

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР
(аниқ ва табиий фанлар) кафедраси

“ХОРИЖИЙ ТИЛ”
(инглиз тили)
фанидан

1-курс учун
ЎҚУВ-УСЛУБИЙ МАЖМУА

Билим соҳаси:	100000	Гуманитар соҳа
Таълим соҳаси:	130000	Математика
	140000	Табиий фанлар
Таълим йўналишлари:	5130100	Математика
	5140200	Физика
	5140100	Биология (турлари бўйича)
	5140500	Кимё
	5140600	География
	5140900	Экология
	5140300	Механика

Андижон-2019

Фаннинг ўқув-услугий мажмуаси Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги 531 сонли буйруғи билан (буйруқнинг 1 иловаси) тасдиқланган “Хорижий тил” фани дастури асосида тайёрланган.

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Ўқув-услугий мажмуа Андижон давлат университети Кенгашининг 2019 йил “31” августдаги “1” сонли баёни билан тасдиқланган.

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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1.

UBIQUITY OF ENGLISH

SPEAKING: Widespread use of English.

LISTENING: English in Tashkent.

SPEAKING

Starter

Focus student's attention on the photographs and elicit the given questions.

Look at the pictures and answer the following questions.

1. What words come to your mind when you see pictures?
2. What language are these words and do they have any equivalents in your own language?
3. What other examples of English in your daily life can you give?

1 Look at the photos and discuss the places you see with your partner.

- Possible location and services they offer
- Language used on the notes
- Similar places you know

Listening

Possible answers:

Photo A presents a shop with 'The Old Pub' notice, located in Navoi street. "The Old Pub" destination

cater cool drinks for customers.

Photo B views 'STEP' shop in the city center. It offers great choice of casual wearing. Photo C shows the

'Beauty Saloon' providing all service available at usual hairdresser's and barber's .

Note that at first sight the views with English notice/title/ announcements/advertisements seem to be

photographed in any English speaking cities, in fact, the foreign language stream has already flown into

Uzbekistan as well. Moreover, the population is continuously acquiring English words in their colloquial use.

Eg.: carwash, all males in Uzbekistan visually recognize it to be the place offering the cleaning service for automobiles.

2 Look through the following questions. Listen and according to the record choose the right answers. (More than one answer is possible).

1. What makes communication easier?
a) language learning b) words c) Knowledge of English
2. What languages were offered as an alternative international language?
a) Chinese, Russian b) Mandarin, French c) Esperanto
3. In what areas of Tashkent city English signs are less popular?
a) Chorsu, Chupon ota b) Kukcha c) all areas
4. What does she think is a good place to enlarge one's vocabulary?
a) City center b) Chupon ota street c) language centers

2. Focus students' attention on the questions for some seconds. Play the recording and give them some time to circle the correct answer. Check the answers with the whole group.

1	2	3	4
c	c	a,b	a

TAPE SCRIPT

The other day while I was going to the University of World Languages University in Chupon ota street from National University in Beruniy street, I spotted 51 English words on tabloids, posters, ads, and some names of shops, etc. Taking into account the location of these institutions in Tashkent, it's not difficult to understand that the route I followed is not in the city center, where the global language is really ubiquitous. If this area, mostly populated by the so called 'typical Uzbeks' who are believed to be monolingual, shares that much of English words, then what should I think about those who make every day journey to and from their offices, schools or universities through the center. Owing to their possibilities, it's obvious why youngsters master English much easier than elders.

Apart from frequency, the meaning of the words is evident and can easily be assimilated by almost any person, no matter adult or young. Only these representatives of ubiquitous language like service, game, hotel, food & market, study, restaurant, cafe, station, golden and others, which I've mentioned this morning during my 7 min journey to my destination, are able to enlarge any learner's vocabulary up to 51 different words. What if one deliberately takes a downtown direction and makes notes of any piece of English, let's say, somehow clear at that moment, to what extent would a learner enrich his or her vocabulary?

To sum up I would like to mention a sentence made out of a small set of vocabulary I've experienced today: I always go to a supermarket to buy jeans when discounts are announced. Here always go to 'always Coca Cola', 'Jeans', 'Discount', 'Announce' do not require any explanation. What I mean is our environment also encourages learners causing continuous acquisition out of study time and space.

Here is my story about it: a couple of weeks ago I went to the conference at the National University, you know at Beruniy. And on my way home, for some obscure reasons, perhaps because of boredom, I began counting tabloids, I mean those ads, trade names, services, etc. The whole way home, I was counting those where they used an English word or expression as a trademark. Can you just imagine that on my 7-minute journey from Beruniy to Chupan ota I got 51 of them?

You know what does it mean? It means that if a learner spots them every day and remembers only the third of them, one may pick up at least 5-7 English words. Taking into account the venue, with mainly Uzbek speaking contingent, the owners here are not keen to use western titles. Nevertheless, the amount tells to what extent English is popular among Tashkent citizens. The way I see it is that students shouldn't complain about the lack of English environment. Can you imagine what I could see if I went a way through the city center? For instance Darkhon or Alay bazaar areas, everyone knows that there, not only trade names but also the whole service issues are named in English.

To get back to my story, coming home I tried to collect all those words and make several sentences, using them, you know what, it turned out to be possible, cheers.... Acquiring English is not that tough, on the contrary it can be funny. The only thing is a will, but great will not less. I reckon no need to go so far overseas to speak about ubiquity of English, it's all here around us!!!

3 Complete the sentences using the expressions from the box. Explain their meaning.

*is inevitable; tonal nature; constructed rationally; in the foreseeable future;
to say nothing of; inveterate homemakers;*

1. In order to make it neutral and easily absorbed Esperanto was _____
2. I t_____ that English becomes a single international language.
3. A specific_____ of Chinese language hampers its spreading.
4. Popularity of French as a language of diplomacy and exchange is _____
5. English is unlikely to be replaced by any other language _____
6. Common word and expressions like 'open', 'close', 'enter', 'shop', 'happy' are popular even among _____
7. English words are frequent enough in all cities and towns touristic centers.

Check the answers.

- | | |
|---------------------------|------------------------------|
| 1. constructed rationally | 5. in the foreseeable future |
| 2. is inevitable | 6. inveterate homemakers |
| 3. tonal nature | 7. to say nothing of |
| 4. much less so the case | |

4. Groupwork. Students look at the pictures and make a list of some other English words known among particular groups of people such as students, housewives, tradesmen in Uzbekistan. Groups share their findings with the whole group.

Possible options:

- | Students | Housewives | tradesmen |
|---------------------|---------------|-------------------------------|
| - i-phone | - supermarket | - credit (bank transfer) |
| - chips | - blender | - core I 3/4/5 (mobile phone) |
| dealers) | | |
| - sensor | - mixer | - cargo |
| - marker | - combiner | - flash card |
| - interactive board | - freezer | - driver |
| - megaplanet | | - cheque |
| - playstation | | |

LESSON 2.
READING: Working Language.
WRITING: Mind maps.

READING

1. Students look at the photos and answer the questions.

Possible answers:

In the photo depicting ancient times when the kings ruled the government the language communicators were the interpreters. (It is the same at present.) Deep in history the language of communication was Lingua Franca.

In the second photo people of modern society are talking.

Note that students not always find the language Lingua Franca as a tool for communication; you should help them to explore. One possible way is to let them log on google search via their mobile phones for 5 minutes.

2. Students read the text and match the definitions 1-6 to the highlighted words and expressions in the text.

1. the medium, method, or instrument used to obtain a result or achieve an end-as a means of;
2. to come or bring into being- originates
3. very steep- sheer size;
4. before; until-prior to;
5. time in the past when smth or smone was popular or common- in its time;
6. easy to see or understand; evident-obvious;

3. Read the article again. Which of the following bits of information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. ____
2. A greater amount of books in XIII century were written in Arabic language. ____
3. Before Malay, people used Arabic in Southern Asia. ____
4. Isaac Newton's book was published after his death. ____
5. Still, there are some lingua francas in different places. ____
6. Nowadays, all the pilots communicate in their own lingua franca. ____

3) *Before Malay, they used Arabic in Southern Asia.* NG

Text: Working Language

A lingua franca (LF) is a working language used by different populations to communicate when they do not share a common language. It is also called a bridge language, vehicular language or unifying language. Generally, a lingua franca is a third language that is distinct from the native language of both parties involved in the communication, sometimes for commercial reasons («trade languages»), but also for diplomatic and administrative convenience, and **as a means of** exchanging information between scientists and other scholars of different nationalities.

The use of LF may be almost as old as language itself. Certainly, they have existed since antiquity. The term **originates** with one such language, Mediterranean LF. Latin and Greek were the LF of the Roman Empire.

Arabic was another early LF to develop because of the **sheer size** of the Islamic Empire dating back to the 7th Century. Arabic also served as the LF of science and diplomacy in the 1200's because at that time, more books were written in Arabic than in any other language. Still in some European languages (including Georgian), there are some Arabic words as admiral, algorithm or aubergine.

Malay was the LF of Southeast Asia and was used by Arab and Chinese traders there **prior to** the arrival of the Europeans. Once they arrived, people like the Dutch and British also used

Malay to communicate with the native peoples. In fact, **in it's time** distinct spheres used to have distinct LF, for example, Latin - in science. In 1687, Isaac Newton published his "Mathematic Principals Of Natural Philosophy" in Latin. English interpretation was published only 42 years later after his death.

Today, LFs play an important role in global communication as well. Examples of LFs remain numerous, and exist on every continent. The most **obvious** example as of the early 21st century is English. The United Nations defines its official languages as Arabic, Chinese, English, French, Russian, and Spanish. The official language of international air traffic control is English. In certain countries, the LF is also used as the national language; e.g., Urdu is the LF of Pakistan as well as the national language.

WRITING: Mind maps

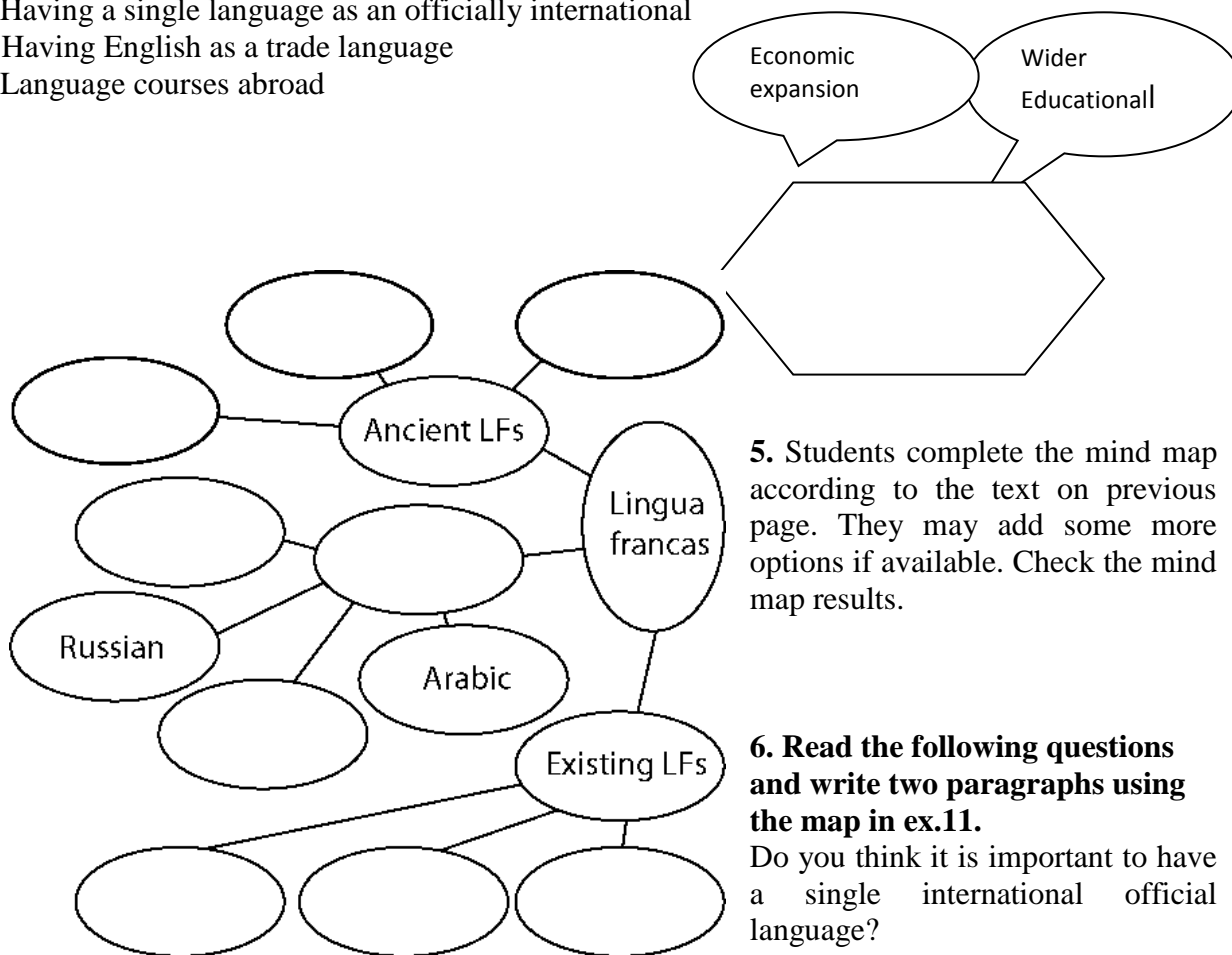
State that mind maps help people to brainstorm and organize their ideas.

4. Lead in your students having them look at the mind map and let them choose appropriate central theme for it.

a) Studying abroad

Look at this mind map and choose appropriate central theme for it.

- a. Having a single language as an officially international
- b. Having English as a trade language
- c. Language courses abroad



5. Students complete the mind map according to the text on previous page. They may add some more options if available. Check the mind map results.

6. Read the following questions and write two paragraphs using the map in ex.11.

Do you think it is important to have a single international official language?

What consequences this can lead

to?

Due to globalization, a single international language is inevitable. _____

But, the critics opposing the adoption of an international official language argue that it would lead to _____

LESSON 3.

GRAMMAR: Verb forms. Revision of Tenses.

1. Students match the tense titles in the box with the sentences 1-12. Check the answers.

- | | |
|-------------------------------|----------------------------|
| 1. Present Simple | 7. Past Perfect |
| 2. Present Continuous | 8. Past Perfect Continuous |
| 3. Present Perfect | 9. Future with "will" |
| 4. Present Perfect Continuous | 10. Future with going to |
| 5. Past Tense | 11. Future Continuous |
| 6. Past Continuous | 12. Future Perfect |

2. Match the labels in the box with the sentences

1-12 below.

1. Diamonds don't have much intrinsic value and their price mostly depends on their scarcity._____
2. Students are spending so much time on learning by heart new words._____
3. I have figured out 51 English words while coming to the university._____
4. The number of English speakers has been increasing recently._____
5. Sailors in Mediterranean Sea used 'lingua franca' for interaction._____
6. Saodat was reading her favorite 'Harry Potter' when her brother interrupted._____
7. They had researched the market carefully before they decided to open a new branch._____
8. We had been confusing things for two days when they finally illuminated the difference._____
9. I think they will explain everything precisely._____
10. In my article I'm going to run through some of the main points of the matter._____
11. Consequently, Umar will be lying on the beach with his family next week._____
12. Experts will surely have finished their work by the end of the next month.

1. present continuous 2. past simple 3. past perfect 4. present simple 5. future with 'will' 6. past continuous 7. present perfect 8. present perfect continuous 9. future continuous 10. past perfect continuous 11. future with 'going to' 12. future perfect

3. Read the descriptions a-l and decide which sentence in exercise 5 they match.

- a. _____ regular routines and habits.
- b. _____ an action which is happening at the present moment.
- c. _____ something which has happened up to the present moment.
- d. _____ the duration of an activity that begins in the past and continues up to the present moment.
- e. _____ a finished past action which occurs at a specific moment in the past.
- f. _____ something that is happening at a precise moment in the past; an interrupted action.
- g. _____ talking about an action that is finished before another action in the past. This form is especially useful for giving reasons for a decision that was made in the past.
- h. _____ expressing the duration of an activity up to another point in time in the past; stressing

that a certain activity had been going on before something important happened.

- i. _____ making a future prediction or express a decision about the future made at the moment.
- j. _____ speaking about future intentions or plans made before the present moment.
- k. _____ discussing an activity that will be in progress at a specific point in time in the future.

$a - 4$; $b - 1$; $c - 7$; $d - 8$; $e - 2$; $f - 6$; $g - 3$; $h - 10$; $I - 5$; $g - 11$; $k - 9$.

LESSON 4.
INFORMATION AND SECURITY.
SPEAKING: Infringement of copyright issues.
LISTENING: Intellectual property.

Objectives:

- analyze the different types of information attacks
- listen to the detailed information
- use adverbs in appropriate places
- learn and practice how to write a pie chart description

Skills to be emphasized: listening, speaking, reading, writing

SPEAKING

1. Students match possible treats to the listed threats.

Allow students to share their understandings about the threat and its treats in real life.

THREATS

- Immune tolerance
- Ideological pressure
- Infringe copyright

TREATS

- Hacking
- Law on Intellectual Property
- Updating Software

Possible explanation:

Hacking - to get into someone else's computer system without permission in order to find out information or do something illegal. (solution: encryption, firewalls)

Eg.: Computer hacking has become very widespread over the last decade.

A programmer has managed to hack into some top-secret government data.

Ideological pressure – (solution: having own ideas, not having ideological gap)

Infringement copyright - an action that breaks a rule, law, etc (solution: taking patent)

2. Groupwork. Students discuss the questions and share their findings with the whole class.

Picture A representing sweets can be a good sample of infringement copyright, as the producer tried to 'own' the product by changing the beginning letters of the famous trademark Raffaello into Chocorello and Fiberello.

LISTENING

3. Give students some seconds to listen to tape. They should list down the University names whose students have been interviewed.

- a. _____
b. _____
c. _____
d. _____

- a) Uzbekistan State National University
b) Tashkent Islamic University
c) Tashkent Law Institute
d) Tashkent University of Information and Technology

4. Students write the student-interviewee names with the listed questions to which they have answered.

Write the names of students with the questions they have answered.

1. How do you understand IT attacks? _____
2. How can we get protected from IT attacks? _____
3. How do you understand Intellectual Property? _____
4. How can we protect Intellectual Properties? _____

5. How do you understand Ideological Pressure?
6. How can we protect our youth from Ideological Pressures
 - 1) Sanobar Azimova
 - 2) Sanobar Azimova
 - 3) Sevara Nizomova
 - 4) Sevara Nizomova
 - 5) Shukhrat Jalilov / Oybek Khalilov
 - 6) Shukhrat Jalilov / Oybek Khalilov

TAPE SCRIPT:

1. – Today we are going to check students’ ideas about Information Security and find out whether they know how to avoid information attacks. So, now we are in front of the Uzbekistan National University. Hi, can you answer a couple of questions, please? It’s like a survey.

– Ok.
 – Will you introduce yourself, please?
 – I’m Shukhrat Jalilov, a second year student of this University.
 – Thank you, er, the question is How do you understand Ideological Pressure?
 – Er, hmm, let me think... oh, maybe someone tries to make us follow his/her ideas oh, maybe religion, or they may try to persuade us to buy their product, not letting us think properly. Pressure maybe not direct, it can be done by supporting financially. It may have a philosophical impact, making you believe that it is the right way. It is usually with purpose, like political maybe.

– How can we protect our youth from Ideological Pressures?
 – Hmmm, first of all the adults who teach him, I mean parents, teachers should know which is the right way, which is not. Some people say that we should protect our youth from ideological pressures. But I think differently, if a person has not immunity to be protected against strange ideologies he can be influenced no matter how old he is. You remember some adults were affected by religious extremism, terrorism and other hostile ideologies. We should have immune tolerance against such er such lets say attacks. Parents should know whom their children communicate via social sites.

2. Now we are in front of Tashkent Islamic University.

Hi, could you spare your precious time for giving an answer to a couple of questions, please? It is like a survey.

– Ok, with pleasure.
 – What is your name and specialty?
 – Oybek Halilov, a first year student of Informatics and Information Technology faculty.
 – How do you understand Ideological Pressure?
 – Oh, it has ending “logos” it means subject, so it is a subject which studies ideas. As for the pressure... I know there is a “high blood pressure”, (ha ha), oh here – dictionary says - “the use of persuasion or intimidation to make someone do something”, ahh, it is like making people follow one’s ideas. Err, maybe, like forcing someone to accept one’s religion or tradition or, maybe, a life style. I have been warned against missionary activities, religious extremism, fundamentalism ideas and how they work in our environment.

– How can we protect our youth from Ideological Pressures?
 – I think, we have only one way to protect them. It is paying attention to their spirituality seriously. Educational system at secondary schools, colleges, lyceums and high schools must be perfect from spiritual point of view. We should be attentive to secondary school students because they just begin to be independent from constant care and control of teachers and parents. And ‘ideological enemies’ often deal with this group of society. If we choose this way, our youth will have their own ideas. Otherwise, they will be uneducated and have a big ideological gap. We should teach them our traditions, religion, and political point of view.

3. Let me give the floor to the student of Tashkent State Law Institute.

- Your name please?
- I am Sanobar Azimova.
- How do you understand IT attacks?
- It is like securing or protecting information from external attacks. Most vulnerable is a software, viruses, malwares and other spywares can be tools of hackers' attacks. As you know IT threats are rising day by day and it is becoming hard to secure computers, er, not only personal computers but governmental IT systems also, err, banks also suffer from IT attacks. So, they should be secured. Programmers are creating up to date antivirus.
- How can we get protected from IT attacks?
- Err, most prevalent of those methods is antivirus. It is such a program, that has its own bases of all viruses and cure them. It scans our computer and detects dangerous files. Famous of them are Dr.Web, Avast, Kasperskiy, and Eset Nod32. Besides, any computer has its own means of protecting. It is firewall. Firewall is the first "wall" between computer and internet. It doesn't let viruses come into your computer. Then, we should avoid some untrustworthy sites, spams, and use some programs that view all the files of your computer.

4. The survey is on having a step through the doorsteps welcoming into Tashkent University of Information Technology. Can I have some minutes of your time to the valuable survey, please?

- Yes, I am all ears!?
- Your name and title, please?
- I am Sevara Nizomova, a first year student of this University.
- How do you understand Intellectual Property?
- Well generally speaking, it is everything that is created or invented by human intellect. For example, literary works, artistic works, such as books, songs, movies, computer programs, and etc, ah, then there are symbols, trademarks, designs, inventions (they are also called industrial property). Authors take patents if they want and if they are the first, if it is possible and other users copy them only with the agreement of the owners.
- How can we protect Intellectual Property?
- We should protect it somehow, as there are greedy attacks. But stopping infringement copyright is not an easy thing. We have to get special licence or a patent for our inventions till others own it officially. So, then, if someone suddenly copies intellectual property such as books, songs, programs, whatever without authors' agreement, owners would certainly have a just reason of putting the law on them, on that person. And eventually that law breaker obviously must pay a fine or will be sent to prison (ha ha). But it is too difficult to prove. But the law does not work in everywhere, for example, in far villages people can easily make fool of others showing others works as their own masterpieces.

5. Groupwork. Students staying in small teams discuss the infringement of copyright cases of what they have heard or witnessed. Elicit the possible consequences of the illegal cases with the whole group.

LESSON 5.
READING: Speeding of information.
WRITING: Describing process.
GRAMMAR: Adjectives and adverbs.

READING

1. Pairwork. Students read the quote and share their ideas in pairs. Let some of them present their approach to the whole class.

9. Students read the paragraphs and match them with suitable headings. Check the matching results.

Headings:

1. Dangers of Virtual World / Stealing Information /Hacking
2. Information for Business / Infringement of Copyright is Illegal / Intellectual Property
3. Ideological Pressure / Ideology is Bad / Ideology is a Set of Ideas
4. Information is Speeding / Difference between Attacks / Introduction

a. As there are advantages and disadvantages of every invention, sphere, and revolution, speeding of information also has two sides. When something happens or is discovered or invented in one corner of our planet, the whole world learns about it immediately. But there is a notion of information attack. It can be understood in two ways; the first interpretation is “attack to information” and the second is “attack somebody or something with the help of information”. Both of them are more dangerous showing catastrophic consequences than any type of attack with weapons or tanks.

b. Attack to information is penetrating into ones PC and monitoring, snooping, spying, stealing information and so on. The worst site is that is easy to hack (steal) your information virtually and even you do not know when, how and who hacked and usually you cannot mind the event or object to. But Spying is sometimes legal, because you click on “I accept” in the licence agreements written in small prints even not reading.

c. Information threat in business purposes also exists; it can be understood as attack to intellectual property. What is an intellectual property? Simply, we can say that it is someone else’s intellectual working results such as musical, literary, and artistic works; discoveries and inventions; and words, phrases, symbols (trademarks), and designs. But owners usually suffer from not being able to prove that idea was originally created by them. File swapping with your friend is also against law.

d. Attack with the help of information is making someone or group of people accept someone’s ideas, set of beliefs or ideological views; especially it is made with pressure in different ways. Those ways may be encouraging, persuading or even financially supporting.

- a. Difference between attacks
- b. Hacking
- c. Intellectual Property
- d. Ideological Pressure

2. Draw a circle in the centre of the board and write ‘INFORMATION ATTACK’ in it. Have students contribute to the cluster in turn taking the following detailed information presented in the text.

Possible variation

WRITING: Describing a pie chart

3. Focus students on the pie chart and ask them what the diagram presents. If they find it difficult to understand it move to the next task where the diagram titles are listed.

Possible answers:

The diagram is about Statistics showing the scope of data lost by industry, namely Medical, Business, Education, Financial and Government.

4. Students read the headings and choose the most relevant. All options are correct depending on students' choice.

5. Students read and answer the questions

1. What type of diagram is it?
2. Which industry suffers most?
3. Which sphere is recorded with the least rate of data breach?
4. Which industry is represented as in the second place by lose?
5. Why do you think government/military sphere has a little breach?

6. Write a description of the chart using the given adverbs.

- 1) Pie chart
- 2) Medical Healthcare
- 3) Banking, credit, financial
- 4) Government, Military.
- 5) Security system works well not only to save data but also to keep its confidentiality.

Students write a description of the reviewed chart following the template. Remind them to follow an essay structure: introduction, body, conclusion.

Possible description:

The pie chart shows data breach rates in the five largest spheres, namely healthcare, business, education, banking and military.

Losses of government and educational spheres are almost the same with 9.9% and 10.7% respectively.

Introduction_____ The_____ shows_____ in percentages.

title

Body

Compare &

Contrast

segments are almost Loss of government profits and _____
same with _____ % and 10. almost the

_____ quite

_____ respectively

_____ extremely

_____ significantly

Conclusion_____

7. Draw a pie chart with imaginative percentage of internet users by age (the elderly aged, middle-aged, adults, teenagers, the young etc) in Uzbekistan. And write essay within 150 words.

GRAMMAR : Adjectives and adverbs.

8. Students form adverbs from adjectives. They use the formed adverbs in sentences. Check the form and usage of adverbs in sentences.

Write adverbs for the given adjectives and make up sentences using them.

Adjective	Adverb	Example
Confidential	e.g. confidentially	His answers were sent
confidentially given.		
Dramatic		
Critical		
Suspicious		
Traditional		
Extreme		
Artificial		

9. Fill in the gaps with appropriate adverbs from the box. There are more adverbs than the gaps.

Naturally, hardly, rapidly, happily, ideologically, well artificially, openly, spiritually, primarily, dramatically, completely, immediately

1. If somewhere there is an ideological gap, it is _____ ruled over by an alien ideology.
2. We should _____ admit that our goal is to win hearts of people, _____ of the youth.
3. When ideologists affect nation's or people's mentality in a definite country or region, they May change even behaviors _____ .
4. Certain states and political groups try to influence people _____ .
5. Ideological pressure is _____ recognized while economic and political forces are felt _____

Check the appropriateness.

1. *If somewhere there is an ideological gap, it is naturally ruled over by an alien ideology.*
2. *Ideologists openly admit that their goal is to win hearts of people, primarily of the youth.*
3. *When ideologists affect nation's or people's mentality in a definite country or region, they may change even behaviors completely.*
4. *Certain states and political groups try to influence people ideologically.*
5. *Ideological pressure is hardly recognized while economic and political forces are felt immediately.*

LESSON 6.
STUDYING WITH MULTIPLE SOURCES
SPEAKING: Studying with multiple sources.
LISTENING: Interview.

Objectives:

- explore various types of study sources
- learn and use the comparatives with as...as...
- practice how to give appropriate referencing

Skills to be practiced: listening, speaking, reading, writing

SPEAKING

Starter

1. Lead in students focusing their attention on the pictures. Have them tell what the people in photos are doing and what they have in common.

Possible answers:

Picture A presents learning environment in the lecture hall.

Picture B depicts the group of learners in nature working out a project work outline/searching for information via their laptop or mobile phones/ reviewing online or offline information for the meaningful content of their presentation and etc...

Picture C views the scene in which the learners are taking an active involvement in online resources review.

LISTENING

2. Fill in the gaps using the words from the box.

Contend; stumble; undoubtedly; commonalities; conception; route

1. Additional readings and alternative sources *undoubtedly* create a richer understanding.
2. Scientists _____ that working with primary source is more effective than with secondary source.
3. When working with single source you may upon unclear information.
4. Learners should discern the _____ between materials.
5. When surfing through different sources relating materials to the objective helps to form a clear of idea.
6. Secondary source materials are more indirect _____ to the same information than primary source.

Students fill in the gaps using the words from the box.

1	2	3	4	5	6
undoubte	contend	stumble	common	concepti	route
dly			alities	on	

3. Students spend 15 seconds to review the statements. Play the tape. They number the statements putting 1-5 sequencing them according to the listening script.

- L___ recent researches assert that learning with multiple sources is more effective than with single one.
- ___ getting information in less structured text is comparatively more challenging than in well structured texts.
- ___ strategies of working with multiple sources should be taught.
- ___ it's better to understand connection than to learn detail by heart. one should be able to filter the context.

TAPESCRIPT

Interview with students studying with multiple source experience

Teacher : where do you like to study and find information?

1st student

Durdona: if I look to my experience one of the main types of studying source in my life is internet. Why do I use internet? Because no matter where I am, I can access internet everywhere and everytime. But when I compare library with internet source, library is quite difficult for me, if I need any book or any information I need to review the whole list of books and read them for a long time till I find what I need. Sometimes I need to look through hundreds of pages to find the information. Also there are some disadvantages too, some information is unreliable in internet, and if there is no electricity I can't access internet but still I can access through my mobile if I have balance of course.

2nd student

Guzal: My main learning source is mass media, especially magazines. It doesn't matter which language it is. I found them interesting, reliable and journalists are very responsible for giving their information. They are very reliable. I can use newspapers or magazines everywhere even when I am cooking I can read recipe from magazines and I can use it in the kitchen too. And I find all information useful.

3rd student

Mirzo: I prefer to use a library as a source for my studying because books are friends of students and a library is a very quiet place where I can work for a long time, collecting all information for my research. Advantages of books are that a person can work through bookshelves by himself and use them as much as he wants. But there is also disadvantage also here in libraries sometimes books are not available there. Sometimes ebooks are more comfortable, I can read this ebook everywhere. Some doctors say that ebook are not good for eyes. So I used to work with printed books.

4. Students review the recommendations. Play the tape again. Students tick the mentioned information in the listening material.

1. Consider the impact of, and evaluate conflicts ____
2. Try to use a primary source ____
3. Analyze commonalities ____
4. Use in-class or on-line discussion time ____
5. Engage sources with facts ____
6. Refer to a secondary source if primary one is not available ____
7. Practice and familiarize materials ____
8. Practice with multiple texts to improve your evaluative skills ____

5. Students read the sentences and complete the table deciding whom the statements belong to.

Speaker 1	Speaker 2	Speaker 3
a	b	c

6. Pairwork. Students discuss the questions and share their partner's choice with the whole class.

LESSON 7.

READING: Benefits of using multiple sources.

WRITING: Giving references.

GRAMMAR: Comparisons as...as, not so/as...as.

READING

1 Pairwork. Getting a hint from the photos students guess what the upcoming text is going to be about.

2. Students read the text. They make a selection of the most suitable title out of 4 offered ones to the reading passage.

1. Studying with multiple sources 2. Getting information from different sources 3. Benefits of using multiple sources 4. Giving references

Multiple sources comprises the following: lectures, textbooks, fictional story novels, interviews and biographies, duplicates handouts, originals source materials, electronic media, Internet and others. Stahl, et al (1998) found that using multiple text-sources can only be effective if we are taught to use them properly. Studying with multiple sources offers a fundamentally different view of the learning process from the traditional studying based on the use of single sources to complicated, up to- date ways of the study i.e. studying with multiple sources, where new knowledge is achieved through confrontation among different sources. Furthermore, it is not only getting additional information and perspectives from different sources, but also implementing acquired knowledge in actions in real life.

As Kolb, D.A. ("Experiential learning: experience as the source of learning and development", Oxford University press, 2010, p.138) points out: "...studying is a skill, being successful in life requires many different skills, such as time-management, self discipline, concentration, memorization, organization, and effort. We must understand the nature and forms of human knowledge and the processes whereby this knowledge is created. It has already been emphasized that this process of creation occurs at all levels of sophistication when studying with multiple sources".

Studying with multiple sources has number of advantages and disadvantages:

To begin with advantages, it teaches learners to be effective and find proper use of the received material, which encourages students to be creative, selective and develop their analytical skills and the most important thing is adapting acquired knowledge, where needed and using it in real life. Secondly, information from different sources arouses students' curiosity and increases their comprehension of additional materials and assists interacting or engaging with facts, circumstances of the material, practicing and familiarizing with new material and concepts, improve their evaluative skills, like comparing, contrasting and analyzing which is a great experience and big step forward towards a future career. Thirdly, it helps learners to impede their learning by analyzing, reorganizing or synthesizing and filtering information as these skills impact the development of a person.

On a level with advantages studying with multiple sources has a number of disadvantages like challenges in understanding of the received material because of their academic nature and tremendous size while processing, time consumptions owing to the variety of sources, concealment of bias and others.(Studying with multiple sources. Study guides and strategies. <http://www.studygs.net/multiplesrc.html>) Finally, in addition to these practical benefits studying with multiple sources provides wide range of opportunities in being more self-confident and enterprising. Furthermore, multiple sources can greatly improve and dress experience of learners if they know to use them properly.

3. Answer the following questions.

- a. Which sources of study have been mentioned in the text?

- b. Are you more inclined to use traditional primary sources or up-to-date ways of studying?
Why?
- c. To what extent do you think studying with multiple sources is better than using single source?
- d. To what extent did the author use references in the text?

WRITING

4. Write at least three reasons why we need to give references.

1. _____
2. _____
3. _____

5. Look at the first example in exercise 12 and put the information in order.

- a. Relevant page numbers
- b. The name or the location of the publisher
- c. The name and initials of the author
- d. The year of publication
- e. The title of the book in full
- f. For journal articles the name of the journal and the number of volume.

GRAMMAR Comparisons as....as, not so/as....as.

6. Students make up sentences of their own using given comparatives.

Make up sentences using comparatives given below.

*Eg.: Studying with single source is **not as effective** as studying with multiple ones.*

- a. ___not as important as...
- b. ___as comfortable as...
- c. ___not nearly as useful as...
- d. ___as interesting as...
- e. not as difficult as
- f. ___as useful as...
- g. ___just as good as...
- h. ___as much as possible..

7 Find which words in A column go with the one in B to form common comparative expressions with a sas:

A	B
a. pretty	1. a pancake
b. weak	2. a rake
c. fresh	3. a peacock
d. thin	4. a post
e. stubborn	5. an ox
f. slippery	6. a mule
g. proud	7. a picture
h. strong	8. a daisy
i. dry	9. an eel
j. deaf	10. a bone
k. flat	11. a kitten
l. blind	12. a bat

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>G</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>
7	11	8	2	6	9	3	5	10	4	1	12

8 Complete the sentences with the expressions in Ex. 7.

*Eg: - The girl entering the library looks very nice, doesn't she? -Oh yes, she is **as pretty as a picture**.*

1. Ali is _____ he can't see anything without his glasses.
 2. Oh, dear! We will have to change a tyre, it is ____
 3. If it doesn't rain soon, they will never grow anything in their garden, it is _____.
 4. Shoyad had a good sleep last night, so he is in the morning.
 5. Salim's friends wouldn't lend him any money, he is _____.
 6. Nabi has been in bed all week with a cold and he was _____.
 7. My sister's daughter has been offered a place at the university. She is _____.
- She has already told all her relations.
8. Davron has lost a lot of weight. Do you think he is OK? He looks _____ to me.
 9. Olim is _____ Once he makes up his mind he does it. Nothing can stop him.

8. Students complete the sentences with the suitable expressions in Ex. 7.

- | | |
|---------------------------------|---------------------------------|
| 1. <i>as blind as a bat</i> | 6. <i>as weak as a kitten</i> |
| 2. <i>as flat as a pancake</i> | 7. <i>as proud as a peacock</i> |
| 3. <i>as dry as a bone</i> | 8. <i>as thin as a rake</i> |
| 4. <i>as fresh as a daisy</i> | 9. <i>as stubborn as a mule</i> |
| 5. <i>as slippery as an eel</i> | |

LESSON 8.
ON-LINE ETIQUETTE/NETIQUETTE
SPEAKING: Problems of working on the net.
LISTENING: Real life and online behavior.

Objectives:

- explore the concept of 'Netiquette'
- use phrasal verb 'look' with different particles in various practical contexts
- learn and practice how to write an e-mail

Skills to be practiced: listening, speaking, reading, writing

SPEAKING

Starter

1. Lead in students drawing their attention to the photos and let them share the differences.

Possible answers:

Photo A represents online communication.

Photo B shows face to face interaction.

LISTENING

2. Students sort out expressions in the box into two columns. Check the sorting results.

Sort out expressions in the box into two columns.

a) shaking hands b) using capital letters c) not mentioning the title in the mail you are sending d) listening attentively when smb. is speaking e) shouting at people f) putting private information to public which can be seen by everyone even criminals, government, future employers g) showing loyalty and good mood h) chain letters i) being very brief and clear j) being emotional k) no one can guess your mood l) citing others' work you use

Real life behaviour

a, d, e, g, j

Online way of behaviour

b, c, f, h, i, k, l

3. Students match the words and phrases with their definitions .

- | | |
|----------------------|---|
| 1. Surf the net | to spend time finding and looking at things on the internet |
| 2. Browse website | to search information on the internet |
| 3. Virtual life | computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world |
| 4. Spam | inappropriate messages send on the internet to a large number of users. |
| 5. Databases | programs which allow you to store, look at or change a large amount of information quickly and easily |
| 6. Computer-literate | have experience of working with computers and know how to use them |
| 7. Crash | stop working |
| 8. A bug | software error |
| 9. Back up | making extra copies of data in case the original is lost or damages |
| 10. Bullying | to be often unkind to someone or hurt other people |
| 11. Addiction | the fact or state of being unable to stop doing something |
| 12. Hacking/cracking | breaking into someone else's computer system, often on a network to steal or change, or destroy information as a form of cyber-terrorism |

4. Students review the form for some seconds. Note that information comes at random. Play the tape. Students fill in the forms.

Speaker 1

Name: _____, Age: _____,

Occupation: _____,

Start using internet _____,

Speaker used internet for _____,

Problems: _____, _____

Speaker's attitude: _____

Speaker 1

Name: _____, Age: _____,

Occupation: _____,

Start using internet _____,

Speaker used internet for _____,

Problems: _____, _____

Speaker's attitude: _____

Tapescript

Hi, I am Tom. You must be confused to hear me, thinking what problems this little boy can have. Although I am just in form 7, my life has already become a disaster.

Everything started on my 13th birthday. I was so delighted when my father gifted me a laptop full of modern softwares and you know, 26 moreover it was connected to internet via Wi-Fi. Wow, it was exactly the one I was dreaming of for the last years. We are five children in our family and we can't always afford to have everything we want. So you can understand what a laptop meant to me. I dived into net. World wide web whirled me and I started to browse websites looking for something entertaining. Social nets and on-line games attracted my attention most of all. First I started spending hours than whole days sitting in front of a computer getting nervous if I have lost in Counter strike, the game which is popular with teens. Or I've got used to chatting with my on-line friends about all kind nonsense. I was addicted to the net and couldn't imagine a second without it. I ate being on-line, went to school not leaving it, and I fell asleep embracing my laptop. I got along with different guys whom I looked up who lived in our region. Their influence on me was increasing day by day. My virtual life was fascinating. It was much more exciting than a real life. It lasted till I fell out with my chaps. Then the thriller started. Oh my God, it was horrible. They threatened me using impolite words, looking down on me. I was bullied on-line. I logged out, thinking that the nightmare would stop, but I was wrong. Bullying transferred into my real life. Guys chased me picking on me, putting me down and beating me. I didn't know what to do. I was threatened to be killed if I tell something to somebody. They do it on purpose just to entertain themselves. I am afraid... I am scared of them.

Now, I am going to be dropped out of school as I've failed my exams and my dad is called to school. He was so proud of me. But now... (sigh) I need your help...

Hello, Dears. I am Lola, a second year student. Since I entered the University, Internet became my best friend. By surfing the net I got acquainted with various useful sites, created my e-mail account, enlarged my database, improved my computer-literate skills, and expanded my network by making friends not only from our country but also from all over the world. By means of internet I have improved my IT skills and knowledge in my subjects, as I am used to calling up web-based materials I required to know. At the push of button I am able to get anything I need. Huh, (laughter) Just incredible! But... You know guys, on the other day, I got a strange e-mail, that was in my Spam box. I opened it in order to read it considering it a usual message I often deliver or get. At a sudden, my computer crashed and refused to obey me, you know. I didn't catch 27 on what was happening. (voice up) Consequently, I couldn't deal with it. Next day I took my treasure (laughs) to the computer programmer who set out that my kid/laptop had been hacked or cracked, something like that, and it had such a bug that consumed my information. (pity sigh) Oh, my God, being 20 years old I have no idea about cracking and hacking. (laughs with sorrow.) However, because of them I lost all my material I was collecting so long, even my own articles and research work results, as I didn't have a back up copy of my work. (Sigh), I am sure it is illegal for anybody to destroy somebody's information this way. It is unfair! Spamming,

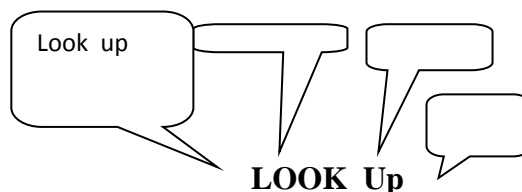
cracking, hacking on purpose... (with anger and sorrow for her material) I think we should figure out a solution to cope with these kind of stuff. We should...

5. Students listen to the tape again and fill in the gaps using no more than three words.

1. First I started spending hours then whole days sitting _____ computer
2. Counter strike, the game which is _____ teens.
3. I was _____ the net and couldn't imagine a second without it.
4. I _____ different guys whom I _____ who lived in our region.
5. Their _____ me was increasing day by day.
6. It lasted till I _____ my chaps
7. They threatened me using impolite words, _____ me
8. Guys chased me _____ me, _____ and beating me.
9. Now, I am going to be _____ school
10. By surfing the net I _____ various useful sites
11. I didn't _____ what was happening
12. Consequently, I couldn't _____ it.
13. The computer programmer who _____ that my kid/laptop had been hacked or cracked.
14. I am sure it is _____ to destroy information this way.
15. I think we should _____ a solution to these kind of stuff.

6. Groupwork. Looking at the photos students name the problems. The teams offer solutions.

- a) bullying b) addicting c) hacking/cracking



ahead

to

back

LESSON 9.
READING: Ten rules of netiquette.
WRITING: E-mail, comment.
GRAMMAR: Phrasal verbs.

READING

1. Work with your partner and make a list of Do's and Don'ts of Netiquette.

Do's _____

Don'ts _____

2. Read the text and match the titles to the paragraphs.

1. Adhere to the same standards online that you follow in real life.
2. Respect other people's time.
3. Remember the Human.
4. Make yourself look good online.
5. Ignore other people's mistakes.
6. Respect the privacy of people.

a. There are Ten rules of Netiquette that everyone who goes online should follow. You should remember them every time you go online. Netiquette is a set of rules for behaving properly online. You need to remember that you are talking to a real person when you are online. Remember this saying when sending an email: Would I say this to the person's face.

b. You need to behave the same way online that you do in real life. You need to remember that you can get caught doing things you should not be doing online just like you can in real life. You are still talking to a real person with feelings even though you can't see them.

c. Remember people have other things to do besides read your email. You are not the center of their world. Keep your post and emails to a minimum by saying what you want to say. Remember everyone won't answer your questions.

d. Remember always to check your spelling and grammar before posting. Always be what you are talking about and make sense saying it. Be polite and pleasant to everyone.

e. Do not read other people's mail without their permission. Going through other people's things could cost you your job or you could even go to jail. Not respecting other people's privacy is bad Netiquette.

f. Do not take advantage of other people just because you have more knowledge or power than them. Treat others as you would want them to treat you if the roles were reversed. Do not point out mistakes to people online. Remember that you were once the new kid on the block. You still need to have good manners even though you are online and can not see the person face to face.

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>
1	3	2	4	6	5

3. Read the statements and decide whether they are true (T), false (F), not given (NG).

1. :)))))) means laughter. __ __

2. We shouldn't forget even being on-line we dealing with real a person. __ __
3. It is advisable to be brief and clear. __ __
4. Going through other person's mails is OK if the person is your friend. __ __
5. Pointing out mistakes to people online is a good way of teaching them not to do this mistake again. __ __
6. Writing in all capital letters means shouting. __ __
7. Using lower case letters means you are mumbling. __ __
8. Email can be read by no one but yourself. __ __

1.NG 2.T 3.T 4.NG 5.F 6.NG 7.NG 8.F

WRITING E-Mail

4. Students look at the letters and find out the differences.

Letter A is a sample of an informal letter having been written to a pen friend on a daily topic. It has no strict structure.

Letter B is a sample of an formal letter having a specific aim and proper structure.

Inform students about Do's and Don'ts to be followed in e-mail writing using the notes below.

Teacher's notes

DO'S

- Use an informative subject line, which says what the email is about.
- Write the most important information first.
- Use numbers and bullet points to make the message clearer.
- Use simple grammar. Avoid things like the passive. (As emails are fast means of communication, they tend to be less wordy and complex than formal letters.)
- Write short sentences.
- Use paragraphs to keep the email clear and easy to understand

DON'TS

- Write 'hello' as your subject line.
- Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.
- Give personal information that you don't want anyone else to know.
(The email could end up in the wrong hands)
- Use capital letters to write fully words as in emails, this is considered shouting.
- Use different fonts in the email (the recipient's computer may not be compatible)
- Use Italics (the reason may be misunderstood, due to cultural differences).
- Use exclamation marks.
- Use abbreviations like coz and uni, as the recipient may not understand them.
- Use acronyms like BTW for the same reason.
- Use smileys. They may be misunderstood and come across as unprofessional

5. Put the parts of email in the proper order.

1 d , 2 __ , 3 __ , 4 __ , 5 __ , 6 __ , 7 __ , 8 __ ,

a. Nasim Sodikov

b. I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many lessons a week do you have?

c. Finally, I was wondering if any extra-curricular activities such as excursions are offered at your school. If so, are these included in the price, or at an additional cost?

d. Dear Mr Kamilov,

e. With regards to accommodation, do you only provide homestay-style lodgings or are there any other possible alternatives? I would prefer to stay in shared accommodation with self-catering facilities.

- f. I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.
- g. Yours sincerely,
- h. I would be grateful for any information you can give me and I look forward to hearing from you soon.

6. Sort out the items in the box into relevant column.

a) Dear Mr./Mrs./Ms. : b) Yours faithfully c) We are writing to inform you that d) Just a short note to let you know that e) I am writing with regard to f) Please note that g) I look forward to hearing from you soon. h) I'd be grateful if you could i) You will be pleased to hear that j) We are able to confirm that k) I look forward to discussing these issues further l) With reference to your email sent (date) m) I look forward to receiving this information as soon as possible. n) Please contact me again if I can be of any assistance. o) Sincerely yours p) Dear Sir or Madam q) I wonder if you could r) As you requested s) We regret to inform you that t) The data is available in the attachment below u) Guli Ikromova

7 .Students compose a formal letter to mtrk@inbox.uz requesting for monthly/termly/yearly subscription for 'Yoshlik' journal. Pair up the students and allow give time for peer editing focusing on the proper structure.

To :

S u b j e c t :

Dear _____

GRAMMAR : Phrasal verb 'Look'

8. Fill in the bubbles with the appropriate letters.

- Rely on smb. or smth.
- Find the information in a book, on a map or a timetable
- Think about what is going to happen in the future and make plans
- Think about smth. that happened in the past
- Try to find smth.
- Feel pleased and excited about smth. that is going to happen.
- Visit a person or place for a short time
- Watch smth. without taking part
- Watch what is happening and be careful
- Visit a place and look at the things in it
- Read smth. quickly and briefly

Look ahead c

<i>Look back</i>	<i>d</i>
<i>Look for</i>	<i>e</i>
<i>Look forward to</i>	<i>f</i>
<i>Look in</i>	<i>g</i>
<i>Look on</i>	<i>h</i>
<i>Look out</i>	<i>i</i>
<i>Look round</i>	<i>j</i>
<i>Look through</i>	<i>k</i>
<i>Look to</i>	<i>a</i>

9. Use phrasal verbs from the exercise above to complete the sentences.

1. _____ fledu.uz, Wikipedia and ziyonet.uz for educational purposes is becoming more and more popular with the youth.
2. Nodir has learned _____ E-English-English dictionary in order to improve his vocabulary these days.
3. Great people are used to _____ before acting.
4. Rano was sitting with a book in her hands in the veranda enjoying the view of her big garden and _____.
5. Identify what you really need before starting to _____ it.
6. “_____ the web-sites you have been recommended for your research work”-said the supervisor.
7. Mirzo _____ having finished playing online game. It was already midnight and his mum had already dropped off.
8. As Zulfiya was browsing the net, a sudden warning sign “_____!” appeared on her screen preventing her from entering the site.
9. Football amateurs prefer _____ the game rather than playing themselves.
10. I am _____ the opening date of online course “Academic writing”.

- | | |
|-------------------------|------------------------|
| 1. <i>Looking to</i> | 6. <i>Look through</i> |
| 2. <i>to look up</i> | 7. <i>Look around</i> |
| 3. <i>looking ahead</i> | 8. <i>Look out</i> |
| 4. <i>looking back</i> | 9. <i>Look on</i> |
| 5. <i>look for</i> | 10. <i>Look up</i> |

LESSON 10.
LEARNING STRATEGIES
SPEAKING: Discussing meta-cognition.
LISTENING: Types of strategies.

Objectives:

- listen to the gist and listen to a detailed information
- use the complex modal verb forms in different communicative situations
- enlarge the lexical stock of on the given topic
- get introduced to pre-writing strategies, learn about their techniques.

Skills to be practiced: listening, speaking, reading, writing.

Target vocabulary: to identify, cooperative thinking, to comprehend, an approach, to acquire, to fulfill the task, to monitor, meta-cognitive, multisensory, concepts, notions, to direct to, to manage difficulties, to analyze, to assist, to explicit

Starter

Focus students' attention on the photos. Give them some time to explore learning strategies reflected in them.

Possible answers:

Pictures A and C show people who are building or working out their correct strategies to be a success or achieve something in life.

Picture B is with chess game description in which players should have exact strategy to defeat the enemy. Usually people compare the life with a chess board where men using some strategies can win much.

Questions should be answered by students, their personal ideas on learning strategies. If students face some understanding problems in answering the questions, paraphrase the questions for them.

Eg.: What is your learning strategy? How do you learn things better? / What are the effective ways of learning in your experience?

SPEAKING

1. Answer the following questions.

- a. What is a strategy as a general idea? What is a life strategy and how it affects our behavior?
- b. What is a meta-cognitive learning strategy?
- c. What are some types of meta-cognitive learning strategies? How do they help with our studies?

a) Strategy is an approach, a way, a tool to find out the solutions to problems. Life strategy is some ideas or our plans to achieve something good during our living. Each of us has a special life approach, life plans which are sometimes called life strategies as well.

b) Meta-cognitive learning strategy is a general strategy, where learners reflect on their own thinking, such learning strategies are very effective ones.

c) Organizing or planning strategies, monitoring strategy, personalizing strategy are some types of meta-cognitive learning strategies. They assist learners to get to their studying deeper.

LISTENING

2. Match the words 1-10 with their definitions a-j.

1. To identify

A) an instrument or a special technique which helps us to do some work, job;

- | | |
|-------------------------|--|
| 2. To comprehend | B) a future purpose a person has set; |
| 3. Cooperative thinking | C) to become the owner of something; |
| 4. Teamwork | D) a way of dealing with a situation or a tactics; |
| 5. An approach | E) coming to one conclusion, mind together by discussing or debating in a group; pondering altogether; |
| 6. Explicit | F) to understand; |
| 7. A tool | G) the type of job doing which is fulfilled in a group, together; |
| 8. Prior knowledge | H) vivid, exact, clear; |
| 9. To acquire | I) to find out something suitable by analyzing deeply; |
| 10. A goal | J) the previous set of information usually learnt at the early age; |

1. Students match the words and phrases 1-10 with their definitions a-j.

1	2	3	4	5	6	7	8	9	10
i	f	e	g	d	h	a	j	c	b

Tape script

– In order to find out more information about learning strategies we are going to talk to Professor Brian Johnson who has made a number of inputs to valuable methodology. Mr. Brian, we are glad to meet you at our studio today.

– I am also happy to be here with you, thank you for your invitation.

– Mr. Brian, today we are going to discuss problems of learning strategies.

– Well, it's a good idea.

– Can you tell us what learning strategies there are in general?

– Firstly, we should find out what strategy is. Strategy is a way of doing something; it is a person's own decision to which way to go with this or that strategy; it can be applied to any field, to any job. Everyone has a strategy of living. Our deeds, actions, achievements even falls are controlled or just formulated by our life strategies as well!

– Mr. Brian, as all our most listeners are the youth, mostly students of different specialties, they are eager to understand what are learning strategies are? Why are they so important to be found out?

– Learning strategy is a key to better studying, achieving top results in any sphere, as since it is a person's approach to learning or using information. If learners are not aware of their learning strategies or do not use them at all they may face a number of problems while studying, and in future even while upgrading professional careers as well. Learning strategies assist us to solve problems or avoid them, lead to cooperative thinking.

– Oh, I've never expected that it is such a global issue for studying! As far as I know, there are a lot of types of learning strategies. Which of them are the most important ones?

– All of them are essential and somehow connected with each other. But here I would like to focus on some of them. Let's speak about meta-cognitive ones, they are general learning strategies. Reflecting upon your own thinking and learning is meta-cognitive thinking. They are considered to be one of the most effective for learners. Some types of them: organizing or planning strategy, students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation helps them to cope with any task. Or let's take monitoring strategy, where learners question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down. Personalizing strategy is also important to know, students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.

– I came across another type of learning strategy while preparing for the programme: task-based learning strategies. What specific features do they have?

– The «Task-Based Learning Strategies» focus on how students can use their own resources to learn most effectively. By focusing students' attention on their resources, we emphasize their ability to take responsibility for their own learning. There are four different subgroups of them: strategies that use what you know, strategies that use your imagination, strategies that use your organizational skills, strategies that use a variety of resources. They are responsible for (cut down here)

3. Give students some time to review the statements. Play the tape. They listen to the material and decide whether the statement is true (T), false (F).

- 1 A strategy is the only methodological term.
- 2 Learning strategies must be studied and then used by students at Educational Institutions.
- 3 Meta-cognitive learning strategies are general learning strategies.
- 4 Organizing or planning strategies help learners to fulfill any complicated task.
- 5 Monitoring learning strategy assists students to manage their anxieties or stresses.
- 6 Professor Johnson hasn't made any work on methodology but is aware of specific features of it.
- 7 Personalizing strategy is used for getting information closer to a learner's own conditions.
- 8 Learning strategies are only useful for foreign language studying.

1) F 2) T 3) T 4) T 5) F 6) F 7) T 8) F

4. Play the tape again. Students fill in the gaps with appropriate words from the audio material.

- a. To use _____ knowledge is one of the basic data of task-based strategy.
- b. All specific features of learning _____ can help for setting _____ in future language learning process.
- c. Personalizing strategy assists students to bring information _____ to his or her personal feelings, ideas.
- d. Organizing strategy is responsible for _____ or arranging some educational issues.
- e. Effective and important _____ to learning can help a person to develop professionally.
- f. There are four various _____ of task-based learning strategies which are closely connected to each other.

a) prior b) strategies/goals c) closer d) organizing e) approach f) subgroups

LESSON 11.
READING: Effectiveness of learning strategies.
WRITING: Writing strategies.
GRAMMAR: Modal verbs.

READING

1. Students read the title of the text and guess the upcoming text plot. Elicit students' ideas.
2. Students read the text and choose the best title for paragraphs 1-3.

1. c) 2. b) 3. a)

10. Pairwork. Students give synonyms to the underlined words in the text and explain what meaning

they present in the context.

LEARNING PYRAMIDS

(A famous lawyer Dr. Brown shares his personal ideas)

- a. Learning strategy types
- b. Build up your own strategy
- c. An importance of strategy

1. I am glad to share my opinions on effectiveness of learning strategies with you. Firstly, I would like to define the word "strategy"; it has become probably the most important notion for all great personalities. Why? Because this is the foundation of all further developments, achievements, goals; the richest people or managers have set explicit approaches, direction; that is a strategy in their lives. Can you imagine a ship without a sail? It will surely lose its direction and get drowned if it is without a sail. A sail is a strategy for a ship. So, if human beings do want to achieve something nice in their lives they should have life-long strategies directing them to top goals.

- a. What is a life-long learning?
- b. Essence of learning strategies
- c. Studying concepts analyzes

2. Now we are coming closer to learning strategies. Our lives consist of such learning or studying concepts as perceiving, comparing, analyzing, concluding, giving feed-back. From the very early childhood human being learns by listening, then by reading and writing. This is the main life rule! Learn! Study! That is lifelong learning. That is why all learners (people) must find out special learning strategies for themselves no matter what professions they have. Why is it so important?

In order to find out best suitable methods of learning for himself, to scan his own abilities, strong and weak points, for managing any difficulties not only in studying period but throughout the life.

- a. Strategy's effectiveness in life-long learning process
- b. Theoretical overview of strategies
- c. Career progress with the strategic assistance

3. From my own experiences I can tell you when I entered the Westminster University I faced with a number of difficulties first, I couldn't manage tasks, I was about to fail some subjects. Then I tried to analyze what hell is going on, I finished high school with excellent marks, how could I become unsuccessful student at Higher Educational Institution?! After I have analyzed all conditions I came to conclusion that I needed some strategies. Using organizing strategy, I got a calendar where my monthly plans were depicted, monitoring strategy gave me chance to check my progress, evaluating one made me assess my study, using imagination strategy made me be more creative, I became more communicative, enthusiastic, started to work cooperatively using cooperative strategy.... In short words I opened a new gate for developing as a person. I still use those learning strategies in my profession, as I always compare them to pyramids, stepping up to the top you are getting to your proficiency!

Effectiveness - use, productiveness;
notion - idea, opinion, belief, conception, impression, sentiment, estimation;
to direct - to guide, to show, to lead;
to manage - to succeed, to bring about, to arrange, to make work
to assess - to assign, to determine, to appraise;
cooperative - collaborative;
proficiency - competence;

WRITING Pre-writing strategies

3. Instruct students to use brainstorming techniques to develop the written topic. They write some sentences connecting them into a unique context as a paragraph to “automobile business” theme.

Possible answers: Competition in an automobile market-today the world car manufacturing market is really developing as demands and needs of comfortable, high speed cars are rising rapidly. Not every car company is able to compete in such strong stream of business; today for rushing into such market a company should make totally perfect cars.

Producing the least pollution to environment because of population growth, their high demands in car purchasing, ecology is suffering a lot, today the vital demand of a lot of countries is to think over alternative ways to fuel cars and try to produce automobiles thinking of safe environment.

As for a very high speed, speed is still being one of the main factors of customer’s demands. It should be high if you want them to sell out.

4. Students use another pre-writing technique, free writing. Ask them to write about anything that comes to their mind based on the themes.

Possible answers: The most difficult subject at school for me was math! Really I didn’t know what to do with my problems in this subject! I still really don’t know why I couldn’t do all those calculations. It was my weak point. May be the teacher couldn’t find way to me, may be just I didn’t have a talent in math! Who knows.....

I know a lot of ideal people, but writer Utkir Hoshimov is my ideal one. I respect him very much for his intellect, lively writing style, and getting deep into souls of human beings. Even if I have never talked to him in flesh I dream of thinking as him, comprehending life as he does.

5. Students choose the research theme in their own specialty. They may group their ideas visually filling the presented chart.

6. Students make a visual diagram of their ideas on the chosen topic.

7. Students make a list of questions connected with their research topic and answer them.

8. Students write a complete pre-writing part of a research on the theme they have chosen in their own specialty. Pre-writing techniques or strategies are presented.

GRAMMAR: Modal verbs

9. Looking at the pictures students make as many sentences as possible using modal verb forms.

10. Make up sentences using appropriate modal verbs.

- Students (learn) _____ to set proper goals in their studying.
- These young learners (know) _____ a lot of things about learning strategies.
- Ancient warriors (defeat) _____ their enemies after they had selected the right battle strategies.
- How did Rustam (change) _____ on his own?!
- Everyone the whole strategies of the group (analyze) _____ their errors with the help of monitoring strategy.

Check the answers.

a) should; b) must or should; c) could ; d) dare; e) can;

11. Remake the following sentences using proper modal verb forms.

- a. It would be morally right if you assist your younger brother to choose a correct learning strategy as he is facing some difficulties in his studying.
- b. They are obliged to do all tasks by Saturday as we have already appointed that date as deadline.
- c. Everybody managed to get out of this complicated situation as we were taught to choose the right way to cope with such situations before.
- d. Life sometimes has an ability to teach something essential for every human being, not everything goes exactly as you have planned to be.
- e. Do you want me to help you to analyze your testing results?

Students paraphrase the sentences using should, must, have to. They can use one and the same modal verb more than once.

- a) You should assist your younger brother with his studying.*
- b) They must fulfill all tasks by Saturday.*
- c) Everyone was able to cope with difficulty as we knew proper strategies.*
- d) Life can teach us unwritten rules we are not intending to face.*
- e) Could I help you to analyze your results?*

LESSON 12. **EFFECTIVE STUDY HABBITS** **SPEAKING: Learning styles.** **LISTENING: TV interview with a psychologist.**

Objectives:

- find the most effective habit for themselves and improve it
- differ the usage of “verb+ ing” and “verb+ to” construction with the change of meaning
- enlarge the lexical stock on the given topic

Skills to be practiced: listening, speaking, reading, writing.

SPEAKING

Starter

1.Focus students’ attention on the photos. Ask them what is described in them and what do these pictures have in common.

Possible answers: pictures show different study habits of different people. Some people work in libraries more effectively while others prefer group study. Some students highlight the main points of the topic in the textbook in order to remember easily, while others find note taking more useful. Some people have the habit of learning in beds and some of others prefer quiet places or study outdoors.

Students look at the list of study habits and choose the most effective one. Answers may vary.

- | | |
|---|---|
| <input type="checkbox"/> Reread / review | <input type="checkbox"/> Working environment |
| <input type="checkbox"/> Wait until the last minute | <input type="checkbox"/> Use study guides / study buddy |
| <input type="checkbox"/> Study when well-rested | <input type="checkbox"/> Allow plenty of time |
| <input type="checkbox"/> Study on the bus | <input type="checkbox"/> Cram |
| <input type="checkbox"/> Study in a quite environment | <input type="checkbox"/> Study only for taking a test |

LISTENING

2.Students fill in the gaps with appropriate words from the box and form the phrases.

to leave to improve to keep to seem healthy to share to ask for to try out

1. *to ask for* clarification 5. _____ comments
 2. _____ several techniques 6. _____ lifestyle
 3. _____ good study habits 7. _____ experience
 4. _____ an assignment planner 8. _____ overwhelming

1) *to ask for*; 2) *to try out*; 3) *to improve*; 4) *to keep*, 5) *to leave*; 6) *healthy*; 7) *to share*; 8) *to seem*.

3. Play the tape. Students listen to the interview with a psychologist advising parents how to

teach their children to learn. While listening students fill in the table with the advice given by the psychologist.

PHSYCOLOGIST
 Advice 1

ADVICE
 Getting organized

Advice 2	Following a routine
Advice 3	Getting creative
Advice 4	Determining a set place
Advice 5	Encouraging kids to talk to their teachers out of class
Advice 6	Teaching healthy lifestyle habits for test days
Advice 7	Encouraging them to learn their learning style
Advice 8	Note-taking
Advice 9	Encouraging them to take breaks

Tape script

I- interviewer, P- psychology

Welcome to our TV Show. Today's our guest is famous psychologist Feruza Akbarova and today we are going to have a hot topic "Do you teach your kids HOW to learn?"

I: Good morning Mrs. Feruza. Welcome to our show!

P: Thank you. Good morning.

I: Mrs. Feruza can you give us some pieces of advice how to improve our kids good study habits.

P: Yes first thing is get organized. Seriously, teach your kids how to organize their binders, bags, etc. Also, if you have older kids, give them the skills to keep an assignment planner. Get them in the habit of writing their tasks down. And next thing is following a routine. Make a hard-fast homework time in your child's schedule. Little ones particularly benefit from predictability. There's less resistance when the time is already built into day. Besides that getting creative is also very helpful. Getting creative isn't just for the little ones. Older children can find what habits are effective for them individually by trying out several techniques: flash cards, rewriting notes, making up songs, making a game out of studying.

I: And I think the place where you are studying is also important?

P: Yes, of course. You should determine a set place for kids to study. It helps them get into the mindset. Maybe it is a desk in their room, your family office, or the dining room table? Make sure their location is

stocked with supplies. My kids never really liked studying in their rooms, so I made them a little tote with pens, pencils, markers, scissors, etc. We pulled it out during homework and then stashed it out of sight until the next day. Encouraging your kids to talk to their teachers is also effective. In a world of email and instant communication, it is important to teach your kids how to email their teacher and ask for clarification. Some kids are too embarrassed to raise their hand in class if they get behind, show them other ways to communicate if that is the case. And don't forget to teach healthy lifestyle habits for test days. Encourage kids to go to sleep on time and eat a healthy breakfast on test days. As they get older, the tests come with higher stakes, so healthy habits will really play into their success. And please, encourage them to learn their learning style. When they bring home an assignment or test with a great grade, ask them what they think helped them the most. A pattern may start to emerge. You can also encourage them note-taking. Note-taking is a learned skill. Either the teacher suggests it or he/she doesn't. Encourage your child to do it anyway. Show them how. And don't forget that older kids have a lot of pressures. Studying from start to finish is too much. Encourage them to take breaks. Depending on the kid, maybe a 10 minute break every 30- 50 minutes will help re-center them. For some people, the prospects of a two hour study session seems so overwhelming, they don't want to begin. Teach them how to recognize their time limits.

I: O.K. Mrs. Feruza, thank you very much for your useful advices. We hope our parents got useful information from today's show. Thank you for being with us.

P: Thank you.

I: Dear parents do you teach your kids HOW to learn? If so, how do you do it? If you want to share with your experience leave your comments on our website www.mtrk.uz. at psychology corner.

4. Students fill in the missing parts of the sentences as it is given in the listening material. Play the tape again and check the answers.

1) resistance 2) rewriting notes; 3) determine; 4) embarrassed; 5) stakes; 6) grade; 7) pressures 8) prospects; 9) overwhelming;

Listen and complete the sentences:

1. There's less *resistance* when the time is already built into day .
2. Older children can find what habits are effective for them individually by trying out several techniques:
flash cards, _____ , making up songs, making a games for studying.
3. You should _____ a set place for kids to study.
4. Some kids are too _____ to raise their hand in class if they get behind, show them other ways to communicate if that is the case.
5. As they get older, the tests come with higher _____, so healthy habits will really play into their success.
6. When they bring home an assignment or test with a great _____, ask them what they think helped them the most.
7. And don't forget that older kids have a lot of _____.
8. For some people, the _____ of a two hour study session seems so _____ they don't want to begin.

5. Pairwork. Find out if students have the similar habits as mentioned by the psychologist. Then direct them to ask the list of questions from their partner. Students tell the whole class about their partner's study habits and decide whether they are effective for them.

1. Are you attentive in the classroom?
2. Do you study just before the exams?
3. How many hours a day do you study?
4. Do you attend classes every day?
5. Do you study with a goal in mind?
6. Do you study in front of TV?
7. Do you prefer studying at nights or mornings?
8. Do you research about a topic discussed in school?
9. Do you prepare for exams alone or in a group with your friends?

LESSON 13.

READING: Forget what you know about good study habits.

WRITING: Dairy writing.

GRAMMAR: Verb + ing or verb + to

READING

1. Students match the words with their definitions.

1-D; 2-C; 3-G; 4-H; 5-F; 6-B; 7-E; 8-A;

9. Students read the article from the newspaper and while reading they fill in the missing parts of the text a-g with the phrases 1-7.

a-4; b-7; c-6; d-3; e-5; f-1; g-2.

10. Students read the questions and answer them according to the text.

11. Students read the psychological test and answer questions by using 1-5 scale. After they have found their scores read the following results to them.

45-50 points: Your study habits reflect excellent strategies. If your grades don't reflect them, talk to your teacher at your academic assistance center.

40-44 points: Your study habits reflect excellent strategies. Have some questions made you pause? Consider improving your effectiveness: begin by reviewing one question.

35-39 points: You may have some good habits, but there is area for improvement. Select one particular question, and focus on improving that one: for example, time management and place.

30-34 points: There is much for improvement. Even if your test scores are O.K, it's not likely that are getting the most out of your study strategies.

Below 29 points: Look at the bright side: with a little professional help, you can make a big difference. Your teacher can help you start to become a better learner and understand better. Good luck!

2. Match the words with their definitions.

1 notion -----

a) similar to something;

2 hallowed

b) to study hard in order to learn a lot in a short time, especially

for an examination;

3 clutter

c) considered very special and treated with great respect;

4 dimension

d) an idea or understanding of something;

5 equation

e) completely full;

6 cram

f) a statement in mathematics that two sets of numbers or

expressions are equal;

7 jam-packed

g) the mess created when there are too many things in a place;

8 akin

h) the size of something;

3. Read the article and put the phrases 1-7 in the gaps a-g.

1. the researchers have found 5. the researchers gave all of the students a test on

2. can lead to a better grade on a given exam the material

3. the other half studied mixed problem sets 6. each to calculate a different dimension of a prism

4. students find a specific phase 7. did far better on test than students

Forget What You Know About Good Study Habits

Benedit Carey

Take the notion that children have specific learning styles, that some are 'visual learners' and others are auditory; some are "left-brain" students, others "rightbrai". In a recent review of the relevant research, published in the journal Psychological Science in the Public Interest, a team of psychologists found almost zero support for such ideas. ... Psychologists have discovered that some of the most hallowed advice on study habits is flat wrong. For instance, many study skills

courses insist that a) _____, a study room or a quiet corner of the library, to take their work. The research finds just the opposite. In one classic 1978 experiment, psychologists found that college students who studied a list of 40 vocabulary words in two different rooms - one windowless and cluttered, the other modern, with a view on a courtyard - b) _____ who studied the words twice, in the same room. Later studies have confirmed the finding, for a variety of topics. ... In a study recently posted online by the journal Applied Cognitive Psychology, Doug Rohrer and Kelli Taylor of the University of South Florida taught a group of fourth graders four equations, c) _____. Half of the children learned by studying repeated examples of one equation, say, calculating the number of prism faces when given the

WRITING

4. a. Draw students attention to the table. They read the tips to write a diary, choose the correct one and put a tick.

1) ✓; 3) ✓; 5) ✓; 7) ✓; 8) ✓

b. Students look at the types of diaries and write what could be included to the following diaries.

1. Travel Diaries	Include many records made by voyagers. These diaries are centered specifically around the courses of where a person has traveled, usually including experiences that occurred along the route.
2. Sleep diaries	Generally, these types of diaries are kept by a patient, given by a doctor, psychologist, etc. Ideally, they are used for diagnosing people with a sleep disorder, like narcolepsy or insomnia.
3. Audio diaries	Many people use tape recorders or voice recorders to talk about parts of their lives that are most fascinating to the current situation.
4. Personal writing diaries	In these diaries, people write their thoughts about anything they want.
5. Creative writing diaries	Used to record stories, poems, lyrics, songs, or drawings. For example get a thought that comes to mind spontaneously, and they record it types of diaries. Record of all the types of foods and drinks consumed by a person, usually in order to estimate calorie consumption; while tracking calorie consumption, a person can see how far he has come in his weight loss struggles.

GRAMMAR: Verb + ing or verb + to

5. Focus students' attention on grammar part and check their background knowledge if they know the difference between "go on doing" and "go on to do" or "remember doing" and "remember to do".

State that some verbs can be followed by the full infinitive or the -ing form with little or no change in meaning. For example:

The students continued to study in the library all afternoon.

The students continued studying in the library all afternoon.

These verbs are: begin; can't bear/stand; continue; hate; intend; love; prefer; start

Some verbs can be followed by both the full infinitive and the -ing form. The choice depends on the meaning.

I remember my friends at school playing computer games after the lessons. (past memory)

Remember to do your homework before going out. (don't forget)

These verbs are: consider; forget; go on; imagine; learn; like; mean; regret; remember; stop; teach; try;

6. Students read the sentences and decide if both sentences have the same meaning or not.

1 –X; 2-√; 3-√; 4-√; 5-x; 6-x.

6. Read the following sentences and tick (V) if they have same meaning and cross (X) if not.

1. a) I went on listening to tapes of recorded assignments.
b) I went on to listen to tapes of recorded assignments .
2. a) We saw students using their notes in the exam.
b) We saw students use their notes in the exam.
3. a) I hate being interrupted while reading a book.
b) I hate to be interrupted while reading a book
4. a) Komil stopped leaving assignments at home.
b) Komil stopped to leave assignments at home.
5. a) Why don't you try experimenting with objects?
b) Why don't you try to experiment with objects?
6. a) Do you continue taking part on webinars organized by our University?
b) Do you continue to take part on webinars organized by our University?

7 Choose the right forms of the verbs.

People who remember to *do/doing* everything they have planned are usually people who organize their tasks in some way, and avoid to *get/getting* into a muddle. A shopping list is a good example of this technique, provided you remember to *take/taking* the list with you when you go to *shop/shopping*. It's sometimes possible to remember a fact, for example, if first of all you stop to *think/thinking* or a few moments. When you try to *remember/remembering* something, this will be easier if you have learnt it in an organized way. If you are not sure how to do this, try to *write/writing* brief notes about the text you are reading. Many people find this an effective way of learning. After all, it's easy to read something and not understand or remember it, usually because you have stopped to *pay/paying* attention.

LESSON 14.
SUCCEEDING IN LIFE LONG LEARNING (LLL)
SPEAKING: Presentation to the class.
LISTENING: How to succeed in continuous learning.

Objectives:

- explore the successful ways of lifelong learning
- practice Present Perfect and Present Perfect Continuous
- learn how to write reflective autobiography

SPEAKING

Starter

Lead in students concentrating them on the posts. Let them share their understandings about the notes with the whole group.

LISTENING

1.Pairwork. Students read the words and word combinations in the box and guess their meaning.

tremendous enables frustration affluence
fast track neutral accomplish the pay off
working your way towards preferably
start off add up discipline

tremendous – great in amount and level
enable – make someone able to do something
frustration – when you feel annoyed or less confident
affluence – prosperity, abundance
fast track – the quickest, but usually most competitive, route to success or progress
neutral – not noticeable
accomplish - finish something successfully
the pay off – award you get out of your effort
working your way - style
towards - to
preferably – if possible
start off – to make something begin by doing something
add up – to have a particular result or effect
discipline - training which produces obedience

2.Students use the words from the box and complete the sentences.

1. As you continue to grow and grow *towards* the realization of your four potentials.
2. The habit of continuous learning average people to become top performers in their field.
3. It enables people to rise from poverty and to arise and success.
4. It increases your intelligence and puts you on to the . . in your career.
5. Continuous learning, like nature, is . . .
6. Anyone can use it to . . extraordinary things in life.
7. A nd.....from continuous learning will last you all the days of your life.
8. You'll be becoming one of the knowledgeable people in your field.
9. Read 30 to 60 minutes each day in the morning before you . .
10. This w ill.....to about 1 book per week.
11. You must also yourself leave television or radio off, to put the newspaper aside.

1. *towards*
2. *enables*
3. *fast track*

3 Look at the photo and guess: What will the listening be about?

4 Look through the statements below. Listen and decide if they are true or false.

1. Being optimistic and positive is the best reward for continuous development. _T_
2. Top performers enable your continuous learning. _____
3. The payoff from continuous learning will last forever. _____
4. Read at least 30 famous books in your field. _____
5. To earn PHD one should read at least 50 books in his field.
6. Average person in the world reads less than one book per year. _____

5 Choose a heading to the record and prove your choice.

- a. Habits of continuous development.
- b. How to succeed in continuing learning.
- c. Reading is the basis of lifelong learning.

6 In groups of 4 or 5 make a poster illustrating the idea given in the listening activity. Add your own ideas and explain them. Choose one person to present your poster to the class.

In a period of time up to and including the present:

He *has tried* to learn a language by himself.

A situation that is incomplete or ongoing:

I've *been learning* it since 2010. (*dynamic*)

How long have *you known* this person? (*stative*)

He *has lived* in this city all his life. (*permanent, state-like situation*)

He has been living in Tashkent for two years. (*temporary, dynamic*)

LESSON 15.

READING: Ibn Sina (Avicenna 980-1037).

WRITING: Survey report.

GRAMMAR: Present Perfect and Present Perfect Continuous.

READING

- Students read the descriptions and decide who they belong to.
- Students read the statements and decide if they are true or false.
- Students match the words in column A with the definitions in B.

1. Read the descriptions and decide who they belong to. Choose the options below.

1. He spent 17 years in Milan working for the Duke, inventing, painting, sculpting, studying science and conceiving an endless stream of innovative and daring ideas.
2. Born in Khiva in 973 A.D, and trained initially as a mathematician, he used to work in the fields of chemistry, astronomy, history, geography, and pharmacology.
3. He is well known for his great contribution to medicine and philosophy. His most famous and important books were the Book of Healing <<Kitab ash-Shifa>> and the Canon of Medicine <<al-Qanun fi al-Tibb>>.

a) *Beruniy* b) *Da Vinci* c) *Ibn Sina (Avicenna)*

2. Read the following statements, decide if they are true or false according to the text.

1. He was called “the sage of the sages” by his students.
2. The whole world knows him as “Prince of physicians” because of his “Al Qanoon”.
3. At the age of 17 he was already a practicing physician.
4. “Al Qanoon fii Al Tib” consists of more than one million words.
5. Canoon was the only material on its subject until 17th century.
6. He dissociated stomach ulcers and psychological factors, such as tension and depression.

IBN SINA (AVICENNA)

C980-1037)

Abu Ali al-Husayn ibn Abdullah ibn Sina, known in the West as Avicenna, was the outstanding philosopher, physician, scientist, and mathematician who lived around 980-1037 AD. He was born in the village of Afshana near Bukhara. He is also known as al-Sheikh al-Rais which means “The sage of the sages” a title that was given him by his students. In the west he is famous as the “Prince of Physicians” for his famous al-Qanun – “Canon”.

By the age of 10 Ibn Sina would memorize and recite the holy Koran. His next six years, the young man devoted to studying Islam Jurisprudence, Philosophy, Logic and Natural Science and became familiar with Euclid and

3. Read the sections of a sufficient autobiography and order them 1-4.

- a. Educational Overview
- b. Cover page
- c. Work History
- d. Introduction

4. Read the options below and decide which section in ex:3 they belong to.

- I. Topic
- II. Name
- III. Course identification
- IV. Instructor name
- V. Date

5. Match the words in the column A with the definitions in the B.

A	B
• memorize	a. learn to remember
• attributed	b. to regard as belonging (to)
• contribution	c. a mark or other sign that something has been in a place
• recite	d. mental or emotional strain; stress
• considered	e. to think carefully about or ponder on (a problem, decision, etc.)
• tension	f. to give a detailed account of
• trace	g. something contributed, such as money or ideas

Almagest. At the age of 17 Ibn Sino became interested in Medicine and considered it, as he used to say himself, “not difficult”. By this time, he was already a practicing physician, mostly self-taught.

Ibn Sina is well known for his great contribution to medicine and philosophy, he wrote about 450 works of which 240 are extant. His most famous and important books were the Book of Healing “Kitab ash-Shifa” and the Canon of Medicine “al-Qanun fi al-Tibb”. It is considered to be the largest ever written medical reference with more than one million words. The canon remained the world’s most important source on the subject, till the 17th century. It was translated into Latin by Gerard of Cremona in the 12th century.

Ibn Sino was able to diagnosed cancer and used surgical operations to remove it. He also attributed stomach ulcers to psychological factors, such as tension and depression, and physical factors affecting the stomach.

He used to ascribe infections on the air to some diseases. This led to the use of quarantines to control the spread of infectious diseases. Many world wide famous doctors would refer to his works as the most reliable source until 17-18th centuries. His portrait hangs in the Hall of the Faculty of Medicine in the University of Paris.

WRITING Critically Reflective Autobiography

- Students read the sections of a sufficient autobiography and order them 1-4.
- Student read the options and decide which section in Ex.1 they belong to.
- Students put the names of sections A-C in Ex.4 using the options from Ex.1
- Students write paragraphs following the template presented.

Tips for sufficient autobiography:

double-spaced and in standard font at least four pages without a cover page no need for references since you are

writing about your own reflections

6. Put the names of sections A-C in ex.16 using options from ex.3.

6. Write paragraphs to cover the following.

A. _____

_ Your name _____

_ Educational experience _____

_ Experience with online classes _____

_ What kind of work you do _____

_ A bit about you and your family _____

_ What you expect to accomplish

B. _____

_ Experiences in learning _____

_ Educational preparation for the workforce _____

C. _____

- _ Jobs you had _____
- _ Educational support _____
- _ Support from family and friends _____
- _ The job you were satisfied with _____
- _ Talents for specific jobs _____
- _ Barriers you encountered _____

GRAMMAR Present Perfect and Present Perfect Continuous

- Students match the beginnings a-d with the endings 1-4 to make four important rules about the use of Present Perfect and Present Perfect Continuous.
- Pairwork. Students read the sentences and choose the most appropriate form of the verb. Check the answers.
- Students complete the sentences

7. Match the beginnings a-d with the endings

1-4 to make four important rules about the use of the present perfect simple and continuous.

- | | |
|---|---|
| a. Dynamic verb + have done | 1. The action is incomplete or on going |
| b. Stative verb + have done | 2. Not usually used |
| c. Dynamic verb + have been doing | 3. The action is complete |
| d. Stative verb + have been doing ongoing | 4. The situation is incomplete or ongoing |

8. Choose the most appropriate form of the verb. With your partner, answer the following questions.

Have you ever eaten / been eating oysters?

1. How long have you been driving / have you been driven Orlando?
2. How many times have you taken / have you been taking IELTS exam?
3. Have you heard / have you been hearing about Lingua Franca?
4. How many times have you had / have you been having an English course?
5. Have you ever been / Have you ever been going to Khiva?

9. Complete the sentences so they have the same meaning to the first one.

1. When did you start your course? How long have you been attending your training?
2. I've known Bobur since he was ten.
3. I first met _____ he was ten.
4. I didn't like the idea from the very beginning and I still don't. I have _____ from the start.
5. She began learning English when she was a child. She has _____ she was a child.
6. English became ubiquitous in Tashkent more than 15 years ago. English has _____ over 15 years.

LESSON 16.
SOCIAL RESPONSIBILITY
SPEAKING: Case studies.
LISTENING: The song “Man in the mirror”.

Objectives:

- have clear idea about one’s personal and social responsibilities;
- use narrative tenses in spoken and written English;
- compose a written or oral form of anecdote;

Skills to be practiced: listening, speaking, reading, writing

Starter

Focus students on life photos and give them some time so that they convey the main message of paired a-b and c-d life photos.

Possible answers:

1. In photo A the littered river is viewed while photo B presents quite opposite scene of it. Photo A is caused by human involvement while photo B is away from human settlement.
2. In photo C people are assisting each other by carrying and lifting heavy boxes and bags while photo D depicts the man fallen on the street who needs some help.

SPEAKING

1. Look at the picture and answer the questions. 2 Guess what is the song “Man in the mirror” is about.

- a. The man becoming conscious of his deeds
- b. The man having an eye on other lives
- c. The man revenging for his past
- d. The man feeling sorry for his community

3 In pairs guess the main message of the song “Man in the Mirror” by Michael Jackson and choose the best option.

Personal responsibility

- Make it right

Social responsibility

- Make the world better

LISTENING

2. Students look at the diagramme and think about the correlation between the parts. Probe them by asking the questions.

3. Pairwork. Students read the title of the song “Man in the Mirror” by Michael Jackson and guess the main message of it. Let them share their choices with the whole group.

- a. The man becoming conscious of his deeds

4. Tell students that they are going to listen to the song. Play the tape. They complete the table columns with relating words classifying into Personal and Social responsibilities. Have students compare their answers in pairs.

Personal responsibility

- Make it right

- Feel good

- Make a difference

- Can’t close your mind

- Take a look at yourself

- Get it right

Social responsibility

- Make the world better

- See their needs

- Follow each other

- Ask him to change his way

Tape Script

"Man in the Mirror"

by Michael Jackson

*I'm gonna make a change, for once in my life
It's gonna feel real good, gonna make a difference, gonna make it right...
As I turn up the collar on my favorite winter coat
This wind is blowin' my mind
I see kids on the street with not enough to eat.
Who am I, to be blind, pretending not to see their needs?
A summer's disregard, a broken bottle top, and a one man's soul
They follow each other on the wind, ya know?
'Cause they got nowhere to go
That's why I want you to know
I'm starting with the man in the mirror, I'm asking him to change his ways.
And no message could have been any clearer.
If you wanna make the world a better place, take a look at yourself, and then make a change.
I've been a victim of a selfish kind of love, it's time that I realize.
That there are some with no home, not a nickel to loan.
Could it be really me, pretending that they're not alone?
A willow deeply scarred, somebody's broken heart, and a washed-out dream.
They follow the pattern of the wind you see, cause they got no place to be.
That's why I'm starting with me.
I'm starting with the man in the mirror, I'm asking him to change his ways.
And no message could have been any clearer.
If you wanna make the world a better place, take a look at yourself, and then make a change.
I'm starting with the man in the mirror, I'm asking him to change his ways.
No message could have been any clearer.
If you wanna make the world a better place, take a look at yourself and make that change.
You gotta get it right, while you got the time, cause when you close your heart,
you can't close your ... your mind.*

5.Listen to the song again and complete the table.

How are the parts connected.

What are the impacts of human involvement in these areas? Think about human obligations in the community, environment, profession and education.

What are your social responsibilities as a student?

Short form	Complete form
Gonna	going to
b.....	blowing
y.....	you
w.....	want to
g.....	get to

6. Team up students. Distribute the case studies on the Handout 1. Give them time to review the case and think about the solutions to the cases in Handout 1. You may use two quite different activities for the task. Refer to a. and b. points.

- Students work out possible solution to the case and present it to the whole class;
- Students act out the situations presenting how they would behave in the 'hero's position.

Note: Students may follow the steps for making ethical decisions given in Student's book to solve the problem.

Handout 1

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 1: Gulbahor is an administrative assistant in the Human Resources Department. Her good friend, Jahongir, is applying for a job with the company and she has agreed to serve as a reference for him. Jahongir approaches her for an advice on preparing for the interview. Gulbahor has the actual interview questions asked of all applicants and considers making him a copy of the list so he can adequately get prepared.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 2: Ezoza works in Quality Control. Once a year, her supervisor gives away the refurbished computers to the local elementary school. No specific records are kept of this type of transaction and Ezoza really needs a computer for her son who is at college. Her supervisor asks her to deliver 12 computer systems to the school.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 3: Marif is the secretary in the Facilities Management Department. He has just received a new computer and wants to try it out. Though his supervisor has a strict policy about computer use for business purposes only, he wants to learn the e-mail software more thoroughly than his training can provide. One good way to do this, he figures, is to write e-mail messages to his friends and relatives until he gets the knack of it. He is caught up on all his work and only has 30 minutes left to work today. His supervisor left early.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 4: Rahim and Kamol are talking in the hallway about the employee benefits program. Kamol, who has had some recent financial trouble, explains to Rahim how the benefits program has a loophole that will allow him to receive some financial assistance that he really needs to help pay health care costs for his mother. Vazira, a fellow worker, overhears the conversation. Later, Vazira is approached by her supervisor who says he heard a rumor that some people were taking advantage of the company benefits program.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 5: Zulayho was recently hired to work as a receptionist for the front lobby. As a receptionist, she is responsible for making copies for the associates. Her son, Begzod, comes in and needs some copies for a school project. He brought his own paper and needs 200 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.

7. Work in groups of three. Read and give solutions to the case. Follow the steps below. Act out the situation showing how you would behave in the character's position.

Steps for making ethical decisions

1. Identify the ethical problem.
2. List the facts that have influence on the decision.

3. Identify anyone who might be affected by your decision and how.
4. Explain what each affected person would want you to do about the issue.
5. List three alternative actions and identify the best and worst case scenario for each alternative, anyone who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative, and any automatic reasons why this alternative should not be selected
(legal issues, rules, etc.).

LESSON 17.
READING: Good Uzbek deeds.
WRITING: Anecdotes.
GRAMMAR: Narrative tenses.

READING

1. Read the quotes and discuss them with your partner.

“The only time you should look down at someone, is when you are helping them up.” Jesse Jackson

“All that is required for evil to prevail is for good men to do nothing.” ~ Edmund Burke

2. Read the stories of different people and tick the relevant column boxes.

Statements	story 1	story 2
The story relates to family and friends		
The story relates to physical needs		
I saw what happened in the story		
What happened in the story relates to an ethnic group or tribe		
What happened in the story relates to community, region, or country		
The story relates to food and shelter		
The story makes me feel inspire		

Story 1:

Many years ago as we got ready for school we moved out of the house with my parents in the car.

A small distance from our house we met a crowd of worried overwhelmed, angry and stranded people.

They were surrounding an injured woman. This was a poor woman who fried pancakes for a living and this sad morning she had tripped and fallen into kalai of very hot cooking oil she had placed on the charcoal stove.

No one could help to rush her to hospital. As we passed by my parents told my brother to go by taxi to school so that in his place this woman will be transported to Central hospital.

Story 2:

Being hosted in Uzbekistan for the last two years I have compiled the rich content of the impressive research entitled ‘National identities of Uzbek nation’. To my great surprise volunteerism has constantly been on the rise across the country of Uzbekistan. Its trends can be observed in polysemous word ‘hashar’ that is interpreted as community service in house building, greening, traditional ceremony holdings, such as weddings, circumcising, funeral - all social events in which neighborhood and relatives are wholeheartedly involved to support the holder materially and morally.

One of my memos found its deep enlightenment in people’s talk about environmental issues and the importance of taking some actions, from recycling to land protection. Each early Spring on March 14 communities across Uzbekistan hold cleaning up issues. People of all ages voluntarily grab a trash bag and walk the streets of their town picking up trash or wholeheartedly dig up the ground nurturing its productivity. Many youngsters care deeply about the threats facing our environment and may have an interest in helping their community “go green.”

Moreover, community service ideas include planting a neighborhood garden or a tree for all to enjoy, clearing pathway trails or performing attraction cleanups. Some communities plan clean-up days when town members gather for one, huge cleaning surge, but high school students don’t have to wait for an official cleaning day. Like other groups more and more middle and high school students all over the 12 regions of Uzbekistan willingly perform community service

hours through fun as part of their learning experience. As anyone who has ever volunteered knows, the satisfaction and pride that comes from helping others can be life changing. This social involvement scene of the national activity is massively broadcasted in local and central media. It allows the audience to explore the purpose and significance of the activity and raises their awareness of environmental issues. Each youth has his own personality and interests—and the mature should tap into those interests to ensure the community service project has an invaluable impact in committing social responsibility’ ... taken from French sociologist report

3. Students read the stories of different people and tick the relevant column boxes in Handout 2. Distribute the handout 2 to students.

Handout 2

Statements	Good deed 1	Good deed 2	Good deed 3	Good deed 4
The story relates to a family and its friends	√	√		√
The story relates to physical needs	√	√		
I saw what happened in the story		√		
What happened in the story relates to an ethnic group or tribe	√			
What happened in the story relates to food and shelter		√		
The story makes me feel inspired	√	√	√	√

Note: Each story and statement may have several and the same ticks depending on students’ comprehension.

4. Encourage students to give metaphoric definition to the word Good Deed.

Possible answers:

- Good deed is like the stream of river as it quenches thousands of thirsty creatures.
- Good deed is like the sun as it presents the source of energy to flora and faunas

WRITING Anecdote writing

5. Focus students’ on two pieces of writings and let them explain the differences between them.

Possible answers:

- The first writing is narrated from the first person while the second story is retold from the third person.

State that a short piece of writing or speaking either from the first person or the third person taken from someone’s personal experience is called anecdote. It can be useful for setting the stage for a speech or personal essay. An anecdote often relays a story that can be used as a theme or lesson. The anecdote provides a lead-in to the overall message of your speech or essay. For example, the next sentence after the anecdote could be: «Have you ever run head-first into a situation and run straight into trouble?»

6. Students match the ‘must be followed’ components of anecdote writing with definitions. Check the results.

Chronological	arranged according to time
Flashback	the anticipation felt by a reader or viewer in wanting to know what will happen next
Suspense	the feeling that you are present in

	the immediate area being described
Immediacy	an important new observation about life or about people
Insight	a narrative device in which the author shares an incident from the past

GRAMMAR: NARRATIVE TENSES

7. Match the 'must be followed' components of an anecdote writing with their definitions.

Chronological	the anticipation felt by a reader or viewer in wanting to know what will happen next
Flashback	arranged according to time
Suspense	the feeling that you are present in the immediate area being described
Immediacy	a narrative device in which the author shares an incident from the past
Insight	an important new observation about life or about people

8. Following the leading questions write an anecdote representing someone who was not socially or personally responsible in specific incident. Include the consequences for this irresponsible behavior.

1. What was the time of the year (season, day or night time), weather like? _____
2. What were you doing at the moment? _____
3. What was the place, surrounding people like? _____
4. Did you know the person before? _____
5. Describe the action and emotional state of the character. _____
6. What were the results or consequences of the incident? _____
7. What impact did it make on you? _____
8. What is the moral of the story? _____

9. Fill in the gaps with proper verb forms and compare with your partner's answers.

Cat saved a family from house fire

Damira Nashirova , (be waken up) at 4:45 a.m. by the cries of the family cat, Momiqoy, coming from the garage. Damira _____ (go) down stairs to see what the fuss _____ (be) about. What she(see) was smoke and flames; she quickly _____ (grab) the cat and _____ (rush) back inside to wake up her husband and their children. The fire _____ (destroy) the garage and a bedroom. None of the family _____ (get harmed) thanks to the cat's cries. As an interesting side note, none of the family _____ (be fond of) the cat before this incident. Damira Nashirova (claim) "We love it now. This thing is getting some tuna tonight!" 7 Work in pairs. Fill in the gaps and compare them.

10. Work in pairs. Fill in the gaps and compare them.

Gorilla saved a boy from being attacked

On August 16 1996 in the Brookfield Zoo, a 3 year old boy _____ (fall) into a Gorilla enclosure and (lose) consciousness. Binti Jua a female Lowland Gorilla, _____ (guard) the young boy from the other Gorillas in the enclosure, she then _____ (cradle) him in her arms, while her own 17 month old baby _____ (be) on her back and _____ (carry) the boy 60 feet to an entrance where zoo-keepers _____ (can retrieve) him.

LESSON 18.
SERVICE MANAGEMENT
SPEAKING: Well established service management.
LISTENING: Interview with a successful businessman.

Objectives:

- analyze the different types of services
- use relative clauses properly
- learn and practice writing a complaint letter

Skills to be practiced: listening, speaking, reading, writing.

Starter

Focus students' attention on the pictures. They give their ideas why people and agencies need business cards and advertisements.

Possible answers: people and agencies use business cards and advertisements to offer their goods and services, to appeal to customers and to increase the number of their consumers.

SPEAKING

1. Pairwork. Students read the questions and give their answers. Ask the students share their views with their mates.

1. What services can you add to those which were mentioned above ?
2. What is the result of well-established service management ?
3. What services would you offer costumers as a qualified specialist of your sphere ?

LISTENING

2. Students read the expressions and give definitions relating to customer service management.

1. Be creative.....
2. Be consistent
3. Stay focused
4. Acquire skills
5. Make decisions

1. *Encourage new ideas and new approaches,*

2. *Being consistent will help you to create positive habits, you have to do the things consistently which are necessary to have a successful day in and day out.*

3. *Stay focused on achieving your short-term goals give your customer a chance and time to realize and assess your advantages.*

4. *Studying and learning your competitors' experience*

5. *Think of downside of the result and analyze it, this will help you to make a favorable decision.*

3. Play the tape. Students listen to the interview of a successful businessman taken by a journalist. While listening students write titles of each tip.

1 (T9) Listen to the interview with a successful businessman . Put the titles from Ex . 3 to the paragraphs.

- a. Create and keep tract of a to- do list and check it each day . Be sure that you don't forget anything and perform all the planned tasks
- b. If you provide better service for your customers , they'll be more inclined to come to you next time.

- c. It takes time to let people know about your service , so stay focused on achieving your short-term goals and give the rest time to come together on its own
 - d. It will help you to know where your service stands financially and what potential challenges you could be facing . It gives you time to create strategies , to overcome the obstacles that can prevent you from successful managing and growing your service.
 - e. Keep up with your competitors and learn from them things which can be helpful in providing your service.
 - f. Take calculated risks which help your business to grow and allow you to take the kinds of calculates risks that can generate great rewards.
- a) get organized; b) provide great service; c)stay focused; d)keep detailed records; e) analyze your competition; f)understand the risks and rewards;*

Tapescript

International expert gives suggestions in succeeding well-formulated service management.

Providing well-formulated service management in any spheres of life requires flexibility and organizational skills from a person. Success and income won't come immediately as some people think, they will come little by little by setting clear goals, taking time and planning out all your actions closely. There are some tips how to succeed in customer service management.

1. Get organized. Being organized is one of the most important actions in providing successful service management. Organizational skills will help you control all your operations. Creating to-do list each day, completing each item and checking it off your list is a useful thing in organization. It will remind you all actions which must be done during the day.

2. Keep detailed records. Keeping detailed records helps you to be aware of the financial state and condition of your business and allow you to notify about potential challenges and gives an opportunity to think about strategies to overcome difficulties.

3. Analyze your competition. Studying and learning your competitors' experience enables you to use best cases for the success of your actions to make profit.

4. Calculate risks and rewards. Before taking risks you should think of downside of the result and analyze it, this will help you to make favorable decisions, which in turn will lead to rewards for your business.

5. Creativity is one of the best features of managers, always search for ways to improve and enlarge your services and make it stand out from the competition. Encourage new ideas and new approaches, which will lead to the prosperity of your organization.

6. Stay Focused. Give your customer a chance and time to have understanding and assess your advantages, think of achieving your short-term goals, let them make their choice. As I mentioned above, success and income will come little by little.

7. Prepare to Make Sacrifices. The lead-up to a business is a hard work. Success requires sacrifices as well as beauty. You will have to work more, spend less time with family friends and others in order to be successful.

8. Provide Great Service. Providing great customer service is important in business. You will gain your customers' confidence, they'll be more inclined to come to you the next time.

9. Be Consistent. Consistency is an essential component in making money. Being consistent will help you to create positive habits, you have to do the things consistently which are necessary to be successful day in and day out.

Conclusion

Concentration, discipline and perseverance are crucial things in achieving success. However, success will not come over a night as in old saying «Rome was not built in a day» - a long-term focus and consistency in challenging environments will lead to prosperity.

4. Play the tape again. Students number the sequence of tips from 1-9 as it comes in the listening material.

- Stay focused
- Provide great service
- Analyze your competition
- Keep detailed records
- Get organized
- Understand risks and rewards
- Be creative
- Prepare to make sacrifice
- Be consistent

- 1. Get organized*
- 2. Keep detailed records*
- 3. Analyze your competition*
- 4. Understand the risks and rewards*
- 5. Be creative*
- 6. Stay focused*
- 7. Prepare to make sacrifice*
- 8. Provide great service*
- 9. Be consistent*

LESSON 19.
READING: Development of service management.
WRITING: Transactional Letters.
GRAMMAR: Relative clause pronouns.

READING

1. Students make up their own sentences using the given words and word expressions.

Service management ,market relations , uphold honour , high-quality , services , index of culture and mentality .

“ People rarely succeed unless they have fun in what they are doing “.

Possible answers:

- 1. Well- formulated service management is a driver of a business market relations,*
- 2. Client service requires gaining their confidence, providing high-level services, honesty and enterprise, work according to changeable wants and needs, uphold honor of a company, benevolence of specialists, industrial and office workers.*
- 3. Competitions among companies will contribute to performance of high-level services.*
- 4. Customer insight is the intersection between the interests of the consumer and features of the brand.*
- 5. Complexity of market relations is an index of culture and mentality of a country.*

2. Students read the text for getting the main idea. Focus their attention on the statements below the text and ask them decide whether they are true (T) or false (F).

Barno is a senior student at Tashkent Tourism College. She was awarded by her college authority last year : avoucher to summer camp “Lochin” , which is situated in Kashkadarya region . She met more than 500 peers from different regions of Uzbekistan there . All participants admired the mini models of seven wonders of the world built in the camp . Moreover, a four- time meal , high-quality service offered by polite administrative staff , productive training sessions , a number of entertainment programmes turned the holiday into real fun and long lasting memory . Several campus extracurricular activities were set up for young talents , such as “ Media Club “ aiming at young journalists , “Dilemma” intending for developing public speech , “Art” for practicing handicraft , “Yes” for preparing business leaders and “Lingua” for motivating language learners . Barno took part in the course of successful business running and golden rules of market economy during the sessions delivered by South Korean and Singaporean professional trainers.

By the end of the course completion campers got the message: << Customer is always right!>>

If somebody isn't satisfied with your service , it means something is wrong with your management. Studying demands of clients is the only solution to the problem . According to the experience of developed countries the client service is the crucial factor which provides economic and social stability in all areas of social advancement .Improvement of this stream effects financial status of citizens, as well as widespread of entrepreneurship , development of economy , revenue increase of the country , unemployment decrease . Service management is increasingly becoming one of the vital business issues for organizations realizing the benefits of customer relationship management . Besides ,they also were taught that rivalry among partners in service management would lead to raising quality and reducing costs of services”. For the final entry task of the portfolio participants created their own business plans to submit for the tender . It was a great honour for Barno to be selected as one of the five awardees for her prospective project work and she got 5,000,000 sums for its implementation . She

was highly inspired to keep up with further youth projects having acquired sufficient knowledge and lots of new friends .

1. Service management is an essential part of business issues.
2. Companies have a few solutions in offering their service
3. Development of service management doesn't have any effect on the society
.....
4. Welfare of the country depends on service management

1. T 2. F 3. F 4. T

3. Groupwork. Direct students to think about the service management in their sphere. They discuss the questions in small groups.

1. why has a service management become a vital business issue ?
2. what does customer service require ?
3. why is the client service so important for the development of the society ?

Possible answers:

1.....service management is increasingly getting one of the vital business issues for organizations realizing the benefits of customer relationship management.

2.... Studying wants and needs of clients and satisfying them is the only solution of this problem.

3..... a client service is the key factor which provides economic and social stability in all spheres of the development of the society. Improvement of this sphere has positive effects on prosperity of citizens, widespread of entrepreneurship, development of economy, increasing revenue of the country, decreasing a number of unemployment deeply.....

WRITING: Complaint letter

4. Check if the students have ever written a complaint letter. If yes, find out what was the reason for writing it.

- a. Put the titles in order .
- b. Write possible expressions in the columns under each title .

solution	Warning	background	problem

a) Students mark the words from 1-4 according to their sequences.

1-background; 2-problem; 3-solution; 4-warning.

a) They fill each column with possible expressions.

b)

Possible answers:

Background: Dear Sir/Madam

"I am writing to complain about..."

- *"I am writing referring to..."*
- *"The reason I am writing to you is (a problem with...)"*
- *"I am writing to express my concern about/dissatisfaction with..."*
- *"I would like to bring the matter of ... to your attention."*
- *"I would like to draw your attention to ..."*

Problem

"I was supposed to receive ... Unfortunately, that never happened."

- *"You can imagine how unhappy I was to discover ..."*
- *"I regret to inform you that your service was below my expectations."*
- *"When I tried to contact you by phone, no one could offer me any sensible answer."*
- *"I contacted your representative in Unfortunately, he denied the service that I requested."*

Solution

"The ideal solution would be ..."

- *"I hope you can settle this matter by ... (doing something)"*
- *"I insist on getting a refund of ..."*
- *"Please look into this matter as soon as possible."*
- *"I believe this matter deserves your urgent attention."*

Warning

- *Otherwise I will be forced to stop my payments to your store*

5. Students read the sample of a complaint letter and name the parts of it.

Dear Aziz Nasrullaev ,

I am writing to complain about unsatisfactory service . I am a client to have requested for the Master Card issue on March 4 , 2014 .

According to the debit card issue regulations set by the terminal Service department a card should be available to the client in two weeks after the request submission . My visit to the bank on March 18 was unsuccessful due to late card delivery from the central bank . The department employee postponed the next availability for March 25 and promised to give a notice call to my mobile phone. Three days have already passed since the responsible department should have met the deadline . My main concern is that my business trip flight to the United Kingdom is due to April 4, 2014 . Besides, I need to top up the master card with foreign currency . I doubt whether the bank current service allows me to cope with what I have planned till my departure abroad.

Having the position of a bank manager will you be so kind provide me with urgent assistance , please , or at least to instruct with steps to be taken to finalize the process ?

In case of no positive solution by the department , I'll have to address my complain to the Head Office .

Looking forward to quick solution ,

Best regards ,

Marjona Boboeva

Background

Problem

Solution

Warning

6. Students recollect any service which they have not been satisfied with. They write a

letter of complaint using the given template below.

Dear ,

I am writing to complain about

.....

When I

.....

.....

I assume you will

.....

Yours faithfully ,

.....

GRAMMAR: Relative clauses

7.Pairwork. Focus students' attention on the underlined words in the sentences and discuss the differences. Check their background knowledge of relative clauses.

Among all I have found the itinerary **which** has been offered by the Uzbek Tourism Company the most preferable .

Manager at the hotel is the person **who** deals with customers and services .

You can find the client at the cash desk **where** he is waiting for his turn.

Which refers to the objects,

Who refers to the people,

Where refers to the place.

relative pronoun	Use	example
Who	subject or object pronoun for people	I told you about the woman who lives next door.
Which	subject or object pronoun for animals and things	Do you see the cat which is lying on the roof?
Which	referring to a whole sentence	He couldn't read which surprised me.
Whose	possession for people animals and things	Do you know the boy whose mother is a nurse?
Whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer who)	I was invited by the professor whom I met at the conference

That	subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible)	I don't like the table that stands in the kitchen.
------	--	--

8. Students title the services described in the pictures and define them using relative clauses.

1. *Uzbekistan airlines is a company, which serves a number of domestic destinations as well as international flights to Asia, Europe and North America.*
2. *Cookery is an activity, which refers to preparing and cooking food.*
3. *Wedding service is a service which offers decorations of wedding restaurants, taking videos and photos and karnay-surnay instruments.*
4. *Health service is a public service which provides medical care.*
5. *Car wash is a service which provides sanitary service.*
6. *Banking is a service which deals with receiving money on current or deposit account, paying and collecting cheques drawn by or paid in by customers, making of advances to customers.*

9. Insert relative pronouns which , who , where , when and that in spaces below

1. Service management is a system Connects actual company sales and customer .
2. The purpose of service management is to conduct measures Lead to reducing high costs by integrating product and services .
3. Generally , service management comprises six different for optimization .
4. A waiter served you was very polite.
5. I'll never forget that day our company won a tender .
6. There are a lot of restaurants and cafes in Tashkent

1. *that*
2. *that*
3. *which*
4. *that*
5. *who*
6. *which*
7. *where*

LESSON 20.
HUMAN RESOURCE MANAGEMENT
SPEAKING: Theoriticians about development of HRM.
LISTENING: Staff management.

Objectives:

- listen to the gist and a detailed information
- identify the basic concept and functions of human resources management
- learn and personalize the topic related vocabulary

Skills to be practiced: listening, speaking, reading, writing

Target vocabulary: manage, leadership, employee, staff, recruitment, personnel

SPEAKING

Starter

1.Lead in students to focus their attention on the pictures and allow them to explore the hidden message.

Possible answers:

Picture A: Working in collaboration

Picture B: Human resources

Picture C: People are the main source of any company

LISTENING

2. Students line up the synonymic groups to a-l sorting out the words in the box. Say that some words may have more than one synonym.

personnel, achieve, digest, employ, engage ,inspect, reward, progress, investigate, head, evolve,
scan, scrutinize, assurance, compensation, fire, study, run, selection, direction, worker ;
reassign,
premium, tenant, develop, hand, recognize, lead, survey.

- a. manage *e.g. head, run, lead*
- b. staff
- c. leadership
- d. review
- e. employee
- f. remuneration
- g. succeed
- h. recruitment
- i. retire
- j. hire
- k. insurance
- l. learn

possible answers

a. manage	head, run, lead
b. staff	personnel
c. leadership	direction
d. review	recognize, survey, digest
e. employee	worker, hand
f. remuneration	reward, compensation, premium
g. succeed	progress, develop, achieve, evolve

h. recruitment	selection
i. retire	fire, reassign
j. hire	employ, engage, tenant
k. insurance	Assurance
l. learn	inspect, investigate, scan, study, inspect, scrutinize

3. Students rank the words taking into account effective and important work

management sequence in running the staff. Answers may vary.

Hiring____, selection_____ I _____, providing direction_____,
 training_____, retirement, recruitment_____2_____, insurance
 , survey_____, retraining, team building_____ placement _____,
 remuneration_____, creating working conditions_____,
 orientation_____,
 recognition_____.

*Selection --1---, recruitment ---2----, hiring ---3---, orientation--4---, placement ---5---,
 providing direction ---6---, creating working conditions ---7---, insurance--8---, team building --
 --9---, survey---10---, recognition --11---, training --12---, retraining ---13---, remuneration ----
 14---, retirement__15__.*

4. Students listen to the tape and find out the job title of the interviewee.

Executive director

Tape script

- Hello, Mr. Saborov. Could you share with your experience while you have worked at the credit union?

- With pleasure.

- OK. What did you feel while leading your staff?

-I felt great responsibility, because we used others' resources.

-How did you manage the personnel?

-Each personnel had his or her own duties, that's why the appropriate established scheme of management (made long before us) facilitated our work.

-What points were rather difficult?

-It is amazing, but running my own staff was the most difficult.

-How did you find out strong and weak sides of your staff?

-By means of trials, mistakes and confessing that I wasn't strong in some aspects of my occupation.

-What level of personnel did you need?

-My staff included, of course, young and a little bit passive persons.

-What was interesting while managing?

-Surely the results and achieved targets.

-What should trade union do really?

-Be always aware of the each member of the staff.

-What is the role of remuneration in work process?

- For my personnel material funding had a great significance, but for a while. In my opinion, you should motivate the personnel by other parameters.

-How did you develop leadership in you and in your employees?

- I learned much about relationships not studying this subject (laughing). The personnel improved their knowledge and skills during the process.

-What is most important in prosperity of the company?

-Discipline and equal attitude to all the staff.

-Do you think that you were one family while working in group?

-No, I can't say.

-How would you improve human resources management further?

-Let theoreticians think of it.(again laughing)

-What is your own experience towards the attitude to the personnel?

- Encourage and do compliment everyone and every day.

- Thanks a lot, Mr Sabirov.

-I hope my experience will assist other people.

5. Give students some seconds to review the statements. Play the tape again. Student listen to the tape and decide whether the statements are true (T), false (F) or nor given (NG).

1. The director felt great responsibility, because they used other resources. _____

2. You should listen to each member of the group _____

3. Being a good boss means hiring talented people. _____

4. Running his own staff was the easiest task for the director _____

5. The appropriate established scheme of management was helpful. _____

6. Your administration should enhance decision making abilities of the staff. _____

7. The personnel improved their knowledge and skills during the process. _____

Discipline and equal attitude to all the staff is very important for prosperity of the company.

1. True

2. True

3. Not given

4. False

5. True

6. Not given

7. True

8. True

6.Pairwork. Students read the statements and prove their position ticking either Agree or Disagree column. Allow some time for peer discussion and some of them share their decision with the whole class. Answers may vary.

• Your employees are motivated through various means. _____

• You should listen to each member of the group. _____

• Encourage and do compliment to everyone and every day. _____

• Theoreticians should think of further development of HRM. _____

7.Groupwork. Case study. Students imagine themselves to be a responsible manager for Human Resources (HR) management of the functioning organization in their field. Allow them

time to look through the 10 major Human Resources (HR) functions presented. The teams make a choice of the three most important of the functions considering the organization's development. Teams present and prove their options with the whole class.

- | | |
|------------------------------|--|
| a. Workforce Planning | f. Performance Appraisal and Career Planning |
| b. Recruitment | g. Employee Engagement |
| c. Compensation and Benefits | h. Change Management |
| d. Rewards and Recognition | i. Labour Relations |
| e. Training and Development | j. Satisfaction Surveys |

LESSON 21.

READING: A letter written by HR manager to his son.

WRITING: Cover letter.

GRAMMAR: Reported speech

READING

1. Students read the questions. They express their opinions about questions imagining themselves to be a chief of an organization. Organize the whole group discussion. All students' answers are acceptable.

1. How would you react to someone being late ?
2. Would you demand dress code in your work place ?
3. What essential qualities should an employee have ?

2. Students read the letter written by HR manager to his apprentice who is going to be appointed to his position. They decide which of the three statements covers the overall plot of the letter.

- a. The professional in human resources department is holding recruitment for the new staff .
- b. The experienced chief recommends some useful instructions in company management .
- c. Car producing company is announcing a vacancy for a manager position.

Dear Akmal

You will start running a large car producing company soon ., so I would like to give you some essential ideas in management that I have experienced .

Firstly , I advise you to put the company interests at the first place . It should dominate over everything! You must do your best to keep it prospering . Secondly , you should strictly demand discipline in the workplace . Each employee must follow the laws and rules of the company . you should react to misdeeds of your workers immediately , do not stay still when you have to act . Don't forget that strict discipline is the basis of company development . But sometimes you should get to know the conditions of your workers, who break rules , live in . Doe to them you may let some exceptions go , when needed , obtaining human approach towards employees. Thirdly , good working conveniences must be perfectly created , and salaries must be paid on time . Remember that if an employee is cared , he will really devote himself to the company ! Fourthly , be fair and objective opinions .

I assume , if you want to keep the developing position of the company as it is now , you should always go 30 or 40 years forward . Innovative , modern ideas should be worked out and implemented . This way your company can stand a strong rivalry in the car market .

I have always believed that you can be responsible , devoted , fair , reliable , enthusiastic and strict manager .I hope that our company will keep it growing rapidly under your managing as well .

3.Students read the statements and express their 'agree' or 'disagree' position proving with specific examples. Accept all students' answers.

1. Running your personnel is a strategic process.
2. Americans say, "We act, do not plan".
3. HR means to contribute in different ways.
4. Your HR department should function without fanfare.
5. You should give people training in key skills pertaining to their current roles.
6. A client is always right.
7. Compete more effectively than your rivals.

8. We should work together in order to reach maximum effectiveness.

WRITING: Cover letter

4. Students read the questionnaire and write answers to the listed questions. Have students exchange the answers.

Your name

Mailing address

City, district and zip

Contact number(s)

Email

Today's date

Your addressee's name

Professional title

Organization name

Mailing address

Zip code

Dear Mr. (or Ms.) last name,

Opening paragraph: Hook the employer with something that catches his/her attention (for example: where referred to you or their need for your special skills). Name the job you want (use a specific job title). Body paragraph: It should consist of one or two short paragraphs that make convincing points about your qualifications. Use the language in the job advertisement if possible (for example: "You are looking for a student who has experience with Excel and Access. I worked for one year as a student assistant in the Consulting center. While I was there, I created an Excel database for the Interpreter Training Programme and later converted it to Access"). Closing paragraph: Mention that your resume is enclosed. Say you would like to arrange an interview and when you will contact the employer to schedule an appointment.

Sincerely,

Your name

Your address

Your telephone number

Your email address and/or fax number

Cover letter is a rather significant document in the application procedure. It is presented together with CV or resume. It is also called motivation letter which is the basis on which any organization selects their employees!

5. Students compose a cover letter to any of the presented vacancies. Encourage students to use the suggested key words in the box.

Medical assistant, cashier, administrative manager, primary school teacher

attract, impressed, instilled, motivated, collaborated, communicated, deal with, discipline, variety, develop, skills, experienced, desperately, quality, advantage, positive, will, purpose, potential, focused, clear, succinct, real, prospective

6. Pairwork. Students look through the speech chunks in the left column. They match them with the statements in the right column keeping the same message. Check the matching results.

1 "OK". ----

2 "Sorry".

3 "Well done".

4 "We are getting married".

5 "It's not true".

6 "It's a brilliant idea".

a. He denied rewriting his CV.

b. He offered to have dinner with him.

c. She agreed to make a report.

d. He reminded me not to forget to phone.

e. He promised to be polite with the staff.

f. He insisted on going to the cafe.

- | | |
|------------------------------------|--|
| 7 "It was your fault". | g. She persuaded him to do it. |
| 8 "Let's have dinner . | h. He apologized for hurting my leg. |
| 9 "I won't do it!". | i. They accused him of going bankrupt. |
| 10 "Don't forget". | j. They announced that they were getting married. |
| 11 "Why don't we go to the cafe?". | k. He refused to admit that the argument was true. |
| 12 "I'll be polite". | l. He congratulated me on passing the exam. |

"OK"	<i>He denied rewriting his CV.</i>
Sorry"	<i>He offered to have dinner with him.</i>
"Well done"	<i>She agreed to make a report.</i>
"We are getting married"	<i>He reminded me not to forget to phone.</i>
"It's not true"	<i>He promised to be polite with the staff.</i>
"It's a brilliant idea"	<i>He insisted on going to the cafe.</i>
"It was your fault"	<i>She persuaded him to do it.</i>
"Let's have dinner"	<i>He apologized for hurting my leg.</i>
"I won't do it!"	<i>They accused him of going bankrupt.</i>
"Don't forget"	<i>They announced that they were getting married.</i>
"Why don't we go to the cafe?"	<i>He refused that the argument was true.</i>
"I'll be polite"	<i>He congratulated me on passing the exam.</i>

NOTE: Ask students to outline the differences between the statements of two columns.

Left column: Statements are produced by the first person singular or plural. The actions belong to the speaker.

Right column: Statements are produced by the unknown reporter, whom the action does not belong to, he/she is just reporting the fact.

Have students show in the bold typed words in the right column statements and ask them to give the synonyms to the verbs.

Eg.: deny – refuse; offer-suggest, make a proposal; and etc..

Write the verbs in the statements on the board and state that reported verbs as admit, suggest, agree, advise, persuade, invite, encourage and many others are used in turning direct speech into indirect speech to express various positions towards an exact situation.

7.Students change the direct speech into indirect one using the reporting verbs.

Apologize , remind , blame , threaten , announce , beg , promise

- " please, please don't tell anyone !"
The worker Not to tell anyone
- "Well , if I were you I'd start saving for my retirement."
My uncle me to start saving for my retirement.
- "don't forget to phone the director of the oil company ."
The secretary me to phone the director of the oil company
- "I'm sorry I didn't come to the meeting ."
He..... for not going to the meeting
- "Yes, believe me ,I'll be there on time . I won't be late".
He not to be late
- "If you are late again we'll start without him "
They to start without him
- " I 'm afraid I've got some bad news . The company's closing "

- The manager That the company was closing .
8. “ We lost so much money because of the irresponsible manager! ”
- The executive director the manager for losing much money.

- 1. The worker begged me not to tell anyone.*
- 2. My uncle advised me to start saving for my retirement.*
- 3. The secretary reminded me to phone the director of the oil company.*
- 4. He apologized for not going to the meeting.*
- 5. He promised not to be late.*
- 6. They threatened to start without him.*
- 7. The manager announced that the company was closing.*
- 8. The executive director blamed the manager for losing much money.*

LESSON 22.
FINANCIAL MANAGEMENT
SPEAKING: Correct financial management.
LISTENING: Tips for managing money.

Objectives:

- listen to the gist and listen to a detailed information
- use will and going to in meaningful situations
- enlarge the topic related lexical stock in financial management

Skills to be practiced: listening, speaking, reading, writing

Target vocabulary: financial management, benefit, opportunities, proficiency, experience, money and capital market, resource

SPEAKING

Starter

1. Lead in students allowing them some time to fulfill the task in the starter. Two photos are presented, both intending for specific purpose. In photo A four actions as 'Give', 'Spend', 'Grow', 'Save', which are essential in financial management are given on the bottle labels. In photo B the man with turned out pocket represents the state of being flat broken. Students should relate the photos to each other by completing the statement.

Eg.: I would appear in Photo B state if I did not keep the action 'give', because investing money may lead to some profit. When the saving is invested into the bank, the bank offers a good deal of deposit for the investor. All answers are welcomed.

LISTENING

2. **Pairwork.** Students read the words in the box and select two of them. They explain the importance of their choice mentioning their role in life to their partner.

Stay away from the family, budget, overuse, do 'free' things, essential expenses, list of income and expenses,
non-essential expenses, financial disaster, apply for scholarships and grants, keep records of expenses,
put one's roommate in financial planning, financial aid office, manage one's debt

3. Students review the key words in Ex.2 and guess what the upcoming listening material is going to sound about.

4. Students look through the questions a-g. They listen to the tape and tick the question in a-g that has not been mentioned by the speaker.

- a. What are the key components of budgeting?
- b. Do you manage your finance properly?
- c. Are there any types of expenses?
- d. Is budgeting important?
- e. What can I spend?
- f. Are there any tips for managing money?
- g. Does financial management require any special skill?

Tape script

It is evident that the majority of college graduates make a choice of their education at one of the Higher Institutions of Tashkent. The capital city Tashkent offering more chances in different fields welcomes annually thousands of students all over regions of Uzbekistan. Obviously, students have to stay away from their families being shouldered to carry out several personal commitments. One of them is financial management. The essential number of parents provide their children for their first and second year of study, as Year I is the period of adaptation for the academic and social community. As for the Year II it is 'interregion' period, when students are out of their origin town and find themselves almost complete settlers of Tashkent environment. When they become junior students some will have already been part time employees to cover their daily expenses.

The main concept of financial management can be reflected in the following statement: How much you spend is much more important than how much you earn. This is often referred to as "living within your means." There might appear several frequently asked questions.

Question # 1. What can I spend?

Managing your debt requires careful planning. The level of debt which is manageable for you depends upon a variety of factors including your level of income and living expenses.

Question # 2. Is budgeting important?

Yes, it surely is. A budget does a few things for you

First, it tells you where your money comes from and where it goes

Second, it tells you where you are financially and helps you figure out which road to take to gain financial stability.

Question # 3. What are the key components of budgeting?

Budgeting involves two key components:

I. List of income and expenses

II. A plan for meeting responsibilities and goals

Question # 4. Are there any types of expenses?

Expenses are divided into two categories: Essentials and Non essentials

Essential expenses are necessities of life, including housing, utilities, transportation, and groceries.

Non- essential expenses may include cable T.V., credit cards, furniture bills and other bills that make life more "comfortable." You can reduce non-essential expenses.

The more you know about where your money comes from, how much you have to spend, and where you spend it, the easier it is to make wise spending decisions. In this way, your money works for you instead of against you. Besides, to maximize the amount of the stipend you can apply the existing scholarships offered by the authority of all Universities.

Question #5. Are there any tips for managing money?

o Put your roommate in your financial planning. If you can, contact your roommate before the semester starts and decide how you'll divide expenses.

o Talk to your parents about who pays for what. Find out what you can count on from them and what you will be yourself responsible for.

o Ask for help when you need it. If you run into a financial disaster, call home and let your parents know you're in trouble. If an unexpected event changes your home financial situation, don't give up on university! First, talk with your financial aid office. Most colleges set aside funds to help students get through difficult situations.

o Create a budget and stick to it!

o Save and project for future expenses

o Learn to say "no" to friends

o Do "free" things

o Keep records of expenses

o Don't overuse plastic cards

o Keep money safe and growing while you aren't using it

Through budgeting, minimizing non-essential purchases, and saving, you can afford:

- Home
- Car
- Retirement
- Conveniences for your future family
- Vacations

Track your money. Once you realize how much impulse buying and other indulgences cost you, it will be easier to tell yourself «NO!»

5. Students look through the statements. Play the tape again. They listen and put the sentences in correct sequence using 1-10. Check the results.

- Create a budget and stick to it!
- Put your roommate in your financial planning. If you can, contact your roommate before the semester starts and decide how you'll divide expenses.
- Keep money safe and growing while you aren't using it.
- Ask for help when you need it. If you run into a financial disaster, call home and let your parents know you're in trouble. If an unexpected event changes your home financial situation, don't give up on university! First, talk with your financial aid office. Most colleges set aside funds to help students get through difficult situations.
- Save and project for future expenses.
- Learn to say "no" to friends.
- Do "free" things.
- Talk to your parents about who pays for what. Find out what you can count on from them and what you will be responsible for.
- Don't overuse plastic cards.
- Keep records of expenses.

1. Put your roommate in your financial planning. If you can, contact your roommate before the semester starts and decide how you'll divide expenses.

2. Talk to your parents about who pays for what. Find out what you can count on from them and what you yourself will be responsible for.

3. Ask for help when you need it. If you run into a financial disaster, call home and let your parents know you're in trouble. If an unexpected event changes your home financial situation, don't give up on university! First, talk with your financial aid office. Most colleges set aside funds to help students get through difficult situations.

4. Create a budget and stick to it!

5. Save and project for future expenses

6. Learn to say "no" to friends

7. Do "free" things

8. Keep records of expenses

9. Don't overuse plastic cards

10. Keep money safe and growing while you aren't using it

6.Groupwork. Students answer the 'odd' questions in Exercise 3.

7.Pairwork. Students discuss the questions. Students' bright ideas are to be presented to the whole class.

- What tips can you suggest to your friend in managing his/her budget?
- Why do you think the tips to be useful? Prove your suggestion with your own life examples.

LESSON 23.

READING: What tips can you suggest your friends in managing his Finance?

WRITING: Memo/Business report.

READING

1. Students concentrate on the photos. They give the description of the most relevant photo in which financial management details can be viewed. All answers are acceptable.

Possible answers:

1. Personal finance.
2. Running the business.
3. Future career

2. Students look at the text title ‘Correct financial management’ and guess what the text is going to be about. Answers may vary

1. Any financial system is a decisive process at solution to any economic issues.
2. It is better to have several versions to spend money on than make an exact decision after thinking over demands’ importance.
3. It is obvious that he was able to have become wealthy because of the right choice of financial management.
4. A right financial management can assist in having extra money to family budget.

Financial Management

Most people agree to the opinion that sometimes it is not so difficult to make money but to save and raise it can be a real problem. Most people complain that they face a number of difficulties in financial management. Why do many people have problems with this? Because most of us are not aware of rules in managing finance which causes problems. There are some general ideas to solve this question: firstly, do not start spending your money without planning or dividing it into needed categories and types. In your financial management plan you should thoroughly calculate your income for a week or a month, then demands where you must put money urgently.

a.

Henry Ford, a famous engineer and car producer, was grown up in a poor American farmer family with a very small budget. Eight children had to survive working hard in the farm. Being an intellectual, willing boy he coped with problems and took up producing cars: having produced the first automobile going by petrol Ford created a conveyer system of producing cars. Henry Ford paid a great attention to financial management by improving his car industry. He spent his money on the productive, essential processes in car manufacturing. His famous motto “a car for everybody!” denied the idea that only the richest people could own cars! Ford made out a special technique to produce an automobile in a cheaper price by decreasing amount of money spent on it. As a result a proper financial management brought him and his company fame. Later Henry Ford had become one of the richest men in the world as well.

b.

Financial management can make one’s business sphere prosperous or failing. Appropriate, well-planned scheme may bring to success. Not only in business or in other occupations this matter is

important but families also need a right financial management to prosper. For achieving this, one should be able to analyze income and outcome of his family thoroughly.

c.

Financial management is a foundation stone of any social institution which puts every economic issue in order. There is no notion small or big financing. Small financial matters lead to bigger ones.

d.

a) 2 b) 3 c) 4 d) 1

WRITING: Memo

3. Students read the definitions given to the word 'MEMO' and tick possible criteria of it.

- ☐ Be brief
- ☐ Be impersonal (use passive)
- ☐ Keep concise and to the point
- ☐ Use bullet points if necessary
- ☐ Use a short thank you to finish

NOTE: State that memos are written to an entire office. Memos tend to inform colleagues of office and procedural changes that apply to a large group of people. They often provide instructions using the imperative voice. It has specific format and rules. Explain students the differences between memos and business letters using the notes in the below column.

Memos (but not always)
 Are written to people inside your company.
 Vary in length from a couple of sentences
 Too many pages
 Initiated by sender
 Are informal

Business letters (but not always)
 Are written to people who work outside your company or in another department.
 Are less than two or three pages
 Are signed by sender
 Are formal.

4. Students read the sample of memo and compose their own using the given template.

Let them share the written assignment with the whole class.

<p>Memo To: Jason Edgewick From: Abe Forte Date: September 12 Subject: Sales Meeting</p> <p>The quarterly sales meeting will be held on September 12 at the Radisson City Center. You are cordially invited to participate in the interactive planning session at 10:00 a.m. Your insights will be extremely valuable as the sales team frames the plan for the next year.</p>	<p>Memo To _____ From _____ Date _____ Subject _____</p> <p>(Main body is the core section. List your key concerns first. Put in some details as to what is an issue. Be concise.)</p> <hr/> <hr/> <hr/>
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<p>Please confirm your attendance by Friday, calling me at x5432 or e-mailing me at aforte@goodtobegreen.com.</p> <p>Thanks in advance for your participation.</p>	
	(The closing part list your recommendations for how to address the core issues or problems. List the steps that need to be taken, by when and by whom.)

GRAMMAR will / going to

5. Students read the sentences in bubbles. They think about the differences between them and share it with the whole class.

we use a/an with prices, frequency and speeds

we use the article with unique things

we use zero article when we are talking about people or things in general

In the left bubble speech the boy has unexpectedly won the ticket. He has just planned to invite his friend Aziz. (He has made up his mind just on the time of winning the tickets.) Unplanned action.

In the right bubble the girl gets to know that Anvar is intending to give his second ticket to Aziz. (He has already planned to do so by the time the girl finds out.) Planned action

Compare and explain:

Situation 1: A: Are you busy this evening?

B: Yes. I'm going to meet Jack at the library at seven. We're going to study together.

In Situation 1, only 'be going to' is possible. The speaker has a prior plan, so he uses 'be going to'.

Situation 2: A: Are you busy this evening?

B: Well, I really haven't made any plans. I'll eat OR I'm going to eat dinner, of course. And then I'll probably watch OR I'm probably going to watch TV for a little while.

In Situation 2, either 'will' or 'be going to' is possible. Speaker B has not planned his evening. He is «predicting» his evening (rather than stating any prior plans), so he may use either 'will' or 'be going to'.

6. Students match sentences a-e with 1-5 highlighting the meaning.

1. "Financial management is ____ Operational Activity of ____ business that is responsible for obtaining and effectively utilizing ____ funds necessary for efficient operation" by Joseph Massie.
2. "Financial management is ____ area of financial decision making, harmonizing individual motives and enterprise goals" by Weston and Brigham.

3. "Financial management is ____ area of business management devoted to a judicious use of capital and ____ careful selection of sources of ____ capital in order to enable ____ business firm to move in ____ direction of reaching its goals" by J.F.Bradlery.
4. "Financial management is ____ application of ____ planning and control function to ____ finance function" by Archer&Ambrosio.
5. "Financial management may be defined as that area or set of administrative functions in ____ organization which relate with arrangement of cash and credit so that organization may have ____ means to carry out its objective as satisfactorily as possible" by Howard&Opton.
6. "Business finance can be broadly defined as ____ activity concerned with planning, raising, controlling and administering of funds and in ____ business" by H.G.Gathman&H.E.Dougall

a) 2 b) 1 c) 4 d) 5 e) 3

7. Students are to put the verb into the correct form using 'will' or 'going to'.

"Never spend your money before you have it." Thomas Jefferson

1. will graduate/is going to graduate; will begin/is going to begin;
2. will be; will come;
3. will probably see;
4. is not going to be/will not be; will be; will teach; will be;
5. will affect

LESSON 24.
RISK MANAGEMENT
SPEAKING: Case risks.
LISTENING: Interview.

Objectives:

- explore the concepts, types and activities of risk management
- review the usage and meaning of modal verbs and practice them in context
- learn and practice report writing techniques

Skills to be practiced: listening, speaking, reading, writing

Starter

1. Lead in students focusing their attention on the statements. Have them personalize. (Students give their own approach to the risk management from their either personal or academic life.) Allow them share their ideas with the whole group.

LISTENING

2.a) Students read the given title and also note on the right. They decide which sector, listed on the note, the title is relevant to.

Read the title as well as the note. Which sector does the title of listening material refer to?
'Risk Management Guide for Student Organizations'

Risk management practices are widely used in public and private sectors covering a wide range of activities:

- Finance and Investment
- Insurance
- Health Care
- Public Institutions
- Governments

- Public Institutions

b) Students read the title of the upcoming listening material and decide what it is going to sound about. All answers are acceptable.

3. Students look through the questions a-f. Play the tape. They listen to an interview between student organization leaders and find out which of the given questions has not been asked by the interviewer.

- a. What is a risk management?
- b. What are risk management concepts?
- c. Does a risk management have specific types?
- d. Is risk management in-born skill?
- e. What are the risk activities?
- f. How can a student identify and reduce the risk?
- g. Have you ever been in risk managing cases?

4. Answer the questions according to the tape.

- a. What action is annually fulfilled by the Higher Educational Institution authority at the beginning of an academic year?
- b. Why has Islomiddin been promoted as a leader for a student organization?

- c. What term has Islomiddin found unclear in the handbook?
- d. What is Islomiddin's aim in visiting Javohir?
- e. What role does Javohir play in University life?

Tapescript: 'Risk management Guide for Student Organizations'

At the beginning of the academic year any Uzbekistan Higher institution administration appoints student leaders who are obligated to plan events and activities together with the faculty and staff. One of their responsibilities is to implement a comprehensive model of risk management to use in organizing social activities. Following the regulations, the authority has appointed Asliddin Bokijonov as a leader of 'KAMOLOT' youth social movement for his being a prioritized freshman in the University admission exams owing to his well-behavior and top academic results during a nine-month army service. Given his duties accomplishment in youth leadership, he clearly understands that he needs to review Student, Faculty and Staff Leaders Handbook for details on validation process. Folding the front page of the handbook he finds the lines 'Leaders of student organizations should be familiarized with risk assessment and management concepts and tools as required by Education code _____. Having no idea about risk management Asliddin makes up his mind to consult a senior student Muhammad, who is a leader of KAMOLOT among graduate students.

Muhammad wholeheartedly tries to highlight the term risk management giving a detailed reply to Asliddin's questions.

Asliddin: Could you help me to clarify, please, what the risk management is?

Muhammad: Oh, the same misunderstanding I had when I encountered this term in the handbook. Well, let me say it so, Risk Management is the process of considering the potential and perceived risk involved in student activities. It includes monitoring organization activities and taking both corrective action and proactive steps to minimize accidental injury or loss.

Asliddin: Does risk management have specific types?

Muhammad: There are many risk types, major ones to consider are: Physical, Reputation, Emotional, Financial, Facilities.

Asliddin: You have stated the main types and what the risk activities are?

Muhammad: There are potentially high risk activities, they are alcohol, fire and life safety, travel, behaviour at parties and social events and others. However, this is not an all inclusive list. You should be able to use the concepts and tools to apply to all of your activities to assess the associated risks.

Asliddin: Can you provide me with concepts associated with risk management?

Muhammad: They are the followings:

1. Identify risky behavior – can injury or loss occur as a result of participation in or attendance at the event or activity (running with pointed scissors in your hand)
2. Assess the probability – how likely is an injury or loss to occur while performing the activity (running with scissors on a rocky hill)
3. Reduce risk – you may not be able to completely eliminate all risks; however, what methods or controls can be implemented to make the event safer (controlling the use of alcohol, not allow running with sharp pointed items, etc.)
4. Reassess the activity – now that the obvious risks have been addressed, what else can be done to minimize the risks

Asliddin: How can students identify and reduce risk?

Muhammad: They should meet with University advisors to review activities; Also, they have to read, understand and know University policies;

5.Students answer the questions.

3 Answer the questions according to the tape.

- f. What action is annually fulfilled by the Higher Educational Institution authority at the beginning of an academic year?
- g. Why has Islomiddin been promoted as a leader for a student organization?
- h. What term has Islomiddin found unclear in the handbook?
- i. What is Islomiddin's aim in visiting Javohir?
- j. What role does Javohir play in University life?

a. At the beginning of the academic year any Uzbekistan Higher institution administration appoints student leaders who are obligated to plan events and activities together with the faculty and staff.

b. The authority has appointed Asliddin Bokijonov as a leader of 'KAMOLOT' youth social movement for his being a prioritized freshman in the University admission exams owing to his well-behavior and top academic results during a nine-month army service.

c. Folding the front page of the handbook he finds the lines 'Leaders of student organizations should be familiarized with risk assessment and management concepts and tools as required by Education code.'

d. Having no idea about risk management Asliddin makes up his mind to consult a senior student Muhammad, who is a leader of KAMOLOT among graduate students. Muhammad wholeheartedly tries to highlight the term risk management giving a detailed reply to Asliddin's questions.

e. Muhammad is a leader of 'Kamolot' among graduate students.

6. Play the tape again. Students complete the statements. Answers may change.

- a. Risk management is _____
- b. Main types if risk management are: _____
- c. Potentially high risk activities are: _____
- d. Students should _____ to identify and reduce the risk.

a. Risk management is the process of considering the potential and perceived risk involved in student activities. It includes monitoring organization activities and taking both corrective action and proactive steps to minimize accidental injury or loss b. Risk management main types are Physical, Reputation, Emotional, Financial, Facilities.

c. Potentially high risk activities are alcohol, fire and life safety, travel, behaviour at parties and social events and others

d. Students should meet with University advisors to review activities; Also, they have to read, understand and know University policies to identify and reduce the risk.

7.Groupwork. Imaginary case. Students are planning to organize any student activity meeting the interests and requirements of their own field of study. Give them time to think about possible liability risks and how to manage them. Teams share their findings with the whole class.

LESSON 25.
READING: Risk taking and managing.
WRITING: New reports.
GRAMMAR: Modal verbs expressing advice

READING

1. Pairwork. Students read the questions and discuss them. Read the quotes. Choose the best option defining the message of it.

1. Decent ships never stay in the harbour.
2. Being safe doesn't mean being satisfied.
3. Ships are not built in harbour.

2. Students read the text and give the title to it. Answers may vary.

- a. I wish I had ...
- b. you'll never be a winner.
- c. navigate to the port of your dreams
- d. hold on tight to the wheel
- e. a leap forwards
- f. years of hard experience
- g. rolling the dice and putting everything on number nine

1. Take calculated risks. Always weigh up the costs and benefits and work out the worst case scenario of failure. I'm a firm believer in listening to my gut, going with my intuition. But the "gut feeling" is not irrational because it is based on ____ (5)
2. Take small chances before you take big chances. This way you'll build up your experience and your ability to handle the ups and downs.
3. Take evasive action. Change course when circumstances demand. When a storm rocks your boat batten down the hatches and ____ (6). If you know where you're going you'll navigate your way through harshest hurricane.
4. Take heed. Learn from the chances you took. Maybe as the captain you could have charted a different course. Maybe the crew didn't perform as you expected. It's all part of life's journey which gives you the knowledge you need for your next adventure.
5. Take heart! Sometimes you take chances and they don't work out. It might be a business deal, a personal hire, or a personal relationship. Sometimes you take a step backwards so that you can take ____ (7).

And always remember, as someone once said, "When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened for us."

Never give up.

By GurbakshChahal \May 23, 2014\

Possible titles: 'Risk management factors' 'How to manage risk'
'How to overcome difficulties in risk management'

3. Pairwork. Give definitions to the highlighted words and word combinations in the text and use them in sentences. Answers may vary.

- a. Hold on! Better days are still to come _____
- b. Undertaking only planned, forethought and estimated ventures. _____
- c. Systematical goal achievement is the guarantee of prolonged success. _____
- d. Be flexible. _____
- e. Everything that doesn't kill, makes us stronger.

Possible answers:

Occupation – a person’s job. Eg.: In the space marked ‘occupation’ he wrote ‘police officer’.

Require – to need or make necessary. Eg.: Please telephone this number if you require any further information.

Ponder – to think carefully about something, especially for a noticeable length of time. Eg.: I am continually pondering how to improve the team.

Motionless – without moving. Eg.: The horse lay motionless on the ground, as if dead.

Inspect – to look at something or someone carefully in order to discover information, especially about their quality or condition. Eg.: She held the bank note up to the light and inspected it carefully.

Evaluate – to judge or calculate the quality, importance, amount or value of something. Eg.: We shall need to evaluate how the new material stands up to wear and tear.

Hurricane – a violent wind which has a circular movement, especially found in the West Atlantic Ocean. Eg.: The state of Florida was hit by a hurricane that did serious damage to it.

Hazardous – dangerous. Eg.: No one initiated to take part in hazardous journey though great deal of money award had been offered for.

WRITING

4. Pairwork. Students read the listing and tick the ones in which patterns of risk management can be encountered. Check the results.

- Reporting news
- Reporting survey
- Planning action
- Giving references
- Writing autobiography
- Writing diaries

o Reporting news

o Planning action

o Writing diaries

5. Pairwork. Students read the table and fill in the missing information from the opposite

box. State that this is a sample template for reporting event according to the guideline.

Time:	1)
Place:	Ferghana region, district Kirgili
People involved:	2)
Events:	Fire started early in the 3) _____ a passing 4) _____ spotted flames and 5) _____ the fire brigade fireman fought the 6) _____ fireman found they were taken to 8) _____ hospital
Cause(s):	9) _____
Consequences:	fire 10) _____ the house
Comments:	“I’ve never seen a fire like this. They’ve just 11) _____ in one piece.”
Action taken:	The house will be 12) _____ next month.

- electrical interlocking
- whole family members
- neighbour
- alerted
- fire for several hours
- regional
- about 20 people from neighbourhood and 15 members of the fire brigade
- morning at 5 a.m.
- come out of
- damaged
- January 2
- restored

1) *January the second*

2) *about 20 people from neighborhood and 15 members of fire brigade*

3) *morning at 5 a.m.*

4) *neighbor*

5) *alerted*

6) *fire for several hours*

7) *whole family members*

8) *regional*

9) *electrical interlocking*

10) *damaged*

11) *come out of*

12) *restored*

6. Students get a clue from the template in Ex.13. They compose their own report reflecting any touching/impressive event happened previous week. They should follow the presented guideline. Let students read aloud their reports to the whole class

A short catchy headline

Introduction

Paragraph 1 (summary of the event-time, place, people involved)

Main body, paragraphs 2,3,(4) (description of the main events and people involved – give detailed facts)

conclusion, final paragraph (comments, reference to future developments)

GRAMMAR: Modal verbs expressing advice

7. Pairwork. Students read the sentences and decide which sentence in the pair is stronger in meaning. They discuss in what situations such conversations can be encountered.

1. a) I think you've caught a cold, you should go to a doctor.
b) I think you've caught a cold, you'd better go to a doctor.
2. a) If it is necessary, you should go to work.
b) If it is necessary, you must go to work.
3. a) It is going to rain, I think, you've to stay in class.
b) It is going to rain, I think, you ought to stay in class.

4. a) They have to go to the bank to get their plastic cards.
b) They should go to the bank to get their plastic cards.
5. a) You shouldn't go into that room.
b) You must not go into that room.
6. a) You'd better not to go there alone, it is very late.
b) You shouldn't go there alone, it is very late.

1. b) 2. b) 3. a) 4. a) 5. b) 6. b)

8. Pairwork. Students complete statements with their own ideas and discuss the meaning. All students' answers are acceptable.

e.g. You'd better speak to your friend. (Reason: If you don't, there will be some misunderstandings. Result: he'll be angry and feel hurt.)

- a. You're supposed to _____
- b. You ought to _____
- c. You have to _____
- d. You aren't supposed to _____
- e. You don't have to _____
- f. You mustn't _____
- g. You'd better _____
- h. You should not _____
- i. You'd better not _____
- j. You should _____

9. Pairwork. Students give advice using a-k combinations in Ex.7 to their partners who are in a problem case. All students' answers are acceptable.

1. A: On my way to the University I have lost my purse with my passport and driving license in it. Now I don't know what to do.
B: I think, you _____
2. Student: Hallo, it's me – Akmal Saidov, monitor of group 102, phoning you from the camp. It is raining cats and dogs here, and it stops us from starting the way back home. The road is so slippery that it's difficult to drive. Wha shall we do?
Dean: The best opinion is you _____
3. A: Tomorrow by 6 PM I will have moved out from the rental apartment as the landlord is going to repair the house after the fire damage caused by neighbours. He warned me two weeks ago that's why I have been looking for a room to stay but still have no results. What would you advise me to do?
B: To my mind, you _____

The first step in the risk management is to acknowledge the reality of the risk. Denial is a common tactic that substitutes deliberate ignorance for thoughtful planning.

LESSON 26.
CAREER RESPONSIBILITIES
SPEAKING: Causes and consequences of career responsibilities.
LISTENING: A job interview.

Objectives:

- explore the career responsibility in one's field
- use 'be supposed to' construction in statements
- enlarge the lexical stock relating to general and specific career responsibilities

Skills to be practiced: listening, speaking, reading, writing

SPEAKING

Starter

1. Lead – in students focusing their attention on the photos. Give students some seconds to think what common idea the pictures present. Have them find the picture which is out of the topic, and ask if they are dressed formally or casually.

In the second picture from the right, the man doing gardening is an odd photo. Because the man is at home and doing households caring for the nature. The rest of the photo 'heroes' are in their uniform except the gardening one. Uniform is one of unique parts of career responsibility.

LISTENING

2. Pairwork. Concentrate their attention on the topic again to formulate primary vocabulary asking about positions and workplaces of the people in photos. Students review the words in a-c lines and find the odd word.

- a) casually dressed
- b) chief
- c) responsibility

Look and think what common idea these photos present and answer the questions.

- Which picture is out of topic.
- Are the people in formal or casual clothes?

3. Read the phrases and mark as general (G) and specific (S) career responsibilities. Add your examples in the right column.

1. Keep in daily tasks to deadline.	G		
2. Testing electronic parts			
3. Keeping subordination			
4. Doing tasks accurately			
5. Filing patients' records			
6. Auditing supply inventories			

4. Pairwork. Allow students some time to think about general and specific career responsibilities. They read the phrases and decide if they are general or specific. If students face some misunderstandings with their meaning, they may refer the dictionary. Let them fill in the right column with 3 general and 3 specific career responsibility expressing phrases of their own. Check the answers

5. Read the words in the box and categorize them into the appropriate columns below.

Gardener- decorator, canteen, nurse practitioner, transporting heavy items, company yard, bedside care treatment, conducting equipments changeovers, elevator mechanic, plant designing, employees' health care department laborer, elevator service shop.

Position	Work place	Responsibilities
1.gardener-decorator_____	Company yard_____	Plant
2._____	_____	deigning_____
3._____	_____	_____
4._____	_____	_____

6. (T13) Look through the statements. Listen to the tape and decide whether the following statements true or false.

1. People have got special individual responsibilities before close relatives.
2. A nurse considers that her job is not as difficult as others'.
3. Career responsibilities are divided into two parts: general and specific obligations.
4. Specific career responsibilities belong to a person's special this or that job tasks.
5. An interpreter thinks that his job can be done by anyone having general career responsibility.
6. A guard Javod thinks that his job is highly valued by people in society.
7. Teachers' career responsibilities consist of a number of essential duties in educational and behavior matters.

Tape-script

A responsibility is an essential norm of behavior without which modern society or state cannot be imagined. All citizens should own responsibilities in doing this or that issue. Protecting the environment, nature is on the responsibility of everyone. Besides, we have personal responsibilities before our family members. Parents have great obligations in front of their children. In its turn, the children are responsible for well-being of their parents when they are old. But mostly people face essential responsibilities in their careers. They can be divided into general and specific ones. Fulfilling the set tasks completely, contributing to development of the company, not being late for work, obeying the company's rules and norms of behavior are general ones. Specific career responsibilities belong to particular job as only firefighters quench fire; other jobs do not take such responsibilities. We have decided to find out different career responsibilities and what professions should follow them strictly. To have an exact vision of career responsibilities we have asked several job occupants about them.

The first person who was interviewed works as a nurse at the Medical center.

An interviewer: Rano, would you like to tell us what specific job responsibilities you have got?

A nurse: Different. I am responsible for general control of patients' health conditions. Exactly speaking, I have to make all injections in time. Necessary medical tests' results are filled in special patient health forms by me.

An interviewer: Do you think that your responsibilities are difficult to fulfill?

A nurse: Yeah, because in most cases nurses are responsible for patients' lives. We should always be careful and attentive, in our job there is no any little thing.

Now let's have a short talk with an interpreter (translator) about his career responsibilities.

An interviewer: Good morning, what specific career responsibilities do you have, Akram?

An interpreter: My specific responsibilities of me as a translator are the following: first of all, I should completely focus on the speaker's matters. I have no right to add any idea of my own or omit the speaker's. The translations should not be confusing, puzzling, and unclear; they must be interpreted exactly, obviously, in correct order.

An interviewer: Do you think your job requires strong responsibilities?

An interpreter: Sure, as our translations can resolve a problem or on the contrary may give birth to another trouble. History tells some tragic stories connected with interpreters, when a man just translated the words of an ambassador who had brought a message on war declaration, the king got frustrated and ordered to behead not the minister but a poor translator became a victim of an appropriate translation. But anyway we should translate what we are told.

Now let's put some questions to a company guard Javod about his career responsibilities.

An interviewer: What specific responsibilities do you have? Are they difficult to follow?

A guard: Even if most people do not appreciate my job supposing it to be not as essential as other occupations, I suppose my career is one of the most important ones, because we are responsible for every object at the company, we check people who are coming in and out here, besides we fill in some forms as reports of a night duty.

Having listened to several people with different jobs we have concluded that each career has got its difficult responsibilities. But whatever people do they should cope with problems and follow their responsibilities with dedication.

1	2	3	4	5	6	7	8
T	F	T	T	F	NG	F	NG

7. Students look through the statements. Play the tape. Students listen to the tape and decide whether the following statements are true, false or not given.

- A translator does not have a right to add something from himself, besides he cannot omit some ideas or phrases from speaker's speech.
- All necessary medical results should be written down in special blanks, besides she has to control patients' general health conditions.
- Guards have to check people who are coming in and out of company, besides they must control everything at job places.
- Following company's norms of behaviour, rules, accomplishing the tasks in time, contributing welfare of it are all general career responsibilities.
- The translated statements should be interpreted in a clear, understandable, obvious way.
- Protecting the environment, surroundings is responsibility of everyone in society that is citizens' general obligation.
- Human history tells several catastrophic events connected with dishonest attitudes towards translators.
- Each job whatever it is has got different hard career responsibilities which should somehow be dealt with in every situation.
- All people have got personal responsibilities in front of their families that also should be completed.

1. Defending the environment, surroundings is a responsibility of everyone in society that is citizens' general obligation.

2. All people have got personal responsibilities before his or her family members which also should be followed.

3. Following the company's norms of behavior, rules, accomplishing the tasks in time, contributing to welfare of it are all general career responsibilities.

4. All necessary medical results' should be written down in special blanks, besides she has to control patients' general health conditions.

5. A translator does not have a right to add something from himself, besides he cannot omit some ideas or phrases from a speaker's speech.

6. The translated statements should be interpreted in a clear, understandable, obvious way.

7. Human history tells several catastrophic events connected with dishonest attitudes towards translators.

8. *Guards have to check people who are coming in and out the company, besides they must control everything at job places.*

9. *Each job, whatever it is, has got different hard career responsibilities which should somehow be dealt with in a number of situations.*

8. Students look through statements. Play the tape again. Students put the statements in order.

1. A general control.
2. Confusing, puzzling.
3. To become victim.
4. to fill in forms;

1. A general control;

A nurse: Different. I am responsible for general control of patients' health conditions. Exactly speaking, I have to make all injections in time. Necessary medical tests' results are filled in special patient health forms by me.

2. Confusing, puzzling;

An interpreter: My specific responsibilities as a translator are the following: first of all, I should completely focus on the speaker's matters. I have no right to add any idea of my own or omit the speaker's. The translations should not be confusing, puzzling, and unclear; they must be interpreted exactly, obviously, in correct order.

3. To become a victim;

An interpreter: Sure, as our translations can resolve a problem or on the contrary may give birth to another trouble. History tells some tragic stories connected with interpreters, when a man just translated the words of an ambassador who had brought a message on war declaration, the king got frustrated and ordered to behead not the minister but a poor translator became a victim of an appropriate translation. But anyway we should translate what we are told.

4. To fill in forms;

A guard: Even if most people do not appreciate my job supposing it to be not as essential as other occupations. I suppose my career is one of the most important ones, because we are responsible for every object at the company, we check people who are coming in and out here, besides we fill in some forms as reports of a night duty.

9. Students decide what the speakers in the tape are referring to when they are using the listed words. Check the answers.

What essential responsibilities does a job (career) in your field require?

LESSON 27.

READING: Career responsibility is one of the leading stages to promotion.

WRITING: Paragraph writing.

GRAMMAR: To be supposed to.

READING

1. Work in pairs. Student 1 reads a Part A, student 2 reads Part B. then in turn ask and answer questions.

Part A: at late midnight the harsh trapping on the iron gate woke our family up. On opening the door my father figured out what had happened and immediately called the emergency. The neighbour living next to us in trouble. Actually he was known to have epilepsy, which is neurological disorder caused partially by brain injury, stroke, brain cancer, and drug and alcohol abuse. when the emergency arrived doctors took necessary measures to help the patient and finally he was heard the breathing regularly. The first aid provided by the professionals made people surrounding the patient feel relieved and saved the life of the man.
What and where did the story happen?

What was the culmination of the story that impressed you much? why?

How did you feel when reading the passage?

Part B: One of my unforgettable memories takes me back to 1996 and is still a fresh one. It was a lovely summer morning at Zamin sanatorium in jizzakh, the majority of people were out along the mountain trails climbing steep hills covered with fir-trees. On the halfway we could smell something burning. Looking around we saw a black fog and heard settlers' screaming not far from where we were. Within some minutes the fire brigade arrived and started to put the fire off. The firemen heroically put their lives at a risk marching into the bushfire by having the flow rained from the water tanks. However the efforts of the fire brigade were not enough to put the fire off and some minutes later the airjets and helicopters carrying tons of water joined them. Finally the fire was put off and lots of people were no longer in danger. This was the result of joined actions of the fire brigade and air force militarians who did their best to rescue people and keep the natural park of Zamin mountains safe.

What and where did the story take a place?

What was the culmination of the story that impressed you much? why?

How did you feel when reading the passage?

2. Pairwork. Organize information gap activity. Pair up students. Instruct them that student A reads A part of the text, while student B reads B part of the text. Having read their own piece of reading students ask the follow up questions from each other to get the information in their pair's part.

- What is a topic sentences? What does it consists of?
- What is a paragraph?
- What is a controlling idea?

3. Groupwork. Allow students some time to discuss the given questions. Let the teams

present their findings with the whole class supporting with specific life examples.

- a. Career responsibility is a duty or obligation to complete a task properly.
- b. One can achieve success in career through lifelong learning.
- c. Job responsibility helps a person in his promotion and being successful.
- d. For some people working conditions are more important than a highly salary.
- e. Learning a foreign language creates job opportunities.
- f. Work in abroad has a number of advantages and disadvantages.

WRITING: Paragraph writing

4. Lead – in students focusing their attention on the notes in green, red, yellow. Let them read and answer the listed questions using their own words. Find the topic sentence and underline the controlling idea.

1. Material developments is incredibly a time-consuming process.
2. Iroda To'laganova and Oqgul Amanmuodova have dominated women's tennis in Uzbekistan.
3. The hours between five and seven in the morning are the most productive for early-rises.
4. A childhood hobby often develops into a promising career.
5. Teaching small children requires great patience.
6. Everyone looked forward to a week-end time for relaxation and entertainment.

5. Pairwork. Students read the statements, circle the topic in them and underline the controlling idea. In the answers below the topic sentence is highlighted in bold and controlling idea is underlined. Check the results.

Career responsibility

- a) is a duty or obligation to satisfactorily perform or complete a task that one must fulfill.
- b) One can achieve success in career through lifelong learning.
- c) Job responsibility helps a person in his promotion and being successful.
- d) For some people working conditions are more important than high salary.
- e) Learning a foreign language creates job opportunities.
- f) Using information technologies in education facilitates teaching and makes lessons more interesting.
- g) Working abroad has a number of advantages and disadvantages.

6. Pairwork. Students read the statements, underline the topic sentence and circle the controlling idea. In the answers below the topic sentence is underlined and controlling idea is highlighted in bold.

1. Material development is
2. Iroda T'o'laganova and Oqgul Amanmuradova have dominated women's tennis in Uzbekistan.
3. The hours between five and seven in the morning are most productive for early-risers.
4. A childhood hobby often develops into a promising career.
5. Teaching small children takes great patience.
6. Everyone looked forward to Sunday – the resting and entertaining day.

7. Students write a clear topic sentence containing controlling idea to the presented topics.

8. Students choose one of the paragraphs which they have composed in Ex. 17 and write a paragraph. Remind them the topic sentence is a complete sentence. It must have a subject, a verb, and a controlling idea. When they have finished the paragraph writing let them edit in small groups

GRAMMAR: To be supposed to

9. Rewrite the sentences using *to be supposed to* in an appropriate way?

- a. People say the success belongs to goal-oriented, determined and persevering people.
Eg. Success is supposed to belong to goal-oriented, determined and persevering people.
 - b. If you believe in yourself and have dedication, determination and persistence, you'll be a winner.
-
- c. Every lesson of life comes with a gift of wisdom, the more problems you solve, the stronger you become to face the challenges and gain success.
-
- d. Purpose, passion, planned action, heart and persistence will bring success, triumph and victory.
-
- e. Do read this book. It is said to be a very good one.
-

- a) *Success is supposed to belong to goal-oriented, determined and persevering people.*
- b) *You are supposed to believe in yourself and have dedication, determination and never quit attitude, you'll be a winner.*
- c) *Every lesson of life is supposed to come with a gift of wisdom, the more problem you can solve the more you become stronger and able to face the battle of success then win the race for life.*
- d) *Purpose, passion, planned action, heart and persistence is supposed to bring success, triumph and victory.*
- e) *Let's go to the concert. It is supposed to be very good.*

10. Answer the questions and complete the sentences, using *be supposed to*.

- a. What are you supposed to do after graduating from the university?
- b. What are some things students supposed to do and some things they are not supposed to do?
- c. If your friend tells you his secret, what are you supposed to do?
- d. If someone tells you white lie, what are you supposed to do?

11. Draw students attention to the photo and let them write the photo related sentences using 'be supposed to'. Have pairs compare the results. Look at the photo and complete the table. Compare the results with your partner. Discuss the question with the whole group.

Do you think the responsible attitude the one's job is the step leading to promotion? Why?

	What professions can be viewed in the photo?	What are their career responsibilities?
1	Lawyer	To give advice to people about the law and speak for them in court
2		
3		
4		
5		
6		

Eg. The board meeting is supposed to be at 1 p.m.

LESSON 28.
PROFESSIONAL DEVELOPMENT
SPEAKING: Professionally developed person .
LISTENING: Professional Development Opportunities.

Objectives:

- raise one's awareness about professional development
- use zero and first conditionals in meaningful situations
- expand the topic related lexis
- learn and practice action plan writing in one's field

Skills to be practiced: listening, speaking, reading, writing

Target vocabulary: developed professionally, self-esteem, personal development, career path, peer observation

SPEAKING

STARTER

1.Lead in students focusing them on the photos. Allow them some time to name the events taking place in the photos.

A photo: Graduation ceremony of Higher Institution senior students.

B photo: Entrance/admission or exit test (state exam)

C photo: It presents metaphoric approach, the young tree is grown with thorough nutrition and care hoping for future fruitfulness and being in service for the neighborhood. In reality, the society pays much attention to youth professional development providing them with effective education leading to professional growth at each stage.

D photo: Book exhibition/Sale day/Special discounts offered by publishing houses to students to enable learners to get more literature of their interest and explore the field.

Pair up students and let them discuss the questions below the photos. Observe the peer discussion walking in the auditorium and invite the ones best ideas to share them with the whole class.

Possible answers

1. Professional development is a person's future progress through life-long learning
2. One must always be deeply involved in different projects, researches, update oneself by participating in the seminars, conferences, sharing ideas with other specialists, follow the instructions of successful professionals towards the pathway of professional development.

LISTENING

2.Pairwork. Students write synonyms to the words and phrases in the table. Check the results.

3.Write the synonyms to the words and phrases listed below .

1	provide	e.g. offer
2	Extend	
3	career paths	
4	goal setting	
5	peer observation	
6	co-planning	
7	collaborative plans	
8	mentoring	
9	action research	
10	life long learning	

Provide	<i>Ex. Offer</i>
1. extend	enlarge
2. career paths	be in the height/ peak
3. goal setting	make a plan for the future
4. peer observation	observe/examine closely
5. co-planning	planning with somebody together
6. collaborative plans	joint plan/ mutual
7. mentoring	teach less experienced people about their job or a particular subject
8 action research	achievement research /act
9. ife long learning	to learn the whole life

4. (T14) Listen to the interview and fill in the gaps.

1. Professional development keeps changes, _____ our skills and be more effective in our work.
2. Professional development can be part of meeting targets set by workforce performance management _____ or an opportunity for individuals to change their career path.
3. 21 century is the era of technology . Legislative, _____ and economic developments directly effect the environment .
4. The purpose of this phase is to study instructional examples in order to develop _____ undersanding of the research.
5. Students might participate in activities such as school and classroom _____ , peer observation .
6. The fifth phase is _____ and sharing expertise.
7. Activities in this phase might include _____ , mentoring or partnering with a colleague , and participating in a network.
8. The final phase we learn for the whole of our life and it will give _____ results of your hard working.

Tapescript

Interviewer: Good morning, dear listeners, I would like to remind you today's topic, "Professional development", therefore we have invited a well-known specialist, associate professor Makhmud Tursunovich Tursunov. Welcome to the studio.

Mr. Tursunov: Good morning!

Interviewer: As we know, professional development is one of the vital issues in all spheres. Will you explain to us what is professional development?

Mr. Tursunov: Well, Professional development opportunities refer to the acquisition of skills and knowledge both for personal development and career advancement. It presents great changes, broaden skills, improving self-knowledge, views, interests, building or renewing, identity/self-esteem, developing strengths or talents, improving self-awareness.

Therefore Professional Development is a means of supporting people in the workplace, to understand more about the atmosphere in which they work, the job they do and how to do it better. It can be a step on the ladder to higher qualifications or enhanced job prospects or be required by professional bodies to maintain professional status. It can be a part of meeting targets set by workforce performance management schemes or an opportunity for individuals to change their job paths. In one word we can say it is an ongoing process throughout our working lives.

Interviewer: My second question concerns the requirements of the professional development. Will you tell us why everyone needs professional development?

Mr. Tursunov: We live in the 21 st century. The world is changing rapidly. We can see these changes in legislative, social and economic developments directly. It affects the situation in which we live and work. At the same time technological advances provide different ways of working. So every young person should have to understand and recognize it.

Interviewer: Our listeners are young, future professionally developed people therefore I would like you to tell them the main phases of Professional Development.

Mr. Tursunov: Well, according the research there are six phases of professional development. The first one is building a knowledge base. Without this phase one can't be professional. It requires new knowledge and information. This phase includes goal setting, assessing needs, participating in interactive workshops, and forming a study group. The second phase is observing models and examples. The aim of this phase is to study instructional examples in order to develop a practical understanding of the research. Here, students might participate in activities such as school and classroom visitations, peer observation, using instructional artifacts, co-planning, and listening to or watching audio and video examples. The third phase is reflecting your practice. The purpose of this phase is to analyze your instructional practice on the basis of new knowledge. Activities in this phase might include the use of journals or teacher-authored cases for collegial discussion and reflection. The fourth phase is changing your practice. The purpose of this phase is to render your new knowledge into individual and collaborative plans and actions for curricular and instructional change. Activities might include action research, peer-coaching, support groups, and curriculum development. The fifth phase is gaining and sharing expertise. The purpose of this phase is to continue to refine your instructional practice, learning with and from colleagues while also sharing your practical wisdom with your peers. Activities in this phase might include team planning, mentoring or partnering with a colleague, and participating in a network. The last phase is lifelong learning. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

Interviewer: Oh, I am sure our views have got precious information about professional development. Being professional specialist what would you like to advice to young specialists?

Mr. Tursunov: My advices to young specialists go further, never stop on your goals. As they "Search knowledge from the cradle to the grave". Remember life -long learning, in one day you will see fruitful results of your hard working.

Interviewer: Thank you very much for having a very vital and interesting talk with us.

Mr. Tursunov: My pleasure.

5. Teacher asks students to listen to the interview again and tick whether statements are true or false.

	Statements	T	F
1	Professional development opportunities refer to the acquisition of skills and knowledge		
2	Professional Development is a means of supporting people in the workplace , to understand them.		
3	It can be a step on the ladder to higher qualifications or enhanced job prospects.		
4	It requires a new knowledge and information.		
5	Young people who have a strong desire will always achieve their goals.		
6	The specialists who work with young people should motivate and encourage them.		

1. True 2. True 3. True 4. True 5. False 6. False

6. Groupwork. Students in teams of three or four think about any professionally developed person in their study field and share the 'hero's' professional path with the whole group

Think about any professionally –developed person in your field and share his/her professional path.

If you were him/her ,would you keep the same path?

What steps in your professional development are you planning to take after you graduate?

LESSON 29.

READING: The main factors of personal development.

WRITING: Argumentative writing.

READING

1. Pairwork. Focus students attention on the pictures. Allow them some time to find out what they represent and personalize (explain with examples of their own). Let peers share their approach with the whole class.

- * When people are complacent about their works?
- * Who/what is responsible for one's professional development?
- * What special opportunities for Professional Development are there in your speciality?

Possible answers:

Photo A represents the concept that learning resources are the core components of professional development. The apple is a symbol of Newton's Gravitation law.

Photo B symbolizes the ladder towards the daylight as if professional development series of stages/pathways lead to maturity/perfection/ enlightenment in one's field.

Photo C visualizes human brain with the whole content totalizing professional development as an unique.

2. Students read the text and choose the best title.

- a. Teach yourself to a skill
- b. Master an online tool
- c. Volunteer
- d. Seek out people who are on the career path you aspire to
- e. Take a class
- f. Attend a conference
- g. Read
- h. Shadow a colleague
- i. Find a mentor
- j. Don't neglect your soft skills

Take Charge of Your Professional Development

10 ways to help yourself grow professionally even without the support of your company

1. ____e____. Just because you're no longer in school doesn't mean the classroom is off-limits. Plenty of universities offer classes for adults, often in the evening so you can attend around your job schedule. Online classes are another convenient option. Take a class on a topic that's relevant for your job, or learn about something that's totally growing, which is the over-arching goal.
2. _____. You don't always need structure or a class to learn something new. Pinpoint skills that are desirable in your line of work, and start practicing. Website-building or social media skills are a perfect example, and they are desirable across the board. Jump into a project, and learn the ropes as you go.
3. _____. "Because (nonprofit) organizations are so hungry for hands," Levit says, "you'll get the opportunity to master leadership skills you might not have the chance to practice otherwise". And, he adds, "you'll be doing it in a real world environment, which makes the experience better than if you, for example, took coursework or training seminars."
4. _____. Even those of us who organise our lives via digital tools don't always make the most of them. The web is full of free video tutorials on how to use networks like LinkedIn and Google+, as well as tips on organising your Gmail life. Think about how you can increase your efficiency, and scour the Internet for resources to help you accomplish that.

5. _____. Ask them how they got to where they are. With a little effort on social media, Rueff says, you can easily find out who holds a certain position – or who used to hold it – and reach out to them. Especially if you stroke their ego a bit, people are often happy to talk about the path they took in their career, as well as what worked and what didn't. Learn from their successes and mistakes.

6. _____. Find workers within your company who do something you want to learn and stop by their office occasionally to ask questions, Rueff suggests. You don't need an official shadowing program to accomplish this, just your own initiative." You'll learn a lot by listening and watching, and a little bit by osmosis," he says.

7. _____. Take that find-a-successful person goal one step further and identify someone who'll be willing to give you guidance and advice. Even if you don't feel comfortable calling that person a mentor, having someone to run ideas by who has more experience than you can go a long way towards helping you make the right designs. The key here is that they have to have an interest in helping you.

8. _____. Devour books and articles and blogs within your niche, but also pick reads that are outside of your normal professional box, Rueff says. "Read things that are outside of your own industry and experience, and then stop and think about, how can I relate that and apply it to my business?" he says.

9. _____. Figure out which conference is most worthwhile for people who work in your target industry and go, even if it means using vacation time. Not only will you learn new skills, you will also make new contacts. Emily Bennington, who helps new college graduates transition from the classroom to the workplace, advises researching who's going and connecting with those people in social media before the event, so you can arrange an in-person meeting and facilitate a stronger connection.

10. _____. "Most of us know our weaknesses, whether we need to be more organized or do a better job of meeting deadlines or simply prioritizing in a smarter way. Putting effort into improving those skills will make you more marketable no matter what field you're in," says Joseph Grenny, an organizational-development expert and co-author of *Change Anything: The New Science of Personal Success*.

"Don't do it for your boss," Grenny says. "You are doing this for you."

By Alexis Grant, USNewsCareers Aug. 17, 2011

3. Pairwork. Students look through the underlined words in the text and guess the meaning in the context.

They give synonyms to them.

1. over-arching goal
2. pinpoint skills
3. digital tools
4. scour the Internet
5. stroke their ego
6. by osmosis
7. devour books
8. niche

WRITING: Dream Goal

4. Pairwork. Lead in students concentrating their mind on the note on the right. Let them paraphrase and share with peers. Before moving to the next task focus students' attention on the SMART criteria at the bottom part of the page. Allow them some time to look through and discuss in pairs. Now, you may move to the following exercise.

5. Work in pairs. Look through the following word taken from the text, read the relevant lines in the text and guess their meaning. Give synonyms to them.

Eg. Awareness –consciousness

Enhance - _____

Aspiration - _____

Self-esteem - _____

Spiritual - _____

Autonomy - _____

Self-confidence - _____

Succeed - _____

awareness – consciousness

enhance – develop

aspiration – ambition

self-esteem – self-respect

spiritual – sacred

autonomy – independent

self-confidence – self-assurance

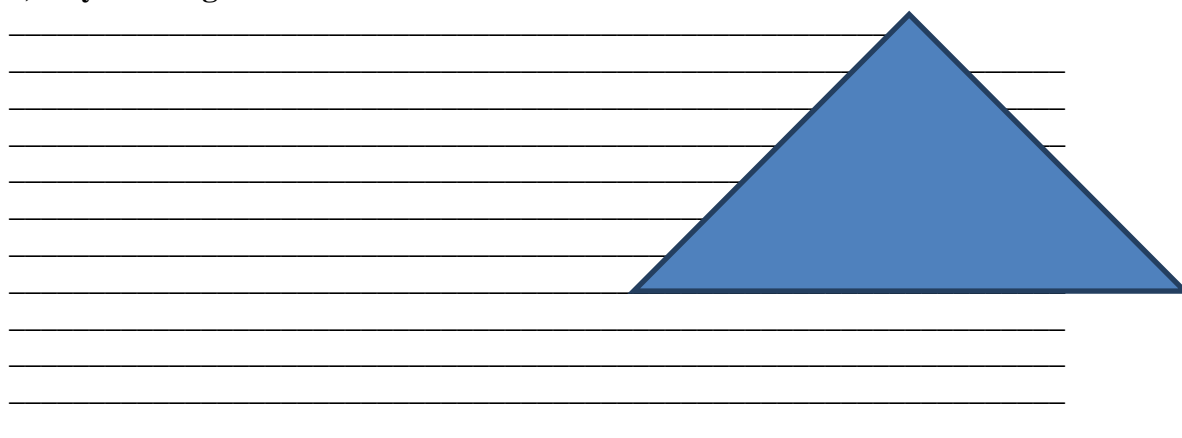
succeed – achieve something

6. Work in pairs. Read the note, paraphrase it and share the results with your partner. Students look at pyramid and a) write what their dream goal is; b) break their goal into manageable (realistic achieving stages) bits. Let students share in pairs

Remember! Your goal is the main aim you want to achieve within a particular period of time. If your dream goal requires four years, you'll need to plan steps that will help you reach your goal.

7. Look at the following pyramid and write your dream goal at the top of it.

a) My dream goal is _____



b) Now break your goal into manageable bits.

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

8. Look at the SMART criteria and outline your goals according to it.

S: SPESIFIC – Straightforward and clearly defined. Would it be understood / interpreted by others in the same way?

M: MEASURABLE – A goal where you can see changes happen. Could this goal be broken down into smaller bits?

A: ACHIEVABLE – Don't set a goal that's far out of reach. Is there a specific point at / after which the goal can be thought as having been achieved?

R: REALISTIC – Make sure the goal is “do-able”.Is the scope of this goal appropriate, given the available resources, possibilities, skills, time,etc,?

T: TIME – BOUND – Set a timeframe for the goal. Does this goal have a specific deadline?

GOALS

- 1.To win scholarship and obtain a master degree abroad
- 2.To improve my spoken english

LESSON 30.
GRAMMAR: Conditional sentences.
GRAMMAR Zero, First, Second conditionals

1. Pairwork. Lead in students drawing their attention to the pictures. Give them some minutes to note down the differences between the pictures.

Photo A: the lady makes a polite request and the action has possibility to be realized. The sentence is formed by present tense and future tense.

Photo B: the lady regrets doing a wish as consequences have made her to be chained. No way back! The sentence is constructed with past perfect and would+present perfect.

Say that conditional sentences are used

- To talk about the actions happening at the same time:

Before you come home call me.

- To talk about real conditionals:

If the weather is fine we shall go to the mountain.

- To talk about the action which will happen in our mind. It refers to future and present:

If I were a student I would study well now.

2. Students read the sentences and match them with their endings. Check the results.

1. If they offer me the job	a) you will achieve your goals.
2. If you wanted to grow in your professional career	b) you would be aware of news in this sphere and exchange ideas with scholars of this field .
3. If you define your personal development plans beforehand	c) we wouldn't have such problems.
4. If you are professional in your field	d) you would continue learning.
5. If you took part in an international conference	e) you will be introduced to a variety of approaches to personal development including consultation, coaching, mentoring, reflective supervision and technical assistance.
6. If she were more responsible for her duties	f) I'll turn it down.
7. If you go to schools specialized in career development	g) I would advise you to take an on-line course which is offered by local education agency.
8. If you were really interested in professional development	h) you'll manage to succeed in your career path.

1	2	3	4	5	6	7	8
f	a	b	d	c	e	d	h

3. Pairwork. Students complete the sentences, following the zero

1. ✓ 4. ✓ 5. ✓ 8. ✓

5. Students copy the words and phrases relevant to creative writing selecting from the box in Ex. 10. They give definitions to the words.

Possible answers:

a) *Thoughts and ideas* – are the main components of creative writing; to write any piece of it one should have some thoughts and ideas on this or that issue connected with the theme.

b) *An imagination* – is another essential component of creative writing without which one cannot be able to fulfill the task of it. To open a given theme one should thoroughly think over it by using his imagination. It leads any writer to wide extended territories of writing.

- c) *To picture in mind – anyone must manage to overview some actions before depicting it in his mind; that is also important to predict, to oversee the events of a creative writing in his head.*
- d) *Unreal stories – must be created by a person writing imaginative piece of an essay or some other types; they can be created and it may be added to get the theme open.*
- e) *To think about future – a person writing something connected with future life should be able to get into it in his mind and connect his piece of writing with possible events.*

6. Students think of an innovative research theme in their field and write a short creative writing work using the tips.

Possible answers:

- a) *One of the global problems in my field is connected with the shortage of machines to work in the fields;*
- b) *To ponder over this issue deeply one can state the following: the problem is causing a number of difficulties in the sphere referring to cultivating fields, planting seeds in time or harvest picking troubles;*
- c) *To solve this question one should work out special techniques as these: to provide farmers with the necessary number of machines they should have special contract with banks which will give them credits for a long term period. Besides, they can buy old machines and repair them and use until being able to afford a new one.*
- d) *Besides, the following measures must be taken in order to get more harvest from the fields of the country. To change attitude to work, to involve new methods of working, feel responsibility before his state and others. The appropriate working conveniences must be prepared for the workers as well.*
- e) *At the end these processes will bring the results as much harvest got from the fields, easy work with machine, prosperous farming in the country.*

REFERENCES:

www.bbc.co.uk.
www.UzDailynews.com
www.newsobserver.com

GRAMMAR

7. Focus students' attention on the picture and check their background knowledge about the 3rd conditional.

We can use the Third Conditional to talk about 'impossible' conditions, impossible because they are in the past and we cannot change what has happened.

- If we had bought that house, we would have had to rebuild the kitchen.
- If we had caught the earlier train, we would have got there on time but we were late.

Notice that the main clause can contain 'would', 'could' or 'might'.

- If I had seen him at the meeting, I would have asked him. (But he wasn't there so I didn't.)
- If I had seen him at the meeting, I could have asked him. (But he wasn't there so it wasn't possible.)
- If I had seen him at the meeting, I might have asked him. (But I'm not sure. Perhaps if the opportunity had arisen.)

Also notice that sometimes the 'if clause' is implied rather than spoken.

- I'd have done it. («if you had asked me but you didn't.»)
- I wouldn't have said that. («if I'd been there.»)
- He wouldn't have let him get away with that. («if he had tried that with me.»)

8. Students read the sentences and match them with their halves to form the 3rd conditionals. Check the answers.

1. Match the beginnings of the sentences and their endings.

1. If there hadn't been all necessary equipment,	a. a lot of people would have been saved
2. If doctors had invented another type of injection,	b. we would never have had photographs of distant galaxies
3. If a new method of curing cancer had been worked out,	c. I would have bought a space shuttle and traveled to the Moon
4. If the scientists hadn't invented the equipment which helps to measure the distance from the Earth to the Sun	d. It would have been less harmful for the health
5. If there hadn't been a telescope	e. professor Rahimov's group wouldn't have managed to beat the world's foremost scientific institutes in the race to produce the blue laser
6. If I had enough money	f. we would never have known that it comprises about 149 million kilometers

1-e; 2-d; 3-a; 4-f; 5-b; 6-c

9. Change the sentences into conditionals as in an example.

E.g.: *I didn't buy this bicycle because it wasn't of the latest model.*

If that bicycle had been of the latest model, I would have bought it.

1. The woman died because she didn't receive newly invented type of medical injection.

2. We bought this mobile phone because it had all modern functions.

3. We had our car serviced because there was a problem with the engine.

4. Karim's electricity was cut off because he forgot to pay the bill.

5. We wore masks during the experiment because these chemicals gave off fumes that could be harmful.

6. Alchemists spent many years trying to turn metals into gold.

7. The gas escaped through the tube during the experiment because scientists weren't so attentive.

2. *If a woman hadn't received newly invented type of injection, she would have died.*

3. *If this mobile phone hadn't had all modern functions I wouldn't have bought it.*

4. *If there hadn't been a problem with the engine, we wouldn't have serviced our car.*

5. *If Karim hadn't forgotten to pay the bill, his electricity wouldn't have been cut off.*

6. *If these chemicals hadn't given off fumes that could be harmful, we wouldn't have worn masks.*

7. *If alchemists hadn't tried to turn metal into gold, they wouldn't have spent many years.*

8. *If the scientists had been more attentive, the gas wouldn't have escaped through the tube.*

LESSON 31.
LATEST ACHIEVEMENTS
SPEAKING: The Worst Invention of the Mankind.
LISTENING: Resent Inventions.

Objectives:

- have an idea about the latest achievements in different spheres
- learn the usage of the 3rd conditional
- learn and practice creative and imaginative writing

Skills to be practiced: listening, speaking, reading, writing

Starter

- a) Focus students' attention on the photos. They match the pictures A-B with the pictures in the second line.
- b) Pairwork. They will discuss their decisions with their partners and answer the questions.

SPEAKING

1. Whole group. Students read the questions and share with their ideas.

1. What are the consequences of life without computers in your opinion?
2. What do you think could have happened if the light bulb hadn't been invented?
3. To what extent computer development has influenced recent achievements?

LISTENING

2. Put the words in the relevant line so they make a synonym group.

speculation	_____	_____	_____	thought; contemplation; encourage; outbreak;
to have craving for	_____	_____	_____	finally; theory; want; desire; demand; heap;
mass;				
pile	_____	_____	_____	utensil; vast; huge; enormous; nurture; stack;
implement	_____	_____	_____	achievement; eventually; tool; instrument;
immense	_____	_____	_____	utensil; vast; huge; enormous; nurture
foster	_____	_____	_____	
breakthrough	_____	_____	_____	
ultimately	_____	_____	_____	

<i>speculation</i>	<i>thought</i>	<i>contemplation</i>	<i>theory</i>
<i>craving for</i>	<i>want</i>	<i>desire</i>	<i>demand</i>
<i>piles</i>	<i>heap</i>	<i>mass</i>	<i>stack</i>
<i>implement</i>	<i>tool</i>	<i>instrument</i>	<i>utensil</i>
<i>immense</i>	<i>vast</i>	<i>huge</i>	<i>enormous</i>
<i>foster</i>	<i>nurture</i>	<i>encourage</i>	
<i>breakthrough</i>	<i>outbreak</i>	<i>achievement</i>	
<i>ultimately</i>	<i>eventually</i>	<i>finally</i>	

3. Read the sentences below. Listen and put the sentences in the correct order.

- ☐ First computers were huge in size
- ☐ Several decades ago, calculation was accomplished without calculators.
- ☐ There would be less female employees.

- ☐ Typewriters were prototypes of modern PC.
- ☐ Nowadays people do not appreciate the capabilities of recent inventions.
- ☐ The thing we would like to do is speculation but not philosophical issue of the topic.
- ☐ Registration process would be much longer.

- 1) *The one we would like to do is speculation but not philosophical issue of the topic.*
- 2) *First computers were huge in size.*
- 3) *Several decades ago, calculation was accomplished without calculators.*
- 4) *Registration processes would be much longer.*
- 5) *There would be less female employees.*
- 6) *Typewriters were prototypes of modern PC.*
- 7) *Nowadays people do not appreciate the capabilities of recent inventions*

Tapescript What if a computer hadn't been invented?

One may say: "Things are the way they are, and unlikely would be the other way" However, the matter we would like to concern is not philosophy. The speculation is on how would it have turned out without an issue, the usability and access of which we take for granted.

Originally, the idea stems from the development of space program. Craving for space exploration brought humanity to many inventions that are now, not a bit associated with space. Our devices, like laptops and iPod, are predated by the workable computer unit that used to be the size of a big hall.

Our grandparents were taught how to operate an abacus, not calculators that seems inconceivable at the time being. Furthermore, many adults don't know how to operate a computer in a competent manner.

So where would the world be if there were no computers? It probably be less busy place. Offices would have had different furniture, more shelves, less tables, piles of files and papers all around. Cinemas and theatres would become more popular; streets would be noisier as poor clerks would have operated as distributors as well. Less convenient living and working places and vehicle, nonstop ringtones and time-consuming registration processes. Less women would have worked at the offices because of tougher housekeeping conditions. Lower production rate at the factories would have caused higher prices. There wouldn't be any mobile phones to say nothing of internet or computer games. Lacking leisure activities would lead to the increase of crime rate.

Obviously, present-day generation would concern these as something incredible, but the fact is that previous generation used to experience that life. If to ask they may describe a fairy like story of own childhood, when juniors used to believe that computer was the unnatural implement of an evil named Fantomas. The only thing that would slightly resemble computer at that time was a typewriter. All the documents and files were organized using it, when, a single punctuation mistake caused retyping the whole document.

All the same, computes are the result of human mind and if once it has brought to existence no doubt that further achievements in science and technology will bring immense inventions.

We are seldom bothered about how achievements in science contribute our lifestyle and what it would have happened if they hadn't been there. Major breakthroughs in science ultimately foster global development and enhance the routine of individuals.

LESSON 32.
READING: Inventions that Changed the World.
WRITING: Creative Writing.
GRAMMAR: Conditional sentences.

READING

1. Work in pairs. Make a list of several recent inventions and define their value.

Eg. *solar energy-reduces the need for alternate resources; increases the supply of energy*

1. _____
2. _____
3. _____

2. Allow students some time to study the pictures and guess what they are. They read the information about the inventions of the last decade and match them with pictures.

Eureka

a. Chinese inventors created **Pencil Pusher**, which turns paper, *destined* for recycling, into pencils. The machine looks like a three-hole punch crossed with an electric pencil sharpener. Here's how the pencil-making gadget works: you insert wastepaper into a feed slot. The machine draws the paper in, rolls and compresses it, and then inserts a piece of lead from a storage chamber located in the top of the device. A small amount of glue is added before... *voila*... a pencil slides out from a hole on the side.

b. Translucent **Concrete** developed by Hungarian architect is called LitraCon. It is based on a matrix of parallel optical glass *fibers* that can transmit light and color from the outside...

c. The tiny device "Mini-Heart" is formed in the shape of a *cuff* meant to be placed around a vein, where its rhythmic contractions help to drive blood flow while also preventing the vein from becoming distended. The cuffs can be made from cardiac muscle cells derived from the patient's own adult stem cells, this prevents a chance of rejection. Soon the research team hopes to conduct animal trials. The researchers attempt to grow the cuffs directly on the veins in the body.

d. A team from the University of Washington designed silicon, plastic card-sized device, prototype of micro fluidic, for pancreatic cancer diagnosis that is able to analyze a whole *tissue* biopsy for **3D** imaging. The device allows the tissue undergo the same series of processes as would occur in a pathology lab, but on a much larger scale.

e. The LightRail zipper recently developed for Olympic teams, zips closed to create a waterproof, almost invisible *seam*. It is bonded to the clothing using laser-cut fabric and an adhesive that is similar to seam tape, which reduces and *bulkiness* and eliminates the need for stitching. The zipper also features a dock for the zipper head, which allows it to close more tightly and eliminate gaps.

3. Students read the definitions and match them with the highlighted words in the text.

- a) consisting of specialized cells and their products
- b) the part of globe covering the wrist
- c) a line where two pieces of fabric are sewn together
- d) regarded as developing as though according to a pre-existing plan
- e) substance made by mixing together cement, sand, small stones and water.

WRITING Creative writing

4. Students read the words and phrases, tick the ones which can be connected with creative or imaginative writing.

№	Words and phrases	
1	Thoughts and ideas	
2	To make a survey	
3	To give true to life information	
4	An imagination	
5	To have a picture in one's mind	
6	To be based on scientific articles	
7	Unreal stories	
8	To think about future	

1. ✓ 4. ✓ 5. ✓ 8. ✓

5. Students copy the words and phrases relevant to creative writing selecting from the box in Ex. 10. They give definitions to the words.

Possible answers:

a) *Thoughts and ideas* – are the main components of creative writing; to write any piece of it one should have some thoughts and ideas on this or that issue connected with the theme.

b) *An imagination* – is another essential component of creative writing without which one cannot be able to fulfill the task of it. To open a given theme one should thoroughly think over it by using his imagination. It leads any writer to wide extended territories of writing.

c) *To picture in mind* – anyone must manage to overview some actions before depicting it in his mind; that is also important to predict, to oversee the events of a creative writing in his head.

d) *Unreal stories* – must be created by a person writing imaginative piece of an essay or some other types; they can be created and it may be added to get the theme open.

e) *To think about future* – a person writing something connected with future life should be able to get into it in his mind and connect his piece of writing with possible events.

6. Students think of an innovative research theme in their field and write a short creative writing work using the tips.

Possible answers:

a) *One of the global problems in my field is connected with the shortage of machines to work in the fields;*

b) *To ponder over this issue deeply one can state the following: the problem is causing a number of difficulties in the sphere referring to cultivating fields, planting seeds in time or harvest picking troubles;*

c) *To solve this question one should work out special techniques as these: to provide farmers with the necessary number of machines they should have special contract with banks which will give them credits for a long term period. Besides, they can buy old machines and repair them and use until being able to afford a new one.*

d) *Besides, the following measures must be taken in order to get more harvest from the fields of the country. To change attitude to work, to involve new methods of working, feel responsibility before his state and others. The appropriate working conveniences must be prepared for the workers as well.*

e) *At the end these processes will bring the results as much harvest got from the fields, easy work with machine, prosperous farming in the country.*

REFERENCES:

www.bbc.co.uk.

GRAMMAR

7. Focus students' attention on the picture and check their background knowledge about the 3rd conditional.

We can use the Third Conditional to talk about 'impossible' conditions, impossible because they are in the past and we cannot change what has happened.

- If we had bought that house, we would have had to rebuild the kitchen.
- If we had caught the earlier train, we would have got there on time but we were late.

Notice that the main clause can contain 'would', 'could' or 'might'.

• If I had seen him at the meeting, I would have asked him. (But he wasn't there so I didn't.)

• If I had seen him at the meeting, I could have asked him. (But he wasn't there so it wasn't possible.)

• If I had seen him at the meeting, I might have asked him. (But I'm not sure. Perhaps if the opportunity had arisen.)

Also notice that sometimes the 'if clause' is implied rather than spoken.

- I'd have done it. («if you had asked me but you didn't.»)
- I wouldn't have said that. («if I'd been there.»)
- He wouldn't have let him get away with that. («if he had tried that with me.»)

8. Students read the sentences and match them with their halves to form the 3rd conditionals. Check the answers.

1. Match the beginnings of the sentences and their endings.

1. If there hadn't been all necessary equipment,	a. a lot of people would have been saved
2. If doctors had invented another type of injection,	b. we would never have had photographs of distant galaxies
3. If a new method of curing cancer had been worked out,	c. I would have bought a space shuttle and traveled to the Moon
4. If the scientists hadn't invented the equipment which helps to measure the distance from the Earth to the Sun	d. It would have been less harmful for the health
5. If there hadn't been a telescope	e. professor Rahimov's group wouldn't have managed to beat the world's foremost scientific institutes in the race to produce the blue laser
6. If I had enough money	f. we would never have known that it comprises about 149 million kilometers

1-e; 2-d; 3-a; 4-f; 5-b; 6-c

9. Change the sentences into conditionals as in an example.

E.g.: *I didn't buy this bicycle because it wasn't of the latest model.*

If that bicycle had been of the latest model, I would have bought it.

1. The woman died because she didn't receive newly invented type of medical injection.

2. We bought this mobile phone because it had all modern functions.

3. We had our car serviced because there was a problem with the engine.

4. Karim's electricity was cut off because he forgot to pay the bill.

5. We wore masks during the experiment because these chemicals gave off fumes that could be harmful.

6. Alchemists spent many years trying to turn metals into gold.

7. The gas escaped through the tube during the experiment because scientists weren't so attentive.

2. *If a woman hadn't received newly invented type of injection, she would have died.*

3. *If this mobile phone hadn't had all modern functions I wouldn't have bought it.*

4. *If there hadn't been a problem with the engine, we wouldn't have serviced our car.*

5. *If Karim hadn't forgotten to pay the bill, his electricity wouldn't have been cut off.*

6. *If these chemicals hadn't given off fumes that could be harmful, we wouldn't have worn masks.*

7. *If alchemists hadn't tried to turn metal into gold, they wouldn't have spent many years.*

8. *If the scientists had been more attentive, the gas wouldn't have escaped through the tube.*

LESSON 33.
WORLD AWARDS
SPEAKING: Awards Stimulate Further Creativeness.
LISTENING: Anvar's Award.

Objectives:

- raise one's awareness about world awards and gather information about the topic;
- use mixed conditionals in oral and written patterns;
- enlarge topic related lexis
-

Skills to be practiced: listening, speaking, reading and writing

Target vocabulary: awards, award-winner, contribution, proud, awarding ceremony, competition, motivation, labour, inspire, attempt

SPEAKING

Starter

1. Lead in students having their attention on the award statuettes. Allow them some time a) to title the awards and match them with nominations. Check the results.

Sport career	Professional photographer	The best song of the year	Great contribution to science	For the best piece of writing	For healthy generation	Young talented singers	For gifted girls of Uzbekistan
<i>b</i>	<i>C</i>	<i>d</i>	<i>a</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>

LISTENING

2. **Groupwork. Imaginary case. Students are going to have a telephone interview with Alice Munroe «master of the contemporary short story”.** She is an awardee of the Nobel Prize in Literature 2013. Staying in teams they list down 5 important questions. Remind them that the questions should lead to constructive answers motivating the youth to step up towards world awards. Let teams present their questionnaire to the whole class.

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

3. **Pairwork. Students look through the words and constructions. They explain their meaning using them in sentences. If they face some misunderstanding they may consult the dictionary. Check the results.**

this may change my mind, wander around, the press, I've gotten over the delight yet, you have produced an enormous body of work over the decades, bring a great new readership, it is time to take it easy

this may change my mind – *there is something to make a new decision about something which is different from my old one;*

wander around – *walk around slowly in a relaxed way or without any clear purpose or direction;*

the press - , *newspaper and magazines, and those parts of television and radio which broadcast news, or reporters and photographers who work for them;*

I haven't gotten over the delight yet – *I am still feeling the sense of great pleasure;*

you have produced an enormous body of work over the decades – *for the last ten years you have committed a great deal of praiseworthy job;*

bring a great new readership – *be in a spotlight of the readers;*

it is time to take it easy – *it is time to relax/not to use too much energy;*

4. Students listen to the tape and tick the questions mentioned by the interviewer on a telephone talk.

Check the results.

o Hello, is this Alice Munro?

o How did you feel receiving ' Congratulation' call from the press ?

o Where did you hear the news ?

o What was your first reaction ?

o Have you ever changed your style of writing ?

o For those who don't take up writing, would you recommend to start writing ?

o For those who don't write, would you recommend a starting doing that ?

√ *Is this Alice Munro?*

√ *How did you hear the news?*

√ *What was your first reaction?*

√ *Have you been basically the same sort of a writer from the beginning to the end? Have you changed, do you think?*

√ *For those who don't work, would you recommend a starting point?*

√ *So they should start with Dear Life, should they?*

Tapescript

<http://www.nobelprize.org/mediaplayer/index.php?id=1961>

Telephone Interview with Alice Munro (4 minutes)

Alice Munro - Interview

«This May Change my Mind ...»

Telephone interview with Alice Munro following the announcement of the 2013 Nobel Prize in Literature on 10 October 2013. The interviewer is Nobelprize.org's Adam Smith.

[Adam Smith] Hello, Adam Smith.

[Alice Munro] Hello Adam!

[AS] Hello, this is Alice Munro?

[AM] Yes, this is Alice Munro. I just wanted to thank you, very much. This is quite a wonderful thing for me. It's a wonderful thing for the short story.

[AS] It is indeed, and may we congratulate you in turn. It's a wonderful day.

[AM] Thank you very, very much.

[AS] How did you hear the news?

[AM] Um, let me see, I was wandering around this morning, early. How did I hear it first? [Said to her daughter, Jenny, in the room with her] ... Oh, the press called me.

[AS] And what was your first reaction? Do you remember?

[AM] Unbelief. [Laughs] I really couldn't believe it, I was so happy, and I haven't gotten over the delight yet.

[AS] You've produced an enormous body of work over four decades ...

[AM] Well I have, yes. But, you know, because I work generally in the short story form, this is a special thing I think to get this recognition.

[AS] Yes indeed, yes indeed. Have you been basically the same sort of writer from the beginning to the end? Have you changed, do you think?

[AM] Well you know as far as I can tell, I have not changed very much. But someone else could answer that question better I think.

[AS] And the award will bring a great new readership to your work ...

[AM] Well I would hope so, and I hope this would happen not just for me but for the short story in general. Because it's often sort of brushed off, you know, as something that people do before they write their first novel. And I would like it to come to the fore, without any strings attached, so that there doesn't have to be a novel.

[AS] And for those who don't know your work, would you recommend a starting point?

[AM] Oh goodness! I don't know, I can't ... You always think that your latest work is your best, at least I do. So I would want them to start with the latest book.

[AS] So they should start with *Dear Life* should they?

[AM] Well, in a way, yes, but then I hope they would go back and read the others as well.

[AS] And of course everybody is talking about the fact that you announced earlier this year that you were going to stop writing, and saying "Maybe this will encourage her to start again".

[AM] [Laughs] Well you know I've been doing it for so many years. I've been writing and publishing, I think, since I was about twenty - just now and then I would get something published you know - but that's a long time to be working and I thought maybe it's time to take it easy. But this may change my mind. [Laughter]

[AS] That's an exciting statement! That's going to have everybody buzzing.

[Both laugh]

[AS] How splendid! So, I know that you must be tired after speaking to so many people so we would like very much to talk to you perhaps on another occasion ...

[AM] That would be great, actually, because I am a little bit tired and woozy now and God knows what I might say!

[AS] [Laughs] OK, well we'll wait until this quiet down a bit, and then ...

[AM] OK.

[AS] It has been a great pleasure to speak to you, thank you so very much indeed.

[AM] Thank you, goodbye.

[AS] Bye, bye.

5. Students listen to the tape again. They make notes of the answers of Alice Munro to the questions given by the interviewer. They may refer to Ex. 3 for the list of questions. Let them share it in pairs. Below the full version of the question-answer details are available. Check students' note taking.

Question 1: Hello, this is Alice Munro?

Yes, this is Alice Munro. I just wanted to thank you, very much. This is quite a wonderful thing for me. It's a wonderful thing for the short story.

Question 2: How did you hear the news?

Um, let me see, I was wandering around this morning, early. How did I hear it first? Oh, the press called me.

Question 3: And what was your first reaction? Do you remember?

I really couldn't believe it, I was so happy, and I haven't gotten over the delight yet.

Question 4: Have you been basically the same sort of writer from the beginning to the end? Have you changed, do you think?

Well you know as far as I can tell, I have not changed very much. But someone else could answer that question better I think.

Question 5: For those who don't know your work, would you recommend a starting point?

Oh goodness! I don't know, I can't ... You always think that your latest work is your best, at least I do. So I would want them to start with the latest book.

Question 6: So they should start with Dear Life should they?

Well, in a way, yes, but then I hope they would go back and read the others as well.

6. Pairwork. Students look at the questionnaire they have composed in Ex.1. They review if their questions present any similarity with the interviewer's. Students share their feelings if they have been motivated with the awardee's answers. Remember the questions listed by the students might not always present any commonness; however, you should facilitate discussion asking students to what extent the listening material has motivated them.

LESSON 34.
READING: "The Golden Pen" Award.
WRITING: Persuasive Writing.
GRAMMAR: Mixed Conditionals.

READING

1. Students read the quote and share their opinion/understanding about it with the whole group.

Motivation is a fire from within. If someone else tries to light that fire in you, it will burn very briefly

Possible answers:

If something motivates you to go forward, you won't stop in one place. You will try to get more and more. If you don't put wood on fire, it won't light longer.

2. Students express how they convey the 'award' in their life, if it is respect, high point in one's life, stimulation, jealousy, encouraging tool, activeness. All students' answers are acceptable.

Possible answer:

As for me award means to be more and inspiringly active in both personal and professional life. And of course, it will encourage me every time and everywhere having an energetic influence on me.

3. Students read the text and make up a suitable title messaging the whole plot of it.

Being awarded with "Oltin qalam" ("The Golden Pencil") was one of the most unforgettable experiences of my life. I had the opportunity to meet many candidates of the competition from all over the country. I started working at the local newspaper office where I ultimately became extremely involved. It has only been 7 years since I began working as a newspaper reporter and since my involvement, I have developed a strong fervor and energy for the objectives promoted by the "Oltin qalam" organization. I feel honoured and blessed that I was chosen as a semi-finalist of the contest. I experienced so much and participated in new and exciting activities that have changed in my life. I had the privilege to compete in the "Oltin qalam" competition after becoming a winner. Through competition I had the chance to encounter many talented youth from across the country and got a chance to experience life and culture from their perspective. I couldn't win in the final competition, but I did get chance to see a clump of celebrities!

Being a participant of that competition not only opened my eyes to the obstacles that we, as youth, have to overcome, but it demonstrated the obstacles that we have in front of us.

One of the memorable quotations which motivated me was Bo Jackson's. His powerful and motivational quotation that "Set your goals high

Possible headings:

Award forward motivator

Powerful and motivational quotation

Being an award-winner

4. Students read the statements and decide if they are true or false.

S T A T E M E N T S	T	F
1. Powerless and motivational quotation empowered all participants		
2. Award enlightened the author's spirit		
3. Award was not so satisfying an uplifting		
4. "Set your goals high and don't give up till you get there".		
5. The author understood the significance of a hard work and perseverance		

1 2 3 4 5 6
False True False True True False

5. Imaginary case. Students go for 10-15 years forward. They visualize the moments of being awarded and think about own dedications in their field which have served them to be selected out. They should give the exact name of the award. Remind students that they should be imaginative but very specific.

What award do you think you could hopefully get ?

What would be your contribution for being awarded?

WRITING: Persuasive writing

6. Students read the presented piece of writing. They think about the differences of it from other written assignments in previous lessons. Students share their findings with the whole class.

Dear Akmal,

Don't hesitate to participate in the competition "Nihol". You are one of the best and talented students at our institute . Remember, you were a winner among competitors in our region six months ago. Now this is the last step to be a winner in Uzbekistan. You should go further and further. If you try more you will be among award winners. No doubt, you will be a winner in the field of literature. I have already looked through all your creative works. Your publications attract a huge number of readers' attention. You are very experienced. Don't believe in rumors around you. If you get " Nihol" award there will be positive changes in your life. Believe me.

*Best wishes,
Shahlo*

Possible answer:

This piece of writing is addressed to the second person, motivating him to get a chance of participating in the competition. The author does his best to persuade the reader that the reader really holds professional skills to be selected out in the competition and become an awardee.

In previous written assignments they lack the tone of persuasion.

State that persuasive writing, known as creative writing or an argument, is a piece of writing in which the writer uses words to convince the reader that the writer's opinion is correct with regard to an issue. Persuasive writing sometimes involves convincing the reader to perform an action, or it may simply consist of an argument or several arguments to align the reader with the writer's point of view. Persuasive writing is one of the most commonly used writing types in the

world. Persuasive writers employ many techniques to improve their arguments and show support for their claim.

This type of writing is often used for advertising copy, which is written in an attempt to get consumers to purchase specific products. It is also a form of writing in which someone tries to get readers to agree with a position. A well-written persuasive piece is supported with a series of facts which help the author argue his or her point. Many authors also include counterpoint arguments in their pieces which they can debunk, showing readers that they have considered both sides of the argument at hand, and that any arguments which could be raised against the side of the written piece could be dismissed. In addition to facts, authors may include anecdotes and hypothetical situations to build a stronger case.

7. Students decide which of the listed points the author of the writing pays more attention.

- | | |
|--------------|---------------------|
| a. statement | e. meaning |
| b. reason | f. starter question |
| c. argument | g. opinion |
| d. fact | h. conclusion |

8. Students look through the words and word-combinations that are essential in persuasive writing. They choose one of the 4 subtopics. Using the words in the table they compose a persuasive paragraph. Let students share the product with the whole group.

Everybody convinced that ...	It is certain ...	Firstly...	Secondly...	In my opinion...	Therefore...	Some believe that...
Moreover...	For this reason...	I feel that...	Surely...	I am sure that...	Consequently...	Thus...

- Persuade that your recent innovation in the field of science deserves to be awarded with “Nobel” prize
 - Persuade that you are a holder of the gifted voice for “ World Music Award”
 - Persuade that you have a reliable background to be selected out for “ Nihol” award
 - Persuade that you have enough physical trainings for “World Sport” award
- Dear _____ selection committee,
- _____
- _____

GRAMMAR: Mixed Conditionals

9. Pairwork. Lead in students having their attention on the samples and let them analyze the difference between the sentences both meaning and structure/form. Eg.: First sentence shows the regret in which the speaker failed to visit the awarding ceremony yesterday due to lack of time.

If I could find some free time	You would win in the contest
If you had tried a little bit	She will get the first place in competition today
If she trained regularly	I would have visited the awarding ceremony

	yesterday
--	-----------

Explain the following structure with given examples to students. Have them make up sentences of their own.

A conditional consists of two clauses: the condition or if-clause and the main or result clause. Depending on the meaning we try to convey we have many different conditionals to express ourselves clearly. We are going to look at two mixed conditionals that express unreal situations.

Past Condition / Present Result

The first one has a condition in the past and a present result. We use it to express that if something had been different in the past there would be a present result.

For example: if we hadn't missed our flight we would be in Samarkand now.

The structure is: If + past perfect, would (could, might) + infinitive.

Present Condition / Past Result

The next one has a present condition and a past result. We use it to express that due to certain present conditions something already happened in the past.

For example: if I was more diligent, I would've finished my degree at the University. The meaning is: I am not a diligent person and because of this present condition I have never finished my degree.

The structure is: if + past simple, would (could, might) have + past participle.

10. Students complete the sentences using mixed conditionals. Let students share their examples in pairs.

1. If you didn't act perfectly in this film,_____.
2. The award would have been given to another candidate, if _____.
3. If our team had participated in the competition, _____.
4. If _____, I would be able to get a prize.
5. If you tried harder, _____.
6. If _____, he would have won world cup championship in tennis.

11. Students complete the gaps using the verbs in brackets.

1. If I _____ you, I _____ in this competition. (be\try to take part).
2. They _____ a well prepared report if we _____ the materials. (make\print).
3. We _____ honored and blessed, if our member _____ as a successful candidate. (feel\select).
4. If he _____ an award winner, all of us _____ him. (be\ congratulate).

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўллари топа олиш.

Талабалар мустақил таълимнинг мазмуни ва ҳажми

I-семестр 26 соат

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family. Interrogative sentence.	6
3.	My flat. Possessive pronouns.	6
4.	My day.	6

II-семестр 26 соат

№	Theme	hours
5.	Our university. Relative pronouns.	6
6.	Information Resource Center of University.	6
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	4
9.	Education system.	6

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига

боғланган холда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, бахс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;

- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

САМООБРАЗОВАНИЕ

I-семестр 26 часов

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family. Interrogative sentence.	6
3.	My flat. Possessive pronouns.	6
4.	My day.	6

II-семестр 26 часов

№	Theme	hours
5.	Our university. Relative pronouns.	6
6.	Information Resource Center of University.	6
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	4
9.	Education system.	6

Самообразование с использованием научной и справочной литературы позволяет формировать у студентов навыки профессионального прочтения текста, вырабатывает умение анализировать различные аспекты структуры и образной системы произведения.

В процессе выполнения самообразования вырабатываются практические умения и навыки: овладеть речью, критическим мышлением, творческими способностями, написанием.

Рекомендуемые темы самостоятельной работы и самообразования должны быть разработаны в соответствии с темами практических занятий, направлены на выработку умения анализировать и исследовать языковые факты.

Предлагаемые формы работы – реферирование и подготовка слайд-презентаций.

ГЛОССАРИЙ

№	English	Uzbek	Rus
	beat	yengmoq, mag`lub etmoq	побеждать
	board game	taxta o`yini	настольная игра
	captain	Sardor	капитан
	challenge	musobaqaga chorlamoq	вызывать, вызывать, трудность
	cheat	g`irromlik qilmoq	жульничать
	classical music	mumtoz musiqa	классическое музыка
	coach	murabbiy	тренер, тренировать
	competition	musobaqa	соревнование
	defeat	mag`lubiyat	поражение, наносить поражения, победить
	entertaining	ko`ngil oluvchi	развлекательный
	folk music	folkyor musiqa	народное музыка
	gym	gimnastika zali	спорт зал
	have fun	ko`ngilxushlik qilmoq, vaqtni chog` o`tkizmoq	хорошо провести время, развлекаться
	interest	qiziqmoq, qiziqish	интерес, интересоваться
	member	a`zo	член
	opponent	raqib	противник
	organise	uyushtirmoq, tashkil etmoq	организовать
	pleasure	mamnuniyat	удовольствие
	referee	hakam	судья
	rhythm	ritm, maqom	ритм
	risk	tavakkal, tavakkal qilmoq	риск, рисковать
	score	gol urmoq	забивать очко
	support	qo`llab- quvvatlamoq	поддержка, поддерживать, болельщик
	team	jamo'a	команда
	train	shug`ullanmoq	тренироваться
Phrasal verbs			
	carry on- continue	davom etmoq	продолжать
	eat out- eat at a restaurant	ko`chada ovqatlanmoq	питаться вне дома
	give up- stop doing sth you do regularly	tashlamoq, to`xtatmoq	Прекратить
	join in- participate	qatnashmoq	participate, takt part in
	send off- make a player leave a game	o`yindan chetlashtirmoq	удалять игрока (споля)
	take up- start	boshlamoq	начать
	turn down-	rad etmoq	снизить звук, отказать

lower the volume of		
turn up-	balandlatmoq	прибавить звук, прийти
increase the volume of		

Word formations

act	harakat qilmoq, ijro etmoq	играть роль, вести себя
action	harakat, harakatlanish	действия, действовать
active	faol, harakatchan	активный
inactive	harakatsiz, faoliyatsiz	бездейственный, недействительный
actor	aktyor	Актёр
athlete	atletikachi	Атлет
athletic	atletik, gavdali, atletikaga oid	атлетический
athletics	atletika	атлетика
childhood	bolalik	детство
collect	to`plamoq, yig`moq	собирать
collection	kollektsiya, to`plam	коллекция
collector	kollektsioner	коллекционер
entertain	ko`ngilxushlik qilmoq	развлекаться
entertainment	o`yin- kulgi, sayr- tomosha	развлечение
hero	qahramon	Герой
heroic	qahromonona	героический
heroine	qahramon ayol, heroin	героин, героиня
musical	musiqiy	музыкальный
musician	musiqashunos, mashshoq, sozanda	музыкант
play	o`ynamoq, pyesa, chalmoq	игра, играть, пьеса
player	o`yinchi, aktyor	Игрок
playful	sho`x, o`ynoqi, xushchaqchaq	игривый, шаловливый
sail	yelkan, dengiz safari, suzmoq	парус, плавать, плавание
sailing	yelkanli qayiq sporti, dengiz safari	плавание на корабле
sailor	dengizchi, matros	марьяк
singer	qo`shiqchi	певец
singing	qo`shiq kuylash	петь

Word patterns

to be bored with	Zerikkan	надоедать, скучающий
to be crazy about	ishqiboz bo`lmoq	быть без ума от чего
to be good at	biror narsga usta	искусный
to be interested in	qiziqqan	интересованный
to be keen on	qiziqmoq	сильно заинтересованный
popular with	keng tarqalgan	распространённый
feel like	hohlamog	хотеть
listen to	eshitmoq	слушать
take part in	qatnashmoq	участвовать
a book by sb about	haqidagi kitob	книга о
a fan of	Ishqiboz	фанат
a game	Qarshi	игра против

against

Prepositional phrases

' for a long time	uzoq vaqtdan beri	надолгоевремя
' for fun	zavq uchun	дляразвлечения
' in the middle of	o`rtasida	всередине
' in time for	vaqtida	вовремя
' on stage	sahnada	насцене

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

ЎЗБЕКИСТОН RESPУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД — _____ – 1.05

2018 йил 26^{чи} 05

Олий ва ўрта махсус таълим
вазирлиги

2018 йил 24^{чи} 06

ХОРИЖИЙ ТИЛ

ФАН ДАСТУРИ

(Барча таълим йўналишлари учун)

ТОШКЕНТ - 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги “531”- сонли буйруғининг 1-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашининг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- | | |
|---------------------|--|
| Боқиева Г. Ҳ. | • ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети |
| Саматова Б. Р. | • кафедра мудир, Тошкент давлат юридик университети, Тил ўргатиш маркази |
| Турсунов М. М. | • катта ўқитувчи, Бухоро давлат университети, Инглиз тили ва адабиёти кафедраси |
| Дадаходжаева М.С | • п.ф.и. доцент, Ўзбекистон давлат жаҳон тиллари университети, немис тили ўқитувчиси |
| Мурадқасимова К. Ш. | • ўқитувчи, Ўзбекистон давлат жаҳон тиллари университети |
| Ширинова Р. Ҳ. | • ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори |
| Исраилова Д. Ш. | • Ўзбекистон миллий университети, Немис филологияси кафедраси катта ўқитувчиси |

Такризчилар:

- | | |
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| Ҳашимова Д. Ў. | • Тошкент давлат юридик университети, Тил ўқитиш маркази профессори, п.ф.д. |
| Собирова Г. С. | • Тошкент ахборот технологиялари университети, Чет тиллар кафедраси катта ўқитувчиси, PhD |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тасвир қилинган (2018 йил “26” апрелдаги 9 - сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Узлуksиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича B2 даражасини эгаллашлари белгиланган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлгуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (B2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорижий тилни ўргатишдан асосий мақсад – бўлгуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантикий фикрлаш қobiliятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги вазифалар илгари сурилади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маънавий фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва миллий қadриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдўстлик ҳисларини сингдириш;

- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича B2 даража битирувчилари тайёргарлиги даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутқий компетенция:

Тинглаб тушуниш:

кенг қўламли нутқ ёки қатор мураккаб фикрлар баёнини;
маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини;
эълон ва хабарларни;
таниш ва нотаниш контекстдаги мураккаб аутентик нутқни;
ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;
радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гангирш:

Диалог:

ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
олдиндан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;
ўз соҳаларига оид интервьюда иштирок эта олиш;
битимга келишув ёки муаммо ечимини топишда расмийлик ва ҳушмуомалаликдан фойдаланиш;
расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
ўз ҳамкорлари билан музокара юриштиш;
маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки илтифот сўраш;
муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;
расмий доираларда (масалан, семинар ва ҳокимлар) ҳос равишда савол-жавоб қилиш.

Монолог:

маълум мавзу бўйича яхши тақдимот қилиш;
ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
маълум мавзу бўйича оғзаки маъруза қилиш;

мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;
таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар
келтириш орқали асослаш.

Ўқиниш:

таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;
ўз соҳалари ва қизиқишларига мос ёзишмаларни;
жадвал, графикларнинг қисқа изохини;
мураккаб номаларни;
махсус ва мураккаб ёзма йўриқнома ва йўналишларни;
тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу
каби матнларни;
касбий соҳаларига оид мақола ва маърузалардан тегиншли маълумотни
ажрата олади.

Ривожлантирилаётган малакалар: Чет тилидаги материалларнинг
умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни
тушуниш ва йўналишни аниқлаш учун ўқиниш (белгилар, кўрсаткичлар ва б).

Ёзуш:

Махсус расмий ва норасмий нома/хатлар;
шаклан ва мазмунан тўғри ташкиллантирилган ишиво ва маърузалар;
етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос
услубдаги илмий мақолалар;
таклифлар, хулосалар, аннотациялар ва тезислар;
зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

B2 даражасидаги лексикани эгаллаш;
сўз ясалishi (кўшма сўзлар ва аффиксация), ўзлашма (байналтмилал) ва
ўзакдош сўзлар;
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай
олиш.

Грамматик:

ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва
равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва
ҳокazo)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социалингвистик компетенция

Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари миқолида
(ижтимоий ва таълим доираларида) маданиятлараро мулоқотни чуқурроқ
тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан,
саломлашish, мурожаат шакллари, хушмуомалалик ва ҳокazo;
турли маданиятлардаги коммуникациянинг невербал элементлари: хатти-
ҳаракатлар, имо-ишоралар устида ишлашishи давом эттириш;

электрон мулоқотларининг чет тилида ёзини хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

тақдирот қилиш маҳоратини янада такомиллаштириш;

фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;

турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўлланишни аниглаш;

мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдирish ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. Асосий қисм (амалий машғулётлар)

Нутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маънвий масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафавутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзини, ўқини ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион гоялар ва янгиликлар)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар – can't have, needn't have;

- ҳикоя феъллари;
- мажхул нисбатлар;
- ўтган тугалланган;
- ўтган тугалланган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қурилмалар;
- wish;
- would (одатларни ифодалаш, ўтган замон).

Немис тили:

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикъларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wer, wie, was, woга боғловчили эргашган қўшма гаплар;
- шарт майлининг ясалиши.

Француз тили:

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- мажхул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

IV. Амалий машғулотлар бўйича кўрсатма ва тасвирлар

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб

кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Ўзгич қомпетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш қўникма ва малакалари дарсларда интеграцияланган равишда олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу қўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралик ва якуний назоратлар воситасида амалга оширилади.

IV. Мустақил таълим ва мустақил ишлар

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва қўникмаларни янада мустаҳкамлаш ва тақомиллаштиришдан иборат.

Дарс машғулотларида қўтарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.к. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиниш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиниш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари¹

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¹ Адабиётлар рўйхатида ОТМ ахборот-ресурс марказлари имкониятлари, содда оид таълимий манбалар ва ҳар бир тил хусусиятлари инобатга олинган ҳолда қўшимчалар киритилиши мумкин. Киритилган қўшимчалар илмий дастуруларда келтирилмади.

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20. <https://www.alumniportal-deutschland.org/deutsche-sprache/online-deutsch-lernen/videos-und-interaktive-uebungen/>

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“ТАСДИҚЛАНДИ”

Ўқув ишлари бўйича проректор

б.а.и.доц. А.Маматюсупов

2019 йил 31 август

“ХОРИЖИЙ ТИЛ”

(ИИ, ИИЭ)

фанлари

ИШЧИ ЎҚУВ ДАСТУРИ

(1-курс)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 130000 - Математика
140000 – Табiiй фанлар

Таълим йўналишлари: 5140200 –Касб таълим (ИАТ)
5130100 –Математика
5140200 –Физика
5140100 –Биология (турлари бўйича)
5140500 –Кимё
5140600 –География
5140900- Экология
5140300- Механика

Умумий ўқув соати -356 соат

Шу жумладан:

Амалий машғулотлар –200 соат

(1-семестр-34, 2-семестр-34, 3-семестр-34, 4-семестр-34, 5-семестр-34, 6-семестр-30)

Мустақил таълим соати– 156 соат

(1-семестр-26, 2-семестр-26, 3-семестр-26, 4-семестр-26, 5-семестр-26, 6-семестр-26)

Андижон-2019й.

Фанининг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил "14" июндаги 531 сонли буйруги билан (буйруkning 1 қисмига) тасдиқланган "Хорижий тил" фани дастури асосида тайёрланган.

Фан дастури Андижон давлат университети Кенгашининг 2019 йил "31" августдаги "1" сонли баёни билан тасдиқланган.

Тузатишлар:

- Д.Рустамов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири
Э.Курбанов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
М.Ахунов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Г.Таджиматова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Н.Абдурахмонова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Р.Собирова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
С.Нўмонова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
А.Абилова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
З.Тўракулова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
С.Абдуқохорон – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Ш.Арсланбеков – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Тавришлар:

- М.Абдувазиев – АндДУ, "Инглиз тили ва адабиёти" кафедраси доценти, филология фанлари номзоди.
С.Соловьев – АндДУ, "Инглиз тили фонетикаси" кафедраси мудири, филология фанлари номзоди.

АндДУ Чет тиллар факультети

декан:

2019 йил " 8 " _____

08

А.Маматкулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар)

кафедраси мудири:

2019 йил " 31 " _____

08

Д.Рустамов

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Ўзлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар”га мувофик олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича B2 даражасини эгаллашлари белгилаб берилган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлғуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (B2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорижий тилни ўргатишдан асосий мақсад - бўлғуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик хиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантикий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маиший фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва миллий қадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдустлик ҳисларини сингдириш;
- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қуйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёргарлиги даражасига қуйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутқий компетенция:

Тинглаб тушуниш:

- кенг кўламли нутқ ёки қатор мураккаб фикрлар баённи; маъруза, нутқ, баёнот, тафсилотли йуриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини; эълон ва хабарларни;
- таниш ва нотаниш контекстдаги мураккаб аутентик нутқни; ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;
- радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гапириш:

Диалог:

- ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
- олдиндан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;
- ўз соҳаларига оид интервьюда иштирок эта олиш;
- битимга келишув ёки муаммо ечимини топишда расмийлик ва хушмуомалаликдан фойдаланиш;
- расмий муҳокама доирасида ўз фикр ва мулохазаларини аниқ ифодалаш;
- ўз ҳамкорлари билан мўзокара юриштиш;
- маълум масала юзасидан маданий тартибга амал килиб маълумот ёки илтифот сорах;
- муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тўзатиш;
- расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда савол - жавоб килиш.

Монолог:

- маълум мавзу бўйича яхши тақдимот қилиш;
- ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
- маълум мавзу бўйича оғзаки маъруза килиш;
- мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса килиш;
- таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар келтириш орқали асослаш.

Ўқиш:

- таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;
- ўз соҳалари ва қизиқишларига мос ёзишмаларни;
- жадвал, графикларнинг қиска изоҳини; мураккаб номаларни;
- махсус ва мураккаб ёзма йўриқнома ва йўналишларни;

- тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу каби матнларни;
- касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни ажрата олади.

Ривожлантириладиган малакалар: Чет тилидаги материалларнинг умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни тушуниш ва йўналишни аниқлаш учун ўқиш (белгилар, кўрсаткичлар ва б).

Ёзув:

- Махсус расмий ва норасмий нома/хатлар;
- шаклан ва мазмунан тўғри ташкиллаштирилган иншо ва маърузалар;
- етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос услубдаги илмий мақолалар;
- таклифлар, хулосалар, аннотациялар ва тезислар;
- зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

- B2 даражасидаги лексикани эгаллаш;
- сўз ясаши (кўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва ўзакдош сўзлар;
- антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай олиш.

Грамматик:

- ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва ҳоказо)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социолингвистик компетенция

- Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари мисолида (ижтимоий ва таълим доираларида) **маданиятлараро мулоқотни** чуқурроқ тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан, саломлашиш, мурожаат шакллари, хушмуомалалик ва ҳоказо; турли маданиятлардаги коммуникациянинг новербал элементлари: хатти- ҳаракатлар, имо-ишоралар устида ишлашни давом эттириш;
- электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

- тақдимот қилиш маҳоратини янада такомиллаштириш;
- фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;
- турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўллашни англаш;
- мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тўзатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. Асосий қисм (амалий машғулотлар)

Ўнутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давомли феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар - can't have, needn't have;
- ҳикоя феъллари;
- мажхул нисбатлар;
- утган тугалланган;
- утган тугалланган давом феъллари;
- кушма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли курилмалар;
- wish;
- would (одатларни ифодалаш, утган замон).

“Хорижий (инглиз) тил” фани бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

№	Мавзулар номи	Ажратилган соат
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		Жами	Амалий	Мустақ. таълим
I - семестр (амалий 36 соат, 24 соат мустақил таълим)				
1.	Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	60	34	26
II - семестр (амалий 36 соат, 24 соат мустақил таълим)				
2.	Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	60	34	26
III- семестр (амалий 36 соат, 24 соат мустақил таълим)				
3.	Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва х.к.)	60	34	26
IV- семестр (амалий 36 соат, 22 соат мустақил таълим)				
4.	Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	60	34	26
V- семестр (амалий 36 соат, 24 соат мустақил таълим)				
5.	Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	60	36	24
VI- семестр (амалий 36 соат, 22 соат мустақил таълим)				
6.	Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	56	30	26
Жами		356	200	156

**“Хорижий тил (Ingliz tili)” фани бўйича амалий машғулотларнинг
календар тематик режаси
(I-семестр)**

№	Амалий машғулот мавзулари	Соат
LESSON 1. Ubiquity of English (6 hours)		
1.1	Speaking: Widespread use of English Listening: English in Tashkent	2
1.2	Reading: Working language Writing: Mind maps	2
1.3	Grammar: Verb forms.	2
LESSON 2. Information and security (4 hours)		
2.1	Speaking: Infringement of copyright issues Listening: Intellectual property	2
2.2	Reading: Speeding of information Writing: Describing process	2

	Grammar: Adjectives and adverbs.	
LESSON 3. Studying with multiple sources (4 hours)		
3.1	Speaking: Studying with Multiple Source Listening: Interview	2
3.2	Reading: Benefits of using multiple sources Writing: Giving references Grammar: Comparisons as...as, not so/as...as	2
LESSON 4. Online etiquette (4 hours)		
4.1	Speaking: Problems of working on the net Listening: Real life and online behaviour	2
4.2	Reading: Ten rules of netiquette Writing: E-mail, comment Grammar: Phrasal verbs	2
LESSON 5. Learning Strategies (4 hours)		
5.1	Speaking: Discussing meta-cognition Listening: Types of strategies	2
5.2	Reading: Effectiveness of learning strategies Writing: Writing strategies Grammar: Modal verbs	2
LESSON 6. Effective study habits (4 hours)		
6.1	Speaking: Learning styles Listening: TV interview with a psychologist	2
6.2	Reading: Forget what you know about good study habits Writing: Dairy writing Grammar: Gerund or infinitive	2
LESSON 7. Succeeding in LLL (lifelong learning) (4 hours)		
7.1	Speaking: Presentation to the class Listening: How to succeed in continuous learning	2
7.2	Reading: Ibn Sina (Avicenna) (980-1037) Writing: Survey report Grammar: Present Perfect and Present Perfect Continuous	2
LESSON 8. Social responsibility (4 hours)		
8.1	Speaking: Case studies Listening: The song "Man in the mirror"	2
8.2	Reading: Good Uzbek deeds Writing: Anecdote Grammar: Narrative tenses	2
	Жами	34

(II-семестр)

№	Амалий машғулот мавзулари	Соат
LESSON 9. Service management (4 hours)		
9.1	Speaking: Well-established service management Listening: Interview with a successful businessman	2
9.2	Reading: Development of Service management	2

	Writing: Transactional Letters Grammar: Relative clause pronouns	
LESSON 10. Human resource management (4 hours)		
10.1	Speaking: Theoreticians about development of HRM Listening: Staff management	2
10.2	Reading: A letter written by HR manager to his son. Writing: Cover letter Grammar: Reported verbs	2
LESSON 11. Finance management (4 hours)		
11.1	Speaking: Correct financial management Listening: Tips for managing money.	2
11.2	Reading: What tips can you suggest your friend in managing his Finance? Writing: Memo/ Business report Grammar: Articles.	2
LESSON 12. Risk management (4 hours)		
12.1	Speaking: Case risks Listening: Interview	2
12.2	Reading: Risk taking and managing Writing: News reports Grammar: Modal verbs expressing advice	2
LESSON 13. Career responsibility (4 hours)		
13.1	Speaking: Causes and consequences of career responsibilities Listening: A job interview	2
13.2	Reading: Career responsibility is one of the leading stages to promotion Writing: Paragraph writing Grammar: To be supposed to	2
LESSON 14. Professional development (6 hours)		
14.1	Speaking: Professionally developed person Listening: Professional Development Opportunities	2
14.2	Reading: The main factors of personal development Writing: Argumentative writing	2
14.3	Conditional sentences 1,2	2
LESSON 15. Latest Achievements (4 hours)		
15.1	Speaking: The Worst Invention of the Mankind Listening: Recent Inventions	2
15.2	Reading: Inventions that Changed the World Writing: Creative Writing Grammar: Conditional sentences 3,4	2
LESSON 16. World Awards (4 hours)		
16.1	Speaking: Awards Stimulate Further Creativeness Listening: Anvar's Award	2
16.2	Reading: "The Golden Pen" Award Writing: Persuasive Writing Grammar: Mixed Conditionals	2
	Жами	34

№	Амалий машғулот мавзулари	Соат
LESSON 1. Problem cause (6 hours)		
1.1	Listening: How to Reveal Root Causes of Problems Grammar: Linking words/phrases	2
1.2	Reading: Scientists' Opinion	2
1.3	Writing: Opinion Essay	2
LESSON 2. Unintended consequences (6 hours)		
2.1	Listening: Human Interference Grammar: Passives	2
2.2	Reading: The Hole in the Ozone Layer	2
2.3	Writing: Cause and Effect Essay	2
LESSON 3. Solutions (6 hours)		
3.1	Listening: Song: Hero by Mariah Carey Grammar: Need + to / Need + ing	2
3.2	Reading: Basic Steps of Problem Solution	2
3.3	Writing: Providing Solutions to a Problem Essay	2
LESSON 4. Motivation and inspiration (6 hours)		
4.1	Listening: Radio Programme: Motivation and its Types Grammar: ... done.../ ... had better... / ... need....	2
4.2	Reading: Are you Enough Motivated?	2
4.3	Writing: Proposal Writing	2
LESSON 5. Field of interest (6 hours)		
5.1	Listening: How to Define your Field of Interest Grammar: Future Perfect Continuous	2
5.2	Reading: Interests and Hobbies	2
5.3	Writing: Article Writing	2
LESSON 6. Conference participation (6 hours)		
6.1	Listening: Conversation: Conference Preparation Grammar: Gradable and Non-gradable Adjectives	2
6.2	Reading: Don't Miss an Opportunity Writing: Reporting Experience	2
	Жами	34

II-курс (IV семестр)

LESSON 7. Investigating skills (6 hours)		
7.1	Listening: Farobi, Beruni and Mirzo Ulughbek Grammar: Participles	2
7.2	Reading: Poem: "I keep six honest..." by Rudyard Kipling Thomas Edison	2
7.3	Writing: Thesis Statement	2
LESSON 8. Research issues (6 hours)		
8.1	Listening: Conversation: Undertaking a Research Grammar: Transitions	2

8.2	Reading: Nanina's Research in Uzbekistan	2
8.3	Writing: Cause and Effect Essay	2
LESSON 9. Social research (6 hours)		
9.1	Listening: Interview: Clear Vision of Some Social Researches Grammar: Phrasal Verb (make)	2
9.2	Reading: Environmental Problems	2
9.3	Writing: Survey Report	2
LESSON 10. Practical and laboratory work (4 hours)		
10.1	Listening: Practicum: Why is Considered to be a Practical and Laboratory Work? Grammar: Mixed Conditionals	2
10.2	Writing: Laboratory Report Writing	2
LESSON 11. Analyze and report (6 hours)		
11.1	Listening: Conversation: Analyzing Some Social Issues Grammar: Reported Passives	2
11.2	Reading: A Conception of Practical and Laboratory Work	2
11.3	Writing: Compare and Contrast	2
LESSON 12. Top research results (4 hours)		
12.1	Listening: Radio programme "Best Know-hows" Interview Grammar: Reported Questions	2
12.2	Reading: Robot Progress	2
12.3	Writing: Summary Writing	2
	Жами	34

III-курс (V семестр)

№	Амалий машғулот мавзулари	Соат
LESSON 1. Academic Fields (6 hours)		
1.1	Listening: Academic Disciplines Speaking: The History of Academic Discipline	2
1.2	Reading: Academic Fields & Education	2
1.3	Writing: Review Writing Grammar: Phrasal Verbs (bring)	2
LESSON 2. Scientific Breakthroughs (6 hours)		
2.1	Listening: Top Scientific Breakthroughs Speaking: Predictions	2
2.2	Reading: Accelerating Universe	2
2.3	Writing: Abstract Writing Grammar: Adverbs	2
LESSON 3. Oriental Contribution (6 hours)		
3.1	Listening: Oriental Inventions and Discoveries Speaking: Novelties	2
3.2	Reading: Oriental Contributions to Civilizations	2

3.3	Writing: Article Review Grammar: Reporting Verbs	2
LESSON 4. Meeting Society Needs (6 hours)		
4.1	Listening: Social Needs and their Solutions Speaking: Importance of Social Need Analysis	2
4.2	Reading: Social Needs and Education	2
4.3	Writing: Report Writing Grammar: Phrasal Verb (Come)	2
LESSON 5. Networking (6 hours)		
5.1	Listening: What is Networking? Speaking: Professional Networking	2
5.2	Reading: Global Networking	2
5.3	Writing: Dos and Don'ts Grammar: Generalizing and Qualifying	2
LESSON 6. Professional Contentment (6 hours)		
6.1	Listening: Job Satisfaction Speaking: Discussing Personal Contentment	2
6.2	Reading: Employees who are Engaged in their Work have Happier Home Life	2
6.3	Writing: Newspaper Article Grammar: Time Expressions	2
	Жами	36

III-курс (VI семестр)

LESSON 7. Academic Degrees (6 hours)		
7.1	Listening: Earning Academic Degrees Speaking: Earning a Degree	2
7.2	Reading: Emergence of the Doctor's and Master's Degrees	2
7.3	Writing: Rubric Writing Grammar: Wish Sentences	2
LESSON 8. Public Speech (4 hours)		
8.1	Listening: The art of Public Speech Speaking: Preparation vs. Running with What you have	2
8.2	Reading: Public Speaking Exercises Writing: Persuasive Essays Grammar: Quantifiers	2
LESSON 9. Freelance (6 hours)		
9.1	Listening: An Interview with a Freelance Speaking: Why Freelancing	2
9.2	Reading: Recognition	2
9.3	Writing: Letter of Certificate Grammar: Phrasal Verbs	2
LESSON 10. Up- To- Date Devices (4 hours)		
10.1	Listening: Top Devices Speaking: Me Gadgets	2

10.2	Reading: Agent 007 Gadgets Writing: Precise and Vague Languages Grammar: Great Works	2
LESSON 11. Immortal Tracks (6 hours)		
11.1	Listening: Inventions that Changed our Lives Speaking: Minor Planet “Samarkand”	2
11.2	Reading: Process Analysis	2
11.3	Writing: Precise Sentences Grammar: Relative Clauses	2
LESSON 12. Personal Ambition In Science (4 hours)		
12.1	Listening: Akbar’s Story Speaking: Learner’s Ambitions	2
12.2	Reading: A Strong Motivator Writing: Critical Writing Grammar: Tag Questions	2
	Жами	30

IV. Амалий машғулотлар бўйича кўрсатма ва тасиялар

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юкори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нутқий компетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда **интеграциялашган равишда** олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралиқ ва якуний назоратлар воситасида амалга оширилади.

V. Мустақил таълим ва мустақил ишлар

Талабалар мустақил таълимнинг мазмуни ва хажми

I-семестр 26 соат

№	Theme	hours
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1.	About Myself. Present tense.	8
2.	My friend's family. Interrogative sentence.	6
3.	My flat. Possessive pronouns.	6
4.	My day.	6

II-сестр 26 соат

№	Theme	hours
5.	Our university. Relative pronouns.	6
6.	Information Resource Center of University.	6
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	4
9.	Education system.	6

III-сестр 26 соат

№	Theme	hours
10.	Independent Of Uzbekistan.	8
11.	Geography, climate and economics of England.	8
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	10

IV-сестр 26 соат

№	Theme	hours
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	10
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	8
15.	Publishers of Uzbekistan and England.	8

V-сестр 26 соат

№	Theme	hours
16.	Profession skills.	8
17.	Life and creativity of famous people in the studied science.	8
18.	News of the studied science.	10

VI-сестр 26 соат

№	Theme	hours
19.	Work on the text "Professionalism and specialty".	14
20.	Actual problems of specialist.	12

Чет тили фанидан мустақил ишларнинг мақсади - амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустахкамлаш ва такомиллаштиришдан иборат.

Дарс машғулотларида кутарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.к. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгрок ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат						Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Амалий	34	34	34	34	34	30	200
2.	Мустақил таълим	26	26	26	26	26	26	156
	Жами	60	60	60	60	60	56	356

Хорижий тил (Инглиз тили) фанидан талабалар билимини баҳолаш мезонлари

Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

Талабаларнинг билими куйидаги мезонлар асосида:

- талаба мустақил ҳулоса ва қарор қабул қилади, ижодий фикрлай олади, мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифода қилади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **5 (аъло) баҳо**;
- талаба мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифода қилади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда- **4 (яхши) баҳо**;
- талаба олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифода қилади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **3 (қониқарли) баҳо**;

- талаба фан дастурини узлаштирмаган, фаннинг (мавзунинг) мохиятини тушунмайди ҳамда фан (мавзу) бўйича тасаввурга эга эмас деб топилганда - **2 (кониқарсиз) баҳо** билан баҳоланади.

Назорат турларини ўтказиш тартиби

Оралик назорат:

Ушбу назорат тури аудиторияда академик кичик гуруҳларда қуйидаги шаклларда ўтказилади:

- 1-,3- ва 5- семестрларда оғзаки сўров;
- 2-,4- ва 6-семестрларда ёзма иш.

Оралик назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи томонидан амалга оширилади.

Якуний назорат:

Ёзма иш шаклида ўтказилади. 5 та саволдан иборат 10 вариантда, саволлар фан бўйича ўтилган мавзуларни қамраб олади. Ҳар бир саволга берилган тўғри жавоб учун 1 балл берилади.

Якуний назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш ўқув машғулотларини олиб бормаган профессор-ўқитувчи томонидан амалга оширилади.

Тегисли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи якуний назорат турини ўтказишда иштирок этиши таққкланади.

Якуний назорат турини ўтказишда келишув асосида бошқа олий таълим муассасаларининг тегишли фан бўйича профессор-ўқитувчилари жалб қилиниши мумкин.

Талаба оралик ва (ёки) якуний назорат турини биринчи марта қайта топширишдан ута олмаган таққирда, факультет декани томонидан комиссия тузилади. Комиссия тарққби тегишли фан бўйича профессор-ўқитувчи ва соҳа мутахассислари орасидан шакллантирилади.

Иккинчи марта оралик ва (ёки) якуний назорат турини ўтказиш ва талабани баҳолаш мазкур комиссия томонидан амалга оширилади.

Баҳолаш натижасидан норози булган талабалар факультет декани томонидан ташққил этиладиган Апелляция комиссиясига апелляция бериш ҳуқуқига эга.

Апелляция комиссияси тарққбига талабани баҳолашда иштирок этмаган тегишли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида турт нафар аъзо қиритилади.

Талаба баҳолаш натижасидан норози булган таққирда, баҳолаш натижаси эълон қилинган вақтдан бошлаб 24 соат давомида апелляция бериши мумкин. Талаба томонидан

берилган апелляция Апелляция комиссияси томонидан 2 кун ичида куриб чикилиши лозим.

Талабанинг апелляциясини куриб чикишда талаба иштирок этиш ҳукукига эга.

Апелляция комиссияси талабанинг апелляциясини куриб чикиб, унинг натижаси бўйича тегишли қарор қабул қилади. Қарорда талабанинг тегишли фанни узлаштиргани ёки узлаштира олмагани кўрсатилади.

Апелляция комиссияси тегишли қарорни факультет декани ва талабага етказилишини таъминлайди.

Ўзбекистон Республикасининг олий таълим муассасаларида талабалар узлаштиришини баҳолаш тизимини 5 баҳо ёки 100 баллик тизим ва илғор хорижий давлатлар олий таълим тизимида кулланиладиган баҳолаш тизимига кийёсий таккослаш ҳамда уларга ўтказиш мазкур Низомнинг иловасига мувофиқ жадваллар асосида амалга оширилади.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

Асосий адабиётлар

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2. Бокиева Г.Х., Рашидова Ф.М. ва бошқалар. Scale up. Workbook. Course 1,2,3. - Т.: Ғафур Ғулом, 2015.

Қўшимча адабиётлар

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[Begin ningTeachers](#)
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МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН
АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

"УТВЕРЖДАЮ"

Проректор по учебной работе,

к.б.н., доцент Ш.Маматюсупов



08 2019 год

ИНОСТРАННЫЙ ЯЗЫК

РАБОЧАЯ УЧЕБНАЯ ПРОГРАММА

(для 1 курса)

Область знаний: - 100000- Гуманитарная сфера

Область образование: - 130000- Математика
- 140000 – Естественные науки

Направление образование: - 5130100- Математика
- 5140200 – Физика
- 5140100 – Биология (по типам)
- 5140500 –Химия

Всего часов - 356

В том числе:

Практические-200

(1семестр- 34, 2 семестр- 34, 3 семестр-34, 4 семестр-34,5 семестр-34, 6 семестр-30)

Самообразование- 156

(1 семестр-26, 2-семестр-26, 3 семестр-26, 4 семестр-26, 5семестр-26, 6 семестр-26)

Андижан - 2019

Рабочая учебная программа разработана на основе типовой учебной программы «Иностранный язык», утвержденной приказом Министерства высшего и среднего специального образования Республики Узбекистан за №: 744 от «25» 08 2018 года.

Рабочая учебная программа утверждена на заседании совета Андижанского государственного университета от 31 августа 2019 года, протокол №1.

Составители:

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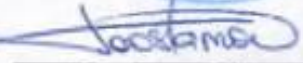
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2019 год «31» 08

Заведующий межфакультетской кафедрой иностранных языков (точные и естественные науки):

 Рустамов Д.

2019 год «31» 08

1. Актуальность и место изучаемого предмета в высших учебных заведениях.

Согласно требованиям непрерывной системы образования к выпускникам всех курсов неязыковых специализированных ВУЗов, студенты в конце учебного курса должны овладеть уровнем знания иностранного языка В2.

Учебная программа по иностранному языку направлена на развитие компетенций, необходимых для использования английского языка в учебной и научной деятельности.

Самообразовательная работа направлена на формирование и развитие мотивации студентов в свободном владении иностранным языком.

2. Цели и задачи изучаемого предмета

Основная цель обучения иностранному языку- подготовка кадров ,свободно мыслящими и владеющими на темы социально-культурного и профессионального или бытового общения на иностранном языке, развитие чувства патриотизма , формирование и развитие у студентов академической компетенции, необходимой для обеспечения эффективности обучения в институте и за пределами образовательной системы в ходе непрерывного профессионального самосовершенствования.

Для достижения поставленных целей данная программа предполагает развитие:

- Речи студентов(чтение, письма, аудирования и устной речи), лексико-грамматических навыков, социально-культурных и прагматичных компетенций согласно государственному стандарту образования;
- Способности и опыта устно или письменно излагать мысли на научно-профессиональную тему;
- Знакомства с общепринятыми и национальными ценностями, а также чувства межнационального , межкультурного содружества;
- Изучения терминов по специальности;
- Организация самообразовательных работ по специальности;

По предмету “Иностранный язык” в рамках бакалавриата на уровне "пользователя В2", в соответствии с государственным стандартом образования студент должен овладеть данными компетенциями:

Лингвистическая компетенция:

Речевая компетенция:

Аудирование:

-изложение мыслей на различные темы(лекции, обращение, речь,инструкции, научно-специализированные презентации, объявления,новости)

Понимание аутентичных текстов на знакомые и незнакомые темы, беседу носителей языка , радио, интернет и телепередач.

Говорение :

Диалог :

— Умения и навыки ведения дискуссий (выражение согласия и несогласия, разъяснения, сомнения, убеждения, выделение главной мысли, заключение, прерывание, оценка идей и действий, представление решений, рекомендация действий, сравнение и противопоставление, вероятность и возможность, причина и следствие, критика).

— Умения и навыки проведения презентаций (введение и постановка цели, пробуждение интереса и вовлечение аудитории, использование риторических вопросов и ключевых слов, высвечивание ключевых этапов, использование аудиовизуальных средств, заключение и вежливое завершение презентации, невербальные средства).

Монолог

- Презентация на определенную тему

- Умение донести четкую, краткую информацию по своей специальности

- Подводить итоги прочтенной статьи или лекции, приводить факты

Чтение :

- Ознакомительное, просмотровое, детальное чтение, понимание организации текста,

- распознавание значения неизвестных слов из контекста, наличие аргументации, дифференциацию между главной и сопутствующей информацией, фактом и мнением

- оценку цели автора и его отношения, гипотезы и доказательства, обобщение и конспектирование.

- понимать развернутые доклады и лекции и содержащуюся в них даже сложную аргументацию, если тематика этих выступлений ему достаточно знакома.

- уметь вести записи получаемой информации.

- понимать объемные сложные тексты на профессиональные темы.

- понимать статьи и сообщения по современной проблематике, авторы которых занимают особую позицию или высказывают особую точку зрения.

Письмо (различные виды), которое включает:

— Структуру (организация текста, разделение на параграфы, дискутирование, аргументация, логика изложения, главная мысль и вспомогательные идеи, когерентность, пунктуация, цитирование, отсутствие плагиата, библиография).

— Использование языковых структур обобщения, определения, описания процесса и процедуры, сравнения и противопоставления, причины и следствия, наличие примеров, классификация, интерпретация данных.

— Стил (пассивные конструкции, лаконичность изложения).

— Пунктуация.

Языковая компетенция:

Лексическая и грамматическая

- лингвистическая компетенция: знание лексических, грамматических и фонетических единиц, а также навыки и умения их использования при порождении и восприятии иноязычных высказываний, на уровне знания языка B2

- дискурсивная компетенция: способность построения целостных, связанных и логичных высказываний (дискурсов) разных функциональных стилей в устной и письменной профессионально значимой коммуникации на основе понимания различных видов текстов при чтении и аудировании;

- стратегическая компетенция: способность использовать вербальные и невербальные стратегии для компенсации пробелов, связанных с недостаточным владением языком;

Социолингвистическая компетенция

- социолингвистическая компетенция: способность использовать и преобразовывать языковые формы в соответствии с социальными и культурными параметрами взаимодействия в сфере профессиональной коммуникации.

- Формирование и развитие у студентов межкультурной компетенции. Межкультурная компетенция предполагает наличие знаний о нормах и представлениях, принятых в иной культуре, осознание их сходств и различий в сравнении с родной, а также владение стратегиями и умениями использования этих знаний для успешного осуществления иноязычной коммуникации в межкультурной среде.

прагматическая компетенция:

умение использовать язык в определенных функциональных целях в зависимости от особенностей социального и профессионального взаимодействия: от ситуации, статуса собеседников и адресата речи и других факторов, относящихся к прагматике речевого общения;

III. Основная часть(практические занятия)

Темы для устной речи:

- окружающая среда и ее проблемы, бытовые услуги, личная и профессиональная психология;
- наука, социальные и культурные особенности изучаемого языка;
- система образования, написание тезисов и статей ;
- интернет, научные достижения, новости;
- актуальные проблемы в сфере науки, ответственность, профессиональная этика, инновационные идеи;

Грамматические темы:

- Прилагательное и наречие;
- Грамматические времена;

- - модальные глаголы и их эквиваленты;
- Прямая и косвенная речь;
- Причастие, герундий;
- Wish/ Would

**Распределение тем и часов практический занятий по предмету
“Иностранный язык(английский)”:**

№	Название тем	Часы		
		Итог	практические	самостоятельная работа
I - семестр				
1.	Социальные темы	60	34	26
II - семестр				
2.	Социально-культурные темы	60	34	26
III- семестр				
3.	Темы образования	60	34	26
IV- семестр				
4.	Темы об интернете и информационных технологиях	60	34	26
V- семестр				
5.	Темы по специальности	60	36	24
VI- семестр				
6.	Темы по специальности	56	30	26
	Итог	356	200	156

2. Календарно- тематический план практических занятий

(I-семестр)

№	Темы практических занятий	Часы
LESSON 1. Ubiquity of English (6 hours)		
1.1	Speaking: Widespread use of English Listening: English in Tashkent	2
1.2	Reading: Working language Writing: Mind maps	2
1.3	Grammar: Verb forms.	2
LESSON 2. Information and security (4 hours)		
2.1	Speaking: Infringement of copyright issues Listening: Intellectual property	2

2.2	Reading: Speeding of information Writing: Describing process Grammar: Adjectives and adverbs.	2
LESSON 3. Studying with multiple sources (4 hours)		
3.1	Speaking: Studying with Multiple Source Listening: Interview	2
3.2	Reading: Benefits of using multiple sources Writing: Giving references Grammar: Comparisons as...as, not so/as...as	2
LESSON 4. Online etiquette (4 hours)		
4.1	Speaking: Problems of working on the net Listening: Real life and online behaviour	2
4.2	Reading: Ten rules of netiquette Writing: E-mail, comment Grammar: Phrasal verbs	2
LESSON 5. Learning Strategies (4 hours)		
5.1	Speaking: Discussing meta-cognition Listening: Types of strategies	2
5.2	Reading: Effectiveness of learning strategies Writing: Writing strategies Grammar: Modal verbs	2
LESSON 6. Effective study habits (4 hours)		
6.1	Speaking: Learning styles Listening: TV interview with a psychologist	2
6.2	Reading: Forget what you know about good study habits Writing: Dairy writing Grammar: Gerund or infinitive	2
LESSON 7. Succeeding in LLL (lifelong learning) (4 hours)		
7.1	Speaking: Presentation to the class Listening: How to succeed in continuous learning	2
7.2	Reading: Ibn Sina (Avicenna) (980-1037) Writing: Survey report Grammar: Present Perfect and Present Perfect Continuous	2
LESSON 8. Social responsibility (4 hours)		
8.1	Speaking: Case studies Listening: The song "Man in the mirror"	2
8.2	Reading: Good Uzbek deeds Writing: Anecdote Grammar: Narrative tenses	2
	ИТОГ	34

(II-семестр)

№	Темы практических занятий	Часы
LESSON 9. Service management (4 hours)		
9.1	Speaking: Well-established service management Listening: Interview with a successful businessman	2
9.2	Reading: Development of Service management Writing: Transactional Letters Grammar: Relative clause pronouns	2
LESSON 10. Human resource management (4 hours)		
10.1	Speaking: Theoreticians about development of HRM Listening: Staff management	2
10.2	Reading: A letter written by HR manager to his son. Writing: Cover letter Grammar: Reported verbs	2
LESSON 11. Finance management (4 hours)		
11.1	Speaking: Correct financial management Listening: Tips for managing money.	2
11.2	Reading: What tips can you suggest your friend in managing his Finance? Writing: Memo/ Business report Grammar: Articles.	2
LESSON 12. Risk management (4 hours)		
12.1	Speaking: Case risks Listening: Interview	2
12.2	Reading: Risk taking and managing Writing: News reports Grammar: Modal verbs expressing advice	2
LESSON 13. Career responsibility (4 hours)		
13.1	Speaking: Causes and consequences of career responsibilities Listening: A job interview	2
13.2	Reading: Career responsibility is one of the leading stages to promotion Writing: Paragraph writing Grammar: To be supposed to	2
LESSON 14. Professional development (6 hours)		
14.1	Speaking: Professionally developed person Listening: Professional Development Opportunities	2
14.2	Reading: The main factors of personal development Writing: Argumentative writing	2
14.3	Conditional sentences 1,2	2

LESSON 15. Latest Achievements (4 hours)		
15.1	Speaking: The Worst Invention of the Mankind Listening: Recent Inventions	2
15.2	Reading: Inventions that Changed the World Writing: Creative Writing Grammar: Conditional sentences 3,4	2
LESSON 16. World Awards (4 hours)		
16.1	Speaking: Awards Stimulate Further Creativeness Listening: Anvar's Award	2
16.2	Reading: "The Golden Pen" Award Writing: Persuasive Writing Grammar: Mixed Conditionals	2
	Итого	34

II-курс (III семестр)

№	Темы практических занятий	Часы
LESSON 1. Problem cause (6 hours)		
1.1	Listening: How to Reveal Root Causes of Problems Grammar: Linking words/phrases	2
1.2	Reading: Scientists' Opinion	2
1.3	Writing: Opinion Essay	2
LESSON 2. Unintended consequences (6 hours)		
2.1	Listening: Human Interference Grammar: Passives	2
2.2	Reading: The Hole in the Ozone Layer	2
2.3	Writing: Cause and Effect Essay	2
LESSON 3. Solutions (6 hours)		
3.1	Listening: Song: Hero by Mariah Carey Grammar: Need + to / Need + ing	2
3.2	Reading: Basic Steps of Problem Solution	2
3.3	Writing: Providing Solutions to a Problem Essay	2
LESSON 4. Motivation and inspiration (6 hours)		
4.1	Listening: Radio Programme: Motivation and its Types Grammar: ... done... / ... had better... / ... need....	2
4.2	Reading: Are you Enough Motivated?	2
4.3	Writing: Proposal Writing	2
LESSON 5. Field of interest (6 hours)		
5.1	Listening: How to Define your Field of Interest Grammar: Future Perfect Continuous	2

5.2	Reading: Interests and Hobbies	2
5.3	Writing: Article Writing	2
LESSON 6. Conference participation (6 hours)		
6.1	Listening: Conversation: Conference Preparation Grammar: Gradable and Non-gradable Adjectives	2
6.2	Reading: Don't Miss an Opportunity Writing: Reporting Experience	2
	Итог	34

II-курс (IV семестр)

LESSON 7. Investigating skills (6 hours)		
7.1	Listening: Farobi, Beruni and Mirzo Ulughbek Grammar: Participles	2
7.2	Reading: Poem: "I keep six honest..." by Rudyard Kipling Thomas Edison	2
7.3	Writing: Thesis Statement	2
LESSON 8. Research issues (6 hours)		
8.1	Listening: Conversation: Undertaking a Research Grammar: Transitions	2
8.2	Reading: Nanina's Research in Uzbekistan	2
8.3	Writing: Cause and Effect Essay	2
LESSON 9. Social research (6 hours)		
9.1	Listening: Interview: Clear Vision of Some Social Researches Grammar: Phrasal Verb (make)	2
9.2	Reading: Environmental Problems	2
9.3	Writing: Survey Report	2
LESSON 10. Practical and laboratory work (4 hours)		
10.1	Listening: Practicum: Why is Considered to be a Practical and Laboratory Work? Grammar: Mixed Conditionals	2
10.2	Writing: Laboratory Report Writing	2
LESSON 11. Analyze and report (6 hours)		
11.1	Listening: Conversation: Analyzing Some Social Issues Grammar: Reported Passives	2
11.2	Reading: A Conception of Practical and Laboratory Work	2
11.3	Writing: Compare and Contrast	2
LESSON 12. Top research results (4 hours)		
12.1	Listening: Radio programme "Best Know-hows" Interview Grammar: Reported Questions	2

12.2	Reading: Robot Progress	2
12.3	Writing: Summary Writing	2
	Итого	34

III-курс (V семестр)

№	Темы практических занятий	Часы
LESSON 1. Academic Fields (6 hours)		
1.1	Listening: Academic Disciplines Speaking: The History of Academic Discipline	2
1.2	Reading: Academic Fields & Education	2
1.3	Writing: Review Writing Grammar: Phrasal Verbs (bring)	2
LESSON 2. Scientific Breakthroughs (6 hours)		
2.1	Listening: Top Scientific Breakthroughs Speaking: Predictions	2
2.2	Reading: Accelerating Universe	2
2.3	Writing: Abstract Writing Grammar: Adverbs	2
LESSON 3. Oriental Contribution (6 hours)		
3.1	Listening: Oriental Inventions and Discoveries Speaking: Novelties	2
3.2	Reading: Oriental Contributions to Civilizations	2
3.3	Writing: Article Review Grammar: Reporting Verbs	2
LESSON 4. Meeting Society Needs (6 hours)		
4.1	Listening: Social Needs and their Solutions Speaking: Importance of Social Need Analysis	2
4.2	Reading: Social Needs and Education	2
4.3	Writing: Report Writing Grammar: Phrasal Verb (Come)	2
LESSON 5. Networking (6 hours)		
5.1	Listening: What is Networking? Speaking: Professional Networking	2
5.2	Reading: Global Networking	2
5.3	Writing: Dos and Don'ts Grammar: Generalizing and Qualifying	2
LESSON 6. Professional Contentment (6 hours)		
6.1	Listening: Job Satisfaction Speaking: Discussing Personal Contentment	2

6.2	Reading: Employees who are Engaged in their Work have Happier Home Life	2
6.3	Writing: Newspaper Article Grammar: Time Expressions	2
	Итого	36

III-курс (VI семестр)

LESSON 7. Academic Degrees (6 hours)		
7.1	Listening: Earning Academic Degrees Speaking: Earning a Degree	2
7.2	Reading: Emergence of the Doctor's and Master's Degrees	2
7.3	Writing: Rubric Writing Grammar: Wish Sentences	2
LESSON 8. Public Speech (4 hours)		
8.1	Listening: The art of Public Speech Speaking: Preparation vs. Running with What you have	2
8.2	Reading: Public Speaking Exercises Writing: Persuasive Essays Grammar: Quantifiers	2
LESSON 9. Freelance (6 hours)		
9.1	Listening: An Interview with a Freelance Speaking: Why Freelancing	2
9.2	Reading: Recognition	2
9.3	Writing: Letter of Certificate Grammar: Phrasal Verbs	2
LESSON 10. Up- To- Date Devices (4 hours)		
10.1	Listening: Top Devices Speaking: Me Gadgets	2
10.2	Reading: Agent 007 Gadgets Writing: Precise and Vague Languages Grammar: Great Works	2
LESSON 11. Immortal Tracks (6 hours)		
11.1	Listening: Inventions that Changed our Lives Speaking: Minor Planet "Samarkand"	2
11.2	Reading: Process Analysis	2
11.3	Writing: Precise Sentences Grammar: Relative Clauses	2
LESSON 12. Personal Ambition In Science (4 hours)		
12.1	Listening: Akbar's Story Speaking: Learner's Ambitions	2

12.2	Reading: A Strong Motivator Writing: Critical Writing Grammar: Tag Questions	2
	Итого	30

Практические занятия проводятся в каждой академической группе отдельно в аудиториях, оснащённых мультимедийным оборудованием. Занятия проводятся с помощью активных и интерактивных методов, используется технология. Наглядные материалы представляются при помощи ИКТ.

3. Самообразование

I-семестр 26 часов

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family. Interrogative sentence.	6
3.	My flat. Possessive pronouns.	6
4.	My day.	6

II-семестр 26 часов

№	Theme	hours
5.	Our university. Relative pronouns.	6
6.	Information Resource Center of University.	6
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	4
9.	Education system.	6

III-семестр 26 часов

№	Theme	hours
10.	Independent Of Uzbekistan.	8
11.	Geography, climate and economics of England.	8
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	10

IV-семестр 26 часов

№	Theme	hours
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	10
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	8
15.	Publishers of Uzbekistan and England.	8

V-семестр 26 часов

№	Theme	hours
16.	Profession skills.	8
17.	Life and creativity of famous people in the studied science.	8
18.	News of the studied science.	10

VI-семестр 26 часов

№	Theme	hours
19.	Work on the text "Professionalism and specialty".	14
20.	Actual problems of specialist.	12

Самообразование с использованием научной и справочной литературы позволяет формировать у студентов навыки профессионального прочтения текста, вырабатывает умение анализировать различные аспекты структуры и образной системы произведения.

В процессе выполнения самообразования вырабатываются практические умения и навыки: овладеть речью, критическим мышлением, творческими способностями, написанием.

Рекомендуемые темы самостоятельной работы и самообразования должны быть разработаны в соответствии с темами практических занятий, направлены на выработку умения анализировать и исследовать языковые факты.

Предлагаемые формы работы – реферирование и подготовка слайд-презентаций.

Учебная нагрузка предмета

№	Тип занятия	Выделенные часы						Итого
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Практические	34	34	34	34	34	30	200
2.	Самообразование	26	26	26	26	26	26	156
	Итого	60	60	60	60	60	56	356

4. Промежуточный контроль

Промежуточный контроль в семестре состоит:

- 1 семестр: Устный опрос, Чтение, перевод
- 2 семестр: Письменная работа
- 3 семестр: Устный опрос, Чтение, перевод
- 4 семестр: Письменная работа
- 5 семестр: Устный опрос, Чтение, перевод
- 6 семестр: Письменная работа

Итоговый контроль состоит:

В 1 семестре и во 2-м семестре письменная работа.

5. Критерии оценки знаний и умений студентов по изучаемой дисциплине

Проверка и оценка знаний, умений и навыков студентов является важным компонентом процесса обучения и осуществляется в течение всего учебного года. Этим обуславливаются различные виды проверки и оценки знаний. Основными из них являются:

- устный опрос:

- индивидуальный (ответы у доски на вопросы по содержанию изученного материала)
- фронтальный (расчленение изученного материала на сравнительно мелкие вопросы, чтобы проверить знания большего количества студентов)
- уплотненный (одновременно с устным ответом одного студента у доски три-четыре студента письменно отвечают на отдельных листках на заранее подготовленные вопросы)
- поурочный балл (выставление оценки студентам за работу в течение всего занятия: активное участие в устных опросах других студентов, ответы на вопросы преподавателя при изложении нового материала и т.д.)

- контрольные работы (письменные или практические контрольные работы после изучения отдельных тем или разделов учебной программы)

- проверка домашних работ (проверяется степень самостоятельности студентов, отношение их к учебе, качество усвоения изучаемого материала)

- программированный контроль (предлагается несколько вопросов, на которые дается три-четыре ответа, из которых только один является правильным)

- выпускные и переводные экзамены

Критерии оценки

«Отлично» - студент глубоко изучил учебный материал; последовательно и исчерпывающе отвечает на поставленные вопросы; свободно применяет полученные знания на практике; практические, лабораторные и курсовые работы выполняет правильно, без ошибок, в установленные нормативом время.

«Хорошо» - студент твердо знает учебный материал; отвечает без наводящих вопросов и не допускает при ответе серьезных ошибок; умеет применять полученные знания на практике; практические, лабораторные и курсовые работы выполняет правильно, без ошибок.

«Удовлетворительно» - студент знает лишь основной материал; на заданные вопросы отвечает недостаточно четко и полно, что требует дополнительных

и уточняющих вопросов преподавателя; практические, лабораторные и курсовые работы выполняет с ошибками, не отражающимися на качестве выполненной работы.

«Неудовлетворительно» - студент имеет отдельные представления об изученном материале; не может полно и правильно ответить на поставленные вопросы, при ответах допускает грубые ошибки; практические, лабораторные и курсовые работы не выполнены или выполнены с ошибками, влияющими на качество выполненной работы.

5. Критерии оценивания знаний студентов.

Виды оценки	Экспресс тесты, презентации, выполнение контрольно-тренировочных упражнений.
Критерии оценки	<p>«5»– «отлично».</p> <ul style="list-style-type: none"> -полное и систематическое знание практического материала в объеме программы по специальности; - свободное владение понятийным аппаратом языка - знание основных точек зрения по важнейшим вопросам английской грамматики; - умение анализировать тексты, иллюстрировать теоретические положения примерами, комментировать их; - умение аналитически мыслить и самостоятельно делать выводы; - владение практическими умениями в использовании основных понятий, как в речи, так и на письме; - умение применять теоретические знания при выполнении практических заданий; - умение четко и стилистически правильно выражать свои мысли.
	<p>«4»– «хорошо»</p> <ul style="list-style-type: none"> - достаточно полное знание практического материала в объеме программы по специальности; - владение понятийным аппаратом языка; - знание основных точек зрения по важнейшим вопросам английской грамматики; - умение анализировать проблемные темы , иллюстрировать теоретические положения примерами, отдельные неточности при их комментировании; -умение аналитически мыслить и самостоятельно делать выводы; -умение применять теоретические знания при выполнении практических заданий, при этом допускаются нерегулярные ошибки, не затрагивающие основных умений и навыков; - умение самостоятельно исправлять ошибки;

	- умение четко и стилистически правильно выражать свои мысли, допускаются отдельные грамматические ошибки.	
	«3» «удовлетворительно» - знание основных понятий изучаемой науки; - поверхностные знания по программе специальности; - ошибки и погрешности в ответах на теоретические вопросы и при выполнении практических заданий; - неумение исправлять ошибки самостоятельно; - неумение аналитически мыслить и самостоятельно делать выводы; - неумение достаточно четко выражать свои мысли, соблюдать логическую последовательность в изложении теоретического материала, - стилистические погрешности и грамматические ошибки в изложении материала.	
	«2» «неудовлетворительно» - незнание практического материала, - незнание терминологии по предмету; - неумение анализировать тексты на английском языке; - использование при выполнении практических заданий знаний, основанных на прошлом опыте; - отсутствие логичности, последовательности изложения.	
	Рейтинг оценивания	Время проведения
	Промежуточный контроль:	В течение семестра
	Оценивается активность студентов на уроке (выполнение заданий, самостоятельных работ и домашнего задания	В течение семестра
	Итоговый контроль	В конце учебного семестра
	Форма итогового контроля определяется советом факультета и утверждается приказом ректора	По плану
	Всего	

6. Основная и дополнительная учебная литература и информационные источники

Основная литература

1. Боқиева Г.Ҳ., Рашидова Ф.М. вабошқалар. Scale up. Student's book. Course 1,2,3. – Т.: Фафур Ғулом, 2015.

2. Боқиева Г.Х., Рашидова Ф.М. вабошқалар. Scale up. Workbook. Course 1,2,3. – Т.: Фафур Фулом, 2015.

Дополнительная литература

16. Мирзиёев Ш.М. Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қондаси бўлиши керак. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2016 йил якунлари ва 2017 йил истикболларига бағишланган мажлисидаги Ўзбекистон Республикаси Президентининг нутқи. // Халқ сўзи газетаси. 2017 йил 16 январь, №11.

17. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар тўғрисида”ги 124-сонли қарори.

18. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 11 августдаги “Таълим муассасаларида чет тилларини ўқитишнинг сифатини янада такомиллаштириш чора-тадбирлари тўғрисида”ги 610-сонли қарори.

19. Ўзбекистон Республикаси Президентининг 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909-сонли қарори

20. “British Council - EQUALS Core inventory for general English”. –Copyright British Council/EAQUALS, ISBN: 978-086355-653-1, 2010.

21. Боқиева Г.Х., Рашидова Ф.М. ва бошқалар. Scale up. Teacher’s book. Course 1,2,3. – Т.: Фафур Фулом, 2015.

22. Аловитдинова Х., Раджабова Д. ва б. English for ESL and ESP learners. – Т.: ТМУ, 2012.

23. Ишмухамедов Р. Абдукодиров А. Пардаев А. Таълимда инновацион технологиялар (таълим муассасалари педагог-укитувчилари учун амалий тавсиялар). Т.: Истеъдод, 2008.

24. Kerr P., Jones C. ***Straightforward***. Intermediate. Student's Book. 2nd edition. — Macmillan, 2007.

25. Scrivener J., Bingham C., Tennant A., Wasserman S. ***Straightforward*** Intermediate. Teacher's book - Macmillan, 2007.

26. Tilbury A., Hendra L. A. ***English Unlimited***. Upper Intermediate B2. Student's Book. - Cambridge University Press, 2011.

27. Tilbury A., Hendra L. A. ***English Unlimited***. Upper Intermediate B2. Teacher's Book. - Cambridge University Press, 2011.

28. Michele B., Beajouin P. ***Expression Orale 2 - B1***. - CLE International, 2005.

29. Jordan, R. English for Academic Purposes. - Cambridge University Press, 1997

30. “Kirkham L., Iriskulov A., Rashidova F. A Handbook for teachers of FL with reference to the CEFR. - Tashkent, 2013.

Интернет сайты

1. <http://www.teachingenglish.org.uk/think/articles/listening>

2. http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers

3. <http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html>

4. <http://www.inspiringteachers.com/>

5. <http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html>
6. www.examenglish.com

V.3 TARQATMA MATERIALLAR

Coloids

Coloids (acc. to charge)

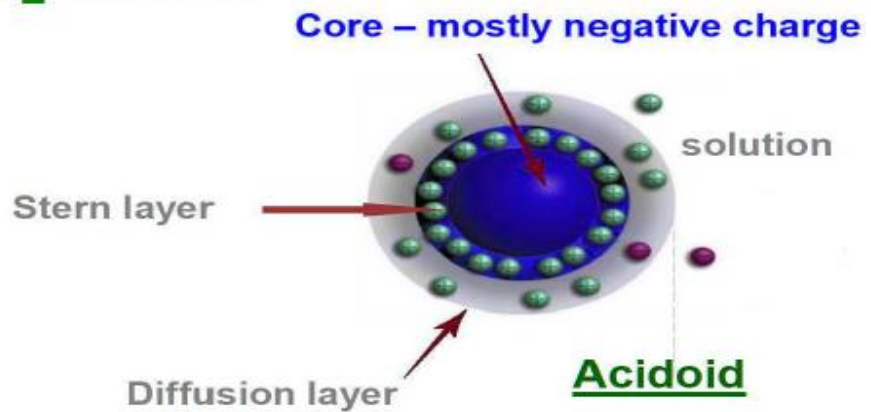
Acidoids (adsorb cations)

Bazoids (adsorb anions)

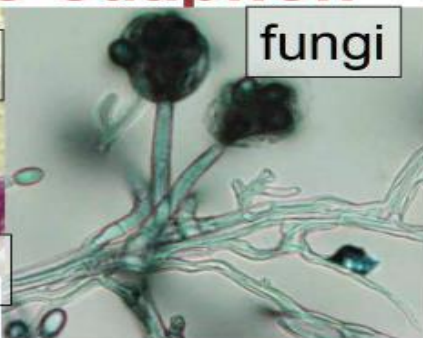
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



phyto- a zoo-edaphon - examples



Human impact on soils



- **intensive agriculture**
 - ✓ fertilization
 - ✓ pesticides
 - ✓ toxic compounds
- **landfills**
- **urbanization**



- **desertification**
- **erosion**
 - ✓ forest clear-cutting
 - ✓ agriculture



Vegetation

natural plants, agriculture crops:
fields, meadows, pastures, forests

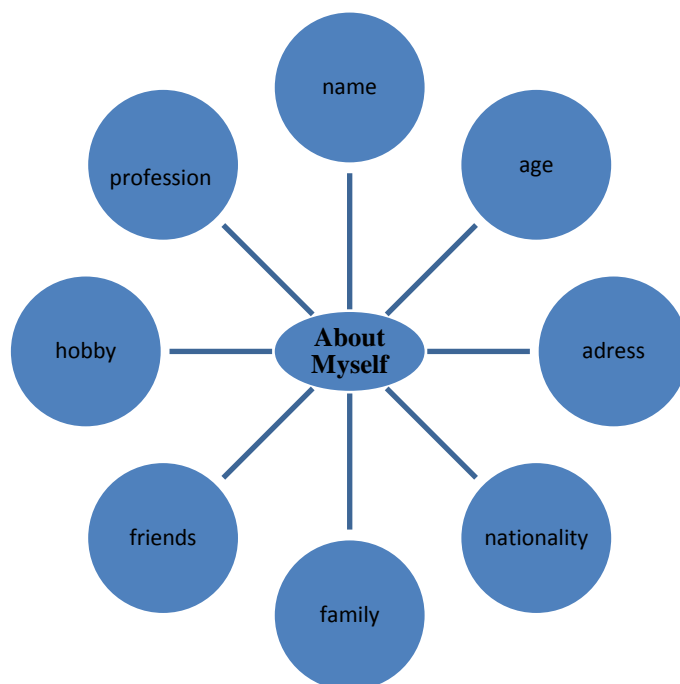


trees – forests, rainforests



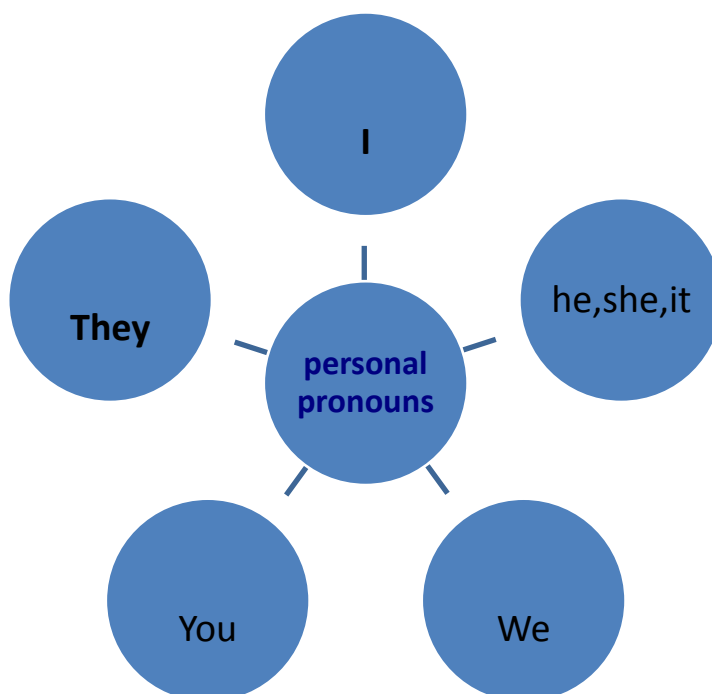
«KLAster» metodi

Fikringizga nima kelsa, barchasini yozing. G'oyalar sifatini muhokama qilmang faqat ularni yozing.

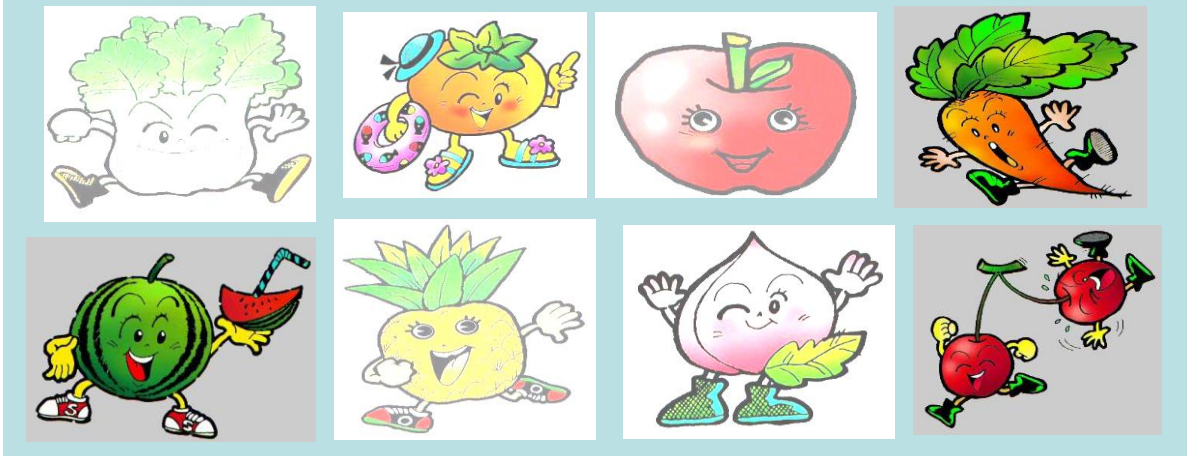


Grammatika: Personal Pronouns –Kishilik olmoshlari

Shaxsni bildiruvchi olmoshlar kishilik olmoshlari deyiladi. Ingliz tilida kishilik olmoshlari quyidagilar

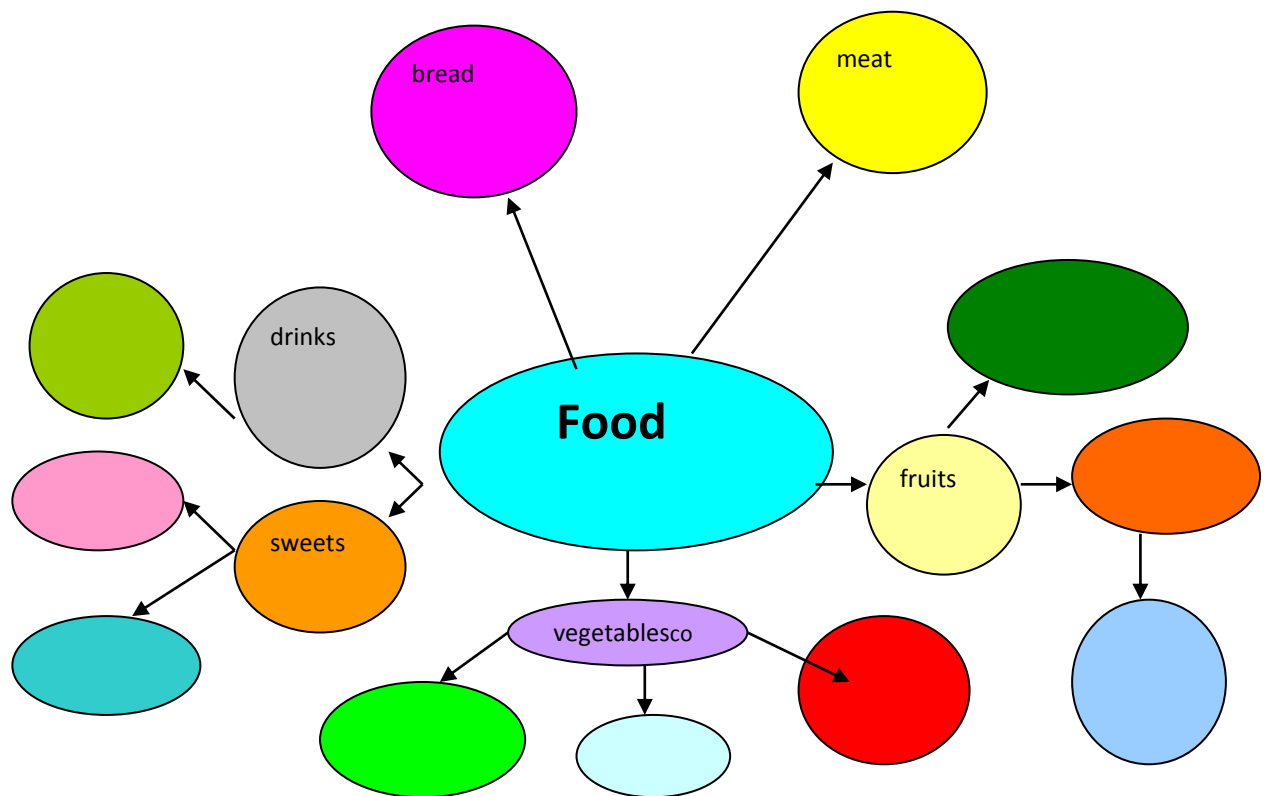


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



«KLAUSTER» metodi

Fikringizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang



faqat ularni yozing.

Guruhlar uchun topshiriqlar.

Guruh №1

How do you spend your day off?

Guruh №2

How did you spend your last day off?

Guruh №3

What are your plans for your next day off?

Basic nomenclature

Soil horizon designations

layers with properties different from other adjacent layers

litter layer

A (humus)

B (leached)

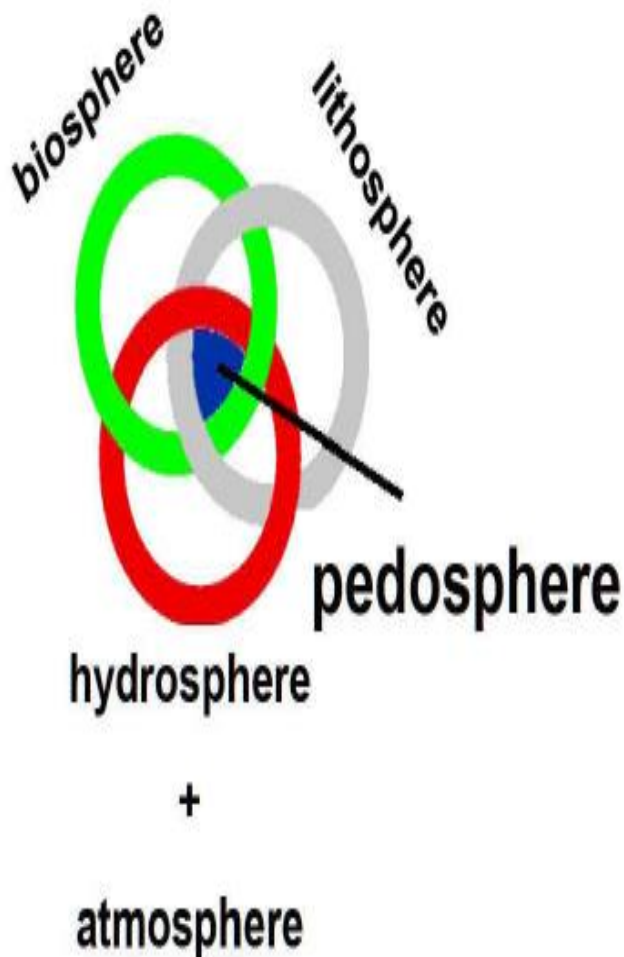
C (bedrock substrate)

R (bedrock)



Soil profile – vertical section combining all soil horizons

Soil – interface of systems



soil is natural unit generated
at the **interface of**
lithosphere and atmosphere
under mutual process of
pedogenetic factors

soil is **binding element** in
between anorganic and
organic matter and live
organisms on the Earth

soil is described according to
soil horizons

V.4 TESTLAR

1. PRACTICE TESTS

1.1. GRAMMAR TESTS

Grammar Test 1

Choose the best answer A, B, C or D.

1. The universe is estimated _____ between 10 billion and 20 billion years old.
A) being B) to be C) which is D) is
2. Genetically, the chimpanzee is more similar to human _____.
A) and than any other animal B) than any other animal C) any other animal is D) and any other animal is
3. _____ in 1939, the Borne Bridge spans the Cape Cod Canal and is one of the many grand projects of the Depression era.
A) Completed B) Completing C) Completes D) Being completing
4. Like the pyramid, the volume of a cone _____ by multiplying the area of the base by one third the altitude.
A) obtain B) is obtained C) obtaining D) obtains
5. Over the past 40 years, world demand for food _____.
A) triple B) tripled C) have tripled D) has tripled
6. The organizers would have responded positively to proposals if they _____ by 10th June.
A) were submitted B) would be submitted C) had been submitted D) would have been submitted
7. When I finish the course next year I _____ speak perfect French.
A) can B) will can C) was able to D) will be able to
8. You _____ to visit most museums in Britain.
A) mustn't pay B) don't have to pay C) cannot pay D) need not have paid
9. What _____? I can't find it in the dictionary.
A) means the word 'heliotrope' B) mean the word 'heliotrope'
C) does the word 'heliotrope' mean D) do the word 'heliotrope' mean
10. He _____ that his mobile phone had been out of action all day.
A) told B) said C) asked D) wanted to know
11. We asked the travel agent _____ a swimming pool at the villa.
A) is there B) was there C) if there was D) whether there is
12. I've never heard _____ ridiculous speech.
A) a such B) such a C) so a D) a so

Grammar Test 2

Choose the best answer A, B, C or D.

1. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.
A) of B) that C) is that D) which is
2. The basic premise behind all agricultural production is _____ the riches of the soil available for human consumption.
A) to be made B) the making C) making is D) to make
3. So many whales _____ that they are in danger of dying out.
A) were killed B) are killed C) have killed D) have been killed
4. By the third month of the war rebel forces _____ most of the province.
A) takes B) took C) had taken D) were taking
5. If you _____ the 'record' button, the green light will come on.
A) will press B) would press C) press D) should press
6. The council _____ find ways of cutting costs last year.
A) must B) had to C) will have to D) has to
7. Unfortunately, you _____ grow bananas in the British climate.
A) may not B) can't C) must not D) ought not to
8. Who usually _____ the certificates at the graduation ceremony?
A) does present B) do present C) presents D) present
9. The manager told us last Friday evening that he wanted us in at 8 a.m. _____ to start the Saturday sale.
A) tomorrow B) the next day C) today D) the day before
10. The Stanford University survey asked respondents how much time _____ on the Internet.
A) did you spend B) did they spend C) they spend D) they spent
11. Generally _____, our best business comes via our website.
A) to speak B) speaking C) having spoken D) to have spoken
12. I have to say that the hotel wasn't quite _____ the brochure claimed.
A) as luxurious as B) more luxurious as C) so luxurious how D) as luxurious how

Grammar Test 3

Choose the best answer A, B, C or D.

1. Modern skyscrapers have a steel skeleton of beams and columns _____ a three-dimensional grid.
A) forms B) from which forming C) and forming D) that forms

2. In the late 1970s and early 1980s, the United States developed a reusable space shuttle _____ to space cheaper and easier.
A) to make access B) and making access C) which made accessible D) and made accessible
3. When I graduate from college next June, I _____ a student here for five years.
A) has been B) will be C) will have been D) had been
4. No biological life was found, though it _____ by many scientists.
A) had speculated B) have been speculating C) speculated D) had been speculated
5. If the museum had charged money for entry, a lot of people _____ able to use it at that time.
A) would not be B) would not have been C) were not D) had not been
6. Thanks to satellite technology, we _____ now predict hurricanes quite accurately.
A) may B) ought C) can D) must
7. If you think a piece of equipment in the gym isn't working properly and _____ mending, tell the instructor.
A) must B) may be C) should be D) needs
8. The government has broken all its pre-election promises regarding the Health Service, _____?
A) hasn't it B) hasn't the government C) has not it D) isn't it
9. The veterinarian told the farmer _____ the animal sleep.
A) let B) to let C) not let D) to not let
10. Professor Jones rang from Vancouver. He said he _____ to stay another week as the research was still going on there.
A) decides B) has decided C) had decided D) will decide
11. The Hyperlink modem is much _____ than any others in our catalogue.
A) fastest B) the fastest C) more faster D) faster
12. _____ regularly, the engine should last for 200,000 kilometers.
A) Serviced B) Servicing C) Service D) Having been servicing

Grammar Test 4

Choose the best answer A, B, C or D.

1. _____ more than 65,000 described species of protozoa of which more than half are fossils.
A) Being that there are B) There being C) Are there D) There are
2. We are not allowed _____ any arrangements for the conference before talking to him.
A) make B) made C) to make D) had made
3. In recent years, scientific and technological developments _____ human life on our planet.
A) change B) have changed C) have change D) changed
4. If the form had been completed correctly, the transfer _____ only two days.

A) would take B) will take C) took D) would have taken

5. Latecomers _____ to enter the theatre until there is a suitable break.

A) may not B) will not may C) will not be allowed D) will not have

6. Applicants for this desk-top publishing course must have good keyboarding skills but _____ to have prior publishing experience.

A) don't need B) must C) need D) mustn't

7. _____ does it take you to get to the university campus?

A) How quickly B) When C) How long D) How far

8. The manager asked the staff _____ anything in the office before the police arrived.

A) to touch B) not to touch C) to not touch D) don't touch

9. There are so many people here! But that TV programme a few weeks ago said the smaller islands of the archipelago _____ mostly uninhabited and very peaceful.

A) are B) is C) was D) were

10. The scientists said it was one of _____ earthquakes ever.

A) most powerful B) the most powerful C) powerullest D) more powerful

11. _____ rich, he won't be able to afford this equipment.

A) Being not B) Not being C) Having not been D) Not to be

12. The candidates _____ in alphabetical order.

A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

Grammar Test 5

Choose the best answer A, B, C or D.

1. The company launched an advertising campaign _____ its market share.

A) to increase B) that increase C) that it increases D) to be increased

2. The new tax regulations are somewhat _____ last year's.

A) rigourouser than B) more rigorous than C) more rigorous as D) as rigorous than

3. The value of the currency fell, _____ foreign holidays more expensive.

A) having made B) making C) being made D) having been made

4. This area _____ by closed circuit cameras.

A) is monitoring B) has been monitoring C) is being monitored D) is been monitored

5. The firm _____ company cars to junior managers since 2002.

A) gives B) is giving C) has been giving D) has given

6. If the governments involved _____ positive action after the 1997 crisis, the current crisis would not have happened.

A) took B) take C) have taken D) had taken

7. They finish the new motorway next month so we _____ get to the coast much more quickly.
A) can B) will can C) will be able to D) will have to
8. You _____ have an international driving license for this country.
A) don't have to B) must not C) has to D) must not to
9. Our CEO entered his chosen career quite late, _____?
A) isn't it B) didn't he C) did not he D) didn't our CEO
10. The departmental manager _____ it was my fault that we had lost the Siemens contract.
A) told B) said me C) said D) told to me
11. Does the brochure say _____ in the villas.
A) how often is the bed linen changed B) how often the bed linen is changed
C) how is the bed linen changed often D) how the bed linen often is changed
12. The damage was _____ severe that the pilot couldn't regain control.
A) so B) such C) so a D) such a

Grammar Test 6

Choose the best answer A, B, C or D.

1. Much of the forest _____ out in the hurricane, as you can see.
A) has been wiped B) has wiped C) wiped D) was wiped
2. I _____ your report yesterday – could I see it now?
A) have not received B) not received C) did not receive D) did not received
3. Could you look after Mrs White tomorrow – I can't do it because I _____ back from the conference when she gets here.
A) will have travelled B) was travelling C) was going to travel D) will be travelling
4. The telecoms operator _____ figures showing that the demand for broadband Internet has grown twice this year.
A) has been published B) has published C) is being published D) will be published
5. If that package from Neilson's arrives this afternoon, _____ it up to my office immediately.
A) you are bringing B) you would bring C) bring D) you brought
6. No conclusions _____ from this chapter.
A) can be drawn B) can't be drawn C) cannot be drawn D) can be not drawn
7. The files aren't here – I _____ them back at the office.
A) may leave B) must be leaving C) should have left D) must have left
8. Every new discovery seems to widen the horizon and increase the extent of _____ contact with unexplored areas.
A) our B) us C) we D) ours
9. I asked Martha _____ the conference had gone well.

- A) what B) did C) if D) that
10. My boss was very supportive and encouraged me _____ for the promotion.
- A) to apply B) to have applied C) to applying D) to be applied
11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.
- A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
- A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
- A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
- A) generouser B) more generouser C) generouser D) more generous
15. The Black Sea is _____ the North Sea.
- A) not so stormy than B) not stormy as C) not so stormy like D) not so stormy as

Grammar Test 7

Choose the best answer A, B, C or D.

1. I _____ for a German laboratory for two years, from 1990 to 1992.
- A) work B) have worked C) have been working D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
- A) will use B) are going to use C) will be using D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
- A) shows B) show C) are shown D) were shown
4. Gas is made up of very _____ molecules.
- A) few B) less C) much D) a large number
5. They refused to give _____ explanation to the fact.
- A) some B) any C) no D) not any
6. We had to get an interpreter in Japan because none of us _____ speak Japanese.
- A) knew B) were able C) could D) succeeded
7. The Manager asked me _____ of the new proposal.
- A) what did I think B) if I thought C) that I did think D) what I thought
8. He apologized _____ at the meeting late.
- A) to arrive B) that he arrived C) of arriving D) for arriving
9. You _____ yet whether to study management or business administration.
- A) need decide B) need deciding C) needn't decide D) need to have decided
10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?
- A) ourselves B) us C) each other D) our
11. All the problems _____ from both theoretical and experimental viewpoints.
- A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
- A) conveniener B) convenientest C) more conveniener D) more convenient
13. These _____ are available in current literature.

A) datum B) datums C) datas D) data

14. The atomic weight of sulphur is twice _____ that of oxygen.

A) as large as B) as large than C) larger as D) so large as

15. There will be a repeat of the smog crisis of two years ago here if nothing _____ to control the fires.

A) be done B) will be done C) would be done D) is done

Grammar Test 8

Choose the best answer A, B, C or D.

1. We _____ that the authorities are not doing enough to restore this beautiful lake to its former state.

A) believing B) are believing C) believes D) believe

2. Customers in remote areas do not know whether the phone lines in their areas _____.

A) will be being upgraded B) will upgrade C) will be upgraded D) will have upgraded

3. Monsieur Degas _____ this afternoon, but he rang to change the appointment to next Tuesday.

A) would come B) was going to come C) is going to come D) will have come

4. _____ you those figures yet?

A) Has he sent B) Have he sent C) Has he send D) Did he send

5. Neil's a good administrator, but if he deals with customers, he always _____ problems.

A) creating B) creates C) created D) would create

6. If the temperature _____, the experiment might have been a failure.

A) had been not raised B) had not been raised C) had not raised D) would have been raised

7. I haven't seen Simone for ages - she _____ in a different department.

A) should work B) needn't have worked C) must be working D) ought to have been working

8. _____ these hypotheses can explain the origin of the solar system.

A) Nothing of B) No of C) Nobody of D) None of

9. At the meeting the shareholders asked how the company _____ in the previous year.

A) did B) had done C) have done D) has done

10. At present intensive research _____ on the improvement of spaceflight conditions.

A) is done B) is doing C) is being done D) has been done

11. You _____ such a long essay. Three paragraphs would be enough to demonstrate your writing ability. You have written much more than that.

A) need have written B) needn't have written C) need write D) need writing

12. I thought the Government _____ genetically modified food. Didn't the Prime Minister say that himself?

A) is supported B) supported C) have been supported D) will support

13. Electronic devices are in wide use in this _____.

A) laboratory research B) laboratory's researches C) laboratories researches D) laboratories's research

14. The physiologists are rather worried about the side effects of aspirin. Can you recommend a _____ alternative?

A) safier B) safer C) more safe D) more safer

15. The older the formations, _____ generally to study.
A) hard they are B) they are hard C) the harder they are D) harder they are

Grammar Test 9

Choose the best answer A, B, C or D.

1. The main advantage of broadband Internet is that files _____ by users up to 40 times faster than with a dial-up modem.
A) can download B) can be downloaded C) must be loaded D) could download
2. How many units _____ last year?
A) sold you B) have you sell C) have you sold D) did you sell
3. If sales continue to do this well, we _____ our target by the end of next month.
A) will have reached B) are reaching C) will be reaching D) were reaching
4. Each year millions of reports on scientific research are published, a great number of _____ being in foreign languages.
A) their B) theirs C) them D) they
5. The device has got a year's guarantee, so you can bring it back if anything _____ wrong.
A) will go B) would go C) goes D) had gone
6. The research group might _____ good results.
A) getting B) got C) get D) not got
7. The detailed study of planets close to the Earth _____ in our knowledge concerning the origin of the solar system.
A) won't filled gaps B) will fill gaps C) not fill gaps D) fill gaps
8. I couldn't find Mrs Arnoux, so I asked her secretary _____.
A) was she there B) where was she C) where she was D) where she was being
9. He rang to ask _____ we were still interested in the site or not.
A) whether B) when C) where D) that
10. I can't wait so you must give me an _____ answer.
A) immediately B) immediate C) more immediate D) most immediate
11. You can't have lost the laboratory key. It's got to be _____.
A) anywhere B) somewhere C) everywhere D) where some
12. The problems that exist with your experiments today should _____ a month or two ago.
A) have been solved B) be solved C) have solved D) have been solving
13. In our study children on a diet high in dairy products tended to be considerably _____ than average.
A) more fat B) fatter C) fater D) more fatter
14. Petrol is _____ it was a few years ago.
A) twice more expensive as B) two times more expensive as C) twice as expensive as D) two times much expensive than
15. They are often confronted with difficult problems which they have to _____.
A) have solved B) solve C) be solving D) have been solving

Grammar Test 10

Choose the best answer A, B, C or D.

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.
A) bring ing B) bring C) brings D) has brought
2. I can't find Ms Brown – _____ to lunch?
A) Have she gone B) Has she gone C) Did she go D) Has she went
3. The materials _____ excessively wet or excessively dry for this purpose.
A) must be not B) must not be C) have not be D) has not be
4. Usually outstanding scientists _____ to give review papers.
A) are being invited B) are invited C) invited D) were being invited
5. If you _____ tomorrow, you'll have problems because of the volcano eruption in Iceland.
A) will travel B) travelled C) would travel D) travel
6. I _____ the contract if I had read it properly.
A) will have signed B) wouldn't have signed C) didn't sign D) signed
7. Sorry, but _____ you give me a hand with these test tubes? They're very fragile.
A) might B) may C) would D) shall
8. We _____ them the reminder on Monday morning because the cheque arrived that afternoon.
A) needed to send B) needn't send C) needed to have sent D) needn't have sent
9. I didn't receive the ticket, so I rang the travel agent to find out if they _____ it.
A) sent B) had sent C) have sent D) sends
10. I rang to ask when they _____, but in fact they had already relocated.
A) are moving B) will move C) shall move D) were moving
11. Many research scientists are inspired by the hope of _____ diseases by genetic engineering,
A) cure B) having cured C) being cured D) curing
12. The new chess champion from Ukraine is amazing. _____ can beat him!
A) Anyone B) Everyone C) No one D) One
13. He brought a laptop _____ his e-mails when he was travelling.
A) access B) to access C) to have accessed D) to be accessed
14. I don't mind the Mediterranean summer because it's a _____ heat than you find in the tropics.
A) dryer B) drier C) more dry D) more drier
15. It doesn't rain _____ it does in autumn.
A) as much in summer as B) as many in summer as C) so much in summer than D) as much in summer like

Grammar Test 11

Choose the best answer A, B, C or D.

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.

- A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.
A) many B) much C) few D) little
4. In recent years, many plans _____ for large 'floating cities' with living accommodation for as many as 50,000 people.
A) have made B) have been making C) have been made D) making
5. The world's oceans contain huge amounts of salt. In fact, if you _____ all the salt from the oceans, you _____ to use it to build a wall about 300 km wide and a kilometer tall all around the Earth!
A) remove/will be able B) removed/would be able
C) had removed/would have been able D) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
A) had better not B) needn't C) don't have to D) mustn't
10. The latest study _____ by these two environmental engineers has produced mixed results.
A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
A) that B) which C) whom D) why
12. It remains to be seen _____ great companies or make them stronger than ever.
A) if the new technology will weaken B) will the new technology weaken
C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.
A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

Choose the best answer A, B, C or D.

1. Although rainforests cover only six per cent of the Earth's land surface, they _____ about 50% of all species of life on the planet.
A) containing B) are containing C) contain D) have been containing
2. When Edouard Benedictus, a French scientist, _____ in his laboratory, he dropped a glass bottle which had some plastic inside – and invented safety glass.
A) was working B) has worked C) works D) worked
3. _____ desert plants store food in their leaves or roots, and some desert plants can live for many years.
A) Many B) A lot C) Lots D) much
4. The passengers of the cruise ship _____ with all kinds of entertainment and sports facilities.

- A) will have provided B) will be provided C) will provide D) will be providing
5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.
A) would be/saw B) are/will see
C) had been/would have seen D) were/would see
6. Planets are very far away, and a journey to Mars would take about 9 months, _____ a journey to the Moon (about 3 days).
A) more longer than B) as long as C) much longer than D) longest than
7. John Stuart decided _____ Australia from south to north in 1859.
A) cross B) to cross C) crossing D) in crossing
8. One of the possible reasons for sleeping is that if we didn't sleep and save some energy, we _____ have to eat a lot more food.
A) can't B) will C) may D) must
9. Are you any good at athletics? How fast _____ you run?
A) should B) must C) need D) can
10. Before _____ about the problems caused by large-scale industry, it makes sense to consider small-scale pollution at home.
A) worrying B) worried C) been worried D) having been worried
11. Today, mountain forests and fresh springs surround the rim of the crater's walls, _____ reach an elevation of 2286 km.
A) that B) what C) those D) which
12. Do you happen to know _____ similar in size?
A) are the Arabian Desert and the Gobi Desert B) whether the Arabian Desert and the Gobi Desert are
C) the Arabian Desert and the Gobi Desert are D) if are the Arabian Desert and the Gobi Desert
13. The Managing Director told his secretary _____ anyone in during the staff meeting.
A) not let B) don't let C) not to let D) to not let
14. Old companies always _____ new technology.
A) fear B) are feared C) are being feared D) have been feared
15. Each species of frog has a particular set of sounds, because _____ important that frogs of the same species find each other.
A) it is B) they are C) there is D) there are

Grammar Test 13

Choose the best answer A, B, C or D.

1. While he _____ the Moon through his telescope, Galileo realized that it had mountains and craters.
A) observed B) was observing C) observes D) observing
2. This telescope is excellent! It _____ for fifteen years, and it has produced more than 700,000 images of the universe.
A) works B) have worked C) has been working D) worked
3. You can't swim in the Dead Sea because it contains too _____ salt.
A) many B) a lot of C) lots D) much
4. Worldwide sales of bottled water _____ to reach \$72 billion by next year.
A) forecast B) forecasted C) is forecast D) are forecast
5. If a storm _____ Bartolomeu Dias's ship off the coast of Africa in 1487, they _____ in the Indian Ocean by accident.
A) had not hit/would not have arrived B) did not hit/would not arrive
C) would not hit/did not arrive D) would not have hit/had not arrived

6. Hot water can freeze _____ cold water.
 A) more easy than B) more easily than C) as easier as D) easiest as
7. Finally in 1861 Stuart managed _____ at the northern coast of Australia, near the modern city of Darwin.
 A) to arrive B) arriving C) in arriving D) arrive
8. Scientists could not understand why Mercury appeared to rotate faster than it should, and some astronomers suggested that there _____ be an undiscovered planet causing this unusual orbit and even gave it the name 'Vulcan'.
 A) can not B) might C) need D) mustn't
9. You _____ eat so many sweets. They aren't good for you.
 A) had better B) don't have to C) shouldn't D) needn't
10. The results _____ by our American colleagues are easy to explain if you apply Einstein's theory of relativity.
 A) obtaining B) been obtained C) having been obtained D) obtained
11. Millions of years ago, Ngorongoro was an active volcano with a cone _____ some scientists believe was as high as Mount Kilimanjaro.
 A) what B) where C) that D) why
12. Do you know _____?
 A) how high is Mount Everest B) how Mount Everest is high C) Mount Everest how high is D) how high Mount Everest is
13. The explorer asked his companions _____ fires after dark.
 A) not make B) don't make C) to not make D) not to make
14. In many countries in recent years, areas of urban land which were once used for industry _____ for other purposes.
 A) have redeveloped B) have been redeveloped C) have redeveloping D) have being redeveloping
15. At the Equator, _____ a lot of rain, on average more than 200 cm per year.
 A) it is B) they are C) there is D) there are

Grammar Test 14

Choose the best answer A, B, C or D.

1. In recent years, cable television _____ the power of the broadcasters.
 A) has undermined B) undermined C) was undermined D) undermining
2. In 1999, 156 countries _____ the Kyoto protocol, part of a United Nations agreement on climate change.
 A) have signed B) signed C) signing D) were signing
3. In geography, a desert is an area which receives little rain and which loses _____ its moisture through evaporation.
 A) a lot of B) a lot of C) many D) much
4. Overcrowded classrooms frequently _____ levels of carbon dioxide that would be regarded as unacceptable on board a submarine.
 A) are contained B) contain C) contains D) containing
5. If Charles Darwin _____ a voyage to South America between 1831 and 1836, he _____ his famous book *The Origin of Species*, which argued that living creatures evolved over millions of years.
 A) did not take/would not write B) would not take/did not write
 C) would not have taken/had not written D) had not taken/would not have written
6. Research shows that levels of pollutants are usually _____ indoors than out, even in the most polluted cities.
 A) highest B) most high C) more high D) higher

7. On that expedition, Stuart failed _____ the coast, and turned back ill and short of food.
A) to reach B) reaching C) in reaching D) reach
8. Lack of sleep _____ damage the immune system, so people who do not sleep enough tend to fall ill more often.
A) can B) should C) must D) need to
9. I'm really tired, but luckily I _____ get up early in the morning.
A) can't B) don't have to C) had better D) shouldn't
10. Some amateur paleontologists insist that _____ fossils can be really exciting.
A) having collected B) collect C) having been collected D) collecting
11. The Polar Bear, _____ is threatened by global warming, may become extinct by the end of the century.
A) that B) which C) whom D) those
12. We still don't know how many _____ in the earthquake.
A) have people been injured B) if people have been injured
C) people have been injured D) whether have people been injured
13. People once thought that coal and sulphur burning below ground _____ volcanic eruptions
A) cause B) are causing C) caused D) will cause
14. Since the 1980s, \$ 10 billion _____ on the project.
A) has been spent B) has spending C) has been spending D) has spent
15. In a tropical forest, _____ difficult for plants on the forest floor to develop, as tall trees (25-35 metres) block the light.
A) they are B) there are C) there is D) it is

Grammar Test 15

Choose the best answer A, B, C or D.

1. News of this technological development _____ some years ago.
A) has been published B) was published C) published D) have been published
2. Since the early 1980s, we _____ aware of the devastating effects of large-scale environmental pollution.
A) are B) have been C) are being D) will be
3. Reptiles, such as snakes, lizards and tortoises, spend _____ hours in the sun to generate body heat.
A) lots B) a lot C) many D) much
4. New technologies always _____ within them both threats and opportunities.
A) contain B) are contained C) containing D) have been contained
5. If Columbus _____ about Marco Polo's trip to China, he _____ to sail there by crossing the Atlantic.
A) did not read/would not try B) had not read/would not have tried
C) would not have read/had not tried D) would not read/would not try
6. Brazil's Amazon forest is disappearing _____ scientists previously imagined.
A) as fast than B) less faster than C) fastest than D) faster than
7. John Stuart's expedition succeeded _____ a huge desert.
A) to discover B) discovering C) in discovering D) discover
8. Most of us enjoy a good night's sleep, but we _____ not realize just how important sleep is.
A) must B) should C) may D) can
9. I think that was the last bus. _____ look for a taxi.

- A) We needn't B) We'd better C) We're able to D) We don't have to
10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.
A) Collected B) Having been collected C) Having collected D) Being collected
11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.
A) which B) where C) that D) whom
12. The researchers are wondering how long _____ in tap water.
A) chlorine stays B) does chlorine stay C) does chlorine stays D) if chlorine stays
13. Scientists predicted when _____ by measuring movements in the Earth.
A) the volcano will erupt B) will the volcano erupt
C) the volcano would erupt D) would the volcano erupt
14. Modern recycling methods _____ to save energy on board the Freedom Ship.
A) will use B) will be using C) will have used D) will be used
15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.
A) they are B) it is C) there is D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

Read the text below and decide which answer A, B, C or D best fits each space.

Sound Advice for Language Learners

A recent (0)...B..... of a language learning magazine has consulted a number of experts in the (1).....of second language acquisition. Their advice may prove invaluable for those (2)a language course. One suggestion is that you (3)..... whether you are likely to be successful at learning a language. Did you enjoy studying languages at school, for example? Do you have enough time to learn a language? The major (4) will be your own time and effort. Therefore you must make sure that the course on offer leads to a (5) qualification. Also, be realistic in your (6)..... . If you don't set achievable aims you are most likely to give up. Do not be deceived (7)..... thinking that the most expensive courses are the best. (8)..... around to get the best possible value for money. You should also bear in mind that the quicker you learn a language the more quickly you forget it. Sandra Miller, a French teacher, tried to teach herself German by enrolling on a (9)..... course. Already fluent in four languages and with a sound knowledge of teaching methodology her chances of (10)..... progress were high. Three years (11)..... she remembers very little. She feels her biggest mistake was not to follow (12)..... her first experience. "I should have consolidated what I had learnt by continuing to study, even if it were by myself."

- | | | | | |
|---|-------------|------------|-------------|---------------|
| 0 | A series | B issue | C programme | D release |
| 1 | A domain | B branch | C field | D area |
| 2 | A wondering | B thinking | C looking | D considering |
| 3 | A assess | B review | C balance | D survey |
| 4 | A charge | B cost | C price | D valuation |

- | | | | | |
|----|--------------|--------------|-----------|------------|
| 5 | A recognised | B understood | C valued | D regarded |
| 6 | A sights | B ends | C objects | D goals |
| 7 | A by | B about | C into | D in |
| 8 | A Nose | B Push | C Run | D Shop |
| 9 | A rapid | B crash | C quick | D fast |
| 10 | A achieving | B doing | C gaining | D making |
| 11 | A on | B forward | C from | D onward |
| 12 | A up | B on | C through | D out |

Vocabulary Test 2

Read the text below and decide which answer A, B, C or D best fits each space.

Improving Your Intellect

A (0)...B..... of researchers at the University of California claimed in a recently published report that listening to classical music can actually improve one's level of intelligence. This surprising claim was (1)..... after groups of volunteers listened to three different tapes and completed IQ tests after listening to each one. The volunteers (2)..... ten minutes of Mozart, a relaxation tape and a recording of silence. When making the test after listening to Mozart, the subjects' scores were noticeably (3)..... than after the other two. However, the tape had no (4)..... effect on any of the volunteers' intelligence levels.

Researchers believe that this kind of music opens certain neural networks which are used when performing intellectual tasks like puzzle (5)..... . They do not claim that Mozart alone among classical composers is (6)..... of lifting your spirits and boosting brain-power, but they do believe that this particular composer's distinctive style makes his works ideally suited for stimulating our grey matter. Researchers in New Zealand attempted to (7)..... these results, but their efforts did not (8)..... with success. Despite this lack of this outside verification, the Californian team are determined to carry (9)..... . Further (10)..... have been planned, this time using a (11)..... range of audio material. Chris Band, one of the leaders in the UK intelligence research field, has poured cold water on Californian claims. He asserts that their results cannot be (12)..... seriously until someone else manages to reproduce them.

- | | | | | |
|----|-----------|---------------|-------------|--------------|
| 0 | A party | B team | C band | D gang |
| 1 | A made | B said | C stated | D done |
| 2 | A heard | B listened | C followed | D attended |
| 3 | A larger | B more | C greater | D higher |
| 4 | A last | B permanent | C final | D constant |
| 5 | A solving | B working | C doing | D putting |
| 6 | A capable | B able | C competent | D proficient |
| 7 | A redo | B copy | C imitate | D reproduce |
| 8 | A engage | B welcome | C meet | D accept |
| 9 | A off | B on | C along | D out |
| 10 | A trials | B experiences | C efforts | D attempts |
| 11 | A longer | B richer | C further | D broader |
| 12 | A faced | B accepted | C taken | D believed |

Vocabulary Test 3

Read the text below and decide which answer A, B, C or D best fits each space.

Environmental Concerns

Earth is the only (0)...*B*..... we know of in the universe that can support human life. (1)..... human activities are making the planet less fit to live on. As the western world (2)..... on consuming two-thirds of the world's resources while half of the world's population do so (3)..... to stay alive we are rapidly destroying the (4)..... resources we have by which all people can survive and prosper. Everywhere fertile soil is (5)..... built on or washed into the sea. Renewable resources are exploited so much that they will never be able to recover (6)..... . We discharge pollutants into the atmosphere without any thought of the consequences. As a (7)..... the planet's ability to support people is being (8)..... at the very time when rising human numbers and consumption are (9)..... increasingly high demands on it.

The Earth's (10)..... resources are there for us to use. We need food, water, air, energy, medicines, warmth, shelter and minerals to (11)..... us fed, comfortable, healthy and active. If we are sensible in how we use the resources they will (12)..... indefinitely. But if we use them wastefully and excessively they will soon run out and everyone will suffer.

0	A situation	B place	C position	D site
1	A Still	B Even though	C In spite of	D Despite
2	A continues	B repeats	C carries	D follows
3	A already	B just	C for	D entirely
4	A alone	B individual	C lone	D only
5	A sooner	B neither	C either	D rather
6	A quite	B greatly	C utterly	D completely
7	A development	B result	C reaction	D product
8	A stopped	B narrowed	C reduced	D cut
9	A doing	B having	C taking	D making
10	A natural	B real	C living	D genuine
11	A hold	B maintain	C stay	D keep
12	A last	B stand	C go	D remain

Vocabulary Test 4

Read the text below and decide which answer A, B, C or D best fits each space.

No More Classes

The use (0)...*C*..... computers has meant students can study language programmes (1)..... their own speed when and for how long they want – and no need to worry about the teacher having a favourite or doing (2)..... another boring lesson. What's more, in the virtual classrooms of the future the student will (3)..... on their headset, and be transported into an imaginary school, choose their class, take the books they need off the shelf and (4)..... conversations with other computerized students.

They might (5)..... choose to pay a visit to the supermarket or the train station, the bank or the restaurant. At the (6)..... of a button they would be transported to (7).....realistic settings where they could practice their English, maybe getting a hand (8)..... a virtual English companion. All this perhaps, at the computer, from the comfort of their home: no (9).....to catch the bus to college, or a plane to England.

Exciting? Certainly, and an interesting alternative to traditional classroom lessons. But would it ever (10)..... the classroom? Hopefully not. (11)..... the need to relate to real people talking about real issues and generally learning a little more about others will always lead language learners to (12).....at least a little of their time with real people.

0	A in	B at	C of	D to
1	A with	B for	C at	D in
2	A still	B for	C yet	D already
3	A place	B put	C set	D get
4	A take	B do	C catch	D hold
5	A although	B preferably	C instead	D contrary
6	A force	B hit	C depress	D push
7	A so	B such	C like	D alike
8	A with	B to	C from	D for
9	A role	B duty	C obligation	D need
10	A replace	B restore	C succeed	D recover
11	A definitely	B mainly	C totally	D surely
12	A spend	B make	C have	D do

Vocabulary Test 5

Read the text below and decide which answer A, B, C or D best fits each space.

The Sahara

Around 4,000 BC, the Sahara began to turn (0)...A..... a desert. Since that time, it has slowly been growing larger and larger and today it is the world's largest desert. It (1)..... nine million square kilometers of Africa, that is, as (2)..... land as the United States. The Sahara is mostly made up of mountains, bare rocky plains and high flatlands (3)..... plateaus. The rest is a(n) (4)..... sea of sand which in some (5)..... piles up into dunes. Very few plants survive more than a few weeks and those that do have adapted deep roots or take in moisture (6)..... their leaves. The desert is hot and dry during the day but (7).....cool at night. Many of the two million people who (8).....in the Sahara are nomads – people who travel from place to place to (9)..... food and water for themselves and their animals. This traveling is necessary since the Sahara gets less than ten centimeters of water a year. Other people (10)....., prefer not to travel and live in oases. Oases are places where water comes from wells or springs and where people can (11)..... their crops and water their animals. This picture of the Sahara is different to how it was over ten thousand years (12)....., when it had lakes and streams and was a fertile place.

0	A into	B to	C from	D out
1	A has	B covers	C takes	D owns
2	A long	B far	C much	D many
3	A said	B named	C told	D called
4	A extreme	B huge	C bulky	D extended
5	A sites	B events	C places	D positions
6	A in	B on	C through	D about
7	A turns	B converts	C changes	D has
8	A inhabit	B live	C stay	D exist
9	A explore	B invent	C find	D supply
10	A although	B but	C and	D however
11	A grow	B raise	C develop	D increase
12	A since	B before	C ago	D after

Vocabulary Test 6

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. The buyer wanted the furniture manufacturer to cut his prices.
A) do away with B) make use of C) reduce D) review
2. The prime ingredient in table salt is sodium.
A) curious B) unexpected C) effective D) main
3. The temperature of water can accelerate a chemical reaction.
A) quicken B) increase C) delay D) stop
4. He is very enthusiastic about his acceptance to the University.
A) excited B) pleased C) passive D) non-committal
5. What is necessary now is a correct balance of the use of coal, gas, oil and nuclear power.
A) method in B) mixture of C) technique D) technology in
6. The cup was filled to the rim.
A) to the brim B) too full C) overflowing D) half way
7. She always avoided her bad-tempered aunt.
A) disliked B) remembered C) took care of D) evaded
8. I was all alone and felt like crying.
A) sad B) unhappy C) lonely D) unloved
9. He looked up just as the sun emerged from the cloud.
A) vanished in B) covered C) appeared out of D) revealed
10. A flying aeroplane maintains its equilibrium as long as there is sufficient support from the pressure of air or wind against its wings.
A) equanimity B) balance C) ability to fly D) flight path

Vocabulary Test 7

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. A conscientious scientist hardly ever bases his research on a guess.
A) probably B) variably C) scarcely D) undeniably
2. The University basketball team is undoubtedly the best one in the city.
A) persistently B) relatively C) certainly D) practically
3. There is an abundance of ore in the mountain area.
A) a wide variety B) more than sufficient C) a unique type D) a common type
4. Severe criticism does not create a supportive learning environment.
A) harsh B) unfair C) special D) light
5. They adapted slowly because their surroundings were so new to them.
A) warmed up B) adjusted C) frozen D) improved
6. Congress is discussing tax rates tomorrow in a closed session.
A) abolishing B) reducing C) debating about D) revoking
7. He has a fine apartment with all the modern conveniences.
A) house B) flat C) office D) department
8. The child died from lack of care and proper nourishment.
A) excess B) desire C) denial D) absence
9. The basic colours of the spectrum are red, blue and yellow.
A) necessary B) secondary C) exceptional D) primary
10. His attempts to shift the blame for his defeat onto his companion met no response.
A) responsibility B) importance C) reason D) necessity

Vocabulary Test 8

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. Modern technology was not generally available before the 1930s.
A) at the time of B) prior to C) due to D) thanks to
2. A group of geologists explored the caves.
A) isolated B) inscribed C) tested D) examined
3. Ecologists are advocating measures to clean the polluted areas.
A) supporting B) opposing C) discouraging D) believing in
4. The Mississippi River flood in 1994 was devastating.
A) divisible B) crushing C) damaging D) shocking
5. At times the vital balance between animals and plants is upset by man's interference.
A) good intentions B) intrusion C) assistance D) withdrawal
6. Congress is discussing tax rates tomorrow in a closed door session.
A) abolishing B) reducing C) debating about D) revoking
7. Suddenly a cloud appeared on the horizon.
A) emerged B) grew larger C) was hidden D) turned back
8. His enthusiasm for sports affected the results of his school examination.
A) effected B) improved C) influenced D) inspired
9. The population of the town is slightly less than one hundred thousand people.
A) even B) a little C) a lot D) much
10. Gradually the participants of the conference filled the conference hall.
A) all at once B) recently C) suddenly D) little by little

Vocabulary Test 9

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. If water freezes, its volume increases.
A) varies B) expands C) diminishes D) weighs
2. The scientist studied his subject thoroughly before he started the project.
A) incredibly B) in depth C) in vain D) imperceptibly
3. In the laboratory the test tube rack is adjacent to the desk.
A) far from B) within C) behind D) next to
4. The drop in temperature was negligible.
A) unimportant B) average C) needless D) misleading
5. The young engineer had to take upon himself all the blame for the failure of the project.
A) recognition B) praise C) responsibility D) credit
6. The rain was lashing and it was cold in the room without a fire.
A) stuffy B) cosy C) icy D) chilly
7. I am alone and can do more or less whatever I like.
A) solitary B) superior C) among friends D) grown-up
8. The government's failure to establish any sound economic policy was acknowledged by the minister.
A) talked about B) made public C) admitted D) denied
9. Our manufacturing methods will be adapted to conform to the new technology.
A) improved B) renewed C) adjusted D) tolerated
10. The debate about the health care reform seems to go on endlessly.
A) discussion B) complaints C) disquietude D) disagreement

Vocabulary Test 10

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. The Alps are huge and treacherous mountains.
A) low B) spectacular C) enormous D) solid
2. In colonial times marketing was basically an exchange of goods and services.
A) a harmony B) a collection C) a trade D) a cycle
3. The doctor verified that the disease could be prevented.
A) confirmed B) stated C) believed D) disproved
4. The economic conditions influenced the Ukrainian life style.
A) effected B) affected C) improved D) stabilized
5. We put up tents on the border of the lake.
A) on the edge of the lake B) near the lake C) on the pier of the lake D) in front of the lake
6. We asked a plumber to take a look at our bathroom so he could make an estimate of the repair costs.
A) a hypothesis B) a rough calculation C) a long list D) a proposal
7. We are alone here; you can tell me whatever you've come to tell.
A) among friends B) by ourselves C) close together D) forgotten
8. Want of money forced the old man to go begging.
A) excess B) love C) banishment D) lack
9. He acknowledged his defeat in the chess tournament by failing to appear in the last game.
A) refused B) spoke about C) admitted D) learned about
10. The gallery displayed an authentic picture by da Vinci.
A) genuine B) antique C) expensive D) forgotten

Vocabulary Test 11

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. Technology has indeed had a significant _____ on our lives today.
A) change B) role C) effort D) effect
2. The experiment was successfully _____ by a team of scientists.
A) performed B) created C) operated D) fulfilled
3. The third _____ of the book has not been published yet.
A) report B) publicity C) edition D) issue
4. Since he lost his job last year, he has been _____.
A) unworked B) resting C) sitting D) unemployed
5. This tradition is _____. It is found nowhere else in the world.
A) rare B) individual C) single D) unique
6. Her problem was that she _____ stand losing.
A) couldn't B) wouldn't C) didn't D) shouldn't
7. They decided to _____ the deadline.
A) proceed B) travel C) extend D) continue
8. The management promise to _____ action if a customer has been poorly treated by the staff.
A) take B) get C) make D) do

9. The next generation of telephones in every home will _____ us to see the person we are speaking to.
 A) permit B) enable C) assist D) let
10. The repairs will be carried out _____ a week of receipt of your call.
 A) with B) for about C) until D) within

Vocabulary Test 12

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. The bigger the memory on your hard disk, the more _____ you can store.
 A) details B) money C) data D) transactions
2. Alexander Graham Bell _____ the telephone.
 A) invented B) discovered C) founded D) created
3. This job requires certain _____. You have to be good at operating computers and dealing with people.
 A) qualifications B) skills C) techniques D) knowledge
4. The pumping of industrial _____ into the sea kills marine life.
 A) sewage B) litter C) rubbish D) waste
5. Traffic congestion can _____ to delays in reaching your destinations.
 A) lead B) drive C) result D) direct
6. Please make _____ your mind what you what to do.
 A) out B) clear C) sure D) up
7. The _____ requirements for British universities is usually three A levels.
 A) exit B) reception C) entrance D) coming
8. You ought to take _____ of the great prices in the winter sales.
 A) opportunity B) advantage C) profit D) benefit
9. The hang-glider pilot _____ to land safely, despite the strong wind.
 A) achieved B) managed C) resulted D) succeeded
10. She's got a new job. She's been put in _____ of the Loans Department in the bank.
 A) control B) authority C) power D) charge

Vocabulary Test 13

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
 A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.
 A) created B) invented C) devised D) discovered
3. Computer services are at the public's _____ in most libraries.
 A) availability B) employment C) disposal D) practicality
4. The vegetation in one part of the forest is so _____ that when you look up you cannot see the sky.
 A) dense B) dim C) close D) heavy
5. I was under the _____ that you knew how to use this programme.
 A) understanding B) impression C) belief D) feeling
6. The famous scientist came _____ against different kinds of problems when he first settled in Spain.
 A) out B) in C) off D) up

7. When developing new products, there can be any number of problems that _____.
A) await B) arise C) come D) exist
8. She was going to apply for a new job, but in the end she changed her _____.
A) mind B) heart C) thoughts D) opinion
9. Playing a sport can help people to _____ with the stress of modern life.
A) live B) manage C) cope D) survive
10. There is a _____ relationship between the quality of our employees and the quality of our products.
A) strong B) high C) deep D) sharp

Vocabulary Test 14

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. The computer should be seen as a _____ we use to help us do our work.
A) power B) research C) tool D) source
2. Prices for accommodation _____ greatly depending on location.
A) range B) vary C) adjust D) waver
3. We thought the holiday resort we stayed in had very good _____ for children.
A) services B) equipment C) facilities D) conveniences
4. Due to a/an _____ of cash, the government has cancelled its development plans.
A) decrease B) minus C) absence D) shortage
5. As a _____ of leaving the window open, the laboratory was burgled.
A) cause B) reason C) decision D) result
6. The nurses cleaned the wound to reduce the risk _____ infection.
A) of B) from C) about D) for
7. It's a good thing for young people to be _____ in sport.
A) capable B) occupied C) involved D) good
8. Although the task is difficult, you must try to _____ your best.
A) get B) make C) have D) do
9. The children are more _____ to do well in a school where they are happy.
A) likely B) sure C) definite D) certain
10. He set up his first company while _____ at university.
A) yet B) still C) then D) even

Vocabulary Test 15

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. Most young people in the Western world have _____ to a decent education.
A) entrance B) reach C) access D) opportunity
2. We are just going to have to _____ the money from a bank.
A) borrow B) loan C) owe D) lend
3. The tourist _____ is very important to the economies of some countries.
A) trade B) industry C) business D) profession
4. Banks pay you _____ if you leave your money in an account.
A) interest B) profit C) value D) income
5. It can be difficult to get used to the _____ of life in another country.
A) kind B) way C) system D) habit
6. At this airport a plane lands or takes off every two minutes _____ average.
A) at B) with C) by D) on

7. They decided to meet and discuss a _____ range of issues.
A) wide B) plentiful C) lasting D) long
8. My computer developed a virus that I just couldn't get _____ of.
A) out B) away C) rid D) free
9. Critics of the post office have _____ out that there are still long queues in many branches.
A) spoken B) given C) let D) pointed
10. The award was received by the manager on _____ of his staff.
A) account B) behalf C) place D) honour

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

- Grammar Test 1: 1-B, 2-B, 3-A, 4-B, 5-D, 6-C, 7-D, 8-B, 9-C, 10-B, 11-C, 12-B
Grammar Test 2: 1-B, 2-D, 3-D, 4-C, 5-C, 6-B, 7-B, 8-C, 9-B, 10-D, 11-B, 12-A
Grammar Test 3: 1-D, 2-A, 3-C, 4-D, 5-B, 6-C, 7-D, 8-A, 9-B, 10-C, 11-D, 12-A
Grammar Test 4: 1-D, 2-C, 3-B, 4-D, 5-C, 6-A, 7-C, 8-B, 9-D, 10-B, 11-B, 12-A
Grammar Test 5: 1-A, 2-B, 3-B, 4-C, 5-C, 6-D, 7-C, 8-A, 9-B, 10-C, 11-B, 12-A
Grammar Test 6: 1-A, 2-C, 3-D, 4-B, 5-C, 6-A, 7-D, 8-A, 9-C, 10-A, 11-B, 12-B, 13-B, 14-D, 15-D
Grammar Test 7: 1-D, 2-D, 3-B, 4-A, 5-B, 6-C, 7-D, 8-D, 9-C, 10-C, 11-C, 12-D, 13-D, 14-A, 15-D
Grammar Test 8: 1-D, 2-C, 3-B, 4-A, 5-B, 6-B, 7-C, 8-D, 9-B, 10-C, 11-B, 12-B, 13-A, 14-B, 15-C
Grammar Test 9: 1-B, 2-D, 3-A, 4-C, 5-C, 6-C, 7-B, 8-C, 9-A, 10-B, 11-B, 12-A, 13-B, 14-C, 15-B
Grammar Test 10: 1-C, 2-B, 3-B, 4-B, 5-D, 6-B, 7-C, 8-D, 9-B, 10-D, 11-D, 12-C, 13-B, 14-B, 15-A
Grammar Test 11: 1-C, 2-D, 3-C, 4-C, 5-B, 6-A, 7-C, 8-B, 9-D, 10-B, 11-B, 12-A, 13-A, 14-C, 15-D
Grammar Test 12: 1-C, 2-A, 3-A, 4-B, 5-D, 6-C, 7-B, 8-C, 9-D, 10-A, 11-D, 12-B, 13-C, 14-A, 15-A
Grammar Test 13: 1-B, 2-C, 3-D, 4-D, 5-A, 6-B, 7-A, 8-B, 9-C, 10-D, 11-C, 12-D, 13-D, 14-B, 15-C
Grammar Test 14: 1-A, 2-B, 3-A, 4-B, 5-D, 6-D, 7-A, 8-A, 9-B, 10-D, 11-B, 12-C, 13-C, 14-A, 15-D
Grammar Test 15: 1-B, 2-B, 3-C, 4-A, 5-B, 6-D, 7-C, 8-C, 9-B, 10-C, 11-B, 12-A, 13-C, 14-D, 15-B

Vocabulary Tests

- Vocabulary Test 1: 1-C, 2-D, 3-A, 4-B, 5-A, 6-D, 7-C, 8-D, 9-B, 10-D, 11-A, 12-A
Vocabulary Test 2: 1-A, 2-A, 3-D, 4-B, 5-A, 6-A, 7-D, 8-C, 9-B, 10-A, 11-D, 12-C
Vocabulary Test 3: 1-A, 2-C, 3-B, 4-D, 5-C, 6-D, 7-B, 8-C, 9-D, 10-A, 11-D, 12-A
Vocabulary Test 4: 1-C, 2-C, 3-B, 4-D, 5-C, 6-D, 7-B, 8-C, 9-D, 10-A, 11-D, 12-A
Vocabulary Test 5: 1-B, 2-C, 3-D, 4-B, 5-C, 6-C, 7-A, 8-B, 9-C, 10-D, 11-A, 12-C
Vocabulary Test 6: 1-C, 2-D, 3-A, 4-A, 5-B, 6-A, 7-D, 8-C, 9-C, 10-B
Vocabulary Test 7: 1-C, 2-C, 3-B, 4-A, 5-B, 6-C, 7-B, 8-D, 9-D, 10-A
Vocabulary Test 8: 1-B, 2-D, 3-A, 4-C, 5-B, 6-C, 7-A, 8-C, 9-B, 10-D
Vocabulary Test 9: 1-B, 2-B, 3-D, 4-A, 5-C, 6-D, 7-A, 8-C, 9-C, 10-A
Vocabulary Test 10: 1-C, 2-C, 3-A, 4-B, 5-A, 6-B, 7-B, 8-D, 9-C, 10-A
Vocabulary Test 11: 1-D, 2-A, 3-C, 4-D, 5-D, 6-A, 7-C, 8-A, 9-B, 10-D
Vocabulary Test 12: 1-C, 2-A, 3-B, 4-D, 5-A, 6-D, 7-C, 8-B, 9-B, 10-D
Vocabulary Test 13: 1-A, 2-D, 3-C, 4-A, 5-B, 6-D, 7-B, 8-A, 9-C, 10-A
Vocabulary Test 14: 1-C, 2-B, 3-C, 4-D, 5-D, 6-A, 7-C, 8-D, 9-A, 10-B
Vocabulary Test 15: 1-C, 2-B, 3-B, 4-A, 5-B, 6-D, 7-A, 8-C, 9-D, 10-B

V.5 БАҲОЛАШ МЕЗОНИ

Хорижий тил (Инглиз тили) фанидан талабалар билимини баҳолаш мезонлари

Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

Талабаларнинг билими куйидаги мезонлар асосида:

- талаба мустакил хулоса ва қарор қабул килади, ижодий фикрлай олади, мустакил мушоҳада юритади, олган билимини амалда куллай олади, фаннинг (мавзунинг) мохиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **5 (аъло) баҳо**;

- талаба мустакил мушоҳада юритади, олган билимини амалда куллай олади, фаннинг (мавзунинг) мохияти тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда- **4 (яхши) баҳо**;

- талаба олган билимини амалда куллай олади, фаннинг (мавзунинг) мохиятни тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **3 (коникарли) баҳо**;

- талаба фан дастурини узлаштирмаган, фаннинг (мавзунинг) мохиятини тушунмайди ҳамда фан (мавзу) бўйича тасаввурга эга эмас деб топилганда - **2 (коникарсиз) баҳо** билан баҳоланади.

Назорат турларини ўтказиш тартиби

Оралик назорат:

Ушбу назорат тури аудиторияда академик кичик гуруҳларда куйидаги шаклларда ўтказилади:

1-,3- ва 5- семестрларда оғзаки сўров;

2-,4- ва 6-семестрларда ёзма иш.

Оралик назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи томонидан амалга оширилади.

Якуний назорат:

Ёзма иш шаклида ўтказилади. 5 та саволдан иборат 10 вариантда, саволлар фан бўйича ўтилган мавзуларни қамраб олади. Ҳар бир саволга берилган тўғри жавоб учун 1 балл берилади.

Якуний назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш ўқув машғулотларини олиб бормаган профессор-ўқитувчи томонидан амалга оширилади.

Тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи якуний назорат турини ўтказишда иштирок этиши таъминланади.

Якуний назорат турини ўтказишда келишув асосида бошқа олий таълим муассасаларининг тегишли фан бўйича профессор-ўқитувчилари жалб қилиниши мумкин.

Талаба оралик ва (ёки) якуний назорат турини биринчи марта қайта топширишдан ута олмаган тақдирда, факультет декани томонидан комиссия тузилади. Комиссия таркиби тегишли фан бўйича профессор-ўқитувчи ва соҳа мутахассислари орасидан шакллантирилади.

Иккинчи марта оралик ва (ёки) якуний назорат турини ўтказиш ва талабани баҳолаш мазкур комиссия томонидан амалга оширилади.

Баҳолаш натижасидан норози бўлган талабалар факультет декани томонидан ташкил этиладиган Апелляция комиссиясига апелляция бериш ҳуқуқига эга.

Апелляция комиссияси таркибига талабани баҳолашда иштирок этмаган тегишли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида тўрт нафар аъзо киритилади.

Талаба баҳолаш натижасидан норози бўлган тақдирда, баҳолаш натижаси эълон қилинган вақтдан бошлаб 24 соат давомида апелляция бериши мумкин. Талаба томонидан берилган апелляция Апелляция комиссияси томонидан 2 кун ичида қуриб чиқилиши лозим.

Талабанинг апелляциясини қуриб чиқишда талаба иштирок этиш ҳуқуқига эга.

Апелляция комиссияси талабанинг апелляциясини қуриб чиқиб, унинг натижаси бўйича тегишли қарор қабул қилади. Қарорда талабанинг тегишли фанни ўзлаштиргани ёки ўзлаштира олмагани кўрсатилади.

Апелляция комиссияси тегишли қарорни факультет декани ва талабага етказилишини таъминлайди.

Ўзбекистон Республикасининг олий таълим муассасаларида талабалар ўзлаштиришини баҳолаш тизимини 5 баҳо ёки 100 баллик тизим ва илғор

хорижий давлатлар олий таълим тизимида кулланиладиган баҳолаш тизимига киёсий таккослаш ҳамда уларга ўтказиш мазкур Низомнинг иловасига мувофиқ жадваллар асосида амалга оширилади.

5. Критерии оценки знаний и умений студентов по изучаемой дисциплине

Проверка и оценка знаний, умений и навыков студентов является важным компонентом процесса обучения и осуществляется в течение всего учебного года. Этим обуславливаются различные виды проверки и оценки знаний. Основными из них являются:

- устный опрос:

- индивидуальный (ответы у доски на вопросы по содержанию изученного материала)
- фронтальный (расчленение изученного материала на сравнительно мелкие вопросы, чтобы проверить знания большего количества студентов)
- уплотненный (одновременно с устным ответом одного студента у доски три-четыре студента письменно отвечают на отдельных листках на заранее подготовленные вопросы)
- поурочный балл (выставление оценки студентам за работу в течение всего занятия: активное участие в устных опросах других студентов, ответы на вопросы преподавателя при изложении нового материала и т.д.)

- контрольные работы (письменные или практические контрольные работы после изучения отдельных тем или разделов учебной программы)

- проверка домашних работ (проверяется степень самостоятельности студентов, отношение их к учебе, качество усвоения изучаемого материала)

- программированный контроль (предлагается несколько вопросов, на которые дается три-четыре ответа, из которых только один является правильным)

- выпускные и переводные экзамены

Критерии оценки

«Отлично» - студент глубоко изучил учебный материал; последовательно и исчерпывающе отвечает на поставленные вопросы; свободно применяет полученные знания на практике; практические, лабораторные и курсовые работы выполняет правильно, без ошибок, в установленные нормативом время.

«Хорошо» - студент твердо знает учебный материал; отвечает без наводящих вопросов и не допускает при ответе серьезных ошибок; умеет применять полученные знания на практике; практические, лабораторные и курсовые работы выполняет правильно, без ошибок.

«Удовлетворительно» - студент знает лишь основной материал; на заданные вопросы отвечает недостаточно четко и полно, что требует дополнительных

и уточняющих вопросов преподавателя; практические, лабораторные и курсовые работы выполняет с ошибками, не отражающимися на качестве выполненной работы.

«Неудовлетворительно» - студент имеет отдельные представления об изученном материале; не может полно и правильно ответить на поставленные вопросы, при ответах допускает грубые ошибки; практические, лабораторные и курсовые работы не выполнены или выполнены с ошибками, влияющими на качество выполненной работы.

5. Критерии оценивания знаний студентов.

Виды оценки	Экспресс тесты, презентации, выполнение контрольно-тренировочных упражнений.
Критерии оценки	<p>«5»– «отлично».</p> <ul style="list-style-type: none"> -полное и систематическое знание практического материала в объеме программы по специальности; - свободное владение понятийным аппаратом языка - знание основных точек зрения по важнейшим вопросам английской грамматики; - умение анализировать тексты, иллюстрировать теоретические положения примерами, комментировать их; - умение аналитически мыслить и самостоятельно делать выводы; - владение практическими умениями в использовании основных понятий, как в речи, так и на письме; - умение применять теоретические знания при выполнении практических заданий; - умение четко и стилистически правильно выразить свои мысли.
	<p>«4»– «хорошо»</p> <ul style="list-style-type: none"> - достаточно полное знание практического материала в объеме программы по специальности; - владение понятийным аппаратом языка; - знание основных точек зрения по важнейшим вопросам английской грамматики; - умение анализировать проблемные темы , иллюстрировать теоретические положения примерами, отдельные неточности при их комментировании; -умение аналитически мыслить и самостоятельно делать выводы; -умение применять теоретические знания при выполнении практических заданий, при этом допускаются нерегулярные ошибки, не затрагивающие основных умений и навыков; - умение самостоятельно исправлять ошибки;

	- умение четко и стилистически правильно выражать свои мысли, допускаются отдельные грамматические ошибки.	
	«3» «удовлетворительно» - знание основных понятий изучаемой науки; - поверхностные знания по программе специальности; - ошибки и погрешности в ответах на теоретические вопросы и при выполнении практических заданий; - неумение исправлять ошибки самостоятельно; - неумение аналитически мыслить и самостоятельно делать выводы; - неумение достаточно четко выражать свои мысли, соблюдать логическую последовательность в изложении теоретического материала, - стилистические погрешности и грамматические ошибки в изложении материала.	
	«2» «неудовлетворительно» - незнание практического материала, - незнание терминологии по предмету; - неумение анализировать тексты на английском языке; - использование при выполнении практических заданий знаний, основанных на прошлом опыте; - отсутствие логичности, последовательности изложения.	
	Рейтинг оценивания	Время проведения
	Промежуточный контроль:	В течение семестра
	Оценивается активность студентов на уроке (выполнение заданий, самостоятельных работ и домашнего задания	В течение семестра
	Итоговый контроль	В конце учебного семестра
	Форма итогового контроля определяется советом факультета и утверждается приказом ректора	По плану
	Всего	