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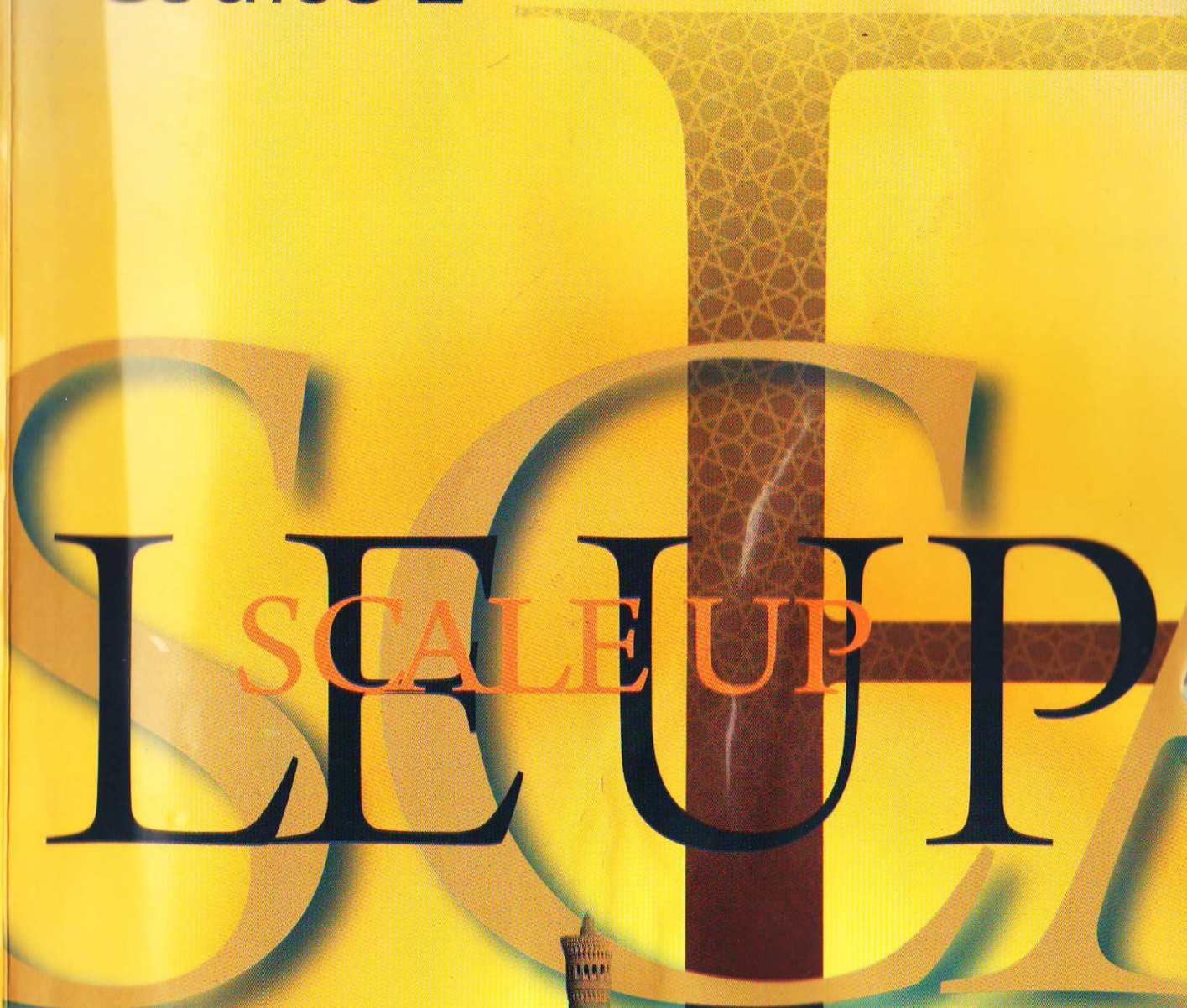
AUDIO



SCALE UP

Teacher's book

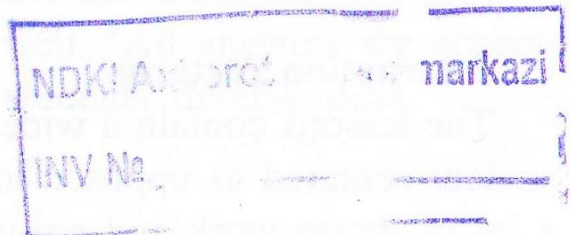
Course 2



Ministry of Higher and Secondary Specialized Education *S-30*
of the Republic of Uzbekistan
Uzbekistan State University of World Languages

SCALE UP

Teacher's Book
Course 2



Publishing house named after Gafur Gulyam
Tashkent – 2015

PREFACE

Dear Colleague,

Congratulations for being a Teacher of B2 level students. Please, remember that your students are always smart, unique, talented and have great mission in this world. Your task is to explore students' abilities, motivate them and inspire them to find their own talents, use them for their personal and professional growth.

How will you do that? The course book for B2 is right there to help you, including this Teacher's Book. In this book each lesson plan is ready to be delivered, assisting you in creating a lively and friendly learning atmosphere.

By the end of the course students will have B2 (intermediate) level according to the State Educational Standards.

Teaching strategies

All the strategies employed in *Scale Up* aim to promote learning by focusing on personal engagement, both intellectual and emotional. This helps ensure that we never lose sight of meaning as the key ingredient in effective language learning.

Accessible topics and tasks

Each unit is built around a set of three related topics followed by review. They provide an interesting and wide-ranging selection of subjects about which most students have something to say. The tasks in *Scale Up* have been designed to set up opportunities for genuine communicative exchanges.

Interaction Patterns

The lessons contain a wide range of practical tasks. All lessons are student-centered as opposed to teacher-centered and therefore involve a lot of group work and pairwork. In the course lessons students are encouraged to share their ideas, experience and provide support to each other. Therefore, different types of interaction are used during the lessons:

- lead-in photos encourage students to exchange their perception of photos with the whole group;
- in small group work students share their ideas with each other and come to a general agreement;
- in pairs students discuss things together and generate ideas;

Objectives

There are certain objectives at the beginning of each lesson. Sometimes you may decide to announce the objective of the lesson to your students at the beginning of the lesson. At other times you may decide to let the participants figure out the objectives themselves, especially when some lessons assume an element of unpredictability.

Starter/Lead-in

All lessons begin with ‘Starter’ or ‘Lead-in’. Starters often serve as energizers to focus students’ attention on the photos, quotations and sayings of famous people leading them into the topic.

Grouping techniques

You can group students according to the shape/colours/numbers/letters/birthdates and so on.

In order to form a pair ask them to line-up according to their birthdays or months. When students stand in a line you can pair them up calling one from the beginning of the line and one from the ending of the line. This technique is also a good icebreaking activity which can be used at the beginning of the lesson.

Possible answers

In some lessons we suggest possible answers to the questions and tasks for your convenience. Please note that these answers are possible but there may be other options as well. ‘All answers are acceptable’ statement shows the acceptability of students’ diverse ideas.

Eliciting

We also encourage you to elicit as much from your students as possible as opposed to the lecturing. We believe that students are knowledgeable and experienced and we value their contributions and ideas.

Personalizing

This technique is very productive helping students understand a certain notion by feeling the sample through them.

The course is based on communicative approach of Learning, Teaching, and Assessing (CLTA).

Learning Strategy: Communicative cognitive system of learning with in the real life.

Teaching Strategy: Learner Centered, real cognitive steps within the real life of the students and the specialty:

Step 1: Key words of the lesson and their use in students life within the specialty.

Step 2: Listening materials.

While you are discussing the listening materials you will work on Speaking.

Step 3: Please follow the rules and find the reading materials connected with the listening materials and the key words.

Step 4: Reflection: Ask students to write what they have learned about the key words, their usage in Listening, Speaking, Reading, and Writing.

Techniques: Copy right. You can check the level and copyright of your students written assignments through the websites as www.turnitin.com , www.grammarly.com.

Assessment Strategy: Continuous Assessment, Mid-term Assessment and Final Assessment are compulsory within the academic year.

Continuous assessment:

Portfolio(PF)	Project Presentation (PP)	Assessment (L/S/R/W)	Attendance	Summary
30%	30%	30%	20%	100%

This structure will help a teacher, administration staff and the authority how to assist a teacher and educational organization and at the

Note: PF – daily presentation of students individuality, work in pairs, small groups or individual work, including their Workbook.

PP – will show individual work of a student on scanning, writing a thesis, including student’s oral speech at the presentation. Remember that the theme has to be chosen by the Content Teacher.

Assessment tasks should profoundly check student’s listening, reading, writing and speaking abilities. Assessment should be organized by the co-colleagues who never taught your students and all the exam papers should be coded.

Total: To summarize the assessment the assessors and the teachers have to consider the following:

- a. if a student gets more than 70-75 his/her mark is 3,
- b. if more than 76 – 4,
- c. if more than 87 is 5.

Note: All the percentage is taken from the total amount of lesson hours for the term.

Continuous Assessment will include students PF, PP and Attendance (Follow the level B2).

Mid-term Assessment and Final Assessment are to be undertaken each term and at the end of the academic year.

Follow the B2 level and never come down as this is up to you and students’ orientation to scale up at this level.

Suggestions:

Problems	Solutions
Different level of students	Encourage, inspire students to get the B2 level
Your level and students level is different	Build teamwork and create tandem among your students and yourself
You are a linguist and they are not	Follow their workshops and the materials, you will be the best teacher of ESP in the world
How to train students to get their level	Follow the assessment system built on Standards of B2
How to get support	Join the teachers of B2 level in UzTEA

Lesson 1

PROBLEM CAUSE

OBJECTIVES

- Raise one's awareness about the causes to the problems
- learn how to use linking words properly
- expand the lexical resource on the topic

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

STARTER

Focus students' attention on the quotes and let them share their opinion with the whole class. They may personalize the sayings citing with life examples.

LISTENING

1. Tell your students that they are going to work with their partner. Ask them to look at the photos and discuss the listed questions. Elicit answers.

Encourage them to use I believe/think/ feel that, in my opinion, to begin with, the way I see it, as far as during the discussion.

2. Groupwork. Devide students into 4-5 groups and ask them to fill in the cluster with global problems and their root cause factors. Answers may vary. Invite a spokesperson from each group to present their complete cluster to the whole class. Summarize the mentioned points.

Possible answers:

Global problems are:

- 1) Ecological problems: air pollution, water pollution,
- 2) Medical problems:

3. Focus students' attention on the chart of the words with their descriptions. Tell them to get familiar with them and ask them to match the words and definitions.
4. Let students listen to the conversation between a student and his tutor on the topic " How to reveal root causes of problems"

and ask them to list down the basic types of problems and their root causes.

TYPES	ROOT CAUSES
1. Physical cause	-the failure of material items
2. Human cause	- humans' irresponsibility or indifference
3. Organizational cause	to the things happened around
	-the use of inappropriate system, policy or process

TAPESCRIPT 1

Student: Professor, may I ask you for some suggestions for my library-research paper?

Tutor: Yes, of course. What is the problem?

Student: You know I am writing a research paper about arising problems. I am really confused, what should I to begin with?

Tutor: Oh, the way I see it, you should begin with analyzing root causes of problems.

Student: How to analyze roots of problems? For example, in medicine it's clear to understand the difference between treating symptoms and healing an illness. If you're in pain because of your broken leg, you WANT to have your symptoms treated first! However, taking painkillers won't cure your leg, and you need true treatment to get well. How should I approach, How should I act, as far as it is concerned a problem at work or study?

Tutor: If you only set a problem going superficially– the problem will happen again... which will lead to reiteration of action concerning the same problem. In my opinion, you should look deeper to reveal root causes of the problem arising, fix the underlying systems and processes.

Student: How to understand to reveal root cause of the problem?

Tutor: To reveal root cause of problems is identifying the origin of problems.

Student: Well, are there any peculiarities of identifying the origin of problems?

Tutor: Certainly. There is a specific set of steps to find the initial cause of the problem, so the first thing you do is: determining the incident, its reasons and ways of reducing the likelihood in case it happens again. The way I see it, all systems and events are interconnected. Actions trigger one another and so on until they become a problem. By tracing back these actions, you can clarify the root of the problem and how it becomes the problem you're now facing.

Student: Usually problems are quite different. Are there any common types of causes?

Tutor: Well yes. Causes are classified into three basic types: Physical causes, which depend on tangible, material items failed in some way (for example, a car's engines stopped working), Human causes, when people did something wrong, or did not do something that was needed. Human causes typically lead to physical causes (for example, no one filled the brake fluid, which led to the brakes failing) and Organizational causes, which arise because of a system, process, or policy that people use to make decisions or do their work is faulty (for example, no one person was responsible for vehicle maintenance, and everyone assumed someone else had filled the brake fluid).

Student: Yeah, I see. Is it necessary to clarify all types of causes?

Tutor: It is desirable to look at all three types of causes. It involves investigating the patterns of negative effects, finding hidden flaws in the system, and discovering specific actions that contributed to the problem. Thus, you can reveal more than one root cause. You can do such kind of analysis almost in any situation. Be careful to understand when you've found a significant cause that can, in fact, be changed.

Student: Oh, thank you for your good advice, professor. I will do my best in preparing my paper. May I ask you to check my paper after I finish it?

Tutor: Oh, yes with pleasure, of course "No problem."

5. Let students listen to the tape again and fill in the gaps with suitable words from the box.

1. If you only set a problem – what you see on the surface – the problem will almost certainly happen again... which will lead you to fix it, again, and again, and again.

e.g. If you only set a problem going superficially– the problem will happen again... which will lead to reiteration of action concerning the same problem.

2. Look deeper to figure out why the problem is occurring, you can fix the underlying systems and processes that cause the problem.

You should look deeper to reveal root causes of the problem arising, fix the underlying systems and processes.

3. A specific set of steps to find the primary cause of the problem are:
There is a specific set of steps to find the initial cause of the problem:
- Determine what happened.
 - Determine why it happened.
 - Figure out what to do to reduce the likelihood that it will happen again.

determining the incident, its reasons and ways of reducing the likelihood in case it happens again.

4. An action in one area triggers an action in another, and another, and so on.

Actions trigger one another and so on.

5. By tracing back these actions, you can discover where the problem started and how it grew into the symptom you're now facing.

6. Draw Ss attention to the anecdotes. Ask them to read them individually and write their problem cause types.

1. A Organizational cause
2. B Human cause
3. C Physical cause

7. Give Ss a minute to look back and think about 3 problems they faced last week, ask them to list them down and explain their root causes. Elicit students' answers and let them decide which type of root causes their problems refer to. Answers may vary.
8. Discuss with the whole class the presented question. Ask them to think about the possible problems which might arise in their field of specialty. Let them give examples for all three types of problem cause.

GRAMMAR

9. Focus students attention on the box with the linking words and phrases. First tell them to look through and then to fill in the table using the suitable ones from the box.

D. N. J.

1. To list points:	In the first plays, firstly, to begin with, in the first plays, taking everything into account, lastly, secondly
2. To add more points:	Moreover, also, therefore, apart from this, in other words, for addition, because, furthermore, since, while
1. To introduce opposing viewpoints:	Although, on the other hand, however, in particular, for one thing, nonetheless
2. To introduce examples/ reasons:	for example, such as, for instance
3. To conclude:	to sum up. all things considered

10. Ask students to complete the sentences composing topic related statements. Tell them that they may refer to Ex.7 and 8 to get some ideas.

Possible sentences:

- To begin with, global problems can be solved only by collaboration in planet scale;
- For example, each global problem has its concrete content, but all of them are interrelated tightly;
- However, center of gravity of global problems has been transferred to developing countries lately;
- In particular, food problem is becoming the most catastrophic character;
- All in all, disastrous state of most developing countries become human and worldwide problem.

READING

11. Make a transition to the following exercise by saying that the word "PROBLEM" may have different meanings. Ask them to work with their partner and try to guess the 'problem' means in different areas. Answers may vary. All answers are acceptable.

Eg.: A problem in chess means puzzle often for others to get instruction or intellectual satisfaction from determining the solution.

12. Draw students attention to the sentence parts, ask them to read the text and match the blanks in paragraphs 1-6 with the sentence parts a-f. Tell them to compare the results in pairs. Check the answers with the whole group.

a	b	c	d	e	f
2	5	6	3	4	1

Encourage students to read the text once more and compare how accurate their guessing were in ex. 11. Ask them to answer the question.

WRITING

13. Lead in students having their attention on the notes defining 'fact' and 'opinion'. Ask them to classify the types of writings concentrating if they tend to include more facts or opinions.

a) **FACT**
memos
news
report

b) **OPINION**
personal e-mail
letters
essays

Note: Instruct students with 'How to write successful opinion essay'. distribute handout 1 to students.

14. Tell students to read the introductory part of the essay. Ask them to complete the other parts of it using the facts and their personal opinion. Writings may vary. Have students compare the written assignment in pairs. Invite some pairs to present to the whole class.
15. Ask students to choose one of the presented topics and create topic sentence to one of the paragraphs of an opinion essay. Remind them to use proper linking words to support their ideas.

OBJECTIVES

- use passive in meaningful situations and in different tenses
 - enlarge the lexical stock relating to unintended consequences
 - practice passive voice/constructions in written and oral
 - learn and practice how to write cause and effect essay
- Skills to be practiced: listening, speaking, reading, writing

STARTER

Focus students attention on the photos. Allow them some time to guess the common message presented in the photos. Let them share with the whole group.

1. Groupwork. Encourage students to brainstorm and write some inventions or discoveries of humanity in history which brought unintended consequences. Let the teams present their findings with the whole group. A sample has been given in the table.

Possible answers

- | | |
|---------------------------|--|
| 1. an atom | 1. a terrifying weapon/atom bomb |
| 2. plants and factories | 2. air and water pollution |
| 3. the opium for medicine | 3. drug addiction, narcomania |
| 4. satellites, spacecraft | 4. destruction of ozone layer and appearance of ozone hole |

LISTENING

2. Ask students to match the words 1-13 with the appropriate definitions a-m. Check the results.

1	2	3	4	5	6	7	8	9	10	11	12	13
f	j	m	b	k	a	l	e	d	i	h	c	g

3. Tell students to look through the statements. Play the tape. Let them listen to the interview on the radio and fill in the blanks with proper words and phrases.

- | | | |
|------------------|---------------------|---------------|
| a) satisfied | d) anti sparrow war | g) extinction |
| b) 4,5 | e) terminating | h) locust |
| c) extermination | f) to prevent | i) insects |

TAPESCRIPT 2

Host: Good morning, dear listeners. Today again we are in the radio programme

When people want to have more changes in their lives by a wish to make it happier, they try to experiment something extraordinary or even incorrect, unnatural which may sometimes bring to different disasters. Those issues can be done by not wanting to damage nature or social structure but anyway those faults may harm some spheres in life, society. Not being aware of negative, harmful consequences, they can change a lot of things to worse.

Today we are going to speak about a terrible event when a human being's interruption in environmental issue altered the whole eco-system of the region.

People think that nature should be fully exploited by humans for production purposes. But the story to be told today, we hope, will be a lesson for what can happen when changes are made to an ecosystem. We invited Mrs. Park Lee, a professor in history at the Chinese State University of Diplomacy.

Host: Good morning, Mrs Lee.

Mrs: Good morning.

Host: Mrs. Lee, would you like to tell the whole tragic story happened in China to our listeners?

Mrs. Park Lee: Oh, sure. Just now, let me remember, it was in 1957, no no no it was in 1958 the Chinese farmers had less harvest than it was expected. They reasoned that sparrows ate grain seeds. The country was particularly suffering from sparrow. Chinese scientists calculated that each sparrow consumed 4.5 kg of grain annually (Host: Wow); that meant every million sparrows were eating food which could feed 60,000 people. On hearing that information Chinese leader Mao Zedong ordered the extermination of sparrows. This was a shockingly irresponsible idea for the ecosystem you know. He didn't want to discuss his plan or listen to experts (Host: Oh, my God). Yes Mao launched the Great Sparrow Campaign to solve the problem.

To accomplish this task, Chinese citizens were mobilized in massive numbers to eradicate the birds by forcing them to fly until they fell from exhaustion. On December 13, it was that day yes, from the early morning, the birds were terrorized by Chinese people who took to the streets clanging their pots and pans or beating drums to prevent them

from landing. Nests were torn down, eggs were broken, chicks killed, and sparrows were shot down from the sky. By 8 pm of that night, it was estimated that a total of about 200000 sparrows were killed.

As a result of these efforts, the sparrow became nearly extinct in China.

And that's when the problems started.

A large type of grasshopper, mainly tropical called Locust populations occurred. They swarmed the countryside as there were no sparrows in sight.

And without the sparrows to curb the insect population, the crops productivity reduced drastically in a way far worse than if birds had been allowed to hang around. Consequently, agricultural yields that year were disastrously low. Rice production in particular was hit the hardest.

Host: Oh that's awfull

By April of 1960, it started to become painfully obvious to the Chinese leaders that the sparrows, in addition to eating grains, ate insects.

On the advice of the Chinese Academy of Sciences, Mao declared full-stop to the Great Sparrow Campaign.

But it was very late, the damage was done and the situation got progressively worse.

The overflow of insects, plus the added effects of widespread deforestation and misuse of poisons were a significant contributor to the Great Chinese Famine (1958-1961) in which an estimated, can you imagine 30 million people died of starvation.

Things got so bad that the Chinese government started importing sparrows from other countries.

Host: Oh, from your story we can see that human disturb into environmental issues brought so many disasters. It brought tragic unintended consequences to the whole country. Humanity did a lot of mistakes in past but they should serve us as a good lesson. Thank you for your attention. Good bye.

4. Ask students to read the statements. Let them listen to the interview again and number the statements 1-10 following the order in the tape. Check the results.

1. Humanity did a lot of mistakes in past but they should serve us as a good lesson.

2. But the story to be told today, we hope, will be a lesson for what can happen when changes are made to an ecosystem.
3. They reasoned that sparrows ate grain seeds.
4. On hearing that information Chinese leader Mao Zedong ordered the extermination of sparrows.
5. Nests were torn down, eggs were broken, chicks killed, and sparrows were shot down from the sky.
6. By 8 pm of that night, it was estimated that a total of 194,432 sparrows were killed.
7. They swarmed the countryside as there were no sparrows in sight.
8. The overflow of insects, plus the added effects of widespread deforestation and misuse of poisons were a significant contributor to the Great Chinese Famine (1958-1961) in which an estimated 30 million people died of starvation.
9. Consequently, agricultural yields that year were disastrously low.
10. On the advice of the Chinese Academy of Sciences, Mao declared full-stop to the Great Sparrow Campaign.

5. Encourage students to work in groups. Allow them some time to discuss the presented questions. Let teams share their findings with the whole group.

GRAMMAR

6. Tell students to work in pairs. Ask them to list some famous inventions of the humankind and whom they were invented by and their unintended consequences. Encourage them to use passive giving your own example. Let some pairs share their variation with the whole group.
7. Tell students to read the text. Ask them to fill in the blanks with appropriate verbs in the box forming them in passive. Check the results.

The Hole in the Ozone Layer

Since existing of human they tried to make their life much easier, happier, so they invented cars, air-conditioners, fire extinguishers and many others. As a result the ozone layer **has been depleted**.

Ozone itself is a useful protective layer high above our heads. Scientific

evidence indicates that the damage of the ozone in the stratosphere high above the planet's surface **has been bought** as the result of the widespread use of chemicals. The stratospheric ozone **is being destroyed** by manufactured chemicals, containing chlorine and/or bromine. These chemicals **are called** «ozone-depleting substances» (ODS) which under normal conditions are chemically harmless. Stratosphere is about 15-50 kilometres above the Earth's surface.

What's more, ODS have a long lifetime in our atmosphere — up to several centuries. This means most of the ODS **were released** over the last 80 years and they are still making their way to the stratosphere, where they will add to the ozone destruction. For example, large amounts of gas called CFCs **were emitted** in twentieth century for use in everyday appliances like fridges, aerosol spray cans, and fire extinguishers.

One type of ODS is Halons. They **were used** in specialized fire extinguishers. Halons can destroy up to 10 times as much ozone as CFCs can. For this reason, halons **are considered** to be the most serious ozone-depleting group of chemicals.

Ozone layer holds harmful ultraviolet radiation which **is produced** by the Sun-ultraviolet radiation. It can damage cells of living things — plants, animals and people. Whereas small doses of such radiation result just sunburn but larger amounts may cause cataracts or skin cancer, and can affect the growth of plants. The worst is the generation of “green house”, or “global warming”.

READING

8. Encourage students to work in groups. Ask them to look through the needed item listings and discuss the unintended consequences of each one. You may distribute the items to small groups to save the time. Let teams present their inference with the whole group.
9. Ask students to read the text and put relevant 'consequences' from the box in the gaps.

Consider the development of a nuclear power plant at an ocean site. The anticipated and intended goal or consequence is the production of electric power. The undesired but common and expected consequence is the heating of the ocean water near the plant. An undesired and

improbable consequence **would be a major explosion.**

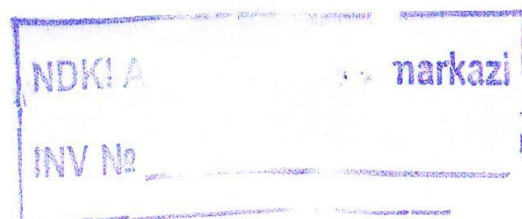
Number of prohibiting laws of human actions like selling alcohol drinks, birth, abortion also has unintended results. In the history keeping domestic animals were banned in cities, thinking of making cities more modern, cultural and to increase intelligence. People disposed them of after tax had been set for keeping them. **The modernization ideas ended with famine. Human stupidity led ladies to be disabled or even to death** as the results of running after beauty.

Most modern technologies have negative consequences that are both unavoidable and unpredictable. For example, almost **all environmental problems, from chemical pollution to global warming,** are the unexpected consequences of the application of modern technologies. Invention of the automobiles resulted **traffic congestion, deaths injuries from car accidents and air pollution.**

One of the innovations- the Internet has already had an impact on human life significantly. It changed the ways in which we meet each other, the ways we run business, the ways we share information, and many more. Still, all of this is surely only the small tip of a huge iceberg, **which seems very likely to change our lives in ways which we cannot today imagine.** We cannot begin to anticipate the consequences of this technology. **Spam** is also unintended consequence of the e-mail service. Bluetooth and Wi-Fi abilities are not detected fully.

The other technology which has stirred the public imagination in this century is the cloning of animals, and the possibility that we may eventually be able to clone human beings. Who knows what consequences it may bring?

Another much desired technology is robot. People expect robots as their helpers or slaves and are going to have much happier life. If we look at peoples' dependency on computers today, it is difficult to anticipate if **robots will be slave to people or vice versa.**



10. Encourage students to work in groups. Ask them to read the statement and approve their side of being agree or disagree.

WRITING

11. Tell students to work in pairs. Let them look through the tips in the frame to have some instructions. Ask them to review the preceding statements and underline 'cause' part and circle the 'effect' part. Students may get a hint from the frame. Note that in sentences 3 and 4 there are more than 1 effect.

1. As the technology has been advancing,

the number of unemployed is becoming large day by day.

2. as the number of the population is growing speedily.

The deforestation is massively spreading

3. Pesticides that farmers spray on their crops kill pests to protect as well as nurture the harvest

but they can also damage people's health.

4. Present appliances to acquire the updates quickly,

are turning the youth into 'digital' ones

but becoming more addicted rather than offline education.

12. Ask students to read the linking words in the box and sort them out into 'cause' and 'effect' columns.

Cause	Effect
one cause is, , , reason for, because of, , reason, , one reason why, as, one of the most important reasons why ..., the main reasons why,, owing to, cause, , to be caused by, the cause of, due to, as a result, thanks to, likely that, the result of Because,	one result is, since for, as a consequence , the consequence of, outcomes, explanation, so, thus, lead to, result in, , bring about, therefore, consequently,

13. Tell students to compose cause and effect essay introduction part and paragraph 1. Encourage them to use the linking words in the box. The main supporting sentence is done for you. Support it with relevant detail supporting sentences.

OBJECTIVES

- listen for gist and listen for detailed information
 - use should and shouldn't assumption means in proper situations
 - enlarge the lexical resource relating to the topic
- Skills to be practiced: listening, speaking, reading, writing

STARTER

Focus students attention on the famous quote by 'Great Minds'. Allow them some time to highlight the message of the quotes with life-taken examples. Let some students share their explanations with the whole group.

Possible answer:

Einstein is quoted as having said that if he had one hour to solve the problem he would spend fifty-five minutes defining the problem and only five minutes finding the solution.

This quote does illustrate an important point: before jumping right into solving a problem, we should step back and invest time and effort to improve our understanding of it. Some strategies can be used to see problems from many different perspectives and master what is the most important step in problem solving.

1. Tell students to work in pairs and give their ideas about problem and solution. Let them share with the whole group.

LISTENING

2. Tell students to read the title of the song by Mariah Carey in Ex.3 and guess what the upcoming song is going to sound about. Answers may vary. All answers are acceptable.
3. Let students listen to the song and fill in the gaps with the missing words.

TAPESCRIPT 3

Song lyrics

There's a hero

If you look inside your heart

You don't have to be afraid

Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away
Chorus
And then a hero comes along
With the strength to carry on
And you can put your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you
It's a long road
When you face your world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear
Chorus
Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way

4. Tell students to work in pairs and look through the word combinations from the lyrics and discuss what the singer messages via them. Answers may vary.
5. Ask students to reflect on their past and remember any of their either academic or personal problems. Tell them to retell to the whole group how they overcame the obstacle using the word combinations in Ex.4 to express their emotional state on those 'rainy days'.

GRAMMAR

6. Encourage students to work in pairs. Let them read the samples in the frames and discuss the differences in structure and meaning.

The first frame examples contain the doer of the action and the act belongs to them.

The second frame examples contain the action in which someone's assistance is needed.

7. Tell students to read the usage of Need+to / Need +ing and personalize them. Let them share their examples in pairs.
8. Focus students' attention on the photo in which a messy room can be viewed. Encourage them to make up several possible sentences using need+to and need+ing to establish order in the room. Let them share the sentences in pairs. Examples may vary.

READING

9. Encourage students to work in pairs. Ask them to list down the stages that they usually follow up in solving any problem. All options are acceptable.
10. Let students read the text and match the four basic steps of problem solution 1-4 with the context passages in the frame. Check the results.

1. Define the problem	A large cosmetics company had a problem that some of the soap boxes coming off the production lines were empty. The problem was quickly isolated to the assembly line, which transported the packaged boxes of soap to the delivery department: some soap boxes went through the assembly line empty.
2. Develop a plan	The management asked its engineers to solve the problem. They spent much time and money in devising an X-ray machine with high-res monitors manned by staff to watch all the boxes on the line to make sure they weren't empty.

3. Implement the plan	A workman hearing about this, came up with another solution. He got a powerful industrial fan and pointed it at the assembly line. As each soap box passed the fan, the empty boxes were blown off the line.
4. Evaluate the results	Moral: the simplest solution is usually the best!

WRITING

11. Encourage students to work in pairs. Ask them to look at the problems (1-5) and write possible suggestions as well as expected results from them. They may refer to the sample. Answers may vary and all answers are acceptable. Invite some pairs to present their findings with the whole group.
12. Focus students on the mind mapping and allow them some time to draw their own. Let them share their product with the whole group.
13. Tell students to look at the useful language titles and match them with content.

- To introduce suggestions c, g, m, s
- 2. To express cause f, p, w
- 3. To express effect a, j, k, o, t, v
- 4. To express reality d, i, l
- 5. To emphasize what you say e, h, q, u
- 6. To conclude b, n, r

14. Tell students to choose one of the problems in Ex.11 and write down main ideas what they are going to write in their problem solving essay. Let students share their written product with their partners. Results may vary.

REVIEW 1

LISTENING

1. Worries of the test takers 4. Advice on unexpected sequences
2. confident, pretend, extremely, embarrass, enroll,
3. 1. Proficiency 2. assignments 3. possible 4. ought to 5. Pretend

TAPESCRIPT

You will hear a conversation regard to an unexpected consequence.

Zamira: Hi, Matluba. How did you take Proficiency test for levels English? You took it two weeks ago, didn't you?

Matluba : Yes, Zamira . It was certainly a new experience for me. I didn't do too well. It was quite a long day and I was very nervous.

Zamira: Did you do any specific practice for the test?

Matluba: No, nothing special. I just studied vocabulary by myself in the university library.

Zamira: Maybe you should have taken a short course like I did. The teacher was very helpful and gave us a lot of practice tests. I felt quite confident when I took the test.

Matluba: You always are. I often listen to you on the university radio station. Your Proficiency test score helped you to enter to the university, didn't it? How is it going on?

Zamira: It's much more difficult than I expected. I have to do so much reading, and the assignments I have to write are over 400 words long.

Matluba: I thought the proficiency test Writing Tasks were extremely hard to understand.

Zamira: Yes, Matluba. But that's why you should have done a practice course.

Matluba: I didn't know anything about the essay topic. I had never thought about it before.

Zamira: What was the topic?

Matluba: You know, the topic was, let me think, something to do with computers. But I know nothing about computers.

Zamira: We studied possible topics like that in the practice course. You only need to make 2 or 3 main points about a topic, you know, because the Proficiency test essay task is only 250 words long. You don't have to be an expert.

Matluba: I didn't like the Listening Test either. It was very fast and I couldn't catch what they were saying at all.

Zamira: Do you listen to English every day?

Matluba: Not really ...

Zamira: You live with friends from your own country, don't you?

Matluba: Yes well...

Zamira: You really ought to be in contact with English-speaking people every day, if you want to improve fast.

Matluba: I know. Maybe that's why I found the Speaking Test difficult as well.

Zamira: What did they ask you?

Matluba: Oh, many things. It all happened so fast I can't remember. Something about public transport and Zamira : Did you have to do a role-play?

Matluba: What's that?

Zamira: Pretending you're in a situation, and then you have to ask questions to find out some information.

Matluba: Oh, yes. That's right. I was at an airport or something. Anyway, I had this speech prepared about the weather in my city and my hobbies, and she never asked me about it. I tried to start talking about it but I didn't get the chance. The examiner didn't seem interested.

Zamira: It's meant to be a natural conversation, Matluba . So what was your overall score?

Matluba: Oh, I can't tell you. I am too embarrassed.

Zamira: Are you going to sit for the test again?

Matluba: I have to wait twelve weeks. But, yeah.

Zamira: You'd better enroll in a practice course soon. In three months you should be able to increase your overall Band Score by about one band.

Matluba: I certainly hope so.

READING

4. 3. Seven steps for solving big problems
5. b) 1. asset 2. trait 3. clarity 4. challenge 5. Pick 6. implementation 7. Seamless 8. Generate 9. Prophecy 10. incline
6. b) 1. T 2. F 3. F 4. T 5. T
7. Speaking (Students own answers assessed by Teachers)
8. Writing (Students own answers assessed by Teachers)

Lesson 4

MOTIVATION AND INSPIRATION

OBJECTIVES

- Listen for gist and listen for detailed information
 - Use the complex modal verb forms in different communicative situations
 - Enlarge the lexical resource on the given topic
 - Get introduced with proposal writing, learn about its components
- Skills to be practiced: listening, speaking, reading, writing

Target vocabulary: stimulate, muse, encourage, investigation, ambition, incredible, scientific approach, persistence, enthusiastic, innovative, actions, successful, conscious, creatures, prominent, personalities, ancestor, detailed description

STARTER

Focus students' attention on the photos. Give them some time to find out the message they forward. Elicit the answers and lead them into the notions of 'motivation' and 'inspiration'. Let them interpret the two terms by answering the presented questions.

Possible answers:

Motivation is an encouragement or a feeling of stimulation which pushes people to have better results in life.

Inspiration is an inner push to do or to create something. Motivation can be for the whole life making us to do great jobs in life, inspiration may come at any time in a short period of time.

LISTENING

1. Ask students to look through the words 1-10 and match them with their definitions a-j.

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

2. Tell your students to sort out the words in Ex.1 deciding if they carry positive or negative meaning.

Possible answers:

Positive	Negative
1, 2, 3, 6, 8, 9,	4, 5, 7, 9, 10

3. Ask students to read the statements. Let them listen to the tape and decide whether the statements True or False. Check the results.

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

TAPESCRIPT 4

Host: Good morning, dear listeners! Today in our radio programme we are going to speak about motivation and its types. To have a clear idea about what motivation is and find out something more of its types we have invited a psychologist Mrs. Dilbar Saidova to our talk show. So, let's start then. Dilbar, first of all, can you explain us what motivation is?

Psychologist: Good morning. Motivation is usually described differently by various specialists, but they come to nearly the same conclusion about its being really positive, driver and pusher. It is a power or that is better to say a force which compels us to action, to move. It assists us to fulfill set tasks, leads to success not only in personal life but to career development as well. It influences our behavior, usually changes people into a positive attitude towards life.

Host: Can you tell us about types of motivation?

Psychologist: Sure. There are a number of motivation types. Not each of them may fit one, a person should analyze and select a motivation type which can really suit him, assist in developing. Now let me count all types of it then. The first type of motivation is incentive, a form of motivation that involves rewards, both monetary and nonmonetary. Bonuses and promotions are good examples of the type of incentives that are used for motivation. The second is fear motivation that involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the, "carrot and stick," incentive is the carrot and fear is the stick. Punishment or negative consequences are a form of fear motivation.

Next one is achievement motivation that also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves. Generally, this feeling of accomplishment and achievement is intrinsic in nature. However, in certain circumstances be motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well done. Growth motivation is the following: the need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing to constantly seek a change in either our external or internal environment or knowledge. The motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future. We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to harmful, immoral, or illegal behavior. The last type of motivation is called social one. Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation. A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used.....
(cut here)

4. Let students listen to the tape again and ask them to fill in the table with relevant notes. Check the completion with the whole group.

Possible answers:

1. incentive
2. fear
3. achievement
4. growth
5. power
6. social

5. Tell students to work in pairs and ask them to retell the factors that usually make them feel motivated and inspired. Encourage them to speak about the productivity that comes from their 'motivated state'. Invite some pairs present their stories to the whole group.
6. Divide the group into 3 and ask students to discuss the meaning presented in the quotations and share their finding with the whole group. Allow them some time to specify with life examples.

Possible interpretation:

1. A person who is special, knowledgeable, motivated can create something, do some essential job. The greatest personalities were great ones that could discover great issues for humanity.

2. A successful man can achieve many things for himself, but we should try to create or do some important, effective deeds for the whole nation, society, only at that time we can say that we are valuable and respected people.

3. The greatest philosophers, writers, scientists were able to ponder and say great ideas, write masterpiece novel in literature, discover something when their inspirations woke up and pushed them to innovations, creations. But they tried to keep, take use of them, got them burn by keeping their spirits motivated, stimulated.

GRAMMAR

7. Encourage students to work in pairs and focus them on the photos. Let them get some clue from them and complete the sentences a-g with appropriate modal verbs (needn't have done, had better, need). Check the results.

e.g) needn't have a) had better b) must have c) need
 d) need e) had better f) need g) had better

8. Ask students to choose the appropriate modals to complete the sentences.

1	2	3	4	5	6
b	d	a	d	c	b

READING

9. Tell students to read the text and give the definition of the highlighted words.

Comprehend	grasp mentally; understand
Innovations	the action or process of innovating
Postpone	cause or arrange for (something) to take place at a time later than that first scheduled
Refer	mention or allude to
Extraordinary	very unusual or remarkable
Approach	a way of dealing with a situation or problem
Strong-willed	determined to do as one wants even if other people advise against it
Persistent	continuing firmly or obstinately in an opinion or course of action in spite of difficulty or opposition

10. Encourage students to read the statements a-h and match them with paragraphs 1-4. They should decide in which paragraph they belong to.

Possible answers:

a-3, b-1, c-3, d-3, e-1, f-4, g-1, h-3

Make a transition to the next exercise by telling that they are going to be busy with writing

WRITING

11. Ask students to review the steps of writing a scientific paper and number them 1-6 keeping the proper order. Check the answers.

Possible answers:

1. e	4. f
2. a	5. c
3. d	6. b

12. Draw students' attention on the statements about parts of a scientific writing. Distribute them handout 2 and ask them to match the parts a-f with the functions 1-6.

1	2	3	4	5	6
6	5	3	2	1	4

13. Encourage students to think about the scientific paper in their field. Ask them to choose the title and write an introductory part of a research paper. Tell them that they may refer to the list of leading questions. Answers may vary.
14. Focus students' attention on the photos and ask them to find out their fields of investigation. Tell them to write possible title and abstract.

1. Medicine can be the first photo's theme. The title can be the following: "the experimenting the reaction of alive human cells in the unknown condition". Testing this in different processes is probable plan of scientist.
2. Chemistry is their probable field of investigation. The title can be "The chemical properties of this or that chemical". Abstract contains a general description of the work as in this experiment one can assure what chemical properties this or that chemical have got. Laboratory work should be done to test it.

OBJECTIVES

- listen to a detailed information
- use Future Perfect and Future Perfect Continuous tense forms
- enlarge the lexical stock with field of interest specific career development
- using the new lexis speak about your field of interest

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

STARTER

Focus students' attention on the photos A-H. Allow them some time to name the interests of children in them and relate the activities with 'might be followed future fields' filling the given table. Check the results.

Arts & Entertainment	Law & Public Policy	Health & Medicine	Sciences-Biological & Physical	Communications	Education	Environment	Architecture, Planning & Environmental Design	Engineering & Computer Science
b	e	h	f	l	g	a	c	d

LISTENING

1. Encourage students to write an anecdote highlighting an interesting pathway that led them to have become a student of their Higher Institution. Let them share their anecdote with their partner. Invite some pairs read out their anecdotes with the whole group. All variations are welcomed.
2. Tell students that they are going to listen to the tape and ask them to follow the instructions of the speaker and fill in the chart below.

TAPESCRIPT 5

Dear sophomores!

Within a 5-minute talk of mine I am going to give you a very short and clear guideline about how to define your own field of interest. Before listening to the useful tips prepare a sheet of paper with either pen or pencil and give an ear to each of my instructions and follow properly.

Now I can see all of you are already having the needed equipment to start being guided towards to your area. It is clearly stated that by the end of the bachelor degree you will have submitted your research paper investigating a specific as well as problematic topic in a bit narrowed area. However, the majority of students feel hesitated in defining the topic of research and it causes the late research delivery.

Well, I'll help you today, let's get to the practical part of the topic.

First, draw a coin sized circle in the center of the sheet of the paper. Done?! Very good. Now write your study field. For example, the students of Medical Universities should symbolize the circle with Medicine, as for the students of Agriculture University can jot down Agriculture. You have 10 seconds to think and put the major field down into the circle.

Now, map the circle out writing the related subfields. In sample of Medicine the figure could be branched with sub areas like Dentistry, Human Medicine, Optometry, Pharmacy, Public Health, Veterinary Medicine, Health Management. Your mapping should consist of at least 5 sub fields. You have 20 second to accomplish this task.

Well done. Let's keep on the actions. The next step is based on your Math, in particular, calculating skill. Imagine, the field of medicine contains 100% of theory and practice base knowledge. This 100% should be divided into the total number of subfields. For instance, in Medicine I have listed out 7 subfields and the outcome is equal around 14. Distribute the approximate knowledge of yours in each subfields out of maximum percent. Let's say I have good knowledge in Dentistry required for Bachelor degree and out of 14% I can give 9%, similar distributions will be done in your sheet as well. You have 20 seconds to fulfill the distributing.

Now it is the time for summarizing. The highest point is your field of interest which is strongly suggested to carry your research in. You should consult with the teacher-professor in narrowing down field into the specific topic. Then, you can get the primary stages of your investigation.

But, here, there is another option. Some students prefer to explore the field with less percent of knowledge as they intend to learn much while preparing the research.

3. Encourage students to compare the chart results in pairs and discuss the presented question.
4. Let students read the quotes and ask them to prove their position deciding if they agree or disagree with the sayings. Tell them to complete the calculation in the box. Answers may vary and acceptable.

GRAMMAR

5. Ask students to work in pairs and discuss their expected predictions dating to 2100 in different areas. Encourage them to use '...will have been... or will have happened'. All answers are acceptable.

Ex: The cure for EBOLA will have already been found by 2100

6. Ask students to complete the sentences using 'will have done'. Let them compare in pairs.

Possible answers:

- a) will have increased
- b) will have become
- c) will have taken over
- d) will have run out
- e) Will have found
- f) will have been changed
- g) Will ... have found

7. Encourage students to complete the sentences using the future perfect or future perfect continuous.

Possible answers:

- b) Laziz will have read
- c) So many people will have entered
- d) I will have finished writing it; will have spent

- e) Will have graduated
- f) Will have finished testing

8. Ask students to put the words in brackets into the correct form. Encourage them to add their own sentences.

1. By 2 o'clock the applicants will have been writing an essay for 40 minutes.
2. We will have flown across the ocean by tomorrow morning
3. Our regional representatives will have been living here for a month by next Monday.
4. By 5 o'clock they will have been translating the article for two hours.
5. By the end of the week the team will have been working on project for a month.

READING

9. Encourage students to work in pairs and ask them to discuss the questions and share their findings with the whole group.
10. Ask them to read the text and match the statements a-e with paragraphs 1-5.

Possible answers:

a	b	c	d	e
3	4	5	2	1

11. Let students read the text once more and create the best title for it. Answers may vary.

Possible title:

“Interests grow into bigger positions”

WRITING

12. Encourage students to look back any recent events happened with them and their group. Allow them some time to write the event titles on the board using the tips for planning and writing an article.

13. Tell students to read the listings on the board made up in Ex.13 and write 3 topics that they'd like to write a newspaper article about.
14. Ask students to read the text and write the answers to the listed questions below the text. Let students exchange their answers in pairs.

HEADLINE: Anniversary of Tamerlane

What — Amir Temur's birthday

When — April 9, 2014

Where — in the park of Amir Temur

Why — in honour of a great statesman and commander

15. Give an assignment to students to compose a newspaper article under the one of the topics they have selected in Ex.13.

OBJECTIVES

- find the information how to attend the conference and advantages of it
- use gradable and non-gradable adjectives
- enlarge the topic related lexical resource

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

Target vocabulary: submit a paper, poster presentation, to give a speech, theoretical ideas, researcher, presenter, to interact, supervisor, participate, article.

STARTER

Focus students' attention on the pictures and think about the message in them. Allow them some time to review and sort out the word combinations in the box deciding they feature picture A or B. Check the results.

Possible message:

Picture A describes lively conference where you can interact face-to-face with the presenters.

Picture B represents on-line conferences where participants interact through internet.

Face to face conference	On-line conference
pre conference events; opportunity to interact with the speaker directly; live presenter; new friends; to converse with other researchers; to socializing with colleagues from other institutions	green issues–no travel costs; can use features of software such as voting; participate from anywhere; record and replay;

Note that some descriptors as 'new friends', 'record and replay' could be relevant to both columns.

LISTENING

1. Let students read the sentences and fill in the blanks with suitable phrases from the box.

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

2. Let students listen to the conversation between a student and the teacher talking about the conference participation. Ask them to number the sentences ordering them 1-10 according to the listened material.

1. Most research presentations can be successfully accomplished in 10-15 minutes.
2. Shorten the bulk of the introductory part.
3. End with a brief summary of the findings and suggestions for future research.
4. Usually audience members want to support the student presenters and ask helpful questions and make positive remarks.
5. It is an active environment where participants can walk around and look at different displays.
6. But not every conference offers it.
7. You can find other students from your organization or country who is also traveling.
8. These kinds of events bring together the participants of the conference.
9. You will hear many good ideas from presenters.
10. Take a few minutes at the end of the day to think what you might be able to apply to your own research.

TAPESCRIPT 6

Student: Good morning, Mrs. Barno.

Teacher: Oh, good morning Rukhsora. How are your studies?

S: Not bad, thank you. I need your advice Mrs. Barno. Can we have a talk for half of an hour or so?

T: Oh, yes, of course. What would you like to ask about?

S: International students' scientific society is organizing a conference. I would like to attend but have no idea of what to start with.

T: Attending the conference is really good idea. Besides you will meet students and professionals who are interested in the same topic of research and discuss theoretical ideas. Most presentations can inspire you with new ideas.

S: Can you give me some guidelines of how to prepare my own presentation?

T: Yes of course. Most paper presentations can be successfully accomplished in 10-15 minutes. As for me, I usually plan mine for 10 minutes, not more. You should start it with your research paper. Shorten the bulk of the introductory part. Main points and findings of your paper should be given explicitly. In the main body stress the most interesting aspects of the study to the audience. And it would be better if you end with a brief summary of the findings and suggestions for future research.

S: Probably there will be questions and comments by the audience, won't there?

T: Certainly, there is! Usually audience raises the mood to support the student presenters and ask helpful questions and make positive remarks. But it's better to be prepared for the possible questions beforehand. The best way to do this is, to ask your peers to critique your presentation and ask the most difficult questions.

S: Are there any other types of presenting my work?

T: Yes, you know, some conferences have poster areas, where professionals and students put together summaries of their work for people to look at. I want to mention that it is an active environment where participants can walk around and look at different displays and share the ideas. Posters are the best thing to stroll through if one get bored after some sessions.

S: What about the other paper sessions?

T: These are usually authors of some selected paper submissions who give 15-20 minutes talks about their papers and these are often at more academic conferences.

S: And how to arrange my travel?

T: Aha, good question! Some conferences offer scholarships and you may apply for it. If you are successful, and become a scholarship holder your travel expenses and lodging will be covered by the organizers. But not every conference offers it. In this case you have to plan your travel beforehand and book the hotel near to the conference site. Usually you can find other international students with diverse culture and common interests. You can share the accommodation to reduce the costs

S: O.K. I think this is the last question. Can you give me brief information about social events of the conference?

T: Oh usually different social events are arranged by the organizers. Always try to take part in them because these kinds of events bring together the participants of the conference and it's the great opportunity to be close with the scholars of this field.

S: Thank you, Mrs Shamsimatova. I got the most useful information which will be helpful.

T: Feel free to ask questions. And my last advice, you will hear many good ideas from presenters, some of which might be applicable in your own research. Take a few minutes at the end of the day to reflect what might be applied, moreover things that colleagues at your institution might be interested to hear. I'm sure the conference will bring positive outcomes and it could become the point of interest! Good luck!

S: Thank you, very much.

3. Let students listen to the conversation again. Ask them to identify the differences in sentences and cross out the ones which need changing writing down the correct version above them.

International conference

1. ~~National~~ scientific society of students' is organizing a ~~congress~~.
2. Shorten the bulk of the introductory part
3. It's better to be prepared for the possible questions beforehand.
4. Ask your peers to critique your presentation and ask the most difficult questions.
5. It is an active environment where participants can walk around and look at different displays and share the ideas.
6. Usually authors of some selected paper submissions give 15-20 minutes talks about their papers.
7. If you become a scholarship holder your travel expenses and lodging will be covered by the organizers.
8. Usually you can find other students from your institution or country who is also traveling.
9. These kinds of events bring together the participants of the conference and it's the great opportunity to be close with the scholars of this field.
10. Take a few minutes at the end of the day to think what you might be able to apply to your own research

4. Encourage students to work in groups and discuss the questions. Invite some representatives to share team discussion of main points to the whole group.
5. Explain the difference of Gradable and Non-gradable adjectives and their usage to the students and ask them to put the adjectives in the box into the correct column.

Adjectives describe qualities (characteristics) of nouns.

Some qualities can vary in intensity or grade (for example: rather hot, hot, very hot; hot, hotter, the hottest). The adjective hot is gradable.

Other qualities cannot vary in intensity or grade because they are:

1) extremes (for example: freezing)

2) absolutes (for example: dead)

3) classifying (for example: nuclear) The adjectives freezing, dead and nuclear are non-gradable.

Gradable adjectives

A gradable adjective can have comparative and superlative forms and can be used with «grading adverbs» that vary the adjective's grade or intensity. Look at these examples:

grading adverbs a little, dreadfully, extremely, fairly, hugely, immensely, intensely, rather, reasonably, slightly, unusually, very	+	gradable adjectives angry, big, busy, clever, cold, deep, fast, friendly, good, happy, high, hot, important, long, popular, rich, strong, tall, warm, weak, young
--	---	---

Karim said that Italy was a little cold and Denmark was rather cold. But Sweden was the coldest.

Non-gradable adjectives

A non-gradable adjective cannot be used with grading adverbs and they do not have comparative and superlative forms:

Not: It was rather freezing outside. Or dead, deader, the deadest

Often, non-gradable adjectives are used alone:

It was freezing outside.

However, a non-gradable adjective can be used with «non-grading adverbs» (which usually just give the adjective extra impact), for example:

non-grading adverbs	non-gradable adjectives	
absolutely	awful	Extreme
utterly	excellent	
completely	terrified	
totally	dead	Absolute
nearly	impossible	
virtually	unique	
essentially	chemical	Classifying
mainly	digital	
almost	domestic	

Here are some example sentences with non-gradable adjectives:

Her exam results were absolutely awful. She will have to take the exam again.

Is there anything like it in the world? It must be virtually unique.

The adverbs really (very much) and fairly and pretty (both meaning «to a significant degree, but less than very») can often be used with gradable and non-gradable adjectives:

He's a fairly rich man. (gradable)

It's a fairly impossible job. (non-gradable)

The meaning of the adverb «quite» changes according to the type of adjective we use it with:

It's quite warm today. (gradable) quite = fairly, rather

Are you quite certain? (non-gradable) quite = completely, absolutely

Check the results.

Gradable: tasty; ugly; tired; thirsty; important; difficult; nice;

Non-gradable: amazing; devastated; delicious; enormous; furious; impossible; exhausted; vital; terrible;

6. Let students read the sentences and decide if the adjectives are gradable or non-gradable.

1) non-gradable; 2) non-gradable; 3) gradable; 4) non-gradable; 5) gradable; 6) gradable; 7) gradable; 8) gradable;

7. Tell students to read the sentences and fill in the blanks with proper adjectives. Check the results.

1) freezing; 2) enormous; 3) fascinating; 4) starving; 5) delighted; 6) exhausted; 7) delicious; 8) terrified; 9) gorgeous; 10) excellent;

READING

8. Make a transition to the following ex. by asking the students the meaning of the word “collocation” and ask them to match the verbs to the words they collocate with. Check the results.

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

9. Encourage students to read the paragraphs and match them with the headings. Let them compare the matching results in pairs.

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

10. Tell students to work in pairs and think of three advantages of participating the conference. Invite some pairs to share the findings with the whole group. You may write important listing on the blackboard so that students can remember.

Possible answers:

1) the more conference presentations you observe/attend, the easier it will be to deliver your own workshop one day;

2) you will be updated with some important issues in your field;

3) you can get various creative ideas for furthermore projects, papers, and presentations;

4) conferences create learning communities that bring together scholars working in the same field

WRITING

11. Lead in students having them think about a report: who the report that they are planning to compose will be addressed to. This helps them to decide on the style of the report. Allow them some time to read the addressee and decide whether the style is formal or informal.

to the rector (formal)
to the university newsletter (formal)
to your mother (informal)
to the dean (formal)
to your friend (informal)
to your peer (informal)
to your supervisor (formal)
to your pen-friend (informal)

12. Tell students to imagine themselves as they've been to Samarkand to attend English language contest. Encourage them to write a report on their experiences for the university newsletter. Let them follow the guidelines.
13. Give an assignment to students to write an experience report to their supervisor describing their participation in the Students' Scientific Conference. If they have never attended any conferences before ask them to do it imaginary.

LISTENING

1. 1. Motivation and inspiration 5. Acknowledgment of personal life issues and their solution
2. confident , pretend, extremely, embarrass, enroll
3. 1.behold 2.enormous 3.practice 4.acquire 5.outside the box

TAPESCRIPT R2

You will listen to your peer who shares his experience on motivation and inspiration.

We are all emotional beings. The emotions we feel will either get us motivated or not. I can't always put my finger on it why it's there or why it's not. Often I wake up euphoric and everything just seems so easy (and it's not always because the sun is shining or because I had a good night's rest) and some days I feel tired, lazy and unfocused. (and not because I had too much to do). It's just the way we are and we have to deal with it. So we have to learn how to trigger motivation and inspiration. Ultimately it is up to us to change that emotion, to get back on our feet and start preparing and learning beautiful language.

So here are 10 tips to get you motivated and inspired:

1. Experience life. Do things you normally wouldn't do, things that make your heartbeat go faster. Meet new people, go places, challenge yourself, go out with friends, talk to strangers and listen to their stories. Experiences are great for inspiration.
2. Solitude outside. Go somewhere to a quiet place, a bank of the river and behold the sunrise or sunset. Go to the park and bring your paper & pen with you. Sit down on a bench and let the tasks come to your mind and think about their possible solutions.
3. Meet fellow learners often. Their study skills and creativity can push your boundaries and expand your learning horizon.
4. Observe and reflect on your peers work . Enjoy and learn how your peers make their study. Observe how they organize ,practice and perform. This can give you an enormous productivity boost to work on your own study or to work harder on your chops.
5. Participate in working group's debates or start your own. This is the best way to learn what study is all about. In a group you'll start listening with different ears. Your attempt will benefit from this. This is the real thing!

6. Read about famous people. Read magazines or (auto) biographies. Learn how they got to where they are now. What drives them and where do they find their inspiration. How much do they practice? What do they practice? What are their study secrets? How do they record and produce their achievement? Learn and take it all in.
7. Watch DVD's. There are a lot of great tutorial DVD's. DVD's with lessons from the masters themselves or search for documentaries. Watch them several times. Study the material and put it into practice. Be influenced, be inspired.
8. Take lessons, workshops and master classes. Do whatever you need to expand your horizon. Practice lessons and workshops are the fastest way to learn which tools you need to become a better language user. Workshops and master classes can give you fresh ideas and other perspectives to take it to another level.
9. Leave it alone. When you are stuck and your reading or writing leads to nowhere let it go. Take a break. Leave the room. Go outside. Put on some music or do one of the things I mentioned earlier. Don't try to force it. If you try to acquire and feel it's getting worse with every minute, go back to what you had in the first place. Usually the first thing you came up with is probably the best. Keep that basic idea you began with and leave it alone for a moment. Come back later with a fresh mind. It works!
10. Practice more. Allocate ample time to your study. Just sit down and do some practice. Read the texts and check your comprehension or listen to the tape and revise your listening skills. Use sample paragraphs and endeavor to write similar one, practice your speaking looking at the mirror several times and record them. Try something your normally wouldn't do, think outside the box, have fun. Study has rules and logic to make things easier, but once you know the rules they are there to be broken. That's where originality comes in!

READING

4. 1.How to encourage participation in a web conference
5. 1.advent 2. concern 3. ensure 4. poll 5. camaraderie 6. tend 7. workload (adj) 8. notice 9. thoroughly 10. reward
6. 1.T 2.F 3.F 4.T 5.T
7. Speaking (Students own answers assessed by Teachers)
8. Writing (Students own answers assessed by Teachers)

INVESTIGATING SKILLS

Lesson 7

OBJECTIVES

- listen for gist and listen for detailed information
- use make indifferent situations
- enlarge the topic related lexical resource

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

STARTER

Focus students' attention on the inventions. Give them some time to name the items and match them with their inventors. Check the results.

- | | |
|--------------------|--------------------|
| a. Galileo Galilei | d. Hans Lippershey |
| b. Felix Hoffman | e. Charles Babbage |
| c. Elias Howe | |

LISTENING

1. Tell students to match the words with their definitions.

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

2. Let students listen to the tape and answer the listed questions.

1. Academic
2. To get acquainted with the investigating skills of ancient scientists and to use them in their further investigations
3. Farabi, Beruni, Ulughbek

TAPESCRIPT 7

Because of my work as an academic, I have had the opportunity to work in quite a number of different projects and investigations, and explored quite a great number of ancient scientists' lives and their investigating skills.

Today I would like to talk a bit about Farabi, Beruni and Mirzo Ulughbek's science skills that will help you in your further investigations.

First of all I should mention that all of the scientists of ancient were devoted to their work, hard-working, curious, possessed creative and analytical mind, developed wide outlook and inquiry mind, and of course acquired a lot of foreign languages that gave them the opportunity to perceive the knowledge existing in the world database. You may not believe, but Beruni and Ulughbek were able to speak and understand more than ten languages, while Farabi was fluent in 70.

Ss girl: fascinating!

Another Ss: fabulous!

Furthermore, they were keen on different spheres such as philosophy, mathematics, logics, rhetoric, astronomy, law, medicine, literature, music, politics, metaphysic, geography, geology and science which includes biology, chemistry and physics.

Ss: Wow, so many spheres for a person. How did they manage to learn so different subjects and reach the tiptop in each one?

Teacher: good question, Salim. On the front side of Ulughbek Madrasah in Bukhara, there is an inscription: «The pursuit of knowledge is the duty of every man and woman.» That is why they devoted their lives searching wisdom and exploring nature, human being, society and the universe. Becoming a governor of Samarkand in 1409 at the age of 15, Ulughbek, the grandson of Temur started to develop science and education in the country and turned the city into an intellectual centre of the empire. He built madrasa in Samarkand where he invited more than 100 outstanding scientists of that period. Even being the leader of the country in 1411, he didn't miss a chance to deliver lectures himself and to investigate the issues on astronomy. Having built one of the first observatories in Samarkand, Ulughbek spent his days learning the stars and planets.

Though each explorer has his own method of carrying out investigation, observation is key one in any investigation. And medieval scientists were brilliant at observing with full of their attention, that helped them to define problems which needed to be questioned. Questioning means to collect data and analyze ideas, after which hypothesis arises and scientists propose on the issues burning their heads. In this way Beruni predicted the existence of land on the today's America territory.

Ss: Did Ulughbek and other scientist perform experiments in Samarkand observatory or madrasa to find out whether the predictions were right or wrong?

T: Of course. By carrying out experiments the scientists of the observatory and madrasa made attempts to work out solutions to the problems. Usually their experiments took place in the laboratories equipped with modern tools of that time which sometimes were constructed by the scientists themselves. You are already aware of the fact that they all were very skillful and knowledgeable in different spheres of science, craftwork, and art.

Ss: and what did they do after doing the experiments?

T: Having reached the solution to the inquiry, the scientists usually held discussions where the investigator demonstrated the results to other scientists and he had to explain, defend as well as justify the conclusion he had come up with during his research. During such discussions some works were trashed, but the ones which were reasoned, explained, clarified, and proved apparently/properly served to the human being for several centuries as they made possible the impossible and enlightened the life of the people for many years.

Ss: Did Zij of Ulughbek prove its appropriateness in such kind of discussions?

T: Sure! «Zij-Guragan» or «Star Table of Ulughbek contains the coordinates of 1018 stars with incredibly accuracy and considered an outstanding contribution to the treasury of the world of astronomical science. Moreover, Ulughbek`s calculation of the length of star year was equal to 365 days 6 hours 10 minutes 8 seconds while actual length of star year by modern data is 365 days 6 hours 9 minutes 9,6 seconds. Thus the mistake is only less than one minute.

Ss: so accurate calculation in that time without modern technologies...

Ss to Ss: You are so excited

Ss: how can't I stand being excited knowing how clever and smart was Ulughbek that he was able to do the work that is hardly done nowadays using so developed technologies.

T: ____Ulughbek as well as other scientists of that period had enlightened minds and performed the investigation following the steps : observing, questioning, hypothesizing, predicting, experimenting, defending and justifying data and then drawing a conclusion. So...

3. Play the tape again. Give students some time to match the parts of the sentences 1-6 with a-f. Let students compare the results in pairs.

1	2	3	4	5	6
e	c	a	f	b	d

4. Encourage students to work in groups and discuss the questions. Answers may vary. Let teams present their findings with the whole group.
5. Tell students to read the poem "I keep six honest ..." by Rudyard Kipling. Ask them to answer and share the statement "How _____ can help me in my further investigation?" in pairs.

READING

6. Encourage students to work in pairs. Tell them to read the instructions and discuss them.
7. Tell students to read the passage and find out what the dates listed below the text stand for.

1. he built his lab
2. he was born
3. patents he hold for his inventions
4. experiments he held to perfect the light bulb
5. he invented the lighting bulb
6. he was awarded with the Congressional Gold medal

8. Let students read the statements and decide whether they are true, false or not given.

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

9. Ask students to read and match the rules A-F with examples below them. Tell them that the rules could present more than one sample.

- ___c___ Imagine being the creator running a huge power company!
- ___a___ By working passionately, scientists investigate the issues of their research.
- ___e___ Having observed the nature, medieval scientists performed their researches
- ___c___ Being able to speak more than five languages, Guljahon works as an interpreter.
- ___c___ Sitting in the lobby by the window, I was watching people running to the bus stop in the rain.
- ___f___ The topic chosen for the experiment will be discussed tomorrow.
- ___a___ After developing/having developed my project, I applied to work.
- ___d___ Having made to wait, Gavhar was annoying.
- ___b___ Having seen the horror movie before going to bed, Laura couldn't sleep for a long time.

10. Tell students to rewrite the sentences. Remind them that the meaning of the statements should remain.

1. Waiting for my bus I was struggling to remember what the scientists had been arguing about at the last discussion.
2. Having worked hard on my research for two days day and night I felt asleep.
3. Seeing presented results of the conducted investigation I assumed that the hypothesis was quite proved.
4. Being passionately devoted to the work they do is the reason great people are brilliant at different spheres .
5. Not knowing any foreign languages Lola had some difficulty when she was invited to deliver a speech in the international conference.
6. Having experimented a lot before I justified the hypothesis.
7. Having heard the noise in the laboratory James ran to investigate.

11. Let students read the linking words in the box and sort them out into "cause" and "effect" columns Here you may refer to lesson 2.

Cause: because, on a cause is, since, for, because of, cause, to be caused by, the cause of, bring about, therefore, consequently,	Effect: one result is, reason for, as a consequence, the consequence of, reason, outcomes, explanation, so, thus, one reason why, owing to, lead to, result in, due to, as a result, the result of
--	--

12. Ask students to separate the cause from the effect. Remind them that the cause is not necessarily given first.

1. cause: most mothers with children under a year of age work
Effect: need for daycare in the country
2. the same with the first
3. Problem: less time for children
Solution: changed jobs or cut back on their hours
4. Cause: Mothers feel that their children need the supervision of a parent
Effect: they work only when their children are in school
5. Problem: a conflict between the financial obligations at home and emotional needs as parents Result: they experience deep emotional crises.

OBJECTIVES

- explore the research stages
- use transitional devices of agreement, addition, similarity in written assignments
- compose thesis statement for their further research paper

STARTER

Focus students' attention on the photos and allow them some time to answer the questions above the pictures. All answers are welcomed.

Ask them to define 'research' using the concepts in photos. Write some of language notions on the board:

- The way I see it
- From my point of view....
- The way I see it the research is the process of investigating something misunderstand able in our field of study.
- From my point of view, the research is to discover any hidden phenomenon in specific area.
- Research is addressing the internet surf, topic related books, carrying out laboratory work in order to find the answer to the raised problematic matter in our field of study.

LISTENING

1. Put students in pairs. Explain that they should read the bubbles and remember about similar dialogues situations they have faced. Let them share the cases with the whole group.
2. Say that students are going to listen to the interview between student and professor. Listening to the tape students should decide whether the sentences are True or False.

1	2	3	4	5	6	7	8	9	10
F	F	T	T	T	T	F	T	F	T

TAPESCRIPT 8

Student: Good afternoon. Let me present myself. I am Marjona Boboeva, a sophomore of Jizzakh State Pedagogical Institute. Having some of the future intentions about having a research in my field I have several questions concerning research issues. And I found you to be one of the science with stable background in research doing.

Scientist: Oh, thank you, it's my pleasure.

Student: Will you please, tell me your field of research?

Scientist: I am Bahodir Odilov, a professor. Linguistics is my field of research.

Student: How long did it occupy you to carry the research?

Scientist: How long it took my time?! Actually, I started it in 2007 and in 2011 I did the defence.

Student: What do you think the important research issues: time scale, existing resources, existing knowledge, manpower, man hours, support, sample, funding, or any other suggestions? Could you be more specific, please.

Scientist: Hmmm, curious question let me start with the three points mentioned by you to be of prior. They are existing knowledge, existing resources, and sample. Without having background knowledge no way forward as it is a fundament like any future built house "must" have. As for the "resources", I would substitute it with the word "reference" is of much importance, because it footnotes the earlier carried out research works, especially, when forwarding the similar ideas or quoting. And samples are like templates to learn the process with different content. Here, I'd like to mention one point, the time scale, I think it shouldn't have its limit, because, the human researches when gets motivated and inspired and stimulated.

Student: Generally, what does research tell us?

Scientist: To my mind, it shapes our scientific thinking ability.

Student: Can you tell me your understanding, please, what do we do with research?

Scientist: Most researches guide us to implement the practical part in real life based on its theory. In research the actuality and novelty of it is of high appreciation.

Student: Well, I hope, the explanations presented by you will be very essential in my future research. Thank you for time considering.

Scientist: You are welcome, I am glad if this talking will make a sense in your

3. Ask students to read the quotes of great scientists about research. Explain that they should paraphrase the quotes expressing their approach.
4. Put students in small groups. Allow students some time to think about the well-known scientists who did the research in their field of study. Let them prepare a two-minute report about the 'Great minds'.

Students may follow the leading questions:

Who and what are they?

What were their fields of research?

How long did their research last?

To what extent their researches were of actuality of its time?

What novelty did they bring to the community?

Do you tend to continue similar researches?

GRAMMAR

5. Ask students to list out the words they usually use for connecting their latter sentence logically with the previous either speaking or writing. Let them share their listed words in pairs.

Tell: transition words and phrases are vital devices for essays, research papers or other literary compositions. They improve the connections and transitions between sentences and paragraphs. They thus give the text a logical organization and structure. These words can be used to show time, make a comparison or contrast, demonstrate a cause and effect, make a conclusion, show sequence, or demonstrate similarity. Some common transition words include:

meanwhile moreover surprisingly finally therefore thus

Subsequently consequently hence accordingly furthermore

For example,

The technicians adapted the LCD and slides. Meanwhile, the sophomores prepared themselves backstage for presentation.

Explain the usage: transition words are used with a special rule for punctuation: a semicolon or a period is used after the first 'sentence',

and a comma is almost always used to set off the transition word from the second 'sentence'. When a semicolon is used instead of a period, a comma will still be used to separate the transition word from the rest of the sentence. This rule is also shown in the examples below.

Independent clause + semicolon + transition word + comma + independent clause

For example: The student researcher knew that he was too tired to continue his laboratory experiment for that day; thus, he decided to have a nap.

Barno returned home after curfew last night; consequently, she is grounded for two weeks.

6. Ask students to connect the pairs of sentences in written using proper transition words.

READING

- a. Undergraduate students are usually too immature to live away from home. Moreover, they are too irresponsible.
 - b. Sophomores should practice short-term research actions at the prior stage of their education. Also, they should acquire the presenting skills.
 - c. Scientists encourage their apprenticeships to be more creative and imaginative towards to the field of exploration. In addition, they are likely to feel inspired by being piloted via the projects.
 - d. People use 43 muscles when they frown. However, they use only 28 muscles when they smile.
7. Put students in pairs and ask them to discuss how students of contemporary world comparing with the past do their researches. Distribute Handout 3 asking them to present the differences and similarities.
 8. Allow students some time to read the story and ask them to tick the research process stages stated in the text. For giving a clue about 8 steps of research process distribute students Handout 4.

9. Encourage students to work in groups and ask them to work out a possible future research process for a specific issue that interests them.

GRAMMAR

10. Ask students to look at the samples of thesis statements. They will decide which of them is the strongest.

- Statement in example 3 is the strongest because it has enough specific details.

Say that the thesis statement is a guideline, a unifying element, for every research paper. It should be an interesting statement about your research that can be proved or disproved by your evidence. A strong thesis statement usually answers two questions: How? Why?

11. Ask students to develop a hypothesis or thesis statement focusing on their field of study issues following template sample. Let some students share their thesis statement with the whole class.
12. Ask students to underline the thesis statement in the following passage. Check the results.

His name is Maksud. In his senior year of high school, he was considered to be one of the most talented young people in his school. He was heavily qualified at the college and university, and his future seemed bright indeed. Within a few years, his brightness had blackened for one reason: drugs.

13. Give an assignment to students to develop their own research thesis narrowing any topic in their field of study.

OBJECTIVES

- Raise student's awareness about the social researches
- Enlarge one's lexical resource related to research

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

STARTER

Focus students' attention on the photos. Allow them some time to think about the photos and their correlation the topic.

Let whole group discuss the questions below the photos.

1. Pairwork. Ask students to look through the words in columns and match the words 1-11 with the appropriate definitions a-k. Check the results.

1	2	3	4	5	6	7	8	9	10	11
g	k	i	a	j	h	e	b	f	d	c

2. Play the tape. Let students listen to the script and fill in the pie charts. Check the results.

Chart #	Nationalities	%	Chart #	Countries	%
1	Uzbeks	81%	2	China	21,2%
	Russians	5,4%		Kazakhstan	15,9%
	Tajiks	4%		Turkey	15,8%
	Kazakhs	3%		Russia	14,7%
	Karakalpaks	2,5%		Bangladesh	9,5%
	Tatars	1,5%		Kyrgyzstan	4%

TAPESCRIP 9

Today Uzbekistan is constructing a strong democratic state where any political, economic, social issues are formed according to citizens' wishes, rights. Uzbekistan is recognized in any part of the world as a developing, prospering country holding its traditional, cultural heritage passing from generation to generation. A number of social researches conducted in the country show its rapid progress in different spheres. To

get clear vision of those results with the help of some social researches, to find out specificity of Uzbekistan and its society, we have decided to take an interview from a specialist in the sphere.

- Mr. Ravshan Akmalov, can you tell us some results of social researches conducted to reveal the information about population data of Uzbekistan?

- Yes. As we got to know Uzbekistan's population has reached the number of 30 million recently. Age structure is the following: 59.1 % of population is people till the age of 14; citizens from 15 to 64 are 67%; people at the age of 65 and over make 4.9 percent of all total population of the state.

- What about nationality rate?

- 81.1 percent of the total population is Uzbeks that is majority for sure; the second minority is the Russians making about 5.4 percent of the whole population of the country. Tajiks make 4%, Kazaks 3 percent, Karakalpak make 2.5%, and Tatars make 1.5 percent of the total population of Uzbekistan. It is one of a few states in the world which has so many different nationalities; about more than 100 nations, ethnic groups reside in the territory of Uzbekistan.

- By the way, what can you tell about sex ration of the population of Uzbekistan?

- Another social factor is that nowadays females are born in the country more than males.

- Do you have any social research results connected with education?

- The government of the state is paying much attention to education system of the country. Literate people's percentage is about 99.3 % among adults older than 15. That is one of the highest rates among the world countries.

- Let's turn to economic social researches.

- Today Uzbekistan is actively cooperating with a lot of countries in the world in different fields including economy. The main export partners of Uzbekistan are China (21.2%), Kazakhstan (15.9%), Turkey (15.8%), Russia (14.7%), Bangladesh (9.5%), Kyrgyzstan (4%); our country exports energy products, cotton, gold, mineral fertilizers, ferrous and nonferrous metals, food products, machinery, automobiles to them. Now let's focus on import partnership with foreign countries: according to the survey held in 2012, Russia is in the first place with 20.7 percent, China, the second essential partner with 16.6 percent, South Korea, 16.4%, Kazakhstan, 12.5%, Germany, 4.6%, Turkey, 4.2%, Ukraine, 4%. Here we should add that Uzbekistan is having more and more financial partners year by year

with a lot of states throughout the world. To speak about Gross Domestic Product (GPR) by sector we can state the following numbers: agriculture (18.5%), industry (36.4%), and services (45.1%).

- Thank you for presenting a number of social research results, Ravshan.

- You are welcome!

- In a nutshell, we can state that different social researches are conducted in the country to see the progress, growth or just position of a country or society.

3. Play the tape again. Let students listen to the tape and fill in the blanks with the appropriate words or numbers in the box.

a) get to b) 4,9% c) dwell d) proportion
e) companions

4. Encourage students to work in pairs. Allow students some time to think about the most popular social investigation or survey conducted in their specialty. Invite some pairs to present their findings with the whole group. All answers are acceptable.

GRAMMAR

5. Devide students into small groups. Ask them to discuss the questions. Invite groups to present their answers to the whole class.

READING

6. Allow students some time to read the text and complete the gaps 1-4 with the suitable sentences a-d. Check the results.

1	2	3	4
d	c	a	b

7. Ask students to work out the meanings of highlighted words and expressions using the context.

“hard stone” – real problem

scrutinizing, examine or inspect closely and thoroughly customers were warned to scrutinize the small print

decrepit,- worn out or ruined because of age or neglect

aggregate-a whole formed by combining several separate elements

vary-differ in size, amount, degree, or nature from something else of the same general class

evidence- the available body of facts or information indicating whether a belief or proposition is true or valid

valid-having a sound basis in logic or fact; reasonable or cogent

accuracy-the quality or state of being correct or precise

8. Encourage students to work in pairs. Ask them to read the phrasal verbs in the box and given examples. Allow them some time to think about the meaning of the phrases and write it in the mid column.

Phrasal verb	Meaning	Example
do with	need/want	I could do with something to eat. I could do with social research in the field of medicine.
do without	manage without	They will have to do without a holiday this year as they have lots of work to do.
do away with	abolish	Women who think about their health must do away with bad habit.
do out of	prevent from having (by deceit)	He did me out of my rightful inheritance
make for	move in the direction of	Let's make for the city centre and find a restaurant on the way.
make of	think (opinion)	What do you make of the latest survey report?
make off	leave hurriedly	He made off as soon as he heard their car turn into the drive.
make up for	compensate for	The superb food at the hotel made up for the uncomfortable rooms.
make up to	to be nice in order to get smth	He made up to her until she agreed to help.

9. Ask students to insert the appropriate prepositions to complete the statements.

- | | | | | | |
|----|-----------|----|-----|----|----|
| a) | without | c) | for | e) | of |
| b) | away with | d) | of | f) | up |

10. Ask students to find the other meanings of phrasal verbs and make up their own sentences using them.

do up – fasten, renovate

make out – claim, to manage see, understand, write, complete

make up – compose, constitute, form, put cosmetics on, prepare by mixing together various ingredients, make smth more numerous or complete.

11. Ask students to look at the diagram. Tell them to complete the statements 1-6 using the indicators in the diagram.

1. two in four
2. minority
3. A small number
4. A reasonable number
5. eight per cent
6. majority
7. By far the largest

12. Draw students attention on the diagram below. Ask students to read the introductory part of the report. Tell that they should write the developmental part of it following the template.

A large proportion of young people surveyed have their meal at home .

A small number of young people choose cafes to have their lunch.

A reasonable number of those surveyed eat fast food.

Only eight per cent of the people surveyed prefer to eat in restaurants.

The majority of the young people surveyed eat in students canteens.

The largest number of those surveyed read magazines.

Note: Distribute handout 5 to give students clear understanding about survey report.

LISTENING

1. 1. The influence of L1 for students performance 3. Surviving bilingual children
2. confront, expatriate, vulnerable, hindrance, maintain
3. 1. expatriate 2. vulnerable 3. oddly 4. instinctively 5. obvious

TAPESCRIPT R3

You will hear an interview with Michael Jacobson about bilingual children.

Presenter: There is an unusual language problem confronting English-speaking parents who've been living abroad for some years in a non-English-speaking country as, while bilingual in speech, their children are progressively losing their ability to read and write in their mother tongue. Michael Jacobson is here in the studio to talk about this problem.

Good morning Michael Jacobson.

Michael: Good morning.

Presenter: Tell us about what's happening, Michael.

Michael: Well, this phenomenon is increasingly evident among expatriate families, uh, most notably in France, where there are a large number of permanent or long term settled anglophones.

Presenter: And how does this problem come about?

Michael: Well, about one third of the expats arrive in the foreign country with children of nursery or primary school age. It's usually only about a year before these children are speaking almost perfect French, mostly acquired from their school friends, while they continue to speak English at home. Young children adapt very quickly to the local environment, including the language, and are vulnerable to peer pressure. They have such a need to belong that French becomes their first language.

Presenter: When does the problem surface, then?

Michael: Usually when these youngsters reach secondary school age. Oddly enough, few of them will be top of their class in English — for the simple reason that lessons in the language, as taught in French and other schools, have requirements that the incoming anglophone pupils will rarely have met before.

Presenter: What do you mean, exactly?

Michael: Well, they'll shine in oral work, of course, and are often held up as examples of good pronunciation, but when it comes to written work they'll be faced with learning English grammar in the traditional way. Language they acquired instinctively will now be strait-jacketed into formal structures that are far simpler than the standard of their spoken language.

Presenter: So in other words they're forced to dissect the language?

Michael: Yes, that's right. Their experience of reading is likely to be downgraded as well. It can be maintained at an appropriate level only if reading is fostered in the home, and this isn't easy with the pressures of homework in the second language. Often there's the danger that the children may lose the faculty of writing fluently in English — or even, with the youngest children, who may never have attended an English school at all, never acquire it in the first place.

Presenter: And what can be done about this?

Michael: Well, now that the problem has been recognised, there are several programmes being set up, especially in France where the problem is so marked. There are holiday courses where students are encouraged to write letters, essays and diaries. They also study a work of fiction and find out how to use English reference books. The students are all encouraged to be creative in English, as a counterbalance to the rigid way in which the language is taught at school.

(Adapted from <http://www.expresspublishing.co.uk>)

READING

4. 1. How to encourage participation in a web conference
5. 1. attitude 2. assumption 3. stratification 4. poverty 5. variable 6. Income 7. conduct 8. reliability 9. validity 10. interdisciplinary
6. 1. T 2. T 3. F 4. F 5. T
7. Speaking (Students own answers assessed by Teachers)
8. Writing (Students own answers assessed by Teachers)

OBJECTIVES

- have clear idea about practical and laboratory work
- use mixed conditionals (2 and 3 types) in patterns
- learn the topic related vocabulary

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

Target vocabulary: practical work (word com.), laboratory work (word com.), research (n), benefit (n), research results (word com.), laboratory safety (word com.), knowledge (n), effectiveness of production (word com.).

Materials: tape, handouts, projector

STARTER

Focus students' attention on the photos. Encourage them to describe the activities of students. Allow them some time to distinguish the activities in the photos a-e. Answers may vary.

Line 1: Obtaining knowledge; theoretical acquisition; gaining data (knowledge);

Line 2: practical classes; laboratory work; experiencing acquired data
Laboratory and practical work – when students have practical training session or laboratory work where students are expected to have initial professional experience

LISTENING

1. Ask students to match the words or expressions in B column with in A or C so that they make a combination.

Concurrently provided
engaged in fieldwork
violate one's undertakings
physical toil

to come to grips with problems

unidirectional printing
downgrade one's value
obscure reason
existential matter

2. Ask students to look through the statements a-f. Play the tape. Students listen to the tape and whom the statements belong to.

Speaker 1: b; d;

Speaker 2: b; f;

Speaker 3: c; e;

TAPESCRIPT 10

You are going to listen to 3 speakers presenting the idea about practical and laboratory work.

Practicum

According to most dictionaries, practicum is a practical section of a course of study in a particular field, usually comes at graduate level and is designed to give students supervised practical application of a previously or concurrently studied theory. In some cases, it is confused with internship; however, this is not always excepted as a part of the educational program.

Students are engaged in fieldwork consistent with the subject of the course, or a research project, with a teacher practicing in the field. Besides, it includes seminars that employ the students' experience as text, familiarizing them with the relevant substantive frameworks, as well as the skills they need. Students reflect on their work experiences in a supportive classroom environment with tutors and peers with similar professional undertakings.

Why do we need it?

The exorbitant cost of equipping schools and universities with laboratories and practical kits is surely a great contribution for further development but a real experience, coming out of practicum, is right thing if you don't want to fail to come to grips with science. Some students tend to favor theory over practice and others wholly neglect the theory, but unidirectional approach can cause an inconsistent professional development and downgrade learners' science basis, making them less competitive. Here is the reason why we need it? It is said that there is no education without any experience. In addition, practical and laboratory work in education provides smooth conversion of a literate student to a competent employee, teaching soft skills like independent problem-solving, working collegially with fellow staff and developing professional values and attitudes.

Why is it considered as practical and laboratory work?

The word laboratory stems from Latin 'labor' – to work, to make

effort, challenge or toil, which points to the conception related to employing intellectual and physical efforts on inquisition of an obscure method and medium for resolution of scientific and existential questions.

The word *practicum* is applied to designate a particular practical or laboratory work, expresses the same idea with *laboratory* in Greek – act, move, try that, in its turn, means the activity when learners are supposed to have intensified practice.

You can see that both practice and laboratory works have the same objective, to provide opportunities to become involved with and actively participate in all aspects of professional activities, to link theory and practice, and to acquire the understanding and skills necessary for operating effectively in a range of situations.

3. Devide students into small groups and encourage them to discuss the listed questions. Invite teams to share their answers with the whole class.

GRAMMAR

4. Ask students to choose correct verb forms in passive. Let them explain their usage.

- a. It is believed that Nodir *has been doing* progress by himself.
- b. Nodir was believed *to have been doing* progress by himself.
- c. It was estimated that his grandmother's jewelry *is worth* millions.
- d. His grandmother's jewelry was estimated *to be worth* millions.
- e. Scholars are thought *to be* great people.
- f. It is thought that scholars *are* great people.
- g. Jasur is said *to have been* very modest.
- h. It is said that Jasur *was* very modest.
- i. Barno is claimed *to have had* a great influence on others.
- j. It is claimed that Barno *to have had* a great influence on others.

5. Allow students some time to rewrite the sentences using the passive form.

- a. People say that learning English is important nowadays.
It is said that learning English is important nowadays
- b. People generally think that life won't be so meaningful without science.

- It is thought that life won't be so meaningful without science.
- c. It is generally said that computer addiction is harmful.
Computer addiction is generally said to be harmful.
 - d. Teachers have suggested that learners should get used to work independently.
It have been suggested that learners should get used to work independently.
 - e. They say Beruniy used to know 20 languages.
It is said that Beruniy used to know 20 languages.
 - f. It is said that successful people are extremely curious.
Successful people are said to be extremely curious
 - g. People think that problems are caused by being indifferent.
Problems are thought to be caused by being indifferent.

READING

6. Tell students to work in pairs. Allow them some time to read the quotation and discuss it. Let some pairs present their discussion results with the whole class.

Possible answers

1. A scientist in his laboratory is not a mere technician: he is also a child confronting natural phenomena that impress him as though they were fairy tales. Marie Curie
2. To practice five things under all circumstances constitutes perfect virtue; these five are gravity, generosity of soul, sincerity, earnestness, and kindness. Confucius
3. He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast. Leonardo da Vinci

7. Ask students to read the text and choose an appropriate heading for each paragraph.

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

8. Tell students to read the definitions and find equal words or phrases for them in the text

<p>a. If you mug up a subject or mug up on it, you study it quickly, so that you can remember the main facts about it.</p>	<p>When we are cramming a lesson for a test, our brain tends to remember it for a short while which can be shorter than the duration of your test thus not serving that purpose also because our brain forgets it easily.</p>
<p>b. A phenomenon is something that is observed to happen or exist.</p>	<p>Just by reading about a phenomenon or a lesson, it cannot get straight to your mind even though it may be explained in the best manner.</p>
<p>c. If one thing is converted into another, it is changed into a different form.</p>	<p>So just sitting in a corner with a book or listening to a lecture has no practice involved unless the theoretical teaching is converted into practical activities.</p>
<p>d. If you say that there is oodles of something, you are emphasizing that there is a very large quantity of it.</p>	<p>Theory can provide one with oodles of expertise and proficiency but it can never deliver those kinds of results and improved skills that you can get from practical education.</p>
<p>e. Something that is engrossing is very interesting and holds your attention completely.</p>	<p>Field trips, projects, experiments, don't they interest you more than books, assignments and lectures?</p>
<p>f. If you impart information to people, you tell it to them.</p>	<p>While imparting practical knowledge to students, most of the activities involve team projects or programs where students are required to work in a group or as a team.</p>

g. If you grasp something that is complicated or difficult to understand, you understand it.

Interactive sessions, experiments, interactive exercises, are important features of practical education which ensure the involvement of students, making them learn and understand more.

9. Encourage students to work in pairs. Ask students to discuss the questions. Invite pairs to share the discussion results with the whole class.

10. Tell students to study the table and complete the sentences using the verbs in brackets

- a. If you had not encouraged me then, I wouldn't be a winner now.
- b. I wouldn't have fulfilled my laboratory work last term in time, if our instructor hadn't given a proper clarification
- c. If the scientist had conducted practical work in time, he would have been awarded with a Nobel Prize last month.
- d. There wouldn't be inventions if the laboratory hadn't been created in the past.

WRITING

11. Tell students to think about any laboratory work they have recently made and distribute handout 6 ask them to write a report using the template.

OBJECTIVES

- Be aware of the 'analyze' and 'report' concepts
- Use certain reported verbs in passive
- Enlarge the topic related lexis
- Write a report of one's laboratory work

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

STARTER

Encourage students to work in pairs. Focus their attention on the pictures. Ask students to find out the essence of the photos. Allow them some time to discuss the questions. Elicit the pair answers. Students' answers may vary and acceptable.

LISTENING

1. Tell students that they should match the words A-L with their definitions 1-12. Check the results.

a	b	c	d	e	f	g	h	i	j	k	l
3	2	12	1	8	11	4	9	7	5	6	11

2. Tell students that they are going to listen to the tape. Ask them to listen to the dialogue and fill in the table with the student's deeds and the supervisor's tasks for the student to prepare data and analyze. Ask them to share their answers in pairs.

STUDENTS' ACTIVITIES	SUPERVISOR'S TASKS
Prepare a questionnaire	Analyze your data
Studied the teachers' sessions	Organize data to analyze it
Learned library attendance and service	Check data for accuracy
Took interviews	Develop a sampling plan
Recorded the information	Pick up the relevant information and subgroup it
Took photos	Do the percentage

	Put the information in tables
	Go back to find a missing information
	Make short summaries
	Put the material into computer

TAPESCRIPT 11

- Good morning,
- Hello, Aziza. How are you?
- I am well. Do you have free time? Could I ask for help?
- Yes, of course.
- Do you remember that I was going to study needs of students of our institute? I prepared some information you have told me. I learned the role of different languages in everyday life. I prepared a questionnaire where I asked about the languages the students are learning and their skills, what motivates them for learning and their satisfaction and wishes.
- I wonder what about control group?
- Oh, yes. The control group of 15 members helped me a lot.
- What about outside factors?
- I scrutinized the teachers' lessons and students' attitude towards their lessons. I tried not to miss any detail. Besides, I learned library attendance and service. I took some interviews from my control group. I recorded them. I took photos too. (shows some photos) What to do then? I need your help. (smiles). So, how should I give my materials? Here they are.
- You have done the most difficult work. You have audible and visual materials. Now you have to organize your data so that it will be easy to analyze
- Oh, let me make some notes. (takes her pen and notebook)
- First of all, examine your data. Check it for accuracy. Develop a sampling plan. It'll be your first step. You should pick up the relevant information and subgroup the information you got. Do the percentage of learning languages, the skills used to do it, motivating factors and satisfaction ways of the control group to the whole class. Put them in tables.

- OK.
 - If you have any holes, go back to finding missing information.
 - Well.
 - Make short summaries after each sample. Then enter your information into computer. I'll check your work when it is ready. OK?
 - I'll do my best. Thank you.
 - Well. Hope to see you soon.
3. Allow students some time to look through the statements. Let them listen to the tape again and decide if the statements are True or False.

Possible answers:	d) F
a) F	e) T
b) T	f) F
c) F	g) T

4. Encourage students to work in groups. Allow small groups some time to review the stages of an analysis and put them in proper order.

GRAMMAR

5. Tell students to work in pairs. Ask them to finish the dialogues using reported speech. Remind that they may change the tenses if necessary.

1. I wanted to know how much pocket money Lola gets.
2. Could you tell me why you did the research work?
3. Do you think I could use this equipment for analysis?
4. I wonder if she is married.
5. I wanted to know where you were born.
6. I wonder where you work.
7. Can you tell me how long you have worked for this company?
8. I wonder if you could help with this problem.
9. Do you know when the next seminar will be held?
10. Would you mind if I ask some questions.

READING

6. Encourage students to work in pairs. Let them read the quote and discuss the main message of it and share the discussion outcomes with the whole class. Answers may vary and are acceptable.
7. Pairwork. Organize discussion and let students follow the lists of questions for eliciting the discussion. All answers are welcomed.
8. Explain that Aziza did the analysis of the data. The other day she wrote the first draft and her supervisor is supposed to look through it. The supervisor prepared a written feedback. Allow students some time to read the feedback and summarize the main points.

WRITING

9. Devide students into small groups. Ask them to complete the listing of research paper stages. Let teams present their listing. Answers may be different. Check the results.

- Choose a topic
- Conduct research
- Determine methodology
- Organize thoughts
- Form arguments
- Cite sources
- Type the first draft

10. Ask students to write down a report paper on any topic in their professional field. Students may refer to 1-9 questions to get a leading clue in report writing. They may follow the structure below.

- Title
- Table of contents (with page numbers for each section)
- Introduction
- Methodology
- Materials
- Results and Outcomes
- Conclusion
- References

11. Allow students certain time to write down a report paper and prepare the final draft. Let students exchange their reports and prepare written or oral feedback.

OBJECTIVES

- Be aware of the ongoing top research results
- Use the complex modal verb forms in different communicative situations
- Enlarge the topic related lexis
- Be able to write a summary and learn about its steps

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

STARTER

Focus students' attention on the photos. Allow them some time to think about the latest researches and their progress as well as outcomes. Let students present their findings with the whole class. Answers may vary and all are welcomed.

LISTENING

1. Tell students to work in pairs. Ask them to look through the words and phrases in the box and classify them as certain fields of top researches.

Field of top researches	Items
Medical top research results:	maximum screening able; easily functioned; clear x-ray image;
Agricultural top research results:	weight lifting power; enormous torque back up; a super speed; wheelbase; water purifier;
Educational top research results:	mind controlled computer; a smart board; full HD format projector; visualizer; testing kit;
Popular music field top research results:	noise reduction microphone; sound rental;

2. Tell students that they are going to listen to the interview dealing with temporary researches and their results. Ask them to complete the sentences with appropriate words or phrases as they listen. Play the tape.

Top know how	Their features	Detailed descriptions
New Holland T5.115 tractor	gross engine horsepower	about 114
New Holland T5.115 tractor	Cylinder diesel lift capacity the weight of the tractor wheelbase	4 about 2, 900 kg about 4250 kg 2350 mm
Emergency and clinics apparatus Angel 1600	Filling factor of an apparatus pixel matrix Vertical movement of the apparatus	100 % 16 million pixels 400-1600 mm

TAPESCRIPT 12

Host: Development of humanity has never stopped even for a second. It is like unstoppable mechanism which keeps on working, moving, progressing constantly. Lots of scientists have invented so many new items for social and career issues of a human being that today people needn't spend much time to get most of them available. In our today's radio programme called "best know-how" we will touch several remarkable innovative items, discoveries made by researchers lately in different fields. Today our guest a famous sociologist Mr. Jamshid Akobirov will share with some of best know how in various fields. Good morning, Jamshid, will you tell us about best items you have selected for today's programme?

Jamshid Akobirov: Morning. Sure. Firstly, I will start from agricultural top know how. A new era for agricultural tractors has already come. New Holland T5.115 tractor has outshined most machines working in the fields. How? First of all, with its super speeding! It can speed up as fast as a simple automobile! It has 4-cylinder diesel, gross engine horsepower is about 114, lift capacity is about 2, 900 kg., the weight of the tractor itself is about 4250 kg, wheelbase is 2350 mm. When you ask for more power, your F5D engine will give it to you with an enormous torque backup of 35%. So, when you're working in demanding conditions, like round baling high-moisture hay in uneven swaths, you'll maintain both

your forward speed and PTO speed while these large portions are fed into your baler. Besides, it is universal, it can do a number of field works if you change its combination, it means you needn't purchase 5 different functioning machines; one is enough for doing various field works.

Host: So fascinating! What is the second top know how which must be in medical sphere?

Jamshid: Yeah, it is an astonishing item in medicine which impressed most scientists in the world. That is emergency and clinics apparatus called Angel 1600 made in China. It can easily scan any patient's any part of body in whatever condition he is. Filling factor of an apparatus is 100 %, pixel matrix is 16 million pixels. Can you imagine this number?! Pixel size is 108 um, it takes only 5 seconds to take image, and also the size of the pixel can be doubled and the dose will be reduced. Vertical movement of the apparatus is 400-1600 mm., it is also suitable for digital upgrading of traditional screen, film x-ray imaging equipment as well.

Host: I am sure that such a multi-functional apparatus is very useful for patients.

Jamshid: Sure. And the third top know-how in today's radio programme is a majestic ball containing a chip inside! After a number of disputable decisions of football referees whether this or that team scored a goal or no, FIFA decided to adopt a chip ball which has special set indicators warning the referees that it crossed the gate line by signaling in head phones of them. From now no football team will suffer from dishonesty, the whole stadium and TV watchers will witness if they score a goal or no. That is super know-how!

Host: I am very glad for football fans that can be happy seeing signal when their favorites score a goal! Thank you for top know-hows you have informed of today. See you again!

3. Ask students to review the statements. Let students listen to the tape again and decide whether the statements are True, False, Not Given.

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

4. Divide students into groups. Ask them to think about available top researches in their field of study. They may refer to the list of questions for eliciting the discussion. Invite teams to present their findings with the whole class.

GRAMMAR

5. Tell students to work in pairs. Ask them to look at the people in the photos and consider their emotional state. Give pairs some time to read the statements a-f and decide either they belong to Nodira or Timur. Check the results.

a	b	c	d	e	f
Nodira	Temur	Nodira/ Temur	Temur	Nodira	Temur

6. Pairwork. Ask students to look at the people in the photos and consider their emotional state. Give pairs some time to read the statements a-f and decide either they belong to Nodira or Timur. Check the results.

a) must have been b) should have taken c) couldn't have gone
d) must have got e) couldn't have made f) could have excelled

READING

7. Lead in students having their attention on the text title 'Robot progress' and ask them guess what the upcoming passages are about. Answers may be different and all of them are welcomed.
8. Give students some time to read the text. They should fill in the gaps in the text with suitable words and phrases from the box.

1) sensational issue; 2) warning about; 3) crash into; 4) act; 5) calculation; 6) esthetic pleasure; 7) unemployed; 8) study;

WRITING

9. Ask student to write a summary sentences for the text. Students may use summarizing words and phrases in the box. Let some students read out their summarizing sentences for the whole class. Results may vary.
10. Allow students some time to look through the passages of the text 'Robot progress'. Getting a clue from the text students should complete the summary statements a-c. Let students compare their summary sentences in pairs. Invite some students to read out their results with the whole class.
11. Distribute the handout 7 to the students. Explain them that they should choose an article related to their field of study. Students should read and write a summary of it. They may get a clue for summary structure and content form the handout given by you.

REVIEW 4

LISTENING

1. The Books on accountancy 2. Quality and effectiveness of trainings 3. Available information in the books 4. Quality control, work measurement and human resources of the company. 5. Useful sources which friends suggest.
2. tremendous, acquisition, legislation, potential, promotion.
3. 1.relevant 2.scope 3.legislation 4.potential 5.promotion

TAPESCRIPT R4

You are going to listen to five short extracts in which five different people are talking about books on accountancy.

Speaker 1

I wasn't keen to buy the book, because it was quite expensive and it seemed to focus on general tax issues, which I didn't really need. But I'd just carried out a risk analysis to do with changes in our production system, and I was having difficulty writing it up. So when I saw that the book had a section on how to write that type of report, I bought it. Well, it's been a tremendous help ever since. It made it clear how to select material and organize it into a logical structure, and that has saved me a lot of time – even when I'm writing letters or emails.

Speaker 2

The book was first recommended to me by a colleague three or four years ago when we were preparing to present our audit report to a key client. I didn't actually buy it then, but a couple of months ago I remembered his recommendation when we were working towards the acquisition of one of our competitors, and putting together the relevant papers. So I decided to get the book, and I haven't been disappointed. In fact, I learnt a lot from it that I felt I couldn't use in my present job. So I contacted a company which seemed likely to offer me greater scope, and I was taken on.

Speaker 3

When I got hold of this book, last year, I more or less dismissed it because it hardly mentioned the use of computer modeling for budget projection, which I thought was pretty poor in this day and age. I'd bought it on the recommendation of a colleague, because she said it had a lot of

material on tax law, which was an area I knew little about, but felt I ought to. Actually I got so interested in it that I started to work on a comparative study of legislation in certain member states of the European Union. I'm hoping that I'll be able to get a job with the EU Commission before long.

Speaker 4

My company is considering relocating our manufacturing base abroad, and a colleague wrote a report identifying some potential risks. She mentioned the possible impact on running costs, and I wanted to go into that in greater detail, which was why I bought the book. It contained a lot of very useful information, but much to my surprise I found that I'd already thought of most of the points myself. So I realised that I must be better at my work than I'd imagined. It really made me think about my position within the company, and I've decided to apply for promotion next time something suitable comes up.

Speaker 5

I was working for an electricity company. The previous management had bought property and companies abroad, but then there was a change of strategy, and I was in a team responsible for selling them off. I needed to learn more about the potential effects on the business of doing that, so I bought this book. It's a comprehensive guide to the roles and responsibilities of accountants working in public utilities, and was very useful, although the section on the legal aspects wasn't as good as I'd hoped. Anyway, I decided I needed a change, and started a consultancy advising other utilities, using the knowledge I'd acquired from the book.

READING

4. 3. The top skills for a research analyst
5. 1. aptitude 2. hire 3. inquire 4. deem 5. retrieve 6. concise 7. proficient
8. entail 9. accurate 10. proofreader
6. 1. T 2. T3. F4.F 5.T
7. Speaking (Students own answers assessed by Teachers)
8. Writing (Students own answers assessed by Teachers)

Opinion essays are formal in style. They require your opinion on a topic which must be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a. An introductory paragraph in which you state the topic your opinion;
- b. A main body which consists of two or more paragraphs. Each paragraph should present separate viewpoints by your reasons. Another paragraph giving the opposing viewpoint and reasons may be included; and
- c. A conclusion in which you restate your opinion using different words.

Points to consider

1. First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.
2. Write well-developed paragraphs consisting of more than one sentence.
3. Begin each paragraph with a topic sentence which summarizes what the paragraph is about.
4. Linking words should be used throughout your composition.

Useful language

To express opinion: I believe, in my opinion, I think, in my view, I strongly believe, the way I see, it seems to me (that);

To list the point: in the first place, first of all, to start with, firstly, to begin with;

To add more points: what is more, another major reason, also, furthermore, moreover, in addition to this/that, besides, apart from this, not to mention the fact that;

To introduce contrasting viewpoints: it is argued that, people argue that, opponents of this view say, there are people who oppose, contrary to what most people believe, as opposed to the above ideas;

To introduce examples: for example, for instance, such as, in particular, especially;

To conclude: to sum up, all in all, all things considered, taking everything into account.

1. Function: whereas the _____ can only make the simplest statement about the content of your article.

2. Function: The function of the _____ is to:

- Establish the context of the work being reported. This is accomplished by discussing the relevant primary research literature (with citations) and summarizing our current understanding of the problem you are investigating;
- State the purpose of the work in the form of the hypothesis, question, or problem you investigated; and,
- Briefly explain your rationale and approach and, whenever possible, the possible outcomes your study can reveal.

3. Function: The function of the _____ section is to objectively present your key results, without interpretation, in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). The results section always begins with text, reporting the key results and referring to your figures and tables as you proceed. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures (in the legend or as footnotes to the Table or Figure). The Results section should be organized around Tables and/or Figures that should be sequenced to present your key findings in a logical order. The text of the Results section should be crafted to follow this sequence and highlight the evidence needed to answer the questions/hypotheses you investigated. Important negative results should be reported, too. Authors usually write the text of the results section based upon the sequence of Tables and Figures.

4. Function: In this section you explain clearly how you carried out your study in the following general structure and organization (details follow below):

- the the organism(s) studied (plant, animal, human, etc.) and, when relevant, their pre-experiment handling and care, and when and where the study was carried out (only if location and time are important factors); note that the term «subject» is used ONLY for human studies.
- if you did a field study, provide a description of the study site, including

the significant physical and biological features, and the precise location (latitude and longitude, map, etc);

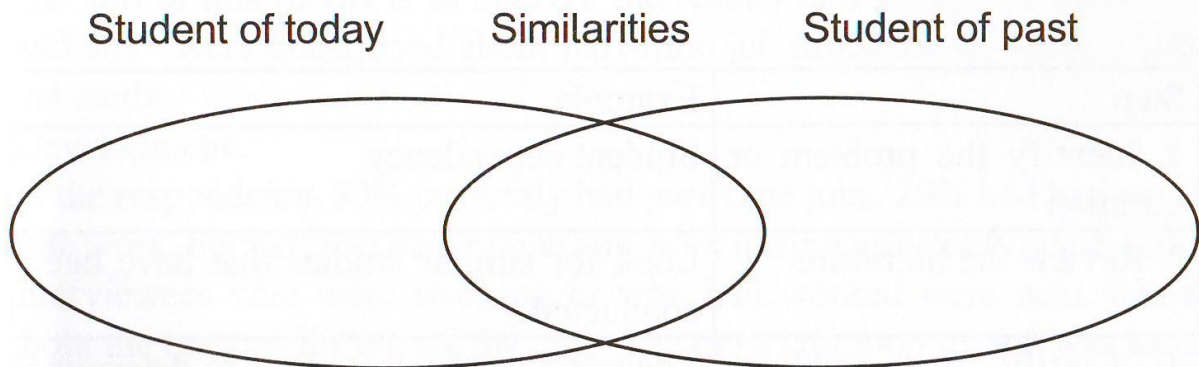
- the experimental OR sampling design (i.e., how the experiment or study was structured. For example, controls, treatments, what variable(s) were measured, how many samples were collected, replication, the final form of the data, etc.);
 - the protocol for collecting data, i.e., how the experimental procedures were carried out, and,
 - how the data were analyzed (qualitative analyses and/or statistical procedures used to determine significance, data transformations used, what probability was used to decide significance, etc).
-

5. Function: The function of the _____ is to interpret your results in light of what was already known about the subject of the investigation, and to explain our new understanding of the problem after taking your results into consideration. The Discussion will always connect to the Introduction by way of the question(s) or hypotheses you posed and the literature you cited, but it does not simply repeat or rearrange the Introduction. Instead, it tells how your study has moved us forward from the place you left us at the end of the Introduction

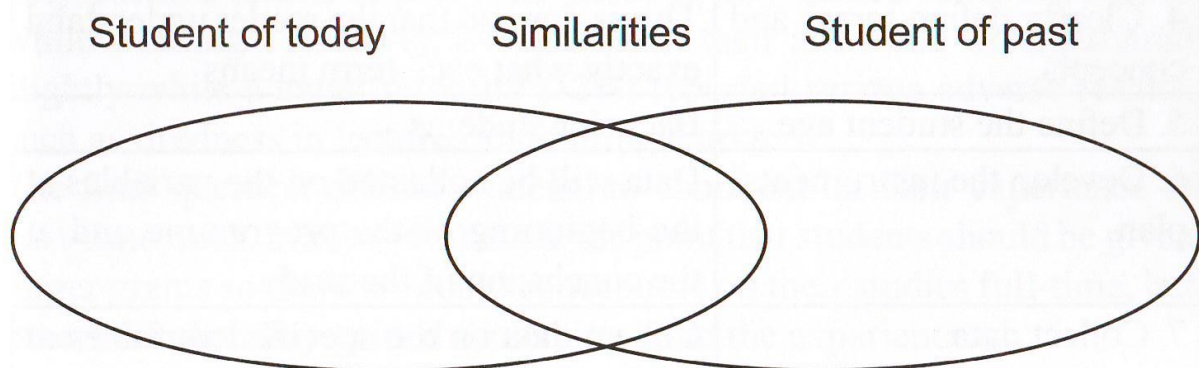
6. Function: _____ summarizes, in one paragraph (usually), the major aspects of the entire paper in the following prescribed sequence:

- the question(s) you investigated (or purpose), (from Introduction)
 - o state the purpose very clearly in the first or second sentence.
- the experimental design and methods used, (from Methods)
 - o clearly express the basic design of the study.
 - o Name or briefly describe the basic methodology used without going into excessive detail-be sure to indicate the key techniques used.
- the major findings including key quantitative results, or trends (from Results)
 - o report those results which answer the questions you were asking
 - o identify trends, relative change or differences, etc.
- a brief summary of your interpretations and conclusions. (from Discussion)
 - o clearly state the implications of the answers your results gave you.

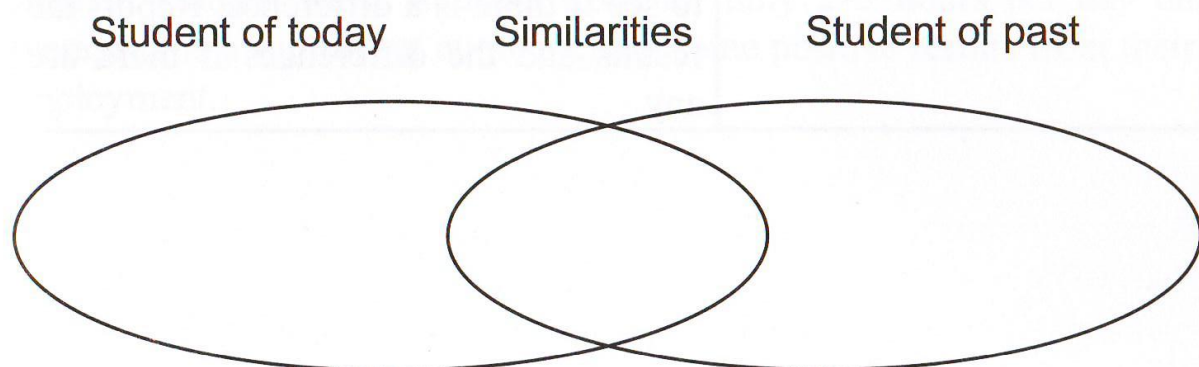
Work in pairs. Discuss how students of contemporary world do the research comparing with the students of the past. Note your ideas in the following diagramme.



Work in pairs. Discuss how students of contemporary world do the research comparing with the students of the past. Note your ideas in the following diagramme.



Work in pairs. Discuss how students of contemporary world do the research comparing with the students of the past. Note your ideas in the following diagramme.



Sample Note

Research process : From dependent to autonomous researcher-student

Step	Example
1. Identify the problem or question	Student dependency
2. Review the literature	Look for similar studies that have been conducted
3. Clarify the problem-specifically identify the purpose of the study.	The purpose of the study is to determine if doing constant project works within the academic year improves student's autonomously learning and independent researching ability.
4. Clearly define terms and concepts.	This is done so that the reader understand exactly what each term means
5. Define the student age.	Bachelor students
6. Develop the instrumental plan.	Data will be collected on the variables at the beginning of the programme and at the conclusion of the study.
7. Collect data.	Collect data on the specified variables at the first and last session of the programme.
8. Analyze the data.	Compare data gathered from each participant. The first measurements are compared to the second measurements to see if there is a difference. Report the results and the differences if there are any.

SURVEY REPORT

Introduction

The aim of this report is to analyze the results of a survey in which 50 students were questioned about part-time job influence on student life and study.

Development:

Of the respondents, 30% currently had part-time jobs, 20% had had part-time work, but half had never done any work during university semesters. Interviewees who were working or who had worked were next asked about the reasons for taking the jobs. The most common reason was lack of money (56%), but many students said that they found the work useful experience (32%) and others mentioned social benefits (12%). The 25 students with work experience were next asked about the effects of the work on their studies. A significant majority (64%) stated that there were only positive effects of part-time work, as they gained some experience while working. However, 24% said that their academic work suffered slightly while a small minority (12%) reported serious adverse results, such as tiredness in lectures and falling marks.

The final question offered students to comment on their experience of part-time work. Many (44%) made the point that students should be given larger grants so that they could concentrate on their studies full-time, but others felt that they gained something from the experience.

Conclusions

It is clear that part-time work is now a common aspect of student life. Many students find jobs at some point in their studies, but a large number of students who participated (88%) deny that it has a damaging effect on their studies. Most students work for only 2–3 hours per day on average, and a significant number claim some positive results from their employment.

Title	In a title should be consisted of 5 or 12 words in order to describe the meaning of the text. It is not necessary to give in detail.
Abstract	the aim of the study, the main results of the study, any conclusions presented by an author
Introduction	it is a longer part with more detail, it can be 3 or 4 paragraphs, depending on the text
Materials & methods	this part should be written with complete detail in order to anyone would be able to follow a researcher's procedures and could repeat his experiment again.
Results	this part gives the reader only facts and focuses on main trends of the research.
Figures & tables	the aim of this part is to deliver a lot of information to a reader with an efficient and easy way
Discussions/ conclusions	he aim of this part is to interpret findings and tell why they are very important. You can compare your results with similar results and tell what differences are there with yours.
References	in this part you should give all literatures either paper names or web-sites which you have used in researching your laboratory work.

Summary Writing

Introduction	Start with a summary or overview of the article which includes the author's name and the title of the article;
Body paragraphs	The main content of the work, summary of the work should be included here;
Concluding paragraph	Summarize the main idea and the underlying meaning of the article;

Authors' acknowledgements

The authors and project managers are grateful to following colleagues for their contribution and assistance: Barno Nazarova (Tashkent State University of Economy), Lola Karimova (Tashkent State Tax University), Aziza Talibjanova (Uzbekistan State University of World Languages), Guljakhon Shaimova (Guliston State University), Guzal Zokhidova (Tashkent University of Information Technology), Karima Rakhmanberdieva (Tashkent State Institute of Oriental Languages), Shirin Rakhimova (Tashkent State University of Economy), Iroda Djuraeva (Uzbekistan National University), Yana Kuchkarova (Namangan State University) Marifat Baratova (Bukhara Medical Institute), Akrom Shermatov (Samarkand State Institute of Foreign Languages).

We are grateful to Abdulaziz Umarov, National Institute of Art and Design, for designing special cover pages. A big thank you to our assistant personnel who helped to shape much of the material. In particular, Ulughbek Bahodirov, senior assistant, International department, Uzbekistan State University of World Languages, for his kind support and collaboration. Similarly, we would like to thank Suyun Abdullaev, Vice-rector, Uzbekistan State University of World Languages and everybody involved in *Scale Up* great team. And finally, special thanks go to the head of Uzbekistan State University of World Languages Mr. Shukhrat Kayumov, for his great contribution to the whole process.

References:

Lesly Kirkham, *TESOL (Teachers of English to Speakers of Other Languages) International Association, United Kingdom.*

Azamat Akbarov, *Vice-Rector For Scientific Research And International Relations, International Burch University, Sarajeva, Bosnia and Herzegovina.*

Abbos Iriskulov, *Uzbekistan Scientific Practical Innovations Centre, Tashkent, Uzbekistan.*

Ismoilkhudja Ibragimkhadjiev, *Tashkent State University of Economy, Tashkent, Uzbekistan*

Editors:

Nasir Kambarov, *Uzbekistan State University of World Languages, Tashkent, Uzbekistan.*

Elmira Muratova, *Uzbekistan State University of World Languages, Tashkent, Uzbekistan.*

UO‘K 372.881.111.1

KBK 74.268.1Ingl

S-30

Scale Up: teacher’s book Course 2: darslik / Boqiyeva Gulandom, Rashidova Feruza [va boshq.]. - Toshkent: G‘afur G‘ulom nomidagi nashriyot-matbaa ijodiy uyi, 2015. - 96 b.

UO‘K 372.881.111.1

KBK 74.268.1Ingl

Mualliflar: Boqiyeva Gulandom, Rashidova Feruza, Xodjiyeva Ra’noxon, Samatova Barnoxon, Qosimova Zulfiya, Shaxakimova Mavjuda, Shamsimatova Barno, Tursunov Mirzo, Karimova Durдона.

Scale Up

Teacher’s book

Course 2

Muharrirlar: Qambarov Nosir, Muratova Elmira

Dizayner va rassom: Rashidov Jamshid, Aliboyev Abdurashid

Nashriyot litsenziyasi AI № 154. 14.08.09. 2015-yil 27-mayda bosishga ruxsat etildi. Bichimi 60x90 $\frac{1}{16}$. Times New Roman garniturasida. Ofset bosma. 12 shartli bosma toboq. 11 nashr toboq‘i. Adadi 1700 nusxa. 254 raqamli buyurtma. Bahosi shartnoma asosida.

O‘zbekiston Matbuot va axborot agentligining G‘afur G‘ulom nomidagi nashriyot-matbaa ijodiy uyida chop etildi. 100128. Toshkent. Labzak ko‘chasi, 86.

Telefon: (371) 241-25-24, 241-48-62, 241-83-29

Faks: (371) 241-82-69

www.gglit.uz e-mail: info@gglit.uz

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ISBN 978-9943-03-630-7

nashriyot-matbaa ijodiy uyi, 2015