

# SCALE UP

SCALE UP

Teacher's book  
Course 1

# SCALE UP

B2



AUDIO

*Handwritten signature*



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

# SCALE UP

Teacher's Book  
Course 1



Publishing house named after Gafur Gulyam  
Tashkent – 2015

## PREFACE

### Dear Colleague,

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

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

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

### Teaching strategies

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

### Accessible topics and tasks

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

### Interaction Patterns

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

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

### Objectives

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

### Starter/Lead-in

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

### Grouping techniques

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

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

### Possible answers

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

### Eliciting

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

## Personalizing

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

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

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

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

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

**Step 2:** Listening materials.

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

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

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

Techniques: Copy right. You can check the level and copyright of your students written assignments through the websites as [www.turnitin.com](http://www.turnitin.com) . [www.grammarly.com](http://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:

<b>Problems</b>	<b>Solutions</b>
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

## AN INTRODUCTORY LESSON PERSONAL AND PROFESSIONAL DEVELOPMENT

### OBJECTIVES

- to help students understand the importance of team building
- to let them revise the modal verbs of English language in statements
- to help them specify their own pathway in personal and professional development

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

### STARTER

Ask students to look at the photos. Give them some time to describe the photos. Let them share their preferences about the photos. Answers may vary.

Possible answers:

Picture 1 represents team work. One needs a peer or group support in their career path.

Picture 2 represents developing professional skills alone.

### LISTENING

1. Ask students to match the words 1-10 with their definitions a-j

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

### TAPESCRIPT

You will listen to a lecturer talking about personal development.

Good afternoon. Today I'm going to talk to you about "Personal development".

When considering finding the path to self improvement, you must remember that every individual is going to find things that work better for them, everyone is different and each individual has to apply what works for them. With that in mind, it is important to research into various sources of information to aid with your goals in personal development. I provide you with suggestions and tips that you can start your own personal growth.

Read several highly-rated books about self improvement. A really good personal development book on the subject may set you great advice and ideas that will change your life. And don't avoid decision on this road, as they may be an opportunity that you miss. You should not avoid decision making, even if you felt that you don't have all the information.

Use your work time efficiently so you can get more done in a shorter amount of time. The simple trick is to take more breaks during your work day. This might seem wrong than you expected at first, but taking more breaks actually gives your mind a chance to recover, allowing you to return and work more efficiently.

You must know your beliefs are in order to make a self improvement plan. It wouldn't make sense to work on areas of your life that might contradict your values.

Begin a special savings for emergency purposes. This fund will help out in the short and long term because debt continues decreasing. Try to make each day better than the previous one.

You should always treat everyone with respect, regardless of their relationship to you or your goals. The way you deal with people speaks volumes about your own character.

Make it a habit to constantly ask yourself what's important aspects of your life and whether you are still focused on it.

Your body's health affects your mental health. Always keep in mind that healthy minds and energetic physical condition should work in the same time. Always be on the look for new challenges. You can learn more and acquire new ideas and develop new skills. You could end up creating something new or doing something no one else has reached before. Try to find your own path, instead of doing what has already been done.

One very important area for personal development is attaining and maintaining good health. When it's crucial for you to stay healthy and you do so, it will lead to general overall well being and will help you feel good about yourself in every area of your life. Stress can damage your body, so take it all in single step.

When you start your personal development journey, an important thing to keep in mind is that you are allowed to do the best.

Everybody has unique skills, which makes the diverse and wonderful planet we live on.



Choose just one aspect that you want to change about yourself. There may be multiple things that you would like to improve about yourself, but if you limit your attention to one thing at a time, your chance for success improves.

Read on what other people have done to become successful. You can avoid a lot of trial and error by knowing the trials that others have done in your situation. Knowing that other people have succeeded at the same goal will positively affect yourself improvement.

Make a target goal for yourself. Goals that are specifically defined will have specific results.

If you become angry, allow yourself ten seconds before opening your mouth to say anything. Think of something that is calming and take a few deep breaths.

2. Tell students that they are going to listen to the lecturer talking about personal development. Play the tape. After listening to the tape ask students to read the statements and decide if they are True or False.

1	2	3	4	5
T	T	F	F	T

3. Ask students to fill in the gaps with the words in Ex.1. Let students listen to the text once more and check the answers.

1	2	3	4	5
aid	recovery/efficiently	damage	beliefs	defined

4. Ask students to complete the sentences with should/must, mustn't/don't have to, must/have to modals.

- a. 1. should 2. must 3. must 4. should 5. must 6. should
- b. 7. have to 8. have to 9. must 10. have to 11. must
- c. 12. mustn't 13. mustn't 14. don't have to 15. mustn't 16. don't have to

## READING

5. Allow students some time to read the text and give an appropriate title to it. Answers may vary.
  6. Ask students to work in pairs. Say that they should define the underlined words in the text. They should find synonyms to them. Let them share their options with their pairs.
2. formulate-to develop all the details of a plan for doing something, specify
  3. outcome- a result or effect an action or situation, result
  4. qualify- get into completion, be eligible
  5. compatible – work successfully with, similar
  6. enroll- to enter name in a register or list, sign up
7. Tell students to fill in the gaps using the words from the box.

1	2	3	4
major	fairly	break down	guarantee

8. Let students work in pairs. Ask them to exchange their understandings about personal and professional development. Students may refer to the points mentioned in the listening material and text. Invite some pairs to present their ideas to the whole class.
9. Ask students to think about their future plans. Give them enough time to write about their future intentions. Have them review the guiding questions. Answers may vary.

## Lesson 1

## UBIQUITY OF ENGLISH

**OBJECTIVES**

- have a clear idea about how the English language has become widespread
- revise Past/ Present/Future Tenses of the English language in active use
- teach and practice how to write a mind-mapping

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

**STARTER**

Focus students' attention on the photographs and elicit the given questions

**Photo title answers:** spider man, no smoking, parking, joy stick

Ask students to share their own answers associating their life evidence with photos.

**LISTENING**

1. Pairwork. Draw students' attention on the photos. Let them guess where the photos are taken. They guess about the functions of particular places in the photos.

Possible answers:

Photo A presents a cafe with 'The Old Pub' notice, located in Navoi Street. "The Old Pub" destination cater cool drinks for customers. Photo B views 'Finn Flare' shop in the city center. It offers great choice of casual wearing.

**Note** that at first sight the views with English notice/title/ announcements/advertisements seem to be photographed in any English speaking cities, in fact, the foreign language stream has already flown into Uzbekistan as well. Moreover, the population is continuously acquiring English words in their colloquial use. E.g.: carwash, all males in Uzbekistan visually recognize it to be the place offering the cleaning service for automobiles.

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

1	2	3	4
c	c	a,b	a

### TAPESCRIPT

Wide spread use of English today is obvious, and the fact of its becoming a global language is inevitable. Presently, it has spread its roots all over the world. In the field of politics, economics and diplomacy English became an essential skill. Hence, students of all directions and specialties are highly interested in language acquisition. The environment itself supports learners, providing them with language bits from all around.

The Internet makes learning process incredibly easier, in ways that were not possible before. It makes it easier to connect with people who speak different languages. An enormous amount of information is processed in English, and more than half the world's technical and scientific papers are published in English as well.

The widespread use of English has been a great argument. The Chinese government is promoting the teaching of Mandarin in order to establish Chinese as the new international language. Yet the difficulty in means of writing Chinese characters, and the tonal nature of the language, make it unlikely to come out as a preferred language for not native speakers of Chinese. Another case is French. French used to be the language of diplomacy and the preferred language of international exchange. Educated people in Europe, as well as the Americas, Africa, Asia and the Middle East were proud to speak French. However, this is much less so the case today. And subsequently Esperanto, is offered up as an alternative. It was offered as a politically neutral international language. It also has been constructed quite rationally and easy to learn, but in the foreseeable future no society is likely to change English as a highly convenient means of international communication to any other language.

The same is about our own country. Wherever you go or whatever you deal with you surely stumble on something in English. Not only

in capital Tashkent but in distant regions you can come across English expression. For instance, here in Tashkent even in some areas like Chorsu, Chopon ota or Kukcha where national bias are favored, one may count out lots of English words used in ads, brand names, tabloids and so on. Therefor language acquisition is now less laborious owing to the whole environment contributes its improvement. Also less actual is the argument of lacking the environment, because basic words are mostly known for inveterate housewives as well.

3. Tell students to complete the sentences with the missing words from the box. Have them explain the words' meaning. Check the answers.

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

## SPEAKING

4. Groupwork. Draw students' attention to the pictures and identify the people on the photo. Tell them to make a list of some other English words known among particular groups of people such as students, housewives, tradesmen in Uzbekistan. Groups share their findings with the whole group.

Students	Housewives	Tradesmen
- i-phone	- supermarket	- price
- chips	- blender	- please
- sensor	- mixer	- yes/no
- marker	- combiner	- money
- interactive board	- freezer	- how much
- Megaplanet	- lady	- good
- playstation	- perfume	- very well
	- shop/shopping	- come here
	- make up	- ok
		- business
		- businessman

5. Tell students to match the tense titles in the box with the sentences 1-12. Check the answers.

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

6. Ask students to read the descriptions a-l and decide which sentence in exercise 1 matches the descriptions.

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

## READING

7. Encourage students to look at the photos and answer the questions.

Photo 1: depicting ancient times when the kings ruled the government the language communicators were the interpreters. (It is the same at present.) Deep in history the language of communication was Lingua Franca.

Photo 2: people of modern society are having discussion.

Possible answers:

1. people of ancient and modern society (photos 1,2) are interacting;
2. people of different nationality/oriental and European people;
3. with the help of interpreter, guests may know host language;

8. Ask students to read the text and match the definitions 1-6 to the highlighted words and expressions in the text.

1. the medium, method, or tool used to obtain a result or achieve an end - as a means of;

2. to come or bring into being - originates
3. very steep - sheer size;
4. before; until -prior to;
5. time in the past when smth or smone was popular or common - in its time;
6. easy to see or understand; evident - obvious;

9. Encourage students to decide which of the following pieces of information is not given (N.G) in the text. Check the results.

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

**WRITING**

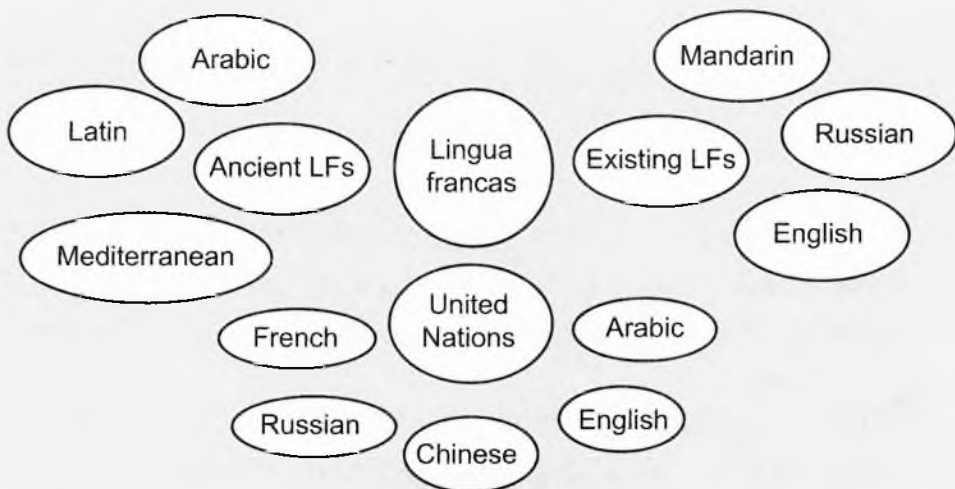
Mind maps

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

10. Draw students' attention to the mind map and let them choose appropriate central theme for it.

- a. Having a single language as an official international

11. Provide students with the Handout 1 and they complete the mind map according to the text on previous page. They may add some more options if available. Check the mind map results.



12. Encourage students to read the questions and instruct them in writing 2 paragraphs using the map in Ex.11.

**OBJECTIVES**

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

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

**STARTER**

Focus students attention to the picture and facilitate question-answer activity.

**LISTENING**

<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Hacking</li> <li>• Ideological pressure</li> <li>• Infringe copyright</li> </ul>		<p><b>TREATS</b></p> <ul style="list-style-type: none"> <li>• Immune tolerance</li> <li>• Law on Intellectual Property</li> <li>• Updating Software</li> </ul>
---	--	--

Possible explanation:

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

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

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

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

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

State that besides above mentioned security tools the VIGILANCE can be a reliable protection for all kinds of attacks.



2. Groupwork. Ask students to discuss the questions and share their findings with the whole class.

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

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

- a. National University of Uzbekistan
- b. Tashkent Islamic University
- c. Tashkent State University of Law
- d. Tashkent University of Information Technology

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

1. Sanobar Azimova
2. Sanobar Azimova
3. Sevara Nizomova
4. Sevara Nizomova
5. Shuhrat Jalilov / Oybek Halilov
6. Shuhrat Jalilov / Oybek Halilov

## TAPESCRIPT

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

– Ok.

– Will you introduce yourself, please?

– I'm Shuhrat Jalilov, a second year student of this University.

– Thank you, er, the question is How do you understand Ideological Pressure?

– Er, hmm, let me think... oh, maybe someone tries to make us follow his/her ideas oh, maybe religion, or they may try to persuade us to buy their product, not letting us think properly. Pressure maybe not direct,

it can be done by supporting financially. It may have a philosophical impact, making you believe that it is the right way. It is usually with purpose, like political maybe.

– How can we protect our youth from Ideological Pressures?

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

Now we are in front of Tashkent Islamic University.

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

– Ok, with pleasure.

– What is your name and specialty?

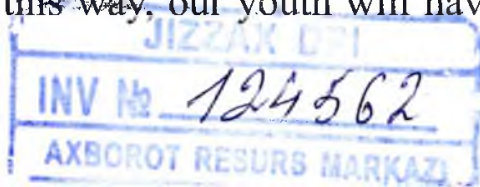
– Oybek Halilov, a first year student of Informatics and Information Technology Faculty.

– How do you understand Ideological Pressure?

– Oh, it has ending “logos” it means subject, so it is a subject which studies ideas. As for the pressure... I know there is a “high blood pressure”, (ha ha), oh here – dictionary says - “the use of persuasion or intimidation to make someone do something”, ahh, it is like making people follow one’s ideas. Err, maybe, like forcing someone to accept one’s religion or tradition or, maybe, a life style. I have been warned against missionary activities, religious extremism, fundamentalism ideas and how they work in our environment.

– How can we protect our youth from Ideological Pressures?

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



ideas. Otherwise, they will be uneducated and have a big ideological gap. We should teach them our traditions, religion, and political point of view.

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

– Your name, please?

– I am Sanobar Azimova.

– How do you understand IT attacks?

– It is like securing or protecting information from external attacks. Most vulnerable is a software, viruses, malwares and other spywares can be tools of hackers' attacks. As you know IT threats are rising day by day and it is becoming hard to secure computers, er, not only personal computers but governmental IT systems also, err, banks also suffer from IT attacks. So, they should be secured. Programmers are creating up to date antivirus.

– How can we get protected from IT attacks?

– Err, most prevalent of those methods is antivirus. It is such a program, that has its own bases of all viruses and cure them. It scans our computer and detects dangerous files. Famous of them are Dr,Web, Avast, Kasperskiy, and EsetNod32. Besides, any computer has its own means of protecting. It is firewall. Firewall is the first “wall” between computer and internet. It doesn't let viruses come into your computer. Then, we should avoid some untrustworthy sites, spams, and use some programs that view all the files of your computer.

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

– Yes, I am all ears!?

– Your name and title, please?

– I am Sevara Nizomova, a first year student of this University.

– How do you understand Intellectual Property?

– Well generally speaking, it is everything that is created or invented by human intellect. For example, literary works, artistic works, such as books, songs, movies, computer programs, and etc, ah, then there are symbols, trademarks, designs, inventions (they are also called industrial property). Authors take patents if they want and if they are the first, if it is possible and other users copy them only with the agreement of the owners.

– How can we protect Intellectual Property?

– We should protect it somehow, as there are greedy attacks. But stopping infringement copyright is not an easy thing. We have to get special licence or a patent for our inventions till others own it officially. So, then, if someone suddenly copies intellectual property such as books, songs, programs, whatever without authors' agreement, owners would certainly have a just reason of putting the law on them, on that person. And eventually that law breaker obviously must pay a fine or will be sent to prison (ha ha). But it is too difficult to prove. But the law does not work in everywhere, for example, in far villages people can easily make fool of others showing others works as their own masterpieces.

5. Groupwork. Encourage students to work in small teams to discuss the infringement of copyright cases of what they have heard or witnessed. Elicit the possible consequences of the illegal cases with the whole group.
6. Students form adverbs from adjectives. They use the formed adverbs in sentences. Check the form and usage of adverbs in sentences.

## GRAMMAR

Adjective	Adverb	Possible examples
Confidential	Confidentially	All information supplied will be treated confidentially.
Dramatic	Dramatically	Your life changes dramatically when you have a baby.
Critical	Critically	They were both critically injured in the crash.
Suspicious	Suspiciously	The manager noticed two clients acting suspiciously in front of the cash desk.
Traditional	Traditionally	The annual meetings are traditionally held in the presence of all senators.

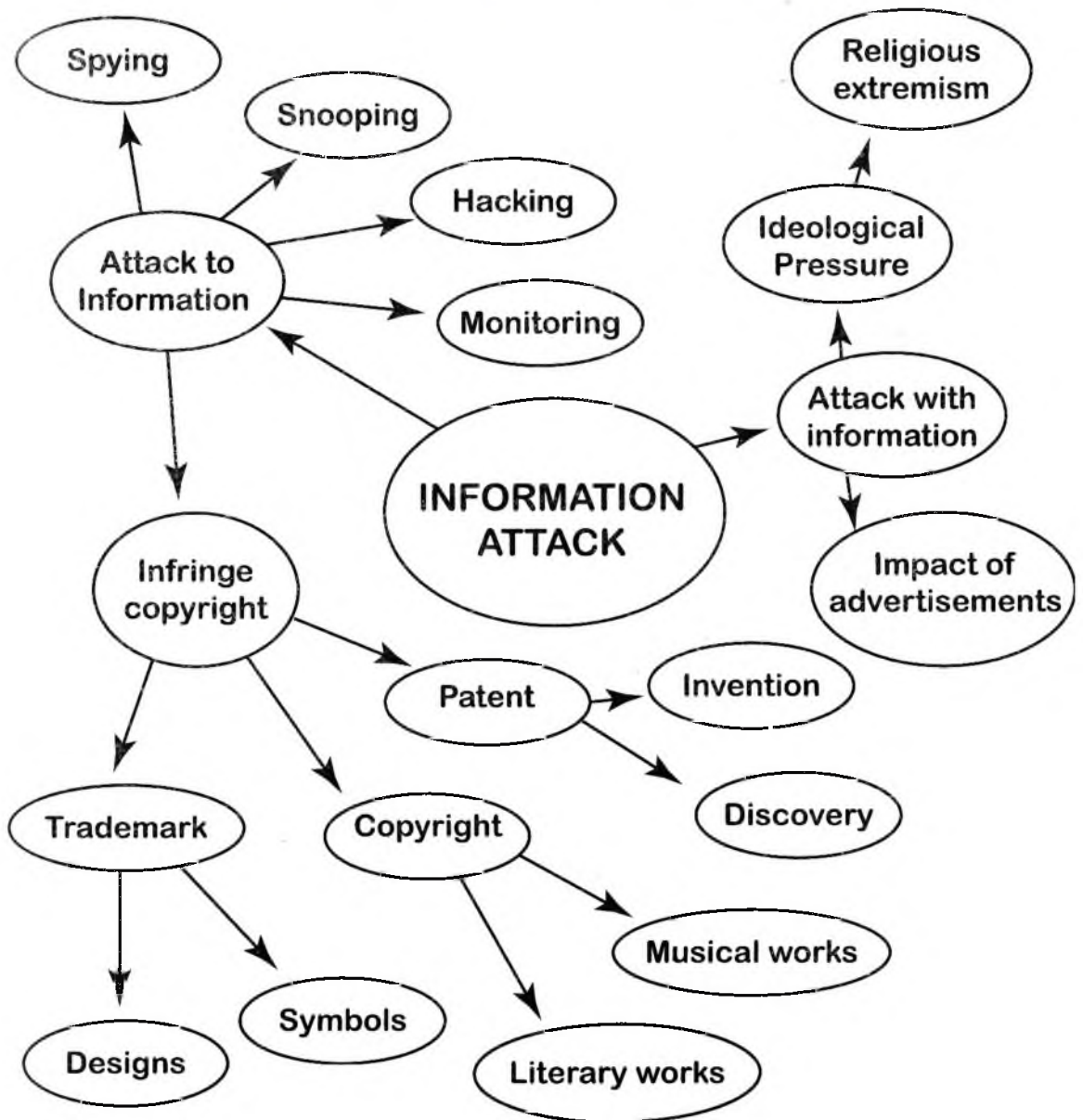
Extreme	Extremely	The gamers played extremely well.
Artificial	Artificially	Most strawberries sold in supermarkets have been grown artificially.

7. Ask students to complete the statements selecting proper adverbs from the box. Check the appropriateness.

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

## READING

8. Encourage students to work in pairs. Ask them to read the quote and share their ideas in pairs. Let some of them present their approach to the whole class.
9. Give students some time to read the paragraphs and match them with the suitable headings. Check the matching results.
  - a. Difference between attacks
  - b. Hacking
  - c. Intellectual Property
  - d. Ideological Pressure
10. Draw a circle in the centre of the board and write 'INFORMATION ATTACK' in it. Have students contribute to the cluster in turn taking the following detailed information presented in the text.



## WRITING

Describing a pie chart

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

Possible answers:

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

**12.** Tell students to read the headings and choose the most relevant.

All options are correct depending on students' choice.

**13.** Ask students to read and answer the questions.

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

**14.** Allow students some time to write a description of the reviewed chart following the template. Remind them to follow an essay structure: introduction, body, conclusion.

Possible description:

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

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

**15.** Ask students to draw a pie chart with imaginative percentage of internet users by age (the old, adults, teens, youngsters) in Uzbekistan. They write an essay. Word limit: 150 words.

## OBJECTIVES

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

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

## STARTER

Focus students' attention on the pictures. Let them tell what the people in photos are doing and what they have in common.

Possible answers:

**Picture A** presents learning environment in the lecture hall.

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

**Picture C** views the scene in which the learners are working using different sources in resource center.

## LISTENING

1. Ask students to fill in the gaps using the words from the box.

1	2	3	4	5	6
undoubtedly	contend	stumble	commonalities	conception	route

2. Tell students to spend 15 seconds to review the statements. Play the tape. Ask them to number the statements putting 1-5 sequencing them according to the listening script.
  - a. 1
  - b. 3
  - c. 2;
  - d. 5
  - e. 4

## TAPESCRIPT

..... O! Thanks! Now, will you share your opinion about using Multiple Sources and why should we use it in studying process?



Would you like to begin Mr. Tursunov....

Some people prefer studying from single material; others contend that multiple sources are more suitable for learning. Some believe it is less complicated route and get concentrated on one material. However, recent researches point to the effectiveness of using multiple sources when studying or learning.

To use multiple sources best, you should refer to secondary sources when you stumble upon something you can't understand or doubt and when primary source is not available. For example, unless you attend the seminar or conference, where you can listen to the authors directly, seeing their emotions and feeling their tone which undoubtedly contribute your comprehension, you may use the publication of the articles from that event, .... you know.... , as it's said in the proverb 'half a loaf is better than no bread'.

.... Now... Miss Karimova.....

First, one should be taught to use multiple sources properly. Because lectures, interviews novels, electronic media and surely internet which are believed to be multiple sources materials are not that easy to understand and mostly demand great analytical procedure. Take as an example..., long and less constructed documents tend to be more confusing. Subsequently, picking up information here is much more challenging then in short and well-structured texts. Comparing with single sources, multiple sources tend to create richer understanding, engage with facts, circumstances and can be even conflicting. The matter, one should be taught is analyzing commonalities, evaluating conflicts and ability to filter the context so that it fits worked out objective.

As for me.....

... o.. yes Mr. Bahodirov If speaking about multiple sources I consider it necessary to provide learners with some recommendations:

First of all read your primary source thoroughly to provide factual framework from which to begin, as it was mentioned by (Miss Karimova) find out the objective. Refer to shorter, more focused sources; improve your evaluative skills working with multiple sources; understand the connection and don't learn by heart details which can be easily forgotten; attend seminars discussions and conferences to improve your conception, .... Again as it was said by (Mr. Tursunov): 'try to work with primary sources'. Nevertheless, don't give up if not possible feel free to refer to secondary one – publication.

3. Allow students some time to review the recommendations. Play the tape again. Students tick the mentioned information in the listening material.

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

4. Ask students to read the sentences and complete the table deciding whom the statements belong to.

Speaker 1	Speaker 2	Speaker 3
c	a	b

5. Pairwork. Encourage students to discuss the questions and share their partner's choice with the whole class.

## GRAMMAR

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

6. Ask students to make up sentences of their own using given comparatives. Students' own answers.
7. Tell students to find which words in A column would go with the one in B in order to form common comparative expressions with as ....as.

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

8. Ask students to complete the sentences with the suitable expressions in Ex. 7.

- |                         |                          |
|-------------------------|--------------------------|
| 1. as blind as a bat    | 4. as fresh as a daisy   |
| 2. as flat as a pancake | 5. as slippery as an eel |
| 3. as dry as a bone     | 6. as weak as a kitten   |

- 7. as proud as a peacock
- 8. as thin as a rake

9. as stubborn as a mule

## READING

9. Pairwork. Draw students' attention to the photos. Getting a hint from the photos students guess what the upcoming text is going to be about.

The upcoming text is about using different types of sources.

10. Allow students some time to read the text. They make a selection of the most suitable title out of 4 offered ones to the reading passage.

Studying with multiple sources.

11. Give students some time to read the questions and organize a discussion.

Possible answers:

a) lectures, textbooks, fiction stories, novels, interviews, biographies, duplicates handouts, original source materials, electronic media, Internet. b, c, d) Students' own answers.

12. Pairwork. Ask students to look at the writings and say out the differences.

– Direct citing

– Paraphrasing

13. Tell students to list down at least three reasons stating why the referencing is needed.

- a. Avoiding plagiarism
- b. Indicating the source

c. Proving the idea

14. Ask students to rank the reference order following the samples presented in Ex.12.

1. c

2. e

3. f

4. d

5. b

6. a

15. Tell students to paraphrase or quote the given ideas using phrases for giving references from the box.

**OBJECTIVES**

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

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

**STARTER**

Drawing students' attention to the photos and let them share the differences.

Possible answers:

Photo A represents online communication.

Photo B shows face to face interaction.

**LISTENING**

1. Ask students to sort out expressions in the box into two columns. Check the sorting results.

Real life behaviour	Online way of behaviour
a, d, e, g, j, i	b, c, f, h, i, k, l

2. Tell students to match the words and phrases with their definitions.

1. Surf the net	to spend time finding and looking at things on the internet
2. Browse website	to search information on the internet
3. Virtual life	computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world
4. Spam	inappropriate messages send on the internet to a large number of users.

5. Databases	programs which allow you to store, look at or change a large amount of information quickly and easily
6. Computer-literate	have experience of working with computers and know how to use them
7. Crash	a sudden failure which puts a system out of action
8. A bug	software error
9. Back up	making extra copies of data in case the original is lost or damages
10. Bullying	to be often unkind to someone or hurt other people
11. Addiction	the fact or state of being unable to stop doing something
12. Hacking/cracking	breaking into someone else's computer system, often on a network to steal or change, or destroy information as a form of cyber-terrorism

3. Allow students some seconds to review the form. Note that information comes at random. Play the tape. Students fill in the forms.

<p>Speaker 1</p> <p>Name: Tom,</p> <p>Occupation: school boy,</p> <p>Start using internet : at the age 13,</p> <p>Speaker used internet for entertaining / gaming,</p> <p>Problems: addiction / bullying</p>	<p>Speaker 2</p> <p>Name: Lola,</p> <p>Occupation: second year student ,</p> <p>Start using internet: a year ago / first course,</p> <p>Speaker used internet for academic purpose/ socializing,</p> <p>Problems: spamming, hacking, cracking</p>
--	---

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

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

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

Hello, Dears. I am Lola, a second year student. Since I entered the University, Internet became my best friend. By surfing the net I got acquainted with various useful sites, created my e-mail account, enlarged my database, improved my computer-literate skills, and expanded my network by making friends not only from our country but also from all over the world. By means of internet I have improved my IT skills and knowledge in my subjects, as I am used to calling up web-based materials I required to know. At the push of button I am able to get anything I need.

Huh, (laughter) Just incredible! But... You know guys, on the other day, I got a strange e-mail, that was in my Spam box. I opened it in order to read it considering it a usual message I often deliver or get. At a sudden, my computer crashed and refused to obey me, you know. I didn't catch on what was happening. (voice up) Consequently, I couldn't deal with it. Next day I took my treasure (laughs) to the computer programmer who set out that my kid/laptop had been hacked or cracked, something like that, and it had such a bug that consumed my information. (pity sigh) Oh, my God, being 20 years old I have no idea about cracking and hacking. (laughs with sorrow.) However, because of them I lost all my material I was collecting so long, even my own articles and research work results, as I didn't have a back up copy of my work. (sigh), I am sure it is illegal for anybody to destroy somebody's information this way. It is unfair! Spamming, cracking, hacking on purpose... (with anger and sorrow for her material) I think we should figure out a solution to cope with these kind of stuff. We should...

4. Tell students to listen to the tape again and fill in the gaps using no more than three words.

- |                                 |                         |
|---------------------------------|-------------------------|
| 1. in front of                  | 9. dropped out of       |
| 2. popular with                 | 10. got acquainted with |
| 3. addicted to                  | 11. catch on            |
| 4. got along with / looked up   | 12. deal with           |
| 5. influence on                 | 13. set out             |
| 6. fell out with                | 14. illegal for anybody |
| 7. looking down on              | 15. figure out          |
| 8. picking on / putting me down |                         |

5. Groupwork. Focus students' attention on the photos and ask them to name the problems. The teams offer solutions.

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

## GRAMMAR

Phrasal verb 'look'

6. Ask students to match the phrasal verbs with their definitions.

Look ahead	g	Look back	j
------------	---	-----------	---

Look for	h
Look forward to	d
Look in	i
Look on	k
Look out	c

Look round	f
Look through	e
Look to	a
Look up	b

7. Tell students to complete the sentences using phrasal verbs in Ex. 6.

- |                  |                     |
|------------------|---------------------|
| 1. Looking to    | 6. Look through     |
| 2. To look up    | 7. Looked around    |
| 3. Looking ahead | 8. Look out!        |
| 4. Looking back  | 9. Look on          |
| 5. Look for      | 10. Look forward to |

### READING

8. Pairwork. Encourage students working in pairs and make a list of Do's and Don'ts of being on line.

#### Do's

be ethical;  
 be low-abiding;  
 avoid plagiarism;  
 be polite

#### Don'ts

don't be abusive in anyway;  
 don't use offensive language;  
 don't forward spam, jokes  
 don't use capital letters all the time as this is known as shouting and can be very offensive to some people

9. Tell students to read the text and match the titles with the paragraphs.

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

10. Ask students to read the statements and decide whether the statements are true, false, or not given.



1. NG

3. T

5. F

7. NG

2. T

4. NG

6. NG

8. F

## 11. Draw students' attention to the letters and find out the differences.

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

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

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

<p>Teacher's notes</p> <p><b>DO'S</b></p> <ul style="list-style-type: none"><li>• Use an informative subject line, which says what the email is about.</li><li>• Write the most important information first.</li><li>• Use numbers and bullet points to make the message clearer.</li><li>• Use simple grammar. Avoid things like the passive. (As emails are fast means of communication, they tend to be less wordy and complex than formal letters.)</li><li>• Write short sentences.</li><li>• Use paragraphs to keep the email clear and easy to understand</li></ul>	<p><b>DON'TS</b></p> <ul style="list-style-type: none"><li>• Write 'hello' as your subject line.</li><li>• Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.</li><li>• Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)</li><li>• Use capital letters to write fully words as in emails, this is considered shouting.</li><li>• Use different fonts in the email (the recipient's computer may not be compatible)</li><li>• Use Italics (the reason may be misunderstood, due to cultural differences).</li><li>• Use exclamation marks.</li><li>• Use abbreviations like coz and uni, as the recipient may not understand them.</li><li>• Use acronyms like BTW for the same reason.</li><li>• Use smileys. They may be misunderstood and come across as unprofessional.</li></ul>
--	---

12. Tell students to read the jumbled parts of email and put them into the proper order.

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

12. Ask students to sort out the items in the box into relevant columns. They may get some hints looking at the formal letter sample in Ex. 11 and 12. Match the classification results.

Salutations	Previous Contact	Reason for email	Content			Closing	Signature	Attachment
			Bad news Apologizing	Request	Good news			
a, p	e, l, r	c, d,	s	f, h, q	i, j,	b, g, k, m, n, o	u	t

14. Encourage students to compose a formal letter to [mtrk@inbox.uz](mailto:mtrk@inbox.uz) requesting for monthly/termly/yearly subscription for 'Yoshlik' journal. Pair up the students and give time for peer editing focusing on the proper structure.

## LISTENING

1.

- |                     |                       |
|---------------------|-----------------------|
| 1. Slow process     | 4. Cultural relations |
| 2. Geographic sense | 5. To extend globally |
| 3. Massive scale    | 6. To coin words      |

2.

- |                       |                                    |
|-----------------------|------------------------------------|
| 1. Cultural relations | 4. Words were coined, slow process |
| 2. Extends globally   |                                    |
| 3. Geographic sense   | 5. Massive scale                   |

## TRANSCRIPT

I've come here to the British Council that works hard to build cultural relations between Britain and the rest of the world, and the English language is a big part of that activity. Let's find out more information. The British Council provides resources for people learning English, and also teachers of English. Martin Peacock is the Director of Global English Product Development.

Richard: Martin, tell me about English as a global language.

Martin: OK, well many people talk about English as being a global language. And the reasons for that are the widespread use of English. It's used in education, it's used in science and technology and, importantly, English is also used in business.

Richard: Are there many global languages?

Martin: Well, no, not really. I mean there's 'the' global language which is English in the sense that English is used in these many different contexts; there's only one. There are other languages which are used very widely and spoken by many people in many different places: Cantonese, for example, a variant of Chinese, is spoken in many different places so it's global in a geographic sense and it can be global in the numbers, but in terms of the use in different areas of education, science, research, English is the only global language.

Richard: Are there different types of English?

Martin: Well, yes, there are lots of different types. There's different accents of English. I come from the North of England, where I have a particular accent. So within England itself, within the UK, there are many variations in English pronunciation and that extends globally, so you see English in America and used in Australia, which is different in accent and also in usage as well.

Richard: And what about the impact of technology on a language?

Martin: In the past, new words were coined by people - it might have been in a speech or a newspaper article or in a book - they were written down and then other people adapted them and used them and that could be quite a slow process and new words might come into a language over a long period: 10, 20 years. So technology allows languages to evolve much more quickly.

Richard: So technology can change the language, but in what way does it help people to learn the language?

Martin: Well, it helps in many ways. In the past, students in locations in other countries didn't have access to much genuine English; they may have a book or an odd newspaper, but what the internet allows them is to read and often to read and translate languages like English on a massive scale.

*(Adapted from <http://learnenglish.britishcouncil.org/en/britain-great/english-great-part-2>)*

3.

3. Importance of English.

4.

2. engaged; 3. link; 4. available; 5. ambition; 6. welcome; 7. social; 8. realise; 9. worry.

5.

1. Alexander 2. Maximillano 3. Clare 4. Antony

6.

2. world job market; 3. work; 4. improve his career; 5. grammar and spelling

## Lesson 5

## LEARNING STRATEGIES

### OBJECTIVES

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

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

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

### STARTER

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

Possible answers:

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

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

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

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

### LISTENING

1. Ask students to match the words and phrases 1-10 and their definitions a-j.

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

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

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

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

- |                     |               |              |
|---------------------|---------------|--------------|
| a. prior            | c. closer     | e. approach  |
| b. strategies/goals | d. organizing | f. subgroups |

### TAPESCRIPT

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

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

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

– Well, it's a good idea.

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

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

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

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

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

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

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

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

## **SPEAKING**

**4.** Tell students to read the questions and answer them.

- a. Strategy is an approach, a way, a tool to find out the solutions to problems. Life strategy is some ideas or our plans to achieve something good during our living. Each of us has a special life approach, life plans which are sometimes called life strategies as well.
- b. Meta-cognitive learning strategy is a general strategy, where learners reflect on their own thinking, such learning strategies are very effective ones.
- c. Organizing or planning strategies, monitoring strategy, personalising strategy are some types of meta-cognitive learning strategies. They assist learners to get to their studying deeper.

## GRAMMAR

5. Ask students to look at the pictures and make as many sentences as possible using modal verb forms.
6. Tell students to complete the sentences using should, must, have to. Check the answers

- |                   |          |        |
|-------------------|----------|--------|
| a. should         | c. could | e. can |
| b. must or should | d. dare  |        |

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

## READING

- a. You should assist your younger brother with his studying.
  - b. They must fulfill all tasks by Saturday.
  - c. Everyone was able to cope with difficulty as we knew proper strategies.
  - d. Life can teach us unwritten rules we are not intending to face.
  - e. Could I help you to analyze your results?
8. Ask students to read the title of the text and guess the upcoming text plot. Elicit students' ideas.
  9. Allow students some time to read the text and choose the best title for paragraphs 1-3.

- |      |      |      |
|------|------|------|
| 1. c | 2. b | 3. a |
|------|------|------|

10. Pairwork. Tell students to give synonyms to the underlined words in the text and explain what meaning they present in the context.

notion – idea, opinion, belief, conception, impression, sentiment, estimation;

to direct – to guide, to show, to lead;

to manage – to succeed, to bring about, to arrange, to make work;

to assess – to assign, to determine, to appraise;

cooperative – collaborative;

proficiency –



## WRITING

11. Encourage students to work in groups of 3-4. Let them list down some learning strategies mentioned in this lesson.

Answers can really be different here. But there are some possible replies. Firstly, a strategy of life was mentioned in listening tape. That is one of the most essential; strategies for a human-being as it can be a decisive point at achieving or losing some issues in life. Another important strategy is a learning strategy which can be useful for achieving good results at one's studies. Meta-cognitive strategy was also mentioned in the lesson. Reflecting upon your own thinking is a meta-cognitive strategy. Organizing or planning strategy is also important for both students and workers as well. Personalising strategy is also important to know, students relate information to their feelings, opinions or personal experiences in order to remember and understand it better.

12. Ask learners to write their own learning strategies according to their own experience in. Possible answers.

What strategies do I have?	How helpful are they?
A strategy of life	It can really support me to plan future deeds of mine and to predict my future career;
Task-Based Learning Strategies	They can really be useful to cope with some problems in my studying.

13. Let students write at least three reasons why they are going to acquire new learning strategies and how.

Possible answers:

The first reason to acquire new strategies is to ease the fulfillments of plans in life or study;

A learning strategy is something which can assist learners to improve their studying;

Some learning techniques should involve easy, innovative comfortable methods of learning;

To improve one's standard learning style is to master new methods and techniques of studying;

I would like to implement some new learning styles into my life;

**OBJECTIVES**

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

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

**STARTER**

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

Possible answers:

pictures show different study habits of different people. Some people work in libraries more effectively while others prefer group study. Some people have the habit of learning in nature and prefer quiet places or study outdoors.

Draw students attention at the list of study habits and choose the most effective one for them. Answers may vary.

**LISTENING**

1. Ask students to fill in the gaps with appropriate words from the box and form the phrases

- |               |               |             |             |
|---------------|---------------|-------------|-------------|
| 1. to ask for | 3. to improve | 5. to leave | 7. to share |
| 2. to try out | 4. to keep    | 6. healthy  | 8. to seem. |

2. Play the tape. Tell students to listen to the interview with a psychologist advising parents how to teach their children to learn. While listening ask them to fill in the table with the advice given by the psychologist.

PHSYCOLOGIST	ADVICE
Advice 1	Getting organized
Advice 2	Following a routine

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

## TAPESCRIPT

I - interviewer, P - psychology

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

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

P: Thank you. Good morning.

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

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

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

P: Yes, of course. You should determine a set place for kids to study. It helps them get into the mindset. Maybe it is a desk in their room, your family office, or the dining room table? Make sure their location is stocked with supplies. My kids never really liked studying in their rooms, so I made them a little tote with pens, pencils, markers, scissors, etc. We pulled it out during homework and then stashed it out of sight until the next day. Encouraging your kids to talk to their teachers is also effective.

In a world of email and instant communication, it is important to teach your kids how to email their teacher and ask for clarification. Some kids are too embarrassed to raise their hand in class if they get behind, show them other ways to communicate if that is the case. And don't forget to teach healthy lifestyle habits for test days. Encourage kids to go to sleep on time and eat a healthy breakfast on test days. As they get older, the tests come with higher stakes, so healthy habits will really play into their success. And please, encourage them to learn their learning style. When they bring home an assignment or test with a great grade, ask them what they think helped them the most. A pattern may start to emerge. You can also encourage them note-taking. Note-taking is a learned skill. Either the teacher suggests it or he/she doesn't. Encourage your child to do it anyway. Show them how. And don't forget that older kids have a lot of pressures. Studying from start to finish is too much. Encourage them to take breaks. Depending on the kid, maybe a 10 minute break every 30-50 minutes will help re-center them. For some people, the prospects of a two hour study session seems so overwhelming, they don't want to begin. Teach them how to recognize their time limits.

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

P:Thank you.

I:Dear parents do you teach your kids HOW to learn? If so, how do you do it? If you want to share with your experience

3. Ask students to fill in the missing parts of the sentences as it is given in the listening material. Play the tape again and check the answers.

- |                    |                |                 |
|--------------------|----------------|-----------------|
| 1. resistance      | 4. embarrassed | 7. pressures    |
| 2. rewriting notes | 5. stakes      | 8. overwhelming |
| 3. determine       | 6. grade       |                 |

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

## GRAMMAR

Verb + ing or verb + to

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

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

*The students continued to study in the library all afternoon.*

The students continued studying in the library all afternoon.

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

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

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

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

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

6. Ask students to read the sentences and decide if both sentences have the same meaning or not

1. ✗            2. ✓            3. ✓            4. ✗            5. ✗

7. Tell students to complete the text with the -ing or to-infinitive form of the verbs in brackets.

a. getting                      d. to think                      g. paying  
b. to take                      e. to remember  
c. shopping                    f. writing

## READING

8. Ask students to match the words with their definitions.

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

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

a. 4      b. 7      c. 6      d. 5      e. 1      f. 2

10. Give students some time to read the questions and answer them according to the text.

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

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

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

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

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

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

## WRITING

12. Draw students attention to the table. Ask them to read the tips to write a diary, choose the correct one and put a tick.

3. ✓

5. ✓

7. ✓

8. ✓

**13.** Tell students to look at the types of diaries and write what could be included to the following diaries.

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

**14.** Ask students to write a memory diary about their study habits.

**OBJECTIVES**

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

**STARTER**

Focus students' attention on the posts. Let them share their understandings about the notes with the whole group.

**LISTENING**

1. Pairwork. Allow students some time to read the words and word combinations in the box and guess their meaning.

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

2. Ask students to use the words from the box and complete the sentences.

- |                           |                          |
|---------------------------|--------------------------|
| 1. towards                | 7. the pay off           |
| 2. enables                | 8. working your way      |
| 3. frustration, affluence | 9. preferably, start off |
| 4. fast track             | 10. add up               |
| 5. tremendous             | 11. discipline           |
| 6. accomplish             |                          |



## TAPSCRIPT

If you don't develop the habit of reading each day, attending seminars and courses regularly and listening to audio programmes in your car as you move around, somewhere, someone else is doing this. And, that person will be in the raise, and you will lose.

For good news, if an average person who develops the lifelong learning, will eventually run circles around genius, then who goes and watches television each night. This is perhaps no habit of a more guaranteed your success in life and a habit of continuous personal and professional improvement. The pay off in improve results in your field will be tremendous. For the best pay off, award is that you become more optimistic and positive. You will have more energy you'll be more creative you'll be happier person as you continue to grow and grow towards realization of your four potential.

The habit of continuous learning enables average people to become top performers in their field. It enables people to go from rags to riches, it enables people to rise from poverty and frustration to affluence and success. Continuous learning opens every door for you; it increases your intelligence and creativity and puts you on to the fast track in your career.

Continuous learning like nature is neutral, anyone can use it to accomplish extraordinary things in your life, its one of the best habits you can ever develop and the pay off from Continuous learning will last you all the days of your life. You know, you can actually earn up to eight college degree each year. How? By reading for 30 to 60 minutes each day you will be walking your way towards becoming one of the knowledgeable people in your field.

Let me break this down for your thought, you have it clearly, if you read for 30 -60 minutes each day, preferable in the morning before you start off, this will add up to about one book per week. The average American reads less than one book per year. If you read one book per week this will add up to about 50 books each year. As it happens to earn a PhD from a major university requires the reading and syntheses individual dissertation of about 30-50 books. If you would read one book per week, 50 books per year you'd get equivalent of a practical PhD in your field each year. If you continuing reading this this level, 50 books per year, you will have read 500 books in next ten years. And if you read 500 books in your field in the world where the average person reads less

then one book per year, do you think that this might give you an age? You bet!

The fact is, you would quickly become one of the most knowledgeable, most expert, and highest paid person in your field. If you simply to develop the habit of reading each morning in your field for 30-60 minutes. I have never met anyone, anywhere throughout the world who has not transformed their life in their career by the habit of daily reading.

You must also discipline yourself to leave the television or radio off, to put the newspaper aside, perhaps to arise a little earlier in the morning, so you can invest in your mind. This investment in yourself, who give you one of a highest pay off in terms of results, awards and satisfaction that you will ever enjoy from anything that you do.

3. Draw students' attention on the photo. Let them guess what the upcoming track is going to sound about. Answers may vary.
4. Ask students to look through the list of recommendations below. Play the tape. Tell them to listen to the tape and decide if the statements are true or false.

2. F      3. T      4. F      5. T      6. F

5. Let students choose the most suitable title to the listening material and prove their selection.

C

6. Groupwork. Allow students some time to prepare a poster illustrating the idea given in the listening material. Let them present to the whole group.

## GRAMMAR

Present Perfect and Present Perfect Continuous

7. Ask students to match the beginnings a-d with the endings 1-4 to make four important rules about the use of Present Perfect and Present Perfect Continuous.

a. 3      b. 2      c. 1      d. 4



**OBJECTIVES**

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

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

**STARTER**

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

Possible answers:

In photo A the littered river is viewed while photo B presents people attending hashar and taking care of nature. Photo A is caused by human involvement. In photo C clean environment is depicted. This is the gift of nature and we should save it for future generation.

**LISTENING**

1. Ask students to look at the diagramme and think about the correlation between the parts. Probe them by asking the questions.

Possible answers:

Human obligation in the:

- community can be characterized with one's commitment and devotion in the society;
- environment can compass one's care and protection towards to the nature;
- profession is to meet the requirements and needs of the employer, having an enthusiasm for the productive work;
- education can be explained with one's strong passion to learn and share, practice and implement the learning outcomes;

'Cause they got nowhere to go  
 That's why I want you to know  
 I'm starting with the man in the mirror, I'm asking him to change his  
 ways.

And no message could have been any clearer.

If you wanna make the world a better place, take a look at yourself,  
 and then make a change.

I've been a victim of a selfish kind of love, it's time that I realize.

That there are some with no home, not a nickel to loan.

Could it be really me, pretending that they're not alone?

A willow deeply scarred, somebody's broken heart, and a washed-out  
 dream.

They follow the pattern of the wind you see, cause they got no place to be.

That's why I'm starting with me.

I'm starting with the man in the mirror, I'm asking him to change his  
 ways.

And no message could have been any clearer.

If you wanna make the world a better place, take a look at yourself,  
 and then make a change.

I'm starting with the man in the mirror, I'm asking him to change his  
 ways.

No message could have been any clearer.

If you wanna make the world a better place, take a look at yourself  
 and make that change.

You gotta get it right, while you got the time, cause when you close  
 your heart, you can't close your ... your mind.

4. Play the tape again. Ask students to listen to the tape for the second time and complete the table with shortenings. Let them compare the forms in pairs.

Shortenings	Complete form
gonna	going to
blowin'	blowing
ya	you
wanna	want to
gotta	get to

5. Team up students. Distribute the case studies on the Handout 2. Give them time to review the case and think about the solutions to the cases in Handout 2. You may use two quite different activities for the task. Refer to a. and b. points.
  - a. Students work out possible solution to the case and present it to the whole class;
  - b. Students act out the situations presenting how they would behave in the 'hero's position.

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

## GRAMMAR

### Narrative Tenses

State that the set of past tenses mostly used in retelling the previous events is called narrative tenses.

6. Pairwork. Ask students to complete the blanks with proper tense verb forms and compare their choices with partners. Check their variations with the whole class.

#### Cat saved family from house fire

Damira Nasirova was woken up at 4:45 a.m. by the cries of the family cat, Momiqoy, coming from the garage. Damira went downstairs to see what the fuss had been about. What she saw was smoke and flames; she quickly grabbed the cat and rushed back inside to wake up her husband and their five children.

The fire destroyed the garage and a bedroom. None of the family was harmed thanks to the cat's cries. As an interesting side note, none of the family had been fond of the cat before this incident; however Damira Nashirova claimed "We love it now. This thing is getting some tuna tonight!"

7. Pairwork. Tell students to complete the blanks with proper tense verb forms and compare them with partners. Check their variations with the whole class.

### **Gorilla Saved a Boy from being Attacked**

On August 16 1996 in the Brookfield Zoo, a 3 year old boy fell into a Gorilla enclosure and lost consciousness. Binti Jua a female Lowland Gorilla, guarded the young boy from the other Gorillas in the enclosure, she then cradled him in her arm while her own 17 month old baby was on her back and carried him 60 feet to an entrance where zoo-keepers could retrieve him.

### **READING**

8. Ask students to read the given quotes and share their perception about them in real life.

#### **The Only Time you should Look Down at Someone is when you are Helping them Up**

This quote means that you should not judge others by your own standards based on how they look or what they are wearing etc. We should accept a person for what they are . The only time you look down on a person is when you help pick them up.

It's everyone's personal responsibility not to let the actions or words of others bring you down, but for those people in the limelight (anyone out their spreading a message) it's OUR responsibility to choose our words carefully and send a message that is inclusive.

#### **All that is Required for Evil to Prevail is for Good Men to do Nothing**

This quote means that there are many injustices in the world but we can correct it and prevent others from suffering the same fate if we stand as one and uphold what is true, fair and just.

9. Encourage students to read the stories of different people and tick the relevant column boxes.

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

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

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

Possible answers:

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

## WRITING

Anecdote writing

11. Focus students' attention on two pieces of writings and let them explain the differences between them.

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



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

12. Ask students to match the 'must be followed' components of anecdote writing with definitions. Check the results.

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

13. Following the leading questions let students compose an anecdote representing someone who was not socially or personally responsible in specific incident. Ask they to include the consequences for that irresponsible behavior.

affect our ability to understand what we're saying to each other? Well that's one of the questions, Navruz Radio broadcast reporter Dilfuza Mamatkulova put to communications expert Jaloldin Zuhridinov in this interview.

Dilfuza: Jaloliddin Zuhridinov is a Professor of Communication Sciences and Disorders at Tashkent State University. People seek his help to talk slower and with greater clarity. To get back to where we used to be.

Jaloliddin Zuhridinov : A decade ago I measured the speed of speech of teachers, family members and those out in society at a rate of about 145 words per minute. That is certainly not what we're finding today. People are speaking at a rate of typically of around 160 to 180 words per minute.

Dilfuza: Jaloliddin Zuhridinov says the central nervous system is best able to comprehend speech at around 124 to 130 words per minute. That's about how fast he just spoke. When we talk slowly, the central nervous system has the time to fill in the gaps of speech with elongated vowels and consonants. Teachers or parents who think that kids don't hear them, (they ) actually might not understand them. And it's not just kids. The ever growing number of new immigrants, and especially seniors, can have a hard time with fast talkers. Jaloliddin Zuhridinov says we all need to advocate for slower speech.

Jaloliddin Zuhridinov: When I work with television news broadcasters whose time speaking at 200 words per minute, and people call in and complain that they cannot understand, then it would seem as though people would begin to take the hint that they need to slow down.

Dilfuza: There's a few ways to do that. Look people in the eye to get constant feedback and pause between phrases. And time yourself. Mark 130 words on a page and clock how fast you read it. If you're done in less than a minute, try slowing down a little and see what it feels like. Then again, I've been speaking at around 170 words per minute and hopefully you've understood me.

## GRAMMAR

### 4.

- |                      |                   |
|----------------------|-------------------|
| 1. advised           | 3. inform/teach . |
| 2. assured/ promised | 4. have shown     |

5.

- |                          |                |                             |
|--------------------------|----------------|-----------------------------|
| 1. was buying            | 6. walked      | 12. noticed                 |
| 2. saw                   | 7. picked      | 13. was watching            |
| 3. turned                | 8. thought     | 14. hurried                 |
| 4. was slowly<br>putting | 9. was looking | 15. were walking/<br>walked |
| 5. was carrying          | 11. Had        | 16. ran                     |

6.

1. To improve the quality of something
2. The speed at which someone or something moves
3. Carelessly fast and dangerous
4. To control something directly
5. To express a thought
6. Perfect happiness
7. To run as fast as someone can
8. To walk slowly
9. To understand something completely
10. To make something clear

7.

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

## **SPEAKING**

(Students own answers assessed by Teachers )

## **WRITING**

(Students own answers assessed by Teachers )

## SERVICE MANAGEMENT

## Lesson 9

- analyse the different types of services
- use relative clauses properly
- practice writing a complaint letter

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

**OBJECTIVES****STARTER**

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

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

**LISTENING**

1. Ask students to read the expressions and give definitions relating to customer service management.

1. be creative. Encourage new ideas and new approaches,
2. be consistent. Being consistent will help you to create positive habits, you have to do the things consistently which are necessary to have a successful day in and day out.
3. stay focused. Stay focused on achieving your short-term goals give your customer a chance and time to realize and assess your advantages.
4. acquire skills. Studying and learning your competitors' experience
5. make decisions. Think of downside of the result and analyze it, this will help you to make a favorable decision.

2. Play the tape. Let students listen to the interview of a successful businessman taken by a journalist. While listening ask students to write titles of each tip from ex 3.

- |                           |                              |
|---------------------------|------------------------------|
| 1. get organized;         | 5. analyse your competition; |
| 2. provide great service; | 6. understand the risks and  |
| 3. stay focused;          | rewards;                     |
| 4. keep detailed records; |                              |

## TAPESCRIPT

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

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

1. Get organized. Being organised is one of the most important actions in providing successful service management. Organizational skills will help you control all your operations. Creating to do list each day, completing each item and checking it off your list is a useful thing in organization. It will remind you all actions which must be done during the day.
2. Keep detailed records. Keeping detailed records helps you to be aware of the financial state and condition of your business and allow you to notify about potential challenges and gives an opportunity to think about strategies to overcome difficulties.
3. Analyze your competition. Studying and learning your competitors' experience enables you to use best cases for the success of your actions to make profit.
4. Calculate risks and rewards. Before taking risks you should think of downside of the result and analyze it, this will help you to make favorable decisions, which in turn will lead to rewards for your business.
5. Creativity is one of the best features of managers, always search for ways to improve and enlarge your services and make it stand out from the competition. Encourage new ideas and new approaches, which will lead to the prosperity of your organization.
6. Stay Focused. Give your customer a chance and time to have understanding and assess your advantages, think of achieving your short-term goals, let them make their choice. As I mentioned above, success and income will come little by little.
7. Prepare to make sacrifices. The lead-up to a business is a hard work. Success requires sacrifices as well as beauty. You will have to work more, spend less time with family friends and others in order to be successful.

8. Provide great service. Providing great customer service is important in business. You will gain your customers' confidence, they'll be more inclined to come to you the next time.
9. Be consistent. Consistency is an essential component in making money. Being consistent will help you to create positive habits, you have to do the things consistently which are necessary to be successful day in and day out.

### Conclusion

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

3. Play the tape again. Ask students to number the sequence of tips from 1-9 as it comes in the listening material.

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

### SPEAKING

4. Pairwork. Allow students some time to read the questions and give their answers. Ask students to share their views with their mates.

### GRAMMAR

#### Relative clauses

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

*Which* refers to the objects,  
*Who* refers to the people,  
*Where* refers to the place.

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

6. Tell students to title the services described in the pictures and define them using relative clauses. Answers may vary.

1. Uzbekistan Airways is a company, which serves a number of domestic destinations as well as international flights to Asia, Europe and North America.
2. Cookery is an activity, which refers to preparing and cooking food.
3. Wedding service is a service which offers decorations of wedding

restaurants, taking videos and photos and karnay-surnay musical instruments.

4. Health service is a public service which provides medical care. Hospital is a place where health service is provided to sick people.
5. Car wash is a service which provides sanitary service.
6. Banking is a service which deals with receiving money on current or deposit account, paying and collecting cheques drawn by or paid in by customers, making of advances to customers.

7. Ask students to complete the sentences with appropriate relatives.

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

## READING

8. Ask students to make up their own sentences using the given words and word expressions. Answers may vary.

Possible answers:

1. Well- formulated service management is a driver of a business market relations,
  2. Client service requires gaining their confidence, providing high-level services, honesty and enterprise, work according to changeable wants and needs, uphold honor of a company, benevolence of specialists, industrial and office workers.
  3. Competitions among companies will contribute to performance of high-level services.
  4. Customer insight is the intersection between the interests of the consumer and features of the brand.
  5. Complexity of market relations is an index of culture and mentality of a country.
9. Give students some time to read the text for getting the main idea. Focus their attention on the statements below the text and ask them decide whether they are true (T) or false (F).

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



10. Groupwork. Direct students to think about the service management in their sphere. Let them discuss the questions in small groups.

Possible answers:

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

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

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

## WRITING

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

a) Ask students to mark the words from 1-4 according to their sequences

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

b) They fill each column with possible expressions.

Possible answers:

**Background:** Dear Sir/Madam

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

**Problem**

- "I was supposed to receive ... Unfortunately, that never happened."
- "You can imagine how unhappy I was to discover ..."

- “I regret to inform you that your service was below my expectations.”
- “When I tried to contact you by phone, no one could offer me any sensible answer.”
- “I contacted your representative in .... Unfortunately, he denied the service that I requested.”

**Solution**

- “The ideal solution would be ... “
- “I hope you can settle this matter by ...(doing something)”
- “I insist on getting a refund of ...”
- “Please look into this matter as soon as possible.”
- “I believe this matter deserves your urgent attention.”

**Warning**

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

12. Let students read the sample of a complaint letter and name the parts of it.

Background	Problem	Solution	Warning
------------	---------	----------	---------

13. Ask students to recollect any service which they have not been satisfied with. Let them write a letter of complaint using the given template.

**OBJECTIVES**

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

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

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

**STARTER**

Focus students' attention on the pictures and allow them to explore the hidden message combining to the title of the lesson.

Possible answers:

Working in collaboration

Human resources

People are the main source of any company

**LISTENING**

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

a. manage	head, run, lead
b. staff	personnel
c. leadership	direction
d. review	recognise, survey, digest
e. employee	worker, hand
f. remuneration	reward, compensation, premium
g. succeed	progress, develop, achieve, evolve
h. recruitment	selection
i. retire	fire, reassign
j. hire	employ, engage, tenant
k. insurance	assurance
l. learn	inspect, investigate, scan, study, inspect, scrutinize

2. Tell students to rank the words taking into account effective and important work management sequence in running the staff.

Answers may vary.

Selection 1, recruitment 2, hiring 3, orientation 4, placement 5, providing direction 6, creating working conditions 7, insurance 8, team building 9, survey 10, recognition 11, training 12, retraining 13, remuneration 14, retirement 15.

3. Ask students to listen to the tape and find out the job title of the interviewee.

### Human Resource Manager

#### TAPESCRIPT

- Hello, Mr. Sardor. Could you share with your experience while you have worked at the credit union?
- With pleasure.
- O.K. What did you feel while leading your staff?
- I felt great responsibility, because we used others' resources.
- How did you manage the personnel?
- Each personnel had his or her own duties, that's why the appropriate established scheme of management (made long before us) facilitated our work.
- What points were rather difficult?
- It is amazing, but running my own staff was the most difficult.
- How did you find out strong and weak sides of your staff?
- By means of trials, mistakes and confessing that I wasn't strong in some aspects of my occupation.
- What level of personnel did you need?
- My staff included, of course, young and a little bit passive persons.
- What was interesting while managing?
- Surely the results and achieved targets.
- What should trade union do really?
- Be always aware of the each member of the staff.
- What is the role of remuneration in work process?
- For my personnel material funding had a great significance, but for a while. In my opinion, you should motivate the personnel by other parameters.
- How did you develop leadership in you and in your employees?
- I learned much about relationships not studying this subject

(laughing). The personnel improved their knowledge and skills during the process.

- What is most important in prosperity of the company?
- Discipline and equal attitude to all the staff.
- Do you think that you were one family while working in group?
- No, I can't say.
- How would you improve human resources management further?
- Let theoreticians think of it.(again laughing)
- What is your own experience towards the attitude to the personnel?
- Encourage and do compliment everyone and every day.
- Thanks a lot, Mr. Sardor.
- I hope my experience will assist other people.

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

1. True	3. Not given	5. True	7. True
2. True	4. False	6. Not given	8. True

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

6. Groupwork. Case study. Encourage students to imagine themselves to be a responsible manager for Human Resources (HR) management of the functioning organization in their field. Allow them time to look through the 10 major Human Resources (HR) functions presented. The teams make a choice of the three most important of the functions considering the organization's development. Ask teams to present and prove their options with the whole class.

7. Pairwork. Tell students to look through the speech chunks in the left column. Ask them to match with the statements in the right column keeping the same message. Check the matching results.

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

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

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

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

8. Ask students to change the direct speech into indirect one using the reporting verbs.

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

## READING

9. Encourage students to read the questions. Let them to express their opinions about questions imagining themselves to be a chief of an organization. Organize the whole group discussion. All students' answers are acceptable.

10. Ask students to read the letter written by HR manager to his apprentice who is going to be appointed to his position. Let them decide which of the three statements covers the overall plot of the letter.

b. The experienced chief recommends some useful instructions in company management.

11. Allow students some time to read the statements and express their 'agree' or 'disagree' position proving with specific examples. Accept all students' answers

## WRITING

12. Introduce students with the cover letter template and encourage them to write a cover letter to one of the vacancies given in the box under the template. Explain them the meaning of the words in the box which can be useful in writing their letter.

**OBJECTIVES**

- listen to the gist and listen to a detailed information
- use a/an, the and zero articles
- enlarge the topic related lexical stock in financial management

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

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

**STARTER**

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

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

**LISTENING**

1. Encourage students to work in pairs and ask them to read the words in the box and select two of them. Let them explain the importance of their choice mentioning their role in life to their partner.
2. Ask students to review the key words in Ex.1 and guess what the upcoming listening material is going to sound about.
3. Give students some time to look through the questions a-g. Ask them to listen to the tape and tick the questions in a-g that has not been mentioned by the speaker.

b. Do you manage your finance properly?

g. Does financial management require any special skill?

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

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

### **Question # 1. What can I spend?**

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

### **Question # 2. Is budgeting important?**

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

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

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

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

Budgeting involves two key components:

- I. List of income and expenses
- II. A plan for meeting responsibilities and goals

### **Question # 4. Are there any types of expenses?**

Expenses are divided into two categories: Essentials and Non essentials

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

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



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

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

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

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

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

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

4. Encourage students to look through the statements. Play the tape again. Ask them to listen and put the sentences in correct sequence using 1-10. Check the results.

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

2. Talk to your parents about who pays for what. Find out what you can count on from them and what you yourself will be responsible for.
  3. Ask for help when you need it. If you run into a financial disaster, call home and let your parents know you're in trouble. If an unexpected event changes your home financial situation, don't give up on university! First, talk with your financial aid office. Most colleges set aside funds to help students get through difficult situations.
  4. Create a budget and stick to it!
  5. Save and project for future expenses
  6. Learn to say "no" to friends
  7. Do "free" things
  8. Keep records of expenses
  9. Don't overuse plastic cards
  10. Keep money safe and growing while you aren't using it
5. Groupwork. Ask students to answer the questions in Exercise 3. Let them share their answers with the whole group.
  6. Pairwork. Let students discuss the questions. Students' bright ideas are to be presented to the whole class.

## GRAMMAR

### a/an and zero articles

7. Let students read the explanations and write examples with *a/ an, the* and *zero* articles.

Answers may vary.

8. Ask students to read the quotes and fill in with the appropriate articles

- |               |                     |           |
|---------------|---------------------|-----------|
| 1. an/the/the | 3. an/-/the/the/the | 5. an/the |
| 2. an         | 4. an/the           | 6. the/-  |

9. Draw students' attention on the photos and ask them to answer the questions. Let them share their ideas with the whole group

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

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

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

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

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

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

4. Encourage students to look through the statements. Play the tape again. Ask them to listen and put the sentences in correct sequence using 1-10. Check the results.

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

2. Talk to your parents about who pays for what. Find out what you can count on from them and what you yourself will be responsible for.
  3. Ask for help when you need it. If you run into a financial disaster, call home and let your parents know you're in trouble. If an unexpected event changes your home financial situation, don't give up on university! First, talk with your financial aid office. Most colleges set aside funds to help students get through difficult situations.
  4. Create a budget and stick to it!
  5. Save and project for future expenses
  6. Learn to say "no" to friends
  7. Do "free" things
  8. Keep records of expenses
  9. Don't overuse plastic cards
  10. Keep money safe and growing while you aren't using it
5. Groupwork. Ask students to answer the questions in Exercise 3. Let them share their answers with the whole group.
  6. Pairwork. Let students discuss the questions. Students' bright ideas are to be presented to the whole class.

## GRAMMAR

### a/an and zero articles

7. Let students read the explanations and write examples with *a/ an, the* and *zero* articles.

Answers may vary.

8. Ask students to read the quotes and fill in with the appropriate articles

- |               |                     |           |
|---------------|---------------------|-----------|
| 1. an/the/the | 3. an/-/the/the/the | 5. an/the |
| 2. an         | 4. an/the           | 6. the/-  |

9. Draw students' attention on the photos and ask them to answer the questions. Let them share their ideas with the whole group

## READING

10. Ask students to look at the title of the text and guess what the text is going to be about. Answers may vary.
11. Give students some time to read the text and complete the spaces a-d with sentences 1-4.

## WRITING

### Memo

12. Let students read the definition given to the word 'MEMO' and tick possible criteria of it.

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

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

Memos (but not always)	Business letters (but not always)
Are written to people inside your company.	Are written to people who work outside your company or in another department.
Vary in length from a couple of sentences Too many pages	Are less than two or three pages
Initiated by sender	Are signed by sender
Are informal	Are formal.

13. Ask students to read the sample of memo and compose their own using the given template. Let them share the written assignment with the whole class.

**OBJECTIVES**

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

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

**STARTER**

Focus students' attention on the statements. Have them personalise. (Students give their own approach to the risk management from their either personal or academic life.) Allow them share their ideas with the whole group.

**LISTENING**

1. Ask students to read the given title and also note below. Let them decide which sector, listed on the note, the title is relevant to.

Public Institutions

2. Give students some time to look through the questions a-f. Play the tape. Ask them to listen to an interview between student organization leaders and find out which of the given questions has not been asked by the interviewer.
  - d. Is risk management inborn skill?
  - f. Have you ever been in risk managing cases?

**TAPESCRIPT****Risk Management Guide for Student Organizations**

At the beginning of the academic year any Uzbekistan Higher institution administration appoints student leaders who are obligated to plan events and activities together with the faculty and staff. One of their responsibilities is to implement a comprehensive model of risk management to use in organizing social activities. Following the regulations, the authority has appointed Islomiddin Rivojiddinov as a leader of 'KAMOLOT' Youth Social Movement for his being a

prioritised freshman in the University admission exams owing to his well-behavior and top academic results during a nine-month army service. Given his duties accomplishment in youth leadership, he clearly understands that he needs to review Student, Faculty and Staff Leaders Handbook for details on validation process. Folding the front page of the handbook he finds the lines 'Leaders of student organizations should be familiarized with risk assessment and management concepts and tools as required by Education code \_\_\_\_\_. Having no idea about risk management Islomiddin makes up his mind to consult a senior student Javohir, who is a leader of *Kamolot* among graduate students.

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

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

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

Islomiddin: Does risk management have specific types?

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

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

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

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

Javohir: They are the followings:

1. Identify risky behaviour can injury or loss occur as a result of participation in or attendance at the event or activity (running with pointed scissors in your hand)
2. Assess the probability – how likely is an injury or loss to occur while

- performing the activity (running with scissors on a rocky hill)
3. Reduce risk – you may not be able to completely eliminate all risks; however, what methods or controls can be implemented to make the event safer (controlling the use of alcohol, not allow running with sharp pointed items, etc.)
  4. Reassess the activity now that the obvious risks have been addressed, what else can be done to minimize the risks

Islomiddin: How can students identify and reduce risk?

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

3. Encourage students to work in pairs and answer the questions.

- a. At the beginning of the academic year any Uzbekistan Higher institution administration appoints student leaders who are obligated to plan events and activities together with the faculty and staff.
  - b. The authority has appointed Islomiddin Rivojiddinov as a leader of ‘**KAMOLOT**’ youth social movement for his being a prioritized freshman in the University admission exams owing to his well-behavior and top academic results during a nine-month army service.
  - c. Folding the front page of the handbook he finds the lines ‘Leaders of student organizations should be familiarized with risk assessment and management concepts and tools as required by Education code.
  - d. Having no idea about risk management Islomiddin makes up his mind to consult a senior student Javohir, who is a leader of ‘**KAMOLOT**’ among graduate students. Javohir wholeheartedly tries to highlight the term risk management giving a detailed reply to Asliddin’s questions.
  - e. Javohir is a leader of ‘**KAMOLOT**’ among graduate students.
4. Play the tape again. Ask students to complete the statements. Answers may change.
- a. Risk management is the process of considering the potential and perceived risk involved in student activities. It includes monitoring



organization activities and taking both corrective action and proactive steps to minimize accidental injury or loss.

- b. Risk management main types are Physical, Reputation, Emotional, Financial, Facilities.
- c. Potentially high risk activities are alcohol, fire and life safety, travel, behaviour at parties and social events and others
- d. Students should meet with University advisors to review activities; Also, they have to read, understand and know University policies to identify and reduce the risk.

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

## GRAMMAR

6. Pairwork. Let students read the sentences and decide which sentence in the pair is stronger in meaning. Let them discuss in what situations such conversations can be encountered.

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

7. Pairwork. Encourage students to complete statements with their own ideas and discuss the meaning. All students' answers are acceptable.

Eg.: You are not supposed to participate in the professionals' conference.

8. Pairwork. Ask students to give advice using a-j combinations in Ex.7 to their partners who are in a problem case. Answers may vary.

## READING

9. Pairwork. Ask students to read the quotes and discuss them. Answers may vary.

10. Allow students some time to read the text and complete the blanks with appropriate endings below.

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

11. Ask students to read the given statements and match them with the advices 1-5 in the text.

- a. 5                      b. 2                      c. 3                      d. 4                      e. 1

12. Pairwork. Let students to read the listing and tick the ones in which patterns of risk management can be encountered. Check the results.

- Reporting news
- Planning action
- Writing diaries

13. Pairwork. Ask students to read the table and fill in the missing information from the opposite box. State that this is a sample template for reporting event according to the guideline.

1. January the second
2. about 20 people from neighborhood and 15 members of fire brigade
3. morning at 5 a.m.
4. neighbour
5. alerted
6. fire for several hours
7. whole family members
8. regional
9. electrical interlocking
10. damaged
11. come out of
12. restored

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

## REVIEW 3

### LISTENING

1.

- |      |      |      |      |       |       |       |       |
|------|------|------|------|-------|-------|-------|-------|
| 1. c | 3. n | 5. o | 7. f | 9. a  | 11. b | 13. g | 15. k |
| 2. h | 4. d | 6. m | 8. e | 10. l | 12. j | 14. i |       |

2.

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

3.

- |                          |                         |
|--------------------------|-------------------------|
| 1. execution             | 4. vendors              |
| 2. garment / measurement | 5. appropriate/tracking |
| 3. oversee/outlines.     |                         |

### TRANSCRIPT

In this fast-changing global world, everything is moving. To make a successful business, it's not enough just to follow yesterday's trend. Companies and people need to constantly acquire new skills to succeed in tomorrow's marketplace. This means driving new training initiatives to enhance performance. However, not all training is equally successful. To ensure training effectiveness, it's important to track results and to have standard criteria for measuring outcomes.

In this podcast, we'll listen to Komola Shukurova, a training manager, describing her functions and responsibilities.

Interviewer: So, Malika tell us a little bit about your job as a training manager.

Kamola : Well, basically I'm responsible for the effective planning and execution of training and development programs for the whole company.

Interviewer: Aha, and what exactly are these in detail?

Kamola : Quite a lot actually. Let's see, I assess developmental needs to drive training initiatives, I also identify and arrange suitable training solutions for employees. This means I need to design and implement all

about training programs to educate people on standard processes and to enhance performance according to the needs of the company.

Interviewer: And, what kind of programs do you run?

Kamola : They run full garment really, quality control, work measurement, human resources, manufacturing methods, development of supervisors you named

Interviewer: OK. Can you tell us more about some of your specific duties ?

Kamola : Sure. For. ex. I need to oversee development of training content including formulating and reviewing course outlines.

Interviewer: How about working with vendors?

Kamola : Yes, that too. I evaluate and recommend vendor programs to meet training objectives.

Interviewer: What else do you work on?

Malika : I need to coordinate the development of training materials appropriate to specific program objectives and I establish S.M.A.R.T. criteria for tracking and evaluating the effectiveness about training programs.

Interviewer: SMART? That sounds as an acronym. What does it mean ?

Kamola : S.M.A.R.T. stands for Specific, Measurable, Attainable, Realistic and Timely. This is a standard criteria for setting goals and measuring training outcomes.

Interviewer: I see, and Can I ask what the most interesting part of your job is ?

Kamola : For me, it is being able to help drive the long term success of the company by having a strategic overview.

## **GRAMMAR**

### **4.**

1. My father allowed me to use his car.
2. Let him do what he wants.
3. Mahfuza persuaded me to apply for the job.
4. My lawyer advised me not to say anything to the police.
5. Having a car enables you to get around more easily.

5.

- |                                  |                  |
|----------------------------------|------------------|
| 1. are you going.                | 7. are going     |
| 2. Are you going to do           | 8. you have      |
| 3. it starts                     | 9. I'll send you |
| 4. you'll enjoy                  | 10. I'll get     |
| 5. it will be, it is going to be |                  |
| 6. you are going                 |                  |

6.

1. We'd better take an umbrella
2. Malokhat, you had better not to go to work. Stay at home and have a rest.
3. I had better pay phone bill as soon as I get my salary.
4. I had better not go out as I'm expecting an important phone call.
5. We had better get a taxi in order not to be late

## READING

7.

- |                |                       |                   |
|----------------|-----------------------|-------------------|
| 1. appointment | 5. questioning        | 9. absence        |
| 2. dismissal   | 6. operate            | 10. encouragement |
| 3. run         | 7. view of the future |                   |
| 4. entry       | 8. replacement        |                   |

8.

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

## WRITING

9. (Students own answers assessed by Teachers)

## SPEAKING

10. (Students own answers assessed by Teachers )

## CAREER RESPONSIBILITIES

## Lesson 13

## OBJECTIVES

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

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

## STARTER

Draw students' attention to the photos. Give students some seconds to think what common idea the pictures present. Have them find the picture which is out of the topic, and ask if they are dressed formally or casually.

## LISTENING

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

1.keeping daily tasks to deadline	G	reliable	G
2. testing electronic parts lifting	S	communicative	G
3 keeping subordination	G	ubiquity	G
4.doing tasks accurately	G	coordinating interdisciplinary	S
5.filling patients' records	S	fashion designing	S
6.auditing supply inventories	S	making strategic decisions	S

2. Pairwork. Ask students to review the words in the box and sort out the words into appropriate categories in the box. Check the results

Position	work place	qualifications
1. gardener-decorator	-company yard	-plant designing
2.laborer	-canteen	-transporting heavy items
3. nurse practitioner	-employees' health care department	-bedside care treatment
4. elevator mechanic	-elevator service shop	-conducting equipment changeovers

### TAPESCRIPT

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

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

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

A nurse: Different. I am responsible for general control of patients' health conditions. Exactly speaking, I have to make all injections in time.

Necessary medical tests' results are filled in special patient health forms by me.

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

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

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

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

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

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

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

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

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

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

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



3. Give students some time to look through the statements. Play the tape. Ask them to listen to the tape and decide whether the following statements are true, false or not given.

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

4. Ask students to look through the statements. Play the tape again. Students put the statements in order.

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

5. Tell students to decide what the speakers in the tape are referring to when they are using the listed words. Check the answers.

1. A general control;

A nurse: Different. I am responsible for general control of patients' health conditions. Exactly speaking, I have to make all injections

in time. Necessary medical tests' results are filled in special patient health forms by me.

2. Confusing, puzzling;

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

3. To become a victim;

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

4. To fill in forms;

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

6. Groupwork. Encourage students to discuss the questions in teams. Give them some minutes to brainstorm and list down the essential responsibilities of any existing jobs in their field on a poster. Let the teams present their findings to the whole class. Answers may vary.

## GRAMMAR

To be supposed to

7. Ask students to rewrite sentences using 'to be supposed to' in an appropriate way. Have them compare their answers in pairs.
- Success is supposed to belong to goal-oriented, determined and persevering people.
  - You are supposed to believe in yourself and have dedication, determination and never quit attitude, you'll be a winner.

- c. Every lesson of life is supposed to come with a gift of wisdom, the more problem you can solve the more you become stronger and able to face the battle of success then win the race for life.
  - d. Purpose, passion, planned action, heart and persistence is supposed to bring success, triumph and victory.
  - e. Let's go to the concert. It is supposed to be very good .
8. Pairwork. Let students answer the questions in complete sentences, using 'be supposed to'. Answers may vary.

## READING

9. Pairwork. Ask students to look at the photo and complete the table. Answers may vary.  
After table completion check the results. Organize the whole group discussion asking students the given questions.
10. Pairwork. Organize information gap activity. Pair up students. Instruct them that student 1 reads A part of the text, while student 2 reads B part of the text. Having read their own piece of reading students ask the follow up questions from each other to get the information in their pair's part.
11. Groupwork. Allow students some time to discuss the given questions. Let the teams present their findings with the whole class supporting with specific life examples.

## WRITING

Paragraph writing

12. Ask students to read and answer the listed questions using their own words.
13. Pairwork. Give students some time to read the statements, circle the topic in them and underline the controlling idea. In the answers below the topic sentence is highlighted in bold and controlling idea is underlined. Check the results.

- a. Career responsibility is a duty or obligation to satisfactorily perform or complete a task that one must fulfill.
- b. One can achieve success in career through lifelong learning.
- c. Job responsibility helps a person in his promotion and being successful.
- d. For some people working conditions are more important than high salary.
- e. Learning a foreign language creates job opportunities.
- f. Using information technologies in education facilitates teaching and makes lessons more interesting.
- g. Working abroad has a number of advantages and disadvantages.

14. Pairwork. Ask students to read the statements, underline the topic sentence and circle the controlling idea. In the answers below the topic sentence is underlined and controlling idea is highlighted in bold.

1. **Material development** is incredibly a time-consuming process.
2. **Iroda T'o'laganova and Oqqul Amanmuradova** have dominated women's tennis in Uzbekistan.
3. **The hours between five and seven in the morning** are most productive for early-risers.
4. **A childhood hobby** often develops into a promising career.
5. **Teaching small children** requires great patience.
6. **Everyone looked forward to week-end** – the resting and entertaining day.

**OBJECTIVES**

- raise one's awareness about professional development
- use zero and first conditionals in meaningful situations
- expand the topic related lexis
- practice action plan writing in one's field

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

Target vocabulary: developed professionally, self-esteem, personal development, career path, peer observation

**STARTER**

Draw students' attention to the photos and ask them to name them.

A photo: Graduation ceremony of Higher Institution senior students.

B photo: «Zulfiya» award winners. This prize is awarded to talented girls of Uzbekistan in different spheres. It shows that our society pays much attention to youth professional development providing them with effective education leading to professional growth at each stage.

C photo: Presents young award winners in the sphere of music. Awards inspire and motivate the youth.

Pair up students and let them discuss the questions below the photos. Observe the peer discussion walking in the auditorium and invite the ones best ideas to share them with the whole class.

**Possible answers**

1. Professional development is a person's future progress through life-long learning
2. One must always be deeply involved in different projects, researches, update oneself by participating in the seminars, conferences, sharing ideas with other specialists, follow the instructions of successful professionals towards the pathway of professional development.

## LISTENING

1. Pairwork. Ask students to write synonyms to the words and phrases in the table. Check the results.

1. provide	<i>Eg. offer</i>
2. extend	enlarge
3. career paths	be in the height/ peak
4. goal setting	make a plan for the future
5. peer observation	observe/examine closely
6. co-planning	planning with somebody together
7. collaborative plans	joint plan/ mutual
8. mentoring	teach less experienced people about their job or a particular subject
9 action research	achievement research /act
10. life long learning	to learn the whole life

## TAPESCRIPT

Interviewer: Good morning, dear listeners, I would like to remind you today's topic, "Professional development", therefore we have invited a well-known specialist, associate professor Asror Khodjiev. Welcome to the studio.

Mr. Khodjiev: Good morning!

Interviewer: As we know, professional development is one of the vital issues in all spheres. Will you explain to us what is professional development?

Mr. Khodjiev: Well, Professional development opportunities refer to the acquisition of skills and knowledge both for personal development and career advancement. It presents great changes, broaden skills, improving self-knowledge, views, interests, building or renewing, identity/self-esteem, developing strengths or talents, improving self-awareness approaches are more effective in our work.

Therefore Professional Development is a means of supporting people in the workplace, to understand more about the atmosphere in which they work, the job they do and how to do it better. It can be a step on the ladder to higher qualifications or enhanced job prospects or be required by professional bodies to maintain professional status. It can be a part of meeting targets set by workforce performance management schemes or

an opportunity for individuals to change their job paths. In one word we can say it is an ongoing process throughout our working lives.

Interviewer: My second question concerns the requirements of the professional development. Will you tell us why everyone needs professional development?

Mr. Khodjiev: We live in the XXI st century. The world is changing rapidly. We can see these changes in legislative, social and economic developments directly. It affects the situation in which we live and work. At the same time technological advances provide different ways of working. So every young people should have to understand and recognize it.

Interviewer: Our listeners are young, future professionally developed people therefore I would like you to tell them the main phases of Professional Development, will you?

Mr. Khodjiev: Well, according the research there are six phases of professional development. The first one is building a knowledge base. Without this phase one can't be professional. It requires new knowledge and information. This phase includes goal setting, assessing needs, participating in interactive workshops, and forming a study group. The second phase is observing models and examples. The aim of this phase is to study instructional examples in order to develop a practical understanding of the research. Here, students might participate in activities such as school and classroom visitations, peer observation, using instructional artifacts, co-planning, and listening to or watching audio and video examples. The third phase is reflecting your practice. The purpose of this phase is to analyse your instructional practice on the basis of new knowledge. Activities in this phase might include the use of journals or teacher-authored cases for collegial discussion and reflection. The fourth phase is changing your practice. The purpose of this phase is to render your new knowledge into individual and collaborative plans and actions for curricular and instructional change. Activities might include action research, peer-coaching, support groups, and curriculum development. The fifth phase is gaining and sharing expertise. The purpose of this phase is to continue to refine your instructional practice, learning with and from colleagues while also sharing your practical wisdom with your peers. Activities in this phase might include team planning, mentoring or partnering with a colleague, and participating in a network. The last phase is lifelong learning. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

Interviewer: Oh, I am sure our views have got precious information about professional development. Being professional specialist what would you like to advice to young specialists?

Mr. Khodjiev: My advices to young specialists go further, never stop on your goals. As they "Search knowledge from the cradle to the grave". Remember lifelong learning, in one day you will see fruitful results of your hard working.

Interviewer: Thank you very much for having a very vital and interesting talk with us.

Mr. Khodjiev: My pleasure.

2. Give students some time to look through the sentences. Play the tape. Ask them to listen to the tape and complete the blanks with missing words. Have pairs share the results. Check the answers.

- |            |                |               |
|------------|----------------|---------------|
| 1. broaden | 4. practical   | 7. partnering |
| 2. schemes | 5. visitations | 8. fruitful   |
| 3. social  | 6. gaining     |               |

3. Let students listen to the interview again and tick whether statements are true or false.

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

4. Groupwork. Encourage students to work in teams of three or four and think about any professionally developed person in their study field and share the 'hero's' professional path with the whole group.

## GRAMMAR

Real, unreal conditionals

5. Pairwork. Draw students' attention to the pictures. Give them some minutes to note down the differences between the pictures.

Photo A: A young specalist says that if the employer hires him he will do his best to prevent the bancrupthy. The action has possibility to be realized.

Photo B: Employer regrets of not offering a young specialist a job.



His company went bankrupt. No way back! The sentence is constructed with past perfect and would + present perfect.

Say that conditional sentences are used

- To talk about the actions happening at the same time:  
*Before you come home call me.*
- To talk about real conditionals:  
*If the weather is fine we shall go to the mountain.*
- To talk about the action which will happen in our mind. It refers to future and present:  
*If I were a student I would study well now.*

6. Ask students to read the sentences and match them with their endings. Check the results.

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

7. Pairwork. Let students complete the sentences, following the real and the unreal conditionals construction with their own examples. Let some pairs share their examples with the whole class. Answers may vary.

*Eg.: If you want to advance within your company, you'll have to implement the novice techniques taught at the university.*

## READING

8. Pairwork. Draw students' attention to the questions. Allow them sometime to discuss them with their peers.

9. Ask students to read the text and match the paragraphs 4-10 with the headings a-j..

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

10. Tell students to find the words and phrases 1-8 in the text and explain in their own words what they mean.

11. Pairwork. Ask students to look through the words which are taken from the text and guess the meaning in the context. Let them give synonyms to them.

awareness – consciousness

enhance – develop

aspiration – ambition

self-esteem – self-respect

spiritual – sacred

autonomy – independent

self-confidence – self-assurance

succeed – achieve something

12. Pairwork. Concentrate students mind on the note. Let them paraphrase and share with peers. Before moving to the next task focus students' attention on the S.M.A.R.T criteria in Ex. 14. Allow them some time to look through and discuss in pairs. Now, you may move to the following exercise.

13. Ask students to look at pyramid and a) write what their dream goal is; b) break their goal into manageable (realistic achieving stages) bits. Let students share in pairs.



3. Several decades ago, calculation was accomplished without calculators.
4. Registration processes would be much longer.
5. There would be less female employees.
6. Typewriters were prototypes of modern PC.
7. Nowadays people do not appreciate the capabilities of recent inventions

## TAPESCRIPT

What if a computer hadn't been invented?

One may say: "Things are the way they are, and unlikely would be the other way" However, the matter we would like to concern is not philosophy. The speculation is on how would it have turned out without an issue, the usability and access of which we take for granted.

Originally, the idea stems from the development of space program. Craving for space exploration brought humanity to many inventions that are now, not a bit associated with space. Our devices, like laptops and iPod, are predated by the workable computer unit that used to be the size of a big hall.

Our grandparents were taught how to operate an abacus, not calculators that seems inconceivable at the time being. Furthermore, many adults don't know how to operate a computer in a competent manner.

So where would the world be if there were no computers? It probably be less busy place. Offices would have had different furniture, more shelves, less tables, piles of files and papers all around. Cinemas and theatres would become more popular; streets would be noisier as poor clerks would have operated as distributors as well. Less convenient living and working places and vehicle, nonstop ringtones and time-consuming registration processes. Less women would have worked at the offices because of tougher housekeeping conditions. Lower production rate at the factories would have caused higher prices. There wouldn't be any mobile phones to say nothing of internet or computer games. Lacking leisure activities would lead to the increase of crime rate.

Obviously, present-day generation would concern these as something incredible, but the fact is that previous generation used to experience that life. If to ask they may describe a fairy like story of own childhood, when juniors used to believe that computer was the unnatural implement

of an evil named Fantomas. The only thing that would slightly resemble computer at that time was a typewriter. All the documents and files were organized using it, when, a single punctuation mistake caused retyping the whole document.

All the same, computers are the result of human mind and if once it has brought to existence no doubt that further achievements in science and technology will bring immense inventions.

We are seldom bothered about how achievements in science contribute our lifestyle and what it would have happened if they hadn't been there. Major breakthroughs in science ultimately foster global development and enhance the routine of individuals.

## **SPEAKING**

3. Whole group. Encourage students to work in groups of 3-4. ask them to read the questions and share with their ideas.

## **GRAMMAR**

4. Focus students' attention on the picture and check their background knowledge about the 3rd conditional.
5. Ask students to read the sentences and match them with their halves to form the 3rd conditionals. Check the answers.

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

6. Students read the sentences and change them into conditionals.

1. If a woman had received newly invented type of injection, she wouldn't have died.
2. If this mobile phone hadn't had all modern functions I wouldn't have bought it.
3. If there hadn't been a problem with the engine, we wouldn't have serviced our car.
4. If Karim hadn't forgotten to pay the bill, his electricity wouldn't have been cut off.
5. If these chemicals hadn't given off fumes that could be harmful, we wouldn't have worn masks.
6. If alchemists hadn't tried to turn metal into gold, they wouldn't have spent many years.

7. If the scientists had been more attentive, the gas wouldn't have escaped through the tube.

## READING

7. Pairwork. Ask students to make a list of several latest inventions and discuss their importance in our life. Answers may vary.
8. Allow students some time to study the pictures and guess what they are. They read the information about the inventions of the last decade and match them with pictures.

1. b            2. c            3. a            4. e            5. g

9. Let students read the definitions and match them with the highlighted words in the text.

a. tissue      b. cuff          c. seam          d. destined      e. concrete

## WRITING

10. Ask students to read the words and phrases, tick the ones which can be connected with creative or imaginative writing.

1. ✓            4. ✓            5. ✓            7. ✓            8. ✓

11. Ask students to copy word and phrases connected with creative writing from Ex.10 and let them define.

Possible answers:

1. Thoughts and ideas – are the main components of creative writing; to write any piece of it one should have some thoughts and ideas on this or that issue connected with the theme.
4. An imagination – is another essential component of creative writing without which one cannot be able to fulfill the task of it. To open a given theme one should thoroughly think over it by using his imagination. It leads any writer to wide extended territories of writing.

- c. 5. To picture in mind – anyone must manage to overview some actions before depicting it in his mind; that is also important to predict, to oversee the events of a creative writing in his head.
- d. 7. Unreal stories – must be created by a person writing imaginative piece of an essay or some other types; they can be created and it may be added to get the theme open.
- e. 8. To think about future – a person writing something connected with future life should be able to get into it in his mind and connect his piece of writing with possible events.

**12. Encourage students to think of an innovative research theme in their field and write a short creative writing work using the tips.**

Possible answers:

One of the global problems in my field is connected with the shortage of machines to work in the fields;

To ponder over this issue deeply one can state the following: the problem is causing a number of difficulties in the sphere referring to cultivating fields, planting seeds in time or harvest picking troubles;

To solve this question one should work out special techniques as these: to provide farmers with the necessary number of machines they should have special contract with banks which will give them credits for a long term period. Besides, they can buy old machines and repair them and use until being able to afford a new one.

Besides, the following measures must be taken in order to get more harvest from the fields of the country. To change attitude to work, to involve new methods of working, feel responsibility before his state and others. The appropriate working conveniences must be prepared for the workers as well.

At the end these processes will bring the results as much harvest got from the fields, easy work with machine, prosperous farming in the country.

**REFERENCES:**

- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.UzDailynews.com](http://www.UzDailynews.com)
- [www.newsobserver.com](http://www.newsobserver.com)

## OBJECTIVES

- raise one's awareness about world awards and gather information about the topic;
- use mixed conditionals in oral and written patterns;
- enlarge topic related lexis

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

Target vocabulary: awards, award-winner, contribution, proud, awarding ceremony, competition, motivation, labour, inspire, attempt

## STARTER

Draw students' attention to the award statuettes. Allow them some time a) to title the awards and b) match them with nominations. Check the results. Ask them to find out the awardees for each nomination.

Sport career	Professional photographer	The best song of the year	Great contribution in science	For the best piece of writing	For healthy generation	Young talented singers	For gifted girls of Uzbekistan
g	f	e	h	c	b	d	a

## LISTENING

1. Groupwork. Imaginary case. Tell students that they are going to have a telephone interview with Alice Munroe «master of the contemporary short story». She is an awardee of the Nobel Prize in Literature 2013. Staying in teams ask them to list down 5 important questions. Remind them that the questions should lead to constructive answers motivating the youth to step up towards world awards. Let teams present their questionnaire to the whole class.



2. Pairwork. Ask students to look through the words and constructions. Let them explain their meaning using them in sentences. If they face some misunderstanding they may consult the dictionary. Check the results.

this may change my mind – there is something to make a new decision about something which is different from my old one;

wander around – walk around slowly in a relaxed way or without any clear purpose or direction;

the press - , newspaper and magazines, and those parts of television and radio which broadcast news, or reporters and photographers who work for them;

I haven't gotten over the delight yet – I am still feeling the sense of great pleasure;

you have produced an enormous body of work over the decades – for the last ten years you have committed a great deal of praiseworthy job;

bring a great new readership – be in a spotlight of the readers;

it is time to take it easy – it is time to relax/not to use too much energy;

3. Let students listen to the tape and tick the questions mentioned by the interviewer on a telephone talk. Check the results.

- ✓ Is this Alice Munro?
- ✓ How did you hear the news?
- ✓ What was your first reaction?
- ✓ Have you been basically the same sort of a writer from the beginning to the end? Have you changed, do you think?
- ✓ For those who don't work, would you recommend a starting point?
- ✓ So they should start with Dear Life, should they?

## **TAPESCRIPT**

*<http://www.nobelprize.org/mediaplayer/index.php?id=1961>*

Telephone Interview with Alice Munro (4 minutes)

Alice Munro - Interview

«This may Change my Mind ...»

Telephone interview with Alice Munro following the announcement

of the 2013 Nobel Prize in Literature on 10 October 2013. The interviewer is Nobelprize.org's Adam Smith.

[Adam Smith] Hello, Adam Smith.

[Alice Munro] Hello Adam!

[AS] Hello, this is Alice Munro?

[AM] Yes, this is Alice Munro. I just wanted to thank you, very much. This is quite a wonderful thing for me. It's a wonderful thing for the short story.

[AS] It is indeed, and may we congratulate you in turn. It's a wonderful day.

[AM] Thank you very, very much.

[AS] How did you hear the news?

[AM] Um, let me see, I was wandering around this morning, early. How did I hear it first? [Said to her daughter, Jenny, in the room with her] ... Oh, the press called me.

[AS] And what was your first reaction? Do you remember?

[AM] Unbelief. [Laughs] I really couldn't believe it, I was so happy, and I haven't gotten over the delight yet.

[AS] You've produced an enormous body of work over four decades

...

[AM] Well I have, yes. But, you know, because I work generally in the short story form, this is a special thing I think to get this recognition.

[AS] Yes indeed, yes indeed. Have you been basically the same sort of writer from the beginning to the end? Have you changed, do you think?

[AM] Well you know as far as I can tell, I have not changed very much. But someone else could answer that question better I think.

[AS] And the award will bring a great new readership to your work ...

[AM] Well I would hope so, and I hope this would happen not just for me but for the short story in general. Because it's often sort of brushed off, you know, as something that people do before they write their first novel. And I would like it to come to the fore, without any strings attached, so that there doesn't have to be a novel.

[AS] And for those who don't know your work, would you recommend a starting point?

[AM] Oh goodness! I don't know, I can't ... You always think that your latest work is your best, at least I do. So I would want them to start with the latest book.

[AS] So they should start with Dear Life should they?

[AM] Well, in a way, yes, but then I hope they would go back and read the others as well.

[AS] And of course everybody is talking about the fact that you announced earlier this year that you were going to stop writing, and saying "Maybe this will encourage her to start again".

[AM] [Laughs] Well you know I've been doing it for so many years. I've been writing and publishing, I think, since I was about twenty - just now and then I would get something published you know - but that's a long time to be working and I thought maybe it's time to take it easy. But this may change my mind. [Laughter]

[AS] That's an exciting statement! That's going to have everybody buzzing.

[Both laugh]

[AS] How splendid! So, I know that you must be tired after speaking to so many people so we would like very much to talk to you perhaps on another occasion ...

[AM] That would be great, actually, because I am a little bit tired and woozy now and God knows what I might say!

[AS] [Laughs] OK, well we'll wait until this quiet down a bit, and then ...

[AM] OK.

[AS] It has been a great pleasure to speak to you, thank you so very much indeed.

[AM] Thank you, goodbye.

[AS] Bye, bye.

4. Let students listen to the tape again. Ask them to make notes of the answers of Alice Munro to the questions given by the interviewer. They may refer to Ex. 3 for the list of questions. Let them share it in pairs. Below the full version of the question-answer details are available. Check students' note taking.

**Question 1:** Hello, this is Alice Munro?

Yes, this is Alice Munro. I just wanted to thank you, very much. This is quite a wonderful thing for me. It's a wonderful thing for the short story.

**Question 2:** How did you hear the news?

Um, let me see, I was wandering around this morning, early. How did I hear it first? Oh, the press called me.

**Question 3:** And what was your first reaction? Do you remember?

I really couldn't believe it, I was so happy, and I haven't gotten over the delight yet.

**Question 4:** Have you been basically the same sort of writer from the beginning to the end? Have you changed, do you think?

Well you know as far as I can tell, I have not changed very much. But someone else could answer that question better I think.

**Question 5:** For those who don't know your work, would you recommend a starting point?

Oh goodness! I don't know, I can't ... You always think that your latest work is your best, at least I do. So I would want them to start with the latest book.

**Question 6:** So they should start with Dear Life should they?

Well, in a way, yes, but then I hope they would go back and read the others as well.

5. Pairwork. Ask students to look at the questionnaire they have composed in Ex.1. Let them review if their questions present any similarity with the interviewer's. Ask students to share their feelings if they have been motivated with the awardee's answers. Remember the questions listed by the students might not always present any commonness; however, you should facilitate discussion asking students to what extent the listening material has motivated them.

## GRAMMAR

### Mixed Conditionals

6. Pairwork. Lead in students having their attention on the samples and let them analyze the difference between the sentences both meaning and structure/form. Ask students to match the beginnings and ends of the sentences.

E.g.: First sentence shows the regret in which the speaker failed to visit the awarding ceremony yesterday due to lack of time.

Explain the following structure with given examples to students. Have them make up sentences of their own.

A conditional consists of two clauses: the condition or if clause and the main or result clause. Depending on the meaning we try to convey we have many different conditionals to express ourselves clearly. We are going to look at two mixed conditionals that express unreal situations.

#### Past Condition / Present Result

The first one has a condition in the past and a present result. We use it to express that if something had been different in the past there would be a present result.

For example: if we hadn't missed our flight we would be in Samarkand now.

The structure is: If + past perfect, would (could, might) + infinitive.

#### Present Condition / Past Result

The next one has a present condition and a past result. We use it to express that due to certain present conditions something already happened in the past.

For example: if I was more diligent, I would've finished my degree at the University. The meaning is: I am not a diligent person and because of this present condition I have never finished my degree.

The structure is: if + past simple, would (could, might) have + past participle.

7. Ask students to complete the sentences using mixed conditionals.

Let students share their examples in pairs. Answers may vary.

8. Let students complete the gaps using the verbs in brackets.

## READING

9. Give students some time to read the quote and share their opinion/understanding about it with the whole group.

Possible answers:

If something motivates you to go forward, you won't stop in one place. You will try to get more and more. If you don't put wood on fire, it won't light longer.

10. Let students express how they convey the 'award' in their life, if it is respect, high point in one's life, stimulation, jealousy, encouraging tool, activeness. All students' answers are acceptable.

Possible answer:

As for me award means to be more and inspiringly active in both personal and professional life. And of course, it will encourage me every time and everywhere having an energetic influence on me.

11. Allow students some time to read the text and make up a suitable title messaging the whole plot of it.

Possible headings:

Award forward motivator

Powerful and motivational quotation

Being an award-winner

12. Ask students to read the statements and decide if they are true or false.

1	2	3	4	5
False	True	False	True	True

13. Imaginary case. Let students imagine their life in 10-15 years forward. Ask them to visualize the moments of being awarded and think about own dedications in their field which have served them to be selected out. They should give the exact name of the award. Remind students that they should be imaginative but very specific.

## WRITING

Persuasive writing

14. Give students some time to read the presented piece of writing. They think about the differences of it from other written assignments in previous lessons. Students share their findings with the whole class.

Possible answer:

This piece of writing is addressed to the second person, motivating him to get a chance of participating in the competition. The author does his best to persuade the reader that the reader really holds professional skills to be selected out in the competition and become an awardee.

In previous written assignments they lack the tone of persuasion.

State that persuasive writing, known as creative writing or an argument, is a piece of writing in which the writer uses words to convince the reader that the writer's opinion is correct with regard to an issue. Persuasive writing sometimes involves convincing the reader to perform an action, or it may simply consist of an argument or several arguments to align the reader with the writer's point of view. Persuasive writing is one of the most commonly used writing types in the world. Persuasive writers employ many techniques to improve their arguments and show support for their claim.

This type of writing is often used for advertising copy, which is written in an attempt to get consumers to purchase specific products. It is also a form of writing in which someone tries to get readers to agree with a position. A well-written persuasive piece is supported with a series of facts which help the author argue his or her point. Many authors also include counterpoint arguments in their pieces which they can debunk, showing readers that they have considered both sides of the argument at hand, and that any arguments which could be raised against the side of the written piece could be dismissed. In addition to facts, authors may include anecdotes and hypothetical situations to build a stronger case.

**15.** Ask students to decide which of the listed points the author of the writing pays more attention.

a

b

d

g

**16.** Ask students to look through the words and word-combinations that are essential in persuasive writing. Let them choose one of the 4 subtopics. Using the words in the table they compose a persuasive paragraph. Let students share the product with the whole group.

## LISTENING

1.

- |      |      |      |      |       |       |       |       |
|------|------|------|------|-------|-------|-------|-------|
| 1. c | 3. n | 5. o | 7. f | 9. a  | 11. b | 13. g | 15. k |
| 2. h | 4. d | 6. m | 8. e | 10. l | 12. j | 14. i |       |

2.

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

3.

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

## TRANSCRIPT

You will hear an advertisement providing opportunity to work in Tourism Australia.

The best job in the world

Once again the organisation which promotes Australia, Tourism Australia, is advertising the best job in the world. But this year, they have six jobs going, all for six months, with a great salary and extra spending money. If you think one of these is your dream job, you have to make a 30-second video explaining why you are the best person for the role. But – be warned. Thousands of people will be competing for each post.

The job of “outback adventurer” is for someone with a passion for outdoor life, and in the Northern Territory there are plenty of wide-open spaces. The job is for someone to find out the best adventures and jobs for young people on working holidays. You’d be getting close to wildlife, sleeping under the stars in a bush camp and flying over stunningly beautiful landscape in a hot air balloon. Your duties will include getting to know about aboriginal culture and eating traditional bushfoods, maybe including the famous witchetty grubs – insect larvae.

Like the idea of 200 days of sunshine every year? Job number two is a park ranger in tropical Queensland. It’s a wonderful state with



ancient rainforests, the world's largest sand island and the awesome Great Barrier Reef. Here your duties would include protecting and promoting native plants and animals, spectacular waterfalls, dinosaur fossils, untouched beaches and indigenous culture. You'd get paid to patrol the beaches of Lizard Island and live a life most people can only dream about.

Another island job is as 'wildlife caretaker' on Kangaroo Island in South Australia. If you love all kinds of animals, this is the job for you. The advert says you'll be able to talk to wallabies (a kind of small kangaroo), play with dolphins, cuddle koalas and sunbathe with seals on the unspoiled beach at Seal Bay. You would get about the island on foot, by bicycle, kayak or boat, taking photos and leaving only footprints. There is one potential drawback, though. You'd need to be pretty brave since you might come face to face with great white sharks.

Maybe you are not quite so keen on the great outdoors and your talents are more journalistic. If you fancy feature writing, photography and making videos, you can apply for the position of lifestyle photojournalist for Time Out in Melbourne. You would be required to photograph and write about the city's coolest cafés and musical events. But you'd also cover tourist activities in the whole state of Victoria, including surfing on the Great Ocean Road, skiing at Mount Hotham or watching the little penguins at Phillip Island.

Are you a foodie? Do you know about food, as well as love eating it? If the answer's yes, you can apply for the role of 'taste master' in Western Australia. Your job would be to promote the best restaurants, pubs, wineries and breweries. You'd also catch fresh seafood off the beautiful coast and learn all about making wine and beer.

Finally, a fantastic job in Sydney. We've all seen those amazing firework displays in Sydney Harbour. Well, you could be one of the people making that happen next year. New South Wales is looking for a 'chief funster', who would be based in Sydney while travelling around the state and tweeting about the coolest things going on. This job would appeal to someone interested in everything: sports, the arts, entertainment, food. You'd also be involved in making the Sydney Festival, Mardi Gras and Vivid Festival as spectacular, and as fun, as possible. (Adapted from [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org))

4.

- |               |                |             |
|---------------|----------------|-------------|
| 1. didn't go  | 3. would take  | 5. would be |
| 2. would feel | 4. closed down |             |

5.

1. If you didn't live so far away, we would see you more often.
2. I'd would buy it if it weren't /wasn't so expensive.
3. We would go/we'd go out more often if could afford it.
4. If didn't work have to work late, I'd meet/I would meet
5. I would/I'd ask for it.

6.

1. If I had known, I would have gone.
2. I'd / I would have forgotten if you hadn't reminded me.
3. If he had missed the train, he would have missed his flight.
4. It would have been quicker if I had walked.
5. I were/ was

READING

7.

- |                           |              |
|---------------------------|--------------|
| 1. difficult job          | 6. change    |
| 2. clearly expressed      | 7. important |
| 3. an important discovery | 8. disregard |
| 4. superior               | 9. cause     |
| 5. amortize               | 10. position |

8.

- |                  |             |
|------------------|-------------|
| 1. breakthroughs | 4. radical  |
| 2. leveraged     | 5. capacity |
| 3. transformed   |             |

## SPEAKING

### 9. (Students own answers assessed by Teachers )

#### Sample answer

*Introduction* Reading books helps me to relieve stress like nothing else can.

*Body* This is true for several reasons. First, when I read a book I mentally enter the world of ideas. I can forget my day-to-day worries. Second, from an emotional angle, reading is a solitary act. It enables me to spend time alone, away from others. This helps me feel more peaceful. Third, from a physical perspective, reading allows me to stop working and relax my body. At home, I like to read while lying in bed or on the sofa.

*Conclusion* The act of reading transports me to another world. That's why books are good friends and why reading is such an effective way of reducing my level of stress

## WRITING

### 10. (Students own answers assessed by Teachers )

#### Sample answer 1

*Dear Mr Ali*

*I am writing with regard to your advertisement published in the Tasvir 10.04.2013 . For long I have been looking for suitable work and I am deeply interested in your offering.*

*I am 20 years old student. Since my youth I have been interested in art and music. I play in a guitar, a violin and also a bass guitar. My other hobbies include painting, skiing and tennis. People say I have a good sense of humor. I have already organized some musical performances and I think I could help in this area.*

*However, I will be grateful if you answer my question. Do you provide accommodation? If not, is there any list of available accommodations?*

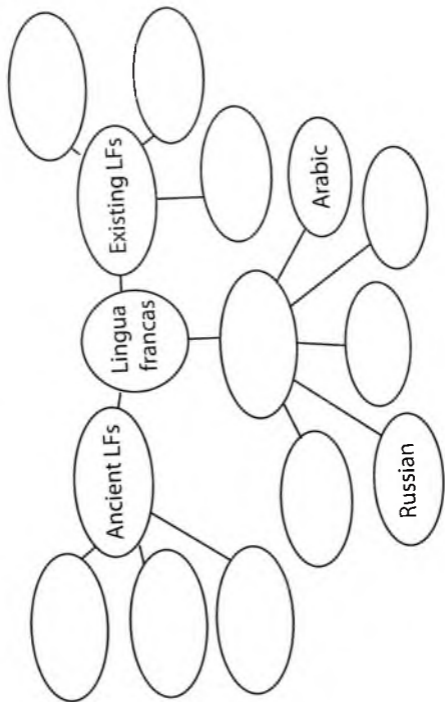
*Second, may I ask you for information about payment? I am sure we will make an agreement.*

*I hope you will consider my application. I am looking forward to your reply.*

*Yours sincerely,*

*Otabek Jaloldinov*

Handout 1



## Handout 2

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

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

---

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

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

---

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

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

---

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

**CASE 4:** Zulayho was recently hired to work as a receptionist for the front lobby. As a receptionist, she is responsible for making copies for the associates. Her son, Begzod, comes in and needs some copies for a school project. He brought his own paper and needs 200 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.



### **Authors' acknowledgements**

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

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

### **References:**

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

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

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

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

### **Editors:**

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

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



**UO‘K 372.881.111.1**

**KBK 74.268.1Ingl**

**S-30**

Scale Up: teacher's book Course 1: darslik / Boqiyeva Gulandom, Rashidova Feruza [va boshq.]. - Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2015. - 120 b.

UO‘K 372.881.111.1

KBK 74.268.1Ingl

---

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

## **Scale Up**

### **Teacher's book**

### **Course 1**

**Muharrirlar:** Qambarov Nosir, Muratova Elmira

**Dizayner va rassom:** Rashidov Jamshid, Aliboyev Abdurashid

Nashriyot litsenziyasi AI № 154. 14.08.09. 2015-yil 27-mayda bosishga ruxsat etildi. Bichimi 60x90<sup>1/16</sup>. Times New Roman garniturasini. Ofset bosma. 15 shartli bosma toboq. 14 nashr tobog'i. Adadi 1700 nusxa. 253 raqamli buyurtma. Bahosi shartnoma asosida.

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

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

Faks: (371) 241-82-69

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

© G. Boqiyeva va boshqalar

© G'afur G'ulom nomidagi

ISBN 978-9943-03-629-1

nashriyot-matbaa ijodiy uyi, 2015

2438.5



ISBN 978-9943-03-629-1



9 789943 036291