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XORIJIY TIL

MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION OF THE REPUBLIC OF UZBEKISTAN
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Approved by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan as a manual for psychology students and their English language teachers.

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This Manual is designed to serve as a comprehensive guide for psychology students learning English through an integrated approach that combines psycholinguistics, CLIL methodology, and art-therapy techniques*, Psycho-CLIL Art Synergy* method. It aims to develop learners’ academic and emotional competence by linking language skills with psychological concepts, such as motivation, emotional intelligence, and communication strategies.

The book includes 30 thematic units with readings, grammar sections, vocabulary tasks, and reflective activities based on real-life academic and therapeutic contexts. Each unit encourages students to think critically, express emotions creatively, and apply psychological terminology in English.

The course also aligns with international standards such as IELTS and CEFR (B1–C1), helping learners enhance their linguistic proficiency while deepening their understanding of human behaviour and mind processes.

This manual can be used both for self-study and classroom instruction, serving as a valuable resource for students, teachers, and researchers interested in the synergy between language learning and psychology.

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PREFACE

In the rapidly changing world of education, learning a foreign language has become more than just mastering grammar and vocabulary — it has evolved into a tool for personal growth, emotional awareness, and professional communication. This textbook, Foreign Language: Textbook for Psychology Students, was written to meet this new educational demand by combining language learning, psychology, and creativity into one cohesive approach.

The idea behind this book arose from the author's academic research and years of teaching experience for many years. During classroom practice, it became clear that psychology students need materials that go beyond standard English learning — materials that help them connect linguistic knowledge with human emotion and thought. This realization led to the creation of the *Psycho-CLIL-Art-Synergy Method*, an original educational model that integrates psycholinguistics, CLIL methodology, and art-therapy techniques.

This method is built on the belief that learning a language is also learning the self. Through reflection, creativity, and mindful communication, students develop not only their linguistic abilities but also their emotional intelligence, empathy, and cognitive flexibility. The inclusion of art and visual expression allows learners to process and express feelings that words alone cannot convey — making the learning process therapeutic, dynamic, and deeply human.

The Manual consists of 31 thematic units that correspond to key areas of psychology and communication. Each unit combines linguistic content (grammar, vocabulary, and academic writing) with psychological themes such as motivation, memory, emotional regulation, and interpersonal understanding. In this way, the book serves as a bridge between language education and psychological practice, supporting the holistic development of the learner.

This book can be used both independently and in classroom instruction. Teachers may apply its structure to enhance interactive and reflective learning, while students can follow it as a self-study course to build confidence in academic and emotional communication in English. Each task, reading, and reflection has been carefully designed to promote both intellectual curiosity and emotional well-being.

The author sincerely hopes that this manual will inspire students to see English not as a subject to be passed, but as a language of thought, feeling, and discovery — a way to explore the mind, connect with others, and grow as professionals and individuals.

Khazratkulova Ezoza Ismat qizi
Tashkent, 2025

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UNIT 1 FIRST MEETINGS

1.1 On business or on holiday?

GOALS ■ Introduce yourself ■ Ask questions with be

Listening and speaking: saying hello!

Formal	***Informal***
○ *Good morning,* ○ *Good afternoon,* ○ *Good evening.* *How do you do?* (used in professional or academic settings)	○ *Hi!,* ○ *Hello!,* ○ *How are you?* *What's up?* (used among peers or in casual settings)

Activity 1. 🎧 Fill in the blanks:

- **Anora**: *Hello, my name is ____. What's your name?*
- **Bobur:** *Hi! I'm ____. Nice to meet you.*
- **Anora**: *Nice to meet you too. What do you study?*
- **Bobur:** *I study ____. What about you?*

Useful language :
What is your name?
My name is.../ I am...
Nice to meet you!

GRAMMAR: VERB BE (I/YOU)

Note: We do not use "I amn't."

PERSONAL PRONOUN		Affirmative		Negative		Interrogative
		Long form	Short form	Long form	Short form	
Singular	I	I am	*I'm*	*I am not*	*I'm not*	*Am I?*
	you	You are	*You're*	*You are not*	*You aren't/ You're not*	*Are you?*
	he	He is	*He's*	*He is not*	*He isn't/ He's not*	*Is he?*
	she	She is	*She's*	*She is not*	*She isn't/ she's not*	*Is she?*
	it	It is	*It's*	*It is not*	*It isn't /it's not*	*Is it?*
Plural	we	We are	*We're*	*We are not*	*We aren't/ We're not*	*Are we?*
	you	You are	*You're*	*You are not*	*You aren't/ You're not*	*Are you?*
	they	They are	*They're*	*They are not*	*They aren't/They're not*	*Are they?*

Exercise 1. ✍️ Complete the sentences with **am, is,** or **are.**

1. I ___ in Paris for a conference. (business)
2. She ___ on holiday in Spain.
3. They ___ not here for work; they ___ tourists.
4. He ___ a psychologist, and he ___ in London for a seminar.
5. We ___ very happy because we ___ on holiday in Italy.

Exercise 2. ✍️ Find and correct the mistakes in these sentences: 👎

1. She are on a business trip in Germany.
2. We am not on holiday; we is working.
3. They is in New York for a psychology workshop.
4. I be in Turkey for a vacation.
5. He are in Japan for a conference

Exercise 3. 🎧 Listen to three short conversations. Tick (✓) the correct box for each person.

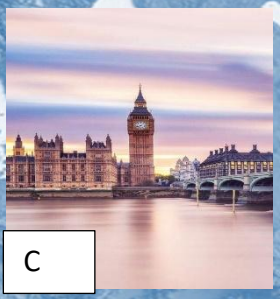
Person	*On Business*	*On Holiday*
1. Aziza		
2. Mr. Jasur		
3. Nafisa and Marat		

1.2 WHERE ARE YOU FROM?

GOALS ■ Say countries and numbers 1-10

■ Talk about where you're from

I AM FROM...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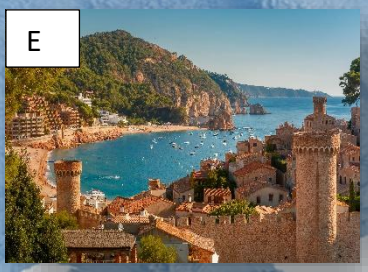
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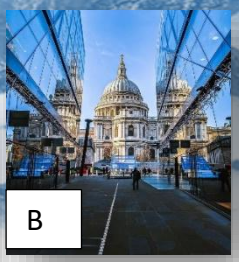
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D

F

A

Activity 1. Match the countries with the images given above! 😊

1. The United Kingdom (UK) 2. Spain 3. France 4. Germany 5. The United States of America (USA)

Activity 2. Listen to the numbers. Write the correct number next to each word.

1. two ___
2. five____
3. four ___
4. one ____
5. three __
6. eight __
7. six ___
8. nine_____
9. ten ___
10. seven ___

Grammar & Speaking

verb be (we/you)

Exercise 1. ✍️ Match the countries in Column A with the correct nationality in Column B.

A: Country	*B: Nationality*
1. China	a) British
2. Uzbekistan	b) Chinese
3. England	c) American
4. The United States	d) Uzbek

Useful language: *Numbers*

- *10 – Ten*
- *20 – Twenty*
- *30 – Thirty*
- *40 – Forty*
- *50 – Fifty*
- *60 – Sixty*
- *70 – Seventy*
- *80 – Eighty*
- *90 – Ninety*
- *100 – One hundred*
- *1,000 – One thousand*

Exercise 2. ✍️ 🗣️ Fill in the blanks to introduce yourse

Question	Your Answer
What is your name?	My name is _____.
Where are you from?	I am from _____.
What do you study?	I study _____.
Why are you studying psychology?	I am interested in _____ because _____.

Exercise 3. ✍️ Listen to the teacher say the numbers and write them in words.

1. **15** → My brother is _____ years old.
2. **32** → There are _____ students in our class.
3. **57** → The book costs _____ dollars.
4. **81** → My grandfather is _____ years old.
5. **100** → There are _____ questions in the test.

Exercise 4. 🗣️ Work in pairs. Ask and answer the questions.

1. Where are you from?
2. How old are you?
3. What is your phone number? (Use numbers up to 100)
4. Where is your best friend from?
5. How many students are in your class?

Info time: **The English Alphabet**

The English alphabet consists of **26 letters**:

Consonants: The remaining 21 letters.

Vowels: A, E, I, O, U (and sometimes Y).

Letter A: /æ/ (as in cat), /eɪ/ (as in name).
Letter C: /k/ (as in cat), /s/ (as in

Letters are written in **uppercase (A, B, C)** and **lowercase (a, b, c)**.
Reading task!

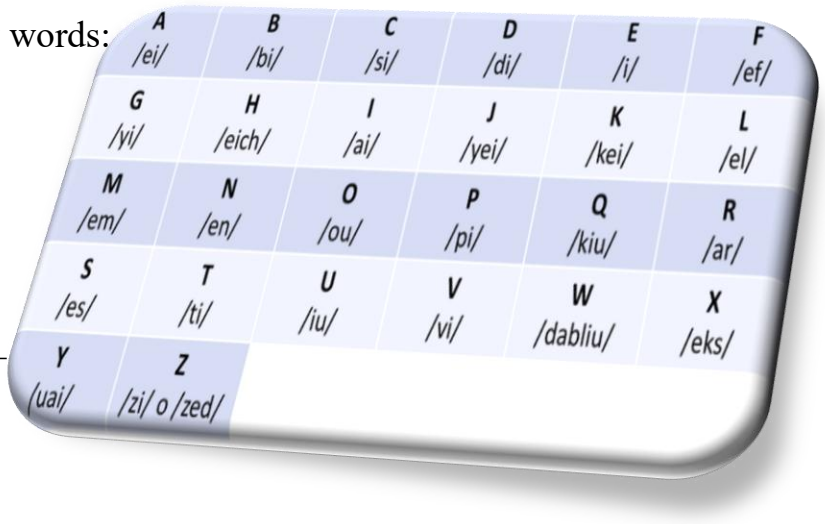
Hello! My name is Timur Aliev. I am a psychology student at Tashkent University. I like learning about human behavior and feelings.

In my free time, I read books about the mind and emotions. I also like watching how people act in groups. For example, I notice how different personalities change the way people talk and work together.

psychology → /saɪˈkɒl.ə.dʒi/
behavior → /bɪˈheɪvjə(r)/
feelings → /ˈfiːlɪŋz/
therapist → /ˈθɛr.ə.pɪst

Activity 1: Spell these psychology words:

- Mind_____
- Feeling_____
- Behavior_____
- Group_____



Activity 2: Write 2 sentences about yourself using one psychology word. Then, spell your full name.

UNIT 2 QUESTIONS

2.1 What's this in English?

GOALS ■ A/an ■ Use singular and plural forms

Vocabulary & Speaking: *objects*

- **A pen** -ruchka
- **A pencil** – qalam
- **A notebook** – daftar
- **A textbook** – darslik
- **A book** – kitob
- **A ruler** – chizg'ich
- **A board** – doska
- **A chair** – stul
- **A desk** – parta
- **A smartphone** – telefon
- **A laptop** – noutbuk
- **A marker** – marker
- **A backpack** – ryukzak (sumka)
- **A schoolbag** – maktab sumkasi
- **A stapler** – stapler
- **A door** – eshik
- **A window** – deraza
- **A water bottle** – suv idishi
- **A pencil case**-qalam sumkasi

Useful language
: What is this?
this is.../ It is...

Activity 1. Match and Draw

	A pen
	A notebook
	A pencil
	A laptop
	A chair

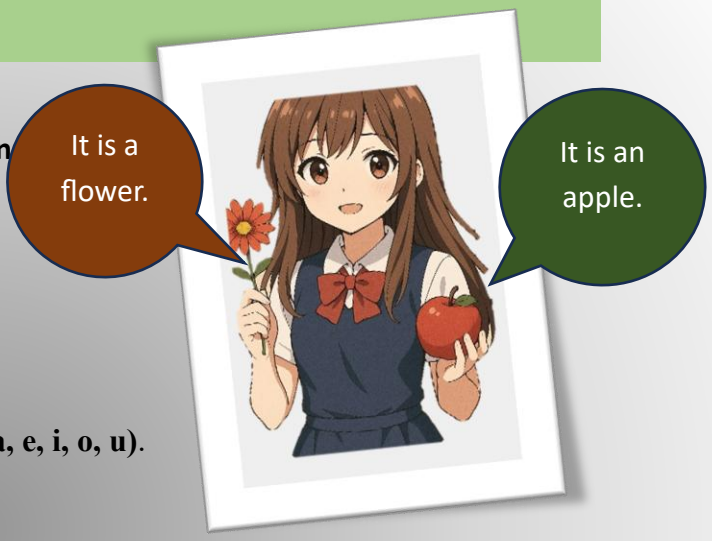
GRAMMAR: A/An

1. Use "A"

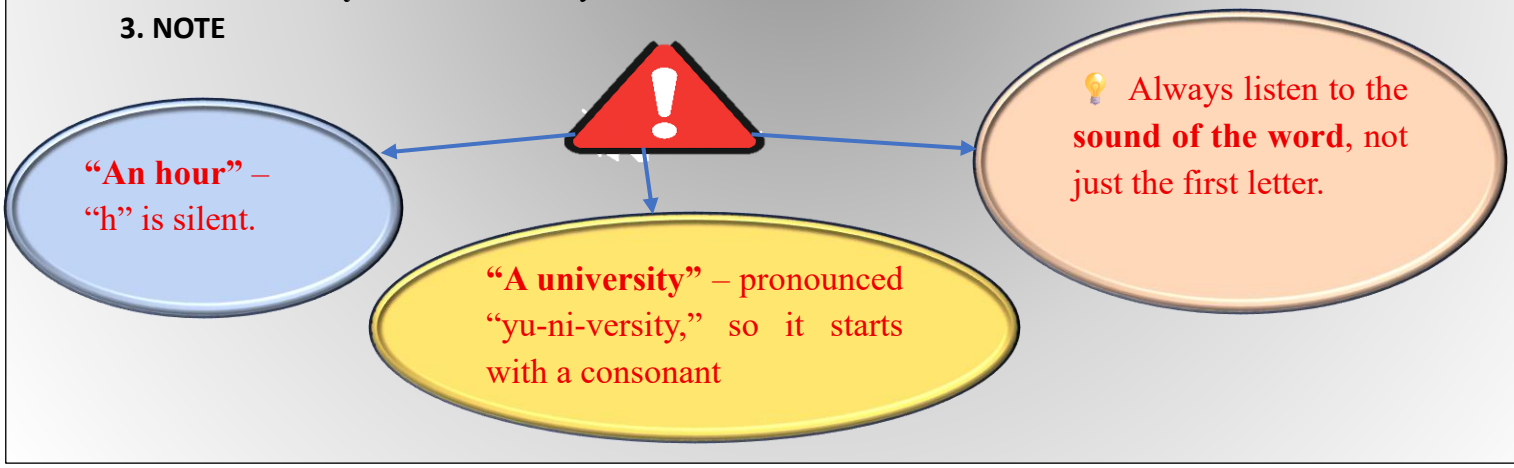
- Before words that **begin with a consonant soun**
- Examples:
  - **a brain** – one brain
  - **a patient** – one patient
  - **a therapy session** – one therapy session

2. Use "An"

- Before words that **begin with a vowel sound (a, e, i, o, u)**.
- Examples:
  - **an experiment** – one experiment
  - **an emotion** – one emotion
  - **an anxiety test** – one anxiety test



3. NOTE



Exercise 1: ✍️ Fill in the blanks. Choose **a** or **an**.

1. This is ___ apple.
2. She has ___ orange bag.
3. I want ___ sandwich.
4. He is ___ honest man.
5. We need ___ book for class.
6. My mother cooked ___ egg.
7. They saw ___ owl in the tree.
8. I bought ___ pencil from the shop.
9. There is ___ university in this city.
10. She met ___ young artist yesterday.

Exercise 2: ✍️ Find and correct the mistakes.

1. She bought a umbrella.
2. He is an teacher.
3. We saw an dog in the park.
4. Please give me a egg.
5. She is a actress.

1. I saw (a / an) elephant at the zoo.
2. He wants (a / an) glass of water.
3. That is (a / an) interesting book.
4. My father is (a / an) engineer.
5. She has (a / an) car.

Exercise 3: ✍️ **Choose the right option**

2.2 WHAT'S YOUR JOB?

GOALS ■ Talk about jobs

VOCABULARY:

- 👨‍⚕️ **Doctor** – a person who treats sick people.
- 👩‍⚕️ **Nurse** – a person who helps doctors and takes care of patients.
- 👩‍🏫 **Teacher** – a person who teaches students in school.
- 🧑‍💼 **Psychologist** – a person who studies the mind and behavior.
- 👮‍♂️ **Police officer** – a person who protects people and keeps order.
- 👷‍♂️ **Engineer** – a person who designs and builds machines, buildings, or systems.
- 👨‍🍳 **Cook / Chef** – a person who prepares food.
- 👨‍🎨 **Artist** – a person who creates art, such as painting or drawing.
- ✈️ 👨‍✈️ **Pilot** – a person who flies an airplane.
- 💻 👩‍💻 **Programmer** – a person who writes computer software.
- 📚 📝 **Writer** – a person who writes books, stories, or articles.
- 🎤 👩‍🎤 **Singer** – a person who sings songs.
- 🎬 👱 🎬 **Actor/Actress** – a person who performs in films or plays.

Activity 1. 💬 Make your own dialogue.

Example dialogue:

- Teacher: *What's his job?*
- Student: *He is a doctor.*

Reading task:

Every person has a job or wants to have a job in the future. Jobs are important because they give us money, experience, and social connections.

👨‍⚕️ A **doctor** works in a hospital and helps sick people. 👩‍🏫 A **teacher** works in a school and teaches children. 👩‍⚕️ A **nurse** helps doctors and takes care of patients. 👨‍💼 A **psychologist** studies the human mind and helps people with their feelings, emotions, and behavior. 👮‍♂️ A **police officer** protects people and makes the city safe. 👷‍♂️ An **engineer** builds bridges, houses, and machines. 👩‍🎨 An **artist** draws and paints beautiful pictures.

In psychology, we study how people choose their jobs, how they feel at work, and how stress can influence job performance. A good job is not only about money, but also about motivation and happiness.

Activity 1. 📝 Learn new words

- Emotion – his-tuyg‘u
- Stress – bosim, siquv
- Motivation – rag‘bat
- Performance – faoliyat, natija

Activity 2. ❓ Questions for discussion

1. What job do you want in the future? Why?
2. Which job is the most difficult?
3. Which job is the most interesting for you?
4. How can psychology help people in their jobs?

✨ **Quick Reminder!**

- Singular = **one** thing → *a book, one student*
- Plural = **two or more** things → *two books, many students*

Take note!

Rule	Singular	Plural	Example
Basic Rule: add –s	book	books	car → cars
Ends in –s, –ss, –sh, –ch, –x, –o → add –es	bus	buses	box → boxes
Ends in consonant + y → change y to i + es	baby	babies	city → cities
Ends in vowel + y → add –s	boy	boys	key → keys
Ends in –f / –fe → ves	leaf	leaves	knife → knives
Irregular plurals	man → men	child → children	mouse → mice
No change (same form)	sheep	sheep	fish → fish

Exercise 1: ✍️ Fill in the blanks. Write the plural form of the given nouns.

1. book → _____
2. city → _____
3. box → _____
4. child → _____
5. knife → _____
6. man → _____
7. woman → _____
8. potato → _____
9. leaf → _____
10. mouse → _____

Exercise 2: ✍️ Find and correct the mistake in each sentence.

1. She has two childs.
2. There are many sheeps in the field.
3. I saw three womans at the park.
4. He bought two knifes.
5. The boys are playing with many toy.

These do not follow the normal rules, they must be memorized:
man → men
woman → women
child → children
tooth → teeth
foot → feet
mouse → mice
person → people

Exercise 3: ✍️ **Choose the correct form**

1. There are two (bus / buses).
2. I have three (pen / pens).
3. The (child / children) are happy.
4. Look! Two (man / men) are talking.
5. We saw many (mouse / mice) in the room.

We need: Job cards (doctor, teacher, police psychologist…)
Art tools (colored markers/paper).
Emotion cards (happy 😊, stressed 😣, calm 😌, excited 🤩).

🎭 **Interactive Activity: "Job Role Cards"**

📝 **Instructions**

Step 1 – Pick a Job: Each student randomly chooses **1 job card**.
Example: 👩‍⚕️ Doctor, 👩‍🏫 Teacher, 🎨 Artist.

Step 2 – Express with Art: On paper, students **draw a simple picture** of that job + tool (e.g., a stethoscope for doctor, book for teacher). They also add a **color/emotion** to show how that job feels.

👉 Example: Blue = calm, Yellow = happy, Red = stressful.

Step 3 – Pair/Group Speaking: Students introduce their role in English:

- *I am a doctor. I use a stethoscope. I feel calm because I help people.*
- *I am a teacher. I use books. I feel happy because I teach children.*

Step 4 – Guessing Game (Interactive):One student shows their drawing **without saying the job name**. Others guess: *Are you a nurse?*

- *No, try again!*
- *Are you a doctor?*
- *Yes, I am!* 🎉

UNIT 3 PEOPLE AND POSSESSIONS

3.1 My neighbours

GOALS ■ Use adjective + noun phrases (1) ■ Talk about possessions with have got

Listening and speaking: Have you got ..?

Ali: *Have you got a new phone?*
Nadira : *Yes, I have. It is a modern phone.*
Ali: *Have you got a psychology app on your phone?*
Nadira: *No, I haven't. But I have got a dictionary app.*

Nazim: *Have you got a psychology notebook?*
Timur: *Yes, I have. It is a big notebook.*
Nazim: *Have you got a new article?*
Timur: *No, I haven't. But I have got an old*

Activity 1. 🎧 Fill in the blanks (Talking about possessions)

T: Hello, my name is ____. Have you got a phone?
M: Hi! I'm ____. Yes, I have. It is a ____ phone.
T: Great! Have you got a psychology notebook?
M: Yes, I have. It is a ____ notebook. What about you?
T: I have got a ____ article. It is very useful.

Useful language :
What do you have?
I have…/I have got…
Asking back: What about you?
- And you?

Short forms:
- I've got, You've got, We've got, They've got
- He's got, She's got, It's got

GRAMMAR: HAVE GOT/HAS GOT

Subject (Kim?)	Positive (✅)	Negative (❌)	Question (❓)
I	I have got a book.	I haven't got a book.	Have I got a book?
You	You have got a phone.	You haven't got a phone.	Have you got a phone?
We	We have got notebooks.	We haven't got notebooks.	Have we got notebooks?
They	They have got pencils.	They haven't got pencils.	Have they got pencils?
He	He has got a laptop.	He hasn't got a laptop.	Has he got a laptop?
She	She has got a new phone.	She hasn't got a new phone.	Has she got a new phone?
It	It has got a big screen.	It hasn't got a big screen.	Has it got a big screen?

Exercise 1. ✍️ Complete the sentences with ***have got*** or ***has got.***

1. I ___ a new psychology notebook.
2. She ___ a modern phone for online classes.
3. We ___ many interesting articles for our project.
4. He ___ a big office in the city.
5. They ___ a lot of books about psychology.
6. My friend ___ two new pens.
7. Our teacher ___ a good library in her office.
8. You ___ beautiful pictures for art therapy.

Exercise 2. ✍️ Find and correct the mistakes in these sentences: 🗣️

1. He have got two new pens.
2. They has got a psychology teacher.
3. She haven't got a laptop for studying.
4. We has got interesting questions.
5. I hasn't got a notebook.

Exercise 3. 🎧 Listen to three short conversations. Tick (✓) the correct box for each person.

Person	**Has got a phone**	**Has got a notebook**
1. Umida		
2. Mr. Karim		
3. Zafar and Nilufar		

3.2 IN MY STREET…

GOALS:

- Use adjective + noun phrases (e.g., a big park).
- Talk about things and places in their street.

Activity 1. Match the places with the images given below! 😊

A) a quiet street B) a big park C) a friendly neighbour D) a small shop E) a lovely café F) a noisy road G) a modern building H) a beautiful garden.

1

2

3

4

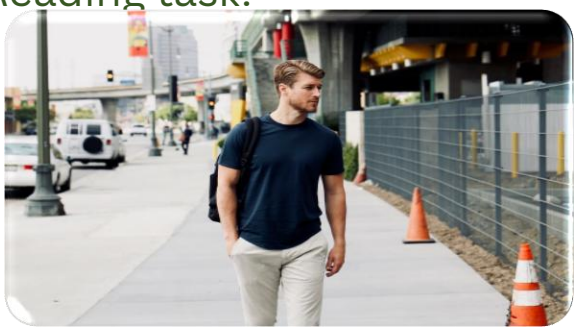
5

6

7

8

Reading task!



My name is Sultan. We've got a small flat in the centre of Tashkent. It's very comfortable, but not very big. I'm a psychology student, and I've got a lot of books. My flat is quiet, so it's good for studying. We've got four neighbours – two families – but they aren't very close friends.	My friend Laziza lives in Samarkand. She's got a big house with a garden. Her parents have got many flowers and trees. Laziza has got two neighbours. One is Sabrina. She's a doctor at the local hospital. She's very kind and always helps people. The other neighbour is Zafar. He's got a small shop. He's very funny and sometimes plays the guitar in the evenings. They've got two children who often play with Zebo, Laziza's little sister.

Exercise 1: ✍️ Find the words in the text that mean the same as these words:

1. Cozy = _____
2. Job = _____
3. Calm/peaceful = _____
4. Funny = _____
5. Close = _____

Exercise 2: ✍️Match the names with the correct information:

1. **Sultan**	a) A doctor who helps people.
2. **Laziza**	b) A psychology student with many books.
3. **Sabrina**	c) Plays guitar and has a shop.
4. **Zafar**	d) A little sister who plays with neighbours' children.
5. **Zebo**	e) Lives in a big house with a garden.

UNIT 4 MY LIFE

4.1 About me

GOALS: ■ Talk about your life and family ■ Use present simple positive with common verbs

Vocabulary & Speaking: *Me and my family.*

Family members: mother, father, sister, brother, grandmother, grandfather, uncle, aunt
Personality traits (shaxsiy xususiyatlar):kind, friendly, patient, hardworking, shy, confident
Feelings / Behaviour (his-tuyg'ular / xulq-atvor): happy, proud calm, nervous, excited.

Activity 1. 🎤 Talking in Pairs

Questions	Example:
1. Who is in your family? 2. What is your mother/father like? 3. How do you feel with your family? 4. Which family member do you like most? Why?	*1. My mother, father, sister…* *2. She is kind. He is hardworking.* *3. I feel happy. I feel calm.* 4. *I like my mother because she is friendly.*

GRAMMAR: PRESENT SIMPLE (POSITIVE FORM)		
Subject	**Verb**	**Example**
I / You / We / They	base verb	I play football. We study psychology.
He / She / It	verb + **-s / -es**	She plays the piano. He studies English.

Rules:

1. Use the **base form** of the verb with *I, you, we, they.*
   A) I work in a hospital. B) They watch TV.

2. Add **-s** to the verb with *he, she, it.*
   A) She works in a school. B)He plays football.

3. If the verb ends in **-y** (study, carry): Change **-y → -ies** (after a consonant).
   - *He studies psychology.*

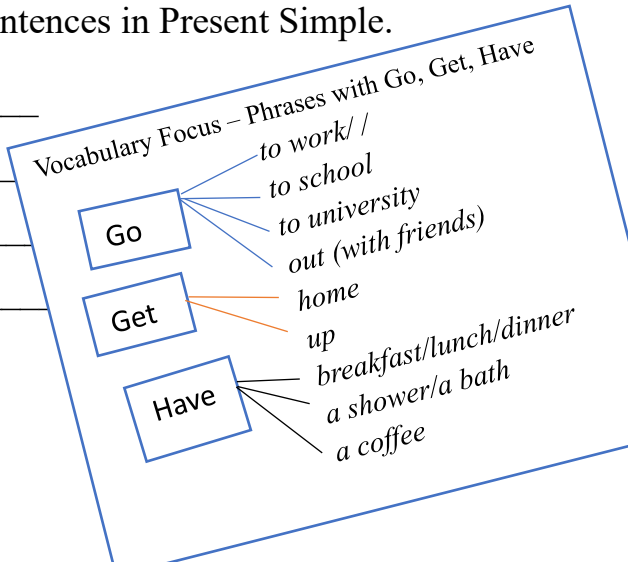
4. If the verb ends in **-o, -ch, -sh, -ss, -x, -z** → add **-es**.
   A) *She goes to university. B) He watches TV.*

Exercise 1. Fill in the blanks with the correct verb form in Present Simple (positive).

1. My father ___ (work) in an office.
2. My mother ___ (cook) very well.
3. My sister ___ (study) psychology.
4. We ___ (watch) TV together.
5. I ___ (live) with my family.
6. My brother ___ (play) football every day.
7. My grandmother ___ (tell) me interesting stories.
8. They ___ (spend) weekends together.

Exercise 2. Use the words to write correct sentences in Present Simple.

1. (I / play / football) → _____
2. (She / read / books) → _____
3. (We / talk / every day) → _____
4. (He / go / to university) → _____



4.2 MY DAY

GOALS: -use the present simple negative
-Ask present simple yes/no questions
-Talk about your day

Reading task.

My name is Nilufar. I am a psychology student. I wake up at 5:30. In the morning, I do yoga to feel happy and strong. Then I get up and have breakfast. At 8:30 I go to university. I attend lectures and study with my friends. In the afternoon I read psychology books and do my homework. In the evening I have dinner with my family. Sometimes I watch TV. I go to bed at 10 o'clock. I love my day because I learn new things every day

Vocabulary

- wake up – uyg'onmoq
- get up – o'rnidan turmoq
- have breakfast – nonushta qilmoq
- go to university – universitetga bormoq
- study – o'qimoq
- read books – kitob o'qimoq
- attend lectures – ma'ruzalarda qatnashmoq
- talk to friends – do'stlari bilan gaplashmoq
- do homework – uy vazifasini qilmoq
- have dinner – kechki ovqat qilmoq
- watch TV – televizor ko'rmoq
- go to bed – yotmoq

Activity 1. ✅❌ True or False

1. Nilufar wakes up at 9 o'clock. (___)
2. She studies psychology. (___)
3. She goes to university in the morning. (___)
4. She goes to bed at 11 o'clock. (___)

Activity 2. Answer the Questions

1. What time does Nilufar wake up?
2. What does she do in the afternoon?
3. Does she read psychology books?
4. What time does she go to bed?

Activity 3. Write 6–7 sentences about your daily routine (from morning to night).

For example :

"I wake up at 6. I go to university…_____
_____.

GRAMMAR: Present Simple – Negative, Yes/No Questions

Subject	Negative	Yes/No Question	Short Answer
I / You / We / They	I don't work. We don't play	Do you work? Do they play?	Yes, I/you/we/they do. No, I/you/we/they don't
He / She / It	He doesn't work. She doesn't play	Does he work? Does she play?	Yes, he/she/it does. No, he/she/it doesn't.

Take notes!

✅ Rules for Negative:	✅ Rules for Yes/No Questions:
1. Use **don't** with *I, you, we, they.* • *We don't study at night.* 2. Use **doesn't** with *he, she, it.* • *He doesn't play football.* 3. After **don't / doesn't**, always use the **base verb** (no -s). • ❌ *He doesn't plays football.* • ✅ *He doesn't play football.*	1. Start with **Do** (for I/you/we/they) or **Does** (for he/she/it). • *Do you live in Samarkand?* • *Does she study psychology?* 2. The main verb stays in the **base form**. • *Does he play football?* (not ❌ *plays*) 3. Answer with **Yes + subject + do/does** or **No + subject + don't/doesn't**. • *Does your father work in an office?* – Yes, he does. / No, he doesn't.

Exercise 1. 🖍 Rewrite in the Negative

1. I play football every day.
2. She cooks dinner in the evening.
3. They watch TV at night.
4. He works in a hospital.
5. We go to the university at 9 o'clock.
6. My father drives a car to work.
7. Nilufar reads psychology books.
8. I like my family very much.
9. She studies English in the morning.
10. They play the piano.

Exercise 2. 🖍 Make Yes/No Questions + Short Answers

For example: Does she study psychology? – Yes, she does. / No, she doesn't

1. (you / study psychology)_____
2. (she / go to university at 8)_____
3. (they / play football)_____
4. (he / live in Samarkand)_____
5. (Nilufar / do yoga in the morning)_____
6. (your father / work in an office)_____
7. (we / read English books)_____
8. (your mother / cook very well)_____

UNIT 5 STYLE AND DESIGN

5.1 Clothes style

GOALS: ■ use adverbs of frequency ■ talk about clothes and colours

vocabulary and speaking: colours and clothes

A

B

C

D

E

G

F

Clothes. Match to pictures.

1. casual clothes –_____(jeans, T-shirt, sweater)
2. sports clothes – _____(tracksuit, trainers, sports T-shirt)
3. smart clothes – _____(shirt, trousers, jacket, dress)
4. fashion clothes – _____(trendy skirts, stylish coats, modern shoes)
5. national clothes – Uzbek national dress, kurta, sari, kimono, kilt

Colours tell your personality

- **Blue** – calm, patient
- **Red** – energy, confidence
- **Green** – balance, kindness
- **Black** – strength, focus
- **White** – peace, purity
- **Yellow** – happiness, optimism
- **Purple** – creativity, imagination
- **Orange** – enthusiasm, sociability
- **Brown** – stability, reliability
- **Pink** – love, sensitivity

Useful language :
My favourite colour is.../ like...:
I usually wear… /
I don't like…

Activity 2. Speaking– *Discussion*

1. What colour clothes do you usually wear when you study?
2. What do you wear when you are happy or excited?
3. Do colours in clothes show our personality?

GRAMMAR: Adverbs of frequency tell "how often" something happens

%	Adverb	Example	Emoji
100%	**always**	I **always** start the day with yoga.	🧘
90%	**usually**	She **usually** wears blue at university.	🔵
70%	**often**	We **often** read psychology books in the evening.	📚
50%	**sometimes**	Nilufar **sometimes** feels nervous before exams.	😟
20%	**rarely**	I **rarely** eat fast food.	🍔🚫
10%	**seldom**	They **seldom** go shopping on weekdays.	🛍️
0%	**never**	He **never** goes to bed late.	🌙🚫

Rules:

1. With normal verbs → put the adverb **before the verb**.
   - I **always** wake up early.
   - She **often** studies psychology at night.

2. With the verb **to be (am, is, are)** → put the adverb **after the verb**.

-He is **usually** calm.

-They are **never** late

Exercise 1. ✍️ Fill in the blanks by using adverbs of frequency + clothes +colours.

1. I _____ wear my _____ shoes.
2. She _____ wears a _____ dress at parties.
3. We _____ wear our _____ jackets in winter.
4. He _____ wears his _____ scarf.
5. They _____ wear _____ trousers at university.

Exercise 2 ✨ – *Colour & Mood Connection.*Psychology focus 🎓

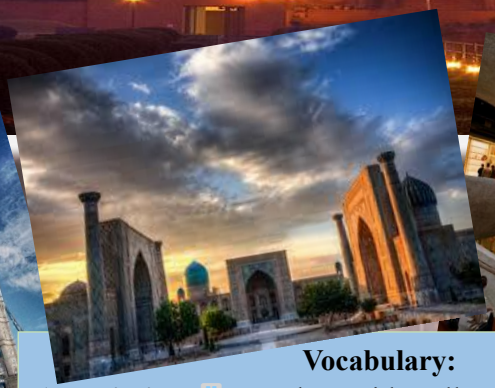
Match the colour with the feeling. Then make a sentence about your clothes.

Colour	Feeling
Blue 🔵	Calm
Red 🔴	Energetic
Black ⚫	Confident
Green 🟢	Relaxed
White ⚪	Fresh

👉 Example: "I often wear blue because it makes me feel calm."

5.2 AMAZING ARCHITECTURE

GOALS ■ Ask Wh-questions ■ Talk about a building you like



Vocabulary:

1. **Building** – a place with walls and a roof
2. **Tower** – a tall, narrow building
3. **Mosque** – a Muslim place of worship
4. **Church** – a Christian place of worship
5. **Temple** ⛩ – a holy place (often in Asia)
6. **Skyscraper** – a very tall modern building
7. **Bridge** – something people or cars use to cross a river or road
8. **Museum** – a place where art or history is shown
9. **Palace** – a very big house for kings/queens
10. **Monument** – a statue or building to remember history
11. **Facade** – the front of a building
12. **Minimalism** – a very simple style with no extra decoration
13. **Ornament** – small decorative details
14. **Dome** – a rounded roof
15. **Column** – a tall vertical support
16. **Sustainable design** – eco-friendly building style
17. **Open space** – a wide, large inside area

Activity 1. Ask and answer in pairs:

1. What is your favourite building?
2. Where is it?
3. Who goes there?
4. Why do you like it and how do you feel when you see it?

Example:"My favourite building is the **Registan** in Samarkand. It is a very old and beautiful place. I like the blue colour and the history of the building. Many tourists visit it. I feel proud when I see it because it is part of my culture."

Reading task.

How What We Wear Affects Us.

Many people think clothes are only for style. But psychology shows that clothes and colors can **influence** our mood and **personality**. There are different types of clothes: **casual** clothes, **sports** clothes**, smart** clothes and **fashion** clothes. The colors of these clothes also change how we feel. For example, bright colors can make us more active, and soft colors can make us calm.

Nilufar: "I usually wear blue casual clothes when I study. Blue jeans and a blue T-shirt make me feel relaxed and patient. When I go to university, I sometimes wear a smart blue jacket. It helps me concentrate on my psychology lessons."

Aziz:"I often wear red sports clothes, especially T-shirts, when I play football or go out with friends. Red gives me energy and makes me feel more confident."

Malika:"I like green fashion clothes. Green dresses or scarves make me feel balanced and comfortable. When I wear green, my friends say I look kind and friendly."

How Architecture Affects People

Architecture is not only about buildings — it is about **how we feel inside them**. The design, colours, light, and space of a building can change our **mood, behaviour, and even health**. Psychology also studies how **buildings and architecture** affect people. For example, tall skyscrapers in big cities can make people feel busy and sometimes anxious. Old monuments and traditional buildings often make people feel proud and connected to history.

Diyor: "I sometimes go to the library. The high ceiling and quiet space make me feel calm. I usually sit near the big windows, because natural light helps me focus."

Sevara: "I often visit the football stadium. The modern architecture and bright lights make me feel excited. I sometimes go there with friends, and I always enjoy the energy."

Jamshid:"I like parks and gardens with beautiful architecture, like fountains and bridges. I usually go there at the weekend. These places make me feel relaxed and creative."

Exercise 1. ✍️Read the text and mark ✅ True or ❌ False.

1. Nilufar usually wears blue jeans and a T-shirt when she studies.
2. Blue clothes make Nilufar feel angry and nervous.
3. Aziz often wears red sports clothes when he plays football.
4. Red colour gives Aziz more energy and confidence.
5. Malika likes green dresses and scarves because they make her feel balanced.
6. Diyor sometimes goes to the library and likes the big windows.
7. Sevara often visits the stadium, and it makes her feel excited.
8. Jamshid usually goes to parks with fountains and bridges, and they make him feel relaxed.

📌 In this essay (50–60 words), you should write about **two** important things in your daily life

Exercise 3. ✍️ Answer the questions and write small essay (50-60 words.)

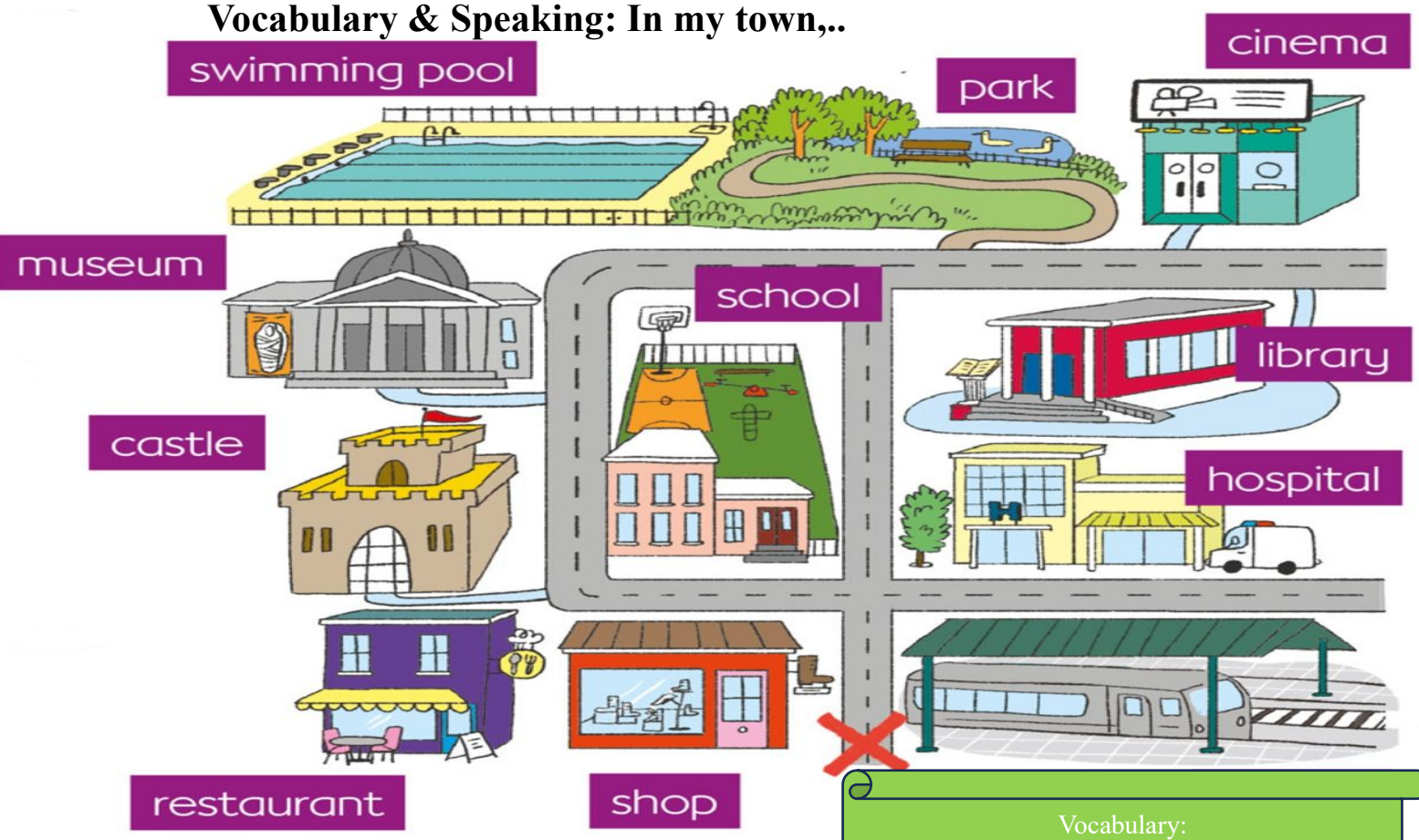
1. What clothes and colors do you usually wear? How do they make you feel?
2. Which building (library, mosque, stadium, park, etc.) do you like? Why?
3. How often do you go there?

UNIT 6 PLACES AND FACILITIES

6.1 TWO TOWNS

GOALS ■ USE THERE IS/THERE ARE ■ TALK ABOUT PLACES IN A TOWN

Vocabulary & Speaking: In my town,..



Activity 1. Look at the picture and describe it.

-In my town, there is a …

-There are many …

-There isn't a … but there is a …

For example: *In my town, there is a big park and a library. There are three supermarkets. There isn't a cinema, but there is a small theatre.*

Activity 2. Talk about your town. Work in pairs and talk about the facilities near your home or location.

Vocabulary:

1. **Stadium** – a big place for football games and other sports.
2. **Bus station** – a place where buses stop and passengers get on or off.
3. **Train station** – a place where trains stop to pick up and drop off passengers.
4. **Bank** – a place where people keep money or borrow it.
5. **Post office** – a place where people send letters and parcels.
6. **Police station** – a place where police officers work.
7. **Hotel** – a place where people pay to stay when they travel.
8. **Playground** – an outdoor area with swings and slides where children play

GRAMMAR: THERE IS / ARE

Form	**There is**	**There are**
(+) Positive	There is a big supermarket.	There are three schools.
(-) Negative	There isn't a theatre.	There aren't any parks.
(?) Question	Is there a cinema? – Yes, there is. / No, there isn't.	Are there any nice shops? – Yes, there are. / No, there aren't.

👉 **Note:** We use **There isn't + singular noun.**

We use **There aren't + any + plural noun.**

Some is used for *Positive (affirmative) sentences.*
Any is used for *Negative sentences+Questions.*

SOME: There are **some** apples on the table.
-I have **some** friends in London.
-Would you like **some** tea? 👍
ANY There aren't **any** books in the bag.
She doesn't have **any** money.
Are there **any** students in the classroom?

Exercise 1. ✍️ Fill in the blanks with *there is* or *there are*

1. _____ a bank near my house.
2. _____ three students in the classroom.
3. _____ a cinema in this town.
4. _____ two restaurants in our street.
5. _____ a cat on the chair.
6. _____ many cars in the car park.
7. _____ a new museum in the city center.
8. _____ some books on the table.
9. _____ a playground behind the school.
10. _____ two hotels near the station.

Exercise 2. ✍️ Make the following sentences negative and questions.

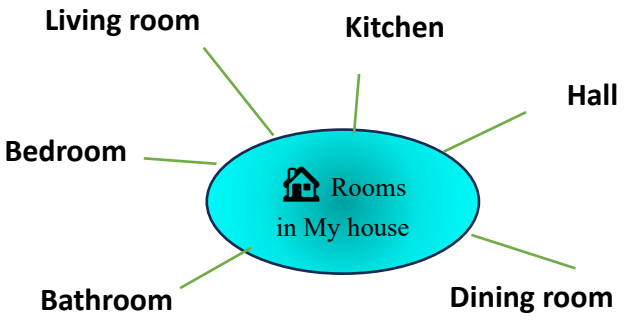
1. There is a supermarket in our village. (N)_____
2. There are two hotels in this city. (Q) _____
3. There is a bus station near the park. (Q) _____
4. There are many trees in the garden. (N) _____
5. There is a cinema in my street. (Q) _____
6. There are shops near the school. (N) _____
7. There is a playground behind the house. (Q) _____
8. There are many cars in the car park. (N) _____

6.2 HAS EACH FLAT GOT A KITCHEN?

GOALS: ■ use each and all the

■ Describe rooms and furniture

Listening & Vocabulary: rooms and furniture



Bed 🛏 – you sleep on it.
Table 🪑🍽 – you eat, work, or put things on it.
Chair 🪑 – you sit on it.
Sofa 🛋 – a big comfortable seat for two or more people.
Cupboard 🚪 – a piece of furniture for storing things (clothes, dishes).
Wardrobe 👗👔 – a tall cupboard for clothes.
Desk 💻📚 – a table where you study or work.
Bookshelf 📚 – a place to keep books.
Mirror 🪞 – glass where you can see yourself.
Carpet 🧶 – soft material on the floor.
Lamp 💡 – gives light.
TV 📺 – for watching programmes.

Activity 1. 🎧 **Listen to the text and fill in the blanks**

"Hello, my name is _____. This is my house. There are five ____. In the living room, there is a big ____, a ___, and a ___. In the kitchen, there is a ____, some _____, and a _____. In the bedroom, there is a bed, a _____, and a mirror. In the bathroom, there is a _____, a mirror, and a _____. In the dining room, there is a _____ and six chairs."

Activity 2. Listen again and write **T (True)** or **F (False):**

1. There is a sofa in the living room.____
2. There is a TV in the bedroom.____
3. There is a bed in the bedroom._____
4. There is a cupboard in the kitchen._____
5. There are two chairs in the dining room.___
6. There is a shower in the bathroom._____

Remember!

Each	Used when talking about one member of a group separately. Comes **with singular noun + singular verb.**	**Each student has a notebook.**
All	Used when talking about the whole group or everything in general. Comes with **plural/uncountable noun + plural verb**.	All students **are** ready.

READING TASK.

My name is Zilola, and I am a psychology student. I live in a small but comfortable house. One of the best things about my home is that it is located near many useful facilities. For example, there is a supermarket just next to my house, where my family usually buys fresh food. Across the street, there is a big school. It is very special for me because I often go there for my teaching practice as a psychology student. During my practice, I observe children, help teachers, and try to understand **each** pupil's behavior. I learn something new from **each** lesson, and that makes me more confident. This experience is very important for my future career. Behind my house, there is also a beautiful park. After school practice, I sometimes go for a walk there to relax. Near the park, there is a bus stop, so traveling to the city center is very easy. Thanks to **all** these facilities, my daily life becomes more comfortable. I feel happy because my home, studies, and practice are **all** connected in one place, and I enjoy **each** moment I spend there. I am grateful for **all** the opportunities that my practice gives me.

Exercise 1. Read the sentences and decide if they are *True (T)* or *False (F)* according to the text:

1. Zilola is a psychology student.
2. Her house is very big and modern.
3. There is a supermarket next to her house.
4. The school across the street is important for her practice.
5. Zilola teaches mathematics at the school.
6. After practice, she sometimes relaxes in the park.

Exercise 2. Answer the Questions

1. What does Zilola's family usually buy from the supermarket?_____
2. What does Zilola do during her school practice?_____
3. Why does Zilola go to the park after school practice?_____

Exercise 3. Fill in the blanks with the correct words: **park, supermarket, school, bus stop**

1. My family buys fresh food in the _____.
2. I go for my teaching practice to the _____.
3. After my practice, I sometimes walk in the _____.
4. It is easy to travel to the city center from the _____.
5. There is a big _____ across the street from my house.
6. The _____ behind my house is beautiful and relaxing.

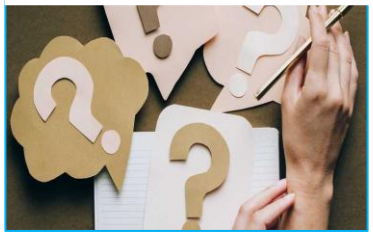
UNIT 7 SKILLS AND INTERESTS

7.1 SHE CAN PAINT

GOALS ■ Use can and can't ■ Talk about your abilities

Vocabulary and listening : *What can I do?*

-remember names, -understand a question,- paint a picture 🎨, -play the guitar , 🎸 -use a computer 💻, -speak English, -drive a car 🚗, -ride a bike 🚲, -write an email 📧, -read a book 📖, -draw a picture 🖍, -take a photo 📷

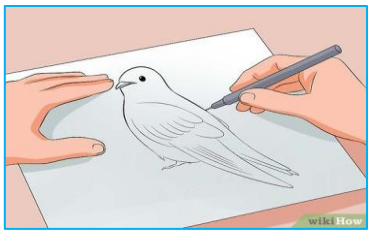


a)_____

b)_____

c)_____

d)_____



e)_____

f)_____

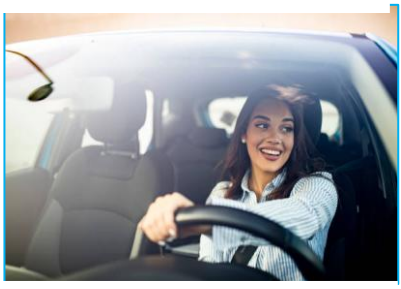
g)_____

h)_)_____

i)_____

j)_____

k)_____



l)_____

Activity 1. Look at the pictures ☝. Match them with the correct words and write them down

Activity 2. 🎧 Listen to the instructor talking about the English course. Then fill in the blanks.

Hello students. Welcome to the English course. In this class, you will learn many useful things. First, we try to _____ of classmates. This helps you make friends.You will also practice how to _____ in English. This is important for psychology students when you talk to people.

In the computer room, you will _____ and sometimes _____ to your teacher. Every lesson, you will _____ with your classmates. Don't worry, mistakes are normal.

Finally, we ask you to _____ in English. You can choose an easy book or a psychology story.

I hope you enjoy this course.

GRAMMAR: can/can't (could)			
Subject	Positive (+)	Negative (–)	Question (?)
I / You / He / She / It / We / They	can + verb (I can swim)	can't + verb (I can't swim)	Can + subject + verb? (Can you swim?)
I / You / He / She / It / We / They (past ability)	could + verb (I could swim at 5)	couldn't + verb (I couldn't drive)	Could + subject + verb? (Could she read?)

	Can	Could
Ability	Present ability (hozirgi qobiliyat) → She **can** drive a car.	Past ability (o'tmishdagi qobiliyat) → She **could** ride a bike at 5.
Permission	You **can** use my laptop	**Could** I borrow your book? (polite)
Possibility	It **can** be dangerous.	It **could** rain tomorrow.
Polite request	—	**Could** you help me, please?

Exercise 1. ✍️ Fill in the blanks with **can / can't / could / couldn't**

1. I ___ ride a bike when I was 7, but now I ___ ride very well.
2. She ___ speak English, but she ___ speak Japanese.
3. We ___ use the library, but we ___ eat inside it.
4. When I was a child, I ___ draw a picture, but I ___ paint.
5. My grandfather ___ speak Russian, but he ___ speak English.
6. You ___ use a computer here, but you ___ use your phone.
7. Last year I ___ understand a question in English, but now I ___ answer easily.
8. He ___ play the guitar, but he ___ play the piano.

Exercise 2. 🎭 Role Play (Interactive). *Situation: You are in a psychology course. Work in pairs and ask/answer questions using can / could.*

Student A (Teacher):

1. Can you remember names easily?
2. Can you use a computer for your homework?
3. What can you do well in English?
4. What skills could you do when you were a child?
5. Could you read psychology books in English last year?

Student B (Student):

- Yes, I can / No, I can't.
- I can use a computer to write an email.
- I can speak English a little.
- When I was a child, I could draw pictures, but I couldn't play the guitar.
- No, I couldn't read psychology books last year, but now I can.

7.2 I LIKE GOING OUT

GOALS: ■ use like + -ing
■ Talk about your hobbies

Useful vocabulary about hobbies:

1. reading books 📖
2. playing the guitar 🎸
3. drawing pictures 🖍️
4. painting 🎨
5. singing 🎤
6. dancing 💃
7. riding a bike 🚲
8. playing football ⚽
9. swimming 🏊
10. cooking 🍳
11. watching TV 📺
12. taking photos 📷
13. gardening 🌱
14. travelling ✈️
15. collecting stamps/postcards 💌

Useful language:

- My hobby is …
- I like … / I enjoy … / I love …
- I usually … in my free time.
- At the weekend, I often …
- I am interested in …
- I spend a lot of time

Activity 1. Work in pairs. Read and practice the dialogue. Then change the hobbies and make your own conversation.

Ali: Hi! What's your hobby?
Lola: Hi! My hobby is **reading books** 📖. I like psychology books.
Ali: That's interesting! I enjoy **playing the guitar** 🎸 in my free time.
Lola: Oh, nice! Can you play well?
Ali:: Yes, I can. But I can't sing very well. How about you?
Lola: I can draw pictures 🖍️, but I couldn't paint when I was younger.
Ali: Wow! So we both have creative hobbies.

Reading task.

"What Hobbies Tell Us About the Mind"

Hobbies are not only free-time activities, they also show something about a person's psychology. When we look at someone's hobby, we can often understand their character and feelings.

For example, people who *like* ***reading books*** are usually calm and thoughtful. They *enjoy learning* and *exploring* new ideas. Students of psychology often choose reading as a hobby, because it helps them understand human behavior better.

People who *enjoy* ***playing the guitar*** 🎸 **or** ***painting*** 🎨 often have creative personalities. They like to express emotions and ideas in an artistic way. These hobbies can reduce stress and make people feel happier.

Some people *love* ***sports, like riding a bike*** 🚴 ***or swimming*** 🏊. Such hobbies show energy, motivation, and the need for movement. Active hobbies can also improve mental health, because physical exercise reduces anxiety.

In psychology, hobbies are important. They can explain how people relax, what motivates them, and how they connect with others. So, when you talk about your hobby, you are also talking about your mind and personality.

GRAMMAR FOCUS: **like + V-ing**

- After the verbs **like / love / enjoy / hate / don't mind**, we use the **-ing form** (gerund).
- We usually use this structure to talk about **hobbies or activities**.

Note ! I / You / We / They-I like reading books.

He / She / It- She likes playing the guitar.

Activity 1. Complete the sentences with the correct verb + **-ing**.

1. I like _____ (read) books.
2. She likes _____ (play) football.
3. They don't like _____ (cook).
4. He loves _____ (ride) a bike.
5. We enjoy _____ (watch) movies.

Exercise 1. Match the words to their meanings.

A. calm	1. to make something smaller or less
B. creative	2. not angry or stressed
C. reduce	3. actions and ways of acting
D. connect	4. to join or build a relationship
E. behavior	5. able to make new ideas or art

Exercise 2. Complete the sentences with the correct word(s) from the text.

1. People who like reading books are usually _____ and thoughtful.
2. Creative people enjoy expressing their _____ and ideas.
3. Riding a bike and swimming are examples of _____ hobbies.
4. Physical exercise helps reduce _____.
5. When you talk about your hobby, you are also talking about your _____.

UNIT 8 OUR PAST

8.1 WHEN WE WERE SEVEN

GOALS ■ Use the verb be in the past ■ Talk about your life then and now

Vocabulary & Speaking:

- **Childhood** 👧👶 – the time when you are a child.
- **Happy** – feeling good and smiling.
- **Shy** – not talking much, feeling quiet.
- **Friendly** – kind and nice to others.
- **Curious** – wanting to know and learn new things.
- **Playful** – liking games and fun.
- **Serious** – thinking a lot, not joking.
- **Tall** – not short.
- **Short** – not tall.
- **Toys** 🧸 – things children play with.
- **Favourite** 🎯 – something you like the most.
- **Holiday** 🌞 – time when you don't go to school.

Activity 1. 👧 Look at the pictures of children. Describe them using the words.

- When I was seven, I **was** … (happy / shy / short / tall …)
- My best friend **was** … (friendly / curious / playful)

Useful language: You know that…
In those days… *there were no smartphones.*
Once upon a time… *I had a funny pet.*
Actually…

GRAMMAR: THE VERB BE IN THE PAST			
Subject	**Positive**	**Negative**	**Question**
I / He / She / It	Was (*I was seven years old.*)	wasn't(*She wasn't shy.)*	Was I/he/she/it …? (*Was he good at art? Yes, he was./No, he wasn't*)
You / We / They	Were (*We were best friends.)*	weren't (*They weren't tall.)*	Were you/we/they …?(*Were you happy when you were a child? – Yes, I was.*)

Note! Use **was/were** to talk about the **past**.
Was is for singular subjects (except "you").
Were is for plural subjects and for "you".
Common words: *yesterday, last year, when I was a child, in 2010, at that time,*

Exercise 1. Fill in the blanks with **was / were**.

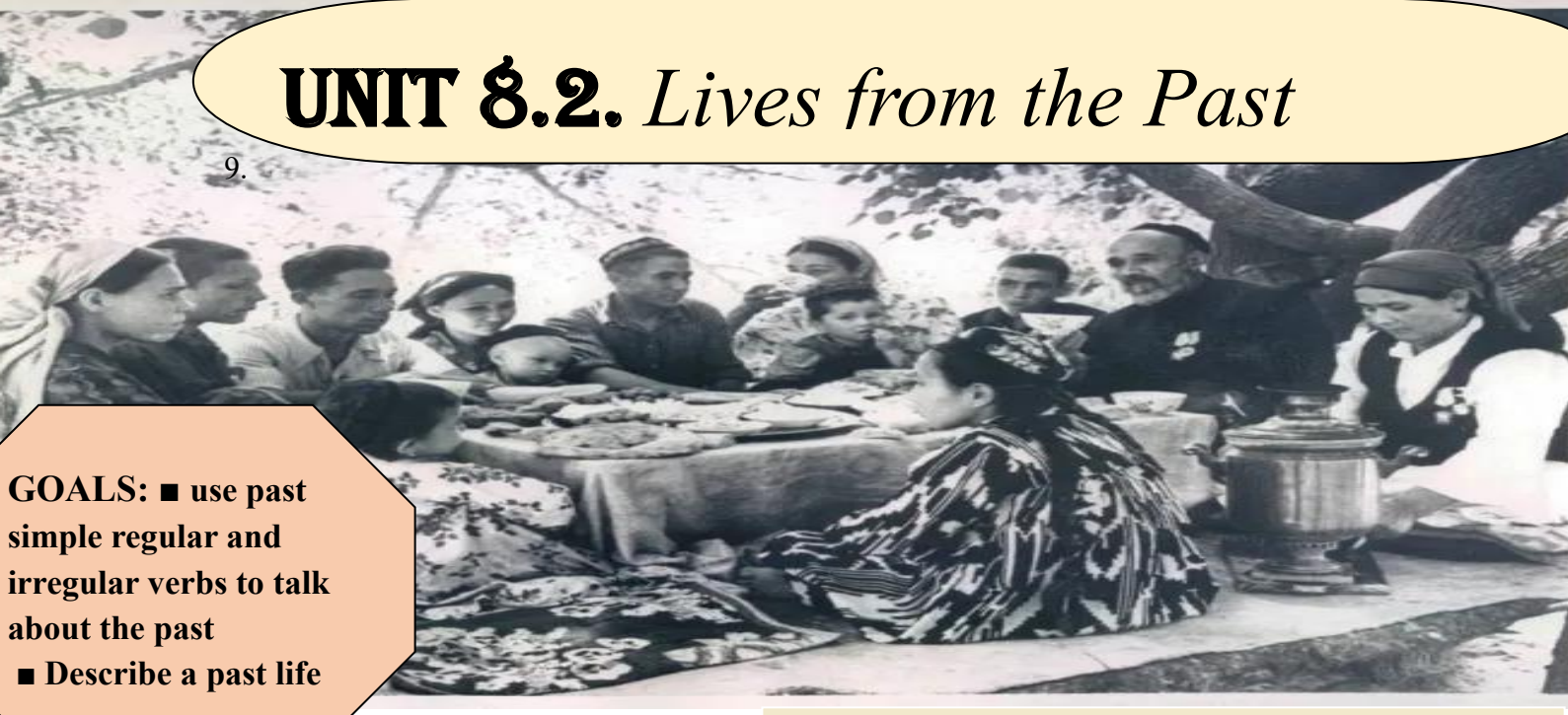
1. I ___ seven years old in 2015.
2. We ___ in the same class.
3. She ___ my best friend.
4. They ___ very happy.
5. He ___ at home yesterday.
6. My parents ___ at work last night.
7. It ___ cold and rainy last Monday.
8. You ___ in the park with your friends.
9. The book ___ on the table in the morning.
10. The children ___ in the playground after school.

Exercise 2. Make the sentences negative and questions.

1. I was tall. → (N) _____ (Q) _____?
2. They were shy. → (N) _____ (Q) _____?
3. She was my neighbor. → (N) _____ (Q) _____?
4. We were in the garden. → (N) _____ (Q) _____?
5. He was late for school. → (N) _____ (Q) _____?
6. The weather was cold yesterday. → (N) _____(Q) _____?
7. You were my best friend. → (N) _____ (Q) _____?
8. The toys were on the table. → (N) _____ (Q) _____?

UNIT 8.2. *Lives from the Past*

9.



GOALS: ■ use past simple regular and irregular verbs to talk about the past
■ Describe a past life

Vocabulary:

- Work → worked (to do a job)
- Live → lived (to have a home)
- Study → studied (to learn)
- Play → played (to do games or sports)
- Travel → travelled (to go to different places)
- Help → helped (to give support)
- Write → wrote (to make stories, books, letters)
- Teach → taught (to give lessons)

Grammar time!

1. **Regular verbs** = **verb + -ed-** play → played work → worked, study → studied

2. Irregular verbs **forms are** different **(they don't take -ed).**

   - go → went
   - have → had
   - eat → ate
   - write → wrote
   - make → made

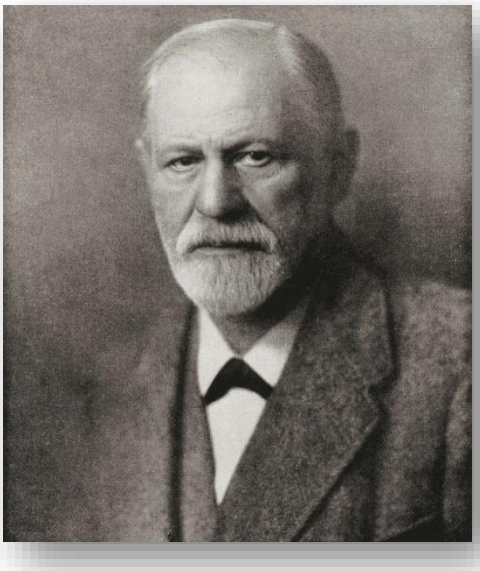
3. **Negative sentences-**Use **did not (didn't) + verb (base form, no -ed)** →She didn't play football**.**
4. **Questions-** Use **Did + subject + verb (base form)** →Did you study yesterday? – Yes, I did. / No, I didn't.

Exercise 1. Read the sentences and put the verbs in brackets into **the past simple**. **"What did they do yesterday?"**

1. Yesterday my grandmother ___ (cook) a big dinner for the family.
2. Last weekend we ___ (go) to the mountains.
3. My little brother ___ (play) football in the yard.
4. My parents ___ (not watch) TV in the evening.
5. I ___ (write) a letter to my best friend.
6. They ___ (study) for the test together.
7. She ___ (have) a birthday party last Friday.
8. We ___ (not travel) to Tashkent last summer.

Sigmund Freud

Sigmund Freud was a famous psychologist. He was born in 1856 in Austria. When he was a child, he was very curious and liked reading books. He studied medicine at university, but later he became interested in the human mind.



Freud worked as a doctor and studied people's thoughts and feelings. He created a new way of understanding people, called psychoanalysis. He believed that dreams and childhood experiences were very important for understanding human behavior.

Life in the past was very different. There were no computers or modern machines, but Freud wrote many books and shared his ideas with the world. His work was difficult, but today he is remembered as the father of psychology.

Exercise 1. Read the text about Sigmund Freud and match **True (T), False (F), or Not Given (NG):**

1. Freud was born in 1956. (___)
2. He studied medicine at university. (___)
3. Freud worked as a teacher. (___)
4. He created psychoanalysis. (___)
5. He thought dreams and childhood experiences were important. (___)
6. Freud used modern computers in his work. (___)
7. He wrote many books. (___)
8. Freud had three children. (___)
9. Today Freud is remembered as the father of psychology. (___)

Exercise 2. Answer the questions:

1. When and where was Sigmund Freud born? _____
2. What did he study at university? _____
3. What was his job? _____
4. What new idea did he create? _____
5. What did he think was important for understanding people? _____
6. Did he write books? _____
7. Why is Freud famous today? _____
8. What was life like in his time? _____

UNIT 9 UNUSUAL STORIES

9.1 HAPPY MEMORIES

GOALS ■ Use Adjectives in the past ■ Talk about a memory

Vocabulary and Listening: Happy Memories

Exciting – The trip was exciting.

Funny – His joke was funny.

Scary – The film was scary.

Amazing – The concert was amazing.

Boring – The lesson was boring.

Surprising – The gift was surprising.

Wonderful – The holiday was wonderful.

Strange – The dream was strange.

beautiful • amazing • funny • exciting • cold • interesting • unforgettable • snowy • wild • happy • strange • dangerous • scary • old • great • long

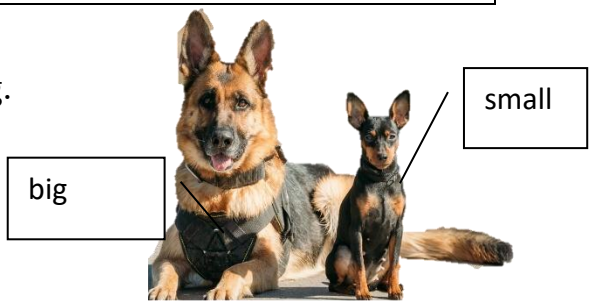
Activity 1: Listen and fill in the blanks.

"Hello, my name is _____. Last year, I had a very _____ holiday. My family and I went to the mountains. The weather was _____, and the trip was _____. We walked a lot, and one day we saw a _____ animal in the forest. It was a little _____. In the evening, we sat around the fire and told _____ stories. It was one of the most _____ memories of my life."

GRAMMAR: ADJECTIVES	
Rule	Example
Adjectives describe a **noun**	a beautiful city, a funny story
Adjectives go **before a noun**	an old house, a new car
Adjectives go **after to be (is/are/was/were)**	The book is interesting. / The film was boring.
Adjectives do **not** change in plural	a small cat → small cats
Comparative (compare 2 things)	tall → taller, interesting → more interesting
Superlative (the best / the most)	Superlative (the best / the most)

Examples:

- Yesterday was boring, but today is **amazing**.
- This film is **more exciting** than that one.
- That was the **best** holiday of my life.



Exercise 1: ✍️ Match the adjectives with their

Synonyms		**Antonyms**	
1. Amazing	a) Joyful	1. Exciting	a) Sad
2. Funny	b) Uninteresting	2. Beautiful	b) Terrible
3. Scary	c) Wonderful	3. Interesting	c) Ugly
4. Happy	d) Frightening	4. Happy	d) Dull
5. Boring	e) Hilarious	5. Amazing	e) Boring

Exercise 2.✍️ Fill in the blanks with your own experience and choose the correct adjective.

1. My holiday in Samarkand was _____ (boring / amazing).
2. The dream was very _____ (strange / beautiful).
3. The picnic wasn't _____ (funny / exciting).
4. Was your weekend _____ (scary / wonderful)?
5. The birthday cake was _____ (delicious / boring).
6. Yesterday's lesson was _____ (interesting / tiring).
7. My first bike ride was _____ (exciting / sad).
8. The film we watched was _____ (funny / scary).
9. The teacher's story was _____ (boring / surprising).

9.2 NEWS STORIES

GOALS: ■ use ago to say when something happened ■ Talk about the last time

Vocabulary: Time Expressions

- one day ago – kecha (yesterday)
- two days ago – ikki kun oldin
- a week ago – bir hafta oldin
- a month ago – bir oy oldin
- a year ago – bir yil oldin
- a long time ago – anchadan beri, uzoq vaqt oldin
- just a minute ago – hozirgina

Activity 1. Speaking, work in pairs and answer the questions with **ago**:

1. When did you last eat pizza?
2. When did you last watch a film?
3. When did you last go shopping?
4. When did you last meet your best friend?
5. When did you last have a holiday?

Activity 2. ✍️ **Fill in the blanks with "used to" or "didn't use to"**

1. I _____ (play) with dolls when I was a child.
2. My grandfather _____ (tell) me funny stories in the evenings.
3. We _____ (not/watch) TV every day when we were young.
4. There _____ (be) a big park near my house, but now it's gone.
5. _____ you _____ (go) to school on foot?

Grammar time!

Used to- 👉 We use **used to** to talk about past habits or situations that are **not true now**.

- **Past habit:** I **used to read** comics every evening. (But I don't now.)
- **Past state:** There **used to be** a cinema in our street. (But it's not there now.)

Note! After **used to**, we always use the **base form of the verb**:

❌ I used to *played* football.

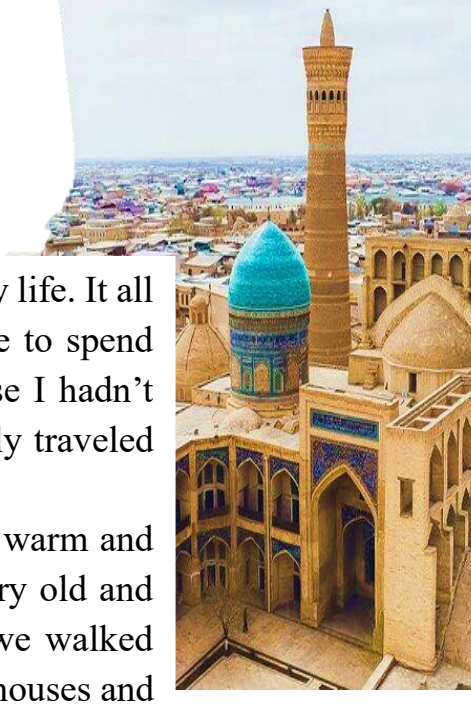
✅ I used to *play* football.

Don't confuse with **be used to + noun/verb-ing** (familiar with something):

✅ I am used to waking up early. (It's normal for me now.)

✅ I used to wake up early. (I did it in the past, but not anymore.

Reading task!



My Last Time

Last month, I had one of the most memorable weekends of my life. It all started two weeks ago, when my cousin called me and invited me to spend some time with his family in Bukhara. I was very excited, because I hadn't been there for a long time. We planned the trip carefully and finally traveled there three days ago.

We arrived in Bukhara in the morning, and the weather was warm and sunny. The first thing we did was visit the Ark Fortress. It was very old and beautiful, and I felt like I had traveled back in time. After that, we walked through the narrow streets of the old city and saw many traditional houses and shops. A few hours ago, I had never imagined that such places could still exist so close to us.

In the afternoon, we ate delicious food in a small restaurant. The plov was wonderful, and the tea was hot and tasty. Later, we visited the famous Kalyan Minaret. It was tall and amazing, and my cousin told me interesting stories about its history.

Exercise 1. ✍ Read the text again and decide: **Yes**, **No**, or **Not Given**.

1. The writer went to Bukhara with his cousin's family.
2. The weather in Bukhara was cold and rainy.
3. The first place they visited was the Ark Fortress.
4. The writer had plov and tea in a restaurant.
5. The Kalyan Minaret was small and modern.
6. The cousin told interesting stories about the monument.
7. The writer bought many souvenirs in Bukhara.
8. The trip happened three days ago.

Exercise 2. ✍ **Answer the Questions:**

1. When did the cousin invite the writer to Bukhara?
2. How many days ago did they travel to Bukhara?
3. What was the first place they visited?
4. What did they eat in the restaurant?
5. Which famous monument did they visit in the afternoon?
6. How did the writer feel about the trip?

UNIT 10 NEW PLACES, NEW PROJECTS

10.1 WE'RE GOING TO RAISE £5,000

GOALS ■ Use going to for future plans ■ Talk about a future project

Vocabulary & Listening : "*Projects and Psychology"*

Activity 1. 🎧 Listen and Complete the Dialogue.

Teacher: Good morning, students. Today we are going to talk about your future _____.
Aziza: Hello, teacher. We are going to organize a _____ _____ seminar at the university.
Teacher: That sounds interesting. What are you going to do at the seminar?
Aziza: We're going to invite _____ to give short lectures and answer students' questions.
Teacher: Excellent! How are you going to _____ money for this project?
Aziza: We're going to sell _____ _____ at the university fair. Some students are going to paint _____, and others are going to make small _____.
Teacher: Very creative! Who are you going to work with?
Aziza: We're going to work with a group of _____ from the psychology department.
Teacher: Why do you think this project is important?
Aziza: Because many students feel _____ during exams. We are going to teach _____ _____ techniques and improve awareness about _____ _____.
Teacher: Wonderful. I'm sure this project is going to help a lot of students.

Activity 2. 🗣️ Answer the questions and share your ideas in pairs.

1. What project are you going to do at university?
2. How are you going to raise money?
3. Who are you going to work with?
4. Why is the project important for psychology students?

Vocabulary:

- project – loyiha
- raise money – mablag' yig'moq
- awareness – xabardorlik
- volunteering – ko'ngillilik
- mental health – ruhiy salomatlik
- stress management – stressni boshqarish
- teamwork – jamoaviy ish
- campaign – tashviqot

Grammar: Going to – Future Plans		
Affirmative (+)	**Subject + am/is/are + going to + verb**	**I am going to study psychology.** **She is going to work with volunteers.** **They are going to raise money.**
Negative (–)	**Subject + am/is/are + not + going to + verb**	**I am not going to join the club.** **He isn't going to move to another city.** **We aren't going to stop our project.**
Yes/No Question (?)	**Am/Is/Are + subject + going to + verb?**	**Are you going to organize a seminar?** **Is she going to start a new project?** **Are they going to help students?**
Short Answer	**Yes/No + subject + am/is/are (not)**	**– Are you going to volunteer?** **✔ Yes, I am. / ✘ No, I'm not.** **– Is he going to raise money?** **✔ Yes, he is. / ✘ No, he isn't.**

📌 **Rule:**
! Always use **am/is/are + going to + base verb**.
! Don't add **–s** to the verb after "going to."
! Use it for **plans, intentions, and predictions** about the near future

Exercise 1. 🖍 Fill in the blanks

1. We ___ (organize) a project about stress.
2. I ___ (raise) money for new books.
3. Psychology students ___ (work) in groups.
4. She ___ (start) a campaign about mental health.
5. They ___ (help) young people in schools.
6. My friends ___ (prepare) posters for the project.
7. The teacher ___ (invite) a psychologist to the seminar.
8. We ___ (make) a short video about stress management.
9. He ___ (join) the university volunteer club.
10. I ___ (improve) my presentation skills during the project.

Exercise 2. 🖍 Write sentences with "going to"

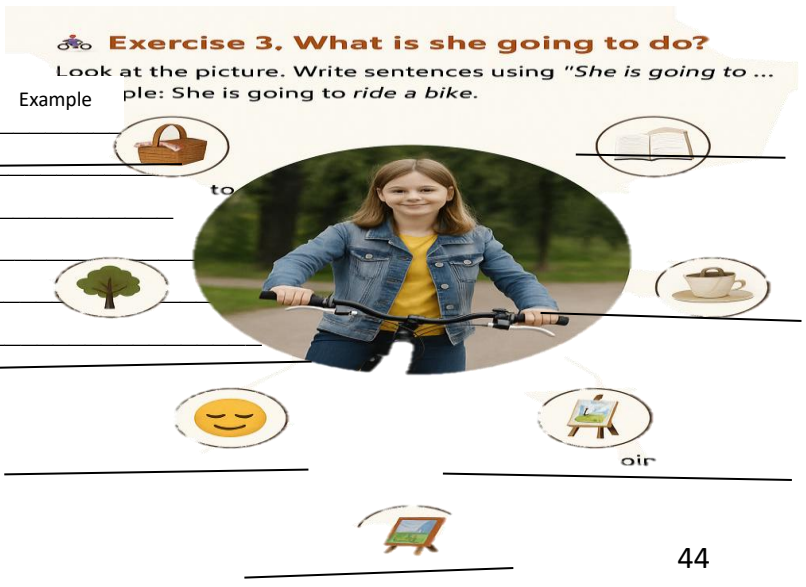
1.(I / start / new project) → _____
2.(We / organize / seminar) → _____
3.(She / work / with volunteers) → _____
4.(They / prepare / posters) → _____
5.(My friends / visit / psychology center) → _____
6.(He / create / stress management video) → _____
7.(We / collect / data for research) → _____

Example: (students / raise / money) → Students are going to raise money.

Exercise 3. What is she going to do?

Look at the picture. Write sentences using *"She is going to ..."*

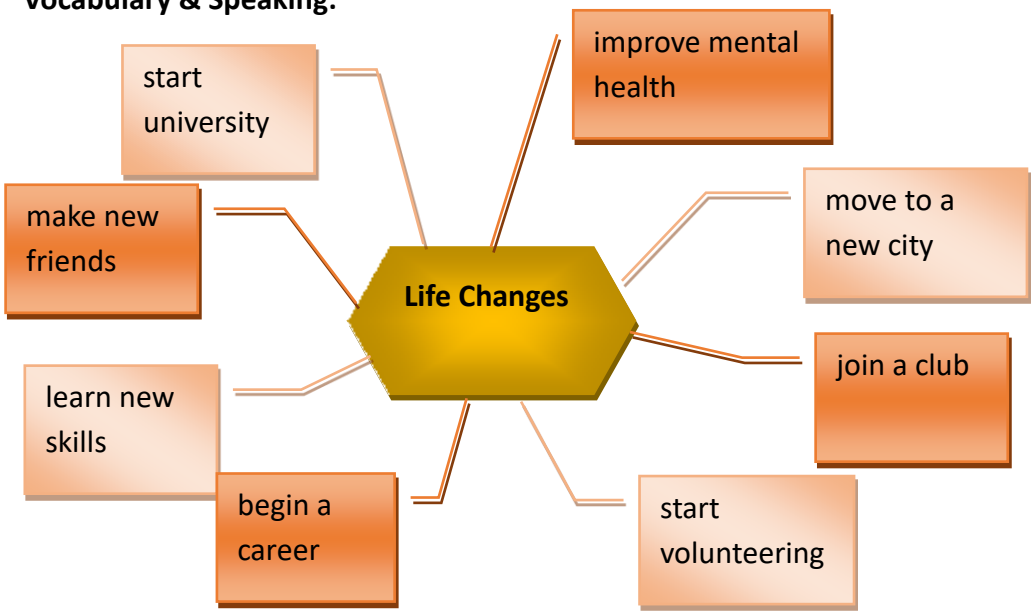
Example: She is going to *ride a bike*.



10.2 A NEW LIFE

GOALS:- Ask and answer questions using **going to**
-Talk about a life

Vocabulary & Speaking:



Activity 1. 🎤 Talking in Pairs

Questions:

1. Are you going to move to another city?
2. Are you going to join a psychology club?
3. What new skills are you going to learn?
4. How is your life going to change after graduation?

A: Are you going to start a new project next semester?

B: Yes, I am. I'm going to organize a seminar about stress management.

A: Who are you going to work with?

B: I'm going to work with my classmates.

Activity 2. ✏️ Answer the questions

1. Are you going to make new friends at university? → _____
2. Is she going to join a volunteer group? → _____
3. Are they going to learn stress management skills? → _____
4. Is your friend going to move to another city? → _____

GRAMMAR: Going to – Questions & Short Answers			
Type	**Structure**	**Example**	**Short Answers:**
Yes/No Question	Am / Is / Are + subject + going to + verb?	Are you going to study psychology?	Yes, I am. / No, I'm not.
Wh-Question	Wh- + am / is / are + subject + going to + verb?	What are you going to do after graduation?	I am going to work at school.

Exercise 1. 🖍 Make questions with "going to"

Example: (she / start / new job) → Is she going to start a new job?

1. (you / join / seminar) → _____
2. (they / move / to another city) → _____
3. (he / work / in a hospital) → _____
4. (we / start / a psychology project) → _____

Reading task : "Future in Action"

A psychology student has confirmed her plans for next year. She **is going to relocate** to a major city and **is going to enroll** in a master's program specializing in mental health. She **is going to establish** connections with new lecturers, **is going to collaborate** with peers in a research initiative, and **is going to intern** at a counseling center. Her objective is to **gain hands-on experience** in psychological assessment and therapy. She anticipates that her schedule **is going to become** hectic, but she believes this journey **is going to mould** her into a competent professional capable of contributing to community well-being.

In addition to her academic goals, she **is going to take part** in several awareness campaigns focusing on stress management and emotional resilience among university students. She **is going to design** interactive workshops that combine psychology and art therapy to encourage self-expression and creativity. Furthermore, she **is going to publish** her research findings in student journals and **is going to present** them at youth psychology conferences. These experiences, she believes, **are going to enhance** both her professional skills and her confidence as a future psychologist.

Exercise 2. Questions 1–8: Do the following statements agree with the information in the text?

Write: **YES** – if the statement agrees with the information
NO – if the statement contradicts the information
NOT GIVEN – if there is no information on this

1. The student is going to stay in her current city for her studies.
2. She is going to study mental health as part of her postgraduate education.
3. She is going to work independently without any group projects.
4. She is going to gain practical experience at a counseling center.
5. She believes her studies are going to be easy and relaxing.
6. She is going to take part in mental health awareness campaigns.
7. She is going to combine psychology and art therapy in her future workshops.
8. She is going to travel abroad to attend an international conference.

UNIT 11 YOUR WORLD

11.1 MULTICULTURAL CITIES

Goals: -Talk about countries, nationalities and languages
-Use possessive **'s** and possessive determiners

Vocabulary & Speaking: Countries, Nationalities & Languages

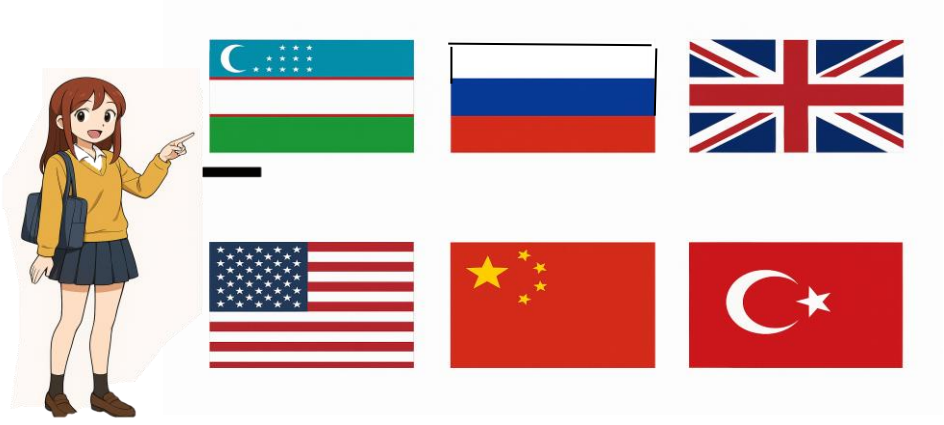
Country (davlat)	Nationality (millat)	Language (til)
Uzbekistan	Uzbek	Uzbek
USA	American	English
UK	British	English
France	French	French
Germany	German	German
Russia	Russian	Russian
Japan	Japanese	Japanese
Turkey	Turkish	Turkish

Activity 1. 🎤 Talking in Pairs**. Questions:** 🗣️

1. What country are you from?
2. What is your nationality?
3. What languages do you speak?
4. Is your city multicultural? Why/Why not?

Activity 2. 🌐 *"Cultural Map"*

Students place stickers on a world map to show their countries, then introduce:
"I am from ___. I am ___. I speak ___."



Grammar: Possessive ’s & Possessive Determiners			
Subject	Object Pronoun	Possessive Determiner	Possessive Pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its (rarely used)
we	us	our	ours
they	them	their	theirs

✅ Rules

Subject Pronoun – shows who does the action.

👉 I am a student

Object Pronoun – comes after verbs or prepositions.

👉 She helps me.

Possessive Determiner – always comes before a noun.

👉 This is my book.

👉 Their university is big.

Possessive Pronoun – replaces a noun, comes without another noun after it.

👉 This book is mine.

👉 That house is theirs.

We use **’s** to show that something *belongs to someone*.

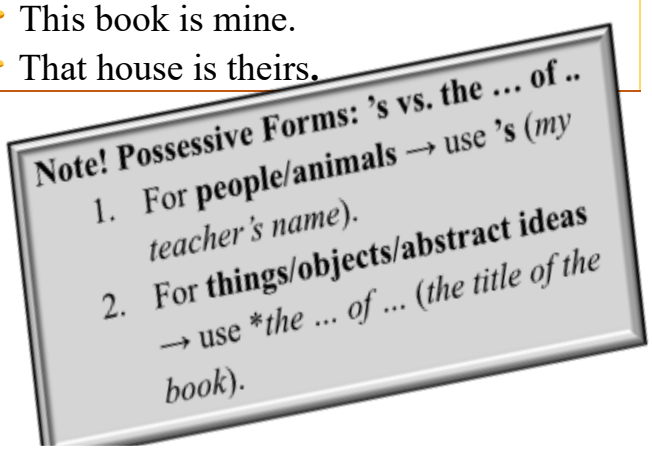
- Aziza’s brother is a student.
- 👉 Rule: Add **’s** to the noun (except plural nouns ending in –s).
- The teacher’s book (= the book of the teacher)
- The children’s toys (= the toys of the children)
- My parents’ house (= the house of my parents – plural ends in –s, only add ’)

We use **the … of …** for:

- Things, objects, and more formal style.
- Longer expressions (not for people in everyday English).

Examples:

- The door of the classroom (= the classroom’s door – less natural)
- The name of the country



Exercise 1. 🖍 Rewrite the sentences using **’s** or **of**:

1. The book of the teacher → _____
2. The tail of the cat → _____
3. The sister of Jamshid → _____
4. The history of the country → _____
5. The university of my friends → _____

Exercise 2. 🖍 Make sentences. Example: (Dilnoza / mother / teacher) → Dilnoza’s mother is a teacher.

1. (Sam / city / London) → _____
2. (my / family / from Tashkent) → _____
3. (their / university / big) → _____
4. (Aziz / father / engineer) → _____

11.2

MY

Professional Profile

Goals: -Write personal profile. -Use plural nouns (regular

Vocabulary:

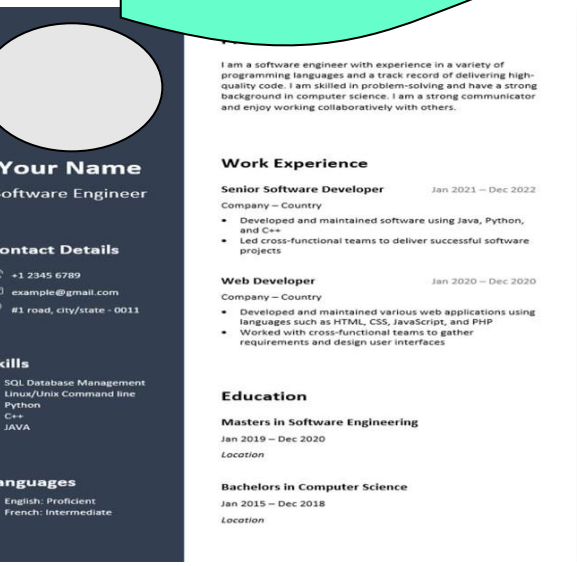
- name – ism
- surname – familiya
- age – yosh
- country – davlat
- nationality – millat
- language(s) – til(lar)
- family – oila
- hobby – hobi
- profile – shaxsiy ma'lumot

GRAMMAR TIME: **Regular** → book → books, friend → friends.
Irregular → child → children, man → men, woman → women, mouse → mice. (Look at unit 3)

NEED TO KNOW: A **professional profile** is a short summary (3–6 sentences) at the beginning of a CV, resume, or LinkedIn page that highlights **who you are, your skills, achievements, and career goals**. It should be clear, concise, and tailored to your audience (employers, academic supervisors, etc.).

✍️ **Steps to Write a Professional Profile**

- **Start with who you are** → job title, education, or specialization.
- **Add your key skills** → focus on 3–5 relevant strengths.
- **Mention achievements** → work, projects, or academic results.
- **State career goals** → what you are looking for or aiming to achieve.



Example for a Psychology Student

Professional Profile:

Motivated psychology student with strong communication and research skills. Experienced in group projects, data collection, and analyzing human behavior. Skilled in using SPSS, writing academic reports, and presenting findings. Interested in applying psychological knowledge to education and mental health support.

Exercise 1. Listening Task 🎧 Listen to the dialogue and fill in the missing words.

A: Where are you from?
B: I'm from Tashkent, but my ___ (1) are from different countries.
A: Really? That sounds interesting.
B: Yes, my father is Uzbek and my mother is Russian.
A: And what languages do you ___ (2) at home?
B: We usually speak Uzbek, but sometimes Russian and English too.
A: How many ___ (3) are in your family?
B: Four people. My parents, my sister, and me.
A: Nice! What's your hobby?
B: I like reading psychology ___ (4) and learning about cultures.

Fill in the blanks with: ✏️ parents, speak, people, books.

Exercise 1. ✏️ Fill in the blanks with the correct form (possessive 's or plural nouns):

1. This is ___ (Dilnoza) bag.
2. My ___ (brother) job is very hard.
3. The ___ (child) are playing outside.
4. These are my ___ (friend).
5. My ___ (teacher) office is big.
6. The ___ (woman) are doctors.
7. My ___ (sister) hobby is drawing.
8. These ___ (student) books are new.

Exercise 2. ✏️ Complete with **'s** or **possessive determiners**

1. This is my ___ (brother) book.
2. Her ___ (father) is a doctor.
3. Ali ___ (sister) studies psychology.
4. Our ___ (city) is multicultural.
5. My ___ (friend) name is Jamshid.

Exercise 3. ✏️ Choose the correct answer:

1. She is ___ (my/mine) best friend.
2. They are ___ (their/theirs) books.
3. This is ___ (her/hers) phone.
4. That is ___ (our/ours) house.
5. The laptop is ___ (his/him).
6. These are ___ (your/yours) pens.
7. That dog is ___ (its/it's).
8. This is ___ (their/theirs) classroom.

Exercise 4. ✏️**. Correct the mistakes:**

1. He is mines best friend. → ___
2. They are our's books. → ___
3. This is Dilnozas notebook. → ___
4. My parents name are Ali. → ___
5. Her brothers hobby are football.
6. I am study psychologist. → ___
7. That childs are very smart. → _
8. The womans is teachers. → ___

Activity 5. 📝 Write your own profile

Write 5–6 sentences about yourself.

- My name is …
- I am … years old.
- I am from …
- I speak …
- My family is …
- My hobbies are …

UNIT 12 MY DAY

12.1 A DAY IN THE LIFE OF A SCIENTIST

GOALS:-Talk about everyday study and lifestyle routines.-Use *Present Simple (positive)*.

Vocabulary

Students' life:

- daily routine – kundalik tartib
- time management – vaqtni boshqarish
- maintain focus – e'tibor qaratmoq
- manage stress – stressni boshqarmoq
- stay motivated – motivatsiyani saqlamoq
- organize tasks – vazifalarni tartibga solmoq
- concentration – diqqat jamlash
- relaxation – dam olish
- personal growth – shaxsiy o'sish

🧪 Scientific life:

- conduct experiments – tajribalar o'tkazmoq
- analyze data – ma'lumotlarni tahlil qilmoq
- collect samples – namuna yig'moq
- attend a conference – konferensiyada qatnashmoq
- write research papers – ilmiy maqola yozmoq
- discuss results – natijalarni muhokama qilmoq
- work in a laboratory – laboratoriyada ishlamoq
- review literature – adabiyotlarni ko'rib chiqmoq
- make discoveries – kashfiyot qilmoq

Use these examples to help you:

🕒 daily routine, 🎯 time management, 🧘 relaxation, 🧪 conduct experiments, 📊 analyze data, ✍️ write research papers, 💡 make discoveries

Activity 1. 🗣️ Discuss in Pairs. Work with your partner.

Look at the words below and discuss:

- Which words describe your current student life?
- Which words describe a scientist's daily work?

Reading task.

Have you ever wondered what it is like to be a scientist? Or the GLOBE Chief Scientist? I do both. My days are sometimes a challenge, since the two jobs are very different. What are these jobs like? Below is described a day that was so richly varied that I thought it would be fun to share it with you.

My husband and I start each day with a 2-mile walk at dawn, during which we observe the animals (deer, foxes, birds), talk, or just walk quietly. I think of many of my blog ideas while on this walk (or on the occasional walks I take on the open space near the office).

After we eat breakfast, we carpool to work. Since we work in two different buildings, he lets me off about 200 meters from where I work and then he drives to his building, which has covered parking. While walking to my building, I take special note of the birds (the other day a hawk and crow flying together) or clouds, sometimes pausing to take a picture. This walk takes me right by the rain gauge that NCAR has as a part of the CoCoRaHS that I have written about before. Sometimes I see someone taking the rainfall measurement…

"A Day in the Life of a Scientist"

GLOBE Scientists' Blog

."

GRAMMAR: Present Simple(Positive)

Subject	Verb	Example
I/You/We/They	base verb	I manage my time well. / They study psychology.
He/She/It	verb + s/es	She maintains focus in lectures. / He organizes tasks.

Exercise 1. ✍️ Read the text and underline present simple.

Exercise 2. ✍️ Fill in the blanks (Present Simple)

1. I ___ (manage) my time carefully.
2. She ___ (develop) good study habits.
3. They ___ (read) psychology articles in the library.
4. He ___ (stay) motivated every day.
5. She ___ (organize) her tasks in the morning.
6. I ___ (maintain) focus in class.
7. Students ___ (believe) in personal growth.

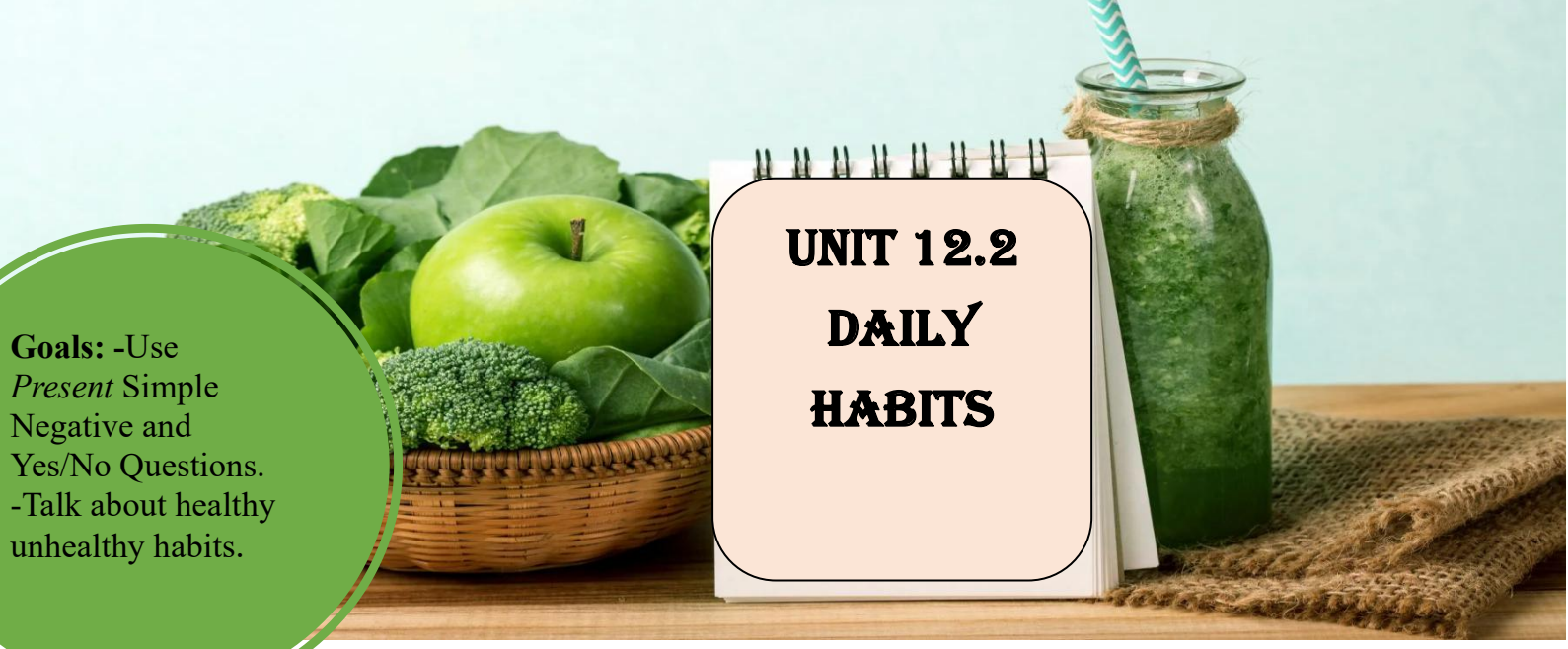
Exercise 3. ✍️ Correct the mistakes:

1. She manage her time well. → ___
2. I develops good habits. → ___
3. They stays motivated. → ___
4. He concentrate in class. → ___
5. We organizes tasks. → ___
6. She have good study habits. → ___
7. I learns psychology. → ___
8. Students believes in personal growth. → ___

Exercise 4. ✍️ Vocabulary match:

1. time management → a) e'tibor qaratmoq
2. maintain focus → b) vazifalarni tartibga solmoq
3. organize tasks → c) vaqtni boshqarish
4. relaxation → d) dam olish

Homework: Write 6–7 sentences about your daily routine using at least 3 new words.



UNIT 12.2 DAILY HABITS

Goals: -Use *Present* Simple Negative and Yes/No Questions.
-Talk about healthy unhealthy habits.

Vocabulary

- unhealthy habits – zararli odatlar
- avoid distractions – chalg‘ituvchi narsalardan qochmoq
- skip classes – darslarni qoldirmoq
- procrastinate – ishni kechiktirmoq
- productive day – samarali kun
- effective learning – samarali o‘qish
- academic success – o‘quvdagi yutuq
- motivation loss – motivatsiya yo‘qotish
- balance study and rest – o‘qish va dam olishni muvozanatga keltirmoq
- overcome difficulties – qiyinchiliklarni yengib o‘tmoq

💡 *Tip:*
👉 “**because**” – gives a reason
👉 “**so**” – shows a result
👉 “**and**” – adds ideas
👉 “**but**” – contrasts two ideas

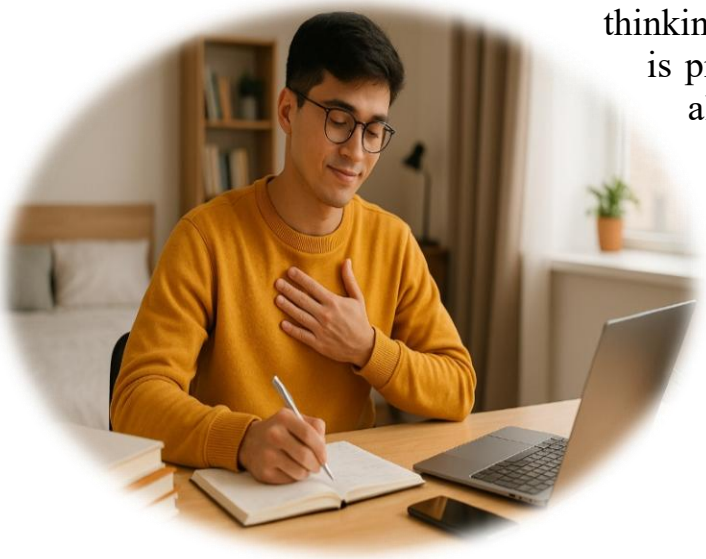
Activity 1. Read the words and put them into the correct group

Healthy habits	🥗 balanced diet, 😊 positive thinking, 📱 too much screen time, 🪑 sit all day, 🚶 go for a walk, 🚬 smoke, 🧘 meditate, 🍟 fast food, 💧 drink water.	Unhealthy habits

Reading Task

📖 *Habits of a Successful Student*

Aziz is a psychology student. He avoids distractions when he studies. He doesn't procrastinate because he wants academic success. He always balances study and rest. He doesn't skip classes and he tries to overcome difficulties with positive thinking. His day is productive, and he feels proud of his progress. He also sets clear goals for every week and tracks his results. When he feels stressed, he practices deep breathing or goes for a short walk. He often helps his classmates when they struggle with assignments. In the evenings, he reflects on what he has learned and plans the next day carefully.



GRAMMAR: Present Simple Negative & Yes/No Questions

- I don't procrastinate. / Do you procrastinate?
- She doesn't skip classes. / Does she skip classes?

Exercise 1. Choose True or False

1. Aziz procrastinates often. (___)
2. He doesn't skip classes. (___)
3. He avoids distractions. (___)
4. He has an unproductive day. (___)

Exercise 2. Rewrite in negative and question form.

1. I procrastinate every day. →
2. She skips classes. → ___
3. They avoid distractions. → ___
4. He studies psychology. → ___
5. We have a productive day. → ___
6. (you / procrastinate) → ___
7. (she / skip classes) → ___
8. (they / study psychology) → ___
9. (he / avoid distractions) → ___

Exercise 3. Fill in with conjunctions:

1. I don't skip classes ___ I want to succeed.
2. He studies psychology ___ he reads articles.
3. She avoids distractions ___ she procrastinates.
4. They relax ___ they balance study and rest.
5. He is motivated ___ he doesn't waste time.
6. We don't learn at night ___ it is hard.
7. She works hard ___ she feels proud.
8. I read books ___ I do homework.

Homework: Write 6 sentences about your habits (3 good, 3 bad). Use at least 4 new words.

UNIT 13 THE WORLD OF WORK

13.1 JOBS AND WORK

GOALS: -Talk about different jobs and professions. -Use *Wh- questions* (What, Where, Who, Why, How).

Vocabulary: 👩‍💼 Work & Professions:

- psychologist – psixolog
- researcher – tadqiqotchi
- counselor – maslahatchi
- social worker – ijtimoiy xodim
- HR specialist – kadrlar bo‘yicha mutaxassis
- lecturer – o‘qituvchi (universitet)
- manager – boshqaruvchi
- entrepreneur – tadbirkor
- volunteer – ko‘ngilli
- career development – kasbiy rivojlanish
- job satisfaction – ish qoniqishi
- work environment – ish muhiti

Activity 1. Read the definitions carefully and write the correct word (job or role) in each blank.

1. A person who studies the mind is a ___.
2. A person who teaches at a university is a ___.
3. A person who starts a business is an ___.
4. A person who helps people with problems is a ___.
5. A person who works for society is a ___.
6. A person who manages people is a ___.
7. A person who gives advice is a ___.
8. A person who works without money is a ___.

Match the words with meanings:

1. job satisfaction
2. career development
3. work environment

a) a place where you work
b) feeling happy with your work
c) opportunities to grow in your job.

GRAMMAR: Wh– Questions (Present Simple)			
Question Word	Question Structure	Example Question	Example Answer
What	What + do/does + subject + verb?	What do you do?	I am a psychologist.
Where	Where + do/does + subject + verb?	Where do you work?	I work in a university.
Who	Who + do/does + subject + verb?	Who do you help?	I help students.
Why	Why + do/does + subject + verb?	Why do you like your job?	Because it helps people.
How	How + do/does + subject + verb?	How do you manage stress?	I relax and organize my time.

Exercise 1. ✍️ Wh- Questions (complete the questions

1. ___ do you want to be in the future?
2. ___ do you like psychology?
3. ___ works in a hospital?
4. ___ do you want to work?
5. ___ is your favorite profession?
6. ___ helps people with stress?
7. ___ do you want to attend conferences?
8. ___ motivates you to work hard?

Exercise 2. ❓ Discussion Questions (**Speaking**):

1. What job do you want in the future? Why?
2. Do you think job satisfaction is important?
3. Which job is the most stressful?
4. Which job is the most interesting for you?

Exercise 3. ✍️ Correct the mistakes:

1. What you do? → ___
2. Where he works? → ___
3. Who do helps people? → ___
4. Why you want this job? → ___
5. How she manage stress? → ___
6. What is job satisfaction means? → ___
7. Who do teaches psychology? → ___
8. Why he want to be doctor? → ___

13.2 COMMUNICATION AT WORK

Goals: -Make polite requests at work. -Use formal and informal expressions in emails.

Vocabulary: *Workplace communication useful Phrases*

- **Could you please**… – Iltimos, … qilsangiz bo‘ladimi?
- **Would you mind…?** – Sizga qiyinchilik tug‘dirmaydimi?
- **I’m writing to ask about**… – Men … haqida so‘ramoqchiman.
- **I’d like to request**… – Men … so‘ramoqchiman.
- **Let me check**… – Men tekshirib ko‘ray.
- **I’ll get back to you**. – Sizga qaytib javob beraman.
- **Looking forward to your reply** – Javobingizni kutaman.
- **Best regards / Kind regards** – Hurmat bilan.

Grammar: MUST-shows necessity or strong obligation (something is required or very important).
Structure: ➡️ must + base verb
Examples: You **must study** hard. → It’s necessary to study.
- Students **must be** on time.
- You **must not smoke** here. → It’s forbidden.

✅ **Use “must”** for rules, advice, or personal obligation.

Formal Email Structure:

- Greeting: Dear Mr./Ms. …
- Body: I am writing to… / I would like to request…
- Closing: Best regards, …

Activity 1. Discussion Questions (Speaking)

1. Do you prefer formal or informal communication? Why?
2. When do you need to use polite requests?
3. How do you usually write to your teachers?
4. Why is professional communication important?

GRAMMAR: Polite Requests & Email Phrases			
Form / Structure	Usage (When to Use)	Example Sentence	Polite Alternative / Email Style
Could you + base verb	To ask someone to do something politely	Could you send me the report?	Could you please send me the report as soon as possible?
Would you mind + verb-ing	To make a very polite request or ask for help	Would you mind helping me with this project?	Would you mind reviewing my presentation before the meeting?
Can you + base verb	Friendly, less formal request	Can you check this document for me?	Can you please confirm the schedule?
I'd appreciate it if you could + base verb	Polite, formal (emails/letters)	I'd appreciate it if you could reply soon.	I'd really appreciate it if you could send the updated file.

Exercises 1. Fill in the blanks with polite phrases

1. ___ you send me the timetable, please?
2. ___ you mind checking my essay?
3. I'm ___ to ask about the exam.
4. I'd like to ___ a meeting.
5. ___ forward to your reply.
6. ___ regards, Dilshod.
7. Let me ___ the information.
8. I'll ___ back to you tomorrow.

Exercise 2. Match informal to formal phrases:

1. Can you help me? → a) Could you please help me?
2. Thanks a lot → b) Thank you very much
3. I want to ask → c) I am writing to ask
4. Bye → d) Best regards

Exercise 3. Make polite requests

1. (borrow / your notes) → ___
2. (help / this project) → ___
3. (explain / the homework) → ___
4. (send / me the file) → ___
5. (check / my presentation) → ___
6. (give / me advice) → ___
7. (tell / me the deadline) → ___
8. (confirm / the time) → ___

UNIT 14 PLACES AND THINKS

14.1 ANTIQUE CITY

Goals: Describe an antique (ancient) city. -Use *there is / there are* with places. -Practice prepositions of place (next to, in front of, behind, between).

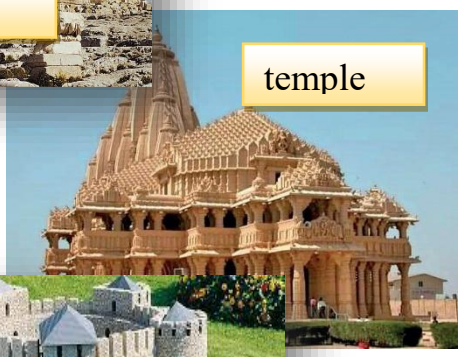
Vocabulary: *Antique & Historical Places.*

monument

cultural heritage

ancient ruins

archaeological site


temple

castle

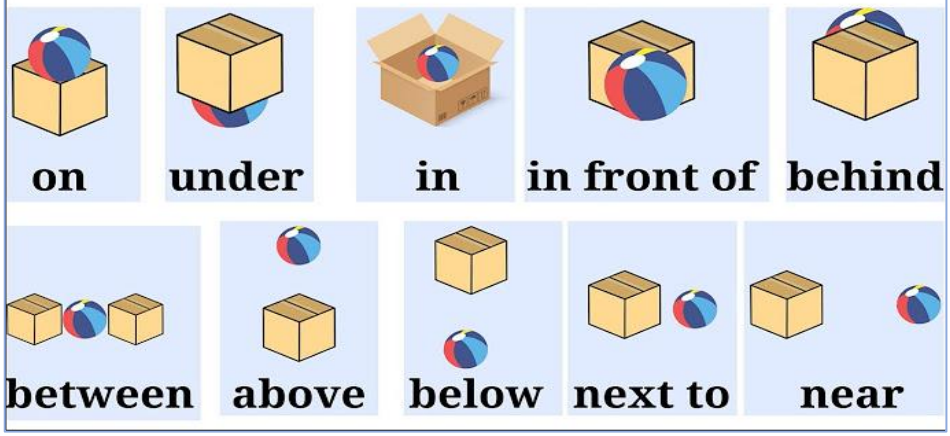
fortress

city walls

stone streets

market square

Vocabulary of main Prepositions of Place



GRAMMAR: There is / There are			
Form	Use	Structure	Example
Positive	To say that something exists	There is + singular noun There are + plural noun	There is a castle on the hill. There are many monuments in the city
Negative	To say that something does not exist	There isn't + singular noun There aren't + plural noun	There isn't a museum in the village. There aren't any temples near the river.
Question	To ask if something exists	Is there + singular noun? Are there + plural noun?	Is there a church in your town? Are there any ruins near the city?
Short Answers	To reply quickly to questions	Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.	— Is there a market near here? — Yes, there is. — Are there any hotels? — No, there aren't.

Exercise 1. Fill in the blanks (there is/are).

1. ___ an ancient temple in the city.
2. ___ many monuments near the square.
3. ___ old markets behind the mosque.
4. ___ not a library in the fortress.
5. ___ city walls around the antique town.
6. ___ ruins outside the city.
7. ___ a big square in Samarkand.
8. ___ no castles in this area.

Exercise 3. Match the words with meaning.

1. fortress → a) a place for prayer
2. ruins → b) old broken buildings
3. temple → c) strong building for protection
4. square → d) central place in the city

Exercise 2. Correct the mistakes.

1. There are a temple in the antique city. → __
2. There is many ruins in the area. → ___
3. Is there monuments near the market? → ___
4. There are not a castle here. → ___
5. Are there a mosque in this place? → ___
6. There is old streets in Samarkand. → ___
7. There are one fortress in the town. → ___
8. There is ruins behind the wall. → ___

Exercise 4. *Writing Task:*

Write 6–7 sentences describing an antique or historical city you know. Use *there is / there are* and at least 3 new words.

14.2 DIRECTIONS

Goals:-Ask for and give directions.
-Use *imperatives* (Go straight, Turn left…).

Vocabulary phrases:

-Go straight ahead – to‘g‘ri boring
-Turn left / Turn right – chapga/ o‘ngga buriling

-Cross the street – ko‘chadan o‘ting
-Go past the museum – muzey yonidan o‘ting

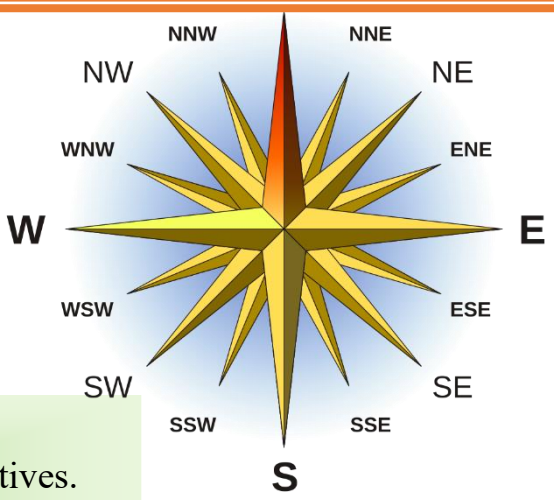
-Walk along the river – daryo bo‘ylab yuring
-Go through the gate – darvozadan

At the corner – burchakda
Traffic lights – svetofor
Roundabout – aylana yo‘l

Activity 1. Use **imperatives** to complete or act out each direction. 👇 *(Imagine you are giving directions to a tourist!)*

Imperatives for Directions — used when giving **commands, instructions, or guidance** (especially when helping someone find a place).

1. 🚶	*A.* **Go straight ahead** until you see the museum.
2. ↩️	*B.* **Turn left** at the traffic lights.
3. ↪️	*C.* **Turn right** after the park.
4. 🚫	*D.* **Don’t cross** the road here.
5. 🚌	*E.* **Wait** at the bus stop.
6. 🏛️	*F.* **Walk past** the bank and the library.
7. 🙏	G. **Please stop** near the monument.



Bonus Speaking Activity
🗣️ In pairs, give each other directions using imperatives.
Example:
🧍 A: *Go straight, then turn left at the café.*
🧍 B: *Thanks! Where’s the museum?*

Reading Task

Finding the Ancient Square

Maria is traveling in an **ancient city** known for its **narrow stone streets**, **colorful bazaars**, and **beautiful monuments**. It is her first time here, and she feels both **excited** and a little **confused** by the maze-like roads. She wants to visit the **main square**, a place famous for its fountains, musicians, and small cafés.

At the tourist office, a friendly **local guide** offers to help her.

> "Go straight ahead," he says with a smile. "Then **turn right at the fortress**. You'll see the old city walls on your left. **Walk along the stone street** until you reach the marketplace. **Go past the old market** — it's full of spices, carpets, and handmade jewelry. After that, **the square is in front of the mosque**. You can't miss it!"

Maria follows the directions carefully. On her way, she passes a **street artist** painting landscapes, an old man selling **fresh pomegranates**, and children playing near the **fountain**. The air smells of **roasted nuts and traditional bread**. Finally, she arrives at the **ancient square** — a wide, sunny place surrounded by **historical buildings** and **palm trees**.

She sits at a café, drinks mint tea, and watches people walk by. The **music from a nearby street band** fills the air. Maria smiles — she feels like she has just **traveled back in time**, discovering the soul of the old city.

Exercise 1. Comprehension check

1. Why did Maria feel excited and confused?
2. What places did she pass on her way to the square?
3. Where is the square located?
4. What can you see and hear in the square?
5. How did Maria feel at the end of her journey?

Exercise 2. Complete the directions.Fill in the blanks with the correct **imperative verbs**: (go / turn / cross / walk / don't / wait / take)

1. _____ straight to the square. 🚶
2. _____ right at the supermarket. ↪️
3. _____ the bridge carefully. 🌉
4. _____ left, then you'll see the café. ↩️
5. _____ stop here! 🚫
6. _____ past the school and the park. 🏫 🌳
7. _____ the first turning on the right. 🚗

Exercise 3. Speaking / Writing Task. Imagine you are a tourist in your favorite city.

👉 Write 5–6 sentences giving **directions** to a famous place.

Use **imperatives** (e.g., *Go straight, Turn left, Walk past, Don't stop*).

UNIT 15 CLOTHES AND SHOPPING

15.1 SHOPPING

Goals:-Talk about shopping habits and experiences. -Use *demonstrative pronouns.*

Vocabulary: *shopping words*

- cashier – kassir
- fitting room – kiyim sinash xonasi
- receipt – chek
- discount – chegirma
- customer – xaridor
- shop assistant – sotuvchi
- try on – kiyib ko‘rmoq
- return – qaytarmoq
- pay by cash / card – naqd/pul o‘tkazish

Activity 1. 🗣️ ***At the Shop Role-Play:*** Use shopping words in a real-life conversation.

🛍️ Situation Cards	💬 Useful Vocabulary
👗 You are buying a new dress. Ask to try it on in the fitting room.	cashier, fitting room, try on
👟 You bought shoes yesterday. You want to return them and get a receipt.	return, receipt, customer
🏷️ You see a discount sign. Ask the shop assistant about the price.	discount, shop assistant, pay by cash
🎁 You are buying a gift. Ask the cashier if you can pay by card.	cashier, pay by card

- Students act out a short dialogue using at least 5 of the new words.
- Encourage polite expressions (***Could I try this on?***, ***Can I pay by card?***).

GRAMMAR: Demonstratives				
Word	**Number**	**Distance (Masofa)**	**Rule / Use**	**Example Sentence**
👉 **This**	Singular	🧍 ➡️ 📦 **near**	*We use "this" for one thing that is close to us.*	👉 **This** book is interesting. *(Bu kitob yaqin joyda.)*
👉 **That**	Singular	🧍 ↔ 📦 **far**	*We use "that" for one thing that is far from us.*	👉 **That** car is red. *(U mashina uzoqda.)*
👉 **These**	Plural	🧍 ➡️ 📦 📦 near 📦 📦	*We use "these" for more than one thing close to us.*	👉 **These** apples are fresh. *(Bu olma(lar) yaqin joyda.)*
👉 **Those**	Plural	🧍 ↔ 📦 📦 far 📦 📦	*We use "those" for more than one thing far from us.*	👉 **Those** mountains are high. *(U tog'lar uzoqda.)*

Exercise 1. ✍️ Select the correct word for each sentence
This / That / These / Those

1. 🧍 📘 _____ book is very interesting.
2. 🧍 ↔ 🚗 _____ car is my father's.
3. 🧍 📚 _____ books are about psychology.
4. 🧍 ↔ 🏠 🏠 _____houses are in the old part of the city.
5. 🧍 📱 _____ phone is not working.
6. 🧍 ↔ 🪑 🪑 _____ chairs look comfortable.
7. 🧍 🎒 _____ bag belongs to Nilufar

Useful language: **Can I try this on?** – Men buni kiyib ko'rsam bo'ladimi?

- **Could you help me, please?** – Iltimos, menga yordam bera olasizmi?
- **Can I pay by card?** – Kartada to'lasam bo'ladimi?
- **You can get a discount.** – Sizga chegirma bor.

Exercise 2. ✍️ Each sentence has one mistake. Rewrite it correctly

1. These car is red.
2. Those bag is heavy.
3. This flowers are nice.
4. That books are on the desk.
5. These house is small.
6. That pens are blue.
7. Those dress is beautiful.

Exercise 3. 🎈 Give 7 sentences about things around you.
Use **This / That / These / Those** correctly.
Example answers: This notebook is mine. **-That** window is open.

1. **These** pens are new. **-Those** students are my friends.

15.2 CLOTHES & FASHION

Goals: -Talk about clothes and personal style.
-Use *present continuous* for actions now.

Vocabulary: *clothes & fashion*

- stylish – zamonaviy
- casual – oddiy
- formal – rasmiy
- trendy – modadagi
- elegant – nafis
- plain – oddiy, bezaksiz
- patterned – naqshli
- leather – charm
- wool – jun

Activity 1. Match adjectives to clothes:

Adjectives:	**Clothes:**
1. stylish	A. jeans
2. leather	B. scarf
3. patterned	C. skirt
4. wool	D. dress
5. cotton	E. blouse
6. silk	F. T-shirt
7. denim	G. shoes
8. comfortable	H. sweater
9. bright	I. jacket
10. elegant	J. shirt

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Reading task.

“The Changing World of Fashion Shopping”

Today, shopping for clothes is not only about buying what we need — it is also about expressing our style and personality. Many people enjoy visiting shopping centres to look for **stylish dresses**, **comfortable shoes**, or a **leather jacket** that shows their individuality. Fashion has become a form of self-expression, and each item of clothing tells a small story about who we are.

In the past, people used to buy only **cotton shirts** and **wool sweaters** for practical reasons — to stay warm and comfortable. Now, customers look for **elegant skirts**, **bright T-shirts**, or **patterned scarves** to match their mood. Modern stores change their collections every few weeks, and this makes shopping more exciting but also more stressful for some people.

Online shopping has also changed the way we buy clothes. Many websites offer **discounts** and allow customers to **return** items easily if the size is wrong. However, some still prefer visiting real shops, where they can **try on** a **silk blouse** or feel the quality of **denim jeans** before paying. Whether we buy online or in stores, shopping today is both a practical need and an enjoyable activity.

Activity 1. Answer the question.

1. Why do people shop for clothes nowadays?_____
2. What kind of clothes did people buy in the past?_____
3. How has online shopping changed fashion shopping?_____
4. What can customers do if an online item doesn’t fit?_____
5. Which shopping method does the writer think is more enjoyable?_____

Activity 2. Read the passage *“The Changing World of Fashion Shopping”* and decide whether the statements are **True (T)**, **False (F)**, or **Not Given (NG)** according to the text.

1. People buy clothes today mainly to show their personality. _____
2. In the past, people only wore stylish and fashionable clothes. _____
3. Modern stores change their clothing collections very often. _____
4. Everyone enjoys shopping in large shopping centres. _____
5. Online shopping makes it easier to return clothes. _____
6. Customers can feel the material of the clothes when shopping online. _____
7. The writer believes both online and real shopping can be enjoyable. _____
8. Most online shops offer free delivery for all items. _____
9. Some people find shopping stressful. _____
10. Cotton shirts are no longer popular today. _____

Activity 3. Speaking (Discussion)

- Do clothes show your personality?
- Which clothes make you confident?
- Do you prefer casual or formal style? Why?

Homework: Write 6–7 sentences about what you are wearing today and why.

UNIT 16 THE PAST

16.1 PAST EVENTS

Goals: -Describe memories and experiences from childhood. -Use *Past Simple* vs. *Past Continuous*.

Vocabulary: memories & childhood

1. childhood – bolalik
2. unforgettable – unutilmas
3. exciting – hayajonli
4. peaceful – osoyishta
5. boring – zerikarli
6. event – voqea
7. adventure – sarguzasht
8. tradition – an'ana
9. relative – qarindosh
10. neighbour – qo'shni

Useful language:
Time expressions: when I was a child, a long time ago, two years ago, last summer, in my

Adverbs of Degree:

- **very** – used to emphasize a high degree of something; shows strong intensity.
- **really** – used to emphasize truth or intensity; similar to *very* but more natural in speech.
- **quite** – to some degree; not completely but more than a little.
- **too** – more than is wanted or acceptable; shows excess.
- **enough** – to the necessary or sufficient degree.
- **so** – used to emphasize a strong degree, often with emotions.
- **extremely** – to a very great or intense degree.
- **a little** – to a small degree; slightly.
- **a bit** – a small amount; slightly (informal).

Activity 1. Complete the sentences with the correct **adverb of degree** and **childhood word** from the list.

Word Bank:
very, really, quite, so, too, unforgettable, adventure, peaceful, boring, childhood, neighbour

1. My _____ was _____ happy because we often played outside.
2. The trip to the mountains was _____ exciting — it was a real _____!
3. I had a _____ friend who lived next door; we were _____ close.
4. My grandfather's village was _____ peaceful and green.
5. One day we watched a long movie, but it was _____ boring to finish.

GRAMMAR: *Past Simple and Past Continuous.*			
Form / Aspect	Structure / Formula	When We Use It	Example Sentences
Past Simple	**Subject + V2 (past form)** e.g. worked, played, went	◆ To talk about **finished actions** in the past. ◆ To describe **a sequence** of past events.	I **visited** my grandmother yesterday. – She **watched** a movie last night.
Past Continuous	Subject + was/were + V-ing	◆ To describe an **action in progress** at a specific time in the past. ◆ To describe **background actions**. ◆ To show an **interrupted action** (when another action happened).	I **was reading** a book at 8 p.m. – They **were playing** football when it started to rain. – She **was cooking** while I **was studying**.

Past Simple	Past Continuous
yesterday, last night, ago, then, in 2005	while, when, at that time, as, all day, all evening

Exercise 1. Choose the correct form of the verbs in brackets.

1. I _____ (watch) TV when my mother _____ (come) home.
2. They _____ (play) football at 5 p.m. yesterday.
3. He _____ (not / see) me at the party last night.
4. While we _____ (walk) in the park, it suddenly _____ (start) to rain.
5. The children _____ (do) their homework when the lights _____ (go) out.
6. My sister _____ (listen) to music while I _____ (cook) dinner.
7. When the teacher _____ (enter) the classroom, we _____ (talk) loudly.

Exercise 2. Each sentence has one mistake. Rewrite it correctly.

1. He was watch a movie last night._____
2. I didn't was doing my homework. _____
3. They were go to the cinema yesterday. _____
4. She was play the piano when I called. _____
5. We was having dinner at 8 p.m. _____
6. When I open the window, it was raining. _____
7. They didn't went to school yesterday. _____

Exercise 3. "Tell Me About Yesterday"**.** Use Past Simple to describe a sequence of actions and Past Continuous to describe background events.

1. Where were you?
2. What were you doing at 7 p.m.?
3. What happened suddenly?
4. Who called / visited you?
5. How did your day end?

16.2 STORIES FROM THE PAST

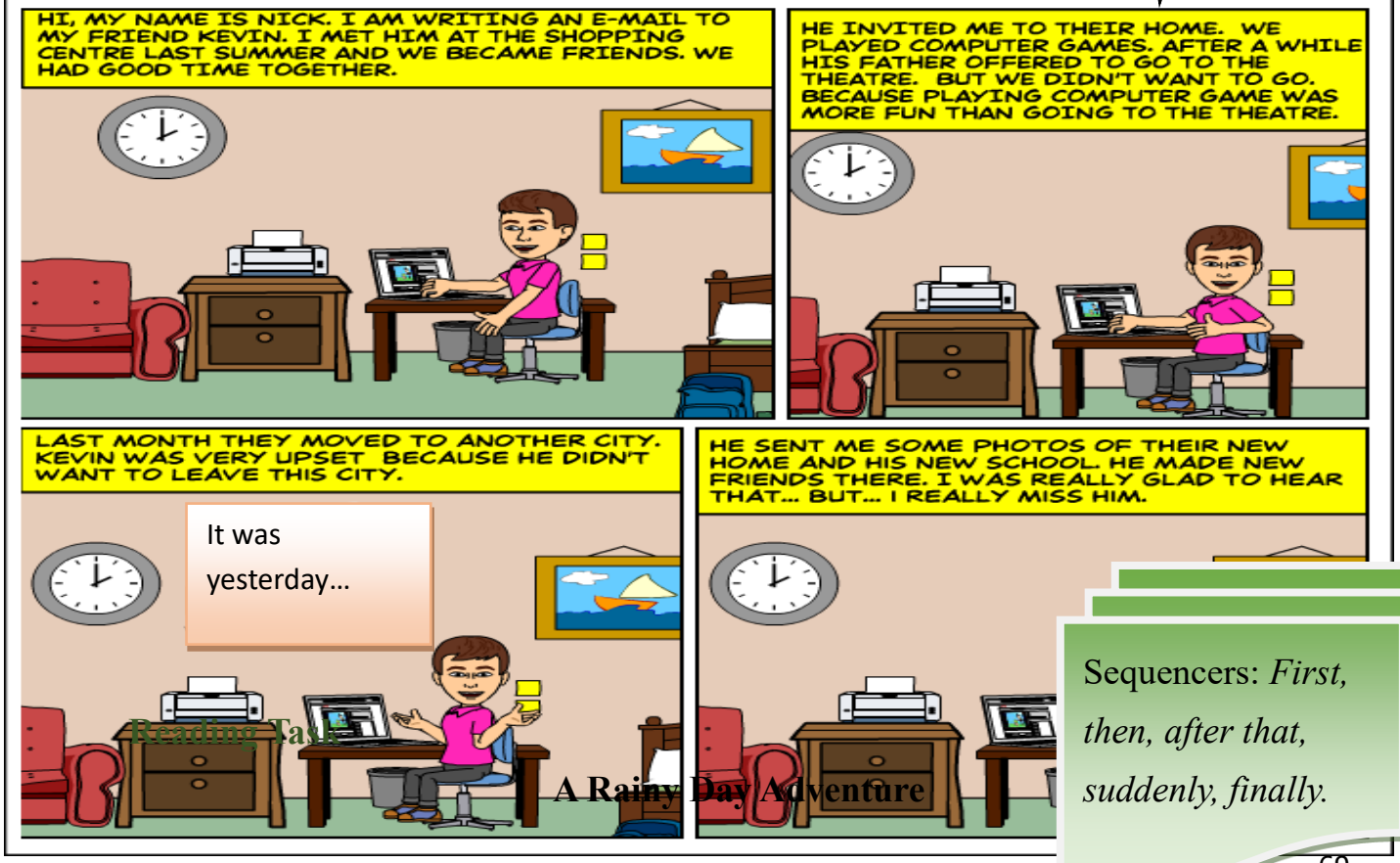
Goals:-Tell stories about past events and adventures.
-Use sequencing words (*first, then, after that, suddenly, finally*).

Vocabulary: *storytelling & emotions*

- accident – baxtsiz hodisa
- adventure – sarguzasht
- experience – tajriba
- scared – qo‘rqib ketgan
- excited – hayajonlangan
- disappointed – hafsalasi pir bo‘lgan
- exhausted – juda charchagan

suddenly – birdaniga
luckily – omadimizga

THE SIMPLE PAST STORY



Reading Task: **A Rainy Day Adventure**

Sequencers: *First, then, after that, suddenly, finally.*

Last Saturday was a day I will never forget. It **was raining** heavily in the morning, and I **was sitting** at home, feeling bored. Suddenly, my friend Kamila **called** me and **asked** if I wanted to go on a short trip to the old castle near our town. At first, I **didn't want** to go because of the rain, but then I **decided** to join her.

When we **arrived** at the castle, the rain **stopped**, and the sun **started shining**. We **were walking** around the garden when we **heard** some strange music coming from inside. It **was playing** softly, and the sound **echoed** through the old walls. We **followed** the sound and **found** a man playing the violin in one of the rooms. He **was practicing** for a concert, and he **smiled** when he saw us.

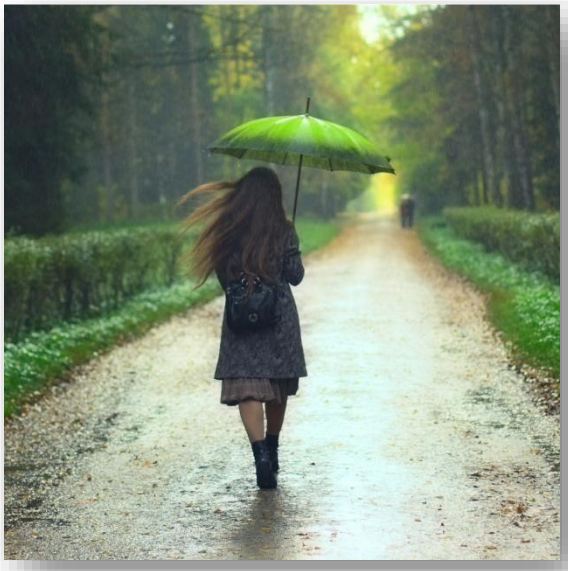
We **talked** for a few minutes, then **took** some photos together. The place **was full** of history and beautiful paintings. Later, when we **were walking** back to the car, the rain **started** again. We **were laughing** and **running** in the rain, trying not to get wet. It was an **unforgettable** day — a real adventure that we will always remember.

Activity 1. Match the questions (A–F) with their correct answers (1–6) based on the reading text *"A Rainy Day Adventure."*

Questions (A–F):	**Answers (1–6):**
A. What was the weather like at the beginning of the story? B. What did Kamila ask the writer to do? C. What happened when they arrived at the castle? D. Who was playing music inside the castle? E. What were they doing when the rain started again? F. Why does the writer call it "an unforgettable day"?	1. Because it was a fun and surprising adventure they will always remember. 2. It was raining heavily in the morning. 3. The rain stopped and the sun started shining. 4. A man was playing the violin inside one of the rooms. 5. They were laughing and running to the car in the rain. 6. She asked the writer to go on a trip to the old castle

Activity 2. Discussion (Pair Work)

- Have you ever had an unusual trip?
- Did something unexpected happen?
- How did you feel?



Activity 3. Writing Task**:**
Write a short adventure story (100–120 words).
Use *first, then, after that, suddenly, finally*.

UNIT 17

HEALTH AND FITNESS

17.1 LIFESTYLE

Goals: -Talk about healthy and unhealthy lifestyle habits. -Use *should / shouldn't* and *have to / don't have to*.

Vocabulary: *health & lifestyle*

- balanced diet – muvozanatli ovqatlanish
- junk food – zararli ovqat
- physical activity – jismoniy faollik
- mental well-being – ruhiy farovonlik
- stamina – chidamlilik
- stress management – stressni boshqarish
- illness – kasallik
- recovery – sog'ayish
- routine – kundalik tartib
- habit – odat

Activity 1. Discuss questions in small groups

- What healthy habits should students have?
- What bad habits should they avoid?
- Do you agree that "you are what you eat"?

GRAMMAR: SHOULD vs HAVE TO

Should		Have to	
should + base verb	shouldn't + base verb	have/has to + base verb	do/does + not + have to + base verb
🔹 To give **advice** or **opinion (tavsiya).** 🔹 Shows what is **right** or **good to do.**	🔹 To give **negative advice** (nima qilmaslik kerakligini aytish).	🔹 To express **obligation or rule** (majburiyat, zaruriyat). 🔹 It's something you **must do**, not just advice	🔹 Means **not necessary** (kerak emas).
– You should eat more fruit. 🍎 – Students should study every day. 📚 – You shouldn't be late for class. ⏰	– You shouldn't smoke here. 🚭 – He shouldn't spend so much money. 💸	– I have to wear a uniform at work. 👔 – She has to finish her homework tonight. 📝 – We don't have to go to school on Sundays. 🏫	– You don't have to come early. 🕗 – He doesn't have to pay for the tickets. 🎟️

Exercises 1. ✍️ Choose **should** or **have to** to complete the sentences.

1. You _____ visit your grandparents more often. (advice)
2. I _____ finish this report today. It's very important. (obligation)
3. Students _____ wear a uniform at school. (rule)
4. You _____ eat too much fast food. It's not healthy.
5. We _____ leave early tomorrow for the meeting.
6. You _____ relax a bit. You look tired.
7. He _____ pay for the concert ticket. It's free.

Exercises 2. ✍️ Complete the sentences with **should / shouldn't / have to / don't have to**.

1. You _____ respect your teachers.
2. We _____ hurry or we'll miss the bus.
3. You _____ park here. It's forbidden.
4. He _____ get up early tomorrow. It's his day off.
5. People _____ eat more vegetables.
6. You _____ wear a mask on the bus. It's the rule.
7. She _____ spend too much time online.

Exercises 3. ✍️ **Writing Task:**

Write a paragraph (80–100 words) about your daily routine and explain how it helps your health.

17.2 SPORTS AND FITNESS

Goals: -Talk about sports and their benefits.
-Use *first conditional* for fitness experiences

Vocabulary: *sports & training*

1. workout – mashg‘ulot
2. coach – murabbiy
3. competition – musobaqa
4. warm-up – qizish mashqlari
5. injury – jarohat
6. achievement – yutuq
7. teamwork – jamoaviy ish
8. motivation – motivatsiya
9. discipline – intizom
10. exhausted – charchagan
11. strength training – kuch mashqlari
12. warm-up – badan qizdirish
13. stretching – cho‘zilish
14. flexibility – egiluvchanlik
15. self-discipline – o‘zini boshqarish
16. mental balance – ruhiy muvozanat
17. focus – diqqat
18. stress relief – stressni kamaytirish

Activity 1. ✍️ Use the correct words from the list below: **(coach, motivation, stretching, teamwork, exhausted, injury, self-discipline, flexibility)**

1. Good _____ helps athletes stay focused and reach their goals.
2. If you don’t do _____ before training, you might get an _____.
3. After a long workout, most players feel completely _____.
4. _____ is essential when you train with others to reach success.
5. A _____ teaches you new techniques and supports your progress.
6. Yoga helps people improve their _____ and mental balance.
7. Without _____, you will skip training and lose results.

GRAMMAR FOCUS: *First Conditional*
Structure:
If + Present Simple, will + Verb
Examples:

- *If you exercise regularly, you will feel happier.*
- *If people stop training, they will lose strength.*

❌ Wrong: *If you will do sports, you will feel better.*

Reading task: **The Advantages and Disadvantages of Team Sports**

Participating in team sports has long been recognised as a powerful way to develop both physical and social skills. When individuals join a team, they are not only improving their strength and coordination, but also learning valuable lessons about cooperation, communication, and leadership. In this sense, sport is not just a physical activity — it is also a form of social education.

One of the main **advantages** of team sports is the development of teamwork skills. Players quickly learn that success depends on collaboration and trust. For instance, in football or basketball, individuals must coordinate their actions with others to reach a common goal. This sense of unity can build strong friendships and teach people how to work effectively with different personalities. Another key benefit is motivation: when people train in a group, they often push themselves harder because they do not want to disappoint their teammates.

However, team sports also have **disadvantages**. Not every team member has the same abilities or motivation, which can lead to frustration or conflict. Some players may feel pressure to perform, which can increase anxiety. Moreover, competition within the team — for example, to be chosen for a starting position — can damage relationships and create tension. In extreme cases, such stress can even lead to burnout or loss of self-confidence.

Despite these challenges, psychologists believe that team sports still have great value. They argue that when guided by a supportive coach, players learn to manage stress, resolve conflicts, and build emotional resilience.

Exercise 1. ✍ *Complete the sentences below with NO MORE THAN TWO WORDS from the text.*

1. Team sports can help people develop both _____ and social abilities.
2. Training with others increases _____ because players want to do their best.
3. Competition inside the team can create _____ and harm relationships.

Exercise 2. ✍ *Match the statements (A–D) with the paragraphs (1–4).*

Statements	**Paragraph**
A. Sports teach people cooperation and leadership.	___
B. Conflict and stress may appear in some teams.	___
C. Team sports improve mental strength when coached well.	___
D. Motivation grows when players train together.	___

Exercise 3. ✍ According to the article, what is the writer's overall opinion about team sports? *Choose ONE correct answer (A, B, C, or D).*

A. They are more harmful than useful.
B. They are valuable if managed positively.
C. They are only beneficial for professional athletes.
D. They should be avoided because of competition.

UNIT 18 TRAVEL AND TRANSPORT

18.1 HOLIDAYS AND TRIPS

Goals: -Talk about holidays and trips. -Use *Present Continuous* in travel stories.

Vocabulary: *travel*

- journey – safar
- destination – manzil
- accommodation – turar joy
- luggage – yuk
- sightseeing – sayohat qilish
- boarding pass – samolyot chiptasi
- delayed – kechiktirilgan
- crowded – gavjum
- comfortable – qulay
- inconvenient – noqulay

📌 Expressions:

- get lost – adashib qolmoq
- get on/off (the bus/train) – avtobusga chiqmoq / tushmoq
- take a taxi – taksi tutmoq
- take a trip – sayohat qilmoq
- have a good time – yaxshi vaqt o‘tkazmoq
- have a rest – dam olmoq

Activity 1. Fill in the blanks and use the correct word from the box:

journey, accommodation, luggage, sightseeing, delayed, crowded, comfortable, inconvenient, boarding pass, destination

1. Our flight was _____, so we had to wait two hours at the airport.
2. The hotel is really _____ — the bed is soft and the room is quiet.
3. We’re visiting several places for _____ today, including a museum and a park.
4. Please show your _____ before you get on the plane.
5. The bus was too _____; we couldn’t even find a seat.
6. Our _____ is Rome — we’ll arrive there this evening.
7. It’s so _____ to travel with three heavy bags!
8. The _____ took more than ten hours, but it was worth it.
9. Don’t forget to pick up your _____ from the airport conveyor belt.
10. We found nice _____ near the beach.

GRAMMAR: *Present Continuous Tense*			
Form	**Structure**	**Example**	**Explanation**
Affirmative	**am / is / are + verb + -ing**	I am packing my luggage. She is waiting for her flight. They are staying in a hotel.	• Actions happening now • Temporary actions • Future plans (near future) • Changing situations
Negative	**am / is / are + not + verb + -ing**	I am not travelling today. He isn't staying at that hostel. We aren't visiting the museum.	
Question	**Am / Is / Are + subject + verb + -**	Are you taking a taxi? Is she waiting for her friend? Are they going sightseeing?	

Exercise 1. Fill in the blanks with the correct form of the verb in brackets.

1. We ___ (wait) at the airport because our flight is late.
2. I ___ (pack) my luggage for the trip to Bukhara.
3. She ___ (not / stay) in a hotel — she's staying at her aunt's house.
4. They ___ (check) their boarding passes before getting on the plane.
5. The tourists ___ (take) photos near the ancient city walls.
6. My parents ___ (plan) a trip to Italy this summer.
7. I ___ (look) for my passport — I can't find it anywhere!

Spelling Rules:

Most verbs	add –ing	travel → travelling
Verbs ending in -e	drop -e, add –ing	make → making
One-syllable verbs ending consonant-vowel-consonant	double final consonant + –ing	run → running
Verbs ending in –ie	change –ie to –y + –ing	lie → lying

Exercise 2. Circle the correct answer in each sentence.

1. The train (is leaving / leave / leaves) in twenty minutes.
2. I (am staying / stay / staying) in a small but comfortable hotel.
3. The tourists (is walking / are walking / walk) around the old city.
4. He (am taking / is taking / are taking) a taxi to the airport.
5. They (is waiting / are waiting / waits) for their luggage at the carousel.
6. I (am not eating / is not eating / not eat) anything before the flight.

Exercise 3. Rearrange the words to make correct Present Continuous sentences.

1. (waiting / we / the / for / bus / are) → _____
2. (her / she / finding / hotel / is) → _____
3. (a / taking / he / photo / is) → _____
4. (are / sightseeing / they / city / the / in) → _____
5. (buying / souvenirs / I / am / local) → _____
6. (having / we / are / good / a / time) → _____

18.2 TRANSPORT AND ADVICE

Goals: -Talk about different types of transport. -Use *should/shouldn't, have to/don't have to* for giving advice

Vocabulary: *transport*

- underground (metro) – metro
- railway station – vokzal
- timetable – jadval
- ticket office – chipta kassasi
- fare – yo'l haqi
- traffic jam – tirbandlik
- public transport – jamoat transporti
- environmentally friendly – ekologik qulay
- cheap/expensive – arzon/qimmat
- fast/slow – tez/sekin

Speaking! -Do you like travelling?

- How often do you travel?

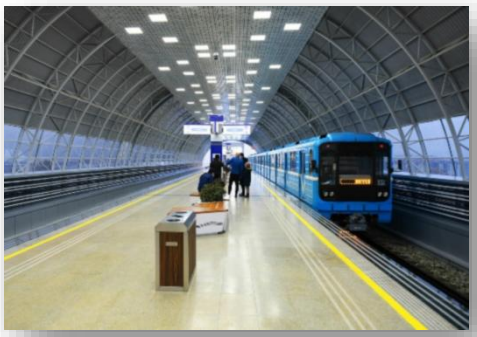
- What kind of places do you like to visit?

Modal verbs: *MAY / MIGHT*

Form	Structure	Example	Meaning / Function
May	subject + may+ base verb	It **may rain** tomorrow	**Possibility (Ehtimol)** – biror narsa bo'lishi mumkin
		You **may leave** now.	**Permission (Ruxsat) –** ruxsat so'rash yoki berish
		You **may want** to talk to your teacher.	**Polite suggestion / formal tone**
Might	subject +might + base verb	It **might snow** tonight.	**Weaker possibility (kamroq ehtimol)**
		If I study hard, I might pass the exam.	**Hypothetical / uncertain situation**
		This therapy might help the patient.	**Polite or cautious prediction**

Continue the sentence:

Reading Task



Choosing Transport in Modern Cities

In modern cities, people have many options when it comes to choosing transport, and the choice often depends on time, money, and comfort. Each type of transport has its own advantages and disadvantages, and travellers must decide which one suits their needs best.

Buses are still one of the most popular ways to travel. They are cheap and cover most parts of the city. However, they are often crowded during rush hours and move slowly because of traffic jams. Many passengers say that travelling by bus can be stressful and tiring, especially in hot weather The metro, on the other hand, is usually fast, comfortable, and reliable. It can save a lot of time for people who need to get to work or school quickly. However, not every city has a metro system, and sometimes it can also be crowded during peak times. Taxis provide comfort and privacy. They are a convenient choice if you are carrying heavy luggage or travelling late at night.The only disadvantage is that they can be expensive, especially in large cities where traffic delays increase the fare.

Exercise 1. Comprehension Exercises. True / False / Not Given

1. Buses are always comfortable for long journeys. (___)
2. The metro is a fast and reliable type of transport. (___)
3. All big cities have a metro system. (___)
4. Taxis can be a good choice for travelling at night. (___)
5. Train tickets are cheaper if you buy them early. (___)

Exercise 2. Match the means of transport (A–D) with their main feature (1–4):

Transport	Feature
A. Bus	1. Fast but not available in every city
B. Metro	2. Cheap but sometimes slow and crowded
C. Taxi	3. Comfortable but expensive
D. Train	4. Safe and good for long distances

Exercise 3. Find **Vocabulary** in the text that mean.

1. not expensive = _____
2. full of people = _____
3. dependable = _____
4. private and relaxing = _____
5. plan of departure and arrival times = _____

Exercise 4. Fill in **may/ might:**

1. Passengers ___ feel tired after a long bus journey. 2. You ___ want to take a taxi if the weather is bad.
2. Tourists ___ forget to carry water when they travel in the summer.
3. The driver ___ stop for a short break on the way.

Homework: Writing Task: Write an essay (120–140 words): *Which type of transport is the best in your opinion? Give reasons and examples.*

UNIT 19 COOKING AND EATING

19.1 FOOD AND DRINKS

Goals: -Talk about food and drinks in daily life. -Use *countable/uncountable nouns* and *quantifiers*.

Vocabulary: *food & drinks*

Food:

- meat – go‘sht
- seafood – dengiz mahsulotlari
- dairy products – sut mahsulotlari
- grains – don mahsulotlari
- snacks – yengil taomlar
- fast food – tez tayyor ovqat
- homemade meal – uy taomi
- vegetarian dish – vegetarian taom

Drinks:

- mineral water – mineral suv
- soft drink – gazli ichimlik
- juice – sharbat
- tea / coffee – choy / qahva
- milkshake – sutli kokteyl
- lemonade – limonad

Describing taste: sweet, sour, bitter, salty, spicy, fresh, frozen, greasy

Activity 1. Complete the sentences with the correct drink and taste adjective.

1. I prefer _____ coffee in the morning; it tastes a little _____.
2. Children love _____ milkshakes because they’re _____ and cold.
3. My sister always drinks _____ water after jogging; it’s very _____.
4. This _____ is too _____; I think it has too much lemon in it.
5. I don’t like _____ soft drinks because they are too _____.
6. On a hot day, a glass of _____ lemonade feels _____ and nice.
7. My brother doesn’t like _____ food; he prefers something light and _____.

GRAMMAR: Some / Any / Much / Many / A Few / A Little			
Word	Use / When	Used With	Example
some	Affirmative (positive) sentences; offers & requests	Countable (plural) and Uncountable nouns	– I have some friends. 👫
any	Negative sentences and questions	Countable (plural) and Uncountable nouns	– I don't have any money. 💸
many	Questions and negatives; for countable nouns	Countable nouns	– How many books do you have?
much	Questions and negatives; for uncountable nouns	Uncountable nouns	– How much sugar do you want? – There isn't much time left.
a few	Small number; countable nouns	Countable nouns	– I have a few pencils in my bag.
a little	Small amount; uncountable nouns	Uncountable nouns	– There's a little milk in the fridge.

Exercise 1. ✍️ Choose the correct word to complete each sentence.

1. There are ___ apples in the basket. (some / any)
2. I don't have ___ milk left. (some / any)
3. How ___ students are in your class? (many / much)
4. We have ___ money, so we can't buy the tickets. (a little / a few)
5. She bought ___ flowers for her mother. (a little / a few)
6. Is there ___ cheese in the fridge? (some / any)
7. I drink ___ coffee in the morning. (a little / a few)

Exercise 2. ✍️ Fill in the blanks with **some, any, much, many, a few, or a little.**

1. I need ___ help with my homework.
2. There aren't ___ cars in the parking lot today.
3. We saw ___ interesting people at the party.
4. She doesn't eat ___ sugar.
5. He has ___ friends in London.
6. Could you give me ___ water, please?
7. I don't have ___ time to watch TV.

Exercise 3. ✍️ Match the sentence beginnings (A–G) with the correct endings (1–7).

Beginnings (A–G)		Endings (1–7)
A. There isn't ___	→	1. water left in the bottle.
B. We met ___	→	2. interesting people at the event.
C. She has ___	→	3. friends in her new school.
D. Are there ___	→	4. apples on the table?
E. I have ___	→	5. money in my wallet.
F. Do you have ___	→	6. questions about the lesson?
G. He didn't buy ___	→	7. bread this morning.

Countable: *apples, sandwiches, eggs*

Uncountable: *water, rice, sugar*

UNIT 19.2 – COOKING AND EATING OUT

Goals: *-Talk about cooking and recipes. -Order food and drinks in a restaurant.*

Vocabulary: *cooking & eating out*

🍳 ***Cooking verbs:***	🍽️ ***Restaurant words:***
• *boil – qaynamoq* • *fry – qovurmoq* • *bake – pishirmoq (non/pechenye)* • *roast – tandirda/qovurib pishirmoq* • *chop – to'g'ramoq* • *stir – aralashtirmoq* • *add – qo'shmoq* • *taste – tatib ko'rmoq* • *serve – taqdim etmoq*	• *starter – zakuska* • *main course – asosiy taom* • *dessert – shirinlik* • *waiter / waitress – ofitsiant* • *menu – menyu* • *bill / check – hisob* • *tip – choychaqa* • *reservation – oldindan buyurtma*

Mom: Hi, sweetie! Are you ready to help me cook dinner today?
Daughter: Yes, Mom! What are we making?
Mom: We're making a **homemade meal** — chicken soup and a vegetable salad.
Daughter: Yum! I love salad. What should I do first?
Mom: Please **wash the vegetables** — tomatoes, cucumbers, and lettuce. Use some **fresh water**, okay? 💧
Daughter: Okay! Can I **cut the cucumbers** too?
Mom: Of course, but be careful with the knife. I'll cut the chicken while you do that.
Daughter: Mom, can we add some lemon juice to the salad? I like it a little **sour**. 🍋
Mom: That's a good idea! It makes the salad taste **fresh**.
Daughter: And can we have a **milkshake** after dinner?
Mom: Sure! We have some milk and chocolate — we can make a **sweet** milkshake together.
Daughter: Yay! Cooking with you is fun, Mom. ❤️
Mom: I'm glad you think so. Now, let's mix the salad and set the table! 🍽️

Chop *the onions and* ***add*** *some salt.*
Don't eat *too much fast food.*
Boil *the pasta for 10 minutes.*

Reading task.

Cooking and Eating Out

Many people today enjoy both **cooking at home** and **eating out** in restaurants. Cooking at home can be cheaper and healthier, while eating out can be more exciting and relaxing. At home, you can choose **fresh ingredients**, use less oil, and control the amount of **salt or sugar** you add. Many families enjoy cooking together because it's a great way to spend time and share love through food. For example, some people like preparing **homemade meals** such as soup, pasta, or salad. When you cook at home, you can make food exactly how you like it — **spicy**, **sweet**, or **salty**.

However, eating out also has its advantages. You don't have to wash the dishes or spend time shopping for ingredients. Restaurants offer a wide variety of dishes — from **fast food** like burgers and fries to **traditional** or **vegetarian meals**. People often go out to celebrate birthdays or meet friends. Eating in a restaurant can also be a way to try **international cuisine**, like Italian pizza or Japanese sushi.

In the end, both cooking at home and eating out can be enjoyable. Cooking at home gives you comfort and control, while eating out gives you fun and new experiences. The best choice depends on your mood, time, and of course, your budget!

Exercise 1. Comprehension Questions

1. What are two advantages of cooking at home?
2. Why do some people prefer eating out?
3. What are examples of homemade meals?
4. What kind of food can you try at restaurants?
5. What does the writer say about the "best choice"?

Exercise 2. Read the text *"Cooking and Eating Out"* again**.** Decide if each statement is **True (T), False (F),** or **Not Given (NG)** according to the passage**.**

1. Cooking at home can be more expensive than eating out.
2. At home, people can decide how spicy or sweet their food is.
3. Restaurants always serve healthy food.
4. Eating out can help people try food from other countries.
5. Cooking together at home helps families spend time with each other.
6. The writer says eating out is always better than cooking at home.
7. The best choice depends on time, mood, and budget.

Exercise 3. Match cooking verbs with food:

1. boil → a) bread
2. fry → b) chicken
3. bake → c) onions
4. chop → d) rice
5. roast → e) potatoes

Exercise 4. Write about your last restaurant experience (120–140 words). Include:

- What you ate, How the service was,
- Your opinion about the food.

UNIT 20

THE WORLD AROUND US

20.1 WEATHER AND NATURE

Goals: -Describe different types of weather and natural landscapes. -Use *future tense.*

Vocabulary: *weather & nature*

Weather conditions:

- sunny– quyoshli
- cloudy– bulutli
- windy – shamolli
- rainy – yomg‘irli
- snowy – qorli
- stormy – bo‘ronli
- humid – nam
- dry – quruq

Nature & landscapes:

- mountain – tog‘
- valley – vodiy
- forest – o‘rmon
- desert – cho‘l
- river – daryo
- lake – ko‘l
- ocean – okean
- field – dala
- waterfall – sharshara

Weather and Nature

The weather changes every day. Sometimes it is **sunny** and the **mountains** look **breathtaking** and **beautiful**. On **rainy** days, the **forest** and the **river** become **peaceful** and calm. When it is **windy**, the **fields** move and the trees make a soft sound. But on **stormy** nights, the **lake** and the **ocean** can be **dangerous** and **exciting** at the same time. Nature is always full of different feelings and colors.

Adjectives for nature:
beautiful peaceful, dangerous, exciting, crowded, empty

Avtivity 1. Answer to the questions.

1. What kind of weather do you like most — **sunny**, **rainy**, **windy**, or **stormy**? Why?
2. Describe your favorite **natural place**.
3. How does the weather change the feeling of that place?
4. Which landscape do you think is **dangerous** or **exciting** to visit?
5. How do you feel when the weather is **windy** or **stormy**?

GRAMMAR: Future Simple		
Form	**Usage**	**Example**
will + base verb	➢ *Predictions* – taxminlar ➢ *Promises* – va'dalar ➢ *Instant decisions* – hozir qilingan qarorlar ➢ *Offers & refusals* – takliflar, rad javoblar	– It will rain tomorrow. ☔ – I will help you with your homework. 📘 – She will call you tonight. – Don't worry, everything will be fine. 🌈
will not (won't) + verb		– I won't go to school tomorrow.
Will + subject + verb?		– Will you come with me?
Signal words: tomorrow, next week, soon, in the future		

Exercise 1. ✍️ Complete the sentences with **will** or **won't + the verb** in brackets.

1. Psychologists think people _____ (feel) happier when the weather is sunny.
2. I _____ (forget) to write my observation notes tomorrow.
3. My classmates _____ (prepare) their group presentation next week.
4. If it rains, students _____ (go) outside for relaxation exercises.
5. The new psychology lab _____ (open) next month.
6. I _____ (study) stress management after I finish this course.
7. Some students _____ (join) the nature trip because they prefer staying indoors.
8. In the future, more people _____ (use) meditation to reduce stress.
9. The weather _____ (influence) people's emotions in different ways.
10. Psychologists _____ (research) the connection between mood and sunlight.
11. I believe online therapy _____ (become) more popular in ten years.

Exercise 2. ✍️ Find and correct the mistake in each sentence.

1. I will to write my psychology report tomorrow.
2. People will feeling happier after therapy.
3. My teacher don't will come to class today.
4. We will going to organize a workshop about stress.
5. Will you studies emotional intelligence next term?
6. The students won't to attend the counseling session.

Exercise 3. ✍️ Choose the Correct Option

1. I think tomorrow's lecture _____ be about emotions. (will / is)
2. Students _____ share their research ideas after the lesson. (will / won't)
3. The teacher _____ explain how stress affects memory. (will / is going to)
4. I _____ practice mindfulness before the exam. (will / am)
5. Our psychology group _____ meet at 4 p.m. in the lab. (will / will not)

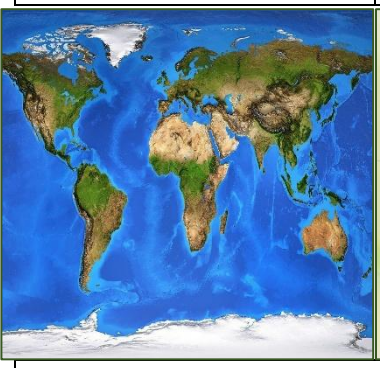
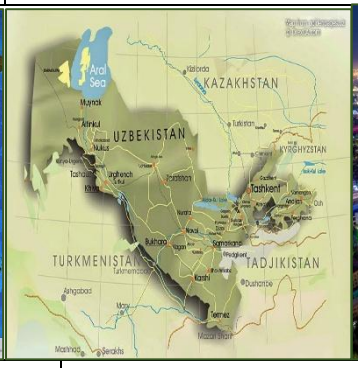
Exercise 4. ✍️ **Writing Task:**

Write a short essay (100–120 words): *Describe the weather and nature of your hometown. How do they influence people's lives?*

UNIT 20.2 – GEOGRAPHY AND PLACES

Goals: -Describe geographical features and places.
-Use *superlative adjectives* in geography.

Vocabulary: *geography & places* 🌍

continent (qit'a)	country (mamlakat)	capital city (poytaxt)	island (orol)	lake – ko'l
				

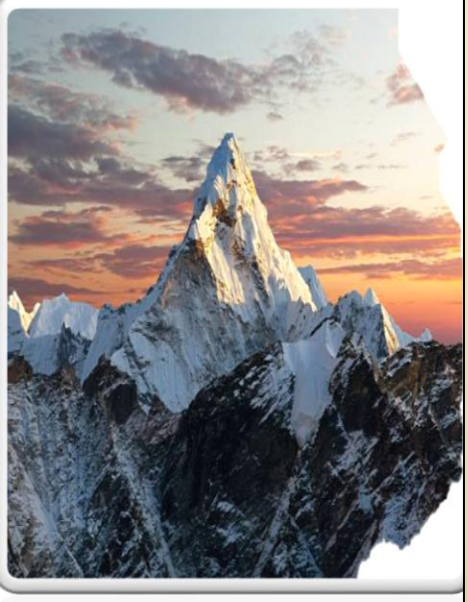
mountain range (tog' tizmasi)	desert (cho'l)	ocean (okean)	river (daryo)	peninsula(yarim orol)

Activity 1. Listen to the passage and fill in the blanks with the correct words from the box. "The Psychology of Natural Landscapes"

When you travel across different parts of the _____, you realize how unique every _____ is and how deeply it influences people's _____ and thoughts. In the north, there are high _____ covered with snow, where the air is so clean and quiet that it immediately brings a sense of calm and peace to the human mind. Although the _____ look empty and dry, they teach patience and silence. In contrast, _____ and _____ represent movement and reflection, because the sound of water helps people relax and clear their thoughts after stressful days. While the _____ are full of life and mystery, they also create a feeling of safety and connection.

World, landscape, emotions, mountains, deserts, rivers, lakes, forests

Reading Task



Exploring Places and Feelings

Travelling helps people discover not only new places but also new emotions. Some people feel **happier** and **more relaxed** when they are close to nature, while others enjoy the fast rhythm of big cities. Both experiences can change our way of thinking — nature gives us peace, and cities give us energy.

The world is full of contrasts. The **Himalayas** are among the **highest** and **most mysterious** mountains on Earth, while the **Sahara Desert** is one of the **largest** and **driest** places in the world. When people visit such extreme landscapes, they often feel **calmer** and **stronger**, realizing how small their daily problems are compared to the power of nature.

Natural places like **Chimgan mountains** or the **Aydar Lake** also help people relax. The air there feels **fresher**, and the silence is **more comforting** than in noisy urban areas. Some travelers believe that time moves **slower** in nature, allowing them to reflect, breathe deeply, and understand themselves better. Whether you are standing on the **highest peak**, walking through an **older city**, or sitting by a **quiet river**, every place teaches something different. The more you explore, the more you learn about the world — and about your own heart.

The degrees of adjective:

	1-syllable	2+ syllables	
Positive	Big, small	Beautiful, comfortable	good → better → best bad → worse → worst far → farther/further → farthest/furthest
Comparative	adjective + **-er + than**	more + adjective + than	
Superlative	the + adjective + -est	the most + adjective	

Exercises 1. Complete the sentences with the correct **comparative** or **superlative** form of the adjective in brackets.

1. Mount Everest is the ___ (high) mountain.
1. Mountains are usually _____ (high) than hills, and they often make people feel calmer.
2. The Sahara Desert is one of the _____ (dry) places on Earth.
3. People feel _____ (relaxed) when they walk near a lake than when they stay in a noisy city.
4. After a stressful day, being in nature is _____ (peaceful) than watching TV.
5. The Himalayas are the _____ (beautiful) mountains many travelers have ever seen.
6. Psychologists say that positive emotions are _____ (strong) when people spend time outdoors.

Interactive Activity. 🌎 *"World Quiz"*: Students in groups answer geography questions:

- What is the highest mountain in the world?
- What is the largest desert?
- What is the capital of France?
- Which is bigger: the Caspian Sea or Lake Baikal?

UNIT 21 WORKING TOGETHER

21.1 TEAMWORK

Goals: -Talk about teamwork and group projects. -Using Present Perfect.

Vocabulary: *teamwork & projects*

- cooperation – hamkorlik
- responsibility – mas'uliyat
- teamwork – jamoaviy ish
- deadline – muddat
- task – topshiriq
- leader – rahbar
- motivation – motivatsiya
- goal – maqsad
- discussion – muhokama
- solution – yechim

📌 Verb + noun phrases:

do research
make a plan
give advice
solve a problem
share ideas
take notes
set a goal

Activity 1. Match the Words with Their Meanings

A	Word	B	Meaning
1	cooperation	a	something you must complete or do
2	responsibility	b	working together to reach a goal
3	teamwork	c	the ability to lead or guide others
4	deadline	d	the reason why you do something
5	task	e	being in charge of your duties
6	leader	f	the result you want to achieve
7	motivation	g	a fixed time to finish something
8	goal	h	the person who organizes or directs a group
9	discussion	i	the answer to a problem
10	solution	j	talking together to share ideas

GRAMMAR: Present Perfect				
Subject	**Form**	**Structure**	**Example**	**Explanation**
I / You / We / They	**Affirmative**	**S+have+V3 (**worked / seen / studied**)**	I have studied psychology.	**Experience (**Hayotiy tajriba (aniq vaqt ko‘rsatilmaydi))
He / She / It		**S+has+V3(**lived / gone / finished**)**	She has finished her report	**Recent action** (Yaqinda sodir bo‘lgan harakat (natijasi hozirda muhim))
	Negative	**have /has + not + V3**	I haven’t seen that movie. / She hasn’t visited Bukhara	**Change over time** (O‘zgarish yoki rivojlanish)
	Question	**Have / Has + subject + V3**	Have you ever traveled alone? / Has she finished her research?	**Unfinished time period (**Bugun, bu hafta, bu yil davomida**)**
				Result in the present(Natija hozir seziladi**)**
Key words:		ever, never, already, yet, just, since, for, lately, recently, so far, up to now		

Exercise 1. ✍️ Complete the sentences with the correct form of **have / has + past participle** of the verb in brackets.

1. Psychologists _____ (study) human emotions for many years.
2. I _____ (never / feel) so confident before a presentation.
3. She _____ (just / finish) her research about stress at work.
4. We _____ (discuss) anxiety and motivation in class this week.
5. My teacher _____ (not / check) the essays yet.
6. Students _____ (improve) their speaking skills since last month.
7. He _____ (already / read) the article about positive thinking.

Exercise 2. ✍️ Choose **A or B** to complete each sentence correctly.

1. I _____ (A. saw / B. have seen) that documentary about memory last week.
2. She _____ (A. has visited / B. visited) the psychology conference in 2023.
3. We _____ (A. have done / B. did) many group experiments this term.
4. My class _____ (A. has learned / B. learned) about stress management recently.
5. He _____ (A. has gone / B. went) to the therapy center this morning.

Exercise 3. ✍️ **Complete with *ever / never / already / yet / just***

1. Have you _____ studied emotional intelligence?
2. I’ve _____ finished my homework — I can relax now.
3. We haven’t talked about self-esteem _____.
4. She’s _____ visited a psychologist; it was her first time today.
5. They’ve _____ presented their group project on mindfulness.

21.2 TECHNOLOGY AND COLLABORATION

Goals: -Talk about using technology for teamwork. - Use the infinitive of purpose (*to + verb*) and gerund

Vocabulary: *technology & collaboration*

- online meeting – onlayn uchrashuv
- document sharing – hujjat almashish
- group chat – guruh suhbati
- efficient – samarali
- convenient – qulay
- effective – ta'sirli
- software – dasturiy ta'minot
- challenging – qiyin, murakkab
- successful – muvaffaqiyatli

online meeting, document sharing, group chat, project management, software, efficient, convenient, effective, challenging, successful

Activity 1. Use the correct word from the list:

1. Our psychology team uses _____ to communicate with students who study abroad.
2. Google Drive allows easy _____ between teachers and students.
3. Teamwork can be _____, but it helps develop social skills.
4. New _____ like Zoom and Slack make online learning more _____.
5. The new _____ system has made our tasks more _____ and organized.
6. The project was very _____ because everyone worked together.

GRAMMAR: Infinitive/Gerund

Form	Function	*Example*
to + verb (base form) **to study, to eat, to relax**	**After certain verbs**: want, decide, plan, hope, need, promise, expect, learn	*I want to learn psychology.*
	After adjectives: happy to, glad to, sorry to	*She is happy to see you.*
	As subject of a sentence: To learn is important.	*To help others is a good goal.*
	Purpose (maqsad) I went to the library to study	*I went to the library* ***to study***
	After certain expressions: too / enough + to	*It is not enough to go to the lesson.*

GERUND	**Function**	***Example***
verb + -ing studying, eating, relaxing	**After certain verbs:** enjoy, love, like, hate, avoid, finish, stop, suggest, mind	*I enjoy learning psychology.*
	After prepositions: interested in, good at, tired of, afraid of + V-ing	*I'm interested in studying emotions.*
	As subject of a sentence: Learning is important	*Helping others is a good goal.*

Reading task.

The Power of Learning and Helping Others

In psychology, learning never stops. Many students **decide to study** psychology because they **want to understand** human emotions and behavior. However, learning is not only about reading books — it is also about experience. People **enjoy helping** others and **discovering** how the mind works through real-life situations.

Good psychologists always **try to listen** carefully, because understanding others requires patience and empathy. Some students are afraid of **making mistakes**, but mistakes help them grow. Every person needs **to find** a balance between learning from others and learning about themselves.When we **choose to help** others, we also **begin to change** ourselves. Helping others makes people **feel happier** and **more confident**. That is why studying psychology is not just about knowledge — it is about **learning to care**, **learning to listen**, and **learning to understand**.

Exercise 1. ✍️ Complete the sentences with the correct form:*(to + verb) or (verb+ ing)*

1. Students decide _____ (study) human behavior.
2. People enjoy _____ (help) others when they can.
3. A psychologist needs _____ (listen) carefully to patients.
4. Many people avoid _____ (talk) about their problems.
5. We hope _____ (understand) emotions better one day.

Exercise 2. ✍️ True / False / Not Given

1. Psychology students only learn from books.
2. Empathy is an important part of being a good psychologist.
3. Helping others can make people feel more confident.

Exercise 3. ✍️ Fill in the Blanks from the text. Use these words: *helping – mistakes – balance – emotions – learning*

1. Many students study psychology because they want to understand human___.
2. People enjoy _____ others and discovering how the mind works.
3. Some students are afraid of making _____.
4. Everyone needs to find a _____ between learning from others and learning about themselves.
5. Studying psychology is about _____ to care and understand.

Homework. Speaking / Writing Discussion

1. Why do people enjoy helping others?
2. What does "learning to care" mean to you?
3. Do you think mistakes help people grow emotionally? Why / why not?

UNIT 22 CULTURE AND ARTS

22.1 EXPERIENCES

Goals: -Talk about personal cultural experiences and events. -Use *Present Perfect vs. Past Simple* correctly.

Vocabulary: *culture & experiences*

- exhibition – ko‘rgazma
- performance – sahna chiqishi
- concert – konsert
- festival – festival
- gallery – galereya
- sculpture – haykal
- audience – tomoshabinlar
- tradition – an’ana
- heritage – madaniy meros
- masterpiece – durdona asar

📌 Verb + noun phrases:

- watch a performance
- attend a concert
- visit an exhibition
- take part in a festival
- admire a painting
- read literature
- write a review

Activity 1. 🎤 Talk or write about your **favorite cultural experience** — a concert, exhibition, or festival you have attended. Use at least **5 of the new words** in your answer. *Example:*

“Last year, I went to an art **exhibition** at the national **gallery**. There was a beautiful **sculpture** of an Uzbek woman carrying water — it was a real **masterpiece**. The **audience** was amazed, and the event helped me understand more about our cultural **heritage**.”

Activity 2. 🗣️ **Speaking (Pair Work):**

- Have you ever been to a famous museum or gallery?
- What cultural traditions are important in your country?
- Do you prefer concerts, festivals, or theatre? Why?

GRAMMAR: Present Perfect vs. Past Simple	
Present Perfect	***Past Simple***
***Focuses on result / experience-* what or how something affects now**	*Focuses on finished time in the past* - when or how long ago it happened
I have seen that film.	*I **saw** that film last week.*
No specific time given	*Specific time mentioned*
"Have/has + V3"	*"Verb + -ed" or irregular form*
Past action with connection to the present.	*Action **finished in the past**.*

Exercise 1. ✍️ Choose the correct tense — **Present Perfect** *(have/has + V3)* or **Past Simple** *(V2)* — to complete each sentence.

1. Psychologists _____ (study) human memory for more than a hundred years.
2. Last year, I _____ (attend) a seminar about emotional intelligence.
3. She _____ (not finish) her research yet — the results are still being collected.
4. Freud _____ (develop) the theory of the unconscious mind in the early 1900s.
5. We _____ (observe) how stress affects students during the exams this week.
6. When I was a child, I _____ (feel) very shy in social situations.
7. The patient _____ (improve) a lot since the last therapy session.
8. Our teacher _____ (explain) cognitive behavior therapy in yesterday's class.
9. I _____ (never / experience) such deep relaxation after meditation before.

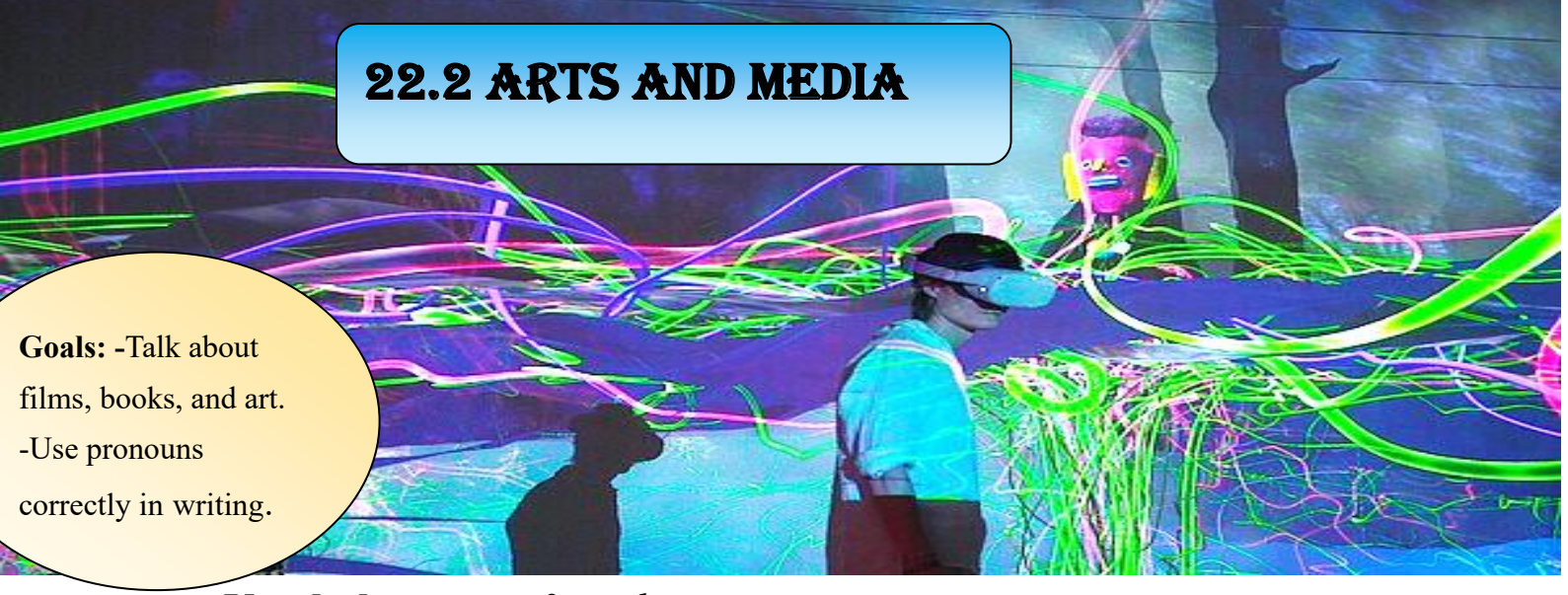
Exercise 2. ✍️ Choose the correct tense

1. The artist _____ (has exhibited / exhibited) her paintings in Tashkent's gallery last month.
2. We _____ (have visited / visited) many art exhibitions this year.
3. The museum _____ (has just opened / opened) a new section for modern sculpture.
4. My friends _____ (have gone / went) to the music festival yesterday.
5. The painter _____ (has created / created) several masterpieces since 2018.
6. I _____ (haven't seen / didn't see) that performance yet — is it good?
7. The cultural center _____ (has organized / organized) a traditional dance show last weekend.
8. She _____ (has studied / studied) art history for five years.
9. Our class _____ (has learned / learned) about Uzbekistan's heritage during this semester.

Exercise 3. ✍️ **Match verb + noun phrases:**

1. attend → a) painting
2. admire → b) concert
3. take part in → c)review
4. write → d) festival

22.2 ARTS AND MEDIA



Goals: -Talk about films, books, and art.
-Use pronouns correctly in writing.

Vocabulary: *arts & media*

Films and theatre:	**Books and literature:**
• director – rejissyor • actor/actress – aktyor/aktrisa • script – ssenariy • scene – sahna • audience – tomoshabin	• novel – roman • poem – she'r • author – muallif • character – qahramon • plot – syujet

Activity 1. Match each description to the correct word.

1. A person who controls how a film or play is made. → _____
2. The people who watch a film or play. → _____
3. A long story about imaginary people, written in prose. → _____
4. The written words of a play or film. → _____
5. A short piece of writing in verse, often with rhythm and rhyme. → _____
6. A person who writes stories or books. → _____
7. The story line or main events in a film or book. → _____
8. A person in a film, book, or play. → _____
9. A short opinion about a film, book, or performance. → _____
10. A part of a film or play showing one place or action. → _____

Reading task:

Is Graffiti Art or Crime?

Graffiti is one of the most controversial forms of modern art. Some people see it as **creative expression** — a way for young people to show emotions, thoughts, and identity through colors and images. Psychologists say graffiti can even reduce stress and help people deal with negative feelings. Street artists often use walls as a form of communication when they feel unheard by society.

However, others believe graffiti is a **crime**, not art. When it is done without permission, it damages property and creates a feeling of disorder. Research in social psychology shows that dirty or vandalized environments can increase aggressive behavior in communities. That is why some cities remove graffiti quickly, while others provide special "legal walls" for street art.

In the end, graffiti can be both — **art and social message**, depending on the place, purpose, and perception of the audience.

Exercise 1. ✍️ Match the words with their meanings:

1. controversial → _____
2. permission → _____
3. expression → _____
4. vandalized → _____
5. perception → _____

Exercise 2. ✍️ **True / False / Not Given**

1. Graffiti always makes people feel happy. → _____
2. Some psychologists believe graffiti can help emotional release. → _____
3. All cities allow people to paint on public walls. → _____
4. The text says graffiti is only a form of crime. → _____

Exercise 3. ✍️ **Summary Completion**

Complete the sentences with **NO MORE THAN TWO WORDS** from the text.

1. Graffiti helps people show their _____ and emotions.
2. Some people think it creates a _____ of disorder.
3. In social psychology, vandalized places can increase _____ behavior.
4. Some cities give artists _____ to create graffiti legally.

Grammar: Pronouns in Writing

- Personal pronouns: *he, she, they*
- Object pronouns: *him, her, them*
- Possessive pronouns: *his, hers, theirs*
- Reflexive pronouns: *myself, yourself, themselves*

Exercise 4. 🗣️ ✍️ **Discussion**

➡️ What do you think — *Is graffiti art or crime?*
Use at least three of these words: **expression, identity, society, psychology, creativity, permission.**

UNIT 23 TIME

23.1 DO YOU LIVE IN THE PAST, PRESENT OR FUTURE

Goals: -Discuss lifestyle and attitudes towards past, present, and future. -Use different verb tenses to compare experiences.

Vocabulary: *time & lifestyle*

Time concepts:

- past memories – o‘tmish xotiralari
- present habits – hozirgi odatlar
- future goals – kelajak maqsadlar
- daily routine – kundalik hayot
- life stages – hayot bosqichlari
- tradition – an’ana
- opportunity – imkoniyat
- prediction – bashorat
- nostalgia – o‘tmishga sog‘inch
- mindfulness – hozirgi damdan bahramand bo‘lish

Activity 1. Fill in the Blanks. Use the words from the box to complete the sentences:)

past memories, present habits, future goals, daily routine, life stages, tradition, opportunity, prediction, nostalgia, mindfulness

1. Looking at old photos brings a feeling of _____ — I miss my childhood.
2. Students should practice _____ to focus on the moment and reduce stress.
3. One of my _____ is to become a successful psychologist.
4. Family _____ connect people and make them feel closer.
5. I try to keep healthy _____, like reading and exercising every morning.
6. Talking about _____ helps us understand how we have changed.
7. Every person goes through different _____ — childhood, youth, and adulthood.
8. Moving to another country is a great _____ to learn and grow.
9. Psychologists often make a _____ about human behavior in the future.
10. My _____ includes studying, helping others, and staying positive.

GRAMMAR: Comparing tenses			
Tense Type	**Structure**	**Meaning / Use**	**Example**
Present Simple	Subject + V1 / V(s)	Habitual actions, facts, routines	I **study** psychology every day.
Present Continuous	am / is / are + V-ing	Action happening **now** or around this moment	She **is reading** an article about emotions.
Past Simple	Subject + V2 / -ed	Finished actions in the past, specific time given	We **watched** a lecture on Freud yesterday.
Past Continuous	was / were + V-ing	Action happening in the past for some time	They **were discussing** memory theories at 9 p.m.
Present Perfect	have / has + V3	Past action with **connection to now** or experience	I **have learned** how to manage stress.
Future Simple	will + V1	Future predictions, decisions, promises	We **will attend** the conference next week.
Future Continuous	will be + V-ing	Action happening at a specific time in the future	She **will be working** on her research tomorrow morning.
Future Perfect	will have + V3	Action completed **before a future time**	By 2030, scientists **will have discovered** new therapies.

Exercise 1. ✍️ Choose the Correct Tense

1. Right now, I _____ (read) an article about emotional intelligence.
2. Freud _____ (introduce) the concept of the unconscious mind in 1900.
3. I _____ (study) psychology for three years.
4. Tomorrow morning, we _____ (attend) a lecture on mental health.
5. When I was a student, I _____ (be) very shy.
6. By next year, I _____ (complete) my dissertation

Exercise 2. ✍️ Choose the correct form of the verb (Present, Past, or Future) to complete each sentence.

1. Psychologists often _____ (study / studied / will study) how emotions influence behavior.
2. Yesterday, my classmates _____ (were discussing / discuss / have discussed) cognitive therapy.
3. I _____ (have learned / learned / am learning) a lot about memory since last semester.
4. When I was ten, I _____ (wanted / want / will want) to become a doctor.
5. Right now, our teacher _____ (is explaining / explains / explained) stress management.
6. By next year, scientists _____ (will have discovered / discovered / have discovered) new treatment methods.
7. She _____ (didn't sleep / hasn't slept / won't sleep) well last night.

23.2 . FREE TIME AND DAILY LIFE

Goals: -Talk about free-time activities and daily routines. -Use *verbs + prepositions*

Vocabulary: free time & daily life

🎯 Free-time activities:

- go jogging – yugurishga chiqmoq
- do yoga – yoga bilan shug‘ullanmoq
- play board games – stol o‘yinlari o‘ynamoq
- hang out with friends – do‘stlar bilan vaqt o‘tkazmoq
- go to the cinema – kinoga bormoq
- surf the internet – internetda vaqt o‘tkazmoq
- attend a club – to‘garakka qatnashmoq
- volunteer work – ko‘ngillilar faoliyati

Daily routine:

- wake up early – erta turmoq
- commute – ish/uni ga qatnash
- take a nap – qisqa muddat uxlamoq
- prepare meals – taom tayyorlamoq
- household chores – uy yumushlari
- balance study and life – o‘qish va hayotni muvozanatlash

Activity 1. Match the Words with Their Meanings

A	Word	B	Meaning
1	go jogging	a	spend time with your friends
2	do yoga	b	use the internet to read or watch things
3	play board games	c	attend a group or hobby meeting
4	hang out with friends	d	go running for exercise
5	go to the cinema	e	help others without getting paid
6	surf the internet	f	relax and focus on breathing and flexibility
7	attend a club	g	play games such as chess or Monopoly
8	volunteer work	h	watch a movie on a big screen

Reading task.

Finding Balance in Daily Life

Everyone needs time to rest and recharge. Many people spend most of their week working or studying, but it's also important to enjoy free time. Psychologists say that free time helps reduce stress and improve mental health. Doing small things every day can make a big difference.

In the morning, some people go jogging or do yoga to start the day with positive energy. Others prefer to surf the internet while drinking coffee. During the day, we all follow our daily routines — going to classes, finishing tasks, or helping others.

In the evening, people relax in different ways. Some play board games with their families, others hang out with friends, or go to the cinema to watch a new movie.

Volunteering is another great way to spend free time. When we help others, we feel more confident and connected. Psychologists believe that a healthy routine includes both work and relaxation. Finding balance is not always easy, but when you make time for your hobbies and friends, life becomes happier and more meaningful.

Exercise 1. ✍️ Comprehension Tasks**. True / False / Not Given**

1. Free time is important for emotional well-being.
2. Everyone starts their day by going jogging.
3. Helping others can make you feel more confident.
4. Psychologists think only work makes people happy.
5. Doing yoga in the morning can give you positive energy

Exercise 2. ✍️ Fill in the Blanks. Use these words**:** ***routine, volunteering, cinema, yoga, balance***

1. Doing _____ helps people relax and feel calm.
2. It's important to find a _____ between work and free time.
3. Many families like to go to the _____ at weekends.
4. _____ gives people a chance to help others.
5. Everyone has a different daily _____ depending on their lifestyle.

Exercise 3. 🗣️✍️ Talk or write about your **free time and daily life**.

💬 *Example:*

"I usually **go jogging** in the morning before class. My **daily routine** includes studying, cooking, and reading psychology books. In the evening, I sometimes **hang out with friends** or **watch a movie**. Right now, I **am doing volunteer work** at a youth center. Free time helps me stay positive and focused."

UNIT 24 INSIDE OUTSIDE

24.1 STREET LIFE

Goals: -Describe streets, public places, and city life. -Use "if conditional" in real conservation

Vocabulary: *street & city life*

Places in the city:

- square – maydon
- pavement – trotuar
- pedestrian zone – piyodalar hududi
- traffic lights – svetofor
- crossing – yo'l o'tish joyi
- market – bozor
- street vendor – ko'cha sotuvchisi
- bus stop – avtobus bekati
- graffiti – grafiti
- monument – yodgorlik

📌 **Adjectives for streetlife:**

- crowded – gavjum
- noisy – shovqinli
- peaceful – osoyishta
- lively – jonli
- polluted – ifloslangan
- modern – zamonaviy
- historical – tarixiy

Vocabulary Bank: *square, pavement, pedestrian zone, traffic lights, crossing, market, street vendor, bus stop, graffiti, monument, crowded, noisy, peaceful, lively, polluted, modern, historical*

Activity 1. Use the correct word from the two lists below:

1. The main city _____ is always _____ with tourists taking photos.
2. We waited at the _____ because the _____ were red.
3. The old _____ in the park is very _____; it shows the city's history.
4. The _____ near my house is full of _____ people selling fresh fruit.
5. I prefer walking in a _____ because it's clean and _____.
6. The _____ is full of cars and very _____ during rush hour.
7. The walls near the bus station are covered with colorful _____.
8. Our city is becoming more _____ with new buildings and lights.
9. Children play near the _____ while parents sit on the _____.
10. In the evening, the main street looks _____ and full of music.

GRAMMAR: IF CONDITIONALS				
Type	**Structure**	**Meaning / Use**	**Example**	**Translation**
Zero Conditional	If + Present Simple,Present Simple	Always true / facts / habits	If you **don't sleep**, you **feel** tired.	Agar uxlamasang, charchaysan.
First Conditional	If + Present Simple, will + Verb	Real future possibility	If I **study**, I **will pass** the test.	Agar o'qisam, imtihondan o'taman.
Second Conditional	If + Past Simple, would + Verb	Unreal or imaginary present	If I **were** rich, I **would travel** the world.	Agar boy bo'lsam, dunyoni kezgan bo'lardim.
Third Conditional	If + Past Perfect, would have + V3	Unreal past / regret	If I **had studied**, I **would have passed**.	Agar o'qigan bo'lsam, o'tgan bo'lardim.

Exercise 1. ✍️ Choose the correct verb form.

1. If people _____ (sleep) well, they _____ (feel) more relaxed.
2. If I _____ (study) harder, I _____ (will pass) my psychology exam.
3. If I _____ (have) more free time, I _____ (join) an art club.
4. If she _____ (not forget) her homework, she _____(get) a better mark.
5. If we _____(practice) meditation every day, we _____(reduce) stress.

Exercise 2. ✍️Choose the Correct Option

1. If I am / were a psychologist, I would help teenagers with anxiety.
2. If you don't eat / didn't eat breakfast, you feel tired.
3. If he studies more, he will pass / would pass the test.
4. If I had known / know about the concert, I would have gone.
5. If they had / have time, they would visit the art gallery.
6. If people practice / practiced mindfulness, they will be happier.

Exercise 3. ✍️Write or say 5 sentences using different *if conditionals* (Zero, First, Second, Third). Use ideas from psychology, habits, or emotions. *Example:*
"If I wake up early, I feel more focused." (Zero)
"If I study hard, I will become a psychologist." (First)
"If I were a therapist, I would open my own clinic." (Second)
"If I had gone to that seminar, I would have met my favorite professor." (Third)
"If people practice gratitude daily, they become more positive." (Zero)

Exercise 4. ✍️ Bonus Reflection Questions.

1. Why do you think psychologists use *"if" situations* to study human decisions?
2. What would you do **if** you had a chance to live abroad?
3. What will happen **if** people don't manage stress properly?

24.2. HOME IS SWEET HOME

Goals: -Talk about homes as both physical places and psychological spaces.
-Use vocabulary connected to comfort, emotions, and art in the

Vocabulary: *psychology + art + home*

Home & Space	Psychology of Home	Art & Therapy
• attic – chordoq • basement – podval • fireplace – kamin • curtains – pardalar • armchair – kreslo • rug – kichik gilam • plant pot – gulli idish • bookshelf – kitob javoni • wardrobe – kiyim shkafi	• safe space – xavfsiz joy • belonging – tegishlilik hissi • comfort zone – qulay hudud • personal identity – shaxsiylik • family bond – oilaviy bog‘liqlik • nostalgia – o‘tmishga sog‘inch • well-being – farovonlik	• decorate – bezatmoq • express emotions – his-tuyg‘ularni ifodalamoq • painting therapy – rasm chizish terapiyasi • colour harmony – rang uyg‘unligi • create a mural – devorga rasm chizmoq • visual memory – ko‘rish xotirasi

Activity 1. Fill in the blanks. Use words from the box above.

1. My grandmother keeps old family photos in the _____; looking at them gives her a feeling of _____.
2. A home should be a _____ where people feel calm and respected.
3. Psychologists say that _____ can help people _____ their emotions.
4. When we _____ our homes, we often choose colours that match our mood — this is called _____.
5. The _____ in the living room makes the house look cozy and comfortable.

Activity 2. Discuss in small groups.

1. Why is home important for emotional **well-being**?
2. How do **colours** affect people’s moods?
3. What kind of **art or decoration** helps you feel calm?
4. Do you think your **comfort zone** helps you grow, or limits you?
5. How can art and design improve mental health?

Reading task:

The Psychology of Home and Space

Home is more than just a building — it is a reflection of who we are. Every room tells a story about our memories, habits, and dreams. The colours on the walls, the **curtains** we choose, or the **bookshelf** in the corner all show a part of our **personal identity**.

A warm **fireplace**, a soft **rug**, or a little **plant pot** can make a room feel alive. Psychologists say that people who feel comfortable in their homes usually have a stronger sense of **well-being** and **belonging**. Our home is our **safe space** — a place where we can relax, think freely, and recharge after a stressful day.

Art also plays a big role in emotional health. Many people use **painting therapy** to **express emotions** they cannot put into words. Colours can affect the way we feel — soft tones create calmness, while bright tones bring energy. Creating art or even **decorating** your room helps your mind find **colour harmony** and balance.

Sometimes, when we look at old photos or objects in the **attic**, we feel **nostalgia** — a sweet sadness for the past.That feeling connects us to our **family bond** and reminds us of love, comfort, and growth. So, your home is not just a physical place. It is a mirror of your heart, your history, and your mind.

Exercise 1. ✍️ Comprehension Tasks. Choose **True / False / Not Given**

1. A home only shows a person's social status._____
2. People's homes reflect their identity and feelings. _____
3. Painting therapy helps people express emotions. _____
4. Bright colours usually make people feel relaxed. _____
5. Nostalgia connects us to our past and family. _____

Exercise 2. ✍️ Fill in the blanks and use these words: *safe space, belonging, nostalgia, painting therapy, decorate*

1. Our home gives us a feeling of _____ and comfort.
2. Psychologists say people need a _____ where they can relax and be themselves.
3. Many people use _____ to express their emotions through art.
4. Some families like to _____ their homes together on holidays.
5. Old photos in the attic can bring back a feeling of _____.

Interactive Activity

🎨 *"Draw Your Home, Draw Your Feelings"*

Draw a simple sketch of your home (real or imaginary). Then, explain it in English:

"This is my bedroom. It is peaceful because there are blue colours."

"These are my family photos. They give me a sense of belonging."

Writing Task: ✍️ Write 150 words: *"My Home, My Identity"*. Describe how your home (real or imagined) shows your personality, emotions, and family.

UNIT 25 GOING UP GOING DOWN

25.1 THE MAN WHO FELL TO EARTH

Goals: -Describe physical and emotional movement (up & down). -Use *adverbs of manner* to describe actions and feelings.

Vocabulary: *movement & psychology*

Movement (physical):	Psychological & emotional:	Art Therapy terms:
➢ climb stairs – zinapoyaga chiqmoq ➢ go down the hill – tepalikdan tushmoq ➢ rise – ko‘tarilmoq ➢ fall – yiqilmoq / tushmoq ➢ jump – sakramoq ➢ step forward – oldinga qadam tashlamoq	➢ mood swings – kayfiyatning o‘zgarishi ➢ rise in confidence – o‘ziga ishonchning ortishi ➢ fall into stress – stressga tushib qolmoq ➢ overcome fear – qo‘rquvni yengmoq ➢ emotional balance – ruhiy muvozanat ➢ energy level – energiya darajasi	➢ draw a ladder – narvon chizmoq (o‘sishni ifodalaydi) ➢ colour emotions – ranglarda his-tuyg‘uni ifodalash ➢ light/dark contrast – yorug‘lik/soya qarama-qarshiligi ➢ upward lines – ko‘tariluvchi chiziqlar ➢ downward strokes – tushuvchi chiziqlar

Activity 1. Match phrases:

1. rise → a) stress
2. fall into → b) fear
3. overcome → c) confidence
4. draw → d) a ladder

Activity 2. Match the words with their meanings

A	Word / Phrase	B	Meaning
1	***climb stairs***	f	express your feelings through colours
2	***fall into stress***	a	work hard and move toward success
3	***rise in confidence***	g	keep your mind calm and stable inside
4	***overcome fear***	b	lose emotional control or feel pressure
5	***draw a ladder***	d	stop being afraid and take action
6	***colour emotions***	e	symbolize progress or growth in art
7	***emotional balance***	c	become more self-assured and positive

Grammar: Participles as Adjectives (Sifatdosh va Ravishdoshlar)				
Form	**Name**	**Meaning / Use**	**Example**	**Difference**
Present Participle	–ing form	Faol ma'no beradi – ya'ni, ot (noun) harakatni bajarayapti	*The sleeping patient looked calm.(*Uxlayotgan bemor osoyishta ko'rindi*)*	**. Describes the cause of feeling**
		Jarayonni, davom etayotgan holatni bildiradi	*It was an interesting lecture.(* Bu qiziqarli ma'ruza edi.*)*	*The book is boring. The film is interesting. The topic is confusing.*
Past Participle	–ed form (or 3rd form of verb)	Passiv ma'no beradi – ya'ni, ot harakatdan ta'sirlangan	*A well-trained therapist helped the group.(*Yaxshi tayyorlangan terapevt guruhga yordam berdi.*)*	**Describes the result (how someone feels)**
		Tugallangan yoki ta'sirlangan holatni bildiradi	*The tired students needed rest.(*Charchagan talabalar dam olishga muhtoj edi*)*	*The student is bored. I am interested in the film. The patient feels confused.*

Exercise 1. ✍️ Fill in the blanks with –ing or –ed adjectives:

1. The therapy session was really _____ (relax).
2. The patient looked _____ (confuse) after the question.
3. It was a very _____ (interest) discussion.
4. The psychologist felt _____ (satisfy) with the result.
5. The movie about emotions was _____ (touch).

Exercise 2. ✍️ Correct the mistakes (1-4) and fill in with adverbs of manner (5-8).

1. He go down the stairs carefully. → ___
2. She climbs quickly the mountain. → ___
3. They fall to stress. → ___
4. He spoke very good. → ___
5. She climbed the hill ___ (slow/slowly).
6. He answered the question ___ (confident/confidently).
7. They worked ___ (patient/patiently) on their project.
8. She sings very ___ (beautiful/beautifully).

Adverbs of Manner: -
*She climbed the stairs **slowly**.*

*-He jumped **quickly** when he heard the noise.*
*-They worked **patiently** on their project.*

Common mistakes:
❌ "He speaks good"

Exercise 3. ✍️ **Speaking (Pair Work):**

- Describe a time you felt "going up" in life (success, motivation).
- Describe a time you felt "going down" (stress, sadness).
- Do you think drawing or painting can show emotions? How?

Exercise 4. ✍️ **Writing Task:**
Write 150 words: *"Ups and Downs in My Student Life"*. Use adverbs of manner and metaphors of movement.

25.2. *THE LANGUAGE OF EMOTIONS*

Goals: *-Describe feelings and emotions in detail. - Use* ***would*** *to express empathy, imagination, and*

Vocabulary: feelings & stories

😊 **Positive feelings:**

- **excited** – hayajonlangan
- **motivated** – ruhlangan
- **relaxed** – xotirjam
- **confident** – o‘ziga ishongan
- **grateful** – minnatdor
- **inspired-** motivated by something positive
- **calmly-** in a peaceful way
- **gently-**softly or kindly
- **honestly-**truthfully

😔 **Negative feelings:**

- **disappointed** – hafsalasi pir bo‘lgan
- **stressed** – bosim ostida
- **nervous** – asabi buzilgan
- **lonely** – yolg‘iz
- **exhausted** – juda charchagan
- **anxious** -worried or nervous
- **confused-**not sure or mixed in thoughts
- **frustrated-**angry because something is difficult

🎨 ***Art Therapy terms:***

✓ *emotional expression – his-tuyg‘ularni ifodalash*
✓ *narrative drawing – voqeani rasm orqali hikoya qilish*
✓ *colour symbolism – ranglarning ramziy ma’nosi*
✓ *healing story – davolovchi hikoya*

Activity 1. 🗣️ Discuss in pairs:

1. How do you usually express your emotions — through words, music, art, or silence?
2. What colour would represent calm, fear, or joy for you?

Grammar: “WOULD” Modal Verb		
Function	**Rule / Example**	**Meaning / Use in Psychology**
Form	*would + base verb → I would feel calm.*	Always used with infinitive (no “to”).
Empathy / Emotional Reaction	*I would feel sad if my friend cried.*	Understanding others’ emotions.
Polite Speech	*Would you like to share your feelings?*	Respectful communication in therapy.
Imagination / Hypothesis	*If I were an artist, I would paint emotions.*	Creative and emotional visualization.
Preference	*I would rather stay calm than argue.*	Emotional self-regulation choice.

Reading Task

The Language of Emotions

Understanding emotions is one of the most important skills for future psychologists**.** Every day, people experience different moods—from excitement to sadness, from confidence to fear. However, not everyone knows how to describe what they truly feel. Psychologists believe that being able to talk about emotions clearly helps people heal, grow, and connect with others.

In therapy sessions, clients are often asked to describe their emotions in detail. For example, a person might say, "I feel relaxed," or "I'm feeling anxious." These **–ed adjectives** describe how someone feels, while **–ing adjectives** explain what causes that feeling. For instance, "The situation is confusing" (cause) and "I'm confused" (result).

Art therapy also helps people express feelings they can't explain with words. A calm person might paint softly and slowly, while someone with stress might move their brush quickly and nervously. These **adverbs of manner** show emotional energy through movement and colour. If people could "paint their emotions," they would understand themselves and others more deeply. The tone of voice, words, and even silence can show care, empathy, and balance — this is the true **language of emotions**.

Exercise 1. ✍️Choose the Correct Answer (A, B, or C)

1. What do –ed adjectives describe?
   A) The reason for a feeling
   B) How someone feels
   C) What something looks like
2. What helps people express emotions without words?
   A) Empathy
   B) Art therapy
   C) Music only
3. How do adverbs of manner help?
   A) They show emotional actions
   B) They describe colours
   C) They change tense

Exercise 2. ✍️Complete the Sentences

1. Talking about emotions helps people _____ and grow.
2. –ing adjectives describe the _____ of emotions.
3. Art therapy allows people to express feelings without _____.
4. Through empathy, people respond _____ and kindly.
5. The language of emotions is about what we say and _____ we say it.

Exercise 3. ✍️Complete the sentences:

1. If I were a psychologist, I _____ help people manage emotions.
2. I _____ feel relaxed if I spent time in nature.
3. The therapist said she _____ meet the client next week.
4. I _____ rather listen calmly than interrupt.
5. If my friend were sad, I _____ comfort her gently.

Homework: ✍️ Write 150–170 words: "A Turning Point in My Life." Describe an event, your feelings, and how it changed you. Use -ed/-ing adjectives and adverbs and "would" modal verb.

UNIT 26 CHANGES AND CHALLENGES

26.1 CHANGING DIRECTIONS

Goals: -Talk about life stages and personal changes. -Passive voice

Life stages & events:

- childhood – bolalik
- adolescence – o‘smirlik davri
- adulthood – kattalik
- retirement – nafaqaga chiqish
- moving house – uy ko‘chirish
- starting university – universitetni boshlash
- graduation – bitirish
- getting married – turmush qurish
- career change – kasb o‘zgartirish

Art therapy words:

- timeline drawing –vaqt chizig‘i rasmi
- symbolise – ramzlantirmoq
- transformation – o‘zgarish
- life map – hayot xaritasi
- collage – kollaj
- visual diary – vizual kundalik

Psychological aspects:

- adapt – moslashmoq
- cope with – yengib o‘tmoq
- resist change –o‘zgarishga qarshilik qilmoq
- embrace change – o‘zgarishni qabul qilmoq
- life transition – hayotiy o‘tish davri
- personal growth – shaxsiy o‘sish
- resilience – bardoshlilik
- uncertainty – noaniqlik

Grammar focus: ***a number of*** several/many plural A number of people **are** attending.
the number of the total count singular The number of people **is** increasing.

Activity 1. Complete the sentences with **a number of** or **the number of**.

1. _____ **students are** excited about **starting university** this year. 🎓
2. In our psychology course, _____ **topics focus on adolescence** and emotional growth. 🧠
3. _____**people are** planning a **career change** after the pandemic. 💼
4. Over the years, _____ **couples getting married has** decreased slightly. 💍
5. _____ **graduates are** attending the ceremony with their families. 🎓
6. _____ **patients reaching retirement age is** increasing due to longer life expectancy. 🕰️
7. _____ **friends are** moving house to find more peaceful environments. 🏡

Grammar: Passive voice		
Tense	**Structure**	**Example**
Present Simple	am / is / are + past participle (V^3)	Stress **is caused** by overwork.
Past Simple	was / were + past participle	The test **was completed** by the students.
Future Simple	will be + past participle	The report **will be discussed** tomorrow.
Present Continuous	am / is / are being + past participle	The session **is being recorded** now.
Past Continuous	was / were being + past participle	The experiment **was being observed** carefully.
Present Perfect	have / has been + past participle	Many cases **have been studied** by researchers.
Past Perfect	had been + past participle	The data **had been analyzed** before the meeting.
Modal Verbs	modal + be + past participle	The results **can be used** in therapy.

Exercise 1. Use the correct **Passive form** of the verbs in brackets.

1. The new therapy method _____ (develop) by experts last year.
2. Emotions _____ (study) in our department.
3. The art exhibition _____ (organize) next month.
4. The data _____ (analyze) yesterday.
5. Many interesting results _____ (find) by students.
6. A special lecture _____ (will / hold) by Professor Jabborov.
7. The patient's story _____ (record) carefully by the therapist.

Passive vs. Active Comparison: *Action result*
The psychologist **conducted** an experiment. (Active)
The experiment **was conducted** by the psychologist. (Passive)

Exercise 2. Choose the Correct Option

1. The first psychological experiment **(was / were)** done in 1920.
2. Art therapy **(is / are)** used to reduce anxiety.
3. Emotions **(was / were)** measured carefully.
4. A calm environment **(is / are)** created for patients.
5. A number of reports **(has / have)** been written recently.
6. Cognitive therapy **(is / are)** being practiced in many clinics.

Exercise 3. Rewrite the sentences in the **Passive Voice.**

1. Psychologists study emotional behaviour.
2. The therapist will observe the patient tomorrow.
3. Students completed the project on motivation.
4. Researchers have published a new article.
5. The teacher gave feedback to the class.
6. Scientists are analyzing the brain responses.

Exercise 4. *Match phrases:*

1. cope with → a) change
2. resist → b) growth
3. embrace → c) uncertainty
4. personal → d) challenges

26.2 CHALLENGES AND THE INTERNET

Goals: -Talk about challenges of the internet in daily life.
-Use all, most, *both.*

Vocabulary: *internet & psychology*

💻 **Internet challenges:**

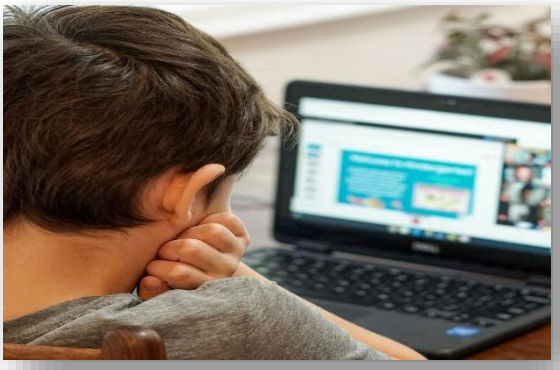
- cyberbullying – kiberzo‘ravonlik
- addiction – qaramlik
- distraction – chalg‘ituvchi omil
- fake news – yolg‘on yangiliklar
- information overload – ortiqcha ma’lumot
- privacy – maxfiylik
- online identity – onlayn shaxsiyat
- digital well-being – raqamli farovonlik

🎨 ***Art Therapy & Digital Life:***

- *visual diary – vizual kundalik*
- *draw an emoji – emotsiyani chizmoq*
- *symbolise feelings – hislarni ramzlantirmoq*
- *collage of screens – ekranlar kollaji*
- *colour stress – stressni ranglar bilan ko‘rsatish*

Psychology & coping:

- *set boundaries – chegaralar belgilash*
- *manage time – vaqtni boshqarish*
- *disconnect – uzilmoq (internetdan)*
- *cope with stress – stressni yengmoq*
- *protect yourself – o‘zingni himoya qilmoq*
- *online resilience – onlayn muvozanat*



Activity 1. Match the words with their meanings

A	B
1. cyberbullying	a. too much information on the internet
2. fake news	b. hurting someone online
3. distraction	c. false stories shared online
4. addiction	d. not having privacy
5. privacy	e. can’t stop using something
6. information overload	f. losing focus easily

GRAMMAR: all, most, both		
All	All + plural noun / All (of) + the + noun *(hammasi, barchasi)*	◆ All students study psychology. ◆ All of the patients felt better.
Most	Most + plural noun / Most (of) + the + noun *(ko'pchilik, aksariyat)*	◆ Most people need emotional support. ◆ Most of the teachers are kind.
Both	Both + plural noun / Both (of) + the + noun *(ikkalasi ham)*	◆ Both psychologists agreed on the result. ◆ Both of the experiments were successful.

Reading Task.

Facing Internet Challenges

The internet has become an inseparable part of modern life. People use it every day to study, communicate, and relax. Students attend online classes, watch tutorials, and chat with friends across the world. The internet makes learning faster and easier, but it also brings new psychological challenges.

Many students today are beginning to spend too much time online, often losing focus on real-life activities. Some experience cyberbullying, which can deeply affect their confidence and emotional well-being. Psychologists say that this constant connection to screens changes how the brain processes attention, emotion, and memory. Too much screen time may increase anxiety and reduce sleep quality.

To solve these issues, experts recommend setting clear boundaries—for example, limiting screen time before bed, turning off notifications during study hours, and balancing digital life with physical activity. Ultimately, psychologists remind us that technology itself is not the problem—it's how we use it. When used wisely, the internet can support learning, creativity, and connection. But when used without balance, it can control our attention and emotions. Finding harmony between the online and real world is one of the main challenges of modern life.

Exercise 1. ✍ Read the statements and decide if they are True (T), False (F), or Not Given (NG) according to the text.

1. *The internet is now an important part of everyday life.*
2. *Students never use the internet for studying.*
3. *Spending too much time online can make students lose focus on real life.*
4. *Cyberbullying has no effect on people's emotions.*
5. *Too much screen time can increase anxiety and reduce sleep quality.*
6. *Experts suggest limiting screen time and creating balance.*
7. *Technology is always harmful to mental health.*

Exercise 2. ✍ Speaking (Pair Work):

- What challenges do you face when using the internet?
- How can students protect themselves online?
- Do you think art can help express online stress?

UNIT 27 STUFF AND THINGS

27.1 YOUR WORLD IN OBJECTS

Goals: -Describe objects by form, use, and value. -Use *Relative Clauses (Who, Which, That..)*

Vocabulary: objects & psychology

👜 **Objects:**

- backpack – ryukzak
- notebook – daftar
- candle – sham
- mirror – oyna
- jewellery – taqinchoq
- photo frame – surat romi
- souvenir – suvenir

🧠 **Psychology of objects:**

- memory object – xotira buyumi
- emotional value – hissiy qiymat
- belonging – tegishlilik hissi
- safe object – xavfsizlik belgisi
- symbolic meaning – ramziy ma'no

💭 *Useful Phrases:*

- "I would say that…"
- "In my opinion…"
- "It helps me to…"
- "Sometimes I feel…"

"If I used it less, I would

"Objects are not only things we use. They often have a story. A student may keep a notebook **to remember** their first year at university. A family may keep jewellery **to symbolise** love. In psychology, these objects are called *memory objects*. In art therapy, people sometimes draw their favourite object **to express** emotions."

Activity 1. ✍️ Fill the gaps of purpose:

1. This is a mirror ___ (see myself).
2. He bought a candle ___ (relax).
3. We keep a diary ___ (write memories).
4. She uses a backpack ___ (carry books).

Activity 2. Speaking. Discuss in a class.

- What object do you always carry with you? Why?
- Which object in your room has emotional value?
- If you could design an object **to help students**, what would it be?

GRAMMAR: Relative Pronouns			
Relative clauses give extra information about a noun (person, thing, or place) without starting a new sentence. -They connect two ideas into one smooth sentence			
Pronoun	**Used for**	**Example**	**Meaning**
who	people	The therapist **who helps** patients works at our clinic.	Describes a person
which	things / animals	The method **which reduces** stress is called mindfulness.	Describes an object or concept
that	people/things (informal)	The book **that explains** emotions is useful.	Alternative to "who" or "which"
whose	possession	The patient **whose story** we heard was very brave.	Belonging / relation
where	places	The clinic **where** I worked was quiet and bright.	Describes a place
when	time	The day **when** we met was unforgettable.	Describes time
why	reasons	That's the reason **why** we study emotions.	Describes cause or reason

Defining vs. Non-defining Clauses

Type	Meaning	Punctuation	Example
Defining	Essential information (no commas)	No commas	The student **who studies psychology** is in my class.
Non-defining	Extra information (with commas)	With commas	My teacher, **who teaches psychology**, is very kind.

Exercise 1. ✍️ Choose **who, which, that, whose, where, or when.**

1. The psychologist _____ works at our university is from Canada.
2. The book _____ explains emotions is very interesting.
3. The clinic _____ I visited offers art therapy sessions.
4. The girl _____ brother studies psychology joined our group.
5. 2020 was the year _____ online therapy became popular.
6. The artist _____ painted this picture is a therapist.

Exercise 2. ✍️ Join the sentences using **who / which / that**.

1. The woman is a psychologist. She studies emotions.
2. I watched a film. It was about therapy.
3. The method helps people relax. It was developed in 2010.
4. The students are preparing a project. They are very creative.
5. I read an article. It described emotional intelligence.
6. The clinic helps children. It's in Tashkent.

Exercise 3 ✍️ Complete with the correct **relative pronoun**.

1. The colour blue, _____ is used in art therapy, helps people feel calm.
2. The patient _____ story we heard was very inspiring.
3. This is the place _____ we had our group discussion.
4. The psychologist _____ gave the lecture works in Samarkand.
5. The picture _____ you see on the wall was painted by students.
6. The topic _____ we discussed today was about emotions.
7. The reason _____ many people use technology is for learning.

27.2 MONEY & SHOPPING

Goals: -Talk about shopping habits and money psychology. - Form new words with suffixes (-er, -ful, -less).

Vocabulary: *money & psychology*

💰 ***Money & shopping words:***

- *receipt – chek*
- *refund – qaytarilgan pul*
- *discount – chegirma*
- *consumer – iste'molchi*
- *spender – xaridor*
- *saver – tejovchi*
- *shopaholic – ko'p xarid qiluvchi*

🧠 ***Psychology of spending:***

- *impulsive buying – impulsiv xarid*
- *emotional spending – his-tuyg'u asosidagi xarid*
- *consumer behaviour – iste'molchi xatti-harakati*
- *financial stress – moliyaviy bosim*
- *decision-making – qaror qabul qilish*

Suffixes: -er → *spender, saver, worker*

- **-ful** → *useful, helpful, successful*
- **-less** → *useless, careless, helpless*

Activity 1. Complete with linkers **(because, so, that's why, therefore):**

1. She bought a new bag ___ it was fashionable.
2. He lost his wallet, ___ he couldn't pay.
3. They needed food, ___ they went to the supermarket.
4. She spent too much money, ___ she felt stressed.

Grammar Focus: Linkers for Reason & Result

- I bought this dress **because** it was on sale.
- The shop was closed, **so** I couldn't buy anything.
- He wanted a refund, **that's why** he went to the manager.
- She spent too much money, **therefore** she is stressed now.

❌ Wrong: I didn't go shopping because was late.

✅ Correct: I didn't go shopping because I was late.

Activity *2*. ✍️ Add the correct suffix(-er,-ful,-less):

1. save → ___ (a person who saves money)
2. spend → ___ (a person who spends too much)
3. care → ___ (not careful)
4. success → ___ (positive adjective)

Activity 3. ✍️ Speaking (Pair Work):

- Do you usually shop for needs or for pleasure?
- What is the last thing you bought because of a discount?
- Do you think you are more of a spender or a saver? Why?

Reading Task

"The Psychology of Shopping Decisions"

Every time people go shopping, they face a psychological battle between impulse and control. Some buyers are spenders—they enjoy the excitement of buying new things, often without thinking too much about price or necessity. These people are strongly influenced by emotions, advertisements, and discounts. They might say, "I bought this because it was cheap," without realizing that small, frequent purchases quickly add up.

On the other hand, savers think carefully before spending money. They compare prices, check product reviews, and ask themselves whether they really need an item. Instead of chasing short-term pleasure, savers focus on long-term goals such as travel, education, or security. For them, "I didn't buy it, so I saved money" becomes a source of pride and control.

Psychologists explain that these two shopping personalities come from different emotional needs. Spenders often connect shopping with happiness, stress relief, or self-expression. Savers, however, link it with responsibility and self-discipline. Neither style is completely good or bad; balance is the key. A smart shopper knows when to treat themselves and when to say no. Learning to recognize one's shopping habits can help people manage their emotions—and their wallets—more effectively.

Exercise 1. ✍️ True / False / Not Given

1. Spenders usually plan their purchases carefully.
2. Savers often buy things to feel happier.
3. Both spenders and savers have emotional reasons for their decisions.
4. The passage says that spending money is always bad.
5. Advertisements can affect impulsive buyers.

Exercise 2. ✍️ Complete the sentences with **ONE WORD ONLY** from the passage.

1. Spenders are influenced by their _____ rather than logic.
2. Savers think about _____ goals such as education or travel.
3. Shopping can be a way of expressing one's _____.
4. Finding the right _____ between spending and saving is essential.

Exercise 3. ✍️Match the statements with the correct personality type: A. Spender, B. Saver

Statements	**Personality**
1. Buys something because it was on sale.	____
2. Checks reviews before buying.	____
3. Feels proud after refusing to buy something unnecessary.	____
4. Feels excited after shopping.	____

Exercise 4. Pair up and act out a shopping conversation:

- One student is a **spender***(impulsive buyer)*, one is a **saver** *(careful*
- Use linkers like **because**, **so**, **but**, **although**, **however**. Example:

Spender: I bought this jacket because it was on sale!
Saver: You shouldn't have. It was cheap, but you don't need it.

UNIT 28 PEOPLE

28.1 Describing Character

Goals: -Learn and use adjectives to describe character. -Use prefixes (*un-, in-, dis-*) to form opposites. - Practice **Direct and Indirect Speech** in conversations.

Vocabulary: *Character & Psychology*

Positive traits:

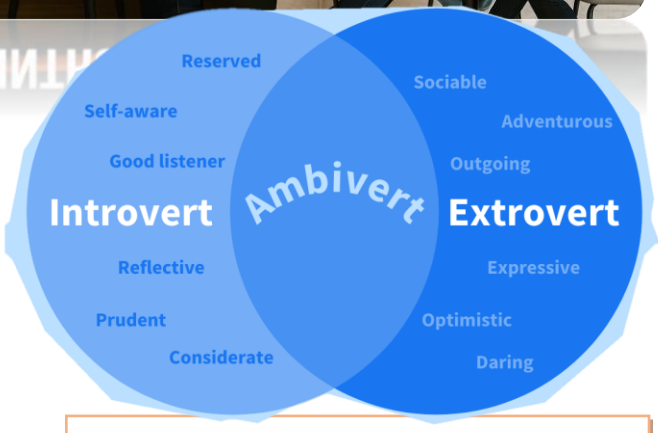
- reliable – ishonchli
- confident – o‘ziga ishongan
- creative – ijodkor
- generous – saxiy
- sociable – kirishimli
- polite – odobli
- friendly- do‘stona

Negative traits (prefixes):

- unreliable – ishonchsiz
- insecure – o‘ziga ishonchsiz
- inactive – nofaol
- dishonest – yolg‘onchi
- impatient – sabrsiz
- unkind – bemehr
- impolite – odobsiz
- irresponsible – mas’uliyatsiz

Psychology & CLIL angle:

- introvert – ichki dunyoga yo‘nalgan odam
- extrovert – tashqi dunyoga yo‘nalgan odam
- personality traits – shaxsiy xususiyatlar
- behaviour patterns – xulq-atvor naqshlari
- emotional stability – hissiy barqarorlik



Activity 1. Add the correct prefix (un-, in-, dis-):

1. ___reli able (not reliable)
2. ___honest (not honest)
3. ___secure (not secure)
4. ___patient (not patient)

Activity 2. Match adjectives with definitions:

1. generous → a) gives a lot
2. impatient → b) cannot wait
3. sociable → c) enjoys being with people
4. insecure → d) not confident

Activity 3 Speaking (Pair Work):

- Are you more introverted or extroverted? Why?
- Which character traits are important for a psychologist?
- Can people change their personality traits?

Prefixes:

- **un-** → not (e.g., unkind, unfair)
- **in-** → not (e.g., inactive, insecure)
- **dis-** → opposite (e.g., disagree, dishonest)

GRAMMAR: Direct & Indirect speech		
Aspect	**Change Rule** ⬇	**Direct Speech → Indirect Speech (Reported Speech)**
Meaning		Exact words spoken→ Reported meaning of what was said
Tense Change (Backshift)	Present → Past	"I work hard." → He said he **worked** hard.
Continuous	Present Continuous → Past Continuous	"I am studying." → She said she **was studying**.
Perfect	Present Perfect → Past Perfect	"I have finished." → He said he **had finished**.
Future	will → would	"I will call you." → She said she **would call** me.
Time / Place words	today → that day tomorrow → the next day yesterday → the day before here → there	"I'll go tomorrow." → He said he would go **the next day**.
Questions	"Do you like music?" → She asked **if** I liked music.	"Where do you live?" → She asked **where** I lived.
Commands /Requests	"Sit down!" → She told me **to sit down.** "Don't be late!" → She told me **not to be late.**	use *to + infinitive*
Reporting verbs	say, tell, ask, explain, suggest, advise, warn, promise	"The teacher **advised** us to be patient."

Exercise 1. ✍️ Turn the following sentences into *reported speech*.

1. She said, "I am tired of studying."
2. The teacher said, "We have a test tomorrow."
3. He said, "I work at the psychological center."
4. They said, "We are preparing a presentation."
5. The psychologist said, "You need more rest."

Exercise 2. ✍️ Rewrite these *direct questions* in *indirect form*.

1. The teacher asked, "Are you ready for the exam?"
2. She asked, "Do you enjoy group therapy?"
3. The psychologist asked, "How do you feel today?"
4. He asked, "Where is the counselling room?"
5. She asked, "Can you speak English fluently?"

Writing Task:
✍️ Write 150–170 words: *"My Personality and My Future Career."* Describe your character, use prefixes, and connect it to psychology or your studies.

Exercise 3 ✍️ Mixed Practice. Change each sentence into *indirect speech*.

1. She said, "I feel confident today."
2. He asked, "Why are you nervous?"
3. The psychologist said, "You should write about your emotions."
4. My friend said, "We will meet at the café."
5. The student asked, "Can stress cause anxiety?"
6. The teacher said, "Don't forget to submit your essay."

28.2 A LONG WAY HOME

Goals: -Talk about personal and academic experiences. -Use Passive Reporting Structures

Vocabulary: experiences & psychology

Life & study experiences:

- attend a conference – konferensiyada qatnashmoq
- publish an article – maqola chop etmoq
- take part in research – tadqiqotda qatnashmoq
- volunteer – ko‘ngillilik qilmoq
- overcome fear – qo‘rquvni yengmoq
- fail/pass an exam – imtihondan yiqilmoq/otmoq
- get a scholarship – grant olish
- travel abroad – chet elga sayohat qilmoq

Psychological aspects:

- reflection – o‘zini tahlil qilish
- self-growth – shaxsiy o‘sish
- achievement – yutuq
- turning point – burilish nuqtasi
- resilience – bardoshlilik

NOTE: Structure: 💡

It + is / was + past participle + that-clause
→ *It is said that creativity reduces stress.*
Subject + is / was + past participle + to + verb
→ *He is believed to have strong empathy skills.*

Grammar Focus – Passive Reporting Structures		
Active Idea	**Passive Reporting Form**	**Example**
People say / believe / think / report…	It is said / believed / thought / reported that…	It is believed that art helps emotional healing.
They say / believe / think someone does something	Someone is said / believed / thought to…	She is said to be an excellent therapist.
They say / report that something happened in the past	It was said / reported that…	It was reported that students improved after the workshop.

Activity 1. Speaking. Answer to the questions:

- Have you ever had an experience that changed your life?
- What have you just done this week that made you feel proud?
- Have you already tried volunteering or research work?

Reading task.

"The Journey of Learning"

Everyone's life is a journey. On the way home from school, work, or university, people often think about what they have achieved and what they still need to learn.

In psychology, it is believed that people grow through both success and failure. It is said that each challenge teaches the mind to become more flexible. Many students share stories about exams, research, and presentations that changed their confidence.

At Chirchiq State Pedagogical University, it has been reported that group work and art-based learning help students express emotions more freely. It has been shown that reflecting on experiences—especially difficult ones—builds emotional intelligence.

For some, "home" means the place they feel safe after a long day; for others, it's a symbol of belonging and personal identity. In art therapy, drawing "the way home" often represents the journey of the self — moving through memories, goals, and dreams. It is understood that every path, no matter how difficult, teaches people something about who they are.

Exercise 1 . ✍️ Complete the Sentences. Use ***It is said / It is believed / It has been reported / It has been shown***

1. _____ that students learn better through experience.
2. _____ that positive thinking improves motivation.
3. _____ that art therapy reduces anxiety.
4. _____ that many young people feel pressure at university.
5. _____ that sharing emotions can help people heal.

Exercise 2. ✍️ Rewrite in Passive Form. Change the active sentences into passive reporting structures.

1. People say that she studies emotions.
2. Psychologists believe that art heals trauma.
3. Experts report that stress affects memory.
4. Researchers think that music improves mood.
5. People say that he gives inspiring lectures.
6. Many believe that success depends on effort.
7. Scientists claim that colours influence feelings.
8. Teachers think that students learn from mistakes.

Activity! Draw or collage **"Your Way Home."** Include symbols for your academic growth, challenges, and achievements. Then write 4–5 sentences using Passive Reporting Structures to describe what your picture means. 💬 ***Example:*** *"It is believed that every step in education shapes our identity. It has been shown that reflection builds confidence."*

Exercise 3. ✍️. Finish the sentences using passive reporting structures of Personal Reflection

1. It is believed that my best quality is _____.
2. It is said that learning languages _____.
3. It has been reported that students in our class _____.
4. It is thought that real happiness _____.
5. It is shown that people who study psychology _____.

Example: *It is believed that my best quality is creativity.*
It is said that learning languages develops memory.

UNIT 29 TRAVEL

29.1 On the move

Goals: -Talk about travel and holiday experiences in more detail. -Use noun clauses (*that-clauses, if/whether, question-word clauses*).

Vocabulary: *Travel & Psychology*

Transport & travel:

- commute – qatnov
- backpacking – ryukzak bilan sayohat
- hitchhiking – avtostop
- sightseeing – diqqatga sazovor joylarni tomosha
- package tour – tayyor turistik yo‘l
- solo travel – yakka sayohat
- itinerary – safar reja
- delay/cancellation – kechikish/bekor qilish

Psychological aspects:

- wanderlust – sayohat qilish ishtiyoqi
- culture shock – madaniy shok
- homesickness – uy sog‘inchi
- relaxation – dam olish
- exploration – kashf qilish
- escapism – qochish hissi (stressdan)

Activity 1. ✍️ Vocabulary Matching:

1. wanderlust → a) a strong desire to travel
2. itinerary → b) plan of your journey
3. homesickness → c) missing your home
4. escapism → d) trying to forget daily problems

Activity 2. 🎤 Speaking **“My Journey of Learning”**

Work in pairs. Talk about a journey that changed your mindset and compare given pictures below. Use at least 3 noun clauses in your story. 💬 *Example:*

“I discovered that travel is not only about places but about emotions. It became clear to me that happiness comes from experience.I often wonder whether I will visit that place again.”

Speaking questions:

- Do you enjoy travelling alone or in a group? Why?
- Have you ever experienced culture shock?
- What type of holiday is the best for mental health?

GRAMMAR: Noun Clauses (*A noun clause acts like a noun in a sentence. It can be the subject, object, or complement of a verb.)*

Type	Structure	Example	Meaning
That-clause	that + subject + verb	I know that travel changes people.	"That-clause" shows facts or opinions.
If / whether clause	if / whether + subject + verb	I wonder if I will visit Paris again.	Used for yes/no questions.
Question-word clause	wh-word (what, where, why, how, etc.) + subject + verb	Tell me where you went last summer.	Used for indirect questions.
Subject clause	That + clause as subject	That travel teaches tolerance is true.	Clause as the subject of a sentence.

Formulas

Function	Pattern	Example
After verbs *(know, think, believe, say, feel)*	Verb + that-clause	Psychologists believe that travel reduces stress.
After question words (*ask, tell, wonder)*	Verb + wh-clause	She asked where I stayed.
After prepositions / adjectives	Be aware of + noun clause	I'm aware that traveling alone can be difficult.

Exercise 1. ✍️ Fill in with **that, if, whether,** or **a question word.**

1. I know _____ traveling improves emotional balance.
2. She asked me _____ I had ever been abroad.
3. It is clear _____ travel helps people understand others.
4. Tell me _____ you learned during your trip.
5. We discussed _____ culture affects behaviour.
6. I wonder _____ we can visit the mountains next year.
7. Scientists believe _____ people remember experiences longer than things.
8. No one knows _____ the next journey will bring.

Exercise 2. ✍️ Join the two sentences using a noun clause.

1. I think. Travel teaches empathy.
2. She knows. The trip was successful.
3. Tell me. You felt after your journey.
4. I don't know. We can afford the tickets.
5. Psychologists say. Traveling alone increases confidence.
6. People believe. New experiences improve memory.
7. I remember. The first place I visited.
8. It is true. Travel changes the way we think.

Example:
"My painting shows that travelling brings peace.
I realized how every journey changes the soul.
It reminds me that home is a feeling, not a place."

Activity 1. *Draw or design a "Travel Map of the Mind."*
Show the emotions, memories, and lessons from your trips.
Then write 3 sentences using noun clauses to explain your artwork.

29.2 ACCOMMODATION

Goals: -Describe accommodation types and travel experiences.
-Use preposition of time and cause

Vocabulary: *Accommodation & Psychology*

🏨 **Accommodation words:**

- reservation – bron
- facility – xizmat, qulaylik
- reception – qabulxona
- check-in / check-out – kirish/chiqish
- fully booked – to‘liq band qilingan
- available – mavjud
- renovated – ta’mirlangan

🧠 **Psychology words:**

- comfort – qulaylik
- satisfaction – qoniqish
- disappointment – hafsalasi pir bo‘lish
- safety – xavfsizlik
- atmosphere – muhit

Grammar: Prepositions of Time

Preposition	Used for	Example
at	exact time, festivals	at 7 o’clock / at midnight / at Christmas
on	days & dates	on Monday / on April 7 / on my birthday
in	months, years, periods	in March / in 2025 / in the morning
by	before or not later than	by Friday / by 9 a.m.
during	within a period	during the lesson / during summer
since	from a starting point till now	since 2010 / since childhood
for	duration	for two years / for a long time
until / till	up to a specific time	until Monday / till 8 p.m.
from … to...	beginning and end	from 9 to 5 / from spring to autumn

Activity 1. ✍️ Complete with **at / on / in / for / since / during / until / by.**

1. We started the psychology course _____ September.
2. The workshop will begin _____ 10 a.m.
3. Many students felt tired _____ the exam week.
4. She has studied art therapy _____ 2020.
5. They worked on the project _____ three months.
6. Please finish your report _____ Friday.
7. The meeting continued _____ two hours.

Activity 2. Answer to the question.

- Have you ever stayed in a hotel where the service was disappointing?
- What facilities should always be provided in accommodation?
- How does accommodation affect your mood while travelling?

GRAMMAR: Preposition of cause		
Preposition	**Used for**	**Example**
because of	shows the reason / cause	She felt tired **because of** stress.
due to	formal cause (often after "be")	The class was cancelled **due to** illness.
thanks to	positive reason / cause	He improved **thanks to** therapy.
for	purpose or reason	She was praised **for** her creativity.
from	origin of cause	He suffers **from** anxiety.
through	method / medium / process	She learned **through** experience.
out of	emotional reason / motive	He helped her **out of** kindness.

Exercise 1 ✍️ Choose the Correct Option (Cause)

1. The therapist cancelled the session (because of / thanks to) the storm.
2. She recovered quickly (due to / out of) strong motivation.
3. He was admired (for / from) his patience.
4. Many students feel stress (from / at) exams.
5. The new program succeeded (thanks to / because of) teamwork.

Reading Task. *Why Do We Travel?*

Travelling is not only about visiting new places; it is also about discovering new parts of yourself. Psychologists say that traveling helps people grow emotionally and socially. When you leave home, you learn how to adapt, communicate, and manage stress. Many travellers realize that they are stronger than they thought.

It is also true that every journey changes our perspective. Meeting people from different cultures teaches tolerance and empathy. Art therapists even use travel diaries and sketches to help people express their feelings. By recording what they see and feel, travellers can understand how environment influences mood and creativity.

For some, travelling is about freedom and adventure — walking through mountains, camping under stars, or exploring local food markets. Others travel for comfort and organization, preferring package tours or cultural trips. Psychologists believe that both types of travel can improve mental well-being if people stay open-minded.

Although holidays can sometimes be stressful, most people agree that travelling is one of the most effective ways to refresh the mind, reduce anxiety, and increase creativity. After all, every journey—whether short or long—teaches something about life and about who we truly are.

Exercise 3. ✍️ Complete the summary below using **NO MORE THAN TWO WORDS** from the passage.

Travelling helps people grow (1) _____ and (2) _____.It can also change their (3) _____ and teach them how to adapt to new situations. Psychologists believe that writing or drawing during a journey can help people understand their (4) _____. Both (5) _____ travel and (6) _____ travel can improve well-being. In general, travel allows people to refresh their (7) _____ and increase their creativity.

UNIT 30 LANGUAGE AND LEARNING

30.1 Abilities & education

Goals: -Talk about personal and academic abilities. - Use **complex–compound sentences** to describe ideas in detail.

Vocabulary: *Abilities & Education*

Abilities & education terms:
- academic skills – o‘quv ko‘nikmalar
- critical thinking – tanqidiy fikrlash
- problem-solving – muammoni hal qilish
- time management – vaqtni boshqarish
- memorisation – yodlash
- self-discipline – o‘zini nazorat qilish

Psychology words:
- motivation – rag‘bat
- resilience – bardoshlilik
- learning style – o‘qish uslubi
- achievement – yutuq
- effort – harakat
- peer support – tengdosh yordam

Make collocations:
- make a mistake – xato qilmoq
- make a decision – qaror qilmoq
- make progress – rivojlanmoq
- make notes – konspekt qilmoq
- make a suggestion – taklif bermoq

Do collocations:
- do homework – uy vazifasini qilmoq
- do research – tadqiqot qilmoq
- do an experiment – tajriba o‘tkazmoq
- do exercise – mashq qilmoq
- do well – yaxshi natija qilmoq

Clarification phrases:
- Sorry, could you repeat that?
- Could you explain what you mean?
- I’m not sure I understand, could you say it another way?
- Do you mean…?
- So, what you’re saying is…?

“I have learned that language learning is challenging, **but** it is also rewarding **because** it opens new opportunities.”

Activity 1. Creative Speaking & Writing Task**.**
Discuss with a partner:
1. What skills have you improved while learning a new language?
2. How does learning influence your emotions and motivation?
3. What makes learning a language different from learning other subjects?
4. How can psychology help language learners manage anxiety or motivation?

Useful phrases:
- “I believe that…”
- “In my opinion…”

“Sometimes I feel that…”

GRAMMAR: Complex & Compound Sentences (**A complex–compound sentence** combines two or more independent clauses and at least one dependent (subordinate) clause. It connects ideas, shows relationships, and makes writing richer.)		
Sentence Type	**Structure /Meaning**	**Example**
Simple	One idea	I study English.
Compound	2 ideas + coordinating conjunction (and, but, or, so, yet, for) Two equal clauses	I study English **and** I teach psychology.
Complex	1 main + 1 dependent clause (because, when, although, if, since, etc.) Shows cause, time, or contrast	I study English **because** I want to travel.
Complex–Compound	2+ main + 1 dependent clause /Combines compound and complex ideas	I study English, **and** I feel confident **because** it helps me communicate.
Connectors: Purpose	**Conjunctions / Linkers**	**Example**
Addition	and, as well as, not only… but also	She studies hard, **and** she enjoys learning.
Contrast	but, although, even though, whereas	He is talented, **but** he gets nervous **when** speaking.
Cause & Effect	because, since, so, therefore	She practices daily, **so** she improves quickly.
Time /Condition	when, while, before, after, if, unless	**When** I read in English, I feel inspired.

Exercise 1. Read the sentences and decide whether they are **simple, compound, complex,** or **complex–compound.**

1. I love learning new languages.
2. She studies English every evening, and she listens to podcasts on weekends.
3. Because he reads a lot, he can speak fluently.
4. I study hard, and I believe that my effort will bring success.
5. Although it was difficult, I didn't give up, and now I can speak clearly.
6. Language connects people and builds bridges between cultures.
7. I continue practicing even when I feel tired, and that's why I'm improving.

Exercise 2. Join the pairs using suitable connectors (**and, but, because, although, when, so**).

1. I was shy. I started to learn English. I became more confident.
2. She studies psychology. She wants to understand the human mind.
3. I joined the English club. I met new friends.
4. He practiced pronunciation every day. He improved his accent.
5. Learning grammar is difficult. It helps communication.
6. I made mistakes. My teacher encouraged me. I didn't give up.
7. I learn English online. I also listen to TED Talks.

30.2 THE PSYCHOLOGY OF COMMUNICATION

Goals: -
Communication.
-Use linking devices.

Vocabulary: *Communication*

1. communication	muloqot, aloqa
2. interaction	o‘zaro ta’sir, munosabat
3. body language	tana tili
4. gesture	imo-ishora
5. tone of voice	ovoz ohangi
6. feedback	fikr-mulohaza, javob aloqa
7. message	xabar, ma’lumot
8. misunderstanding	noto‘g‘ri tushunish
9. verbal communication	og‘zaki muloqot
10. non-verbal communication	og‘zaki bo‘lmagan muloqot

Grammar: Linking Devices (Connectors).(Linking devices are **words or phrases** that connect ideas, sentences, or paragraphs. They make your writing and speaking **more logical, smooth, and academic.)**

Purpose	Linking Words / Phrases	Example Sentence
Addition	and, also, in addition, furthermore, moreover, as well as	Language helps us think, **and** it connects us with others.
Contrast	but, however, although, even though, on the other hand, whereas, while	Learning a new language is hard, **but** it is rewarding.
Cause & Effect	because, since, therefore, so, as a result, due to	She practiced every day, **so** her confidence improved.
Purpose	to, in order to, so that, for	He studies English **to** travel abroad.
Example	for example, for instance, such as, like	Many people learn English for work, **for example**, teachers and doctors.
Sequence / Time	first, then, after that, before, finally, meanwhile, during	**First**, she learned grammar. **Then**, she practiced speaking.
Comparison	similarly, likewise, in the same way	Uzbek is **similar to** Turkish in some words.
Result / Consequence	therefore, thus, as a result, consequently	He studied hard; **as a result**, he passed the exam.
Conclusion / Summary	in conclusion, to sum up, overall, in short, in general	**In conclusion**, language connects both hearts and minds.

Reading task.

The Psychology of Communication

Communication is one of the most powerful tools that humans have. It allows us to share ideas, express feelings, and build relationships. Psychologists say that good communication is not only about words — it is also about **body language**, **tone of voice**, and **empathy**. When we understand how others feel, we can respond kindly and create a safe emotional space. In education, teachers and students depend on both **verbal** and **non-verbal communication**. A teacher's smile, gesture, or tone can make students feel confident or nervous. Likewise, students learn how to listen carefully and give **feedback**, which helps them express their opinions clearly. If communication fails, **misunderstandings** happen, and this can cause stress or conflict in the classroom.

Every message we send has a **context**. The same word can sound polite in one situation and rude in another, depending on our tone and facial expression. That is why psychologists study how people use language in social interaction. They believe that improving **listening skills** and emotional **expression** helps people overcome **communication barriers**.

Important Notes

- In **formal writing**, use *moreover*, *therefore*, *however*, *in addition*.
- In **spoken English**, use *and*, *so*, *but*, *because*.
- Don't overuse the same linker — vary them for better flow.

In the end, communication is not just about speaking — it is about connecting. Whether we talk to friends, teachers, or strangers, our ability to listen, understand, and show empathy defines who we are.

Exercise 1. Read the statements and decide if they are **True (T)**, **False (F)**, or **(NG)**.

1. Communication depends only on words.
2. Body language and tone of voice help people express emotions.
3. Misunderstandings can create stress between people.
4. Context has no effect on the meaning of words.
5. Psychologists believe listening skills improve communication.
6. Communication is mostly about connecting people.

Exercise 2. Complete the Sentences. Use **1–3 words** from the text.

1. Communication helps people share _____ and _____.
2. Teachers and students use both _____ and _____ communication.
3. _____ happens when communication fails.
4. A smile or tone of voice can change a student's _____.
5. Psychologists believe that empathy helps people build _____.

Exercise 3. ✍️ Complete each sentence with a suitable linking word.

1. Learning a language takes time, _____ it helps develop memory.
2. She practices every day, _____ she wants to improve.
3. I enjoy reading articles; _____, they help me learn new vocabulary.
4. _____ I make mistakes, I keep trying.
5. The teacher gave examples, _____ the students understood better.
6. English is widely spoken; _____, it's useful for travelers.

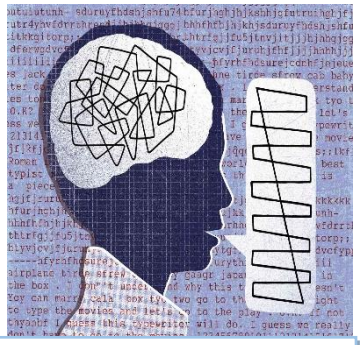
UNIT 31 PSYCHOLINGUISTICS IN LANGUAGE LEARNING

31.1 Cognitive Abilities & Memory

GOALS: -Understand how cognitive abilities affect language learning-Develop awareness of memory, attention, and language processing

Vocabulary:

1. cognitive load – aqliy yuklama
2. working memory – qisqa muddatli faol xotira
3. attention span – diqqat davomiyligi
4. information processing – axborotni qayta ishlash
5. retention – ma'lumotni saqlab qolish
6. recall – eslab qolingan ma'lumotni tiklash
7. cognitive flexibility – fikrlash moslashuvchanligi
8. problem-solving ability – muammoni hal qilish qobiliyati



- metacognition – o'z fikrlashini anglash va nazorat qilish
- perception – idrok qilish jarayoni
- interference – xotiraga halal beruvchi ta'sir
- motivation – ichki rag'bat
- mental lexicon – miyadagi so'zlar bazasi
- language processing – tilni qayta ishlash jarayoni
- comprehension – tushunish qobiliyati

- process information – ma'lumotni qayta ishlamoq
- retain knowledge – bilimni saqlab qolmoq
- improve concentration – diqqatni oshirmoq
- develop cognitive skills – kognitiv ko'nikmalarni rivojlantirmoq
- enhance memory – xotirani kuchaytirmoq

Clarification phrases:

- Could you clarify how this process works?
- What do you mean by "cognitive ability"?
- I don't fully understand the concept.
- Could you explain it in simpler terms?
- So, the idea is related to memory and learning, right?

Do collocations:

- do mental exercises – aqliy mashqlar bajarmoq
- do language practice – til mashqlari qilmoq
- do self-reflection – o'zini tahlil qilmoq
- do a cognitive task – kognitiv vazifa bajarmoq
- do better in

Exercise 1. Match the terms with definitions

1. Cognitive load	a) The ability to store and keep information over time
2. Working memory	b) Awareness of one's own thinking process
3. Retention	c) Mental effort used in processing information
4. Metacognition	d) Temporary storage of information in the brain
5. Interference	e) When information disrupts other memories

Use the words: *attention span, recall, perception, motivation, processing*

Exercise 2. Fill in the blanks

1. A strong _____ helps students focus for a long time.
2. _____ allows learners to understand sounds and meanings.
3. _____ is the ability to remember information.
4. _____ speed affects how fast we understand language.
5. High _____ helps students learn more effectively.

Exercise 3. Choose the correct answer

1. "Mental lexicon" means:
   a) grammar rules
   b) words stored in the brain
   c) speaking ability
2. "Cognitive flexibility" refers to:
   a) remembering words
   b) adapting thinking and switching ideas
   c) reading quickly
3. "Interference" happens when:
   a) learning is easy
   b) emotions improve memory
   c) information blocks other information

Exercise 4. Complete the collocations

1. _____ *information*
2. *retain* _____
3. *improve* _____
4. *develop* _____ *skills*
5. *enhance* _____

Use: *memory, cognitive, concentration, knowledge, process*

Exercise 5. Sentence completion (Thinking + Language)

1. My attention span is _____ because _____.
2. I can improve my memory by _____.
3. I learn English better when _____.
4. Sometimes interference happens when _____.

General Glossary for Psychology Students

№	Word	Transcription	Translation (O‘zbekcha)
1	ability	/əˈbɪlɪti/	qobiliyat
2	achieve	/əˈtʃiːv/	erishmoq
3	activity	/ækˈtɪvɪti/	faoliyat
4	advice	/ədˈvaɪs/	maslahat
5	affect	/əˈfekt/	ta’sir qilmoq
6	agreement	/əˈgriːmənt/	kelishuv
7	ambition	/æmˈbɪʃən/	intilish, orzu
8	anxiety	/æŋˈzaɪəti/	tashvish, xavotir
9	applied psychology	/əˈplaɪd saɪˈkɒlədʒi/	amaliy psixologiya
10	art therapy	/ɑːt ˈθerəpi/	san’at terapiyasi
11	attention	/əˈtenʃən/	diqqat
12	attitude	/ˈætɪtjuːd/	munosabat
13	awareness	/əˈweənəs/	xabardorlik
14	behaviour	/bɪˈheɪvjər/	xulq-atvor
15	belief	/bɪˈliːf/	ishonch
16	body language	/ˈbɒdi ˌlæŋgwɪdʒ/	tana tili
17	brainstorming	/ˈbreɪnˌstɔːmɪŋ/	g‘oya almashish
18	calmness	/ˈkɑːmnəs/	tinchlik
19	career	/kəˈrɪər/	kasb, faoliyat
20	childhood	/ˈtʃaɪldhʊd/	bolalik
21	cognition	/kɒgˈnɪʃən/	idrok
22	collaboration	/kəˌlæbəˈreɪʃən/	hamkorlik

№	Word	Transcription	Translation (O‘zbekcha)
23	communication	/kəˌmjuːnɪˈkeɪʃən/	muloqot
24	compassion	/kəmˈpæʃən/	rahm-shafqat
25	confidence	/ˈkɒnfɪdəns/	ishonch
26	connection	/kəˈnekʃən/	bog‘lanish
27	conscious	/ˈkɒnʃəs/	ongli
28	cooperation	/kəʊˌɒpəˈreɪʃən/	hamkorlik
29	curiosity	/ˌkjʊəriˈɒsɪti/	qiziqish
30	daily routine	/ˈdeɪli ruːˈtiːn/	kundalik tartib
31	decision making	/dɪˈsɪʒən ˈmeɪkɪŋ/	qaror qabul qilish
32	depression	/dɪˈpreʃən/	tushkunlik
33	desire	/dɪˈzaɪər/	istak
34	development	/dɪˈveləpmənt/	rivojlanish
35	discussion	/dɪˈskʌʃən/	muhokama
36	education	/ˌedjʊˈkeɪʃən/	ta’lim
37	emotion	/ɪˈməʊʃən/	his-tuyg‘u
38	empathy	/ˈempəθi/	hamdardlik
39	environment	/ɪnˈvaɪrənmənt/	muhit
40	evaluation	/ɪˌvæljʊˈeɪʃən/	baholash
41	experience	/ɪkˈspɪəriəns/	tajriba
42	expression	/ɪkˈspreʃən/	ifoda
43	feedback	/ˈfiːdbæk/	fikr-mulohaza
44	focus	/ˈfəʊkəs/	diqqatni jamlash
45	freedom	/ˈfriːdəm/	erkinlik

№	Word	Transcription	Translation (O‘zbekcha)
46	friendship	/ˈfrendʃɪp/	do‘stlik
47	future goals	/ˈfjuːtʃər gəʊlz/	kelajak maqsadlar
48	group therapy	/gruːp ˈθerəpi/	guruh terapiyasi
49	habit	/ˈhæbɪt/	odat
50	happiness	/ˈhæpinəs/	baxt
51	healing	/ˈhiːlɪŋ/	davolanish
52	health	/helθ/	sog‘liq
53	identity	/aɪˈdentɪti/	shaxsiyat
54	imagination	/ɪˌmædʒɪˈneɪʃən/	tasavvur
55	interaction	/ˌɪntərˈækʃən/	o‘zaro ta’sir
56	interest	/ˈɪntrəst/	qiziqish
57	intelligence	/ɪnˈtelɪdʒəns/	aql, intellekt
58	joy	/dʒɔɪ/	quvonch
59	kindness	/ˈkaɪndnəs/	mehribonlik
60	language acquisition	/ˈlæŋgwɪdʒ ˌækwɪˈzɪʃən/	til o‘zlashtirish
61	leadership	/ˈliːdəʃɪp/	yetakchilik
62	learning style	/ˈlɜːnɪŋ staɪl/	o‘rganish uslubi
63	listening	/ˈlɪsənɪŋ/	tinglash
64	memory	/ˈmeməri/	xotira
65	mental health	/ˈmentəl helθ/	ruhiy salomatlik
66	method	/ˈmeθəd/	usul
67	mind	/maɪnd/	ong, tafakkur
68	mindfulness	/ˈmaɪndfʊlnəs/	onglilik, xabardorlik

№	Word	Transcription	Translation (O‘zbekcha)
69	motivation	/ˌməʊtɪˈveɪʃən/	rag‘bat
70	movement	/ˈmuːvmənt/	harakat
71	observation	/ˌɒbzəˈveɪʃən/	kuzatuv
72	opportunity	/ˌɒpəˈtjuːnɪti/	imkoniyat
73	organization	/ˌɔːgənaɪˈzeɪʃən/	tashkilot
74	participant	/pɑːˈtɪsɪpənt/	ishtirokchi
75	patience	/ˈpeɪʃəns/	sabr
76	perception	/pəˈsepʃən/	sezish, idrok
77	performance	/pəˈfɔːməns/	faoliyat, natija
78	personality	/ˌpɜːsəˈnæləti/	shaxs, xarakter
79	perspective	/pəˈspektɪv/	nuqtayi nazar
80	physical activity	/ˈfɪzɪkəl ækˈtɪvɪti/	jismoniy faoliyat
81	positive thinking	/ˈpɒzətɪv ˈθɪŋkɪŋ/	ijobiy fikrlash
82	potential	/pəˈtenʃəl/	salohiyat
83	power of mind	/ˈpaʊər əv maɪnd/	ong kuchi
84	problem-solving	/ˈprɒbləm ˌsɒlvɪŋ/	muammoni hal qilish
85	progress	/ˈprəʊgres/	rivojlanish
86	psychologist	/saɪˈkɒlədʒɪst/	psixolog
87	psychotherapy	/ˌsaɪkəʊˈθerəpi/	psixoterapiya
88	question	/ˈkwestʃən/	savol
89	relaxation	/ˌriːlækˈseɪʃən/	dam olish
90	relationship	/rɪˈleɪʃənʃɪp/	munosabat
91	research	/rɪˈsɜːtʃ/	tadqiqot

№	Word	Transcription	Translation (O‘zbekcha)
92	respect	/rɪˈspekt/	hurmat
93	resilience	/rɪˈzɪliəns/	bardoshlilik
94	response	/rɪˈspɒns/	javob, reaksiya
95	responsibility	/rɪˌspɒnsəˈbɪlɪti/	mas’uliyat
96	result	/rɪˈzʌlt/	natija
97	routine	/ruːˈtiːn/	odatdagi tartib
98	self-awareness	/ˌself əˈweənəs/	o‘zini anglash
99	self-control	/ˌself kənˈtrəʊl/	o‘zini boshqarish
100	self-esteem	/ˌself ɪˈstiːm/	o‘ziga hurmat
101	sensation	/senˈseɪʃən/	sezgi
102	skill	/skɪl/	ko‘nikma
103	socialization	/ˌsəʊʃəlaɪˈzeɪʃən/	ijtimoiylashuv
104	solution	/səˈluːʃən/	yechim
105	speech	/spiːtʃ/	nutq
106	stress	/stres/	bosim, siquv
107	structure	/ˈstrʌktʃə/	tuzilma
108	student	/ˈstjuːdənt/	talaba
109	subject	/ˈsʌbdʒɪkt/	fan, mavzu
110	success	/səkˈses/	muvaffaqiyat
111	support	/səˈpɔːt/	yordam
112	sympathy	/ˈsɪmpəθi/	achinish, hamdardlik
113	talent	/ˈtælənt/	iste’dod
114	teamwork	/ˈtiːmwɜːk/	jamoaviy ish

№	Word	Transcription	Translation (O‘zbekcha)
115	therapy	/ˈθerəpi/	davolash
116	thought	/θɔːt/	fikr
117	tolerance	/ˈtɒlərəns/	bag‘rikenglik
118	tradition	/trəˈdɪʃən/	an’ana
119	training	/ˈtreɪnɪŋ/	tayyorgarlik
120	trust	/trʌst/	ishonch
121	understanding	/ˌʌndəˈstændɪŋ/	tushunish
122	volunteer	/ˌvɒlənˈtɪər/	ko‘ngilli
123	well-being	/ˈwelˌbiːɪŋ/	farovonlik
124	wisdom	/ˈwɪzdəm/	donolik
125	youth	/juːθ/	yoshlik
126	awareness training	/əˈweənəs ˈtreɪnɪŋ/	ongni rivojlantirish
127	emotional regulation	/ɪˈməʊʃənəl ˌregjʊˈleɪʃən/	his-tuyg‘uni boshqarish
128	psychological safety	/ˌsaɪkəˈlɒdʒɪkəl ˈseɪfti/	ruhiy xavfsizlik
129	communication skills	/kəˌmjuːnɪˈkeɪʃən skɪlz/	muloqot ko‘nikmalari
130	academic success	/ˌækəˈdemɪk səkˈses/	o‘quvdagi muvaffaqiyat
131	emotional support	/ɪˈməʊʃənəl səˈpɔːt/	hissiy yordam
132	mental strength	/ˈmentəl streŋθ/	ruhiy kuch
133	reflective thinking	/rɪˈflektɪv ˈθɪŋkɪŋ/	o‘zini tahlil qilish
134	cultural identity	/ˈkʌltʃərəl aɪˈdentɪti/	madaniy o‘zlik
135	social connection	/ˈsəʊʃəl kəˈnekʃən/	ijtimoiy aloqa
136	emotional healing	/ɪˈməʊʃənəl ˈhiːlɪŋ/	hissiy sog‘ayish
137	interpersonal skills	/ˌɪntəˈpɜːsənəl skɪlz/	shaxslararo ko‘nikmalar

№	Word	Transcription	Translation (O‘zbekcha)
138	cognitive process	/ˈkɒgnɪtɪv ˈprəʊses/	bilish jarayoni
139	positive emotion	/ˈpɒzətɪv ɪˈməʊʃən/	ijobiy his-tuyg‘u
140	reflective practice	/rɪˈflektɪv ˈpræktɪs/	tahliliy amaliyot
141	academic motivation	/ˌækəˈdemɪk ˌməʊtɪˈveɪʃən/	o‘quv motivatsiyasi
142	behavioural change	/bɪˈheɪvjərəl tʃeɪndʒ/	xulq-atvor o‘zgarishi
143	language learning	/ˈlæŋgwɪdʒ ˈlɜːnɪŋ/	til o‘rganish
144	travel experience	/ˈtrævəl ɪkˈspɪəriəns/	sayohat tajribasi
145	emotional awareness	/ɪˈməʊʃənəl əˈweənəs/	hissiy xabardorlik

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