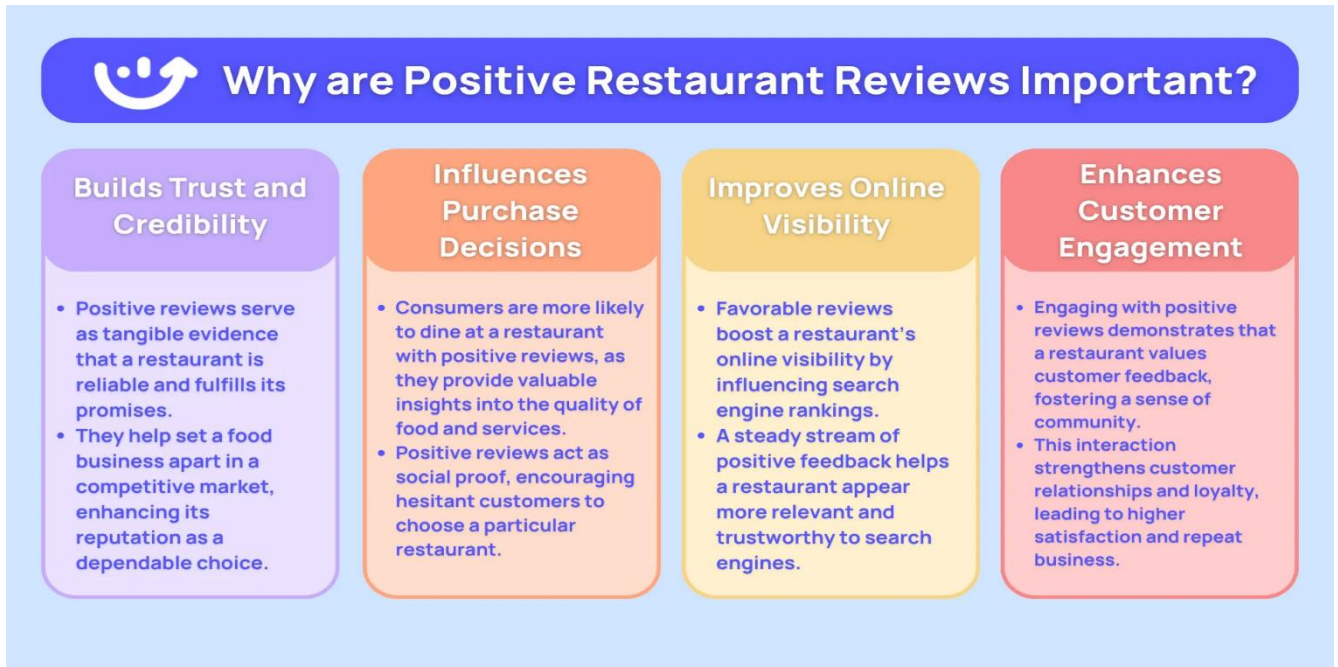
1. Charming – Jozibali, mehribon, o'ziga jalb qiluvchi
2. Rustic – Qishloq uslubida, oddiy, tabiiy
3. Fluent – To'g'ri va ravon gapiradigan, oson gapira oladigan
4. Appetizer – Yengil taom, asosiy taomdan oldin keltiriladigan taom
5. Saffron-infused – Zafron bilan ta'minlangan, zafron ta'mi qo'shilgan
6. Plump – Shishgan, to'la, ko'krakli
7. Indulgent – O'zini erkin qo'yish, xohlagan narsaga ruxsat berish
8. Crack – Sinish, yorilmoq, qattiq tovush bilan parchalanmoq
9. Top-notch – Yuqori sifatli, eng yaxshi darajadagi

Last summer, I traveled to Barcelona, Spain, and during my stay, I had the opportunity to dine at a unique restaurant called "La Sombra." Located in the heart of the city, this charming spot promised authentic Catalan dishes and a cozy atmosphere.

Upon entering, I was greeted with a warm smile by the hostess, who immediately offered me a seat by the window with a view of the bustling street. The interior was rustic, with wooden tables and warm lighting that gave the place a homely feel. The staff was friendly and spoke fluent English, which made the experience even more pleasant.

I started with a traditional *pan con tomate* (bread with tomato) – a simple yet flavorful dish of toasted bread topped with ripe tomatoes, garlic, and olive oil. It was the perfect appetizer, refreshing and light. For the main course, I ordered *paella de mariscos* (seafood paella). The dish arrived beautifully presented, with plump shrimp, mussels, and calamari nestled among the saffron-infused rice. The seafood was perfectly cooked, and the flavors were rich but not overpowering.

The dessert, *crema catalana* (a Spanish version of crème brûlée), was the perfect end to my meal. The crunchy sugar topping cracked as I gently tapped it with my spoon, revealing a creamy, custard center. It was indulgent but not too heavy, leaving me satisfied and content.



Overall, my experience at "La Sombra" was exceptional. The food was authentic, the service was top-notch, and the atmosphere made me feel like I was part of the local culture. If you ever visit Barcelona, I highly recommend stopping by this restaurant for a taste of Catalan cuisine.

### Answer the questions:

1. What kind of atmosphere did the restaurant have?
2. What was the first dish you tried at the restaurant? How did it taste?
3. Can you describe the seafood paella you ordered? What made it special?
4. What dessert did you have at "La Sombra"? How would you describe it?
5. What made your experience at the restaurant exceptional?
6. Would you recommend "La Sombra" to other travelers? Why or why not?
7. How important do you think the atmosphere of a restaurant is when traveling?

8. Have you ever had an experience like this at a restaurant while traveling?  
Where was it and what did you eat?

## **GRAMMAR: ASK FOR/GIVE TRAVEL ADVICE**

Asking for and giving travel advice is an essential part of communication when you're planning a trip or helping someone plan theirs. The structure of the sentences you use when asking for advice can vary slightly depending on whether you're inquiring politely or informally. Below are some detailed explanations on how to ask for and give travel advice:

### **1. Asking for Travel Advice**

When asking for advice, we typically use modal verbs such as "should," "could," and "ought to." These modal verbs are used to make requests politely and to show that we respect the other person's opinion.

#### **Common Phrases for Asking for Travel Advice:**

*"Where should I go for a relaxing holiday?"*

*"Could you recommend a good place to visit?"*

*"What should I pack for a trip to the mountains?"*

*"Do you think I should visit Paris or Rome?"*

*"How should I get from the airport to the hotel?"*

*"Can you suggest any interesting things to do in Tokyo?"*

*"What's the best way to get around the city?"*

*"Should I book tickets in advance?"*

*"What's the best time to visit this country?"*

### **2. Giving Travel Advice**

When giving travel advice, you can use the same modals, but in the affirmative form. The language used is intended to be helpful and provide clear guidance.

#### **Common Phrases for Giving Travel Advice:**

*"You should visit the Eiffel Tower if you're in Paris."*



*"I would recommend trying the local cuisine when you travel to Italy."*

*"You ought to bring comfortable shoes for walking."*

*"I suggest you book your accommodation early to get the best deals."*

*"You shouldn't miss the sunset at the Grand Canyon."*

*"I think you could visit a local museum for a cultural experience."*

*"It's best to travel by train when in Europe."*

*"You could try a guided tour to learn more about the place."*

*"You should always check the weather before packing."*

*"I would advise you to use public transport in New York City as it's very convenient."*

### **3. Structure of Asking and Giving Advice**

When asking for and giving travel advice, the structure often follows a similar pattern:

#### **Asking for Advice:**

**(Question word) + modal verb + subject + verb**

Example: "What should I see in London?"

**(Modal verb) + subject + verb**

Example: "Should I rent a car in Spain?"

#### **Giving Advice:**

**Subject + modal verb + verb**

Example: "You should visit the beach in Hawaii."

**Subject + modal verb + verb + additional detail**

Example: "I would recommend trying the local food when you're in Thailand."

### **4. Useful Vocabulary for Travel Advice**

**Destination** – A place you're going to or planning to visit.

**Itinerary** – A detailed plan of where you're going and when.

**Accommodation** – Where you stay during your travels (e.g., hotel, hostel, Airbnb).

**Transportation** – Getting from one place to another (e.g., bus, train, taxi).

**Budget** – The amount of money you plan to spend.

**Excursion** – A short trip or journey, especially one taken for pleasure.

**Tourist attractions** – Popular places or sights to visit in a certain area.

## 5. Examples of Full Conversations

### Asking for Advice:

**Traveler:** "Do you think I should travel to Bali or Thailand?"

**Local:** "I'd recommend Thailand for its beaches, but Bali has a unique cultural experience. It really depends on what you're looking for."

### Giving Advice:

**Traveler:** "Can you tell me the best way to get around Tokyo?"

**Local:** "You should definitely use the subway. It's very efficient and connects to almost every part of the city."

## THE GREAT MELT

### Read and analyze:

It was the year 2050, and the world had undergone dramatic changes. Climate change had reached a tipping point, and the effects were becoming impossible to ignore. Among these changes was the phenomenon called "The Great Melt," an event where the polar ice caps, glaciers, and permafrost rapidly melted, raising sea levels and causing major shifts in ecosystems.

As the temperatures soared, the ice that had once blanketed the Earth's poles began to vanish at an alarming rate. Scientists had warned about this happening for decades, but no one had fully anticipated the speed at which it would occur. Cities built along coastlines that had been considered safe for centuries were now sinking beneath the rising waters. Entire ecosystems, from the Arctic tundra to tropical rainforests, were being displaced, and millions of people were forced to leave their homes due to floods, storms, and unbearable heatwaves.

In the middle of this global disaster, a group of explorers set out on a mission to document the rapid changes happening in the Arctic. Led by renowned scientist Dr. Emma Anders, the team traveled through what was once an icy wasteland. As they ventured closer to the North Pole, they witnessed the most extraordinary thing: the icebergs that had once towered like giants were now merely fragments, floating aimlessly in the ocean.



The explorers were astonished at the pace of the change. Entire regions that had been covered in thick layers of ice for thousands of years were now barren, revealing landscapes that had never been seen by human eyes. What was even more concerning was the sudden release of ancient microorganisms that had been trapped in the ice for millennia. The team documented unusual weather patterns, strange new diseases, and an alarming rise in wildfires and hurricanes.

But the Great Melt was not just about the environmental consequences. It was also a story of human resilience. Across the world, people began to adapt in extraordinary ways. New technologies were developed to harness renewable energy, and sustainable cities started to rise from the ground, designed to be immune to the rising sea levels and unpredictable weather.

Dr. Emma Anders and her team didn't just report on the devastation; they also helped bring hope. As the ice melted away, they discovered that the world was

forced to come together like never before. They encouraged governments, scientists, and everyday citizens to work hand in hand to build a more sustainable future, one where humans and nature could coexist in harmony.

"The Great Melt," as it became known, was a defining moment in human history. It forced people to confront the reality of climate change and took the world on a journey of rediscovery and transformation. While the melting of the ice left behind a world that was forever altered, it also paved the way for innovation, new beginnings, and a deeper understanding of how interconnected the planet really is.

As the team watched the final remnants of ice disappear into the ocean, they realized one thing: The Great Melt was not just the end of an era—it was the start of a new chapter in human history. And it was up to every individual to ensure that this new world would be one worth living in.

### **Questions for Discussion:**

1. What do you think will happen if the ice caps continue to melt at this rate?
2. How do you think people will adapt to the environmental changes caused by The Great Melt?
3. What steps can individuals take to reduce their impact on the environment?
4. How might climate change alter the way cities are built in the future?
5. What role do you think technology will play in combating the effects of climate change?

## WATCH A BBC DOCUMENTARY ABOUT ARCTIC'S MELTING ICE CAPS

We know the Earth's atmosphere is warming and it's thanks to us and our taste for fossil fuels. But how quickly is this melting the ice sheets, ice caps, and glaciers that remain on our planet? That's what listener David wants to know.

*Scan this*



Research Professor and climate scientist Jason Box from the Geological Survey of Denmark and Greenland shows us how much ice Greenland we've already committed ourselves to losing, even if we stopped burning all fossil fuels today. His team, including Jakob Jakobsen, show us how these scientists collect all this data that helps feed climate models and helps us all to understand how quickly the seas might rise.

Professor Martyn Trantor from Aarhus University helps us understand why a darkening Greenland ice sheet would only add to the problem of melting. And climate scientist Ruth Mottram from the Danish Meteorological Institute breaks down how the ice is breaking down in Antarctica and other glaciers around the world.

## HOMETASK

### 1. Introduction: Setting the Scene

- Start by introducing the location where the restaurant is located. Mention the city, neighborhood, and why you chose to visit this restaurant (perhaps based on recommendations, online reviews, or the cuisine it offers).
- Include the name of the restaurant, the type of cuisine it serves, and a brief mention of its reputation or significance (e.g., well-known for local dishes, Michelin-starred, or popular with tourists).

## **2. Ambiance and Setting**

- Describe the restaurant's ambiance. Was it cozy, elegant, modern, rustic, or casual? Pay attention to details such as lighting, interior decor, seating arrangement, and overall vibe.
- Consider the atmosphere of the area surrounding the restaurant, especially if it's located in a lively part of town or near popular landmarks.
- Mention the type of clientele (locals, tourists, families, couples, etc.) and the general mood (e.g., casual, romantic, energetic, etc.).

## **3. Service**

- Comment on the quality of service. Was the staff friendly and attentive? Did they make you feel welcome? Consider how long it took to receive menus, place an order, or get the bill.
- Highlight any special touches, like the staff's knowledge of the menu, their recommendations, or if they went above and beyond.
- Mention if the service was fast or leisurely, depending on the setting.

## **4. The Food**

- Provide a detailed description of the food you ordered. Describe the presentation, the taste, the textures, and any standout flavors. Did it live up to your expectations? Was it what you expected from a restaurant in that location?
- Mention any signature dishes or unique aspects of the cuisine that make the restaurant stand out. Were the ingredients fresh? Were there any regional specialties featured on the menu?
- Include information on portion sizes and whether the food was reasonably priced for the quality.

## **5. Price and Value**

- Discuss the price range of the restaurant and whether you think the meal was worth the cost.

- Did the quality of the food, service, and experience justify the price? Was it affordable, expensive, or somewhere in between?
- If applicable, mention any deals, specials, or set menus that are worth noting.

## **6. Final Thoughts and Recommendation**

- Sum up your experience with a general opinion. Would you recommend the restaurant to others? Who would you recommend it to (e.g., foodies, families, couples, tourists)?
- Mention any aspects of the experience that stood out as particularly memorable, and explain why you would (or wouldn't) return.
- If appropriate, you can also give the restaurant a rating (e.g., out of five stars).

## **UNIT 18**

### **READING: MEDIA AND IMAGE**

#### **New Words and Phrases:**

Societal norms – Jamiyat qoidalari

Inadequacy – Etishmaslik, yetersizlik

Insecurity – Noqulaylik, ishonchsizlik

Idealized standards – Idealizatsiya qilingan me'yorlar

Inclusive – Hammani o'z ichiga oluvchi

Body positivity – Tanani ijobiy qabul qilish

Self-worth – O'zini baholash, o'z qadriyatini tushunish

Comparison – Taqqoslash

Unrealistic expectations – Haqiqatga to'g'ri kelmaydigan kutishlar

Digital manipulation – Raqamli manipulyatsiya

Cosmetic surgery – Kosmetik jarrohlik

## **Read and translate this text**

In today's world, the media plays a significant role in shaping how we view ourselves and others. Whether it's through television, social media, print, or the internet, the image portrayed by the media often influences public opinion and personal self-perception. But how accurate is the image the media presents, and how much of it is fabricated?

The image presented by the media is often a reflection of societal norms and ideals. For example, fashion magazines frequently display images of people with "perfect" bodies and features, which are often far from the reality that most people experience. This can create a sense of inadequacy and insecurity, as many individuals feel they do not measure up to these idealized standards. Similarly, the portrayal of success in movies and television shows can lead people to believe that a certain lifestyle or appearance is the key to happiness and fulfillment.

However, not all media portrays a skewed image. In recent years, there has been a movement towards more inclusive and diverse representation in the media. For instance, many brands and organizations are beginning to embrace body positivity, showcasing models of all shapes, sizes, and ethnicities. Social media platforms have also provided individuals the opportunity to share their own stories and promote a more authentic image of themselves, free from the manipulation of traditional media.

Despite these positive changes, there are still concerns about how the media affects our perception of reality. The constant bombardment of images and advertisements can lead to a distorted sense of self-worth. Many individuals, particularly young people, are constantly comparing themselves to the images they see online, whether it's influencers, celebrities, or even their peers.

Moreover, the rise of filters and digital manipulation on social media can make images appear flawless, which sets unrealistic expectations for others. This creates a cycle of comparison and self-doubt, especially when individuals feel they cannot live up to these seemingly perfect portrayals. The desire to maintain a certain



image can lead people to make unhealthy decisions, like excessive dieting or even undergoing cosmetic surgery.

The role of the media in shaping our image cannot be denied, but it is important to remember that media is not always a reflection of reality. As consumers of media, it's essential to critically evaluate the images presented to us and recognize the impact they can have on our mental and emotional well-being. It's also important to promote positive change within the media industry by advocating for more inclusive and diverse representation of people in all their forms.

**Discussion Questions:**

1. How do you think social media has influenced our perception of beauty and success?
2. In what ways can the media be more inclusive and diverse in its portrayal of people?
3. Do you believe that media's portrayal of "ideal" images affects your self-esteem? Why or why not?
4. What are some ways to promote healthier and more realistic body images in the media?
5. How can people protect their mental health when exposed to unrealistic portrayals in the media?
6. Do you think it's important for media outlets to show the flaws and imperfections of individuals? Why?

## HOW DOES MEDIA HELP ESTABLISH A COUNTRY'S IMAGE?



Media plays a crucial role in shaping a country's image both internally and externally. For a country like Uzbekistan, media can be instrumental in creating a positive and modern national identity, promoting its culture, history, and economic progress. Here are some ways in which media helps establish a country's image:

### **1. Promoting National Identity and Culture:**

Media outlets such as television, radio, newspapers, and digital platforms help in showcasing the unique aspects of Uzbekistan's culture, traditions, and heritage. Documentaries, cultural programs, and features about historical landmarks like the Registan in Samarkand, the ancient city of Bukhara, or the Fergana Valley can contribute to building pride among locals and creating interest for international audiences.

### **2. Highlighting Economic Development:**

Media is a powerful tool in reporting on the economic growth of Uzbekistan, including developments in industries such as agriculture, energy, textiles, and tourism. Positive news stories about foreign investments, improved infrastructure, and increased trade partnerships can create a favorable perception of Uzbekistan as a growing and stable economy.

### **3. Tourism Promotion:**

Media platforms can advertise Uzbekistan as a travel destination. Through articles, social media, and online advertisements, media can highlight the country's rich cultural heritage, scenic landscapes, and historical landmarks, thus attracting international tourists. Famous travel bloggers and influencers also play an essential role in presenting the country's appeal to a global audience.

### **4. Government and Policy Representation:**

State-run and independent media alike can communicate the government's policies, reforms, and initiatives to the public. Uzbekistan's ongoing reforms in various sectors, such as the economy, education, and foreign relations, can be effectively communicated through media outlets. By providing transparent, up-to-date, and positive reports, media helps build trust and credibility in the country's leadership and governance.

### **5. Addressing Global Issues:**

Media can also engage with global issues like climate change, social development, and international relations, positioning Uzbekistan as an active and responsible member of the international community. For instance, reporting on Uzbekistan's efforts to manage water resources in Central Asia, or its diplomatic relations with neighboring countries, can positively impact its global image.

### **6. Social Media and Global Connectivity:**

In today's digital age, social media plays an even more important role. Platforms like Instagram, Facebook, and Twitter allow individuals and organizations to share stories, images, and videos that highlight the country's developments. It helps create real-time engagement with audiences worldwide, shaping the perception of Uzbekistan among global citizens.

### **7. Engaging in International News Coverage:**

Media outlets in Uzbekistan, as well as international news agencies, report on key events in the country. How these events are covered – whether it's political, economic, or cultural – can influence how the world views Uzbekistan. A well-

crafted media narrative can help present the country as progressive, peaceful, and welcoming to international collaboration.

## **REVISION: DEVELOPED JOURNALISM IN UZBEKISTAN**

Over the past few decades, journalism in Uzbekistan has undergone significant transformation, evolving from a controlled, state-dominated media landscape to a more diverse and dynamic environment. Several factors have contributed to this development, particularly the advancement of technology, liberalization of the media sector, and growing efforts to ensure press freedom.

Journalism in Uzbekistan traditionally operated under strict government control. During the Soviet era, media outlets were largely state-owned and served as tools for disseminating propaganda. After gaining independence in 1991, Uzbekistan initially maintained a similar approach, with most media being state-controlled and reporting largely in line with government policy. The country's media often focused on promoting national unity, government achievements, and the policies of the ruling party.

The major shift toward a more open and progressive media landscape in Uzbekistan began in the early 2010s. Under the leadership of former President Islam Karimov, the media environment remained relatively closed, but the situation began changing under the current President, Shavkat Mirziyoyev, who took office in 2016.

President Mirziyoyev's administration has made concerted efforts to liberalize the media sector, recognizing the importance of a free and independent press for a modern democracy. A series of reforms have been implemented to ease restrictions on journalists, reduce censorship, and create space for independent media outlets to flourish.

One of the driving forces behind the development of journalism in Uzbekistan has been the increasing availability of the internet and digital

technologies. In the past, information was mainly disseminated through newspapers and television channels. However, the rapid growth of social media platforms, blogs, and online news outlets has revolutionized the media landscape. Many younger journalists now work with online platforms, bringing news to audiences more quickly and engaging them in interactive discussions.

Platforms like YouTube, Telegram, and Instagram have become important tools for sharing news and opinion pieces in Uzbekistan. They provide an alternative to traditional state-run outlets, giving citizens a wider range of perspectives on national and international events. The use of mobile applications and online content has also made journalism more accessible, especially to young audiences.

The liberalization efforts of the Uzbek government have also led to the rise of independent media outlets. While state-controlled outlets still dominate the media space, independent newspapers, magazines, and online news agencies have become increasingly popular. These outlets often provide investigative journalism, offer critical views of government policies, and delve into issues such as corruption, environmental challenges, and social inequality.

The launch of independent television channels and websites has allowed for diverse reporting, ensuring that various voices are heard. These platforms have also contributed to greater public awareness and active discussions about important national issues. Despite the challenges and risks that journalists may still face, the growth of independent media is seen as a positive step towards a more open and transparent society.

Despite the progress, there are still challenges to be addressed. Press freedom remains a sensitive issue in Uzbekistan, with occasional reports of journalists facing harassment, legal consequences, or even imprisonment for publishing critical content. Although media laws have improved, there is still a lack of full legal protections for journalists, and the government retains significant influence over the media environment.

Nonetheless, the government has pledged to continue its reforms, with initiatives like improving transparency in government dealings, introducing anti-corruption

measures, and encouraging public participation in media and governance. There are efforts to train journalists in investigative reporting, digital literacy, and ethics to ensure the growth of high-quality journalism.

As journalism in Uzbekistan becomes more diverse, it is also becoming more impactful. Independent journalism and free reporting have allowed for a better understanding of social issues, governance, and development efforts. Media outlets are helping to shed light on important topics such as women's rights, environmental sustainability, and human rights, which have contributed to public awareness and government accountability.

The role of media in promoting Uzbekistan's international image is also important. Journalists are increasingly tasked with reporting on the country's economic progress, its role in regional cooperation, and its efforts to modernize. Well-informed reporting in the media can also help attract foreign investments, promote tourism, and create a positive narrative for Uzbekistan on the global stage.

### **Questions for Discussion:**

1. How has the role of media in Uzbekistan changed since the country gained independence?
2. What steps has the government taken to promote press freedom and independent journalism in recent years?
3. In what ways has the rise of digital journalism impacted traditional media outlets in Uzbekistan?
4. What are some of the key challenges that journalists in Uzbekistan still face today?
5. How can Uzbekistan's media contribute to improving the country's international image?
6. What role does independent media play in holding the government accountable for its actions and policies?
7. How do social media platforms like Telegram and Instagram shape the news landscape in Uzbekistan?

8. What are some examples of investigative journalism that have brought attention to social or political issues in Uzbekistan?

## **HOMETASK**

### **1. The Role of Media in Shaping Image**

- Introduce the concept of "image" in media. Image refers to how a person, product, or event is portrayed and perceived by the public through media channels.
- Briefly discuss how media has become a powerful tool for shaping public perceptions, influencing opinions, and creating narratives.
- Mention how the rise of different media platforms (traditional media like newspapers, TV, and radio, alongside social media) has amplified the impact of image creation.

### **2. The Power of Media in Constructing Personal and Public Image**

- Discuss how media outlets shape the public image of individuals (e.g., celebrities, politicians) and public figures. Highlight the role of images in the context of personal branding.
- Explore how different types of media (print, television, social media, etc.) present different versions of an individual's image.
- Discuss both the positive and negative consequences of image construction, including how it can help people become influential or, alternatively, contribute to the spread of stereotypes, misinformation, or unrealistic standards.

### **3. Advertising and the Construction of Brand Image**

- Analyze how advertising uses media to create and maintain the image of brands and products. Discuss strategies used in advertising (emotional appeal, celebrity endorsements, aesthetics, etc.) to shape public perception.

- Explore how brand image influences consumer behavior and loyalty. Can an effective brand image make a product more desirable, or does it sometimes deceive consumers?

#### **4. The Role of Media in Shaping Society's Image**

- Discuss how the media affects societal perceptions of gender, race, culture, and other social issues. Look at how the media has historically perpetuated stereotypes and how it is evolving in terms of representation and inclusivity.
- Explore how documentaries, news outlets, and films can challenge or reinforce cultural norms and perceptions.

#### **5. Conclusion: The Complex Relationship Between Media and Image**

- Summarize the key points discussed in the assignment. Reflect on how media continues to influence the way we perceive ourselves, others, and the world around us.
- Conclude by discussing the responsibility of media creators in shaping ethical and realistic images. Consider how consumers can become more critical of the images presented to them.



## PROGRESS QUESTIONS

### 1. Evolution of Journalism

- How has journalism evolved in the last two decades in your country?
- What major milestones have shaped the development of journalism in the modern era?
- How has the transition from traditional print media to digital journalism affected the public's access to news?

### 2. Role of Technology and Digital Media

- How has the rise of social media platforms like Twitter, Facebook, and Instagram influenced journalism?
- In what ways has the internet contributed to the diversification of news sources in your country?
- Has the spread of smartphones and mobile applications contributed to making journalism more accessible? How?

### 3. Press Freedom and Independent Media

- To what extent is press freedom respected in your country?
- How have government regulations or censorship affected the way journalists report news?
- What progress has been made in creating independent media outlets in your country?

### 4. Challenges Faced by Journalists

- What are the key challenges that journalists face today in your country, especially regarding freedom of speech?

- How do journalists deal with pressure or threats from powerful organizations or political entities?
- What risks are involved in investigative journalism, and how have they changed over the years?

## **5. Government Influence and Media Laws**

- What role does the government play in shaping the media in your country?
- How have recent reforms impacted media laws and journalistic practices?
- Are there any initiatives aimed at improving transparency and accountability within the media sector?

## **6. Audience Engagement and Interaction**

- How has the relationship between journalists and their audience evolved in the age of digital media?
- To what extent does user-generated content impact journalism in your country?
- How do journalists interact with their audience through online platforms, and has this changed how news is consumed?

## **7. Ethics and Professionalism**

- What ethical challenges do journalists face when reporting on sensitive or controversial issues?
- How do media organizations ensure their reporting remains unbiased and objective?
- How do journalists balance their duty to report the truth with the need to respect privacy and confidentiality?

## **8. Journalism's Impact on Society**

- How has investigative journalism impacted public policies or raised awareness about societal issues in your country?
- What role does journalism play in the promotion of democracy, good governance, and human rights?
- How has journalism contributed to shaping public opinion on critical issues such as climate change, corruption, or health?

## **9. Globalization and Journalism**

- How has globalization influenced journalism practices in your country?
- What impact has international news outlets had on local journalism standards and coverage?
- How do local media outlets balance global trends with local issues?

## **10. Future of Journalism**

- How do you see the future of journalism evolving in the next decade?
- What innovations or trends in journalism are most likely to shape the profession in the future?
- Will traditional media such as newspapers and TV channels continue to play a role, or will digital platforms completely take over?

## **11. Importance of English in Journalism**

- How important is it for journalists to be proficient in English in today's global media landscape?
- How does knowledge of English help journalists in covering international news stories?
- How does being able to write and speak English fluently improve a journalist's career prospects?

## **12. Language Skills for Journalists**

- Which English language skills (writing, speaking, reading, or listening) are most important for journalists to develop?

- How can journalists improve their writing skills in English to be more effective and engaging?
- What are some of the challenges journalists face when reporting in English, and how can they overcome them?

### **13. English for International Journalism**

- How can mastering English help journalists access international sources and research?
- In what ways does English fluency affect a journalist's ability to collaborate with global media outlets?
- How does English play a role in reporting on international events, especially when dealing with multilingual or multicultural sources?

### **14. English for Specialized Reporting**

- How does knowledge of specialized English (business, politics, health, etc.) help journalists report in specific fields?
- What is the role of technical vocabulary and jargon in English journalism, and how can journalists master them?
- How can journalists develop their skills in English to write effectively for specific target audiences (e.g., policymakers, academics, or the general public)?

### **15. Digital Tools and Resources for English Journalism**

- How have digital tools (like grammar checkers or translation software) assisted journalists in improving their English writing skills?
- How can journalists utilize online resources such as blogs, podcasts, and online courses to enhance their proficiency in English?
- In what ways can journalists stay up-to-date with the latest trends in English journalism through digital platforms?

## **16. Challenges in Writing for English-speaking Audiences**

- What common mistakes do journalists make when writing for English-speaking audiences, and how can these be avoided?
- How do journalists ensure they maintain clarity, objectivity, and accuracy while writing in English?
- What are the cultural considerations journalists should keep in mind when reporting for an English-speaking audience?

## **17. English and Ethics in Journalism**

- How does the use of language in English affect the ethical standards in journalism (e.g., fairness, neutrality, objectivity)?
- What role does English play in ensuring journalistic integrity in an increasingly globalized media environment?
- How can journalists ensure they are accurately translating and reporting information from non-English sources?

## **18. Writing for Different Platforms in English**

- How does writing for digital platforms (websites, blogs, social media) differ from traditional print journalism in terms of English language use?
- What are the best practices for journalists when writing headlines, summaries, and social media posts in English?
- How does the use of multimedia (videos, podcasts, graphics) affect the way English is used in modern journalism?

## **19. Collaboration and Communication in English**

- How can journalists use English to collaborate more effectively with international media colleagues and experts?
- How does fluency in English facilitate better communication when attending international press conferences or events?

- What strategies can journalists use to improve their English communication skills in team settings or when interviewing subjects in English?

## **20. The Future of English in Journalism**

- How is the role of English evolving in journalism as technology advances and more content is shared globally?
- Will the demand for English proficiency in journalism increase in the future, especially with the rise of global media conglomerates?
- How do you think artificial intelligence and language technologies will change the way journalists use English in the future?

### 1. News Reporting – Yangiliklar xabarlar

**Breaking News** – "Tezkor yangiliklar" (so'nggi va dolzarb voqealar)

**Headline** – Sarlavha (yangiliklar maqolasining asosiy qismi)

**Lead** – Kirish (maqolaning boshlanishi, eng muhim ma'lumot)

**Follow-up** – Kuzatuv (avvalgi yangilikni to'ldirish yoki davom ettirish)

**Angle** – Burchak (yangilikni qanday yoritish, yondashuv)

### 2. Journalistic Writing – Jurnalistik yozuv

**Objectivity** – Obyektivlik (ma'lumotlarni tarafkashlikdan holi ravishda taqdim etish)

**Balance** – Balans (har ikkala tomonning teng taqdim etilishi)

**Credibility** – Ishonchlilik (manbalarni tekshirish va ishonchli bo'lish)

**Sources** – Manbalar (ma'lumotlarni olish manbalari)

**Quoting** – Iqtibos keltirish (manbadan to'g'ridan-to'g'ri so'zlarni keltirish)

### 3. Media Platforms – Ommaviy axborot vositalari

**Print Media** – Bosma matbuot (gazeta va jurnallar)

**Broadcast Media** – Efirda tarqatiladigan ommaviy axborot vositalari (televideniye, radio)

**Digital Media** – Raqamli ommaviy axborot vositalari (internet saytlari, ijtimoiy tarmoqlar)

**Social Media** – Ijtimoiy tarmoqlar (Facebook, Instagram, Twitter)

**Online News** – Onlayn yangiliklar (internetda mavjud yangiliklar)

### 4. Ethics in Journalism – Jurnalistik etika

**Impartiality** – Neytral qarash (tomonlarni teng muhokama qilish)

**Fairness** – Adolat (har ikki tomonning fikrini inobatga olish)

**Bias** – Qarash (yolg'on, tarafkash ma'lumot berish)

**Plagiarism** – Plagiat (boshqalarning ishlari yoki so'zlarini iqtibos keltirmasdan taqdim etish)

**Confidentiality** – Maxfiylik (manbalarni yashirish)

## **5. Interviewing – Intervyu olish**

**Interviewee** – Intervyu beruvchi (so'rovnoma oluvchi shaxs)

**Interviewer** – Intervyu oluvchi (savollarni beruvchi jurnalist)

**Questionnaire** – So'rovnoma (savollar ro'yxati)

**Follow-up Questions** – Kuzatuv savollari (mavjud javoblarga qo'shimcha savollar)

**Quotation** – Iqtibos (ma'lumotni yoki fikrni to'g'ridan-to'g'ri keltirish)

## **6. Journalism Techniques – Jurnalistika texnikalari**

**Investigative Journalism** – Tergovchi jurnalistika (boshqa tomonlardan noma'lum yoki yashirin ma'lumotlarni ochib berish)

**Feature Writing** – Xususiyatli maqolalar yozish (ma'lumotlarni aniqroq va rang-barangroq ifodalash)

**Editorial** – Tahririyat (gazeta yoki jurnalda muayyan masala haqida fikr bildirish)

**Column** – Kolonka (doimiy ravishda chop etiladigan maqola yoki post)

**Photojournalism** – Fotojurnalistika (rasmlar orqali yangiliklar taqdimoti)

## **7. Reporting Styles – Xabar berish uslublari**

**Inverted Pyramid** – Invers piramida (yangilikni eng muhim ma'lumotdan boshlash, keyin tafsilotlar kiritish)

**Narrative Reporting** – Hikoya qilish (ma'lumotni hikoya shaklida berish)

**Analytical Journalism** – Tahliliy jurnalistika (murakkab masalalarni chuqur tahlil qilish)

## **8. Broadcast Journalism – Efir jurnalistikasi**

**Anchor** – Ankr (televizion yoki radio dasturlarini boshqaruvchi jurnalist)

**Newscaster** – Yangiliklar diktori (yangiliklarni o'qiydigan shaxs)

**Segment** – Segment (dastur yoki xabarlarning bir qismi)

**Soundbite** – Səsləngan qisqa jumla (televizion dasturda qisqa va ta'sirli iqtibos)

## **9. News Ethics – Yangiliklar etikasi**



**Transparency** – Shaffoflik (ma'lumotlarni ochiq va aniqlik bilan taqdim etish)

**Accountability** – Javobgarlik (maqola yoki yangiliklarning to'g'riligini tekshirish)

**Sensitivity** – Hissiyotni hisobga olish (nozik yoki jiddiy mavzularda ehtiyotkorlik bilan yondashish)

## **10. Digital Journalism – Raqamli jurnalistika**

**SEO (Search Engine Optimization)** – Qidiruv tizimi optimizatsiyasi (internetda maqolalarni topish uchun strategiya)

**Clickbait** – Kliklarni jalb qilish (maqola yoki sahifalarga jalb qilish uchun jalb qiluvchi sarlavhalar)

**Viral Content** – Viral kontent (internetda tez tarqaladigan va mashhur bo'lgan material)

**Podcast** – Podkast (audio shaklida tayyorlangan yangiliklar yoki suhbatlar)

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