



B2

AUDIO



SCALE UP

Teacher's book

Course 3

SCALE UP



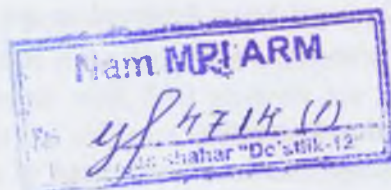
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Ministry of Higher and Secondary Specialized Education
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Uzbekistan State University of World Languages

SCALE UP

Teacher's Book

Course 3



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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

same time your personal attitude to students' personal development of Life Learning Style.

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:

- if a student gets more than 70-75 his/her mark is 3,
- if more than 76 – 4,
- 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

ACADEMIC FIELDS

OBJECTIVES

- raise students' awareness of academic fields
- enrich vocabulary of students on the theme
- practice phrasal verbs used with "bring"

STARTER

Draw students' attention to the frame of a starter. Ask them to look through the titles and find their field of study.

Group-work: ask students to read the subtitles in the central frame and match them with proper headings. After the task has finished, let some students explain why they have chosen this or that version.

| | | |
|--|---|--|
| Architecture, Planning & Environmental Design <i>Architecture, Interior Design, Landscape Architecture, Urban & Regional Planning...</i> | Education <i>Teaching, Counseling, School Social Work, Speech Pathology, Library/ Info Services...</i> | Law & Public Policy <i>Law, Law Enforcement, Lobbying, Public Advocacy...</i> |
| Arts & Entertainment <i>Arts Education/ Therapy, Broadcasting, Fashion, Films, Museums, Performing Arts...</i> | Engineering & Computer Science <i>Aerospace, Civil/ Environ, EECS, IEOR, Mech, MatSci, Nuclear, Statistics...</i> | Nonprofit <i>Consumer Rights, Civil & Human Rights, Lobbying, Research, Social Work, Public Health...</i> |
| Business <i>Accounting, Consulting, HR, Insurance, Real</i> | Environment <i>Forestry, Environmental Engineering, Environmental Consulting...</i> | Sciences-Biological & Physical <i>Agriculture, Bioinformatics, Biostatistics, Biotechnology, Botany, Forensic Science, Genetics, Marine Science,</i> |
| | Government <i>Politics, Federal, State, Local,</i> | |

| | | |
|---|---|--|
| <i>Estate... Communications Advertising, Journalism, Planning & Hospitality, Public Relations, Publishing, Technical Writing...</i> | <i>Military... Health & Medicine Dentistry, Human Medicine, Optometry, Pharmacy, Public Health, Veterinary Medicine, Health Management...</i> | <i>Science Education, Zoology...</i> |
|---|---|--|

PRE-LISTENING

Get students ready to listening. Ask them to focus on vocabulary of the listening tape. Students should match the words with their proper definitions.

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

| | |
|-------------------|--|
| 1. Academician | member of an academy |
| 2. Achievement | something that has been accomplished, esp. by hard work, ability, or heroism |
| 3. Concerned with | involved or interested in something |
| 4. Discrimination | treating people unfairly, because of their skin colour, religion, gender, etc. |
| 5. Employ | to recruit, or provide someone with work |
| 6. Encounter | face with or meet unexpectedly |
| 7. Method | a way of doing something |

LISTENING

- Ask students to listen to the tape attentively and fill in the gaps with proper words as they listen. Play the tape. Check the results.

The following table contains correct answers:

| | |
|---|---|
| Academic fields have _____ sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and professions or applied sciences. For example, chemistry, physics, earth and space sciences are _____ as the branches of natural sciences, which _____ the rules that regulate the natural world through scientific methods. They are _____ by data. Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which _____ abstract structures. Humanitarian sciences or humanities are the disciplines _____ with human culture, using methods that are mainly study theoretical and critical. They include Philosophy, History, Linguistics, Literature and Performing Arts, such as, Music and Theatre. Social sciences study society and the relationships among individuals within a society. Mainly they depend on practical _____. Social sciences include economics, sociology, psychology, political sciences. Law, agriculture, engineering, medical sciences, environmental sciences, business, education, etc. can be included in applied sciences. Applied sciences _____ on scientific knowledge related to practical use. Science has been a field _____ by men, women encountered _____ in science. | several regarded clarify evaluated chara cterize concerned approaches focus dominate discrimination |
|---|---|

TAPESCRIPT

Student: Excuse me, Professor. Have you got a minute?

Professor: Yes. What can I do for you?

St.: I'd like to get some information about academic fields.

Prof.: Generally speaking, academic fields are courses which are offered, at least, by Master's Degrees of most of largest universities in

the world. Academic fields have several sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and applied sciences. For example, Chemistry, Physics, Earth and Space Sciences are regarded as the branches of natural sciences, which clarify the rules that regulate the natural world through scientific methods. They are evaluated by data. Formal sciences like Mathematics, Computer Science, Statistics and Logic, study formal systems, which characterize abstract structures.

St.: Can you explain the difference between humanities and social sciences?

Prof.: Humanitarian sciences or humanities are the disciplines concerned with human culture, using methods that mainly study theoretical and critical issues. They include Philosophy, History, Linguistics, Literature and Performing Arts, such as, Music and Theatre. Social Sciences study society and the relationships among individuals within a society. Mainly they depend on practical approaches. Social sciences include Economics, Sociology, Psychology and Political Sciences.

St.: Which academic fields can be included in applied sciences?

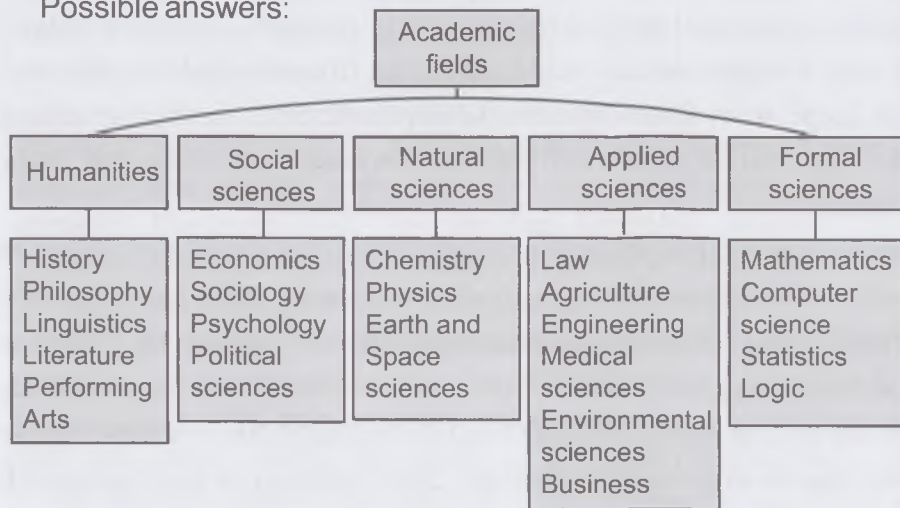
Prof.: Law, Agriculture, Engineering, Medical Sciences, Environmental Sciences, Business, Education, etc. can be included in applied sciences. Applied sciences focus on scientific knowledge related to practical use.

St.: Who made more contribution to these fields in our country? Men or Women?

P.: In fact, science has been a field dominated by men, women encountered discrimination in science. During the XXth century, women were employed actively and the number of female scientists increased. In science, women made great achievements 50 - 40 years ago, for example: Umidova Z.I. (Medicine), Aminova R.Kh. (History), Rashidova S. Sh. (Chemistry), who afterwards became Professors and Academicians in their fields. Nowadays 7 women Academicians, and about 500 Doctors of Science are carrying out their activities who are considered to be the pride of our nation. 13 of these active and devoted women were awarded the Order «Hero of Uzbekistan.»

- 3 Tell students that they individually should complete the boxes writing the sub-disciplines they hear while listening to the conversation next to the headings. Play the tape again. Check the results.

Possible answers:



- 4 In post-listening activity the teacher organizes a discussion in class. The group is divided into some pairs due to the number of students. Facilitate the questions in Ex. 4 and let students discuss them. Invite some pairs to share their findings with the whole class. Encourage your students to participate in the discussion actively.
- a What academic fields are the most useful for human development?
- b Which academic sciences are considered to be the most complicated to study?

GRAMMAR

The lesson's grammar is devoted to the usage of some "bring" phrasal verbs. First of all ask your students to explain what phrasal verbs are, their essential roles in English. Encourage your students to tell different meanings of a verb "bring", then to remember phrasal verbs they know.

- 5 Ask your students to guess the meanings of phrasal verbs and match the correct definitions to them.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| c | h | a | f | b | d | c | g |

- 6 The teacher asks students to implement theoretical knowledge into practice. Ask your students to revise learnt meanings of "bring" phrasal verb expressions and then choose a correct version, fill into the gaps.

Possible answers:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| b | b | d | c | a | a | c | d |

- 7 Tell your students that people who played a major role in the founding of any field are considered to be the founders and they are often referred to as fathers of a scientific field. In Ex. 7 there are names of some most famous scientists; students should match them with the fields of science they made contributions to.

Possible answers:

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

READING

- 8 Ask your students to read the article below which is connected with academic fields. Then explain them that they should put a title to each paragraph in the article. Let them share their opinions with each other. Answers may vary. Encourage all answers but point to the best ones.

Possible answers:

- a academic fields' discovery or a look at the history of academic fields.
- b the category of academic fields.

- c the contribution of Uzbekistan to the world academy and science.
- d Uzbekistan as the center of academic science.

9 Tell your students that they are going to work in pairs. Ask your students to focus on the main points of the passage and give definitions to the underlined words in the passage.

Possible answers:

- a traditional standard subjects – academic disciplines which are usually taught nearly at all educational institutions as the foundation cycle of science and academy;
- b explorations- finding out after a long research or investigations, experiments;
- c differentiating boundaries – principles or special characteristic features of this or that academic field making them different from others;
- d casual and indefinite – fortuitous and not certain;

WRITING

10 Writing of this lesson is devoted to writing a review. Tell the students that they must tick the words which they think can be included in the types of reviews. Actually, all of them are right.

| | | | |
|-------------|---|------------|---|
| Publication | ✓ | play | ✓ |
| Product | ✓ | car | ✓ |
| Book | ✓ | article | ✓ |
| Service | ✓ | computer | ✓ |
| Company | ✓ | video game | ✓ |
| Movie | ✓ | music | ✓ |

Ask students which of them are widely used?

11 The teacher divides the group into some pairs due to the number of students. Ask them to work in pairs and put the sections of writing in correct order.

Possible answers:

| | |
|---|-------------------------------------|
| 1 | d. Introduction |
| 2 | c. The body of the paper |
| 3 | a. Evaluation |
| 4 | b. Conclusion and future directions |

12 In this task students individually should write a review to the movie they have seen using the phrases given in an exercise. Ask them to remember the latest film they have watched and liked. They may refer to the template.

Sample for writing a review to a movie:

This dramatic movie “JIGARBANDIM” is about family relations, values of Uzbek people.

It was released in 2012 was directed by Sanjar Shodiev.

The main parts were played by famous actors of Uzbekistan Yodgor Sadiyev as Kodirjon and Erkin Kamilov.

Soundtrack to the movie “Jigarbandim” was sung by singer Muhabbat Mehmonova.

It takes the place in Uzbekistan at present time.

In fact, the movie is about who lost his wife. Widowed, he did not marry wife, and devoted his life to the upbringing his children. He tried to fill the loss of their mother.

Afterwards he decided to retire, and entrusted management of his business to his son-in-law. Having sold his father-in-law’s property, he declared to be made bankrupt, destroyed family relations. In the end Kodirjon returned all his assets, as his apprentice Doniyor had bought them.

The movie succeeded as it enlightens relations valuable for everyone. I recommend watching it, if you like effective, dramatic movies.

OBJECTIVES

- raise students' awareness of the latest scientific breakthroughs
- practice using adverb clauses in context
- teach students how to write a research paper abstract

STARTER

Draw students' attention to the photo on the first page of a lesson and ask them to tell their opinions relating it to the title of the lesson. Accept any given idea. Then ask students to work in pairs and answer the questions below.

Possible answers:

1. After a number of discoveries researches found some signs of life on Mars. It was some ice resembled item which probably showed that some beings lived there. Besides this, unusual stones, red sands were discovered on Mars.
2. For various experimenting and testing.

PRE-LISTENING

- 1 Divide students into small groups according to the number of learners. Ask them to think over different abbreviations in the table and put them next to their functional descriptions. Let them find what those abbreviations stand for. If students face with some challenges to fulfill the task let them use dictionaries or give some assistance to them.

Possible answers:

1. NASA 2. DNA 3. RNA 4. AL 5. XNA

- 2 Ask students to put the given words in the right gap in order to match the presented definitions.

Possible answers:

1. sedimentary rock - formed from sediment left by water, ice, or wind

2. resistant to degradation – not easily or never becoming or being made worse or weaker
3. server farm - networked computer servers typically used by organizations for the remote storage, processing, or distribution of large amounts of data
4. neural network - a program or system, designed to imitate the human brain's method of functioning
5. leap forward – rapid development or evolution of the research

LISTENING

3. Tell your students that they are going to listen to the tape. Ask them to complete the table as they listen to the speech about the latest achievements in science.

| Inventions | Function | Presenters |
|-------------------------|--|-------------------|
| Curiosity Rover | Scans the layers | NASA |
| Artificial nucleic acid | replicate and evolve just like DNA and RNA | Synthetic biology |
| Neural network | Recognize pictures | Technology |

TAPESCRIPT

ROBERT T.GONZALES, ANNALEE NEWITZ

Science and engineering sustained incredible achievements lately. We sent a powerful robot scientist to Mars, and we discovered the elusive Higgs Boson particle, there were world-changing innovations in medicine and materials science. We sequenced a genome of a human ancestor, and looked into the mind of an artificial intelligence that recognized the content of images on the web for the first time.

NASA's CURIOSITY ROVER, the biggest and most scientifically capable rover ever sent to another planet, has already made intriguing discoveries. It began poring over the pages of Mars' history, as it scans the layers of sedimentary rock comprising Mount Sharp, in search of signs of whether the planet can, or ever could support life.

Synthetic biologists demonstrated that artificial nucleic acids known as “XNAs” can replicate and evolve just like DNA and RNA, and are even more **resistant to degradation** than the real thing. The implications of evolvable artificial genetic information stand to affect everything from genetic research to the search for alien life, to the creation of entirely synthetic, alternative life form.

Does anybody really have any doubt that the world’s first artificial intelligence (AI) will be born in a Google **server farm**? This dream came closer to reality this year when Google’s secretive X lab produced evidence that it had developed a **neural network** that could actually recognize what it was seeing in the pictures. This is the first time computers have taught themselves to recognize the content of images, and is a major **leap forward** in the quest to find ourselves some artificially intelligent friends.

- 4 Divide your students into four groups according to the number of learners. Organize a group work. Ask your students to read predictions below made by scientists for near future. Let the groups discuss probabilities of predictions and ask students to add some new possible actions or predictions from their own specialties by commenting on how soon they are going to happen.

Students’ own answers

GRAMMAR

- 5 Grammar of this lesson is devoted to adverb clauses. Have a little brainstorming of what a clause and an adverb are, then ask your students to complete the table matching the adverbs and their roles in sentences. Check the answers and let your students use different functioned adverbs and adverb clauses in real English language contexts.

Possible answers:

| Cause and effect | Time | Contrast | Condition |
|------------------|------------|-------------|-----------|
| because | as soon as | even though | if |

| | | | |
|-------------------|-------------------------|--------------------|----------------|
| in case | now that | whereas | only if |
| as | when while before | even if | unless |
| in the event that | since after | though although | whether or not |

- 7 Tell your students that they are going to implement theoretical knowledge of adverbs and adverbial clauses into practice. Ask them to fill in the gaps with the appropriate adverb forms.

Possible answers:

- | | | |
|----------------|-------------|-------------------|
| 1. even though | 3. although | 5. before/because |
| 2. after | 4. even if | |

PRE-READING

- 7 Tell your students that they are going to focus on vocabulary connected with the title of the lesson. Ask them to match the words a-g and their synonyms 1-7.

Possible answers:

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

READING

- 8 Ask students to read the given text individually and then to complete it with the sentences given below.

Possible answers:

| | | | |
|---|---|---|---|
| a | b | c | d |
| 1 | 2 | 3 | 4 |

- 9 After a text has been read and discussed ask your students to read the statements in next exercise and decide whether they are true or false.

Possible answers:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| F | T | F | F | T |

WRITING

- 10 Writing of this lesson is devoted to writing an abstract. Brainstorm the general options of how to write an abstract, if needed give further information about how to write an abstract. Then turn to an Ex. 10. Ask your students to sort out the instructions from the box for writing an abstract.

Possible answers:

| Divide the text into sections; make 4-10 full sentences; argue, prove or support with the additional information; use impersonal constructions; make a single paragraph; use acronyms, abbreviations | |
|--|--------------------------|
| Do | Don't |
| use impersonal constructions | make a single paragraph |
| use acronyms, abbreviations | make 4-10 full sentences |
| divide the text into sections | |
| argue, prove or support with the additional information | |

- 11 Ask your students to write organizational stages for research paper abstract. If there are any difficulties, assist students in fulfilling the task.

Students' own answers

12 Ask your students to put the verbs in brackets in appropriate tense forms in the piece of abstract writing given below.

In recent decades, the prevalence of obesity in America **has increased** dramatically. Though it **attracts** less attention, the demographic composition of the American population **has** also **changed** during this period. We **have decomposed** the increase in the average body mass index of the American population over 30 years and show that demographic changes **explain** a statistically significant but economically marginal amount of change. Our results **indicate** that groups' experiences are heterogeneous with younger women experiencing especially large gains in weight. We **have uncovered** some evidence consistent with the hypothesis that this can be at least partially **attributed** to increased labor force participation.

OBJECTIVES

- raise one's awareness of the oriental contribution
- use reporting verbs in messaging information
- write an article review to a certain read article

STARTER

The lesson starts with a short brainstorming by asking and answering questions on the theme title. Then the teacher asks students to identify all oriental countries on the map. Remind students that countries' names should be written in the space provided.

Possible answers:

- | | |
|-----------------|-----------------------------|
| 1. Uzbekistan | 6. Pakistan |
| 2. Turkey | 7. Egypt |
| 3. India | 8. United Arab Emirates and |
| 4. Iran | etc., |
| 5. Saudi Arabia | |

PRE-LISTENING

- 1 Ask students to look at the items given in Ex. 1 and guess where they were originated in. Ask them to comment on their versions.

Possible answers:

Chess is the game which was originated in India. That is one of the best games ever created by humanity. It hasn't lost its value and necessity even today. Thousands of people are engaged in playing chess throughout the world today.

Perfume was probably originated in Arabic states. Different legends tell us about it.

Porcelain was perhaps created in China. Various scientific investigations point to this fact.

Syringe was probably originated in Iraq.

Water wheel clock was originated in China as well. That is another discovery of Oriental country.

To involve your students into class more actively you can ask the following questions:

How often do you use these items in your life?

How important are they for our life?

LISTENING

- 2 Ask your students to prepare to listen to the tape connected with the theme title. Ask them to listen to the tape carefully and complete the table with appropriate words from the tape. Play the tape. Give some time to complete the table. Check the answers.

Possible answers:

| Items | When was it found? | Where was it found? | Who found it? |
|--------------------------|--------------------|---------------------|----------------|
| Chess | 621 | India | Indian people |
| perfume | 7th century | Arabia | Arab chemists |
| porcelain | 850 | China | Chinese potter |
| Syringe | 1000 | Iraq | Iraqi surgeon |
| 1092 China Buddhist m | 1092 | China | Buddhist monk |

TAPESCRIPT

Oriental inventors have created dozens of the things we take for granted in our daily lives. They also domesticated most of our important livestock and many pet animals.

In 621 the game of chess evolved from a four-sided Indian game played with dice and a board. The original game, called Chaturanga, was used to teach military tactics. After some time, the game was simplified into a two-player strategy contest. Chess spread to Persia, Arabia, and finally into Europe in the eighth century, via the Moorish occupation of Spain and Portugal.

Although people had been using the oils of different herbs and nuts to perfume their bodies for thousands of years, but it wasn't until the VIIIth

century that chemists of Arabia had the idea of distilling flower oils for perfume. These oils, mixed with fragrant tree resins and musk, formed the basis of the modern perfume industry.

Around 850, Chinese potters developed a translucent and fragile form of ceramics called porcelain. Made from a mixture of feldspathic rock and kaolin (also known as «China clay»), Chinese porcelain was a prized luxury item for importers in Europe and the Middle East for centuries. The secret of porcelain manufacture was not discovered until the eighteenth century in Europe.

In 1000 the Iraqi surgeon Ammar ibn Ali al-Mawsili invented the first medical syringes. His syringe was a hollow glass tube topped with a needle, which he used for extracting cataracts from the eyes of his patients.

The Chinese Buddhist monk, Su Sung, invented the first reliable mechanical clock in 1092. The mechanism was driven by a water wheel, and drove astronomical models used for astrology and predicting the future.

- 3 Tell students that they are going to listen to the tape again. Tell that this time they should write whether the given statements are True / False / Not Given. Play the tape for the second time. Now check the answers.

| | | | | | | | | |
|---|----|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| T | NG | F | T | T | T | T | F | F |

- 4 Organize a short discussion by asking the following questions:
- Do you know any of your oriental ancestors who have been one of the flows to bring novelty to the world?
 - To what extent did their work contribute to the world civilization?

Possible answers:

- Al-Buhoriy who gathered hadis from the whole Islamic world; his contribution to the development of Islam was great;
- Amir Temur who established a powerful state with Samarkand as a capital city. His strength and power are still popular among world states;

Jaloliddin Manguberdi is a great oriental person who freed Central Asia from Mongolian invaders; he is extremely popular for his braveness and a strong will;

Al Moturidi

Ulugh Bek and etc.,

- Put your students in pairs. Tell them that they are going to read a quote and discuss its meaning. Ask your students to share their opinions with their group-mates. Answers may be different but welcome them all.

Possible answers:

“When you cease to make a contribution you begin to die”. A person should never stop doing something good for his friends, relatives but also for the whole humanity, if he does it he is going to have some fatal end in his fate. Anyone should keep on creating something new for the humanity and its development. If everyone does his job perfectly, humanity will continue being in real developmental scale.

GRAMMAR

Reporting verbs are the grammar theme of the lesson. Give thorough information about their usages to your students with concrete examples. Work at translations or definitions. Ask your students to use them in their own speeches.

- 6 Ask your students to pay their attention to reporting verbs' list. Ask them to define and make up their own sentences using them. Then draw their attention to an Ex. 6. Ask your students to rewrite the sentences in the table below using above listed reporting verbs.

Possible answers:

| | |
|--|--|
| 1. Oriental inventors have created numerous things we take for granted in our daily lives. | <i>eg. Oriental inventors are claimed to have created numerous of the things we take for granted in our daily lives.</i> |
|--|--|

| | |
|--|---|
| 2. Ulugbeg, a famous astronomer, compiled tables of sines and tangents accurate to eight decimal places. | Uluğ Beg, a well-known astronomer <u>is noted to have compiled</u> tables of sines and tangents, accurate to eight decimal places. |
| 3. In 860, the three sons of Musa ibn Shakir published the Book on Artifices, which described a hundred technical constructions. | In 860, the three sons of Musa ibn Shakir <u>were reported to have published</u> the Book on Artifices, which described a hundred technical constructions. |
| 4. Oriental horticulture gave the world the fragrant flowers and herbs from which perfumes were extracted. | Oriental horticulture <u>was found to have given</u> the world the fragrant flowers and herbs from which perfumes were extracted. |
| 5. In the fifteenth century Vasco da Gama, exploring the east coast of Africa, new Malindi, was guided by an oriental pilot, Ahmed ibn Majid who used maps never seen by Europeans before. | In the fifteenth century Vasco da Gama, exploring the east coast of Africa new Malindi <u>was claimed to have been guided</u> by an oriental pilot who used maps never before seen by Europeans. The pilot's name <u>was asserted to have been</u> Ahmed ibn Majid. |

- 7 Ask your students to read the text attentively and then match the passages and their sub-titles.

Possible answers:

| Architecture | Horticulture | Philosophy | Mathematics | Science | Geography | Astronomy | Medicine |
|--------------|--------------|------------|-------------|---------|-----------|-----------|----------|
| d | f | a | e | b | c | g | h |

- 8 Divide the group into several pairs. Ask students to underline the unknown words and guess their meaning from the context. Let them use dictionaries if there are some challenges. Ask

some learners to share their findings with their group-mates. Here only students' answers are possible.

- 10 Ask students to work in pairs and discuss the importance of Oriental contribution to the world civilization. Ask them to give specific examples to support their opinions. Only students' answers are possible here.

WRITING

- 10 Ask your students to look at the given article samples and complete the statement.

Possible answers:

Article review is reading the articles written by others and expressing our evaluation towards the author's main points.

- 11 Students should try to write the main components of article writing. Hint at proper answers if it is essential.

Possible answers:

Article title, The writer's name, The name of the journal, Publication date, Publication issue number, The topic sentence of the article, The reader's approach, Summary sentence and etc...,

- 12 Distribute the copies of article and tell students that they should read the article and fill in the form.

Homework: Tell students that they should search on internet for articles under the topic The Contributors to 'Western' Acclaimed Knowledge. Students should read some of those articles and write an article review to the one which has impressed them.

REVIEW 1

1. Tell students that they are going to listen to the interview with ethno-biologist. Before listening to the tape ask your students to predict the topics they may hear in the tape. Students should choose only five topics.

Possible answers:

1. Lifetime searching for plants with medicinal properties.
 2. Type of people that he encounters tend to be the most difficult to deal with
 3. The fright of the jungle
 4. Aims and objectives to be achieved
 5. Investigations conducted in this field.
2. Ask your students to fill in the gaps with appropriate words used in the conversation. Check the results.

Possible answers:

- | | | |
|---------------|-----------------|---------------|
| 1. rainforest | 3. encounter | 5. intestinal |
| 2. mildew | 4. contemptible | |

TAPESCRIPT

You will hear an interview with ethno-biologist Karl Court, who has spent most of his career in the Amazon jungle.

Interviewer: Today's guest in 'Face-to-Face' is someone we've been trying to land for a very long time, but we've never managed to catch him on the rare occasions he leaves the rainforest. I am, of course, talking about the renowned ethno-biologist Karl Court. Karl, welcome.

Karl: Thanks for your patience, Sarah.

Interviewer: Now Karl, you've spent half a lifetime searching for plants with medicinal properties. Surely you're just a little bit tired of the jungle?

Karl: I have a strange relationship with the jungle. In spite of how dangerous it is, I still go there. There's an inverse relationship between how much people say they love the Amazon and how much time they spend there. It's hard to find out why anyone goes because there's

always a level of discomfort related to unpleasant things like corrosive mildew and fungus. I'm hardly ever without a sickly yellow complexion ... but it just keeps pulling me back.

Interviewer: What type of people that you encounter tend to be the most difficult to deal with?

Karl: You might expect it to be local natives or jungle settlers, but in my experience it's actually the free-loading world traveller. I once kept running into this parasitic hippie whose claim to fame was that he'd spent virtually nothing swanning his way across South America. I found that contemptible, considering how hard it is for people in the area just to get by. Some of the crew wanted to bring him along but I refused the idea. He still somehow managed to get 250 miles upriver and met up with us in an Indian village. Fortunately, in the Ampiyacu river basin in Peru there is a myth about a bearded white man who appears at night, steals children and melts them down to use as fuel for aircraft. Sitting round the campfire, the villagers didn't take much nudging towards the conclusion that our unwanted guest was one and the same child-taking demon so they ran him out of the village the next morning.

Interviewer: What frightens you most about the jungle?

Karl: The things that you can't control, like intestinal parasites and viruses that eat you away from the inside - things like hookworms that journey through your bloodstream. A friend of mine, Steve, went in for routine surgery once and never came back. On opening him up, they found a parasite that it was later shown he had contracted in Peru a staggering twenty years earlier. It had lodged itself in one of his internal organs.

Interviewer: So, what of your work? Do you have a clear aim to find or achieve something each time you head into the rainforest?

Karl: Obviously, I have a plan but I never know in what direction a particular tip or lead will take me.

Interviewer: What do you mean tip or lead?

Karl: Well that's where the 'ethno' part of ethno-biology comes in. The native people inhabiting the world's jungles have been collecting and using its treasures for thousands of years - sometimes for strictly medicinal purposes, sometimes for dark sacrificial practices or mysterious tribal rituals. But whatever the reason, there is a huge

wealth of folklore and practical local knowledge to tap into when you begin to investigate the properties of something -ultimately you hope such insights will serve a modern scientific purpose.

Interviewer: Tell me something you have investigate recently.

Karl: Well, I've spent quite a bit of time in Haiti working with secret voodoo societies trying to identify a drug that is somehow implicated in the zombie phenomenon - in folklore definition, a zombie is someone who has been brought to their end by magic brought back somehow by light or an uncertain fate. Of course, if you trust in science you would know there must be a poison involved which could have any number of medical applications. I discovered that it's a poison related to a species of puffer fish that the Japanese, incidentally, eat for sport. And the powder, if prepared in the right way at the right time of the year and administered correctly could make someone appear to be dead.

Interviewer: Karl, we'll have to free you back into the wild

(Adapted from <http://www.teachers-corner.co.uk/free-resources/tapescripts/>)

3. Ask the students to turn to a reading part of the review. Give them some time to read the text and let them choose the best title to it.

Possible answers:

2. ICT to be Widely Implemented in Uzbekistan's Real Sector

4. Ask the students to look through words below. Then ask them to find words which have similar meanings with them from the text.

Possible answers:

- | | |
|-------------------|-----------------|
| 1. implementation | 7. enterprise |
| 2. accelerate | 8. contribute |
| 3. regulation | 9. due to |
| 4. approve | 10. integration |
| 5. Executor | |
| 6. entities | |

6. Give some time to your students to look through the text once more and then let them decide if the statements below are true or false due to the passage.

Possible answers:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| F | F | T | T | T |

Lesson 4

MEETING SOCIETY NEEDS

OBJECTIVES

- raise students' awareness of social needs
- to teach using phrasal verbs "come" with different meanings in verbal and written statements
- to practice writing an article report

STARTER

Lead in students drawing their attention to the photos. Students should think about the title of the lesson and its reflection in the photos. Ask some students to share their findings with the whole class. Organize a pair-work and let the students predict future social needs. Ask them to refer to leading questions below the photos. Students may take some notes during their short discussions and share their outcomes with the whole group.

LISTENING

- 1 Tell students that they are going to listen to the tape related to the theme meeting society needs. Before it students should work at vocabulary of the listening. Ask your students to match words 1-9 with their proper definition a-i. Check the results.

Possible answers:

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

- 2 Tell students that they are going to listen to the tape and fill in the blanks with the words which have already been given for them in the box. Check the results.

Possible answers:

Social matters have always been a a) significant point in development and prosperity of the state. b) Social researches assist in dissecting

fields of society thoroughly. c) The spheres which do not progress at all or are having difficult periods of default should immediately be restored. d) To meet social demands of citizens who live in the country guarantees well-being of them. e) The demands of society always arouse rapidly. f) The products which are being manufactured today cannot contest with the ones made several years ago. g) Strong rivalry in economics drives businessmen think, find out new models of productions. h) Businessmen have to think about diversity of their manufactured products to stand strong rivalry. i) Teaching methods of modern education system deviates from the ones used some years ago. j) Outmoded technologies, ways in teaching do not meet society needs.

TAPESCRIPT

Social matters have always been an essential issue in a humanly civilized state. Problems in it may cause tremendous consequences if are not paid attention. Needs of people living in society must be at the great care of the government. To follow this, a state should always conduct a number of social researches to find out demands, wishes of citizens; analyze spheres which are not progressing. Those ones must be cured ultimately. So, what are needs of modern Uzbek society? What changes would it like to have? These questions are always under a hot discussion to satisfy demands of social layers. We have decided to ask several people occupying different jobs in various spheres about demands of people or their clients in various spheres. The first person to be interviewed is a manufacturer who is engaged in producing a number of products in small and medium size enterprise sphere.

- Bakhrom, can you share us with your experience in a manufacture sphere. How do you manage to meet society needs in your field?

- To say you the truth, sometimes it is really difficult to meet social needs as demands of population are growing and changing in every second. Why is it happening? Nowadays people's financial and economic conditions and opportunities are high in Uzbekistan. Demands can't help rising! The product we produced ten years ago cannot compete with the goods made today in the market! That pushes all businessmen, manufacturers to think, create, and find out new, innovative, modern objects which really can stand this strong rivalry in social business marketing system.

- Can you give concrete examples to see the products being unable to rival today in market which probably must have been something with greater demand a few years ago!

- Sure. For instance, let's take simple polyethylene packets for carrying things. Their qualities several years ago were not as good as they are now. Materials they are made from now have changed into better qualities. Or food products people eat. We could not see so many half ready-made eatable products a few years ago; but today our markets are full with different Uzbek and foreign made traditional meals in boxes and packets. Why do we have to change variety of produced products so often? Firstly, cause of time! Today people lack much free time; they have to economize their time that is why half ready-made food products are in great demand now. Year by year the needs to food products are growing rapidly, you see how society demands are changing. Due to them we develop our annual production plan.

Thank you. As you know our government is paying great attention to foreign language learning and teaching today. A teacher Miss Farmonova who works at one of common schools in Tashkent shares ideas how foreign language teaching and learning methods and process vary from the one several years ago.

- Guzai, can you tell us how foreign language teaching changed in Uzbekistan due to social demands?

- It varies greatly from a decade ago. After a decree signed by our respectful President I.A. Karimov as of December, 10, 2012, great changes have started to occur in foreign language teaching system. The whole country is conducting with the latest, innovative, modern methods, techniques, and ways in foreign language teaching. Uzbek society's needs to learning world languages as English, French, German, Spanish, Chinese and others are rising rapidly day by day. But one thing should also be added here: old, out of date methods of teaching languages are not demanded by people. They want to be taught through modern technologies, methods of world standards. To meet demands of young people we have enough intellectual, knowledgeable, modern teachers who have been trained in the most prestigious colleges of the world including the British Universities.

Today we have just seen some examples of meeting social demands in few spheres, but nearly in every part of our modern society we should

try to do our best to meet people's needs which somehow assist in Uzbekistan's reaching best results ever in its new history.

- 3 Play the tape again. Ask students to listen to the tape attentively and write whether the statements below are true or false.

Possible answers:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| T | T | F | F | T | T | T | F | T |

- 4 Students are divided into several groups due to the number of students. Then the teacher asks to read questions a, b, c from an exercise 4 and choose one. Then students discuss the questions together in a pair. Ask some students to share their opinions with the whole group.

Possible answers:

- a It is very essential to meet social needs of people. As citizens make up a state, the government is responsible for solving all social, financial problems of their citizens. Unless social problems aren't solved on time, disagreement of citizens may probably turn into anger.
- b Generally speaking, we can say that African people's medical problems are growing year by year. We can surely claim that their social needs aren't being satisfied by their government. The whole world's developed states, rich companies and large organizations should support African nations to meet their needs.
- c Probably yes, as social structure is changing, social needs may also vary in future. May be, needs connected with technical aids may really grow up.

GRAMMAR

Grammar of this lesson is devoted to "come" phrasal verbs. Ask your students to remember some phrasal verbs used with the verb above. Ask them to give their meanings and make up sentences using them.

- 5 Ask your students to match the phrasal verbs with their proper definitions.

Possible answers:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| e | h | g | b | a | d | c | f |

- 6 Ask students to complete the statements with appropriate prepositions.

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

READING

- 7 Ask your students to read the article and find the best title for it. Possible titles are the following: how to meet educational needs; innovative educational needs; future educational needs;

Possible answers:

How to meet educational needs;

- 8 Ask your students to work at vocabulary of the article. Ask them to find underlined words in the passage and give proper definitions to them.

Possible answers:

Grassroots – origin, source of something;

Succeed – achieve some good results in one's specialty or studies, in life;

Extent – the rent over which something extends;

Detailed – fully, clearly described, depicted;

- 9 Tell students that they are going to deal with real situations taken from everyday life of citizens. Ask them to read comments of customers who have done shopping in the supermarket. They

should use those comments while answering questions given in exercise.

Possible answers:

1. b, c, i,

2. a, f, h, j, d,

WRITING

- 10** Tell your students that they are going to write a report. Ask them to give any options they know about it. Hint at answers. Give a general out-view of what a report is. Then ask students to complete the table using ideas from the passage depicting pros and cons. Point to the good and bad points of the reading material (exercise 7) above and prepare for writing a report according to it.

Students' own answers

- 11** Ask students to try writing a report on a free topic. But that should contain both good and bad points to depict. Give further information about how to write a report if necessary.

Students' own answers

- 12** Set a home assignment as to find an article according to specialty of your students; ask them to point to good and bad issues in it, ask to write a report generalising collected data.

OBJECTIVES

- raise students' awareness of networking
- use properly tools of generalizing and qualifying
- enrich students' vocabulary source of the related topic

STARTER

Draw students' attention to the mind mapping. Ask them to work in pairs, find and write common words or phrases related to the title of the lesson.

Possible answers:

LISTENING

- 1 Tell your students that before listening to the tape they should manage to do a vocabulary task. Ask them to match words and phrases below to their proper definitions.

Possible answers:

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

- 2 Tell your students that they are going to listen to the talk show. Ask them to tick items mentioned in the listening. Play the tape. Check the answers then.

Possible answers:

- a Definition to the term "networking". +
- b 100G Coherent Networking. -
- c The key factor in successful networking activities. +
- d Center stage in the networking world. +
- e Types of networking, such as Cloud Networking, Packet Networking, GeoMesh Networking. -
- f Social media as a valuable supplement.+

- a The network of the future. +
- b The word « sociable » means a person who easily communicates with another person for a specific purpose. –

TAPESCRIPT

What is Networking?

Networking - is building relationships in order to obtain certain benefits in the future. Simply, networking - is establishing new mutually beneficial bonds. Just no one before occurred to call this phenomenon such buzzword - networking. Networking is simply the process of building positive, advantageous relationships, either by making a connection with someone in person or online. While some people have an easier time making new connections than others, it's important to remember that everyone is capable of networking. You probably already have networking experience, even if you don't think of it in those terms—any time you meet someone or make a new friend, you're engaged in a form of networking. Making good use of your connections can make finding a job that much easier.

Why Network?

Networking is considered to be the single most effective way to find a job. The majority of job seekers found their most recent position by networking, either through referrals or direct contact with a hiring manager. Imagine that you are responsible for hiring a person to work at your company—would you rather hire someone you've never met, or someone you already know and trust? It is estimated that as much as eighty percent of available positions are never even advertised. Networking with different people can allow you to find opportunities in this hidden job market.

Networking is an important cornerstone in the success of any business. By networking in your specific industry you reach new customers, build a base of business referrals, stay up to date on trends and new technologies, and form strategic partnerships with other businesses.

Relationships are the key factor in successful networking activities. People do business with those they know and trust. Building those relationships takes time and active participation, but the payoff is a network of resources for your business. Successful businesses use a variety of strategies for networking. Professional organizations within

your industry are a great way to fast track the networking process. The network already exists. You simply plug yourself into it by participating.

In today's online world, social media often takes center stage in the networking world. Social media is an excellent way to reach your customers and begin two-way conversations with a wider audience. But social media is not a substitute for traditional networking methods. Think of social media as a valuable supplement to your networking efforts rather than a stand-alone approach. Getting face time with your network is the best way to build and maintain mutually beneficial relationships. Attending industry conferences is a sure way to interact with your network. Conferences can put you in touch with existing customers, potential customers, and other businesses with complimentary services and technologies.

The future of networking is a dynamic, programmable, agile, and adaptable common infrastructure for running applications and connecting places, people, and machines. All this connection inevitably increases bandwidth demand, but this network bends the cost curve down, decreasing the cost of networking while increasing bandwidth.

- 3 Ask students to listen to the dialogue again and write answers true (T), false (F)

Possible answers:

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| T | T | F | T |

- 4 Ask students to refresh what they have listened to. Then ask them to answer the questions below.

Possible answers:

1. Networking is building relationships in order to obtain certain benefits in the future. Simply, networking is establishing new mutually beneficial bonds. Just no one before occurred to call this phenomenon such buzzword networking. Networking is simply the process of building positive, advantageous relationships, either by making a connection with someone in person or online. While some people have an easier time making new connections than

others, it's important to remember that everyone is capable of networking.

2. Networking is considered to be the single most effective way to find a job. The majority of job seekers found their most recent position by networking, either through referrals or direct contact with a hiring manager. Imagine that you are responsible for hiring a person to work at your company, would you rather hire someone you've never met, or someone you already know and trust? It is estimated that as much as eighty percent of available positions are never even advertised. Networking with different people can allow you to find opportunities in this hidden job market.
 3. are the key factor in successful networking activities. People do business with those they know and trust. Building those relationships takes time and active participation, but the payoff is a network of resources for your business. Successful businesses use a variety of strategies for networking. Professional organizations within your industry are a great way to fast track the networking process. The network already exists. You simply plug yourself into it by participating.
 4. is an excellent way to reach your customers and begin two-way conversations with a wider audience. But social media is not a substitute for traditional networking methods. Think of social media as a valuable supplement to your networking efforts rather than a stand-alone approach. Getting face time with your network is the best way to build and maintain mutually beneficial relationships. Attending industry conferences is a sure way to interact with your network. Conferences can put you in touch with existing customers, potential customers, and other businesses with complimentary services and technologies.
 5. is a dynamic, programmable, agile, and adaptable common infrastructure for running applications and connecting places, people, and machines. All this connection inevitably increases bandwidth demand, but this network bends the cost curve down, decreasing the cost of networking while increasing bandwidth.
- Students' answers may vary from each other but accept ones which have logical correctness with the original tape.

GRAMMAR

Grammar of the lesson is devoted to the expressions which express certainty, probability, doubt and generalizing, qualifying.

- 5 Students should read through words and word combinations in the table and then put them in proper columns.

Possible answers:

| Expressing certainty, probability, doubt | Generalizing and qualifying |
|--|-----------------------------|
| 1 Absolutely | 1 On the whole |
| 2 It's impossible | 2 Generally speaking |
| 3 Probably | 3 More often than not |
| 4 Definitely | 4 Taking into consideration |
| 5 To be sure | 5 Provided that |
| | 6 I'll do |
| | 7 Depending on |

- 6 Ask students to underline tools of generalizing and qualifying in the sentences. If there are any challenges they can refer to the previous exercise. Check the results.

Possible answers:

- a On the whole, I think it is a good idea to find job partners via networking.
- b Generally speaking, all types of networking are very helpful.
- c He uses social networking such as Facebook, Twitter etc. more often than others.
- d Taking into consideration the wrong online brand strategy, you might not want to use viral marketing.
- e We'll use social media for marketing and advertising, depending on their popularity.
- f Provided that social networking can have a negative influence on worker productivity, employees may waste valuable time using social media channels such as Facebook and Twitter.

To make the task more practical the teacher may ask students to make up their own sentences using generalizing and qualifying tools or find out possible synonyms replacing them in different contexts.

7. Divide students into pairs. Ask students to complete the sentences with tools of generalizing and qualifying from previous exercise. Let pairs share their results with the whole group.

Possible answers:

- | | |
|-----------------------|----------------------|
| a On the whole | d Depending on |
| b Probably | e Generally speaking |
| c More often than not | |

READING

- 8 Ask students to look through the sentences below. They should fill in the gaps with the words given in the box. Check the results.

Possible answers:

- | | |
|---------------|-----------------|
| 1 Networking, | 3 Internet, |
| 2 E- commerce | 4 Telecommuting |

- 9 Give students some time to read the text. Ask them to put proper titles to the paragraphs. They may refer to the previous exercise for getting a clue if there are some difficulties.

Possible answers:

- | | |
|---------------|-----------------|
| 1 Networking, | 3 Internet, |
| 2 E- commerce | 4 Telecommuting |

- 10 Organize a pair-work. Ask students to discuss the questions below. Elicit the answers. Ask some pairs to share their discussion outcome with the whole group.

1. What do these words have in common: networking, Internet, telecommuting, e-commerce?
2. Why is networking process becoming more and more important in our life?

Possible answers:

1. These are modern notions in linguistics which refer to different operations through internet. They can also be called modern spheres of net business, economic fields as well. Today it is hardly possible to imagine human life without these net systems. They all refer to world web system.
2. Because our life has become faster, it started to depend on net more than ever before. Today a lot of spheres are already closely connected with networking. Banking system cannot operate without it. Millions of people throughout the world communicate with each other via networking as well.

WRITING

- 11** Explain students that they should look through the instructions regarding the posting online. They should sort out instructions into either do's column or don'ts.

Possible answers:

| Dos | Don'ts |
|---|--------------------------|
| Find your focus. | Set Unrealistic Goals. |
| Be relatable, be yourself. | Limit your word count. |
| Use links within your posts. | Avoid trying new things. |
| Include images. | Be negative. |
| Respond to blog comments. | Write long paragraphs. |
| Post to Facebook, Twitter, Google+ and Anywhere Else You Can. | Make grammar mistakes. |

- 12** Ask students to write a review to the given questions and write answers to them. Have students exchange the results in pairs. Let some of them present their answers to the whole class. Answers may vary. Welcome them all.

Students' own answers

- 13** Organise a group-work. Assign students to create their own blog as a project work. The title of the blog should range between the situation that influenced you much and your daily experience. Give enough time to prepare the project work.

OBJECTIVES

- raise students' awareness of professional contentment
- use some of time expressions in spoken and written English
- teach students to write a newspaper article using their own evidences

STARTER

Draw students' attention to the title of the lesson and ask them what they are going to talk about in this lesson. Then ask them to look at the photos and describe them relating to the title of the lesson. Then ask them to answer the questions below.

Possible answers:

1. They feel very well as they are probably satisfied with their jobs.
2. When a person does what he or she really wants he can be happy, have a good mood and put high ambitions in front of him.

PRE-LISTENING

- 1 Ask students to read the quotes about satisfaction and paraphrase them citing their life-taken examples. Explain that they should create their own approach about professional contentment. Let them share it with the whole group. Ask them to complete the statements in the exercise.

Professional contentment is when a person goes to work with pleasure. Besides, when a person really knows that he can fulfill all his dreams with his job. As the greatest person once said, if you want to go to work with pleasure in the morning and return home as quickly as possible in the evening you are the happiest person in the world.

- 2 Students should get ready to listen to a tape and then answer the questions 1-4.

Possible answers:

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| a | a | a | d |

TAPESCRIPT

Q: What is your understanding about satisfaction in research?

A: Well, satisfaction in research is when you input all your dedication, effort and time in something, and that input of yours will come back to you as an outcome presenting you self-relief as well as feeling of delight.

Q: Can research be without satisfaction?

A: Yes, it can, in that case, it is called dissatisfaction, but it leads to positiveness by having the man re-search and re-search. Dissatisfaction can be the basis for future achievements.

Q: As a researcher when do you feel satisfied?

A: Hmmm, I really feel myself on the top of my satisfaction when I see my work such as article and publications are being used by lots of people helping them find the needed answers to their implications. I also feel satisfied when I see my research topic is of actuality.

Q: Can you tell the difference between moral and financial satisfaction?

A: Moral satisfaction is when your whole spirit holds the quietness and when your inner voice is thankful to you. This happens when you see your own results in consciousness. Financial satisfaction is with you when it meets your need in food, clothing, housing and others.

Q: Can you give a specific case where you have found both of satisfaction: moral and financial.

A: Yes, surely. Recently, I have been enrolled into the team of Material design and development project. This project was initiated by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. Our mission was to create the set of materials including Student's book, Teacher's book and Work book with audio and video files of English for Specific Purposes. This ESP coursebook has been prepared for Year I, II, III bachelor level students of Higher Education. I can say, the team worked really hard being instructed by experts in the field. Finally, we submitted the drafted version of the coursebook to the Ministry of Education. The Ministry, having reviewed the materials, has forwarded a thank you letter to our host institute authorities, which is a great sign of moral support, and granted all fifteen team members with money award of ten times more of minimal payment. That was financial satisfaction.

A: Oh, congratulations, it was a great job done by you and your team!

Q: It was my pleasure.

- 3 Ask students to check their answers with their partners.
- 4 Tell your students that they are going to listen to the tape once more. This time they should write down questions said in the tape and answer. Then they should check them with their partners.

Students' own answers

Questions asked in the listening tape are the following:

1. What is your understanding about satisfaction in research?
2. Can research be without satisfaction?
3. As a researcher when do you feel satisfied?
4. Can you tell the difference between moral and financial satisfaction?
5. Can you give a specific case where you have found both of satisfaction: moral and financial?
- 5 The teacher asks students to read the given quote and discuss the meaning of it in pairs.

Students' own answers

- 6 Explain that students should read the passages individually. They should match the answers with the question. Let them compare their answers in pairs.

Possible answers:

| | | | | | | | |
|-----------|---|---|---|---|---|---|---|
| Passages | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Questions | 1 | 4 | 7 | 3 | 6 | 5 | 2 |

- 7 Divide students in small groups. Explain that they should imagine themselves and their team to be working on a research project in their field of study. Ask them in what specific cases the research would give students feeling of satisfaction.

Let them use the following language units:

- Regarding our position on
- The best part would be....
- It would really be good....

GRAMMAR

8 Ask students to match the time expressions with their meanings.

Possible answers:

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

9 Ask your students to fill in the gaps using the time expressions from the table above in the correct form.

Possible answers:

- a If you want to have in your notice, you need to give at least two week's notice.
- b We are so excited about going to Minarai-Kalan in Bukhara in two week's time.
- c London is two hours behind Istanbul.
- d Thailand is two hours ahead of India.
- e Today is Monday so our next meeting is scheduled for Wednesday week.
- f So far the project is going according to plan.
- g Our supervisor has told me to tell you all that from now on we don't have to wear ties in the office.
- h I can't remember the last time I ate pilaf. I am staying away from Uzbekistan.
- i The last time I read a scientific article was the day before yesterday.
- j I've very nearly finished the report. I'll send it to you as an attachment in a jiffy.
- k I think it's convenient that some libraries are open 24/7.
- l We should prepare everything now because the group of professor-examiners will arrive the day after tomorrow.

- 10 Explain students that in this lesson they are going to learn how to write an article. Distribute them the handout with newspaper article template. Have them review it and let them compare the sample article matching the passages with template given in Student's book. Ask them to discuss the results with their partner. **(Handout 2)**
- 11 Ask your students to try writing about the story in their field of study that has made them get satisfied. Let them use the guide sheet which helps them plan the information they will include for their article.

REVIEW

LISTENING

1. Tell students that they are going to listen to a specialist who gives tip for gaining some networking skills. Before listening to the tape ask your students to predict what topics may be included into it. Remind to choose only five of them.

Possible answers:

1. Successful networking must be reciprocal
 2. The two most important networking skills
 3. How to be a good listener
 4. Networking listening skills tips
 5. Networking success tips.
2. Ask your students to listen to the tape and identify 5 words used in the conversation.

Possible answers:

Sustain, impress, master, available, associate

3. The teacher plays the tape again. This time students should fill in the gaps as they listen to the conversation.

Possible answers:

- | | |
|-----------------|--------------------|
| 1. relationship | 4. accomplishments |
| 2. listening | 5. basic |
| 3. interrupt | |

TAPE SCRIPT

You will listen to a specialist giving tips for gaining networking skills
Successful networking must be reciprocal

Never attend a social or business event with the idea that it is all about you; it is not. Networking is about relationship building not making sales pitches where you force others to listen to you. This is also true with social and professional networking through the Internet. When building networks you must give something back. And, to sustain good personal

and business relationships both parties must benefit in some way.

The two most Important networking skills

The two most important networking skills you can develop are listening and asking questions. These two skills will impress your clients even more than your best business statistics. Why? Because listening validates the value of others and shows respect. Talking too much is rude, dominating, and not reciprocal. Asking thoughtful questions shows sincerity and builds trust because it actively shows an interest in someone's opinions and thoughts.

How to be a good listener

One of the most unappreciated networking skills that you can easily master is the ability to listen. To get people excited about you and your business you need to do more listening and less talking. Good listening is active not passive. To be a good listener:

- Keep eye contact.
- Do not worry, shift your body weight often, and never look at your watch! All these things send a message that you are bored, impatient, or not interested.
- Nod your head to show agreement but do not interrupt to make your own point or share your own personal experiences.
- Respond by repeating at least one key point the person you are talking with just made in the form of a question. For example, if Gavkhar Khakimova just told you how excited she is about a new product, ask her when it will be made available.

Good questions follow good listening and accomplish two very important things: it shows you are listening and interested enough to ask a question and it keeps to conversation going in the direction you choose.

Networking listening skills tips: A good listener actively pays attention to the conversation and responds appropriately with questions.

To get someone excited about you get them talking about themselves and their own accomplishments first.

When people feel good about themselves they are more likely to feel good about you as well. It is important to show that you respect and value someone by listening and asking the right questions.

When networking salt conversations with piece of information about yourself and your business but always end your self-pitch with a question directed to the person you are talking to. They will get excited about their

own answers and associate that excitement with meeting you.

Networking success tips: Basic human nature demonstrates that if someone is interested in you, they suddenly become more interesting themselves. To be interesting you must first be interested!

Ask a question that is on-topic whenever possible. If the topic is negative do not just suddenly change topics. This will make the speaker uncomfortable. Instead, give an empathetic reply to show support and then ask a question to redirect to something that is still related, but allows the speaker to respond with something a little more positive.

4. Ask students to read the text below and choose the best title for the passage.

Possible answers:

3. Job satisfaction and its impact on individual's personality

5. Ask students to look through the words below and find other words with similar meaning in the passage.

Possible answers:

- | | |
|-----------------|--------------------|
| 1. contentment | 7. amend |
| 2. perception | 8. survey |
| 3. turnover | 9. self-assessment |
| 4. apt | 10. occupation |
| 5. moral | |
| 6. compatibilty | |

6. Ask students to decide whether the statements below are true or false.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| F | T | F | F | T |

ACADEMIC DEGREES

Lesson 7

OBJECTIVES

- raise students' awareness of academic degrees
- enlarge the lexical stock of students related to the theme
- practice real and wish sentences in contexts

STARTER

Lead in students focusing their attention on the photo and the abbreviations. Ask learners to guess the meanings of them, what each letter in abbreviations stand for and find out what types of degrees they belong to. If there are some challenges let them search for needed information on the internet. Let some students share their findings with the whole group.

Possible answers:

| | |
|------------|--|
| M.S | Master of Science |
| M.A. | Master of Arts |
| M.F.A | Master of Fine Arts |
| B.Sc/B.S | Bachelor of Science (Natural Science) |
| A.B/B.A | Bachelor of Arts (Humanities) |
| B.F.A | Bachelor of Fine Arts |
| B.B.A | Bachelor of Business Administration |
| D.Sc | Doctor of Science |
| Lett. M.S. | Doctor of Letters (Doctor of Humanities) |

PRE-LISTENING

- 1 Tell students that they are going to listen to the tape. Before doing that they should be aware of vocabulary of it. Ask students to match both parts of word combinations by matching. Then check the answers.

Possible answers:

| | | |
|---|---------|-------|
| a | To earn | a PhD |
|---|---------|-------|

| | | |
|---|----------------|------------------------------|
| b | A degree | programme |
| c | Coursework | requirements |
| d | To pass | qualifying exams |
| e | To be dictated | by the dissertation research |
| f | To conduct | a research |
| g | A book-length | scholarly work |
| h | Defense of | the dissertation findings |

- 2 Tell students that they are going to listen to the tape. Play the tape. Students should fill in the table with correct answers. Check the results.

Possible answers:

1. Three years full time
2. Different additional exams on several subjects
3. Some special rules of defense
4. Defense of the dissertation work
5. A group of scientists in his sphere

TAPESCRIPT

The honours are usually categorised into four classes:

- First class honours (1st)
- Second class honours, divided into:
 - Upper division, or upper second (2:1)
 - Lower division, or lower second (2:2)
- Third class honours (3rd)

Graduates who have not achieved the standard for the award of honours may be admitted without honours to the degree of bachelor; this is commonly referred to as an 'ordinary degree' or 'pass degree'.

2. Some universities admit graduands to Master's degrees as a first degree following an integrated programme of study. These degrees are usually designated by the subject, such as Master of Engineering for engineering, Master of Physics for physics, Master of Mathematics for mathematics, and so on; it usually takes four years to read for them. Graduation to these degrees is always with honours, see above for the classes of honours. Master of Engineering in particular has now become the standard first degree in engineering at the top UK universities,

replacing the older Bachelor of Engineering. Unlike the case in the United States, due to earlier specialization, to read for master's degrees may take only one year of full-time study, and the usual amount of time spent working towards a Ph.D. is three years full-time. Therefore, whilst the usual amount of time spent studying from first-year undergraduate through to being admitted to a doctorate in the United States is nine years, it is in most cases only seven in the United Kingdom, and may be just six, since being a master is not always a precondition for embarking on a PhD.

Some universities admit graduands to Master's degrees as a first degree following an integrated programme of study. These degrees are usually designated by the subject, such as Master of Engineering for Engineering, Master of Physics for Physics, Master of Mathematics for Mathematics, and so on; it usually takes four years to read for them. Graduation to these degrees is always with honours, see above for the classes of honours. Master of Engineering in particular has now become the standard first degree in engineering at the top UK universities, replacing the older Bachelor of Engineering. Unlike the case in the United States, due to earlier specialization, to read for master's degrees may take only one year of full-time study, and the usual amount of time spent working towards a PhD is three years full-time. Therefore, whilst the usual amount of time spent studying from first-year undergraduate through to being admitted to a doctorate in the United States is nine years, it is in most cases only seven in the United Kingdom, and may be just six, since being a master is not always a precondition for embarking on a PhD.

3. An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded in recognition of the recipient having either satisfactorily completed a prescribed course of study or having conducted a scholarly endeavor deemed worthy of his or her admission to the degree. The most common degrees awarded today are associate, bachelor's, master's, and doctoral degrees. Most higher education institutions generally offer certificates and several programs leading to the obtainment of a Master of Advanced Studies.

3 The standard first degree in England, Northern Ireland and Wales is the Bachelor's degree conferred with honours. It usually takes three years to study to take this degree.

1. What are the requirements of a PhD program?
2. What are the graduation requirements and how are they determined?
3. How is a PhD program concluded?

Possible answers:

1. After independence in 1991, Uzbekistan became the master of its own way of economic and social development and had the task to construct a democratic state and open civil society, a socially-oriented market economy. All this entailed a radical reform of the education system in Uzbekistan.
2. The aim of the programme is the fundamental reform of education system, the complete reversal of its ideological routine, elaboration of the national educational system for the training of highly qualified specialists up to the level of advanced democratic states.
3. One of the main objectives of the programme will be to improve training specialists in the field of information and computer technologies in the republic, as well as to upgrade necessary computer skills of future specialists in all HEIs through ensuring facilities and access to Internet.

GRAMMAR

Grammar of this unit is devoted to differentiating real sentences from wish ones. The lesson focuses on tense usages of wish sentences as well: present, past or future wish statements.

4 Students should read sentences and compare real and wish sentences by explaining their usage differences.

Real sentences are used in active voice expressing actions, states which probably happens, will happen or happened in past due to context situations. Wish sentences describe speaker's dreams, preferring, wishes about this or that action or state which never happened, happens or will happen in future. These actions or states are only imaginary dreams of a person.

Students' own answers

- 5 Tell your students that they are going to have more practice on the usage of real and wish sentences. For doing next exercise ask your students to read the sentences below and make up wish sentences to give opposite meanings to them.

Possible answers:

1. We wish we had had several other academic degrees besides first three ones.
 2. I wish Feruza helped us.
 3. We wish most students had gone to the information resource centers while working at their qualification papers.
 4. We wish customers could write a complaint letter.
 5. I wish I could meet my supervisor.
 6. I wish my friend paid attention to lecture.
 7. I wish I would stop doing that.
 8. I wish I had an academic degree.
 9. I wish students continued their research works.
- 6 Ask your students to read questions below and prove why they are referred as wish sentences. Then ask them to answer the questions in proper ways in order to have more real life practice.

Students' own answers

READING

- 7 Divide students into several small groups or pairs due to the number of students and ask them to read and answer the questions below. Answers may be different. But welcome them all.

Possible answers:

1. The terms were really different. They differed from each other according to academic levels. For instance, a word "doctor" was used to refer to Apostles, church fathers or other Christian authorities who taught the Bible in Medieval Europe. "Master" meant the same as "Doctor" but later in Europe doctor became more popular and more respected than master. "Professor" was used to describe various levels of academic achievement.

2. This was a bone of contention between church authorities and the slowly emancipating Universities.
3. They were mostly included into one general concept as “philosophy”
- 8 Ask your students to read the given text and then match the questions in exercise 1 and the paragraphs A-E.

Possible answers:

| | | |
|---|---|---|
| 1 | 2 | 3 |
| c | a | d |

- 9 After the main points in the text have been discussed, ask your students to match the words and phrases underlined in the text and their equivalents.

Possible answers:

- | | |
|-------------------------------|-------------------|
| 1. Trace to | 5. Apprenticeship |
| 2. To take oath of allegiance | 6. Empirical |
| 3. Ecclesiastic | 7. Conviction |
| 4. Ultimately | |

- 10 Ask your students to turn to writing activity. Ask them to look at the IMRAD format and match the sections with their scientific method steps.

Possible answers:

Introduction – d
 Methods – b
 Results – a
 Discussion - c

- 11 Ask your students to write the answers for each step. Steps are given in the box.

Acknowledge any anomalous data or deviations from what you expected, purpose, explore the theoretical and practical implications of your finding, background-previous research, hypothesis, content (how much detail, rationale, control, style (subsections, narrative story, past

tense, passive voice, verbs 1st person), text, (a short paragraph that describes the results you obtained), passed on your findings, tables (number the table, give a title, include units of measurement, line up numbers), explain whether support your hypothesis, derive conclusions, about the process you are studying, relate your findings to earlier work in the same area, arrange vertically

Introduction: purpose; about the process you are studying;

Methods: Acknowledge any anomalous data or deviations from what you expected; background-previous research; hypothesis; style (subsections, narrative story, past tense, passive voice, verbs 1st person);

Results: content (how much detail rationale, control); text, (a short paragraph that describes the results you obtained); tables (number the table, give a title, include units of measurement, line up numbers);

Discussions: explore the theoretical and practical implications of your finding; relate your findings to earlier work in the same area; passed on your findings; explain whether support your hypothesis; derive conclusions; arrange vertically;

OBJECTIVES

- develop students' techniques how to convince others
- practice quantifiers usage in speeches
- enrich students' vocabulary sources with the theme's words and phrases

STARTER

Draw students' attention to the photos given at the beginning of the lesson. Ask them to describe what messages they carry. What characters in them are engaged in. Different answers may be given. Accept all.

Possible answers:

- 1 Who are they? – Managers, leaders, scholar, office-workers
- 2 What are they doing? Why? – Discussing, persuading, leading, proving

PRE-LISTENING

- 1 Ask students to match words and phrases below with their correct definitions.

Possible answers:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| h | a | g | e | b | f | d | c |

LISTENING

2. Ask your students to listen to the tape and fill in the box with appropriate instructions and rules of speech mentioned in the tape.

Possible answers:

| No | Tips | Explanation |
|----|----------------------------------|--|
| 1 | Know your subject inside and out | Spend time researching and finding much information in your speech |

| | | |
|---|--|---|
| 2 | Take your time | Don't read your speech word for word. |
| 3 | Don't stand there like a mannequin | Don't clutch the sides of the lectern until your knuckles are white |
| 4 | Make eye contact with the audience | You want to connect with them |
| 5 | Remember that your audience wants to hear your message | They want you to do well |
| 6 | Vary your voice pitch and speed during your speech | Know when to rev up the excitement |

TAPESCRIPT

Believe it or not, public speaking can be fun! The key is being prepared and confident in yourself and your material. Here are just a few tips that will help you relax and have fun the next time you speak publicly because you'll know you're prepared.

1. Know your subject inside and out. Spend time researching and writing a stellar speech that you know will knock their socks off! Then, go over and over that speech until you're intimately familiar with it. Your comfort with your words will show.

2. Take your time. Don't read your speech word for word. Instead, try to speak like you're having a conversation with your audience. Better yet, speak as if you're having a conversation with a group of friends.

3. Don't stand there like a mannequin! And don't clutch the sides of the lectern until your knuckles are white. Be natural and animated, using hand gestures and facial expressions.

4. Make eye contact with the audience. You want to connect with them, get them nodding their heads in agreement. Make them pay attention to you.

5. Remember that your audience wants to hear your message. They want you to do well. So relax and give them what they want.

6. Vary your voice pitch and speed during your speech so you don't sound monotone. Know when to rev up the excitement and when to slow down and bring them in to your point.

There is one final tip I want to share with you that will not only tremendously improve the quality of your public speaking skills, it will also help you accomplish each of the first six tips with ease.

Improving your vocabulary.

That's right! Having a greater reservoir of words at your disposal will help you to both prepare and deliver your speech with confidence. You won't need to read the speech word for word because you'll know a multitude of ways to convey your precise point. Knowing this will help you to relax, connect with your audience and deliver an entertaining and persuasive speech.

3 The teacher plays the tape again and students check their answers.

Give extra detailed information if needed.

4 Organize a pair-work. Focus students' attention on the quotes. Give them some time to discuss the main points of quotes. Then let them share their opinions with the whole group.

Students' own answers

GRAMMAR

The lesson's grammar section is devoted to quantifiers. Give some information about the grammar theme then ask your students to put theoretical knowledge into practice.

5 Ask them to put the words in the box in correct columns.

Possible answers:

| With countable nouns | With uncountable nouns | Used with both |
|----------------------|--|---|
| Several; | Much; little/a little/ very little; a few/ few/very few; | A large number of; no, none; all; a bit of; more/most; enough; great deal of; a lot of/ lots of; plenty of; a majority of; a large amount of; |

- 6 Ask students to complete the gaps with appropriate quantifiers given in the task.

- | | |
|-------------|-------------------------|
| 2. a lot of | 6. many/much/less/fewer |
| 3. Any | 7. little |
| 4. A little | 8. much |
| 5. most | 9. a little |

PRE-READING

- 7 Get students ready to a reading material by asking relevant questions. Then ask them to match the words with their proper definitions.

Possible answers:

- | | |
|------|------|
| 1. a | 3. b |
|------|------|

- 8 After a passage is read, divide students into pairs and ask them to answer questions below. Encourage students to respond and discuss actively. Answers may vary but they should have close connections with the passage. Here students own answers are accepted and assessed by a teacher.

- 9 Ask your students to put headings in the appropriate places in the passage.

Possible answers:

- | | | | |
|----|----|----|----|
| 3; | 4; | 1; | 2; |
|----|----|----|----|

- 10 Ask students to fill in the gaps with correct words from the box. Remind them that those words were used in the passage. If students have some difficulties in coping with the task let them to look up a word usage in the text.

Possible answers:

- | | | |
|-----------------|----------------|------------------|
| 1. attributable | 3. relevance | 5. hindrance |
| 2. demographics | 4. inscrutable | 6. interactivity |

WRITING

Writing section of this lesson is persuasive essay. Give hints to your students to have general views of the writing.

- 11 Ask your students to match the parts of a persuasive essay and their definitions. Give some slight hints at your students if necessary.

Possible answers:

| 1. Introduction | 2. Body | 3. Conclusion |
|-----------------|---------|---------------|
| b | a | c |

- 12 Organize a pair-work. Give students some time to review the stages of writing a persuasive essay. The essay stages are reserved. Students should put them in order.

Possible answers:

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

OBJECTIVE

- have a clear idea about some of freelance jobs existing in students' field of study
- know some of freelance related words and freelance duties
- use several phrasal verbs of expressing action
- write the letter of certificate for work service as well as academic credentials

STARTER

Ask students to look at the presented photos. Explain that they should think about the differences between working in an office and in any out of office place at their convenience. Let them share their view points with whole group.

Students' own answers

Ask students to look up the meaning of words 'freelance' and 'freelancer' in the dictionary. Let them share the results with whole class.

Possible answers:

Freelance- doing particular pieces of work for different organizations, rather than working all the time for a single organization

Freelancer- someone who is freelance

LISTENING

- 1 Divide students in several teams of four. Say that they should write down at least five expected questions to be asked from a freelance during the interview. Let them share their questionnaire with other teams.

Possible answers:

1. Do you think that your job is really difficult?
2. What is a freelance in general?
3. What personal job fulfillments do you do?
4. Do you like your job?
5. How much a salary do you get?

- 2 Tell students that they are going to listen to the interview with a freelance educator, while listening to the tape they should choose the correct answer to questions 1-5. They should write answers for questions 6-8 using no more than 3 words.

Possible answers:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|-----|---|-------|----------|--|-----------------|
| b | b | a,d | a | a,b,c | 6.5 year | To be up-to-dated Updated knowledge | 100-1000 GBP |

TAPESCRIPT

Interview with a freelance educator

Question: What is your life evidenced definition to the word freelance?

Answer: First of all, it means working free for yourself, not for someone else. That is an advantage. Because, you can decide what you do, when you do it, and where you do it. Only at the end, there are disadvantages if you rely on freelance work for all your income. Sometimes the work might be scarce.

Question: Is it a profession or a title?

Answer: Good question, not really, you can say freelance or you can say self-employed, it is really the way you choose the work you do, whether you work for a company or an institution or whether you work for yourself. Moreover, freelance is general term. It is selling skills that you have: accumulated skills and experience in the certain field.

Question: How long have you been freelancing?

Answer: More than a 6.5 years.

Question: What are the requirements of freelancing?

Answer: Basically, a freelance sells his or her skills so you have to make sure that your skills are up-to-date and relevant. My skills have been built up almost 40 years of teaching in education, but I still need to keep it up-to-date.

Question: What are the priorities and advantages of freelancing?

Answer: It keeps me interested in the field. There is a lot of travel that is an advantage to meet new people.

Question: What challenging points or disadvantages of freelancing can you state?

Answer: The one is staying away a lot being apart from my family.

Question: Does freelancing require higher education or in other words diploma?

Answer: In the field of ELT freelancing requires higher education, not because it is in the official requirement, because you need some background to be effective in the area. That is the high level background is really needed in order to make people believe.

Question: Does freelancing exist for both governmental and non-governmental organizations?

Answer: You can deal with some organizations, you can get registered with British Council, various Publisher Houses, if any available they can contact you. Publishers have a short term contract for running the train and book selling. A part of that contract will be for the training conduction. As for me I have had both employee freelance. I have been employed by Ministries and private organizations.

Question: What are the approximate salary rates?

Answer: It tends to be much higher than the permanent employers get, the reason is that it is usually short term contract, may be for two weeks. In fact, it ranges between 100 GBP-1000GBP per day.

3. Ask students compare their results with peers. Help them decide which team's questionnaire has been the most relevant. Elicit the following questions and organize whole group discussion.

– How and what would freelancing appear in your field of area?

– Would you choose freelancing in your future life. If Yes/No, why?

Give specific examples to prove your position.

Students' own answers

GRAMMAR

4 Give students time to complete the text with appropriate phrasal verbs using the verbs and particles in box.

Possible answers:

- | | | | |
|--------------|----------------|---------------|------------|
| 1. Push away | 3. Raise up | 5. Bend down | 7. Lift up |
| 2. Stand up | 4. Breathe out | 6. Breathe in | 8. Go back |

- 5 Instruct students that they should rewrite the sentences in a more informal style, using appropriate forms of the phrasal verbs, using dictionary if necessary.

Possible answers:

- 1 You have to fill in this form and send it back with your payment.
- 2 My dad has given up his attempt to get the university to do away with tuition fees.
- 3 We had to cut back on our spending after we found out that our rent was going up.
- 4 Please go along with local customs at the temple and take your shoes off before going in.

READING

- 6 Ask students to read the freelance related words and match them with definitions.

Possible answers:

self-employed d, contract e, expenses f, per diem h, fee g, venue a, publisher c, liaison b, non-governmental d, part time i.

Have students work in pairs. Explain them that student A should read the passage for student B. While reading the text the reader should ask the probing questions in read where the listener should predict the answers. In the mid part of the text students should change the roles.

- 7 Ask student to read the passage individually. They should choose the most suitable title.

Possible answer:

a. Recognition

- 8 Have students work in pairs. Say that they should think about "might happen" cases similar to prior freelance stories regarding to freelance work in their field of education. Let them share their cases with the whole group.

Students' own answers

- 9 Have students to look at the two samples of letter where they should tell the differences.

Possible answers:

Sample 1 Letter of Certificate for certifying student achievements or academic credentials.

Sample 2 Letter of Certification for certifying employee work service.

Say that a letter of certificate is used when any information needs to be certified by a third party. For example, a business may issue a letter of certificate to someone to prove that the person in question is employed, or a university may write a letter of certificate certifying your academic credentials.

- 10 Ask students to review the Letter of Certificate template. Distribute them Handout 3.
- 11 Ask students to fill in the letter template imagining the possible job position in their field of study.

Students' own answers

REVIEW

- 1 Ask your students to predict what five topics they probably may hear in the listening tape. Answers may vary. Welcome them all.

Possible answers:

1. Advantages and disadvantages of being freelance
2. Financial statements of office work .
3. Being freelance makes you feel independence
4. Backwards of an office work
5. How to come up with technical problems.

- 2 Ask the students to listen to the tape attentively and identify what five words were used in the conversation. Check the results.

Possible answers:

outweigh, reward, expertise ,account, adjust

TAPESCRIPT

You will hear five people talking about the difficulties they faced when they gave up full-time jobs to become freelance consultants

Speaker1. Being a freelance consultant I'd say the advantages certainly outweigh the disadvantages but little things can make life difficult at first. For example, having to manage my own diary for the first time in 25 years came as something of a shock. I went through about 15 erasers in the first six months and I double-booked myself for meetings on at least a couple of occasions.

Speaker 2. People think what you'll miss is the routine of having an office to go to every day but that actually gave me a great sense of freedom. What I found tough at the beginning was choosing which projects to reject and which ones looked the most promising in terms of financial reward and future offers of work. If you're not careful, you can end up saying yes to everything that comes your way.

Speaker 3. I think because of the technology available nowadays you don't feel isolated from other professionals in your field; there are plenty of electronic substitutes for being in an office. But what you don't have is the opportunity to chat to people from other departments, with expertise in other areas. I really missed that and hadn't realised how

much I had depended on being able to check out other people's opinions before taking an idea forward.

Speaker 4. I think the hardest thing for me was the change I had to make in my mind. I went from having a senior position in a large corporation with all that comes with that; the car, a generous expense account, etc, as well as the respect of colleagues, to being a nobody. People didn't automatically take my calls any more.

Speaker 5. I found it very challenging to adjust to the fact that there wasn't anyone to call when my computer broke down. It's very frustrating having to sort out these things on your own. It takes so much time. But other than that, I'd recommend the life of a consultant to any of my former colleagues.

(Taken from bulats.org)

- 3 Ask your students to listen to the tape for the second time and fill in the gaps as you listen. Check the answers.

Possible answers:

- | | | |
|------------|----------------|-------------|
| 1. shock | 3. substitutes | 5. sort out |
| 2. careful | 4. change | |

- 4 Ask your students to read the text and decide which of the given titles best suits the passage.

Possible answers:

Job tips to convince people with evidences.

- 5 Ask your students to work at vocabulary part of the lesson. Students should find words which have similar meanings in the passage.

Possible answers:

- | | | | |
|--------------|-----------|---------------|----------|
| 1. viewpoint | 4. gain | 7. vigilant | 10. fade |
| 2. argue | 5. stuff | 8. completely | |
| 3. maintain | 6. debate | 9. change | |

- 6 Ask your students to look through the statements below and find out whether they are true or false.

Possible answers:

- | | | | | |
|------|------|------|------|------|
| 1. F | 2. T | 3. T | 4. F | 5. T |
|------|------|------|------|------|

Lesson 10

UP-TO-DATE DEVICES

STARTER

Draw students' attention to the photos below and ask them to read and discuss the questions below with their partners.

Students' own answers

- 1 Ask your students to match the words from A to those in B to make word pairs. Sometimes more than one version is possible, discuss with your class which one is more/less common.

Possible answers:

- | | |
|-----------------------------|----------------------------|
| 1. Up to date device | 5. Advance studies |
| 2. Breakthrough advertising | 6. Labour saving equipment |
| 3. Cutting edge technology | 7. Progressive changes |
| 4. Innovative thinking | |

- 2 Ask the students to fill in the blanks with appropriate words and phrases from the box.

Possible answers:

1. Ten years ago, I would have scoffed at anybody who dared to speak such blasphemy.
2. Cell phones are one of the most popular hand held gadget being used among people of all ages.
3. Domestic appliances may not immediately spring to mind when thinking about technological items.
4. Power cable production launched in Uzbekistan
5. It is enough to pad on the top of the display to get any information you need.
6. Continued advancement of the cell phones enables people to avoid everyday life stresses.
7. It runs on a variety of computer hardware including Intel clones and Apple Macintosh computers.
8. Shaver blades are fragile and easily can shatter or break inside the cavity in which they are used.

- 3 Ask the students to listen to the record and put the information below in the sequence they come in the text.

Possible answers:

1. Many users say that they can't manage their professional life without them.
2. They threaten to make laptops and net books obsolete technology.
3. Eventually it has become less in size but bigger in memory.
4. Mostly they work with Bluetooth.
5. It helps to be aware of missed calls and messages not taking it out of pocket
6. They are more resistant than older ones made of glass.
7. This device makes rooms more convenient and provides healthy atmosphere.

- 4 Ask the students to match the phrases from Ex. 2 to equal phrases below.

Possible answers:

- | | | |
|---|--|---|
| a | essential piece of hardware that they cannot be without | 2 |
| b | laptops might eventually be extinct | 1 |
| c | they become smaller and hold even more | 4 |
| d | Most models use Bluetooth wireless technology | 3 |
| e | gives an access to lots of information besides the time of day | 6 |
| f | aren't now as fragile as the old ones | 7 |
| g | comfort making apparatus | 5 |

- 5 Play the tape again and ask your students to fill in the table.

Possible answers:

| Name of the device | Used adjectives | Description |
|--------------------|------------------------------|-----------------------------------|
| Tablet | Android | technological wonder |
| Memory Card | wondrous piece of technology | become smaller and hold even more |
| Wireless speaker | startling | use Bluetooth or Wi-Fi |

| | | |
|---------------------------|------------------------|-----------------------------|
| Pebble | interesting and useful | connected to the Smartphone |
| Touch screen LCD displays | cheap, slim and light | Almost every device has one |
| Air conditioning | Comfort making | refreshes the air |

TAPESCRIPT

Let's speak about devices, but this time let's talk about those influencing our life pace. Guess, there is nothing to **scoff** at, as modern day society **grows** more and more **into a technological world** where technology rules all. With that stated, here are some popular technological wonders that change my life in particular:

Smartphones: Being all around since the early 2000's, every year, these small **hand held** devices **seemingly** become more impressive and innovative. Whether you have your specific preference of Google's Android, Apple's Iphone, or Microsoft's Windows 8, smartphones are one of the most bought and used items in the world. For the majority of those who use them, they become an essential piece of **hardware** that they cannot be without.

Tablets: Tablets have been slowly but surely **taking over** the technology market since the modern tablet arrival in 2000. To my mind, now with Google having plenty of Android tablets available and the **continued advancement** of this technological wonder, laptops might eventually **be extinct**.

Memory Cards: Memory cards may not immediately **spring to mind** when considering technological advances. However, could you imagine your studies without them? How could you take thousands of photographs with your camera and easily transfer them to your computer? How could you download and work on uncountable amounts of materials in your subject? This wondrous piece of technology is one of the most important pieces of hardware when it comes to **digital storage**, and as they become smaller and hold even more, they will definitely be a vital piece of technology, any student or practitioner would need.

Wi-Fi & Bluetooth speakers: This startling **Wireless** speaker systems let you play music stored on a phone, tablet, media player, or computer that's across the room or even elsewhere in the house. Most models use Bluetooth wireless technology, which works with a wide range of mobile devices. It is also improved to fit the current tendency to shrink

in size but burst with power. Now, no need to plead for help if you are organizing your presentations, workshops and etc.

Smart watches: Pebble, officially **launched** in 2013, is the first smart watch. Besides the common functions of a classic watch, it can be connected to the Smartphone or tablet, with a simple Android or IOS application. This way, the watch will give you access to lots of information besides the time of day, such as missed calls, messages, and emails. The device is connected with an **app** store also, so the developers could create other applications that would make Pebble even more interesting and useful.

Touch screen LCD displays: Almost every device has one - from modern washing machines and refrigerators to TVs and tablets. Liquid crystal displays are cheap, slim and light. TVs and monitors aren't now as **fragile** as the old ones. The **portable** gadgets of the century are so small that there is no place for all the buttons and a now a single button usually has more than one function. Without a display people would get easily confused. Add a touch sensitive **padding** on top of the display and you get a whole new product!

Air conditioning: It keeps you warm in the winter and cool in the summer. It refreshes the air and can deal with the **moist** air which is responsible for the unhealthy **mould**. Comfort making apparatus helps people who are sensitive to high temperatures to carry out the daily routine normally without the fear of fainting or **abnormal** blood pressure.

GRAMMAR

- 6 Tell students that grammar of this lesson is devoted to the usage of some prepositions. Ask them to give equivalent preposition in their own languages.

Students' own answers

- 7 Now tell students that it is time to implement theoretical knowledge on prepositions into practice. Ask them to fill in the gaps using prepositions from the previous exercise.

Possible answers:

- | | | |
|-----------------|-----------|------------|
| 1. to | 4. within | 7. beneath |
| 2. against | 5. at | 8. to |
| 3. around/about | 6. behind | |

- 8 Ask your students to focus on different usages of prepositions and complete the sentences with proper ones.

Possible answers:

- | | | | |
|--------|------------|-----------|----------|
| 1. On | 3. For | 5. Behind | 7. By |
| 2. Off | 4. Beneath | 6. Of | 8. Under |

READING

- 9 Draw your students' attention to the photos and ask to tell if they have any associations. Ask to share their opinions about the gadgets they see.

Answers can vary. If some misleading point out the registration mark of the car; movie character; (James Bond or agent 007)

Students' own answers

10. Ask to read the expressions below. Then ask to read the text and match them with the highlighted words.

gizmo - a gadget, especially one whose name the speaker does not know or cannot recall

super-villains - a person responsible for specified problems, harm, or damage

endows - provides with a quality, ability, or asset

incremental - something that increases in value or worth

disruptive - innovative or groundbreaking

ammo - ammunition

mastermind - a person who is responsible for planning and organizing

panoply - a complete set of arms or suit of armor

- 11 Ask to complete the headline with an appropriate name.

James Bond and the modern gadget economy

- 12 Ask to fill in the gaps with the appropriate words from the text.

- a Using the latest multimedia gismos would improve the quality of any performance.

- b Polyglots are usually endowed with tremendous abilities that in its turn endows an incremental expanding of worldview.
- c I'm doing my best in the way of education and tomorrow sees me panoplied.
- d Mr. X was the mastermind behind the plan to acquire the newest ammo.
- e There are so many super-villains to choose from and some are arguably better than others.

WRITING

- 13 Tell the students that this lesson's writing topic is differentiating vague and precise languages' similarities and differences. Ask them to rewrite the sentences below by replacing vague language forms for precise language ones.

Students' own answers

- 14 Ask the students to rewrite sentences below taking into consideration the fact that the writing topic of the lesson is vague and precise language from differences.

Students' own answers

OBJECTIVES

- raise students' awareness of the immortal tracks
- teach students some specific usages of relative clauses in context
- give a clear vision of what process analysis is

STARTER

Lead students to the title of the lesson by drawing their attention to the photos given on starter page. Ask students to look at them and answer the questions below:

- What do these people have in common?
- What are their contributions to the development of science?

Different answers can be given here, welcome them all.

Possible answers:

- These are people who have contributed to the development of science, art, culture and politics. Alisher Navoi is the greatest Uzbek writer who wrote masterpiece novels in two different languages: Turkish and Persian. His novels are still read and enjoyed by many thousands of readers, fans of the world literature. His works have also been translated into a number of world languages which show the importance of his works.

These are all people who are popular for their great works.

- Tell students that they are going to listen to the tape. Before doing that ask your students to match the two halves of the expressions and make up sentences. This task can be done in pairs. Divide students into pairs of two and ask to do the task together.

Possible answers:

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

- Ask students to fill in the gaps with the words from the box. Check the answers.

Possible answers:

1. explode
2. scrape
3. mould
4. altered
5. sawdust
6. fluorescent

- 3 Ask your students to listen to the tape attentively and fill in the table as they listen. Play the tape. Check the answers.

Possible answers:

| | Name of an inventor | Year of invention | Invention |
|---|------------------------|-------------------|-------------|
| 1 | Alfred Bernhard Nobel | 1867 | Dynamite |
| 2 | Jone Walker | 1827 | matches |
| 3 | John Smith Pemberton | 1886 | Coca-Cola |
| 4 | Wilhelm Conrad Rontgen | 1895 | x-rays |
| 5 | Albert Fleming | 1928 | Penicillium |

- 4 Play the tape again. Ask students to listen to the tape again and replace the underlined words for the ones heard in the tape.

1. Accidental
2. Explosive; Powerful
3. Scientist
4. Chemicals
5. Wear; Altered
6. Invention

TAPESCRIPT

R: Hello, Dono. Where are you going?

D: Hi, Rustam. I'm going to the library. I am to find the information about the scientists and their great works.

R: Oh, I have some information about them. If you want, I can give you.

D: That would be great. Do you have them with you?

R: Yes, in my computer. Let's sit over there and I will show you.

D: O.K.

R: Here is. Do you know who is Alfred Bernhard Nobel?

D: Hm, nothing more than Nobel prize.

R: Yes, the prestigious Nobel Prize is named after him. He invented dynamite in 1867 and it was accidental invention. Nitroglycerine was becoming a widely produced explosive material at the time, largely due to the fact that it was far more powerful than its predecessor, gunpowder. But the problem was that nitroglycerine was unstable, and it regularly blew up people and buildings without warning. Like many at the time, Nobel realised that nitroglycerine would be a lot more useful if they could only find a way to make it, you know, not explode randomly. While working in a lab with a vial of nitroglycerine, the vial slipped out of his hand and hit the ground. After recovering from the initial shock and surprise that he hadn't been blown to bits, Nobel soon realized that he owed his life to the sawdust on the ground where the vial had landed, which absorbed the liquid when it hit the ground.

D: Oh, I didn't know about it. Let's see who is the next scientist with his invention that changed the people's lifestyle.

R: John Walker. Do you know him?

D: To tell the truth I don't know him.

R: Well, he is an English pharmacist, in 1827 he invented the matches. He noticed that the stick he'd been using to stir the pot of chemicals had a dried lump on one end. Instinctively, Walker tried to scrape the substance off the end of the stick. Although not containing phosphorous, the mixture of antimony sulfide, potassium chlorate, gum, and starch was reactive enough that when he dragged it across the floor, the stick burst into flame. And the next one is John Stith Pemberton...

D: I guess, I know him. He is the inventor of Coca-Cola. In 1886 he relied in Atlanta druggist to test and help him perfect the recipe for the beverage, which he formulated by trial and error. With the help of druggist, he worked out a set of directions for its preparation that eventually included blending the base syrup with carbonated water by accident when trying to make another glass.

R: Yes, you know about him. What about Wilhelm Conrad Rontgen? Have you heard about him before?

D: Yes, he is the scientist who dealt with X-rays.

R: In 1895 when he was performing an experiment using cathode rays, he realized that some fluorescent cardboard across the room was lighting up in spite of the fact that there was a thick block between the cathode ray and the cardboard. The only explanation was that light rays were actually passing through the solid block.

D: And nowadays it's used as widely in medicine as penicillin. Do you know the inventor of it?

R: No, and who is he?

D: Sir Albert Fleming. In 1928 Fleming noticed a Petri dish containing Staphylococcus plate culture he mistakenly left open, was contaminated by blue green mould, which formed a visible growth. Fleming concluded the mould released a substance that repressed the growth and lying the bacteria. He grew a pure culture and discovered it was a penicillium mould.

R: Our daily lives are governed by inventions. From what we wear to the food we eat and our methods of travel. It's all been invented or significantly altered by inventions.

D: Yes, and sometimes an invention comes along that doesn't just change the way we do things but changes the world. Thank you, Rustam for your help.

R: Not at all. Now I have to go, I have classes. See you.

D: See you.

5 Ask students to put the sentences below in correct order.

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

6 Ask your students to work in pairs and to choose one option from the Ex. 6 and discuss the given question for about 4 minutes. Give some pairs an opportunity to share their opinions with the whole group.

Possible answers:

- a There are a lot of great scientists in the world who made a number of creations for the development of the world science. Uzbekistan

is very rich in scholars who made their great contributions to the human being development as well. Avicenna's valuable books on medicine opened a new era in medical sphere. His works served as the foundation of future achievements in the field.

- b A number of inventions can be stated here as the items which altered the people's life styles. Firstly, we can mention the computer creation. That invention started a new era called "technology period" giving a big push to the development of humanity. Another invention can be a creation of World Wide Web which made people's lives easier and more convenient than before.

- 7 Inform your students of the fact that the lesson's grammar theme is devoted to relative pronouns which serve as conjunction in the complex sentences. Ask your learners to read the sentences below and identify whether they refer to the people or object and place.

Possible answers:

1. Where refers to the place; which refer to the object;
2. Which refers to the object;
3. Who refers to the people;

- 8 Divide the students in pairs and ask them to unite the separate clauses below into one complex sentence.

Possible answers:

1. Nodira's friend Dilshod who has just released a CD plays the guitar.
2. Microsoft has a lot of power in the world of computers which annoys some people.
3. Cricket is popular in many countries around the world which is played between two teams of eleven.
4. "Shaytanat" is one of my favourite books which was written by Tohir Malik.
5. Parts of Buckingham Palace where the queen lives are open to the public.
6. Raykhon is a famous Uzbek singer whose mother was an actress.

- 9 Grammar is further practiced in exercise 9. Ask your students rewrite each pair of unfinished sentences as the complex one using relative clauses when, where or why.

Possible answers:

2. That terrible night in December changed my life forever when I found out what had been going on.
3. The early morning is the time when I work best.
4. His dishonesty is the reason why I left him.
5. His mid-teens were the time when he first became interested in politics.

- 10 Give some time to your students to focus on vocabulary of the exercise. Then ask them to pay attention to the highlighted words in the passage. Now they should match the antonym words.

Possible answers:

- | | | |
|-----------------|---------------|-----------------|
| 1. precise; | 3. complex; | 5. monitoring; |
| 2. provisional; | 4. celestial; | 6. preliminary; |

- 11 Now ask your students to read the article and put the phrases into the correct order due to the implementation.

Possible answers:

- | | | |
|------|------|------|
| 1. D | 3. A | 5. E |
| 2. F | 4. B | 6. C |

- 12 Ask your students to match separate parts of a set expression into one and make up some sentences.

Possible answers:

- | | | |
|------|------|------|
| 1. E | 3. F | 5. B |
| 2. C | 4. A | 6. D |

Example sentences:

- a) In modern science it is very essential to take part in different international projects.
- b) She was about to solve the puzzle when the teacher turned to another task.

13 The writing part of the lesson starts with exercise 13 where students should read and put the sentences describing approach to writing a process paragraph in the correct order step by step.

Possible answers:

3; 2; 7; 5; 8; 6; 1; 4;

14 In this task students should write a paragraph where the process of writing a term paper is depicted. Tell your students to use the steps of writing a process paragraph from the previous exercise.

Possible answers:

Writing a Term Paper

Doing a term paper involves both careful research on a topic and a methodical approach to writing up the results of that research. First, consult the important and up-to-date books and articles related to the topic. Next, find out the style of writing that the instructor wants. What are the requirements for the paper's length, organization, citation, and bibliography? Then write a draft of the paper as quickly as possible, without consulting notes or bibliography; this will help your ideas take form and will suggest how these ideas should be more fully developed. Before doing any further, review your draft to see if a point of view or an attitude toward the topic is emerging. Finally, write a second draft that includes all the important information about the topic. This draft will include citations and a bibliography.

OBJECTIVES

- raise students' awareness of the theme personal ambitions in science
- give students knowledge about tag questions and practice them
- inform students of steps how to write a critical writing

STARTER

Ask students to look at the photos below and tell what messages they carry. Answers may vary from each other. Encourage students to respond to given questions.

Ask your students to work with partners. Let them choose a quote below and discuss its meaning.

Possible answers:

- a The ripest peach is highest on the tree. (James Whitcomb Riley)
If one wants to achieve something in his or her life that person should do his best to fulfill it. But one should always keep the most important rule in his mind that it is very difficult to do it, as you must go forward towards the top of mountains to reach the best things.
- b When you are aspiring to the highest place, it is honorable to reach the second or even the third rank. (Cicero) If you are doing your best trying to get the first place in this or that competition, it would not be so bad to get the second or third places as well, as it is very complicated thing to be at the top.
- c Ambition is the path to success. Persistence is the vehicle you arrive in. (Bill Bradley) Ambition can lead people to great deeds, it keeps them stay straight towards their dreams. But having only ambition is not enough to achieve our aims, besides this we need persistence, character, will to have our dreams and aims done or fulfilled.
- d Intelligence without ambition is a bird without wings. (Salvador Dali) A person can really be very knowledgeable, intelligent or intellectual but these features are not enough to achieve something in life but also he should have ambitions to do this or that action. From the ancient times humanity appreciated people with strong ambitions. Ambition has always been a strong tool in fulfilling the tasks.

1 Ask students to find correct definitions to the words and phrases in the box and write.

- | | | |
|------------------|---------------|----------------|
| a. gravity | d. to replace | g. in flesh |
| b. controversial | e. to own | h. alternative |
| c. ambition | f. expense | |

2 Ask your students to listen to the tape and complete the following sentences with the words or phrases from the box.

- | | |
|-----------------------|----------------|
| a. youth perspectives | d. disclose |
| b. provided | e. contentious |
| c. decrease charges | f. substituted |

TAPESCRIPT

– Today we have invited a student Akbar Khojiakbarov to our programme to talk about his ambitions, plans, and ideas in science. Good evening, Akbar! Welcome to the programme “Youth perspectives”!

– Good evening, I am very glad to be here with you.

– Let’s start our conversation then. How did you become interested in science?

– From my childhood I dreamed of being a popular scholar. I wanted to have a huge laboratory equipped with latest technological equipment and computers, to have assistants supporting me in my inventions. Partly my dreams have come true up to now. I can do any experiment connected with my inventions in the laboratories of our Institute. But I do not have assistants now! I am an assistant myself to our teacher! (laughs)

– O.K. What invention are you working at now? What are benefits of it for our society?

– I am working at the new type of chemical liquid with the help of which people working in some specialties may reduce their expenses at several percent. But now I cannot reveal secrets of my invention describing it in details. But if this invention is scientifically proved and experimented successfully it can help science, to be more exact, chemistry.

– We wish you luck at your invention. Hopefully you will succeed in experimenting it. Akbar, can you tell us about some other future ambitions of yours in science?

– Sure, I have a lot of plans in future for developing my career. The greatest goal of mine is to participate in world science conferences, to get introduced with popular scholars in my field, to meet them in the flesh, to talk about scientific achievements, developments, innovations; discuss controversial issues with them finding solutions to them. Besides, I would like to give a speech in world science conferences about my innovation as well. I own several foreign languages: English, French, Russian, I do not see any problem to take part in such conferences now. Another dream of mine is to get awarded with Nobel Prize! Maybe it seems too unachievable, impossible to get, but I will try anyway! Cause I have got other ideas in science as well. For instance, we are thinking to work out alternative liquid to petroleum. As most people are aware the oil store is coming to its end. How will cars run then? A number of scientific innovations are being worked out in this matter nowadays. Sun energy, the use of gravity issue, electricity, some chemicals are also being tested to replace typical oil productions for automobiles. We are also working out some alternative to it. May be in the near future we can present them to public. I am sure that after about a century cars will not run by oil productions but other chemicals will replace them.

– Akbar, we wish you a great luck and success at your experiments and career in future. We hope that you will keep on making Uzbekistan popular in science world.

3 Ask your students to be very attentive to cope with the next task. They should try to remember how the following words or phrases were used in the tape. With this task you can check both the students' memories and attention.

- a. huge laboratory – Akbar said the following: I wanted to have a huge laboratory equipped with latest technological equipment and computers, to have assistants supporting me in my inventions.
- b. world science conferences – Akbar said the following at the radio programme studio: the greatest goal of mine is to participate in world science conferences, to get introduced with popular scholars in my field, to meet them in the flesh, to talk about scientific achievements, developments, innovations; discuss controversial issues with them finding solutions to them.
- c. to get awarded with – Akbar shared the following dream of him

with the host of the programme: “Another dream of mine is to get awarded with Nobel Prize!”

- d. replace typical oil productions – Akbar said the following: “sun energy, the use of gravity issue, electricity, some chemicals are also being tested to replace typical oil productions for automobiles”

4 Ask students to answer the questions with their partners. This task makes listening more effective.

- a. Why did Akbar decide to be a scientist? What made him be a scholar? From his childhood he dreamed of being a great scientist. He wanted to look like the most significant scholars of Central Asia.
- b. What inventions is Akbar working at now and how useful they can be for society? What are benefits of them? He is going to discover some new inventions and the society may have some financial and economic benefits.
- c. When can Akbar announce useful sides of his invention? Why didn't he do it in the programme? After he has fulfilled all his inventions he can reveal useful sides of them. He is keeping his future inventions secret in the programme as he has not finished discoveries yet.
- d. What are other alternative ways of petroleum being worked out by scientists nowadays? Other liquids are being experimented to replace petrol in order to have some financial benefits.
- e. What are future personal ambitions of Akbar in science? What does he want to achieve in his life? His lifelong dream is to get the Nobel Prize.

5 Another post-listening activity will be practicing speaking skill of the students. Ask students to work in pairs and to make up a short dialogue containing information about your future ambitions in science or in your specialty.

ex. - What are your plans in your specialty in future?

– As I am studying to get a diploma in a car manufacturing industry, I am planning to found a mini-bus producing company in our region

GRAMMAR

The lesson's grammar theme is tag questions. The teacher gives thorough information about using them in sentences. It is recommended to practice tag questions in real speech during a class.

- 6 Ask students to work with their partners. Ask and answer tag questions.

Example: Ask tag question about someone's future ambitions in science or in his or her specialty. Speaker A: Bahrom, you are intending to experiment some sort of leather made artificially as a material for shoes making, aren't you? Speaker B: Yes, I am or No, I am not.

- 7 Ask your students to add tag questions to the following sentences using different auxiliary verbs.

- Life ambitions are basic and vital means of achieving success, luck, aren't they?
- You know what your ambitions are in the field you are working at, don't you?
- Scientific ambitions were first pushers of most popular scientists in the world, weren't they?
- Personal ambitions can really be fulfilled by hard attempts, experiments, can't they?
- Scientific ambitions had always been means to stimulate scholars to greatness, hadn't they?
- Ambitions should raise people's self-confidences in order to achieve their purposes, goals, shouldn't they?
- As many specialists claim science is pushed forward by strongly-motivated and ambitioned plans for future development, don't they?

- 8 Ask your students to choose the appropriate answer to complete the following sentences.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| d | c | c | b |

- 9 Prepare your students to reading section of the lesson. Ask them to look at the title of the passage and tell what the text is going to be about. Students should share their opinions with others.
- 10 Now ask your students to read the text and fill in the blanks with the words or phrases from the box.

- | | |
|----------------|------------------|
| a. involve | e. peculiarities |
| b. push | f. due to |
| c. remedy | g. based on |
| d. ponder over | h. depends on |

- 11 Ask your students to find word combinations or phrases in the passage and to define them in English. Encourage them to give proper definitions to them.
- 12 This is a Post-reading activity to strengthen the meaning of the passage. Ask your students to read the questions and answer them. If they face with any difficulty they can find correct answers in the passage.

Here students' own answers are given and assessed by teachers.

- 13 Ask students to make up new questions to each paragraph of the passage.

Here only students' own answers are given.

- 14 Writing of the lesson is devoted to critical writing steps. Ask your students to put these steps of critical writing in its order and think what can be written in each of them.

- | | |
|-----------------------|------------------|
| 1. Synthesis | 4. Analysis |
| 2. Critical thinking | 5. Fact checking |
| 3. Knowing the limits | |

- 15** Ask your students to use their critical thinking abilities. Ask them to think of a popular documentary film about a well-known scientist and answer the following questions which make all parts of a critical writing.

Students' own answers

- 16** Ask your students to write what issues they are going to depict in their typical critical writing work.
- 17** At the end of the lesson this task can be given as home assignment. Ask your students to think of a controversial issue in their specialties, select a scientific article, read it and write a critical review over it according to its steps.

For example: making clones as a positive or a negative matter.

REVIEW

- 1 Ask your students to look through topics below and predict what five titles may be used in the listening tape. Check the answers.

Possible answers:

1. Friedrich Nietzsche's conception based on "Thus Spoke Zarathustra":
2. Young researcher and his discovery
3. Jellyfish is only one creature can exist for a long time
4. Benjamin Buttons jellyfish
5. How to come up with death and could we do that?

- 2 Ask your students to listen to the tape and identify what five words were used in the tape.

Possible answers:

Research, reproduction, elixir, overwhelm, invasion

- 2 Play the tape again and ask your students to fill in the gaps used in conversation.

Possible answers:

- | | |
|------------------------|------------------|
| 1. hydrozoans | 4. rate |
| 2. Turritopsis dohrnii | 5. Mediterranean |
| 3. eternally | |

TAPESCRIPT

You will hear a scientific lecture regard to an important discovery, immortality.

You must have heard that bacteria is immortal. That it can just divide into two daughter cells and never die. But that is a single celled organism. But what if a multi-cellular big organism found a way to achieve immortality? How did this organism find a way to cheat death? Can we do the same? Is this where the answer to immortality lie?

The immortal Jellyfish's, scientifically known as Turritopsis dohrnii, peculiar habit of refusing to die was discovered by Christian Sommer, a

German marine-biology student who was then in his early 20s. He was conducting research on hydrozoans and collected hundred of organisms by scanning the ocean floor. He kept his hydrozoans in petri dishes and observed their reproduction habits. Sommer noticed that *Turritopsis dohrnii* was displaying a very odd behaviour. That is, instead of dying like other hydrozoans did, it started to age in reverse growing younger and younger until it reached its earliest stage of development, at which point it began its life cycle anew.

In plain terms, it means that instead of dying as it got old, it started growing younger till it reached its youngest stage... and then started growing old again. And on and on this cycle goes, making the jellyfish for the lack of any other term, immortal. While other jellyfishes die after propagating, it reverts to its young form.

Seems like something out of science fiction! It sort of reminds you of that movie *The Curious Case of Benjamin Button*. Actually, *Turritopsis dohrnii* is often referred to as the Benjamin Button jellyfish.

While humans have been looking for the elixir of immortality, Jellyfishes have developed their own way to beat death. Friedrich Nietzsche a century ago conceived in "Thus Spoke Zarathustra": "Everything goes, everything comes back; eternally rolls the wheel of being. Everything dies, everything blossoms again. . . ."

Death is very important. Because if nobody died and more and more young ones kept coming into the world, the population will rise steadily and before you know it, it'll overwhelm the other species on the planet. That is what is happening in this case. The population number of the immortal jellyfish is rising at an alarming rate. As if the ocean wasn't scary enough already!

Dr Maria Miglietta of the Smithsonian Tropical Marine Institute said: "We are looking at a worldwide silent invasion." The immortal jellyfish was originally from the Caribbean but have spread all over the world into every ocean. It "hitch-hikes" on cargo ships that use seawater for ballast. This jellyfish is found not only in the Mediterranean but also off the coasts of Panama, Spain, Florida and Japan.

- 4 Ask your students to read the text below and decide which of the given titles best suits the passage.

Possible answers:

2. Dogmatic falsification of science.

- 5 Ask your students to look through words below and find similar ones in the passage.

Possible answers:

- | | |
|------------------|----------------|
| 1. hypothesis | 6. criticism |
| 2. falsification | 7. assertion |
| 3. susceptible | 8. claim |
| 4. seek | 9. controversy |
| 5. consideration | 10. welfare |

- 6 Ask the students to find out whether the statements below are true or false.

Possible answers:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| F | F | T | T | T |

- 7 Ask your students to write a paragraph on the topic "how to report a science experiment". Before doing the task let them revise rules of writing a paragraph in student's book. Write a process step by step.

Students' own answers are given here.

- 8 Ask your students to write a paragraph in an appropriate style containing about 150-200 words.

Students' own answers are given here.

(Handout 1) Unit 1 lesson 3

A small Cello (12 inches)

Selecting The Right oriental Rug

By: Lucy Johansen

Published: October 23, 2009

Adding an oriental rug to your collection will give you the change you want at a price you can afford. There are several steps that go into creating a wonderful oriental rug. Every stitch creates a unique pattern and design that give the oriental rug style and individuality.

The first step in choosing the perfect oriental rug for your room is to measure your room. This will give you an idea of the sizes of rugs that will work for you. oriental rugs can also be purchased for stair runners. These require you to measure the stairs and to count the number of risers.

When shopping for an oriental rug you need to take a picture of your room that you wish to place the rug down. This will help you match the rug colors with the decorations that are already in the room.

Wool is a material used to make some oriental rugs. Wool can make the rugs keep the floor warm and resist high traffic. If silk is what you want you need to keep in mind that silk cannot withstand high traffic floors or cold temperatures. Only use these rugs if you live in a warm climate.

The country that an oriental rug is made in says a lot about the rug itself. Persia is the most popular place to find oriental rug production. Other places that are well-known for producing oriental rugs include Uzbekistan, Afghanistan, China, Nepal, Turkey, Armenia, Romania, Egypt, Morocco, and Azerbaijan. The most elegant of oriental rugs can be found in Bukhara and Khiva.

oriental rugs should also be examined on the back for the weave. Some rugs have aged using an artificial process. This is a sign that these rugs have been washed and painted. They will appear to be lighter in color on the back because it is not exposed to the light.

When continuing to examine the oriental rug you want to check out the knot count. This is very important because the higher the knot count the more detailed the design. This is also a great indication of the durability. This can ultimately end up being a high priced rug.

Another tip for buying an oriental area rug includes testing the rug to determine if it is colorfast. If you rub a damp rag across the rug and color comes off you do not want to purchase the rug.

Last but not least, don't settle for the price marked on the tag. You should pay \$20 to \$80 for a rug. Half the fun of purchasing a rug is trying to get the price down to where you can afford it.

(Handout 2) Unit 2 lesson 6

"Wrighting" Prompt: Newspaper Article Example

Headline: High Flying Escape ends in Death
Byline: By Robin Sloan
Lead paragraph: Icarus, son of the famous inventor, Daedalus, plunged into the Aegean Sea and drowned while attempting to escape from the island of Crete early yesterday afternoon. His body has yet to be recovered.
Explanation: Icarus and his father had made wings from wax and bird feathers they had collected over the years while imprisoned on the Island of Crete. They attached the homemade wings to their arms and, using a flapping motion, lifted off from the island shortly before noon. While making their escape, Icarus flew too close to the sun. As a result, the heat melted the wax on his wings which caused the feathers to drop off. The wings collapsed and Icarus fell into the sea and drowned.

Headline _____
Byline: By _____
Lead paragraph: Who: _____
What: _____
Where: _____
Why: _____
How: _____
Explanation: _____

(Handout 3) Unit 3 lesson 9

PUBLIC EVENTS FACILITIES RENTAL MANAGER WORK EXPERIENCE CERTIFICATE EXAMPLE

To whom it may concern

This is to certify that Mr. Sharipov was working at UZREALTOR as Public Events Facilities Rental Manager from August 21, 2009 to March 4, 2014.

During this period, his services were found to be satisfactory in carrying out the following duties:

- Negotiates contracts for leasing arenas, auditoriums, stadiums, or other public events facilities
- Solicits new business renews established contracts to promote rental of facilities
- Maintains schedule of rentals for defining availability of facilities for bookings
- Oversees operation maintenance of facilities
- Notifies fire police departments of scheduled use of buildings to provide protection
- Studies reports to ascertain time lessee used facilities if damage was occurred to facilities or contents
- Submits bills as well as receives accounts for money paid for rentals.

We wish him all the best in his/her future.

Sincerely,

Mr. Rustam Sharipov,
Head of Human Resources Department
(organization stamp)

UO'K 372.881.111.1

KBK 74.268.1Ingl

S-30

Scale Up: teacher's book Course 3: 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, Tursunov Mirzo, Shamsimatova Barno, Shaxakimova Mavjuda, Karimova Durdona.

Scale Up

Teacher's book

Course 3

Muharrirlar: Qambarov Nosir, Muratova Elmira

Dizayner va rassom: Rashidov Jamshid, Aliboyev Abdurashid

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