

МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО

ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН

САМАРКАНДСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ

ИНОСТРАННЫХ ЯЗЫКОВ



УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

ПО ПРЕДМЕТУ

ОСНОВНОЙ ИНОСТРАННЫЙ ЯЗЫК

ДЛЯ 2 КУРСОВ

МАГИСТРАТУРЫ

САМАРКАНД - 2016

Учебно-методический комплекс по предмету ‘‘Английский язык’’ . –
Самарканд: СамГИИЯ

Данный Учебно-методический комплекс по английскому языку составлен в соответствии с типовой учебной программой, утвержденной Министерством Высшего и Среднего специального образования. В нем даются упражнения на все виды языковой деятельности направленные на усовершенствование устной и письменной речи, а так же усовершенствования навыков научного изложения материала. Учебно-методический комплекс по английскому языку состоит из введения, типовой образцовой программы, рабочей программы, разработки поурочных планов, практического материала, раздаточного материала, контрольных заданий, глоссария, плана самостоятельных работ, списка использованной литературы и т.д.

Данный Учебно-методический комплекс предназначен для студентов 2 курса магистратуры по специальности Лингвистика с шифром 5А 120102. Учебно-методический комплекс по английскому языку был обсужден и утвержден на учебно-методическом совете Института и рекомендован к печати по приказу № 1 от 29 августа 2015 года.

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Аннотация

Данный учебно-методический комплекс создан для студентов магистратуры второго года обучения. Данный учебно-методический комплекс рассчитан на уверенных пользователей английского языка, имеющих уровень знаний английского языка не ниже В-2. Данное пособие дает исчерпывающую информацию по всему комплексу учебного материала, который необходим для профессионального владения английским языком.

Данное пособие предлагает широкое разнообразие тем и текстов, носящих как информативный, так и научный характер. Вся предлагаемая информация несет правдивые и научно подтвержденные факты. В пособие предлагаются подлинные статьи из реальных источников англоязычных стран.

Структура каждого урока состоит из текстов, тренировочных и разговорных упражнений, а также словаря и списка новых слов и выражений.

Учебное пособие дает возможность преподавателю проявить креативность и творческий подход к уроку. Каждый урок предлагает широкое разнообразие педагогических технологий и педагогических приемов.

В качестве приложения дается перечень вопросов и заданий для проверки знаний учащихся. Данное учебное пособие будет полезно как для преподавателей, так и для студентов магистратуры, которые в ближайшем будущем тоже станут преподавателями.

Введение

Данный учебно-методический комплекс создан для преподавания английского языка, как специальности на втором курсе магистратуры.

Учебно-методическое пособие предлагает широкий спектр научно-познавательных и философских тем связанных с насущными проблемами и явлениями современной жизни.

Каждый урок содержит список необходимой лексики и упражнений на закрепление темы.

Данный учебно-методический комплекс полностью основывается на типовую учебную программу, а также государственные стандарты образования, что делает его надежным инструментом совершенствования знаний студентов и профессиональных навыков преподавателя.

Создатель данного учебно-методического комплекса надеется на снисхождение в случае обнаружения мелких погрешностей.

Типовая учебная программа

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатта олинди:

№ МА-5А120102-204

2014 йил "13" 11



Олий ва ўрта махсус таълим
вазирлигининг 2014 йил "13"
даги "480"-сонли
буйруғи билан тасдиқланган

АСОСИЙ ЧЕТ ТИЛИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100 000	- Гуманитар соҳа
Таълим соҳаси:	120 000	- Гуманитар фанлар
Мутахассислик:	5А 120102	- Лингвистика (роман-герман тиллари)

ТОШКЕНТ – 2014

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими
йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини
Мувофиқлаштирувчи Кенгашининг 2014 йил 10 ноябрдаги 5- сонли баённомаси билан
маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Махкамова Г.Т. – ЎзДЖТУ, “Лингвистика ва инглиз адабиёти”
кафедраси профессори, п.ф.д.;

Галиева М.Р. – ЎзДЖТУ, “Лингвистика ва инглиз адабиёти”
кафедраси доценти, ф.ф.н.

Такризчилар:

Назирова Ш.О. – ЎзМУ, “Инглиз филологияси” кафедраси доценти,
ф.ф.н.;

Караева К.Н. – ЎзДЖТУ, “Замонавий педагогик технологиялар”
кафедраси доценти, п.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети
Илмий кенгашида кўриб чиқилган ва тасвир қилинган (2014 йил 26 июндаги
11-сонли баённома).

КИРИШ

Мазкур дастур “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги ҳужжатда келтирилган меъёрий талаблар, 5A120102–Лингвистика (роман-герман тиллари) магистратура мутахассислигининг Давлат таълим стандарти ва намунавий ўқув режасига мувофиқ такомиллаштирилди. Ушбу дастур доирасида магистрантларнинг чет тилда коммуникатив компетенцияларини (лингвистик, ижтимоий-лингвистик, дискурсив, ижтимоий, ўқув-когнитив) ривожлантириш назарда тутилади. Дастур қўйидаги тамойилларга асосланган:

- дастур чет тили таълими узлуксизлиги ва компетент ёндашув асосида ишлаб чиқилган;
- чет тилини ўргатиш фанлараро, интеграллашган, шахсга йўналтирилган ва коммуникатив-когнитив ёндашувлар асосида амалга оширилади;
- чет тилига ўргатиш магистр-лингвистларнинг коммуникатив компетенцияси, умуммаданий ва касбий компетенцияларини комплекс ва ҳар тарафлама шакллантиришга йўналтирилган;
- таълимнинг асосий объекти – тилни маданият билан ўзаро боғлиқликда ўрганиш, нутқ модуллари (тинглаб тушуниш, гапириш, ўқиш, ёзув), тили ўрганилаётган халқнинг ахлоқий меъёрларини ўрганиш;
- таълимнинг касбий йўналиши ўқув материали танлаш, лисоний материал ва нутқ модулларига ўргатиш каби методик жараёнларда ўз аксини топади;
- илмий услуб нутқига ўргатиш академик ёзув ва нотиклик санъати техникаларини ўргатиш асосида амалга оширилади;
- касбий чет тили коммуникатив компетенциясини такомиллаштиришда алоҳида эътибор мустақил ишга қаратилган.

Мустақил иш ахборот технологиялар ва илмий тадқиқотни лойиҳалаштириш методикасини қўллаган ҳолда оғзаки ва ёзма вазифаларни бажаришни ўз ичига олади. Ушбу дастур умуммутахассислик интеграллашган курсининг етакчи фанларидан бири ҳисобланади. Фанни ўрганиш жараёнида магистрантлар бакалаврият босқичида олган билимларини янада чуқурлаштириш билан бир қаторда нутқий фаолиятнинг барча турлари бўйича (тинглаб тушуниш, гапириш, ўқиш, ёзув) малака ва кўникмаларини ривожлантиради.

Фаннинг мақсад ва вазифалари

Фаннинг мақсади - C1 даражасида (CEFR) чет тили компетенциясини эгаллаш, магистрантларнинг илмий-тадқиқот ва касбий малакалари, ҳамда мустақил ишлаш малака ва кўникмаларни ривожлантириш ва такомиллаштириш. Фаннинг асосий вазифаси – талабаларнинг касбий, ижтимоий, кундалик мулоқот жараёнида тил бирликларининг қўлланилиш хусусиятлари ва меъёрлари бўйича билимларини такомиллаштириш ва чуқурлаштиришдан иборат. Шунингдек,

- маданиятлараро мулоқотнинг барча жабҳаларида тил соҳибларига адекват равишда турли жанр ва услубдаги матнларни тушуниш, таҳлил этиш ва тузиш кўникмаларини такомиллаштириш;
- лисоний воситаларни таҳлил қилиш, қиёслаш, синтез ва баҳолаш мақсадида рефлексив кўникмаларни ривожлантириш ва такомиллаштириш;
- оғзаки ва ёзма матнларни тушуниш ва тузиш стратегияларини, ҳамда касбий фаолиятда мулоқотнинг перцептив, интерактив ва инфорацион тактикаларини эгаллаш;
- оғзаки ва ёзма шаклдаги лойиҳа ва презентациялар тайёрлаш кўникмаларини такомиллаштириш; республика, ўқув юртлараро илмий анжуман ва семинарларда сўзга чиқиш мақсадида нотиклик санъати кўникмаларини шакллантириш;

- илмий тадқиқот кўникмаларини шакллантириш ва ривожлантириш: илмий ахборотни излаб топиб, интерпретация қила билиш; сараланган ахборотни матнларда умумлаштириш, кенгайтириш ва торайтириш; плагиат (кўчирмакашлик)га йўл қўймаслик, библиографик ҳаволаларни, иқтибосларни тўғри расмийлаштири олиш; турли жанрдаги илмий матнларнинг структурасини, мазмунини таҳлил қилиш;
- чет тилини амалиётда, илмий тадқиқот ва лойиҳалаштириш фаолиятда қўллаш билан боғлиқ бўлган касбий кўникма ва малакаларини такомиллаштириш;
- танқидий фикрлаш кўникмаларини такомиллаштириш;
- гуманистик дунёқарашни ривожлантириш (эмпатия, раҳмдиллик, бағрикенглик, миллий ва ўзга миллатнинг маданий кадриятларига нисбатан ҳурматда бўлиш) ҳам фаннинг вазифалари сирасига киради.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Магистрантлар қўйидаги таркибий қисмларини ўз ичига олувчи чет тили коммуникатив компетенциясига эга бўлиши керак:

Тил компетенцияси:

- а) лексик компетенция: мавзуларга оид лексикани ва соҳага оид атамаларни илмий даражада ривожлантири олиш; сўз ясаш моделлари асосида сўзлар ҳосил қила олиш;
- б) грамматик компетенция: ихтисослашган матнлардаги (масалан, тилшунослик ёки таржимага оид) грамматик структураларни қўллай билиш; артиклни илмий услубда тўғри қўллай билиш; турли матнларнинг лингвистик ёки дискурс таҳлилини қила олиш.

Тинглаб тушуниш:

- ☐ ўз мутахассислик соҳаларига оид бўлмаган абстракт ва мураккаб мавзулардаги кенг қўламли нутқларнинг айрим жиҳатларини ойдинлаштириб олиш зарурати туғилса, айниқса сўзловчининг талаффузи ноаниқ ёки тил диалекти нотаниш бўлган ҳолларда ҳам тушуна олиш;
- ☐ кенг қўламли идиоматик ва оғзаки нутқ ибораларини фарқлай олиш ва ижтимоий муҳитга мос тарзда тилнинг ўзгариш хусусиятини тушуна олиш;
- ☐ кенг қўламли нутқларни аниқ тузилмаган ҳолларида ҳам тушуниш ва улардаги очиқ ойдин ва яширин фикрларни ҳам етарли даражада англай олиш;
- ☐ муҳокама ва дебатлардаги асосий ва бошқа иштирокчилар ўртасидаги мураккаб мулоқотни, мавзулар бирмунча мавҳум ёки нотаниш бўлган ҳолларда ҳам, осонлик билан тушунган равишда кузата олиш;
- ☐ кенг қамровли, тилнинг айрим ностандарт ишлатилиш ҳолларини ҳам ўз ичига олган аудио тасма ва ахборот материалларини тушуна олиш ва сўзловчилар ўртасидаги бирмунча яширин қарашлар ва муносабатлар, кичик деталларнинг ҳам муҳим жиҳатларини аниқлай олиш;
- ☐ фильмларни сленг ва идиоматик ибораларнинг ишлатилиш ҳолларининг аксар қисмини тушунган ҳолда кузата олиш;
- ☐ сифат жиҳатдан бирмунча ёмон, овоз эшитилиши ноаниқроқ бўлган оммавий эълонлардан (масалан, темир йўл вокзали, спорт майдончасидаги эълонлар) тегишли маълумот ола билиш.

Гапириш:

Диалог

илмий ва соҳага оид конференция, давра суҳбатлари, мунозара (жонли ёки воситали) ларда мулоқотни бошлаш, олиб бориш ва якунлай билиш;

- ☐ фикрларни аниқ ифодалаган ҳолда муҳокамаларда фаол қатнаша олиш;

- ☐ вазиятга мос тарзда тилни мослаштира олиш; ўз расмий нуқтаи назарини ишонч билан илгари сурган ҳолда қарши томоннинг бир қатор мураккаб савол ва шарҳларига мос равишда равон ва спонтан тарзда жавоб бера олиш;
- ☐ семинар ва муҳокамаalarda сўраш, ойдinлик киритиш, нутқни бўлиш ва тўлдириш стратегияларини мос равишда қўллаш олиш.

Монолог

- ☐ соҳага оид мавзулар бўйича презентация ва маърузалар қила олиш;
- ☐ объект, субъект, вазият ваҳодисаларни батафсил тасвирлай олиш;
- ☐ маъруза, муҳокама ёки мақолага тўғри ва равон тарзда хулоса қила олиш;
- ☐ илмий нуқтаи назар ёки фикрни ривожлантириш, далиллар келтириш орқали асослай олиш.

Ёзув:

- ☐ барча турдаги хатлар;
- ☐ барча турдаги иншолар;
- ☐ таниган мавзулари бўйича магистрлик илмий иши;
- ☐ соҳага оид мақолалар;
- ☐ соҳага оид ва оид бўлмаган адабиётлар (мақолалар, китоблар, малакавий иш) таҳлиллар;
- ☐ соҳага оид ва оид бўлмаган адабиётлар (бирламчи ва иккиламчи манбалар)га аннотациялар;
- ☐ турли илмий материалларга хулоса;
- ☐ тезис ва конференцияда қатнашиш учун таклиф ва мушоҳадалар;
- ☐ грант ва стипендиялар учун таклиф ва аризалар ёза олиши лозим.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

“Асосий чет тили” фани мутахассислик фани ҳисобланиб, магистратура босқичининг 1, 2, 3- семестрларида ўқитилади. Магистратура босқичи талабаларига мўлжалланган ушбу фан бакалавриат таълим йўналишидаги “Оғзаки ва ёзма нутқ амалиёти” фани билан узвий боғлиқ бўлиб, мантикий давомийлигидан далолат беради. Мутахассислик фани бўйича назарий ва амалий курсларда эгаллаган билимлар, малакалар ва кўникмалар базасида бўлажак лингвистларнинг чет тили коммуникатив компетенцияси ривожланади ва такомиллашади. Магистратурада ушбу фан умуммутахассислик блоки фанлар ва бошқа ихтисослик фанлар, ҳамда лингвомамлакатшунослик, маданиятлараро мулоқот, чет тилини мутахассислик тили сифатида ўқитиш методикаси фанлари билан чамбарчас боғлиқ.

Фаннинг ишлаб чиқаришдаги ўрни

“Асосий чет тили” курси ишлаб чиқариш жараёни билан бевосита боғланмаган. Ушбу фан инсонлараро ва маданиятлараро мулоқотнинг оғзаки ва ёзма шаклларида зарур бўлган чет тили коммуникатив ва касбий компетенцияларни такомиллаштиришга хизмат қилади. Бундан ташқари, ушбу курс турли хил илмий ишлар олиб боришда (мақолалар, тезислар, тақризлар, рефератлар, курс ишлари, магистрлик диссертациясини), ҳамда касбий мулоқот жабҳаларида оммавий сўзга чиқишларда зарур бўлган нотиклик санъати маҳоратини ўзлаштиришга имконият яратади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Магистрантларнинг “Асосий чет тили” фанини ўзлаштиришлари учун ўқитишнинг замонавий педагогик ва ахборот технологияларидан кенг фойдаланилади: гуруҳли музокаралар (group discussion); жамоа лойиҳалари (project work); жуфтликлар бўлиб топшириқларни бажариш (pair work); якка ҳолда маълум мавзу бўйича презентациялар қилиш (individual presentation); давра суҳбатлари ўтказиш (round-table discussion); инсерт техникаси (Insert technique); пинборд техникаси (Pin board); кейс-стади (Case-study); ақлий ҳужум (brain storming); кластер (cluster); муҳокама (discussion), баҳс-мунозара (debate); кичик ҳимоя (mini-dissertation); ролли ўйинлар (role play); рефлексив усуллар (таҳлил, қиёслаш, синтез, баҳолаш, ассоциатив алоқалар). Ахборот технологиялари, жумладан, мультимедиа воситалари ёрдамида машғулотлар ташкил этилади, Power Point дастури ёрдамида презентациялар ва компьютерда тестлар ўтказилади.

АСОСИЙ ҚИСМ

Фанга кириш

Таълимнинг асосий мазмунига лисоний материал, маданиятлараро билимлар, нутқ фаолиятининг турлари киради. Дастурда нутқ фаолиятининг ҳар бир тури модул сифатида белгиланган (тинглаб тушуниш, гапириш, ўқиш, ёзув). Модуллари эгаллаш жараёни интеграллашган ҳолда олиб борилади.

Асосий чет тили курси таълими иккита алоҳида босқични ўз ичига олади:

умумтаълим ва касбий. Биринчи босқич ижтимоий, маиший соҳаларда оғзаки ва ёзма нутқ чет тили компетенциясини такомиллаштиришга қаратилган. Иккинчи босқич – илмий услубдаги оғзаки ва ёзма нутқни эгаллашга мўлжалланган. Асосий чет тили курси бўйича нутқий модуллари ўргатиш жараёнида магистрантлар илмий адабиётлардан фойдаланиш ва унга тўғри ёндашиш ҳамда фикрни оғзаки ва ёзма тарзда илмий услубда баён этишнинг асосий усуллари, нотиқлик санъати, академик ёзув, илмий тадқиқот олиб бориш кўникмаларини эгаллайдилар. Асосий ўқув материали сифатида аутентик материаллар (публицистик, бадиий, энциклопедик, шахсий ва расмий мазмундаги хатлар), ҳамда аудио- ва видеоматнлар хизмат қилади. Асосий диққат-этибор матннинг коммуникатив, мантикий ва мазмуний

жиҳатларини таҳлил этишга қаратилган (матннинг функционал-стилистик хусусиятларидан келиб чиққан ҳолда). Алоҳида этибор магистрантларнинг илмий матнлар (мақолалар, тезислар, тақризлар, шарҳлар, рефератлар, аннотациялар, библиографик хрестоматиялар) билан ишлашига қаратилган. Бу эса, ўз навбатида, илмий матнларнинг структура ва мазмун жиҳатидан қўрилишини билиш, ҳамда уларни тузиш ва амалиётда қўллаш кўникмаларини билишни талаб этади. Матннинг ахборот ва мазмун жиҳатларини таҳлил этиш жараёнида таҳлил қилинаётган матнлардан қўрилаётган масаланинг моҳиятини, таклиф этилаётган усулларнинг мазмунини аниқлаш, матндан керакли ахборотни чиқариб олиш тажрибаларига эга бўладилар. Турли жанрдаги илмий матнларни яратиш мақсадида магистр-лингвист академик ёзув техникаларини эгаллайди. Машғулотлар эса илмий услубни (танқидий таҳлил, синтез, баҳолаш, олинган ахборотни тўғри етказа билиш, ахборотни ихчамлаштириш ва кенгайтириш ва ҳ.к.) ўринли ва фаол қўллаш билишни ривожлантиришга қаратилган.

Амалий машғулотларнинг тахминий рўйхати

Ҳозирги замон дунё муаммолари: гиёҳвандлик, терроризм, жиноят ва жазо, экология, этник низолар, бедаво касалликлар.

Илмий-техник прогресс ва унинг башариятга бўлган таъсири: биоинженерия, нанотехнология, замонавий ахборот воситалари, илғор технологиялар (компьютер интернет, айпэд), ароф-муҳитнинг ифлосланиши, ишсизлик.

Маданиятлараро зиддиятлар: диний ақидапарастлик, аёлларнинг жамиятдаги ўрни, жинслараро муаммолар, авлодлар зиддияти, тенг ҳуқуқлилиқ.

Замонавий қадриятлар: ватанпарварлик, маданият ва маънавият, диний, миллий толерантлик.

Соғлиқни сақлаш тизими: соғлом турмуш тарзи, соғлиқни сақлаш органлари, тиббиётнинг Шарқ ва Ғарбда ривожланиши, Ибн Сино - тиббиёт асосчиси, анъанавий ва ноанъанавий тиббиёт турлари.

Ўзбекистон ва тили ўрганилаётган мамлакатларнинг замонавий таълим тизими: ўқув муассасаларининг турлари, таълим босқичлари, таълим моделлари, магистратурада таълим, чет элда таълим олиш.

Касбий ўсиш: ўқитувчи, таржимон, муҳаррир, раҳбар, шахсий хислатлар ва ҳуқ- атвор.

Магистрантнинг илмий-тадқиқот амалиёти: нотиклик санъати, илмий мақола, илмий маъруза, презентация, илмий конференция ва симпозиум, тақриз, менинг диссертациям, мини-ҳимоя, илмий лойиҳалар, муаллиф ҳуқуқи ва патент.

Нутқ фаолияти турлари бўйича:

Тинглаб тушуниш:

- ☐ кенг камровли мавҳум ва мураккаб мавзулардаги матнлар;
- ☐ кенг қўламдаги идиоматик иборалар ва оғзаки нутқ намуналарига бой аудио тасмалар, ахборот ва оммавий эълонлар (масалан, темир йўл вокзали, спорт майдончасидаги эълонлар);
- ☐ гуруҳ муҳокамасидаги асосий ва бошқа иштирокчилар ўртасидаги мураккаб мулоқот;
- ☐ теледастур ва фильмлар;
- ☐ ўрганилаётган тил соҳиби бўлган ва бўлмаган сўзлашувчиларнинг турли расмий ва норасмий доиралардаги ёки таълим муассасаларидаги аутентик оғзаки нутқ намуналари;
- ☐ соҳага оид маърузалар, баҳс-мунозаралар.

Гапириш:

Диалогик нутқ:

- ☐ шахслараро мулоқот ва суҳбатлар;
- ☐ оммавий мунозаралар ва расмий муҳокама;
- ☐ ўз мутахассислик соҳасига оид бўлмаган мавҳум ва мураккаб мавзулардаги маърузалар ва мулоқотлар;
- ☐ ишга қабул қилувчи ёки ишга кирувчи сифатида интервьюда қатнашиш;
- ☐ аудиторияда қўлланиладиган иборалар.

Монологик нутқ:

- ☐ кўрсатмалар;
- ☐ тақдимотлар;
- ☐ конкрет ёки мавҳум мавзулар бўйича ўз мулоҳазасини билдириш ва уни асослай олиш;
- ☐ ўз фикрини асосланган тарзда ифода этиш;
- ☐ фикрлар, муҳокама ёки соҳага оид мақола юзасидан умумлашган хулоса чиқариш.

Ўқиш:

- ☐ ижтимоий, мутахассислик ёки таълим соҳаларида учраш эҳтимоли бўлган бирмунча узун ва мураккаб матнлар;
- бадий ва илмий-оммабоп китоблар, шунингдек адабий журналлар;
- ☐ газета ва журналлар;
- ☐ йўриқномалар (қўлланмалар, таомнома китоблари ва ҳоказо);
- ☐ реклама материаллари;
- ☐ турли маълумотнома шакллари, ўқитувчи кундалиги, сўровномалар;

☐ расмий хатлар, электрон хатлар ва ҳоказо (меморандумлар, маърузалар, танқидий баёнотлар/мақолалар, илмий ишлар).

Ёзув:

- ☐ маълумотнома шакллари ва сўровномалар;
- ☐ иш ва мутахассисликка доир хатлар;
- ☐ мавзу танлаш баёноти;
- ☐ резюме;
- ☐ тезис;
- ☐ мини-диссертация;
- ☐ таҳлиллар;
- ☐ маърузалар;
- ☐ иншолар;
- ☐ грант ва стипендиялар учун таклиф ва мулоҳазалар;
- ☐ расмий ҳужжатлар (шартномалар, битимлар).

Тил материали:

- ☐ нутқнинг лексик жиҳати;
- ☐ юқорида қайд этилган мавзуларга оид лексика;
- ☐ таълим ва мутахассисликка оид лексика;
- ☐ сўз яшаш моделлари ва қисқартмалар;
- ☐ нуқтаи назар ва қарашларни ифодаловчи сўз ва иборалар.

Нутқнинг грамматик жиҳати:

- ☐ ихтисослашган матнлардаги грамматик структуралар (масалан, илмий иншода мажҳул нисбатнинг қўлланилиши);
- ☐ дискурс намуналари (масалан, грамматик, лексик ёки мазмун жиҳатдан боғланиш);
- ☐ боғловчилар;
- ☐ артикл ва белгиловчилар (детерминантлар).

Социолингвистик компетенция

- ☐ тилнинг маданият жиҳатлари (масалан, идиомалар, мақоллар ва ҳоказо);
- ☐ ҳулқ-атвор, ўзини тутиш ва этикет қоидалари;
- ☐ новербал коммуникация воситалари;
- ☐ ижтимоий ва илмий доирага хос тарзда тилни мослаштириш;
- ☐ маданиятлараро мулоқотни чуқурроқ тушуниб етиш;
- ☐ ўзга миллат вакилларига нисбатан ҳурмат ва толерантлик;
- ☐ ўзга маданият ва турли вазиятларга мослашиш.

Прагматик компетенция

- ☐ нутқни тушуниш, талқин этиш ва сўзлашдаги тегишли стратегия ва услублар;
- ☐ турли дискурслар таркиби ва мазмунини билиш;
- ☐ мулоқотдаги бўшлиқларнинг олдини олиш мақсадида тил камчиликларини бартараф этиш;
- ☐ расмий ва норасмий доираларда нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдириш ва ҳоказо стратегиялар.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган.

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режасида режалаштирилмаган.

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабаларнинг мустақил иши дастурнинг асосий бўлимлари асосида режалаштирилади ва куйидаги иш турларини назарда тутлади:

- танланган мавзу бўйича қўшимча тил материали йиғиш, уни таҳлил қила олиш (Library research, Reading Log, Writing Assignment);
- илмий устахоналарда қатнашиш (Scientific workshops, Tutorial);
- сўз бойлигини кенгайтириш (Programme of vocabulary development);
- мини – диссертация ёзиш;
- тил воситаларининг оғзаки ва ёзма нутқда қўлланиш имкониятлари билан янада кенгрок танишиш;
- муайян кўрсатмалар бўйича берилган топшириқларни ёзма бажариш талаб этилади.

Тавсия этилаётган мустақил ишларнинг мавзулари

- ☐ Берилган мавзу бўйича қўшимча тил материали йиғиш, уни таҳлил қила олиш (Library research, Reading Log, Writing Assignment);
- ☐ Дебатларга тайёргарлик кўриш: Илмий-техник прогресс ва уни инсониятга бўлган таъсири: биоинженерия, нанотехнология, замонавий ахборот технологиялари, атроф-муҳитнинг ифлосланиши, ишсизлик. Ўзбекистон ва тили ўрганилаётган мамлакатларнинг замонавий таълим тизими. Таълим муассасаларининг турлари, таълим босқичлари, Кадрлар тайёрлаш миллий дастури, магистратурада таълим, чет элда таълим олиш;
- ☐ Илмий мақолалар ёзиш;
- ☐ Презентация устида ишлаш: Ҳозирги замон дунё муаммолари: Гиёҳвандлик, терроризм, жиноят ва жазо, экология, этник низолар, касалликлар. Соғлиқни сақлаш тизими: Соғлом турмуш тарзи, соғлиқни сақлаш, тиббиётнинг Шарқ ва Ғарбда ривожланиши, анъанавий ва ноанъавий тиббиёт турлари;
- ☐ гуруҳ муҳокамасига тайёрланиш: ватанпарварлик, маданият ва маънавият, диний, миллий толерантлик, экология муаммолари, замонавий ахборот технологиялари;
- ☐ лойиҳалар ишлаб чиқиш;
- ☐ мини-диссертацияни презентация қилиш;
- ☐ семинарларда иштирок этиш.

Дастурнинг информацион – методик таъминоти

Фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган. Булар: – замонавий аудио-видео воситалари ва компьютер технологиялари ёрдамида маърузаларни ўқиш; – мазкур фаннинг курси юзасидан машғулотларда компьютер технологиялари ёрдамида тақдиротлар ўтказиш; – амалий машғулотлар дарсларида ақлий ҳужум, гуруҳли фикрлаш, диалог, полилог, коммуникатив мулоқот каби интерфаол усуллардан фойдаланиш; – кичик гуруҳ мусобақалари, интернет янгиликлари ва шу каби илғор педагогик технологиялар қўлланилади.

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Рабочая программа

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

Рўйхатга олинди :

№ _____

2016 й. «__» август

«ТАСДИҚЛАЙМАН»

ўқув ишлари бўйича проректор

Рўзиқулов Ф.Ш. _____

2016 й. «__» август

ИНГЛИЗ ТИЛИ ЎҚИТИШ МЕТОДИКАСИ ВА АМАЛИЁТИ
К А Ф Е Д Р А С И

АСОСИЙ ЧЕТ ТИЛИ (ИНГЛИЗ ТИЛИ)

ф а н и н и н г

ИШЧИ ЎҚУВ ДАСТУРИ

(2-курс)

Билим соҳаси:	100000 – Гуманитар соҳа
Таълим соҳаси:	120000 – Гуманитар фанлар
Таълим йўналиши:	5А 120102- Лингвистика (инглиз тили)

Семестр – III

Умумий соат миқдори: 66

Шу жумладан:

Амалий машғулотлар – 40

Мустақил таълим соати – 26

САМАРҚАНД -2016

Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига (13.11.2014)
мувофиқ ишлаб чиқилди.

Тузувчи:

Шадыбаева А.К. – СамДЧТИ, “Инглиз тили ўқитиш методикаси ва амалиёти”
кафедраси катта ўқитувчиси

Такризчилар:

Хаджиев С.К. – ЎзДЖТУ “Иккинчи чет тилини интенсив ўқитиш”
кафедраси мудири, ф.ф.н., доцент

Рўзиқулов Ф.Ш. – СамДЧТИ, Инглиз филологияси факултети декани, ф.ф.н.

Фаннинг ишчи ўқув дастури “Инглиз тили ўқитиш методикаси ва амалиёти”
кафедрасининг 2016 “ ” августдаги 1-сон йиғилишида муҳокамадан ўтган ва факультет
кенгашида муҳокама қилиш учун тавсия этилган.

Кафедра мудири: _____ ф.ф.н. Ш.Ж.Шомуродова.

Фаннинг ишчи ўқув дастури “Инглиз филологияси” факултети кенгашида муҳокама
этилган ва фойдаланишга тавсия қилинган (2016 йил « » август №1 сонли баённома).

Факультет кенгаши раиси: _____ ф.ф.н. Исмаилов А.Р.

Келишилди:

Ўқув-услубий бўлим бошлиғи: _____ доц. М. Б. Ҳолиқов

Кириш

Магистратура олий таълимнинг муайян бир мутахассислик бўйича асосий ва амалий билим берадиган босқичдир. Шунинг учун магистратурада тил мутахассислигининг айрим йўналишлари бўйича таълим берилади. Лингвистика, адабиётшунослик ва махсус фанларнинг барча аспекти чуқур ўргатилади, таълим мазмунини танлаш ва уни ташкиллаштириш жараёнида, айниқса, мутахассисларни илмий-педагогик фаолиятга ўргатишга катта эътибор қаратилади.

Магистратурада мутахассислик тили назарияси ва амалиёти талабаларнинг нутқий фаолиятининг барча турлари бўйича малака ва кўникмаларни такомиллаштириш, шунингдек ҳар бир магистрантнинг тил ихтисослигига боғлиқ специфик кўникмаларини шакллантиришга қаратилган.

Асосий таълим курси биринчи ўқув йилида ўтказилади. асосий тил бўйича нутқий модуллари ўргатиш жараёнида магистрантлар илмий адабиётлар билан ишлаш ва фикрни оғзаки ва ёзма тарзда илмий услубда баён этишнинг асосий усулларни эгаллайди.

Мутахассислик тили назарияси ва амалиёти бўйича машғулотлар илмий услубий (танқидий таҳлил, синтез, баҳолаш, олинган ахборотни тўғри етказа билиш, ахборотни ихчамлаштириш ва кенгайтириш) эгаллашга қаратилган ноанъавий курс усулларида; нутқий модуллари (тинглаш, сўзлаш, ўқиш ва ёзиш модуллари) чуқур ўрганиш ва машқ қилиш ҳамда вазиятли ва ролли ўйинлар (баҳс-мунозара, дебатлар, лойиҳалаш усули, тақдимот, кичик химоя ва ҳ.к.), омма олдида чиқиш санъати асосида ўтказилади.

Фаннинг мақсад ва вазифалари

Магистрантларнинг касбий малакалари, илмий-тадқиқот, ҳамда муваққил ишлаш кўникмалари ва малакаларини такомиллаштириш; ўрганилаётган тилда омма олдида расмий ва норасмий мулоқот юрита олиш санъати ва маданиятини ривожлантириш; магистрлик диссертациясини ёзиш учун ёзма нутқнинг илмий услуби ва уни химоя қилиш учун оғзаки расмий нутқ кўникма ва малакаларини шакллантириш.

Фанни ўқитиш жараёнини ташкил этиш ва ўтказиш бўйича тавсиялар

Фанни ўқитиш жараёнида таълимнинг анъанавий ва интерфаол ўқитиш усуллардан фойдаланилади. Назарий машғулотларда ҳар бир мавзу тегишли маъруза матнларини оғзаки тушунтириш йўли билан баён этилади. Семинар машғулотлари оғзаки ва ёзма шаклда ташкил этилиши кўзда тутилади. Маъруза ва семинар машғулотларини ўқитиш жараёнида илғор педагогик технологиялардан, хусусан кўргазмали слайдларни кодоскоп орқали намойиш этиш, электрон материалларни проектор орқали тасвирга чиқариш воситаларидан фойдаланилади. Фаннинг тегишли назарий ва семинар машғулотларида таълимнинг инновацион, интерфаол методлари, жумладан экспресс-сўровлар, ақлий ҳужум, ажурли арра, мунозара, кичик гуруҳларда ишлаш, меню, дебат каби методларини қўллаш назарда тутилади.

Фан бўйича талабанинг малакасига қўйиладиган талаблар

Асосий ўқув материали бўлиб публицистик, ижтимоий характердаги илмий проза, аутентик матнлар, аудио-, видео-, кино-, интернет матнлари хизмат қилади. Шунингдек, муваққил ўқиш ва таҳлил учун инглиз, америка ёзувчиларнинг оригинал бадиий асарларидан фойдаланилиши лозим. Матнларнинг коммуникатив ва мазмунли таҳлили диққат марказида туриши даркор, бунда матнларнинг белгиланган функционал-услубий жиҳатларидан танлаб олинади.

Мундарижа бўйича ўқув материали икки турдан иборат: а) умумий ўқув материали; б) профессионал-ориентир ўқув материали. Умумий ўқув материали билимларни, кўникмаларни оширишга, социал кундалик турмуш тарзда, жамоа ва профессионал мулоқот учун мўлжалланган.

Касбий йўналтирилган вазиятларда оғзаки бевосита ва билвосита компонентларини мулоқот вербал ва невербал воситалари, нотиклик санатнинг баъзи бир элементлари ёрдамида такомиллаштирилган чуқур йўналиштириш лозим.

Магистрант диалогик нутқ бўйича: розилик, норозилик, қаршилиқ билдириш, фикрни тўлдириш, маълумотларни бериш шаклидаги жавоб жумлаларни, таклиф ва мулоҳазаларни қўллаган ҳолда баҳс-мунозара шаклидаги муаммоли суҳбатлар олиб бориш ташаббусини қўллаш олиши лозим.

Магистрант монологик нутқ бўйича: дастлабки тайёргарликсиз таълимий, кундалик ва касбий вазиятларга мувофиқ ҳолда мантикий, изчил ва ишонарли фикр баён қилиш; олдиндан тайёргарлик кўриб, оғзаки ахборот бериш, маъруза қилиш ва лойиҳавий-тадқиқий фаолиятини баҳолаш, далиллаш, кўрсатма бериш воситаларидан фойдаланилган ҳолда тақдим этиш. Нутқ тезлиги: 1 дақиқада 200-210та бўғиндан кам бўлмаслиги керак.

Ўқув режадаги бошқа фанлар билан боғлиқлиги

Мазкур фан ўқув режасидаги “Махсус фанларни ўқитиш методикаси”, “Нутқни ташкил этувчи воситалар” каби фанлар билан боғлиқдир.

Фаннинг амалиётдаги ўрни

Хорижий филология таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида асосий ўрганилаётган чет тили (инглиз тили) умумкасбий фан ҳисобланиб, магистрларнинг олий ўқув юрти, умумий ўрта таълим мактаблари, академик лицейлар ва касб-хунар коллежларида фаолият кўрсатишларига ёрдам беради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Ўқув жараёни билан боғлиқ таълим сифатини белгиловчи ҳолатлар қўйидагилар: юқори илмий-педагогик даражада дарс бериш, дарсларни савол-жавоб тарзида қизиқарли ташкил қилиш, илғор педагогик технологиялардан ва мультимедиа воситалардан фойдаланиш, тингловчиларни ундайдиган, ўйлантирадиган муаммоларни улар олдида қўйиш, талабчанлик, тингловчилар билан индивидуал ишлаш, эркин мулоқот юритишга илмий изланишга жалб қилиш.

Магистрантлар учун Асосий чет тили (инглиз тили) фанига мўлжалланган дастур, ишчи режа, маърузалар матни, тарқатма материаллар, техник воситалар (компьютер, электрон дарсликлар, аудио ва видео ёзувлар, электрон луғатлар)дан фойдаланиш.

Магистрантларга бериладиган топшириқ турлари: оғзаки ва ёзма машқлар, тестлар, ўтилган амалий машғулотлар юзасидан саволлар мажмуаси, аудио-машқлар, дебатлар, интеллектуал ва интерактив машқлар, назорат саволлари, синхрон таржима, эссе ёзиш, презентация тузиш, эркин суҳбат, талабанинг ижодий фикрлаш қобилиятини янада такомиллаштирадиган оғзаки ва ёзма ишлар, шунингдек берилган матнни лексик, грамматик ва стилистик жиҳатдан таҳлил қила билишдан иборат.

Диалогик ёндошув – талабалар орасида мулоқот яратиш, савол-жавоб асосида сўзлашувни ривожлантириш.

Дебатлар – бирон қизиқарли ва актуал муаммо устида бахслашиш ва шу йўл билан ўз фикрни билдириш қобилиятини ривожланиш.

Аудирование – эшитиш қобилиятини ривожлантириш, инглиз тилидаги нутқни тушуниш.

Гуруҳда ишлаш – кичик гуруҳлар яратиш, бир муаммони ечиш ҳамда катта проект ишни бажариш.

Синхрон таржима – синхрон таржима қилиш қобилиятини ривожлантириш, бир тилдан бошқа тилга таржима қила олиш.

Кластер, брейнсторминг – сўзларни қайтариш, ёдлаш ва сўзлар орқали янги ғоялар устида ишлаш.

Презентация яратиш – талабаларнинг нафақат нутқини балким ижодий қобилиятини ҳам ривожланиш.

Ахборотларни тақдим қилишнинг замонавий воситалари ва усулларини қўллаш - янги компьютер ва ахборот технологияларини ўқув жараёнига қўллаш.

Ўқитишнинг усуллари ва техникаси – тушунтириш, муаммоли таълим, кейс-стади, лойиҳалаш усули, амалий ишлар.

Ўқитишни ташкил этиш шакллари – диалог, монолог, мулоқот ҳамкорлик, фронтал, гуруҳ ва индивидуал иш, презентация яратиш.

Коммуникация усуллари – тингловчилар билан оператив тескари алоқага асосланган бевосита ўзаро муносабатлар.

Тескари алоқа усуллари ва воситалари – кузатиш, блиц-сўров, оралиқ ва жорий ва якуновчи назорат натижаларини таҳлили асосида ўқитиш диагностика.

“Асосий чет тили (инглиз тили)” фанидан машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

№	Мавзулар номи	Жами соат	Амалий машғулот	Мустақил таълим
1	Time management	6	4	2
2	Advanced technologies and their impact on people	6	4	2
3	Bioethics	6	4	2
4	Men and women	6	4	2

5	Equal opportunity and diversity	6	4	2
6	Education	6	4	2
7	Public speaking	8	4	4
8	Crime and punishment	8	4	4
9	Healthcare	6	4	2
10	Leadership and management	8	4	4
Жами		66	40	26

Асосий қисм: Фаннинг услубий жиҳатдан узвий кетма-кетлиги

Фаннинг мавзулари актуал ва замонавий бўлиб, мантиқий кетма-кетликда келтиради. Ҳар бир мавзунинг моҳияти асосий тушунчалар, матнлар ва янги сўзлар орқали очиқ берилади. Бунда мавзу бўйича талабаларга ДТС асосида етказилиши зарур бўлган билим ва кўникмалар тўла қамраб олинishi керак.

Амалий машғулотларининг мавзулари

Time management– кун тартиби, вақт танқислиги, шошилиш касаллиги, унинг даволаши, вақтни тўғри ўтказиш ва режалаштириш каби мавзулар ўрганилади.

Қўлланиладиган таълим технологиялар: “Дебатлар” дарси, эркин фикр юритиш, диалоглар тузиш

Адабиётлар: 1;5-18

Advanced technologies and their impact on people-замонавий технологиялари ва унинг ҳаётга таъдиқи.

Қўлланиладиган таълим технологиялар: Кўргазмалар қўроллар билан ишлаш, гуруҳда ишлаш ва дебатлар.

Адабиётлар: 1;18-33

Bioethics-биоэтик ҳодисалар ва замонавий дунё мунособатлари.

Қўлланиладиган таълим технологиялар: “Тест синови”, дебатлар ва диалоглар.

Адабиётлар: 1;33-42

Men and women – ҳаётнинг муаммолари, турмуш ва севги, турмуш ҳақида сўз юритиш, матнларни ўқиш, лексик, стилистик ва грамматик таҳлил қилиш, матн тинглаб тушуниш.

Қўлланиладиган таълим технологиялар: Синхрон таржима, муҳокама дарси, “кластер” дарси, роллари уйнаш, матн таҳлил қилиш

Адабиётлар: 1;55-69

Equal opportunity and diversity – дунёнинг турли хил маданиятлари, урф-одатлари, анъаналари ўрганилади.

Қўлланиладиган таълим технологиялар: “Дебатлар” дарси, эркин фикр юритиш, диалоглар тузиш

Адабиётлар: 1;42-55

Education-университет таълимотида кейинги таълимнинг инсон ҳаётида тутган урнининг муҳимлиги.

Қўлланиладиган таълим технологиялар: “Дебатлар” дарси, эркин фикр юритиш, диалоглар тузиш.

Адабиётлар:1;69-84

Public speaking – нотоклик сазнати тарихи, аудитория эътиборини жалб қилишни самарали услублари.

Қўлланиладиган таълим технологиялар: Кластер, дебатлар, синхрон таржима амалиёти

Адабиётлар: 1;84-106

Crime and punishments – жиноят ва жазо, суд ва унинг қарори, жиноят турлари, жазо турлари, жиноятни олдини олиш каби мавзулар ўрганилади.

Қўлланиладиган таълим технологиялар: Дебатлар, эссе ёзиш

Адабиётлар: 1;106-116

Healthcare- соғлом бўлиш учун нима истеъмол қилиш зарур, соғлиқ учун фойдали ва хавфли озиқ-овқатлар, диеталар турлари, егуликларни номи каби мавзулар ўрганилади.

Қўлланиладиган таълим технологиялар: Таблицаалар билан ишлаш, диалоглар тузиш, муҳокама дарси, презентация

Адабиётлар: 1;130-143

Leadership and management- мавзу лидерлик қобилиятини ривожлантириш усуллари тадқиқ этиш ва ушбу қобилиятни ҳаёт давомида қўллашга бағишланган.

Қўлланиладиган таълим технологиялар: Таблицаалар билан ишлаш, диалоглар тузиш, муҳокама дарси, презентация.

Адабиётлар: 1;143-157

Амалий машғулотлар мавзулари

Т/р	Амалий машғулотлар мавзулари	Соат
1	Time management.	4

1.1	Time planning and organizing.	2
1.2	Time management in business.	2
2	Advanced technologies and their impact on people.	4
2.1	Domestic robots.	2
2.2	The influence of television on children's gender role socialization.	2
3	Bioethics.	4
3.1	Cold facts about cryonics.	2
3.2	Human cloning.	2
4	Men and women.	4
4.1	Social equality.	2
4.2	Gender roles stereotypes.	2
5	Equal opportunity and diversity.	4
5.1	Declaration of principles on tolerance .	2
5.2	Religious tolerance.	2
6	Education.	4
6.1	Types and objectives of education.	2
6.2	Education in Uzbekistan.	2
7	Public speaking.	2
7.1	Presentation within national culture.	2
7.2	Public speaker I admire	2
8	Crime and punishment.	4
8.1	Legislation in Uzbekistan.	2
8.2	How should children be punished?	2
9	Healthcare.	4
9.1	Islamic medicine ;1000 years ahead of times.	2
9.2	Conventional and holistic medicine.	2
10	Leadership and management.	2
10.1	Famous leaders and their role in history.	2
10.2	The Leader I admire	2
Жами		40

Мустақил таълим ташкил этишнинг шакли ва мазмуни.

“Асосий чет тили (инглиз тили)” фани бўйича талабанинг мустақил таълими шу фанни ўрганиш жараёнининг таркибий қисми бўлиб, услубий ва ахборот ресурслари билан тўла таъминланган.

Талабалар аудитория машғулотида профессор-ўқитувчиларнинг тушунтиришларини тинглайди, фикрларини билдиради ва мулоқот қилади. Бундан ташқари айрим мавзуларни кенгрок ўрганиш мақсадида мустақил таълим мавзулари реферат, эссе, презентация ёки ахборот бериш шаклида топширилади ва алоҳида баҳоланади.

Уйга вазифаларни бажариш, қўшимча дарслик ва адабиётлардан янги билимларни мустақил ўрганиш, керакли маълумотларни излаш ва уларни топиш йўллари аниқлаш, интернет тармоқларидан фойдаланиб муълумотлар тўплаш ва илмий изланишлар олиб бориш, илмий тўғарак доирасида ёки мустақил равишда илмий манбалардан фойдаланиб илмий мақола ва маърузалар тайёрлаш қабилар талабаларнинг дарсда олган билимларини чуқурлаштиради, уларнинг мустақил фикрлаш ва ижодий қобилиятини ривожлантиради. Шунинг учун ҳам мустақил таълимсиз ўқув фаолияти самарали бўлиши мумкин эмас.

Уй вазифаларини текшириш, ўзлаштириш даражасини текшириш ва баҳолаш амалий машғулот олиб боровчи ўқитувчи томонидан ҳар дасрда амалга оширилади.

“Асосий чет тили (инглиз тили)” фанидан мустақил иш мажмуаси фаннинг барча мавзуларини қамраб олган ва қўйидаги 13та катта мавзу кўринишида шакллантирилган.

Талабаларнинг мустақил таълимининг мазмуни ва ҳажми

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажарилиш муддати	Ҳажми (соатда)
1	Critical analysis of smb's daily routine	Презентация	Сентябр 1 ҳафта	2

2	Suggestions of solving the problem of global warming.	Оғзаки	Сентябр 2 ҳафта	2
3	Pro euthanasia arguments.	Презентация	Ноябр 1 ҳафта	2
4	Love is.....	Оғзаки Презентация	Ноябр 2 ҳафта	2
5	The importance of tolerance in our life.	Презентация	Ноябр 3 ҳафта	2
6	My role in global education.	Презентация	Ноябр 4 ҳафта	2
7	History of public speaking	Презентация	Декабр 2 ҳафта	2
8	The work of custom house	Ёзма	Декабр 3 ҳафта	2
9	The body beautiful	Презентация	Декабр 4 ҳафта	2
10	Public leader I admire	Презентация	Январ 2 ҳафта	4
11	Social status:reward or duty?	Презентация	Январ 3 ҳафта	2
12	My contribution into the global learning	Презентация	Январ 4 ҳафта	2
Жами				26

“Асосий чет тили (инглиз тили)” фанидан талабалар билимини рейтинг тизими асосида баҳолаш мезони.

“Асосий чет тили (инглиз тили)” фани бўйича рейтинг жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилаг максимал балл, шунингдек жорий ва оралик назоратларининг саралаш баллари ҳақида маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.

Фан бўйича талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим стандартларига мувофиқлигини таъминлаш учун қўйидаги назорат турлари ўтказилади:

Жорий назорат (ЖН) – талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини ан Феврал 3 ҳафта иқлаш ва баҳолаш усули. Жорий назорат фаннинг амалий машғулотларида оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, уй вазифаларини текшириш ва шу каби бошқа шаклларда ўтказилади. Бир семестрда икки марта жорий назорат ўтказилади.

Талабалар Жорий назоратдан тўплайдиган балларнинг мезонлари.

№		макс	1-ЖН		2-ЖН	
			амалий	мустикал	амалий	Мустикал
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати Оғзаки савол-жавоблар, оғзаки назорати бўйича натижалар	20	12	8	12	8
2	Мустикал таълим топшириқларини ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажариш ва ўзлаштириш даражаси	20	12	8	12	8
Жами баллар		40	24	16	24	16

Оралик назорат (ОН) – бир неча мавзуларни ўз ичига олади ва семестрда бир марта ўтказилади ёзма равишда (тест синови ёки вариантдаги саволларга ёзма жавоб ёзиш шаклида).

Якуний назорат (ЯН) – семестр якунида талабаларнинг ўзлаштириш даражасини баҳолаш усули бўлиб, барча ўтган мавзуларни ичига олади. Якуний назорат ёзма иш шаклида ўтказилади.

Талабалар оралиқ / якуний назоратдан тўплайдиган балларнинг намунавий мезонлари.

№	Назорат кўрсаткичлари	Оралик-Якуний назоратдан-Баллари				
		Макс. балл	100-86%	85-71%	70-56%	55-1%
1.	Талабанинг орфографик нуктаи назардан билим савияси	10	9 1-2 хато	8 3-4 хато	7-6 5-7 хато	5,5 8 хатодан куп
2.	Талабанинг грамматик нуктаи назардан билим савияси	10	9 1-2 хато	8 3-4 хато	7-6 5-7 хато	5,5 8 хатодан куп
3.	Талабанинг шахсий фикрлаш қobiliяти ва мазмунан тўғри тушунчага эгалик даражаси	10	9 1-2 хато	8 3-4 хато	7-6 5-7 хато	5,5 8 хатодан куп
	Жами:	30	30-26	25-22	21-17	16-1

Нazorat турлари бўйича баҳолашнинг технологик жадвали.

№	Назорат турлари	Максимал балл	“аъло” 100-86%	“яхши” 85-71%	“кониқорли” 70-56%	“кониқарсиз” 55-1%
1.	Жорий назорат-1	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 Балл
2.	Жорий назорат-2	20 балл	20-18 Балл	17-15 балл	14-11 балл	10-1 Балл
3.	Оралик назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 Балл
4.	Якуний назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 Балл
	Жами:	100 балл	100-86 балл	85-71 балл	70-56 балл	55-1 Балл

“Асосий чет тили (инглиз тили)” фани бўйича талабаларнинг семестр давомидаги ўзлаштириш кўрсаткичи 100 баллик тизимда баҳоланади. Ушбу 100 балл баҳолаш турлари бўйича қўйидагича тақсимланади:

ЖН1 – 20 балл, ЖН2 – 20 балл, ОН – 30 балл, ЯН – 30 балл.

Талабаларнинг билим даражаси жадвали.

Балл	Талабаларнинг билим даражаси
86-100	Хулоса ва қарор қабул қилиш, ижодий фикрлай олиш, мустикал мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, матнларни ҳатосиз ўқиб, уларни таҳлил қилиш, эркин сўзлашиш, юқори даражада эссе ва иншо ёзиш.
71-85	Мустикал мушоҳада қилиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, матнларни камроқ ҳатолар билан ўқиш, уларни таҳлил қилиш, эркин сўзлашиш лекин баъзида ҳатоларга йўл қўйиш, яхши даражада иншо ва эссе ёзиш.
55-70	Моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, матнларни ҳатолар билан ўқиш, уларни таҳлил қилиш ёки шунга ҳаракат қилиш, сўзлашишга

	ҳаракат қилиш, ҳатолар билан бўлса ҳам ўз фикрини билдириш, қониқарли даражада иншо ва эссе ёзиш.
0-54	Аниқ тасаввурга эга бўлмаслик, билмаслик, айтиб бермаслик, матнларни ўқий олмаслик, сўзлашга эга бўлмаслик, иншо ва эссе ёза олмаслик.

Фан бўйича саралаш балли 55 баллни ташкил этади. Талабанинг саралаш балидан паст бўлган ўзлаштириш рейтинг дафтарчасида қайд этилмайди.

Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий баллнинг 55 фоизи саралаш балл ҳисобланади ва ушбу фоиздан кам балл тўпланган талаба якуний назоратга киритилмайди.

Жорий ЖН ва оралиқ ОН турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга киритилади.

Талабалар ЖН дан тўплайдиган баллларнинг мезонлари

Якуний назорат “Ёзма иш” шаклида белгиланади ва вариантлар асосида ўтказилади.

Фойдаланиладиган асосий дарсликлар ва ўқув қўлланмалар рўйхати

Асосий дарсликлар ва ўқув қўлланмалар:

1. Bakieva G.H., Iriskulov M.T., Isamuhammedova N.N., Kim O.G. English for Professional Development. Олий таълим муассасалари магистратура бўлими талабалари учун Асосий чет тили (чет тили) фанидан дарслик. -Tashkent, 2011.
2. Anderson T., Forresrer K. Reading, then Writing (From Source to Essay). –New York, McGraw-Hill, Inc., 1997.
3. Blass L., Pike-Baky M. A Content-based Writing Book. -McGraw-Hill, 1996.
4. Jordan R.R. Academic Writing Course. Study skills in English. – Edinburgh: Pearson Education Limited, 1999..

Қўшимча адабиётлар:

1. Long Richards. A. Methodology in TESOL. Book for reading. –USA: Newbury House Publishers, 1987.
2. Fried-Booth D.L. Resource Books for teachers: Project work. - Oxford University Press, 1986.
3. Barbara Fine Clouse. The student Writer. Editor and Critic. Mc. Craw-Hill, Inc., 1992
4. Nasrullaeva N. English for different purposes. – Samarkand: SamSIFL, 2013. – 83 p.

Электрон таълим ресурслари:

1. www.Ziyonet.uz
2. www.onestopenglish.com
3. <http://www.enjoyenglish-mag.com/>
4. www.longman.com
5. www.teachingenglish.org.uk

Темы и содержание практических занятий

Theme 1: Time management

Lesson 1

Time– 80 min.	Number of students – from 7 to 20
Objectives: To improve students’ awareness on time management, motivate students for further discussion on the topic; introduce new vocabulary and improve reporting skills.	
Pedagogical objectives:	Results of practical activities:

• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology: 1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic	
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Time management

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1. Org. moment 2. The theme of the lesson	Listen, answer.
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read, speak, write
Stage 4 To overcome the task	To practice new vocabulary To ask and answer the questions To motivate students for further discussion	Speak, write, make up questions, sentences

10 min		
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 1.

Time planning and organizing.

Reading module

Activity 1.

Read the extracts of the newspaper article *Thirteen Timely Tips For More Time Management* and summarize it within one sentence. Then share your summary with your peers.

SPEND TIME PLANNING AND ORGANIZING. Using time to think and plan is time well-spent. In fact, if you fail to take time for planning, you are, in effect, planning to fail. Organize in a way that makes sense to you. If you need colour and pictures, use a lot on your calendar or planning book. Some people need to have papers filed away; others get their creative energy from their piles. So forget the «*shoulds*» and organize your way. Some people thrive using a daily To-Do list which they construct either the last thing the previous day or first thing in the morning. Such people may combine a To-Do list with a calendar or schedule. Others prefer a "running" To-Do list which is continuously being updated. Or, you may prefer a combination of the two previously described To-Do lists. Whatever method works is best for you. Don't be afraid to try a new system — you just might find one that works even better than your present one!

BE FLEXIBLE. Allow time for interruptions and distractions. Time management experts often suggest planning for just 50 percent or less of one's time. With only 50 percent of your time planned, you will have the flexibility to handle interruptions and the unplanned "emergency." When you expect to be interrupted, schedule routine tasks. Save (or make) larger blocks of time for your priorities. When interrupted, ask Alan Lakein's crucial question, "What is the most important thing I can be doing with my time right now?" to help you get back on track fast.

CONSIDER YOUR BIOLOGICAL PRIME TIME. That's the time of day when you are at your best. Are you a "morning person," a "night owl," or a late afternoon "whiz?" Knowing when your best time is and planning to use that time of day for your priorities (if possible) is effective time management.

PRIORITIZE. Use the 80-20 Rule originally stated by the Italian economist Vilfredo Pareto who noted that 80 percent of the reward comes from 20 percent of the effort. The trick to prioritizing is to isolate and identify that valuable 20 percent. Once identified, prioritize time to concentrate your work on those items with the greatest reward. Prioritize by color, number or letter — whichever method makes the most sense to you. Flagging items with a deadline is another idea for helping you stick to your priorities.

ELIMINATE THE URGENT. Urgent tasks have short-term consequences while important tasks are those with long-term, goal-related implications. Work towards reducing the urgent things you must do so you'll have time for your important priorities. Flagging or highlighting items on your To Do list or attaching a deadline to each item may help keep important items from becoming urgent emergencies.

PRACTICE THE ART OF INTELLIGENT NEGLECT. Eliminate from your life trivial tasks or those tasks which do not have long-term consequences for you. Can you delegate or eliminate any of your To Do list? Work on those tasks which you alone can do.

AVOID BEING A PERFECTIONIST. In the Malaysian culture, only the gods are considered capable of producing anything perfect. Whenever something is made, a flaw is left on purpose so the gods will not be offended. Yes, some things need to be closer to perfect than others, but perfectionism, paying unnecessary attention to detail, can be a form of procrastination. Perfectionism can be thought of as: the irrational belief that you and/or your environment must be perfect striving to be the best, to reach the ideal, and never to make a mistake a habit that keeps you constantly alert to imperfections, failings, and weakness in yourself and others the belief that no matter what you attempt it is never "good enough" to meet your own or others' expectations.

CONQUER PROCRASTINATION. Procrastination (Lat. Procrastinatus: pro- (forward) and crastinus (of tomorrow) is a type of avoidance behaviour which is characterised by putting off actions or tasks to a later time, which often causes negative consequences. The problem with procrastination is that it is a habit — every time you delay a task you don't want to do, it reinforces your negative feeling about it as well as causes negative consequences, like unsatisfactory quality of the report submitted at the last minute; stress level goes up and causes the feeling of guilt or anger with self; health problems and problems with sleep appear; self- confidence suffers and so on. One technique to try is the "Swiss cheese" method described by Alan Lakein. When you are avoiding something, break it into smaller tasks and do just one of the smaller tasks or set a timer and work on the big task for just 15 minutes. By doing a little at a time, eventually you'll reach a point where you'll want to finish.

LEARN TO SAY "NO." Such a small word — and so hard to say. You might miss your own deadlines by devoting too much effort and time to issues that are not your responsibility, You will be stressed and resentful if you said "yes" even if you wanted to say "no", You will be overloaded, People around you might stop respecting your time and think that you probably have nothing to do. Focusing on your goals may help. Blocking time for important, but often not scheduled, priorities such as family and friends can also help. But first you must be convinced that you and your priorities are important — that seems to be the hardest part in learning to say "no." Once convinced of their importance, saying "no" to the unimportant in life gets easier.

REWARD YOURSELF. Even for small successes, celebrate achievement of goals. Promise yourself a reward for completing each task, or finishing the total job. Then keep your promise to yourself and indulge in your reward. Doing so will help you maintain the necessary balance in life between work and play. As Ann McGee-Cooper says, "If we learn to balance excellence in work with excellence in play, fun, and relaxation, our lives become happier, healthier, and a great deal more creative."

Activity 2.

Answer the following questions.

Which of the problems described above do you relate to yourself?

Which are your strong areas?

What advice would you give to someone who has one of these problems?

Speaking module.

Activity 1.

Analyse the following proverbs about *time*. Which one do you find easiest to agree to? Compare them with the proverbs in your native language.

Time's a great healer.

A stitch in time saves nine.

Truth is the daughter of time.

Time is money.

Third time lucky.

Activity 2 .

Speak about your daily routine. Give key advice to a successive time management.

Listening module.

Activity 1.

Listen to an interview with Anita Roddick. Track 1.

Activity 2.

Which of these views does she express?

Business school teaches sound business practices.

Business school kills creativity.

Successful business people are ruthless. They are compassionate.

Their god is profit.

Money is just a means to an end.

Think globally. Think locally.

Amass wealth and count it. Amass wealth and give it away.

Write a list of practical recommendations for successful time management.

Lesson 2

Time management in business

Time– 80 min.	Number of students – from 7 to 20	
Objectives: To improve students’ awareness on time management, motivate students for further discussion on the topic; introduce new vocabulary and improve reporting skills.		
Pedagogical objectives:		Results of practical activities:

Methods of innovation technology: 1.Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic	
Method of interaction	Group work ,Pair work
Used materials	Flashcards,handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2

Time management in business

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	Listen, answer.
Stage 2 Checking Home task 35 min	- To do the translation - To make up questions - To give short summary - To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	- To lead in the topic - To read the new text - To introduce new vocabulary - To ask and answer the questions - To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	To practice new vocabulary To ask and answer the questions To motivate students for further discussion	Speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	- To complete the sentences - To learn the list of obligatory words and phrases - To make reports on the topic	Listen

Time management in business Reading module.

Activity 1.

Look at the title of the article. What do you understand by it? Read the article.

Eat-sleep-buy-die

I want to talk about the economy. Not 'the economy' we hear about endlessly in the news each day and in politicians' speeches. I want to talk about the real economy, the one we live in day by day. Most people aren't particularly interested in 'the economy'. 'Share prices are flying high, interest rates are soaring. The Dow Jones' index closed sixty-three points down on 8472.35.' We hear this and subconsciously switch off. Notice that 'the economy' is not the same as the economy. 'The economy' is what men in suits play with to make vast personal wealth. The economy is where the rest of us live on a daily basis, earning our living, paying our taxes, and purchasing the necessities of life.

Something wrong

We are supposed to be benefiting from all the advantages of a prosperous society. So why do we feel drained and stressed? We have no time for anything other than work, which is ironic given the number of labor-saving devices in our lives. The kids are always hassling for the latest electronic gadgets. Our towns become more and more congested, we poison our air and seas, and our food is full of chemicals. There's something wrong here. If times were truly good, then you'd think we'd all feel optimistic about the future. Yet the majority of us are deeply worried. More than 90 per cent of us think we are too concerned about ourselves and not concerned enough about future generations

Producing and consuming

The term 'economic expansion' suggests something desirable and benevolent, but expansion simply means spending more money. More spending doesn't mean that life is getting better. We all know it often means the opposite - greed, deprivation, crime, poverty, pollution. More spending merely feeds our whole economic system, which is based on production and consumption. Unless money keeps circulating, the economy collapses. Airlines go bust, taking plane manufacturers and travel agents with them. If we don't keep consuming, then manufacturers and retailers go out of business. People don't buy houses, clothes, washing machines, cars. The whole system goes into stalemate.

Creating need

As a leading economist put it, consumer societies are 'in need of need'. We don't need the things the economy produces as much as the economy needs our sense of need for these things. Why, in our supermarkets, do we have to choose from sixty different kinds of toilet paper and a hundred different breakfast cereals? Need is the miracle that keeps the engines of expansion turning relentlessly. In economics, there is no concept of enough, just a chronic yearning for more. It is a hunger that cannot be satiated. There is so much craziness in the world. There is an American company that manufactures a range of food with a high fat content. This causes obesity and high blood pressure. By coincidence, the same company also makes products that help people who are trying to diet. Not only that, it even produces pills for those with high blood pressure. Nearly all of my mail consists of bills (of course), banks trying to lend me money, catalogues trying to make me spend it, and charity appeals for the losers in this ecstasy of consumption — the homeless, the refugees, the exploited, the starving. Why is it possible to buy strawberries from Ecuador and green beans from Kenya when these countries can hardly feed their own people? It is because these are cash crops, and the countries need the money to service their debts. Notice

that servicing a debt does not mean paying it off. It means just paying the interest. Western banks make vast profits from third world debt.

Making changes

How do we break the cycle? We need to become far more aware of the results of our actions. We buy clothes that are manufactured in sweat shops by virtual slaves in poor parts of the world. We create mountains of waste. We demand cheap food, mindless of the fact that it is totally devoid of taste and is produced using chemicals that poison the land. We insist on our right to drive our own car wherever we want. The evil of the consumption culture is the way it makes us oblivious to the impact of our own behavior. Our main problem is not that we don't know what to do about it. It is mustering the desire to do it.

Activity 2.

Work with a partner. What do you understand by globalization and consumerism? What are their pros and cons?

Speaking module.

Activity 1.

Are these sentences facts (F) or opinions (O)? Give the evidence from the text.

There are severe environmental changes taking place in the world.

Globalization is synonymous with Americanization.

Only 20% of the world's population lives in rich countries, but they consume 86% of the world's resources.

The more people are in debt, the richer the banks become.

The United States is a target for the have-nots of globalization.

Debt repayments by developing countries are nine times as much as the aid they receive.

The global economy puts no value on morality, only profit.

Countries in the industrialized West exploit workers in poorer countries.

Activity 2.

What is your reaction to the facts? Do you agree with the opinions? Compare your answers with the class.

Activity 3

According to the article, are these statements true or false?

'The economy' is not the same thing as the economy.

People feel optimistic because their lives are so prosperous.

The more we spend, the better life is.

If people stop spending, the economy collapses.

Companies respond to the needs of consumers.

It's

goods

Many
food to

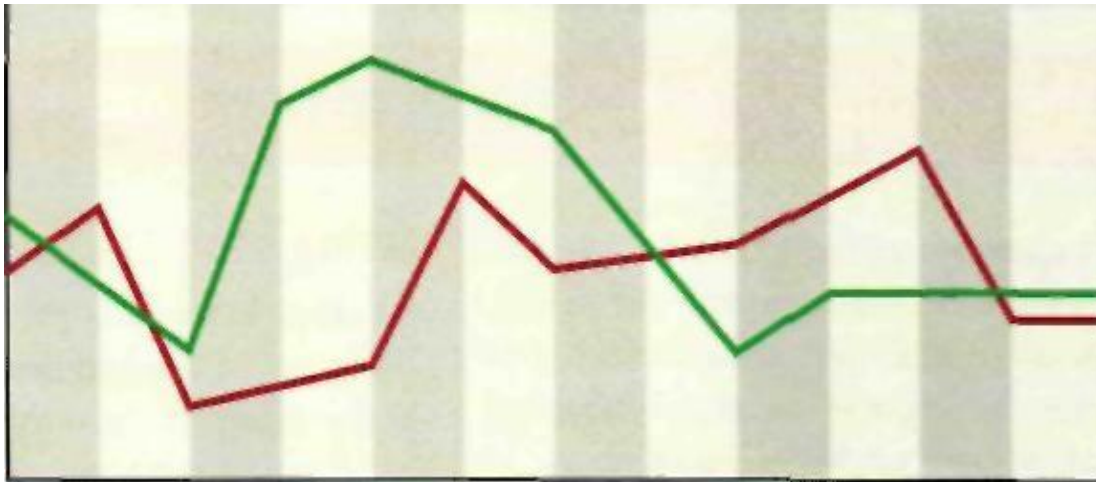
We
these
do it.



good that we can buy cheap
from around the world.

developing countries export
pay back their debts.

know how to solve some of
problems, but we don't want to



Activity 4
Describing Trends

Look at these newspaper headlines describing trends. Are numbers going up or down?

Activity 5

Look at the graph about the company, *Halico*. Talk about its profits, using the words in the boxes and in exercise 1.

Verb	Adverb	Adjective	Noun
Fall Drop Go down decrease	Slightly Gradually Steadily sharply	slight gradual steady sharp dramatic substantial	fall decrease rise increase

Talk about *Halico's* overheads in the same way.

When did overheads peak? When did they reach their lowest point?

When did they level out.

Activity 6.

Comparing statistics

Look at the two people's monthly expenditure, and compare. Use the following phrases:

David spends twice / three times as much on ... as John does. John doesn't spend anywhere near as much on ... as David does.

John spends 50% more / 20% less on ... than David does. David spends a quarter / 25% of his salary on ...

- David- salary-3000euro
Expenditure per month:
Accommodation-1000euro,transport-500euro,clothes-300euro,going out-315euro,food-250euro,bills-600euro.
- John- salary-8000euro
Expenditure per month:
Accommodation-2000euro,transport-1400euro,clothes-200euro,going out-400euro,food-500euro,bills-2400euro.

Listening module

Activity 1

Listen to an interview with the Prime Minister. What is the latest crisis to hit the government?

How many different uses can you remember, Track 2

Activity 2

The lines below are similar but not the same as some in the interview. Listen again and identify the differences.

We've been hearing at great length in the media about the latest crisis.

Polls show very clearly that the vast majority of the population fully support us.

My government deserves every penny of their pay rise.

I have a lot of respect for our public sector workers, they are very hardworking.

Time and time again your ministers have urged workers to accept increases in line with inflation

It seems absolutely clear to me.

The effectiveness of the nation's MPs is being greatly hindered by lack of funds.

Their salaries are ridiculously small compared to those people working in industry.

My own salary is being reviewed independently *and* it will be reviewed impartially.

I believe categorically in fair and just settlements for all working people.

Writing module

Write a report about "Helico" company profit. Try to keep all the factual data. Use the information of activity 5 (speaking module).

Theme 2

Advanced technologies and their impact on people

Time-80 min	Number of students – from 7 to 20
Objectives: To motivate students for further discussion on the topic; to introduce new vocabulary and improve reporting skills.	
Pedagogical objectives:	Results of practical activities:

• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work , Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Advanced technologies and their impact on people

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1. Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write

Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Reading module

Activity 1

Read the extract. Give your own reasons of children's watching TV. Suggest some solutions to the given problem.

Why they watch it

D. R. Anderson, Television viewing at home: Age trends in visual attention and time with TV. Child Development, 1999

The high levels of boredom found throughout all ages of children and youth, is directly related to the high levels of excitement, action, and rapid paced theme changes, that are found in our television shows, movies, rock videos, and video games. In comparison to all this, things like studying, reading are all low key items in contrast. Don't expect young people, or children, to develop an imagination or fascination with reading and/or experimentation over night— these all take time. If you have allowed heavy T.V. watching, or video game playing, don't try and cut it out cold turkey -- cut back bit-by-bit allowing other interests to develop.

Activity 2.

Answer the questions.

What consequences may constant TV watching lead to?

What psychological disorder can it cause?

What measures should be taken to prevent children from spoiling their health?

Activity 3

Read the text and express your opinion on the role of television in children's gender role socialization. To what extent do you agree or disagree with the author of the article.

The influence of television on children's gender role socialization

(by Susan D. Witt, Childhood Education, 2000)

Children often internalize gender role stereotypes from books, songs, television, and movies, children's socialization indicates that television has a great impact on children's lives.

Studies show preschoolers spend an average of nearly 30 hours a week watching television; some spend more time watching television than doing anything else except sleeping. Nielsen Media Research has found that by the time children are 16 years old, they have spent more time watching television than doing anything else except sleeping (Anderson, Lorch, Field, Collins, & Nathan, 1986; Auiette, 1994; Kaplan, 1991). Nielsen Media Research has found that by the time children are 16 years old, they have spent more time watching television than going to school (as cited in Basow, 1992). As a result, children are exposed to about 20,000

advertisements a year (Stoneman & Brody, 1981). By the time a child graduates from high school, he will have witnessed 13,000 violent deaths on television (Gerbner & Gross, 1976).

Television influences both children's prosocial and antisocial behaviors, as well as their attitudes towards race and gender.

Children grow and develop; they take in information and acquire knowledge at a rapid pace. As they develop their cognitive abilities, they assimilate new information and accommodate it to what they already know. Children's ideas about how the world works come from their experiences and from the attitudes and behaviors they see around them. The child who believes that only women are nurses and only men are doctors may have developed this understanding because the first doctor he or she saw was a man, who was assisted by a female nurse. This "man as doctor, woman as nurse" idea may have been reinforced further by parents, books, conversations with friends, and television. If the child frequently meets such gender biases and gender stereotypes, this knowledge will be incorporated into future perceptions. Keeping in mind that children with developing minds watch many hours of television, and recalling how television reinforces gender stereotypes, it is not surprising when children develop stereotyped beliefs.

Of the various factors that help shape gender-typed behaviors, role models and imitation are extremely influential. Research suggests that children who view violent programming on television will behave more aggressively with peers. It is also true that children who view pro-social behaviors on television are more likely to exhibit those types of behaviors themselves. Children will imitate and repeat behaviors they see on television. Consequently, children may exhibit these gender-based behaviors and develop the gender-based attitudes that they see modeled on television.

Developing autonomy, initiative, and a sense of industriousness are critical to children's positive development. Children who witness female characters on television programs who are passive, indecisive, and subordinate to men, and who see this reinforced by their environment, will likely believe that this is the appropriate way for females to behave. Female children are less likely to develop autonomy, initiative, and industriousness if they rarely see those traits modeled. Similarly, because male characters on television programs are more likely to be shown in leadership roles and exhibiting assertive, decisive behavior, children learn this is the appropriate way for males to behave.

Research indicates that television has a socializing influence on children regarding their attitudes toward gender roles. Gender role stereotypes seen on television are, in turn, reinforced by parents, friends, and school, contributing to the child's sense of what it means to be male or female in society. Television sends forceful and compelling messages about socially approved gender roles, which are often stereotyped, biased, and outdated. As children continue to develop and grow, they are exposed to more and more examples of such gender biases and stereotypes.

Traditional gender roles, wherein men are encouraged to be decisive and to show leadership qualities while women are encouraged to be deferential and dependent, do not benefit anyone, particularly women. Traditional gender roles discourage the full range of expression and accomplishment. Children should be allowed to develop a sense of self in a gender-fair environment that encourages everyone to fully feel a part of society.

Speaking module

Activity 1

Big-group discussion

What technical appliances do you have at home? How do they help you with the housework? Give reasons of having them at home. How quickly are they modernized?

What innovations in robotics industry do you know?

What are the advantages and disadvantages of the quick robotics industry development? Give arguments.

Here are some features of robots. Number them in order of importance. Explain what made you decide which comes first and which comes last.

- remotely controllable

- mobile
- able to manipulate objects
- able to respond to vocal commands and gestures
- able to move independently

Lesson 2

Advanced technologies and their impact on people

Time–80 min	Number of students – from 7 to 20	
Objectives: To motivate students for further discussion on the topic; to introduce new vocabulary and improve reporting skills.		
Pedagogical objectives:		Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:		• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:		1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method		Practical
Method of interaction		Group work , Pair work
Used materials		Flashcards, handouts projector
Facilities		A room for practical lesson
Ways of assessment		Oral tasks written tasks

Map of lesson 2

Advanced technologies and their impact on people

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction	1. Org. moment 2. The theme of the lesson	

5 min		
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 2

Reading module

Activity 1.

Read the following article and express your own opinion on the given information.

Positive Impacts of Technology on Society:

- **Technology has mechanized agriculture:** Technology has mechanized agriculture : Modern agricultural technology allows a small number of people to grow vast quantities of food in a short period of time with less input which results into high yields and RIO "return on investment". Through government subsidies, small and medium sized farmers have managed to acquire ploughing, sowing, watering and harvesting machines. The use of technology in agriculture has also resulted into the manufacturing of genetic crops which can grow fast and they can be resistant to many pests and diseases. Also farmers have access to artificial fertilizers which add value to the soil and boost the growth of their crops and enable them to produce high quality yields. Farmers in dry areas have been in position to grow healthy crops, they use advanced water pumps and sprinklers which derive water from rivers to the farms, the all process can be automated to save time. A good example is Egypt , this is a desert country which receives little rain , but small and big farmers have used automated sprinklers to irrigate their farms. In Egypt, they grow a lot of rice, yet this crop needs sufficient water to grow well. The water is pumped from River Nile to the rice fields on a daily basis.
- **Technology has improved transportation:** Technology has improved transportation: Transportation is one of the basic areas of technological activity. Both society and businesses have benefited from the new transpiration methods. Transportation provides mobility for people and goods. Transportation, like all other technologies can be viewed as a system. It is a series of parts that are interrelated. These parts all work together to meet a certain goal. Transportation uses vehicles, trains, airplanes, motorbikes, people, roads, energy,

information, materials, finance and time. All these parts i have mentioned work together to move and relocate people and goods. Technology has helped in advancing all the four types of transportation and these include ; **(1)** road transport used by automobiles ,**(2)** air transport which is used by airplanes , **(3)**water transportation which is used by ships and speed boats and **(4)** space transportation used to go to the moon. The most used of all these is Road transportation, this one facilitates the movement of goods and people. Technologies like automobiles, buses and trucks have improved the way humans move and how they transport their goods from place to another. Also developing countries are getting funds from wealthy countries to improve their road transport which has resulted into development of rural remote areas.

- **Technology has improved communication:** Technology has improved communication: Communication is used for a number of purposes. Both society and organizations depend on communication to transfer information. People use technology to communicate with each other. Electronic medias like radios, televisions, internet , social medias have improved the way we exchange ideas which can develop our societies. In many countries, radios and televisions are used to voice the concerns of the society, they organize live forums where the community can contribute through mobile phones or text service systems like tweeter. During political elections, leaders use radio, television and internet medias to reach the people they want to serve
- **Technology has improved education and learning process:** Technology has improved education and learning process: Education is the backbone of every economy. People need well and organized educational infrastructures so that they can learn how to interpret information. Many schools have started integrating educational technologies in their schools with a great aim of improving the way students learn. Technologies like smart whiteboards, computers, mobile phones, ipads, projectors and internet are being used in classrooms to boost students moral to learn. Visual education is becoming more popular and it has proved to be the best method of learning in many subjects like mathematics, physics, biology, geography , economics and much more. The business community has invested money in various educational technologies which can be used by both teachers and their students. For example, on iTunes, you will find many educational applications which can allow students and teachers exchange academic information at any time, this has made learning mobile. Also programs like Long distance learning have opened boundaries to so many scholars around round the world.

Negative Impacts of Technology on Society:

- **Resource Depletion:** The more demand for new technologies and advancement of current technologies, the more pressure we put on earth's natural resources. Look at the total number of mobile phones and computers being manufactured today, our population is increasing every day and all these billion consumers demand either a mobile phone or a computer in their homes or offices. This is good news to the manufactures, like **Apple** or **Samsung**, the demand for their gadgets is high, but to sustain this demand, they have to exploit Mother Nature for resources like aluminum, once these resources are extracted from the earth plates, they will never return back because it took them a billion years to mature. That means that at one time, we shall be left with no natural resource which can be a problem to the future generation and economy. Likewise, the intensive farming practices will deplete the soil. This makes heavy applications of commercial fertilizers necessary to yield healthy harvests, but also these fertilizers have chemicals which are dangerous to the soil and human lives.
- **Increased Population:** – Technology has helped us live longer by improving **health facilities** and aiding in the research for solutions for most health problems which affect humans. This is good news for developed countries, but is bad news for developing countries which have not been in position to access these health care benefits brought by technology. In developed countries population growth is controlled by advanced birth control methods, this has helped them balance their population in relation to natural resources and other opportunities which come with a planned population. This is different in developing countries, the rate at which people produce is very high , the mortality rate is high , food is scarce and health care is poor.

Speaking module

Speak about the advantages of advanced technologies in the following aspects of our life



The Role of Information Technology in Group Decision Making



Workplace Technology

Activity 2

Discussion

1. What is Internet Dating?
2. Why do people go online in search of new acquaintances?
3. Do you agree that Internet is a kind of modern cupid that hits the hearts of singles all over the world and lets people be happy in their marriages? Give arguments.
4. How can people be scammed via Internet Dating?

Writing module

Express your opinion about the following statement in your argumentative essay within 250-300 words.
Internet Dating has proved that it is a good alternative to traditional dating with hundreds and thousands of serious and lasting relationships and marriages which came from Internet Dating communication.

Suggested topics for argumentative essay writing: influence of television violence on criminal behavior
Internet addiction - a serious public health issue that should be officially recognized as clinical disorder.

The replacement of men by the robots

Advantages and disadvantages of distant education.

The replacement of books by new technologies as the main source of information.

The restriction of the use of mobile phones in the public places.

Theme 3 Bioethics

Time-80 min	Number of students – from 7 to 20
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Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work , Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Bioethics

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task	• To lead in the topic	Read ,speak, write

25 min	• To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 1

Reading and speaking module

Activity 1.

Tell your group mates what you know about bioethics. Then read the lead-in information.

Nowadays there are many technological advances in the field of biology and medicine. However there are debates since ancient times on how we should decide what is right and what is wrong. Bioethics - is the discipline dealing with ethical questions that arise as a result of advances in medicine and biology.

In accordance with ethical norms

Modern medicine is inseparable from bioethics, which assumes observance of the national legislation and international legal documents. Observance of medical secret, maintenance of high quality of treatment, and also carrying out of clinical tests of new methods of preventive maintenance, diagnostics and treatment only with the consent of the patient are the principles of work, which are widely advocated and applied by doctors in the country. In Uzbekistan clinical tests are carried out only with the permission of the National Ethical Committee which confirms competence of researchers, and that they can provide work strictly according to the legislation. So there are all bases to tell that development of the medicine of Uzbekistan occurs within the limits of the international ethical standards.

Activity 2.

Answer the following questions.

Which of the bioethical issues do you have strong feelings about?

Which of them do you think should be legal in Uzbekistan? Why?

- organ donation and transplantation
- genetically modified food
- family planning
- abortion
- surrogacy
- euthanasia
- human cloning

Activity 3.

Read the facts about cryonics and answer the questions below.

Cold facts about cryonics

Cryogenics is the study of low temperature physics, the chilly research terrain in which scientists analyze the way that organisms, proteins and atoms behave when they are dipped in

super-cold baths of liquefied gases. However, it is the specialist branch of the field - cryonics - that causes most interest.

Cryonics, which began in the sixties, is the freezing - usually in liquid nitrogen - of human beings who have been legally declared dead. The aim of this process is to keep such individuals in a state of refrigerated limbo so that it may become possible in the future to resuscitate them, cure them of the condition that killed them, and then restore them to functioning life in an era when medical science has triumphed over the activities of the Grim Reaper.

The first cryonics patient was Dr James Bedford, a psychology professor from the University of California. He set up a trust fund for himself in the early Sixties and was frozen in January 1967. In 1982 his body was transferred to the cryonics company Alcor and lies, still frozen, in its vaults. Since then several thousand other people have paid to have their bodies frozen, after death, in a similar manner. The hope is that at ultra-low temperatures their bodily parts will not decay and will still be functioning once they have been thawed out in a later century.

As proponents point out, living creatures, as well as samples of human tissue and brain, have been already frozen in liquid nitrogen, exhibiting no signs of life until they were heated and restored to functioning normal life. On the other hand, no one has ever frozen humans, stored them in a vault and then thawed them back to life. Only scientists in the distant future will be able to do that, adherents admit, though they remain enthusiastic about the prospects of using cryonics to live long, healthy lives in the distant future.

Activity 4.

Answer the following questions:

- Do you know what cryonics is?
- Would you like to be cryonics patient? Why? Why not?
- In which areas/situations cryonics might be helpful?
- Should cryonics be legalized in Uzbekistan? Justify your opinion.

Lesson 2

Bioethics

Time—80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues

Methods of innovation technology:	1.Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards,handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2

Bioethics

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	- To do the translation - To make up questions - To give short summary - To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	- To lead in the topic - To read the new text - To introduce new vocabulary - To ask and answer the questions - To discuss the topic	Read ,speak, write
Stage 4 To overcome the task	- To practice new vocabulary - To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	- To complete the sentences - To learn the list of obligatory words and phrases - To make reports on the topic	Listen

Lesson 2

Human Cloning

Reading and speaking module

Activity 1.

Answer the following questions.

- What is cloning? What kind of research in this area do you know?
- Do you think cloning is ethical? Why? Why not?
- Do you think human cloning should be banned? Why? Why not?

Activity 2.

Read the text and match the headlines (1-7) with the paragraphs (A-G).

1. Why do it?
2. How is it done?
3. Why ban human cloning?
4. Is human cloning legal?
5. What is cloning?
6. What about cloning humans?
7. What is stem cell research?

Human Cloning

A.The human genetics Advisory Commission has defined cloning as “producing a cell or organism with the same nuclear genome as another cell or organism”.

B.Scientists began cloning frogs in the 1950s. When a team from the Roslin Institute in Edinburgh successfully cloned an adult mammal for the first time in 1996, the possibility of human cloning came a step close to reality. No one has managed to clone a human being yet, but several groups have announced that they plan to do so.

C.Dolly the sheep was cloned by transferring the nucleus of a body cell into an egg which had already had its nucleus removed. This is also known as nuclear transfer. It is likely that an attempt to clone humans would be based on the same method.

D.A supply of donor organs, eradicating genetic diseases and allowing infertile couples to reproduce are some of the more mainstream reasons to clone humans. Then there are more outlandish reasons for cloning, including cloning dead people and seeking eternal life by cloning as old age approaches.

E.The Food and Drug Administration has prohibited human cloning in the USA, and the House of Representatives has voted to ban human cloning for any purpose. In Britain, the health secretary announced that the UK will ban human cloning in a bid to lay to rest the “twin specters” of human cloning and a “genetic underclass”.

F.Stem cells are the master cells found in early stage embryos. They evolve into all the different tissues of the body and doctors hope to treat many diseases by directing the cells to develop into needed implants. At present, scientists usually obtain them from human embryos discarded during fertility treatments. However, human cloning techniques could create a continuous supply of stem cells for such research.

G.Most mainstream scientists are set against attempts at reproductive human cloning, including Ian Wilmut, the British embryologist who led the team which cloned Dolly the sheep, and Richard Gardner, who chaired a Royal Society working group on human cloning. The most persuasive argument is that the risks are far too great at present. It is feared that human cloning would be cruel, because the process may result in a large number of miscarriages and deformities before a human could be successfully cloned. For instance, it took 272 attempts to create Dolly. Even then, the child could not be guaranteed ongoing good health. As Professor Gardener put it: “Our experience with animals suggests that there would be a very real danger of creating seriously handicapped individuals if anybody tries to implant cloned human embryos into the womb.” Many religious groups, including some Roman Catholic and Muslim organizations also object to cloning. There are many ethical arguments for a ban, including fears that cloning humans will lead to “designer babies” with genetic traits selected by their parents, or a black market for embryos, and the creation of underclass.

Activity 3.

Make notes of pros and cons of human cloning based on the text

Pros	Cons
ailability of donor organs	danger of creating handicapped individuals

Activity 4.

Fill in the table using the information in the text.

Cloned what?	When?	Who did it?
Frogs	1950s	

Listening and speaking module

Do you believe in miracles?

Activity 1.

Answer the questions

What stories of miracles do you know?

Do you believe miracles can happen?

Are there any rational explanations for these phenomena?

Activity 2.

Listen to the tape 12.4 and answer the questions.

Where is Lourdes? What is it famous for? Who goes there? Why? Why do you think the doctor wanted to go there?

Part one

- 1 What strikes Dr Persaud most? Why is this surprising?
- 2 What are some of the statistics he quotes?
- 3 What does the sanctuary consist of?
- 4 What did Bernadette see?

Part two

- 5 What is special about the spring that Bernadette discovered?
- 6 Why is Dr Persaud puzzled?
- 7 Why, according to Andrew Walker, are Christians divided?
- 8 What is the miracle that he quotes?

Part three

9.What were Jean-Pierre's early symptoms?

10.What happened in 1984?

11.What were the stages of his cure?

Part four

12.What, for Dr Persaud, is the danger of modern medicine?

13.What is his explanation of the attraction of Lourdes?

Theme 4

Equal Opportunities and Diversity

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Time–80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work , Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Equal Opportunities and Diversity

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1. Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions	Read ,speak, write

	To discuss the topic	
Stage 4 To overcome the task 10 min	- To practice new vocabulary - To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	- To complete the sentences - To learn the list of obligatory words and phrases - To make reports on the topic	Listen

Speaking and reading module

Activity 1.

Answer the questions:

- What does to provide equal opportunities for everyone mean for you?
- Can your society be called diverse ? In what terms ?

Activity 2

Read the information from the British Council website and answer the question below.

Equal opportunity is focused on legislating against unjustified discrimination and the fair treatment of specific groups. It's about treating people fairly, identifying and removing barriers that get in the way of this and redressing existing imbalances, so that groups which continue to be disadvantaged gain access to opportunities for full participation in the workplace and I wider society.

Diversity is focused on making effective use of the differences and similarities between people. It's about creating working environments that value a range of differences, believing that understanding and managing these can lead to organizational and societal benefit. When we talk about equal opportunity and diversity, we focus on 7 main areas:

- Age
- Disability
- Ethnicity/race
- Gender (which includes transgender)
- Religion/belief
- Sexual orientation
- Work-life balance.

We believe the best way to manage diversity is to ensure that it is built into all processes and functions, considered as part of all policy decisions, and present in the planning of all programs from start to finish. This is what we mean by mainstreaming diversity.

- What is the attitude of your society to providing equal opportunities for diversity in terms of the mentioned 7 main areas?
- How do you understand the word "tolerance"? Give your definition.

Activity 3

Read the text below paying special attention to the definition of the word "*tolerance*".

Declaration of Principles on Tolerance proclaimed and signed by the Member

States of UNESCO on 16 November 1995

The Member States of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at the twenty-eighth session of the General Conference, from 25 October to 16 November 1995.

Adopt and solemnly proclaim this Declaration of Principles on Tolerance

Resolving to take all positive measures necessary to promote tolerance in our societies, because tolerance is not only a cherished principle, but also a necessity for peace and for the economic and social advancement of all peoples, we declare the following:

Article 1 - Meaning of tolerance

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference, it is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

1.1. Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and states.

1.2. Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.

1.3. Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others do theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behavior and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.

Article 6 - International Day for Tolerance

In order to generate public awareness, emphasize the dangers of intolerance and react with renewed commitment and action in support of tolerance promotion and education, we solemnly proclaim 16 November the annual International Day for Tolerance.

Activity 4

Answer the following questions:

- We can make a conclusion that tolerance in a society is progress of the society. Tolerance generates progress and success. Do you agree or disagree with this statement?
- What does the sentence "Tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions" mean?

Activity 5.

Read the questions in the first column and write your answers in the second column.

Questions	My opinion	The author's opinion
What is religion? What is the definition		
How many religions are there in the world approximately?		
What ideas or characteristics unite the religious people?		
Do you think religions have shaped the cultures?		

Lesson 2

Equal Opportunity and Diversity

Time–80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2

Equal Opportunities and Diversity

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1. Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.

Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Speaking module

Activity 1.

Answer the questions and do the matching.

Why are these people famous? What do they have in common? Discuss with a partner, then with the class. Do you know why any of these people emigrated?

Australia Czech Republic England France Germany India Italy Jamaica The Netherlands The United States Macedonia Greece

Listening module



In 1967, at the age of 16, Vijay Patel and his brother Bhikhu fled to Britain from the village of Eldoret in Kenya. They arrived with £5 between them. They now own a pharmaceutical company which employs more than 600 people and is worth 250 million! This is the story of how they made their fortunes.

Activity 1

Listen to the tape and answer the questions.

- 1 What was life like in Eldoret?
- 2 Did you come to England together?
- 3 What was it that made you come to England?
- 4 What were the steps from that point to actually starting your business?
- 5 Did you qualify as an architect?
- 6 There is a tradition among the Patels, certainly in East Africa, of business, isn't there?
- 7 Was your father a businessman?

Listen only to part two. Are these statements true or false? Correct the false ones.

- 1 They both began their careers with corner shops.
- 2 Bhikhu wanted to give up his work as an architect.
- 3 Vijay didn't start his pharmacy business until Bhikhu joined him.
- 4 The two brothers working together in the same business often causes problems.
- 5 Their different strengths and weaknesses complement each other
- 6 They are grateful to their mother for the sacrifices she made.
- 7 She worked 24 hours a day, seven days a week for thirteen years.
- 8 Both brothers have experienced racial discrimination

Speaking module

What do you think?

- Which factors in Vijay and Bhikhu's lives do you feel have led to their success?
- Do you agree with the advice they give to young people? In what ways are they good role models?
- Asians form a large part of Britain's immigrant population. Why is this?
- The brothers have lived in England for many years and yet they still have Asian accents. Why might this be?
- How does family background influence lives? How has your family influenced your life?

Theme 5

Men and Women

Time-80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Men and Women

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 1 Speaking module

Activity 1

Answer the questions

- Do you have any arguments as to whether different behavior by men and women is inherited or learned?

- What is your opinion on the assumption that sex roles are largely arbitrary?
- Can the higher or lower social statuses of sex be changed in the society?
- Is the belief that the distinctive behavior of females and males influenced significantly by their differing physiology?
- What about ethnographic challenges? Are they convincing?
- What is your opinion about the following statement:
If women and men naturally are inclined to view each other in programmed ways regardless of their class or culture and are predisposed to act toward each other in similar uniform ways, it is reasonable to conclude that the sex roles are different, i.e. female human nature is distinct from that of males and that acting law goes against nature. As an (active) proponent of the acting laws on social equality and an opponent to all sorts of sexism one may be troubled by such a conclusion, but unable to dismiss it.

Reading module

Activity 1

Read the facts about gender roles of male and female in different societies of the world a to compare it with the situation in our country. Justify your opinion.

Society and sex roles.

The social relationship between men and women has emerged as one of the principal disputes occupying the attention of scholars and the public in recent years. Although the discord is sharpest in the United States, the controversy has spread throughout the world. Numerous national and international conferences, including one in Mexico sponsored by the United Nations, have drawn together delegates from all walks of life to discuss such questions as the social and political rights of each sex, and even the basic nature of males and females.

Whatever their position, partisans often invoke examples from other cultures to support their ideas about the proper role of each sex. Because women are clearly subservient to men in many societies, like the Yanomamo, some experts conclude that the natural pattern is for men to dominate. But among the Semai no one has the right to command others, and in West Africa women are often chiefs. The place of women in these societies supports the argument of those who believe that sex roles are not fixed, that if there is a natural order, it allows for many different arrangements.

The argument will never be settled as long as the opposing sides toss examples from the world's cultures at each other like intellectual stones; But the effect of biological differences on male and female behavior can be clarified by looking at known examples of the earliest forms of human society and examining the relationship between technology, social organization, environment, and sex roles. The problem is to determine the conditions in which different degrees of male dominance are found, to try to discover the social and cultural arrangements that give rise to equality or inequality between the sexes, and to attempt to apply this knowledge to our understanding of the changes taking place in modern industrial society.

As Western history and the anthropological record have fold us, equality between the sexes is rare; in most known societies females are subordinate. Male dominance is so widespread that it is virtually a human universal; societies in which women are consistently dominant do not exist and have never existed.

Men and Women

Lesson 2

Time—80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and	

improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2

Men and Women

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences

Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen
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Lesson 2

Reading module

Activity 1.

Answer the following questions.

What is the name of the document that contains the set of basic laws or principles for a country that describe the rights and duties of its citizens and the way in which it is governed? What do you know about current legislation of the Republic of Uzbekistan about equal rights of men and women? What do you understand by "function of motherhood and custodian of home"?

• Activity 2.

Read the text and match the headlines (1-4) with the paragraphs (A-D).

1. The list of rights and freedoms which are the same for women and men

2. Violation of freedom and equality of women	
3. Equality of all citizens before the law	
4. The Family Code (FC) of the Republic of Uzbekistan	

Current Legislation of the Republic of Uzbekistan about Equal Rights of Men and Women.

A) All citizens shall be equal before the law and court and definitely the state guarantees equality of rights and freedoms of people, irrespective of their gender, race, nationality, language, religion, social origin, convictions and beliefs and social status (Article 18, Constitution of the Republic of Uzbekistan) and also women and men shall have equal rights and freedoms (Article 46, Constitution of the Republic of Uzbekistan), and equal opportunities for their implementation. This enables us to make a conclusion that these provisions clearly illustrate that women of Uzbekistan share same equal rights as men.

B) Thus, it follows from, what have been said above, that legally women have the same rights as men to exercise the rights and freedoms of citizens, namely:

- Protection from crimes and punishment of those who attacked them;
- No one shall be subject to torture, violence or any Other cruel or humiliating treatment or punishment;
- No one may be arrested or taken into custody except on lawful ground and by the sentence of a court. Before the sentence of a court such a person may not be detained for more than 48 hours;
- Motherhood, childhood and family are under protection of the state; Every citizen is entitled to the right for housing;
- Every one is entitled to receive qualified legal support;
- Every one is guaranteed court protection of his-her rights and freedoms. Decisions and actions (or in operation/negligence) of government agencies, local self-governing agencies, social associations and officials may be appealed in the court;
- Rights of citizens encroached by crime and violated shall be protected by law. The state provides a victim access to justice and compensation of caused damage.

C) All the above listed provisions may be continued and expanded, but we think we can stop with one of the most important issues and touch upon legal provisions concerning equality of genders in family relations.

The Family Code (FC) of the Republic of Uzbekistan that was adopted in April 1998 covers a number of Articles on equality between women and men concerning family relations.

Article 2 of the FC openly stipulates that regulation of family relations is executed on the principle of voluntary marriage union between women and men, equality of private and property rights of spouses that, as it was stated above, is fixed in Article 46 of the Constitution of the Republic of Uzbekistan approved on December 8, 1992. Whatever are the achievements of women in professional, social and political activities, after she gains equality with man in various respects, she does not lose only one tremendous function that she has been entitled - the function of motherhood and custodian of home. When often we quote about equality between women and men, we should emphasize that this phrase does not bear accurate meaning. The point is that women share all rights equally with men and these rights are guaranteed by the state to its citizens, but alongside with this the legislation stipulates a number of rights that can be exercised only by women. These rights are protected by the state because a woman is a mother and motherhood in our country is recognized as a social function and it does not violate the principle of equality. D) As we have already mentioned, the Constitution provides women equal rights in all the spheres of public and social life, guarantees voluntary entrance into marital status, protects her honor, merits and dignity. She exercises equal private and property rights. Still survivals of the past, religious and national way of life from time to time are manifested in the life of our society and this violates the freedom and equality of women. For example, forcing a woman to marry or/and to hinder her marriage. This kind of violation is stipulated in the current criminal legislation, Article 136 of the Criminal Code and we think that it is directed against violation of women's freedoms and equality.

Listening module

Activity 1.

When love lasts forever

Listen and answer the questions.

- 1 How did Olive and Fred's relationship start?
- 2 What course did their courtship take?
- 3 What is Olive's recipe for a long marriage?
- 4 How do we know that they never took their love for granted?
- 5 How does the presenter show he is moved by the story?

What do you think?

- What's your reaction to Olive's story? How common is her experience?
- Do you know any other couples who have enjoyed such a long marriage?

Theme 6

Education

Lesson 1

Time—80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills	• To speak on the topic • To do the translation.

• to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1.Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards,handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Education

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Speaking module

Activity 1.

Read the following quotations and give your opinion about them.

Unhappy is the person who has received education, but who didn't educate others in return. I'm happy that I received education and tried to teach others.

Rudaki

I learnt to be silent from a talkative person, tolerance - from an intolerant, and kindness –from an unkind person; but it is surprising that I feel affection and gratitude to neither of my these teachers.

D.Jebran

An educated person considers his education incomplete and this distinguishes him from an uneducated one.

George Sand

Activity 2.

Discuss the following questions.

What is education?

What functions does the educational institution play in modern societies?

What is intellectual capital?

Why are the educational institutions considered to be the primary source of nation's intellectual capital?

Is education the only means in many-sided process of socialization?

What are the other sources to acquire essential knowledge for effective participation in a society?

Reading module

Activity 1.

Read the text and match the headlines.

1. General and Vocational education
2. Types of education
3. Education as the most important area of public life
4. The goals of education
5. What is education
6. Human resource development

Education, Types of Education and Its Objectives

A.

Education is the process by which people acquire knowledge, skills, habits, values, or attitudes. The word education is also used to describe the results of the educational process. Education should help people become useful members of society. It should also help them develop an appreciation of their cultural heritage and live more satisfying lives. The most common way to get an education is to attend school. But much education also takes place outside the classroom.

Education involves both learning and teaching. Sometimes, people learn by teaching themselves. But they also learn with the help of other people, such as parents or teachers. Parents are a child's first and perhaps most important teachers. They teach their children attitudes, habits, and values that help shape their character and remain with them throughout life. But few parents have either the time or the ability to teach their children everything they need to know. Instead, they turn over many educational responsibilities to professional educators,...

A society that reaches a relatively complex level of development is called a civilization. For a society to achieve this level, its members must learn a great deal. They must become skilled in agriculture, commerce, government, industry, and the arts. Education is the chief means of acquiring and teaching the essential knowledge and skills

B.

Some educators study the objectives (goals) of education. **Their concern has led to the classification of all educational objectives into three areas:** (1) *the cognitive area*, (2) *the affective area*, and (3) *the psychomotor, or locomotor, area*. **The cognitive area** aims at increasing a person's knowledge and intellectual skills. It deals with the ability to think and reason effectively. The largest proportion of educational objectives involves the development of abilities in this area.

The affective area deals with feelings, values, and appreciations. It aims at helping an individual develop moral and spiritual values and healthy attitudes and emotions. Such education is often called character education or citizenship training.

The psychomotor area includes the development of a person's muscular or mechanical skills. These abilities are often related to courses in handwriting, speech, and physical education, and to vocational and technical courses. The skills may be as simple as learning to use crayons or as complicated as learning an intricate ballet movement.

C

Most countries consider education as one of the most important areas of public life. Countries throughout the world invest large amounts of time, money, and other resources to provide formal education for their citizens. Almost 20 percent of all the people in the world are directly involved in education as students or teachers in elementary schools, high schools, colleges, or universities....

D.

The school systems of all modern nations provide both general education and vocational education. Most countries also provide special education programs for disabled or gifted children. Adult education programs are provided for people who wish to continue their education after completing full-time school.

E

General education aims at producing intelligent responsible, well-informed citizens who take an active interest in the world around them. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country, elementary school pupils are taught skills they will use throughout life, such as reading, writing, and arithmetic. They learn moral values and the rights and duties of citizenship. They also receive instruction in a variety of

subjects, including geography, history, and science.... Vocational education aims primarily at preparing individuals for a job. Some high schools, called vocational high schools, specialize in vocational programs. Technical high schools are vocational high schools that are specially equipped to teach more technical subjects, such as automobile repair, carpentry, and electronics. Vocational high school students are also required to take some general education courses. Community and junior colleges and specialized schools offer advanced vocational and technical training. Universities and separate professional schools prepare students for careers in such fields as architecture, business, engineering, law, medicine, nursing, teaching, and theology.

F

Many businesses and industries conduct vocational programs to help their employees develop new skills and improve the quality of products and services. One type of education, known as human resources development (HRD), helps employees learn precisely what to do in their jobs and who to work as part of a team. HRD is usually referred to as training. Specialists in HRD are generally called trainers rather than teachers. Vocational education is especially important in countries striving to develop an economy based on modern technology. Vocational schools help to build the country's economy, students there are encouraged to take courses in such fields as agriculture and industry. Special education provides educational opportunities for disabled and gifted people.

Speaking module

Activity 1

Answer the following questions. Compare your answer with that of a partner. Discuss your choices, if they are different.

1. What area of education do we talk about when we say that the largest proportion of educational objectives involves the development of abilities?
2. What educational area deals with feelings, values, and appreciation?
3. If we want to develop a person's muscular or mechanical skills what educational area shall we have to apply to?
4. What is the average percentage of the world population involved directly in education?
5. Describe special educational programs for disabled, gifted children and adult education
6. What is the common word that expresses the process by which people acquire knowledge, skill, habits, values, or attitudes?
7. Education involves two processes. How are these processes called?
8. What is the relationship between education and civilization?
9. How do we call society if its members have achieved high level of knowledge in science, art, industry, agriculture, commerce and so on?
10. Some educators speak of three types of educational objectives. Do you agree with them? If not try to justify your position.
11. What schools are called vocational? What is the situation in Uzbekistan in this respect?
12. What are the subjects that are studied at university which are not studied at school

Lesson 2

Education in Uzbekistan

Time–80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	

Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work , Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2
Education in Uzbekistan

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences

Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Education in Uzbekistan

Lesson 2

Activity 1

Read the text about the system of education in the Republic of Uzbekistan. Work with a **partner**.
Discuss the details of education in the country and compare it with

Education in Uzbekistan

1. The National Program for Personnel Training.

After independence in 1991, Uzbekistan became the master of its own way of economic and social development and had the task to construct a democratic state and open civil society, a socially-oriented market economy. All this entailed a radical reform of the education system in Uzbekistan. Education had to be reoriented towards meeting the common national interest and ensuring competitiveness in the world market. Uzbekistan became a member of the international community and was keen to develop a modern system of education.

On 29 August 1997 President Islam Karimov signed a Law on the establishment of a «National Program for Personal Training», which provides a long-term

Strategy for strengthening education, the development of a continuing education system and reinforcing the multi-level higher education. The program is a unique one, which sets out the fundamental principals of the reform strategy, outlines the problems and sets their priorities.

The aim of the program is the fundamental reform of education system, the complete reversal of its ideological routine, elaboration of the national educational system for the training of highly qualified specialists up to the level of advanced democratic states. It is stated in the program that one of the tasks to achieve the above aim is the development of a mutually beneficial international co-operation.

2. Structure of Educational System of Uzbekistan

The educational system is composed of the following levels and types of education. A general secondary education over a 9 year period of studies is compulsory. Children start their education at the age of 6 or 7, depending on their psychological and physical condition. The last three years of secondary education can be obtained in two types of secondary educational establishments- professional colleges and academic lyceums. Both types of schools provide the general secondary education required for further education in the universities. One more important principle, Introduced into the National Program of Personnel Training, is continuity of education. Education starts from preschool age, continues for nine years of obligatory schooling, and then for an additional three years. The new concept is aimed at raising the profile of vocational education in the Republic. Professional Colleges offer a three year secondary specialized syllabus leading to a range of specialized skills in a selected trade. Those pupils, who go to academic lyceums are given the opportunity to raise their level of knowledge in selected humanitarian, technical or agrarian subjects. Upon graduation from the Lyceum the student can either opt to pursue higher education or go directly into industry. Thus, students have a total of 12 years of compulsory schooling under the new program.

3. The System of Higher Education in the Republic of Uzbekistan

Higher education in the Republic of Uzbekistan has an almost century-old history. The first red university Turkistan State University was opened in 1920. It was renamed the Tashkent State University and again in 1999 when it became the National University of Uzbekistan.

Higher education is mainly co-coordinated and funded by the Ministry of Higher and Secondary Specialized Education (MHSSE). The Ministry of Higher and Secondary Specialized Education is the main methodological and coordinating body in higher education, which sets strict rules for the recognition of new developed curricula according to the state educational standards.

According to the National Program for Personnel Training higher education is based on the secondary specialized education, vocational specialized education and includes 2 levels; a Bachelor degree level and Master's degree level.

The Bachelor's degree level is a base higher education providing fundamental and applied knowledge according to specialty, with a period of study not less than 4 years. Upon the completion of the bachelor program, the graduate is conferred with the degree of bachelor and diploma of state standard, which provides the right to begin his professional activity. The Master's degree level is higher education providing fundamental and applied knowledge in a concrete field and lasts not less than 2 years on the basis of the Bachelor's degree. Master's degree holders are given a diploma of a state model, which provides the right to be engaged in professional activity.

Activity 2

Answer the questions:

1. Why is the Ministry of Public Education of Uzbekistan responsible for the educational system?
2. Is there any textual evidence that the Education system of Uzbekistan can be as good as that of the USA?
3. How long is the duration of the compulsory basic education?
4. Was there any need for changing the education system after the independence?
5. What are the stages of the secondary education?
6. What prevents the students to get as good knowledge as they do in the UK?

Activity 3

Translate the following sentences into English.

Лицеи, строящиеся в нашей стране это результат внедрение новой системы образования.

В вузах Узбекистана кроме профилирующих дисциплин преподаются также предметы общего профиля.

Студенты заочных отделений имеют возможность работать и в то же время повышать уровень знаний

В Узбекистане образование можно получить на основе государственного гранта или на контрактной основе и все совершеннолетние имеют право на высшее образование.

Во всех вузах Узбекистана вступительные экзамены проводятся 1 августа на основе тестов.

Home assignment for the next class:

Speak on students' life of Uzbekistan

Make up dialogues on the education system of Uzbekistan

Give the different features of primary educational system in Great Britain and Uzbekistan.

Theme 7

Public Speaking

Time—80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	

Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work , Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1 Public Speaking

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions,

		sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 1

Speaking module

History of public speaking

By Francis Murray

Public Speaking is one of the oldest forms of communication known to mankind. The concept of speaking publicly is extremely important. The first manual for public speaking was written around 4500 B.C. by the people of ancient Egypt. Public speaking was the first known mass communication process. Throughout history civilizations would rely on powerful, as well as, eloquent speakers to inform, pass laws and uplift audiences. Ancient nations such as India, Africa and China used public speaking. Aztecs and Central and Southern American cultures used systems for speaking to massive groups. They would set up "relays" where the "relays" would repeat what was being said. In Greece and Rome public speaking became principal and more intergraded in the prospective cultures. The Greeks and Romans used it as a way of education. Talking to large amounts in a group was very common place. Aristotle and Plato used to teach their philosophies, math and history in front of the eager listeners. Imagine being able to theorize on deep and meaningful things and not be able to explain or talk about those things due to fear or some other reason. The question I would ask myself is this, what would be the point of actually thinking about a subject, coming to conclusions and not being able to effectively tell anyone about it? History provides prime examples of problem solving techniques that work for humankind. Public speaking is no different; the ancient peoples valued it, taught it and practiced it.

Activity 1

Discuss the following questions

1. What is a presentation?
2. What are the differences between a presentation and a common conversation?

Reading and speaking module

Activity 1

Read the article about some specific features the presenter should remember while giving a presentation in different countries and write down your remarks on the details mentioned in the article.

Presentation within national business culture

Each country has its business culture and its own expectations of the material delivery on presentations. If they are not taken into account, it's difficult to obtain the desired result

American presentation

In business-schools of the USA it is accepted not only to give the knowledge, but also to work out the skills. Among such compulsory skills is the presentation delivery.

From the American businessmen's point of view, presentation must have a clear structure. It begins with the title of the subject whereupon the structure of the report is briefly stated. Afterwards goes

the plot of the report, then - conclusion (with the summary of the above said), the presentation finishes with the striking slogan.

In the USA people expect the presenter to use fun and humor in their reports. The reporter may begin the talk even before meeting memorizing the childhood or recent event on street. But this subject must be connected with the actual problem and contemporaneity, rather than lead away from the main subject of the meeting.

The Americans are not quite interested in the distant prospects. So it is useless to attract them with the profit, which they will not get soon. But the advertisement, even the most frank, is considered to be rather appropriate. It is possible even to foist their goods, to offer to buy or book it immediately on the presentation. If the presenter does not manage to get the purpose, he uses the bright image or unusual quoting to make the listeners remember the presentation. The presentation passes quickly since, wanting to hear all possible advantages and advantages of the offer, American businessmen are not ready to spend more than half an hour on it.

German presentation

In Germany circumstantiality is valued very high so it is possible to speak about goods or service for about an hour. This time is considered to be enough for detailed consideration of any business offer. It is necessary to take into account that emotional part can be left out and it is better to concentrate on technical details. The more figures and exact data sound in speech, the better.

The presentation should be well structured: introduction, the main part, short conclusion. The German businessmen expect a great amount of the handouts on the presentation and, certainly, good price of the product. It is better to list all useful characteristics of the product or describe practical value or the service, but as for fashionable details, they may not be mentioned. The presenter should look respectable. The unusual suit, as well as jokes, in such situations is inappropriate.

French presentation

French mentality is double-faced - in spite of external lightness of the contact such people appreciate distance, etiquette and any kind of display of respect to the partner. The mentioning of France in the introduction of the presentation is an indispensable condition of success.

This audience first of all pays attention to availability, practical benefit and advantage from the offer. It is necessary to use minimum of quotations and funny stories - logics is valued much above.

However the style of the presenting the material must be bright and figurative.

Japanese presentation

Presentation in Japanese business implies the adherence of the formalities. One of them is a vivid respectful attitude to the audience. It is advisable for the presenter to look grand according to the principle "meeting with you is a holiday for me". It is better not to tell any funny stories or digress from the main subject. After short report about the essence of the offer and advantages of goods or facilities it is necessary to mention what is its originality. The representatives of the Japanese culture appreciate the novelties and original discoveries. If you can present something unusual, and moreover profitable, they will be delighted. It is necessary to say about high reputation of the company and to praise the reputation of the partners. The business offer should be characterized as the most worthy.

It is useless to speak the tongue twister or be in a hurry, as if you have lunch with Americans who hasten to hear all business news immediately. On the contrary, in the east and in eastern offices whatever country you are in it is necessary to keep serenity. This audience is ready to listen to you for an hour.

Russian presentation

In Russia it is better to begin the presentation with references to reliability of the brand or the company-producer. It is enough to mention it only once.

In our country special attention is paid to the goods appearance (rather than reliability, as in Germany, and originality, as in Japan). The listeners will be interested in the immediate profit they extract from the offer. For this reason abstract speech about prestigiousness and profit of "the use of such sort of things" should be left out and you'd better pass down immediately to the definite profit of the presented

product, it is much better to continue with its demonstration. If on some reason it is impossible to do it, show the pictures.

The Russians appreciate reliability both in relationships and in goods. So you should mention about the warranty of the product. Some people think that some kind of aggressiveness during the presentation will allow them to control the audience. But it is not so. Having met a too active presenter, listeners understand that nothing depend on them, and lose any interest to the commercial offer. The more respect you will demonstrate to the listener, the more successful you will be.

Even free distribution of goods will not let you keep the attention of the Russian listeners for more than half an hour. Our people, especially in the world of business, hurry to deal with their own business. Inviting them to the sales presentation, do not forget to mention that it will take less than 20-30 minutes of their time.

Activity 2

. Fill in the table using the information in the text.

Country	Structure of presentation	Much attention paid to	Jokes and funny stories	Presentation time	Other peculiarities
Germany	Well-structured	Technical details	Left out	1 hour	A lot of handouts

Activity 3

Answer the questions:

1. Which of the presentation(s) described in the text do you consider to be close to you? Why?
2. Do you know any peculiarities of presenting topics in the Uzbek culture?
3. What similarities and differences of the Uzbek presentations with the above mentioned ones can you give?

Lesson 2

Time–80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic

Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards,handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2

Public Speaking

Stages	Kind of activit	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 2

Public Speaking

The analysis of speech of Steve Jobs «Stay hungry, stay foolish»

Steve Jobs has made speech «Stay hungry, stay foolish» before graduates of Standford university on June, 12th, 2005. Its style and the maintenance strongly differed from its presentations of products Apple, but it is worthy our consideration.

Important elements of this remarkable speech include:

- An openness,
- Simple classical structure,
- The Rule of Three,
- Rich speech turns and
- Repeating theme of a birth \death \revival.

My offer consists in, that:

1. To Look at video
2. To Read the analysis resulted more low
3. If wish, to read full decoding of speech that better it to understand.
4. Share the opinion on this presentation. What it was pleasant to you? What would you make better?

The strong beginning: a praise and humility

Jobs begins the speech with a compliment for audience: «For me a great honour to be with you today on delivery of diplomas of one of the best universities of the world». Further, it shows humility, recognizing that he did not finish college. In total in several offers he creates a positive spirit of audience to itself(himself) and raises its susceptibility to the message.

Colloquial style of speech

Compare phrases «Stephen Voznjak and I have based Apple» with «the Cart and I have based Apple»

1. The first - formal also creates representation about two businessmen who have based Apple
2. The second phrase - informal also creates representation about two close friends. Jobs has chosen colloquial style of speech and it is a wise choice. Its audience consists of graduates, whose end of study often means different further courses of life of close friends.

Simple structure and offers

Jobs adheres to simple and traditional structure of speech: the introduction, then three histories and the conclusion. It conducts audience throughout 14 and a half minutes, using simple sentences:

«Today I want to tell to your three stories»

«The first history - about connection of points»

«My second history - about love and loss»

«My third history - about death»

Pauses and time coordination

Jobs uses effective pauses after and, especially, after key points, allowing audience to comprehend them.

· For an example it finishes the first history, obviously referring to a poem «The road not taken» Robert Frost «even when it leads you off the well-worn path ... and that will make all the difference.» It is accompanied by six seconds of silence.

These words are full of humour, but I felt that a comedy component as отсуеть. Probably, it was its deliberate purpose to simulate the academic orator? Despite it, time coordination was absent in some culmination moments.

· For example, we will consider its phrase «I at all did not know that such a pancreas». Here there is only small hint on accent, and any hint on a pause, to or after. But I would like to tell more. It is the special, intense moment in speech, and this phrase helps audience will be released from stress by laughter.

· And one and a half минутя later it makes finer trick, injecting a humour dose into an essence of such serious point: «Nobody wants to die. Even people who want to get on heavens do not want to die». Time coordination is shown here very well.

Rule of Three

Jobs builds the speech on the Rule of Three, and it applies a rule of three in many offers and paragraphs.

· «I have learnt about serif and sans serif, about different spaces between combinations of letters, that does fine typography fine»

· «It was beautiful, historical, is masterful refined ...»

· «Has based company NeXT, other company named, Pixar and has fallen in love with the surprising woman» ... - Jobs follows a principle about three offers, thereby showing as their each part is important

· «Another's opinion, all this pride, all this fear of confusion or a failure»

- «It means to try to tell to the children that you would tell for the following of 10 years. It means to be convinced that all is safely arranged so that it was how much possible for your family easily. It means to say goodbye.»
 - «Do not spend its (time) for life someone's another's life. Don't let be caught in a trap of dogma which speaks to live thoughts of other people. Do not allow noise of another's opinions to interrupt your internal voice»
- Some of examples (allocated with a bold type) are reception examples of anaphoras- repetitions of a word or a phrase in the offer or position beginning.

Abundance of speech turns

Jobs uses a considerable quantity of speech turns in the speech:

- Antitheses - a figure of speech used as comparison of contrast words often in parallel structure. Jobs uses some very powerful examples.
 - o «If I was not deducted, I never would register»
 - o «You cannot connect a point, looking forward; you can connect them only looking back in the past»
 - o «Death, probably, the best invention of Life»
- Syntactic parallelism (and other examples анафоры)
 - o «My foster mother - not the graduate of college, and my father never was the graduate of school»
- Anadiplosis (repetition of a phrase from the end of one offer and from the beginning of another)
 - o «A unique way to be completely happy - to do that your way is a great cause. And a unique way to do great causes - to love that you do.» This example is good, but it has a little lost from repetition «a unique way»
- Assonans (repetition of vowel sounds) - «And whenever the answer has been“ No ”for too many days in a row, I know I need to change something.» (And as soon as the answer was "is not present" throughout several days on end, I understood that it is necessary to change something)
- Repetition

Besides the numerous examples underlined earlier, Jobs finishes the speech, having repeated “Remain hungry. Remain reckless” three times. Repetition adds forces to key argument, in particular in the conclusion.

Repeating themes of performance «the Birth, death, revival»

In literal sense Jobs's story about its birth is the first story, about affinity of death - the third story. Nevertheless, this speech contains numerous other metaphorical references to the concept «a life Circle»:

In additives to its physical birth, Jobs tells as initially pair has decided that they want the girl (symbolical death as his life "breaks" in connection with «floor change»). Then he speaks about successful experience of "regeneration" with his parents.

- Its training in college had short life. "Death" of its official educational process has given life to its informal educational process.
- Its relations with Apple are that «in (20 years) was born, has grown, and then has died». «Later, when NeXT has been got Apple, his career in Apple revives».
- It uses a word "Renaissance" for the description of present condition Apple.
- It receives the cancer diagnosis (one "death sentence"), but then transfers successful operation (revival).
- Stewart Brend, the founder «Whole Earth Catalog» «have made some releases», and «eventually, is have published final number

Being scattered by such stories, Jobs repeatedly connects them for audience. It is especially clear in the conclusion when it concerns this metaphor concerning audience last time: «And now, when you graduate from the institute and begin anew ...»

Theme 8

Crime and Punishment

Time–80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Crime and Punishment

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1. Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions	Read ,speak, write

	• To discuss the topic	
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 1

Crime and Punishment

Speaking module

Activity 1

Answer the following questions.

- 1, What is the role of discipline in the formation of law-abiding citizens since early childhood?
- 2, To what extent is it necessary to punish children and make them feel responsibility for their actions?
- 3, How does the punishment vary depending on the age and delinquency of the child?

Reading module

Activity 1

Read the following text and discuss it with your group mates.

How Should Kids Be Punished

The sole duty of the parents to discipline their kids so that they grow up to be responsible individuals. The behavior instilled in kids during younger years forms the foundation of their personality. Thus, it is quite important to make sure that children know what is right and wrong and also know that punishments will be given for those who commit mistakes. However, parents should also understand what kind of punishment should be given for what kind of mistakes. More often than not, a little yelling and overt anger is enough to get children back on track. But sometimes, certain issues happen that call for a little more than just yelling. Punishment can be essentially divided into five broad categories:

Penalty Punishment

This is an effective discipline tool and helps in sobering down kids. In this, you charge a penalty from the kid for his mistake. For instance if the kid has broken a window, he doesn't get allowance for a week. This not only teaches the kid the value of money, but also shows that you are serious about instilling good behavior and that, bad behavior will not be tolerated.

Verbal Punishment

Verbal punishment should be controlled and too much of it is not considered effective behavior of parents. Verbal punishments should be limited to scolding verbally and showing resentment or making the child realize his mistake through verbal anger. But when you start ridiculing, insulting and taunting the child, it lowers the child's confidence and self-esteem. Remember, children reflect everything their parents do and at a young age, they are more likely to imitate the parent's behavior.

Physical Punishment

More often than not, frustrated parents, in a bid to discipline children, end up harming them physically. Physical punishment should be kept as a last resort and in fact should be avoided. **Withholding Rewards**

This is an effective tool for disciplining kids and punishing them if they commit a mistake. For instance, if a child skips homework, he/she is not allowed to watch TV. You don't let the child do what he/she enjoys until they learn from their mistake and make amends to improve. If the child throws a tantrum, simply ignore. They will get the message that tantrums don't work!

Time Out Discipline

This is one of the mildest yet very effective tools of disciplining kids. Time out essentially refers to isolating the child for sometime to make him/her realize as to what they did was wrong and shall not be accepted by anyone. This kind of disciplining works on children as young as 18-24 months of age.

In fact, psychologists say that young toddlers should be introduced to time-out.

Crime and Punishment

Lesson 2

Time–80 min	Number of students – from 7 to 20	
Objectives: To improve students’ speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.		
Pedagogical objectives:		Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:		• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:		1.Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method		Practical
Method of interaction		Group work ,Pair work
Used materials		Flashcards,handouts projector
Facilities		A room for practical lesson
Ways of assessment		Oral tasks written tasks

Map of lesson 2

Crime and Punishment

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	

Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write, listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read, speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write, make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 2

Answer the following questions:

1. What helps the police identify the criminal?
2. What is the role of fingerprints in person identification?
3. Although it is accepted that prints are unique, why do courts continue to have questions about using them to make IDs?
4. What do you think about the following newspaper facts?

WHILE-READING

1. Read the text and write headlines for the paragraphs..
2. Put some remarks to express your agreement or disagreement with the ideas expressed in the text.

Fingerprints - How Fingerprints Solve Crime

By Ash Barnard

Fingerprints are something most people don't spend too much time thinking about on a daily basis. In fact, unless someone is trying to remove pesky fingerprints from furniture or mirrors, it's unlikely an average person thinks about fingerprints at all.

A.

However, for some, fingerprints are a vital part of their work life. Law enforcement officers and forensic specialists spend hours thinking about how fingerprints solve crimes, and trying to find, collect, record and compare these unique identifiers that can connect a specific person to a specific crime. These individuals understand that a basic human feature that most people take for granted, can be one of the most effective tools in crime solving.

B.

Every person is born with his/her own unique set of fingerprints. No two fingerprints have ever been found to be exactly alike; not on identical twins (although these are extremely similar), not even on a

person's own hand. The unique whorls and lines that make up an individual's fingerprints are formed in the foetal stage and remain the same throughout the entire life span. This makes for a unique mark that can positively identify one individual against another, particularly useful when a person of interest already has a recorded set of fingerprints on file with police, military or other government institutions.

C.

Fingerprints are made up of a collection of swirling lines. The way these lines form and pattern themselves is what makes each fingerprint unique. Despite the incredible number of different fingerprints, there are only seven different types of lines that make up fingerprints. These lines may start, stop or split at any place within the print. The formations, angles, lengths, heights and widths make billions and billions of different prints.

D.

With their unique qualities, it becomes easy to see how fingerprints can help solve crimes. Leaving a fingerprint is like leaving a calling card at the crime scene. There are a few different ways fingerprints get left behind by careless crooks. The most common way is from fat or oil that is transferred from the finger to an object like a doorframe or table. Amino acids from the finger may also leave a discernable mark. Fingerprints can also be detected as an impression in a soft substance such as putty. Finally, they can be made by a substance on the finger such as blood or paint.

E.

Uncovering fingerprints to help solve a crime can be done in a few ways. Adhering powders to fresh fingerprints will cause the powder to stick to the grease and make the fingerprint visible. Another method is by using a few drops of cyano-acrylate or superglue. When these drops are heated, they vaporized and the smoke attaches to the fingerprint leaving a clear white print. Specialised crime scene laboratory equipment can also find fingerprints, but not all authorities have access to all equipment. Fingerprints can be saved for further investigation in a number of ways, including:

- take a photograph of the print
 - store it on a rubber lifter or tape
 - keep the original ground the print is on
 - copy the print using digital technology
-
- Ideally, from a crime-solving perspective, it is hoped the interconnected
 - nature of our society will eventually lead to having all fingerprint databases
 - linked for easy cross-reference. However, there are several issues to be
 - dealt with, such as funding, jurisdictional bickering, security and privacy to
 - consider before such a fingerprint system can exist.

WRITING

Write an argumentative essay (expressing your opinion on the basis of the marginal remarks) on the following topic "Sufficiency of fingerprints in identification of a real criminal"

Theme 9

Healthcare

Time–80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical	• To speak on the topic • To do the translation. • To learn new vocabulary

thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1.Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards,handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 1

Healthcare

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

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Lesson 1

Islamic Medicine: 1000 years ahead of its times

Within a century after the death of Prophet Muhammad the Muslims not only conquered new lands, but also became scientific innovators with originality and productivity. They hit the source ball of knowledge over the fence to Europe. By the ninth century, Islamic medical practice had advanced from talisman and theology to hospitals with wards, doctors who had to pass tests, and the use of technical terminology. The Baghdad General Hospital incorporated innovations which sound amazingly modern. The fountains cooled the air near the wards of those afflicted with fever; the insane were treated with gentleness; and at night the pain of the restless was soothed by soft music and storytelling. While Paris and London were places of mud streets and hovels, Baghdad, Cairo and Cordoba had hospitals open to both male and female patients; staffed by attendants of both sexes. These medical centers contained libraries, pharmacies, the system of interns, externs, and nurses. There were mobile clinics to reach the totally disabled, the disadvantaged and those in remote areas. There were regulations to maintain quality control on drugs. The extent to which Islamic medicine advanced in the fields of medicine was really great.

Discussion

- Express your opinion on the reasons of the achievements of great height in Medieval Islamic medicine.
- What discoveries were made by the Islamic scholars in the following fields of medicine in the Middle Ages?
- bacteriology
- anesthesia
- surgery
- pharmacology
- psychotherapy

Reading and speaking

Read some information about one of the greatest scholars of the Middle Ages. Write down any facts you did not know before

Ibn Sina (980 -1037) - the Boy Genius

Ibn Sina was born in 980. He showed exceptional intellectual powers even as a child. At the age of 10, he already had memorized the Qur'an. During the next six years he studied Muslim law, philosophy, natural science, logic, geometry, and advanced mathematics

At the age of 17, he started to study medicine and found it "not difficult". By the age of 18 he had a reputation as a great physician and was summoned to take care of the king. In exchange he asked only to be allowed to use the royal library. He eagerly read the contents of the library. At the age of 21 he wrote his first book.

After many years of working for different rulers, he moved to Ray, Iran and established a busy medical practice. When Ray was attacked, Ibn Sina fled to Hamadan where he cured that city's amir and was made Prime Minister. Soldiers rebelled against him and he was imprisoned. But then the amir again became sick, so Ibn Sina was released and returned to his position and cured him again!

After the amir died a few years later, Ibn Sina fled to Isfahan. He spent his final years in the service of the ruler of that city. Friends advised him to slow down and take life easier, but this was

not in his character. "I prefer a short life with width to a narrow one with length," he replied. Worn out by hard work and hard living, Ibn Sina died in 1037 at the age of 57 years.

Ibn Sina's most important medical work is the al-Qanun al-Tibb ("Canon" or Encyclopedia of Medicine) which represents the final bringing together of Greek and Arabian thoughts on Medicine. He wrote about such matters as fatal illnesses, ideas about cleanliness and hygiene, remedies and cures, anatomy, and cardiac drugs. The Canon, or Encyclopedia contains about one million words and is divided into five books.

Ibn Sina first recognized the contagious nature of tuberculosis - a disease of the lungs, and the spread of disease by water and soil. He described diseases caused by intestinal worms. He pointed out the importance of diet, climate, and environment on health, and the surgical use of oral anesthetics. Ibn Sina advised surgeons to treat cancer in its earliest stages and to remove all the diseased tissue. The Canon, or Encyclopedia identifies 760 drugs, with comments on their application and effectiveness. He recommended the testing of new drugs on animals and humans prior to general use.

Ibn Sina noted the close relationship between emotions and the physical condition and felt that music had a definite effect on patients. Of the many psychological disorders that he described in the Canon, or Encyclopedia, one is "love sickness"! (Ibn Sina diagnosed this condition in a Prince who lay sick and whose illness had baffled local doctors. Ibn Sina noted a fluttering in the Prince's pulse when the name of his beloved was mentioned. The great doctor had a simple remedy: unite the sufferer with the beloved.)

The Encyclopedia was translated into Latin. It became the textbook for medical education in the schools of Europe from the 12th-17th century

Ibn Sina is known as the 'doctor of doctors'

Activity 2

Work in small groups to fulfill the following tasks:

- prepare a short report about Ibn Sina taking into account the information you knew and have just known;
- organize a poster with the main achievements of the scholar to help you during the report presentation; the representative of each group makes a report;

Healthcare

Lesson 2

Time-80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:
• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions

Methods of innovation technology:	1.Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work ,Pair work
Used materials	Flashcards,handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2 Healthcare

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	- To do the translation - To make up questions - To give short summary - To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	- To lead in the topic - To read the new text - To introduce new vocabulary - To ask and answer the questions - To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	- To practice new vocabulary - To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	- To complete the sentences - To learn the list of obligatory words and phrases - To make reports on the topic	Listen

Lesson 2 Conventional and Holistic Medicine

Reading module

Activity 1

- Read the first paragraph of the text about two types of medicine and answer the questions

What is the attitude of the author towards two types of medicine? How do you know that?

What do you know about the presented types of medicine?

- Now read the full text and write the headlines for each paragraph.

A.

Standard, conventional, or orthodox medicine, also called allopathy, defines health as the absence of disease. This definition is based on a negative. In contrast, holistic medicine concurs with the definition of health used by the World Health Organization (WHO), which posits that it is a state of complete physical, mental, and social well-being. "Despite the insights of some eminent doctors, medicine still focuses on disease, giving it a failure orientation. Its practitioners still act as though disease catches people, rather than understanding that people catch disease by becoming susceptible to the seeds of illness to which we are all constantly exposed. Although the best physicians have always known better, medicine as a whole has rarely studied the people who don't get sick. Most doctors seldom consider how a patient's attitude towards life shapes that life's quantity and quality." (by Bemie S. Siegel, M.D.)

B.

The allopathic and holistic definitions of health differ greatly in regard to the diagnosis and treatment of illness. People who use conventional medicine usually do not seek treatment until they become ill; there is little emphasis on preventive treatment. The main causes of illness are considered to be pathogens bacteria or viruses or biochemical imbalances. Scientific tests are often used in diagnosis. Drugs, surgery, and radiation are among the key tools for dealing with the problems. Holistic medicine, in contrast, focuses on preventing illness and maintaining health. It views health as a balance of body systems - mental, emotional, and spiritual, as well as physical. All aspects of a person are seen as interrelated -a principle called holism, meaning "state of wholeness." Any disharmony is thought to stress the body and perhaps lead to sickness. To fight disease, alternative medicine uses a wide range of therapies to bolster the body's own defenses and restore balance. The best illustration of this approach is the fact that ancient Chinese doctors were paid only when their patients were healthy, not if they became ill.

C.

Natural medicine, which follows a holistic approach, views illness and disease as an imbalance of the mind and body that is expressed at the physical, emotional, and mental levels of a person. Although allopathy does recognize that many physical symptoms have mental components (for example, emotional stress might promote an ulcer or chronic headaches), its approach is generally to suppress the symptoms, both physical and psychological. Natural medicine assesses the symptoms as a sign or reflection of a deeper instability within the person, and it tries to restore the physical and mental harmony that will then alleviate the symptoms

D.

Holistic medicine recognizes that the human body is superbly equipped to resist disease and heal injuries. But when disease does take hold, or an injury occurs, the first instinct in holistic healing is to see what might be done to strengthen those natural resistance and healing agents so they can act against the disease more effectively. Results are not expected to occur overnight. But neither are they expected to occur at the expense of dangerous side effects.

E.

Natural healing is more or less an attitude. For example, when you have a headache, instead of immediately reaching for aspirin, which may injure the lining of your stomach or cause even more serious side effects, you reach for a pillow and try taking a nap. Backache? Instead of reaching right away for valium, which can cause fatigue, loss of coordination, and worse, try relaxing those muscles with local applications of heat. Severe back pain? Instead of going immediately to potentially addictive pain relievers, consider an osteopathic manipulation, which will often remove the cause of the pain. Chronic severe backache? Before going to surgery, consider first an exercise program, which in many cases can make surgery unnecessary.

Speaking module

In groups of three brainstorm the advantages and disadvantages of each type of medicine. Share your ideas with other students through presentation.

1. The representative of which medicine would you like to be treated? Why?
2. Express your opinion about the reasons that underlie the preference of some people to use

- either alternative or conventional medicine?
3. Which type of medicine is popular in our country? Why?

Writing module

Prepare a poster on the following topics. The topics present different types of the Complementary and Alternative medicine (CAM). Narrow down the topic to a more specific title

1. Ayurvedic medicine (India)
2. Shiatsu (Japan)
3. Acupuncture (China)
4. Yoga (India)
5. Reiki (China)
6. Aromatherapy (Greece, Egypt, Ancient Roman Empire)
7. Homeopathy (America)

Theme 10 Leadership and Management Map of lesson 1

Stages	Kind of activity	
	Teacher	Students
Stage 1 Introduction 5 min	1 .Org. moment 2. The theme of the lesson	
Stage 2 Checking Home task 35 min	• To do the translation • To make up questions • To give short summary • To ask new vocabulary	Read, write,listen and answer the questions, make up questions.
Stage 3 New task 25 min	• To lead in the topic • To read the new text • To introduce new vocabulary • To ask and answer the questions • To discuss the topic	Read ,speak, write
Stage 4 To overcome the task 10 min	• To practice new vocabulary • To ask and answer the questions	speak, write ,make up questions, sentences
Stage 5 Marks, home assignment 5 min	• To complete the sentences • To learn the list of obligatory words and phrases • To make reports on the topic	Listen

Lesson 1 Speaking Module

Read the quotations of famous people and express your opinion about them:

-Leadership is the ability to get others to willingly move in a new direction in which they are not naturally inclined to move on their own.

Harry S. Truman

-People ask the difference between a leader and a boss... The leader works in the open, and the boss in covert. The leader leads, and the boss drives.

Theodore Roosevelt

Leadership has a harder job to do than just choose sides. It must bring sides together.

Jesse Jackson

-Managers are people who do things right, while leaders are people who do the right thing.

Warren Bennis

Activity 2.

Check whether you are a leader or a manager by nature. Fill in the table. Tick "true" if you agree, "false" – disagree.

1. I think more about immediate results than I do about mentoring others.
2. People will be motivated if you pay them enough.
3. It's nice to know about people's long-term goals, but not necessary to get the job done.
4. If you have a consistent recognition system that rewards everyone in the same way, then that is enough.
5. The best way to build a team is to set a group goal that is highly challenging, maybe even "crazy."
6. My greatest pleasure in my job comes from making the work process more effective.
7. It's better not to know anything about the personal lives and interests of the people who report to me.
8. I like to surround myself with people who are better at what they do than I am.
9. It's my job to know everything that goes on in my area.
10. I pay close attention to how and where I spend my time, because the priorities I put into action are the ones that other people will observe and follow.
11. I've worked hard to get along with or understand people who are very different from me.

Discussion

Activity 3.

Now read the suggested interpretation of each item and discuss it with group. To what extent do you agree or disagree with it?

1. Managers focus on the process and immediate efficiency more than leaders do. Leaders think about how they invest their time to develop the strongest talent so that those people can grow and do more and more over time. Leaders figure if they do that, those people will do a better job of watching and improving processes than they themselves will. **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

2. Leaders understand that pay is a satisfier, not a true motivator. Once the satisfier is in place at an acceptable level, people are motivated by the nature of the work and challenges, opportunities to learn and grow, and based on whether or not they feel their bosses support or care about them. **"True"** is more of a manager's answer, and **"False"** is more of a leader's answer.

3. Someone once said that managers get "work done through people," but leaders get "people done through work." Since leaders need to know what makes individual people tick, they want to know long-term goals and aspirations, so they can craft ways to combine personal goals with the work at hand, or even the organization's goals. **"True"** is more of a manager's answer, and **"False"** is more of a leader's answer.

4. Leaders recognise that everyone is motivated a little differently, and so consistency is not an absolute virtue in recognizing people. Some people may like public praise, and others may emphasize more the opportunity to have flexible family time, for example. Since managers emphasize systems more than they do people or personalities, **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

5. Managers tend to think more in terms of what has been done before and try to make more incremental improvements, while leaders like to challenge people to bring out their best in ways they themselves may not have imagined possible. The best way to build team coherence is to take people through a shared, difficult challenge. **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

6. This is a classic manager's priority, deriving most pleasure from process and efficiency. Leaders enjoy that a lot too, but they tend to enjoy most when they can help people and organizations grow. **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

7. Leaders try to learn what makes each person tick, so that means knowing how to understand them in a more personal way, without being invasive or inappropriate. Managers tend to be more cut-and-dried in their work relations. **"True"** is more of a manager's response, while **"False"** is more of a leader's response.

8. This is a classic leadership statement, since leaders are all about finding and cultivating talent, and are not threatened by it. Managers may tend to want to feel more in control of their surroundings - not least of all because highly talented people can be very independent and difficult to "manage!" Since leaders tend to have stronger social skills than managers do, and so are better prepared to deal with other strong egos, **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

9. Since leaders focus more on knowing the people who know what is going on, rather than on the details of everything that is going on, **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

10. Leaders realize that the little things they do ripple out in wider and wider ways, and that their actual priorities will be mimicked throughout an organization. As a result, they make their choices wisely, knowing that people, and other managers or supervisors, do imitate the "boss," who sets the ultimate tone. **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

11. As headstrong as many leaders can be, they know from experience that being so headstrong can be a liability, and they have learned to work hard at accepting and listening to other points of view. Managers may be more focused on what they believe to be the "right way" to do some job or work process, and may be less open to widely divergent views. Leaders may not always enjoy hearing other views, but they often have learned the critical importance of the saying, "Let the best idea win!" **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

Activity 4

Big-group discussion

1. Are leaders born or grown great?
2. What characteristic traits are peculiar to great leaders? Why? Give Examples,
3. What is the role of time, place, political and social situation in the process of leader formation?
4. How do these factors influence the formation of different types of leaders?

Reading module

Jig-saw reading

Read the texts about famous leaders and think how similar and different they are. Give reasons.

Tamerlane (Amir Temur. Temur the Great) (1336-1405) was a man of a complex, multi-faceted personality. He forged his own destiny and became a prominent historical figure. It was near Samarkand, in the town of Kesh, which later was given the name Shakhrisabz. Shakhrisabz ("a green town"), where in 1336 to the chief of a small tribe was born a son.

The boy was named Temur. The wounding of his right leg by an arrow made him lame. That is why he is known as "Lame Temur" or "Tamerlane" in English.

From his youth he appeared on the political scene as an active politician and military figure. Having become the ruler of Samarkand he built a great army and carried on many annexationist campaigns. Thus he expanded his empire that stretched from the Volga River and the Caucasian ridges in the west to India in the Southwest. But the center of the empire was in Central Asia.

Tamerlane made an outstanding contribution to the national state system, education and culture, and general development of his state. He promoted the construction of monumental historic buildings, especially in Samarkand. Some of them can be seen today. The inscription on the portal of Tamerlane's Palace Ak-Sarai in Shakhrisabz, reads "If you doubt our might, look at our buildings". The impressiveness of the architecture was aimed at the demonstration of the greatness of the empire. All possible means and every effort were exerted to construct these magnificent buildings. A vast range of building materials from neighboring regions, famous architects, suppliers, and a great number of workers were brought to work.

Tamerlane led an enormous army and departed on his last and most fantastic campaign to conquer China when he was close to seventy years old. He was too weak to walk and had to be carried in a litter. Temur's health had suffered from the severity of the journey and he was seriously ill. On 17 or 18 February 1405, Tamerlane died. His body was carried back and buried at the Gur-i-Mir, Samarkand.

Alexander the Great is known as the most powerful military leader and conqueror of the ancient world. Before he turned 30 years old he conquered an empire stretching over 3,000 miles from Greece to India

He was born in 356 BC in Macedonia, known today as northern Greece. Alexander's parents were Philip II and Olympias and his father ruled Macedonia at that time. Philip II hired Aristotle, the famous Greek philosopher to live at his royal residence and educate his son Alexander.

His first mission was to conquer the Persians who lived in a country known today as Iran. At this time the Persians were powerful and ruled an immense territory. After Alexander defeated the Persians in Egypt, he instituted a new city, which he named after himself, Alexandria. It soon became a superior city of education and commerce. In 331 BC Alexander was 25 years old and began his most celebrated crusade. In Persia, King Darius had once again gathered a large army so Alexander and his forces returned back to Persia.

Once, he came upon a small city and found people living there who spoke Greek. He was mystified and discovered they were descendants of a people that were once his country's enemies. He instructed his soldiers to kill the whole city in honor of his ancient people. He was known for his horrendous temper, particularly when he had been drinking and in his later years, he drank heavily. Alexander was considered a dictator even though he admired the Greek idea of democracy. He wanted people to worship him and some reported that he truly believed he was a god.

At the age of 32, Alexander became afflicted with malaria. Soon after he came to terms with his own death and called for every Macedonian soldier in his army to pass through his tent for a final farewell.

Julius Caesar (102-44 BC) was a military and political leader of ancient Rome, in what is now called Italy. The Roman Empire was the largest empire the world had known, and it expanded by conquests based on superior Roman military technology and organisation. Caesar was one of

history's greatest generals, a great orator, and published the accounts he wrote of his own successful military campaigns and conquest in Gaul, which is now France.

After assuming control of government, he began extensive reforms of Roman society and government. He was proclaimed dictator for life (dictator perpetuus), and heavily centralised the bureaucracy of the Republic. However, a conspiracy of senators, led by Caesar's former friend Marcus Junius Brutus, assassinated the dictator on the Ides of March (March 15) in 44 BC, hoping to restore the normal running of the Republic.

More civil war followed, and then power was given to Julius Caesar's chosen heir Octavian, also called Augustus Caesar or the Emperor Augustus, who was later proclaimed a god. As Rome's first emperor, Augustus brought expansion and peace. Roman urban planning, road construction, vineyards, Roman law, and the Latin language spread with the Empire, leaving European aqueducts and road routes used to this day, as well as forming, from classical Latin, the modern Romance languages such as French, Italian, Spanish, and Portuguese.

Sir Winston Leonard Spencer Churchill (1874-1965), the son of Lord Randolph Churchill and an American mother, was educated at Harrow and Sandhurst. Churchill was a British politician known chiefly for his leadership of the United Kingdom during World War II. He served as Prime Minister from 1940 to 1945 and again from 1951 to 1955. A noted statesman and orator, Churchill was also an officer in the British Army, historian, writer, and artist. He is the only British Prime Minister to have received the Nobel Prize in Literature and the second person to be made an Honorary Citizen of the United States. Many of the Churchill leadership traits were grown and developed whilst working in these fields. Many of his leadership traits are products of his complex personality: intuitive, romantic, emotional, brave, inventive, hard working, hedonistic, nationalistic, unselfconscious, risk taking, determined, witty, sociable and social reforming family man with a strong sense of his own destiny.

Winston Churchill died on 24 January 1965. By decree of the HM Queen Elizabeth, his body lay in state for three days in the Palace of Westminster and a state funeral service was held at St Paul's Cathedral. As his coffin passed down the Thames from Town Pier to Festival Pier on the Havengore, dockers lowered their crane jibs in a salute. In the fields along the route, and at the stations through which the train passed, thousands stood in silence to pay their last respects.

Activity 5.

Fill in the table with the details from the text.

	Origin	Outstanding features	Achievements
Tamerlane			
Alexander the Great			
Caesar			
Winston Churchill			

Lesson 2

Time-80 min	Number of students – from 7 to 20
Objectives: To improve students' speaking and reporting skills; to introduce new vocabulary and improve general knowledge on the topic.	
Pedagogical objectives:	Results of practical activities:

• to develop speaking & listening skills • to gain practical skills of critical thinking • to use gained knowledge and skills in natural environment • to enrich awareness on the topic • to develop logical thinking:	• To speak on the topic • To do the translation. • To learn new vocabulary • To make up questions • To make up sentences • To practice the pronunciation • To do speaking exercises • To paraphrase sentences • To compose dialogues • To make up situations • To answer the questions
Methods of innovation technology:	1. Boomerang: to ask and answer the questions 2. Dialogue : to make up dialogues 3. Debates: to discuss the topic
Teaching method	Practical
Method of interaction	Group work , Pair work
Used materials	Flashcards, handouts projector
Facilities	A room for practical lesson
Ways of assessment	Oral tasks written tasks

Map of lesson 2

Reading module

Read the article and underline the attitude words and word combinations that help identify the author's tone (such tones as corny, sarcastic, condescending, etc.).

Leaders - Some Are Born Great, Some Achieve Greatness And Some....

"*Born great*" has two possible meanings: either being born to a great position, such as that of an hereditary monarch, or possessing natural talents and/or virtues of an exceptional kind. Clearly not everyone born to a great position is worthy of it, and relatively few have the qualities of a great leader. But the greatness of certain offices can rub off on their occupants, who may not otherwise have qualities out of the ordinary.

Some appear to have the gift of leadership, but are found to lack it when tested. Tacitus wrote of an early Roman emperor that he would have been thought capable of ruling if only he hadn't actually been called upon to rule. Others are recognised as "*born leaders*" and exercise effective leadership up to a certain level, but prove disastrous failures beyond that level. It is very hard to judge the point beyond which a person will be over promoted.

"*Some achieve greatness*" denotes, above all, those whose greatness is self-made. But all of the really great leaders must be regarded as achievers, whatever their advantages of birth and training. Alexander the Great was born to kingship and inherited a strong army. With Aristotle as his tutor, he was perhaps the most privileged person, educationally, that there has ever been. Nevertheless, what he achieved in his short life was beyond anything that could remotely have been expected of him.

Much the same is true of Julius Caesar. He was a young Roman aristocrat whose career began as a demagogic politician, but who turned out to be a military commander of genius. The trajectory of his career could never have been predicted.

Napoleon is the supreme example of the utterly self-made leader — the man who "*achieved greatness*" by his own unaided efforts. When he was on his way to St Helena, he was still slightly

younger than John F. Kennedy at the time of his assassination. And Napoleon was not a millionaire's son. Of course, he was privileged in another way, having the good luck to be born in a revolutionary period, when opportunity beckoned to a man of his phenomenal talents. But luck is a precondition of most human achievements. Natural leaders know how to exploit their luck.

Most of those who achieve anything in the world are ambitious, and some have very exalted ambitions which they have never the chance to realise. A few rise higher than they or anyone else could have imagined, and then prove equal to the challenge. Like those born to great offices who prove, against the odds, worthy to hold them, such people have "*greatness thrust upon them*". A case in point was Harry S. Truman. He was not born great, and seemed unlikely to achieve greatness beyond the level of a US Senator. Only Franklin D. Roosevelt's incredibly casual, last-minute choice of him as running-mate for the 1944 election, soon followed by Roosevelt's death, precipitated him into a situation where, as he said, he felt that the moon and stars had fallen on him. But he grew in the office of President and achieved a stature that surprised everyone, including probably himself. He was a man who seemed to be over promoted, but was not.

Churchill and de Gaulle, two of the greatest leaders of modern times, also depended upon chance for the fulfillment of their potential. But they had formidable talent and limitless self-belief. Destiny seemed to wait on them. They were manifestly above the ordinary run of humanity, and made no attempt to conceal the fact.

By contrast, Mahatma Gandhi, though no less extraordinary a person achieved his appeal to the Indian masses by seeming to identify with them. His style was studiously anti - charismatic, yet it gave him a charisma that was quite unique. Like many effective leaders, he used dress as a weapon. Democratic leaders have the difficult task of both guiding the people and seeming to respond to the popular will. Autocrats are obviously freer to exercise leadership, but among them the most successful have been aware of the need to be loved and admired as well as feared, just as many of the best democratic leaders have been natural autocrats, restrained only by conscience and realism. The essential qualities of a good leader are much the same, whatever the environment.

ROUND-TABLE DISCUSSION

Round-table discussion is usually used as an expression for a group or team to sit down to discuss an issue, share opinions, strategies, tactics, creation, maintenance, outcomes assessment, or just to brainstorm (throwing forth any ideas , no matter what they may be). At these meetings, individuals should be open, honest, and direct with others around the table; always showing mutual respect for the opinions of others. This happens when there are multiple perspectives on one issue. Note it is a ROUND-table discussion. In other words, the table has no beginning and no end. There is no head of the table (so to speak). In other words, every one's input should be considered equal.

Procedure:

- Teacher or students choose a topic for round-table discussion based on some definite topic, for example, *How to reduce the risk of global warming*.
- If in the group there are more than 8-9 people the group can be divided into two groups and have two round-table discussions in turns on the same or different topic.
- One of the group members is nominated as a moderator, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up.
- The moderator introduces the problematic issue and invites suggestions from the group members.
- The discussion lasts for 30-40 minutes.

At the end the moderator summarises the discussion

Критерий оценивания знаний студентов
“Асосий чет тили (инглиз тили)” фанидан талабалар билимини рейтинг тизими
асосида баҳолаш мезони.

“Асосий чет тили (инглиз тили)” фани бўйича рейтинг жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилаг максимал балл, шунингдек жорий ва оралиқ назоратларининг саралаш баллари ҳақида маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.

Фан бўйича талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим стандартларига мувофиқлигини таъминлаш учун қўйидаги назорат турлари ўтказилади:

Жорий назорат (ЖН) – талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини ан Феврал

3 ҳафта иқлаш ва баҳолаш усули. Жорий назорат фаннинг амалий машғулотларида оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, уй вазифаларини текшириш ва шу каби бошқа шаклларда ўтказилади. Бир семестрда икки марта жорий назорат ўтказилади.

Талабалар Жорий назоратдан тўплайдиган балларнинг мезонлари.

№		макс	1-ЖН		2-ЖН	
			амалий	мустикал	амалий	Мустикал
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати Оғзаки савол-жавоблар, оғзаки назорати бўйича натижалар	20	12	8	12	8
2	Мустикал таълим топшириқларини ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажариш ва ўзлаштириш даражаси	20	12	8	12	8
Жами баллар		40	24	16	24	16

Оралиқ назорат (ОН) – бир неча мавзуларни ўз ичига олади ва семестрда бир марта ўтказилади ёзма равишда (тест синови ёки вариантдаги саволларга ёзма жавоб ёзиш шаклида).

Якуний назорат (ЯН) – семестр якунида талабаларнинг ўзлаштириш даражасини баҳолаш усули бўлиб, барча ўтган мавзуларни ичига олади. Якуний назорат ёзма иш шаклида ўтказилади.

Талабалар оралиқ / якуний назоратдан тўплайдиган балларнинг намунавий мезонлари.

№	Н а з о р а т к ў р с а т к и ч л а р и	Оралиқ-Якуний назоратдан- Баллари				
		Макс. балл	100- 86%	85- 71%	70- 56%	55-1%
4.	Талабанинг орфографик нуқтаи назардан билим савияси	10	9 1-2	8 3-4	7-6 5-7	5,5 8

			хато	хато	хато	хатодан куп
5.	Талабанинг грамматик нуқтаи назардан билим савияси	10	9 1-2 хато	8 3-4 хато	7-6 5-7 хато	5,5 8 хатодан куп
6.	Талабанинг шахсий фикрлаш қобилияти ва мазмунан тўғри тушунчага эгалик даражаси	10	9 1-2 хато	8 3-4 хато	7-6 5-7 хато	5,5 8 хатодан куп
	Жами:	30	30-26	25-22	21-17	16-1

Талабаларнинг билим даражаси жадвали.

Балл	Талабаларнинг билим даражаси
86-100	Хулоса ва қарор қабул қилиш, ижодий фикрлай олиш, мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, матнларни ҳатосиз ўқиш, уларни таҳлил қилиш, эркин сўзлашиш, юқори даражада эссе ва иншо ёзиш.
71-85	Мустақил мушоҳада қилиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, матнларни камроқ ҳатолар билан ўқиш, уларни таҳлил қилиш, эркин сўзлашиш лекин баъзида ҳатоларга йўл қўйиш, яхши даражада иншо ва эссе ёзиш.
55-70	Моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, матнларни ҳатолар билан ўқиш, уларни таҳлил қилиш ёки шунга ҳаракат қилиш, сўзлашишга ҳаракат қилиш, ҳатолар билан бўлса ҳам ўз фикрини билдириш, қониқарли даражада иншо ва эссе ёзиш.
0-54	Аниқ тасаввурга эга бўлмаслик, билмаслик, айтиб бермаслик, матнларни ўқий олмаслик, сўзлашга эга бўлмаслик, иншо ва эссе ёза олмаслик.

Темы самостоятельных работ

- 1.Critical analysis of smb's daily routine
- 2.Suggestions of solving the problem of global warming.
- 3.Pro euthanasia arguments.
- 4.Love is.....
- 5.The importance of tolerance in our life.
- 6.My role in global education.
- 7.History of public speaking
- 8.The work of custom house
- 9.The body beautiful
- 10.Public leader I admire
- 11.Social status:reward or duty?
- 12.My contribution into the global learning

Вопросы рейтингового контроля

- Expand on the topic: "Time Management"
- Expand on the topic: "Advanced Technologies and their impact on people"
- Expand on the topic: "Bioethics"
- Expand on the topic: "Men and Women"
- Expand on the topic: "Equal Opportunity and Diversity"
- Expand on the topic: "Education"
- Expand on the topic: "Public Speaking"
- Expand on the topic: "Crime and Punishment"
- Expand on the topic: "Healthcare"
- Expand on the topic: "Uzbekistan Today"
- Expand on the topic: "Leadership and management"
- Expand on the topic: "Continuous Professional Development"
- Expand on the topic: "Life and Literature"
- Expand on the topic: "Big Business"
- Expand on the topic: "History Lessons"
- Make your comments on the topic: "My Favorite Writer"
- Make your comments on the topic: "Historical Event That Impressed me Most"
- Make your comments on the topic: "Qualities of a Successful Businessman"
- Make your comments on the topic: "My Favorite Writer"
- Make your comments on the topic: "Social Status: Reward or Duty?"
- Make your comments on the topic: "Public Leader I Admire"
- Make your comments on the topic: "Integration of Uzbekistan into the Global World"
- Make your comments on the topic: "The Body Beautiful"
- Make your comments on the topic: "The Work of Customs House"
- Make your comments on the topic: "History of Public Speaking"
- Make your comments on the topic: "My Role in Global Education"
- Make your comments on the topic: "The Importance of Tolerance in Our Life"
- Make your comments on the topic: "Love is..."
- Make your comments on the topic: "Pro Euthanasia Arguments"

Тексты для контроля

Text

N1

- 1** It is almost impossible to write of the Arts in Australia without mentioning the building that first put the country firmly on the world cultural map - the Sydney Opera House. Completed in 1973 after 14 years of much heated discussion and at a cost of almost £60 million, it is not only the most well-known Australian building in the world but perhaps
- 5** the most famous design of any modern building anywhere.
- Its distinctive and highly original shape has been likened to everything from the sails of a sailing ship to broken eggshells, but few would argue with the claim that the Opera House is a major contribution to world architecture. Set amidst the graceful splendour of Sydney Harbour, presiding like a queen over the bustle and brashness of a modern city
- 10** striving to forge a financial reputation in a tough commercial world, it is a reminder to all Australians of their deep and abiding love of all things cultural.
- The Opera House was designed not by an Australian but by a celebrated Danish architect, Jørn Utzon, whose design won an international competition in the late 1950s. However, it was not, in fact, completed to his original specifications. Plans for much of the intended
- 15** interior design of the building have only recently been discovered. Sadly, the State Government of the day interfered with Utzon's plans because of concerns about the

escalating cost, though this was hardly surprising - the building was originally expected to cost only £5.5 million. Utzon left the country before completing the project and in a fit of anger vowed never to return. The project was eventually paid for by a State-run lottery.

- 20 The size of the interior of the building was scaled down appreciably by a team of architects whose job it was to finish construction within a restricted budget. Rehearsal rooms and other facilities for the various theatres within the complex were either made considerably smaller or cut out altogether, and some artists have complained bitterly about them ever since. But despite the controversy that surrounded its birth, the Opera House has risen
- 25 above the petty squabbling and is now rightfully hailed as a modern architectural masterpiece. The Queen officially opened the building in 1975 and since then, within its curved and twisted walls, audiences of all nationalities have been quick to acclaim the many world-class performances of stars from the Australian opera, ballet and theatre.

TRUE / FALSE / NOT GIVEN:

- | | | | |
|---|---|---|----|
| a. The building is possibly the most famous of its type in the world. | T | F | NG |
| b. The Opera House drew world attention to the Arts in Australia. | T | F | NG |
| c Utzon designed the roof to look like the sails of a sailing ship. | T | F | NG |
| d. A few people claim that it is a major architectural work. | T | F | NG |
| e. According to the author, Sydney is a quiet and graceful city. | T | F | NG |
| f. The cost of construction went more than £50 million over budget. | T | F | NG |
| g. Utzon never returned to Australia to see the completed building. | T | F | NG |
| h. There is only one theatre within the complex. | T | F | NG |
| i. The Government was concerned about some artists' complaints. | T | F | NG |
| j. Australian artists give better performances in the Opera House. | T | F | NG |

N2

When was the last time you saw a frog? Chances are, if you live in a city, you have not seen one for some time. Even in wet areas once teeming with frogs and toads, it is becoming less and less easy to find those slimy, hopping and sometimes poisonous members of the animal kingdom. All over the world, even in remote jungles on the far side of the globe, frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise. Are amphibians simply over-sensitive to changes in the ecosystem? Could their rapid decline in numbers be signalling some coming environmental disaster for us all? This frightening scenario is in part the consequence of a dramatic increase over the last quarter century in the development of once natural areas of wet marshland; home not only to frogs but to all manner of wildlife. Yet, there are no obvious reasons why certain frog species are disappearing from rainforests in the Southern Hemisphere which are barely touched by human hand. The mystery is unsettling to say the least, for it is known that amphibian species are extremely sensitive to environmental variations in temperature and moisture levels. The danger is that planet Earth might not only lose a vital link in the ecological food chain (frogs keep populations of otherwise pestilent insects at manageable levels), but we might be increasing our output of air pollutants to levels that may have already become irreversible. Frogs could be inadvertently warning us of a catastrophe. An example of a bizarre occurrence regarding a species of frog dates from the summer of 1995, when 'an explosion' of multi-coloured frogs of the species *Rana klepton esculenta* occurred in the Netherlands. Normally these frogs are brown and greenish-brown, but some unknown contributory factor is turning these frogs yellow and/or orange. Nonetheless, so far, the unusual bi- and even tri-coloured frogs are functioning similarly to their normal-skinned contemporaries. It is thought that frogs with lighter coloured skins might be more likely to survive in an increasingly warm climate due to global warming. One theory put forward to explain extinct amphibian species that seems to fit the facts concerns the depletion of the ozone layer, a well-documented phenomenon which has led

to a sharp increase in ultraviolet radiation levels. The ozone layer is meant to shield the Earth from UV rays, but increased radiation may be having a greater effect upon frog populations than previously believed. Another theory is that worldwide temperature increases are upsetting the breeding cycles of frogs.

TRUE / FALSE / NOT GIVEN:

- | | | | |
|--|---|---|----|
| a. Frogs are disappearing only from city areas. | T | F | NG |
| b. Frogs and toads are usually poisonous. | T | F | NG |
| c. Biologists are unable to explain why frogs are dying. | T | F | NG |
| d. The frogs' natural habitat is becoming more and more developed. | T | F | NG |
| e. Attempts are being made to halt the development of wet marshland. | T | F | NG |
| f. Frogs are important in the ecosystem because they control pests. | T | F | NG |
| g. It is not known why the Netherlands frogs are changing colour. | T | F | NG |
| h. Highly-coloured frogs are an unusual phenomenon in nature. | T | F | NG |
| i. The multi-coloured frogs are exhibiting abnormal behaviour. | T | F | NG |
| j. There is convincing evidence, that the ozone layer is being depleted. | T | F | NG |

N3

Almost everyone with or without a computer is aware of the latest technological revolution destined to change forever the way in which humans communicate, namely, the Information Superhighway, best exemplified by the ubiquitous Internet. Already, millions of people around the world are linked by computer simply by having a modem and an address on the 'Net', in much the same way that owning a telephone links us to almost anyone who pays a phone bill. In fact, since the computer connections are made via the phone line, the Internet can be envisaged as a network of visual telephone links. It remains to be seen in which direction the Information Superhighway is headed, but many believe it is the educational hope of the future.

The World Wide Web, an enormous collection of Internet addresses or sites, all of which can be accessed for information, has been mainly responsible for the increase in interest in the Internet in the 1990s. Before the World Wide Web, the 'Net' was comparable to an integrated collection of computerised typewriters, but the introduction of the 'Web' in 1990 allowed not only text links to be made but also graphs, images and even video. A Web site consists of a 'home page', the first screen of a particular site on the computer to which you are connected, from where access can be had to other subject related 'pages' at the site and to thousands of other computers all over the world. This is achieved by a process called 'hypertext'. By clicking with a mouse device on various parts of the screen, a person connected to the 'Net' can go travelling, or 'surfing' through a web of pages to locate whatever information is required.

Anyone can set up a site; promoting your club, your institution, your company's products or simply yourself, is what the Web and the Internet is all about. And what is more, information on the Internet is not owned or controlled by any one organisation. It is, perhaps, true to say that no-one and therefore everyone owns the 'Net'. Because of the relative freedom of access to information, the Internet has often been criticised by the media as a potentially hazardous tool in the hands of young computer users. This perception has proved to be largely false however, and the vast majority of users both young and old get connected with the Internet for the dual purposes for which it was intended - discovery and delight.

TRUE / FALSE / NOT GIVEN:

- | | | | |
|---|---|---|----|
| a. Everyone is aware of the Information Superhighway. | T | F | NG |
| b. Using the Internet costs the owner of a telephone extra money. | T | F | NG |
| c. Internet computer connections are made by using telephone lines. | T | F | NG |

- | | | | |
|---|---|---|----|
| d. The World Wide Web is a network of computerised typewriters. | T | F | NG |
| e. According to the author, the Information Superhighway may be the future hope of education. | T | F | NG |
| f. The process called 'hypertext' requires the use of a mouse device. | T | F | NG |
| g. The Internet was created in the 1990s. | T | F | NG |
| h. The 'home page' is the first screen of a 'Web' site on the 'Net'. | T | F | NG |
| i. The media has often criticised the Internet because it is dangerous. | T | F | NG |
| j. The latest technological revolution will change the way humans communicate. | T | F | NG |

N4

The British political scene is dominated by two major parties that have quite different political agendas. However, the ideological distance between the Labour Party and the Conservative Party has become less marked, and their policies more difficult to tell apart in recent years. In fact, it would be true to say that both parties consist of conservative, moderate and radical elements, and therefore the general public is often perplexed about which party to vote for. Nonetheless, it is usual to find that a British voter will lean towards supporting one of these two parties and remain faithful to that party for life. The Labour Party's manifest objective is to safeguard the interests of the common working man and woman, and, in effect, give them political representation in Parliament. The Party has always had strong connections with the trade unions, and, before coming to power, was passionately committed to the concept of a welfare society in which people who are less fortunate than others are politically and financially assisted in their quest for a more equitable slice of the economic pie. The main problem is that such socialist agendas are extremely expensive to implement and maintain, even in a comparatively wealthy country with a large working and, hence, taxpaying population base. Welfare societies tend towards bankruptcy unless government spending is kept in check. Fortunately, the present government recognises this, and has resisted reckless spending. The Conservative Party, on the other hand, argues that the best way to ensure a fair division of wealth in the country is to allow more freedom to create it. This, in turn, means more opportunities, jobs created etc., and therefore more wealth available to all. Just how the poor are to share in the distribution of this wealth (beyond being given, at least in theory, the opportunity to create it) is, however, less well understood. Practice, of course, may make nonsense of even the best theoretical intentions, and often the less politically powerful are badly catered for under governments implementing 'free-for-all' policies. It is surprising, given the current homogeneity of the two major parties, that less attention than elsewhere in Europe is paid to the smaller political parties such as the Greens and the Liberal Democrats. This may be because British voters distrust parties with platforms based around one or two major current issues alone; the Green Party, for example, is almost solely concerned with the environment. Moreover, when it comes to casting a vote, history shows that the British public tends to resist change and, thus, the status quo is maintained.

TRUE / FALSE / NOT GIVEN:

- | | | | |
|--|---|---|----|
| a. Policies in support of the concept of a welfare society are costly. | T | F | NG |
| b. Britons usually vote for the party they supported early in life. | T | F | NG |
| c. The Labour Party was formed by the trade unions. | T | F | NG |
| d. Radical groups are only found within the Labour Party. | T | F | NG |
| e. The Conservative Party was formed after the Labour Party. | T | F | NG |
| f. Welfare-based societies invariably become bankrupt. | T | F | NG |
| g. According to the author, theories do not always work in practice. | T | F | NG |
| h. Some British voters are confused about who to vote for. | T | F | NG |
| i. The Green Parties are a lot smaller in European countries. | T | F | NG |
| j. The smaller parties are only concerned about the environment. | T | F | NG |

The need for a satisfactory education is more important than ever before. Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened. Moreover, one's present level of education could fall well short of future career requirements.

It is no secret that competition is the driving force behind the need to obtain increasingly higher qualifications. In the majority of cases, the urge to upgrade is no longer the result of an insatiable thirst for knowledge. The pressure is coming from within the workplace to compete with ever more qualified job applicants, and in many occupations one must now battle with colleagues in the reshuffle for the position one already holds.

Striving to become better educated is hardly a new concept. Wealthy parents have always been willing to spend the vast amounts of extra money necessary to send their children to schools with a perceived educational edge. Working adults have long attended night schools and refresher courses. Competition for employment has been around since the curse of working for a living began. Is the present situation so very different to that of the past?

The difference now is that the push is universal and from without as well as within. A student at a comprehensive school receiving low grades is no longer as easily accepted by his or her peers as was once the case. Similarly, in the workplace, unless employees are engaged in part-time study, they may be frowned upon by their employers and peers and have difficulty even standing still. In fact, in these cases, the expectation is for careers to go backwards and earning capacity to take an appreciable nosedive.

At first glance, the situation would seem to be laudable; a positive response to the exhortations of politicians for us all to raise our intellectual standards and help improve the level of intelligence within the community. Yet there are serious ramifications according to at least one educational psychologist. Dr. Brendan Gatsby has caused some controversy in academic circles by suggesting that a bias towards what he terms 'paper excellence' might cause more problems than it is supposed to solve. Gatsby raises a number of issues that affect the individual as well as society in general. Firstly, he believes the extra workload involved is resulting in abnormally high stress levels in both students at comprehensive schools and adults studying after working hours. Secondly, skills which might be more relevant to the undertaking of a sought-after job are being overlooked by employers not interviewing candidates without qualifications on paper. These two areas of concern for the individual are causing physical as well as emotional stress.

Gatsby also argues that there are attitudinal changes within society to the exalted role education now plays in determining how the spoils of working life are distributed. Individuals of all ages are being driven by social pressures to achieve academic success solely for monetary considerations instead of for the joy of enlightenment. There is the danger that some universities are becoming degree factories with an attendant drop in standards. Furthermore, our education system may be rewarding doggedness above creativity; the very thing tutors ought to be encouraging us to avoid. But the most undesirable effect of this academic paper chase, Gatsby says, is the disadvantage that 'user pays' higher education confers on the poor, who invariably lose out to the more financially favoured.

Naturally, although there is agreement that learning can cause stress, Gatsby's comments regarding university standards have been roundly criticised as alarmist by most educationists who point out that, by any standard of measurement, Britain's education system overall, at both secondary and tertiary levels, is equal to that of any in the world.

TRUE / FALSE / NOT GIVEN:

- | | | | |
|--|---|---|----|
| a. It is impossible these days to get a good job without a qualification from a respected institution. | T | F | NG |
| b. Most people who upgrade their qualifications do so for the joy of learning. | T | F | NG |
| c. In some jobs, the position you hold must be reapplied for. | T | F | NG |
| d. Some parents spend extra on their children's education because of the prestige attached to certain schools. | T | F | NG |
| e. According to the text, students who performed badly at school | | | |

- used to be accepted by their classmates.
- f. Employees who do not undertake extra study may find their salary decreased by employers.
- g. Citizens appear to have responded to the call by politicians to become better qualified.
- h. Britain's education system is equal to any in the world in the opinion of most educationists.

T F NG

T F NG

T F NG

T F NG

Вопросы тестовых испытаний

1	1	3	What does “procrastination” mean?	*pro-forward; crastinus-tomorrow	Pro-back;rcrasti n-tomorrow	Pro-forward:crast-yesterday	Pro-now:cras tinus-then
1	1	3	means giving a certain amount of power to make decision and complete activities to someone else.	*delegation	Reward yourself	Intelligent neglect	Be flexible
1	1	1	What does the idiom “to be in a fix” mean?	*be in difficulty	To have an appointment	To confuse	Be ignorant
1	2	3	What does the idiom “to be in a tight corner” mean?	*be in a situation that is hard to get out of	To have problems with money	Be in love with	Be between two corners
1	2	3	“Allow time for interruptions and distractions” means....	*be flexible	Spend time planning	prioritize	Eliminat e the urgent
1	1	1	“Effective time management” means.....	*ability to plan your day and manage all that has been planned	Tips for good health	Ability to avoid punishment	Opportu nity to go travellin g
1	1	1	What kind of tasks have short term consequences?	*urgent	intelligent neglect	Time planning and organizing	procrasti nation
1	1	2	Which of the proverbs describes effective time management?	*after dinner sleep a while after supper walk a mile	East or West home is best	An apple a day keeps the doctor away	Hunger is the best sauce
1	2	2	“to mug up” means....	*to study (a subject) hard, esp for an exam	Help nature	Prohibit smoking	Save your future
2	1	2	Which of the following may be called new information and	*networkin g sites, Internet	Telephone, washing machine	Living standards	English of prose and

			communication technologies?	encyclopedia, multimedia-sharing facilities			poetry
2	1	3	What kind of behavior does TV influence?	*prosocial and antisocial	Gender roles socialization	Race and gender	Antisocial and race
2	2	2	Which one is a domestic robot?	*floor cleaner	Dog robot	Street cleaning robot	Pool cleaning robot
2	2	2	“to gamble” means...	*to play games of chance to win money	To murmur	To rush	To glorify
2	2	3	“to boot up your computer” means....	*to activate your computer by turning the power on	To upgrade your computer	To load your computer	To message
2	1	1	“to be on the same wave” means.....	*to think a similar way to another person	To read books in original	To listen to news	To speak to native speakers
2	1	3	The first general-purpose electronic computer was constructed in	*in 1946 at the University of Pennsylvania	In 1947 at the University of Harvard	In 1948 in Oxford	In 1949 in Cambridge
2	1	1	When did the use of transistor in computers begin?	*in late 1950	In 1960s	In 1970s	In 1980s
2	1	1	Computer speed is measured in.....	*gigahertz	megabites	gigabitez	ampers
2	1	1	What is “server computer”	Serves the needs of enterprises government departments , scientific research establishments.	Expert who makes calculations	Person who advices how to feed pets	Expert who takes care of our skin
3	2	1	What is “bioethics”?	*the discipline dealing with ethical questions	Organ donation	Genetically modified food	Family planning

				that arise in medicine and biology			
3	2	1	In Uzbekistan clinical tests are carried out only with the permission of...	*The National Ethical Committee	The National Committee	UFO	UNO
3	1	1	What does “cryogenics” mean?	*It is the study of low temperature physics	Expensive cars	The study of organ donation	Travelling
3	1	2	Who was the first cryonics patient?	*Dr James Bedford	Charles Dickens	Karl Marx	Lenin
3	1	2	What did the scientists begin their cloning experiments with?	*frogs	dogs	cats	sheep
3	1	2	“Cloning” is.....	*producing a cell or organism with the same nuclear genome	Making similar types	Producing identical persons	Reproducing certain qualities
3	1	2	Human cloning in the USA was prohibited by.....	*The Food and Drug Administration	The Congress	The Senate	The President
3	1	1	How many attempts did it take to clone Dolly sheep?	*272	280	297	300
3	1	1	Euphemism is	*the use of a pleasanter, less direct name for something thought to be unpleasant	The study of low temperatures	Scholarship	The study of organisms
3	1	1	Active euthanasia involves...	*the intentional termination of one’s life by another person, to relieve pain and suffering	the cessation of the employment of “extraordinary means” to prolong one’s life	intentionally causing a patient’s death, against the patient’s wishes	the refusal to treat a patient, against the patient’s wishes
4	2	2	Which of the following are the main areas of equal opportunity and diversity?	*age, disability, race, gender,	Medicine, cloning	Age, disability, financial status	Career prospects

				belief, life-work balance			
4	2	2	“ tolerance” is based on	*respect and understanding	World’s culture	friendship	freedom
4	2	2	When do we celebrate the International Day of Tolerance?	*November 16	December 17	January 20	March 21
4	2	2	is he organized system of beliefs	*religion	tolerance	freedom	love
4	2	3	is the ability to make choice	*freedom	tolerance	happiness	morality
4	2	3	What does “zero tolerance” mean?	*absolutely no understanding of even the smallest infraction of a rule.	An organized system of beliefs	To have no understanding of life	Be absolutely against rules.
4	1	3	“to be over top” means.....	*very exaggerated in behavior	depressed	To have freedom	To be in low mood
4	1	1	“ to talk down” means.....	*to talk as if you are inferior	To talk in a low voice	To talk in a whisper	To be healthy
4	1	1	“ an odd ball” means.....	*peculiar, strange	Sometimes interesting	Classical	To be angry
4	1	3	“ to butter up” means.....	*to give false praise	To be in touch	To be upset	To exaggerate
5	1	3	What does the term “gender specific “ mean?	*the term that shows sexism	The term which shows who is the leader	The term that means happiness	The term that shows freedom
5	1	2	Where do the women have the right to occupy the position if the chief?	*West Africa.	Indonesia	Australia.	South America.
5	1	2	Which article of the Constitution of the Republic of Uzbekistan fixes equal rights and freedoms between men and women?	*Article 46	Article 47	Article 48.	Article 49
5	1	2	When was the Family Code of the Republic of Uzbekistan adopted?	*April 1998	May 1998.	April 1999.	May 1999
5	1	2	Which of the terms is gender-neutral?	*Chairperson	Chairman	Chairwoman	Headmaster
5	1	3	Which of the mentioned	*Forcing	Forcing	Forcing	Forcing

			is identified as a negative action towards a woman?	woman to marry	woman to clean the house	woman to cook	woman to make-up
5	1	3	“to get on well” means.....	*have a good relationship	To get home together	To get in touch with	To get cold
5	1	3	What does “ don’t see eye to eye” mean?	*often argue	Often have common meals	Often go for walks	Often mug up
5	1	3	“to have an affair” means.....	*sexual relationship ,usually secret	To have common business	To have common interests	To have dinner
5	1	1	Which of the mentioned has the closest relationship to the speaker?	*a husband	A partner	A friend	An acquaintance
6	2	2	When was the National Program for Cadres adopted?	*1991	1992	1993	1994
6	2	1	Which level of the National Program for Cadres provides creation of conditions for spiritual and moral education, effective preparation of the youth for the school?	*primary	secondary	high	Bachelor course
6	2	2	What is the first stage of higher education?	*Bachelor’s course	Master’s course	Ph.D. course	school
6	2	3	is important to develop an economy based on modern technology	*Vocational education	Special education	General education	Private education
6	2	3	What is the school-leaving age in Uzbekistan?	*15-16	17	18	20
6	2	2	“Post-graduate courses” means the same as.....	*Master’s course	Bachelor’s course	a-level exam	Basic course
6	2	2	“the teacher’s pet” means.....	*to be the teacher’s favorite pupil	To be fond of animals	To be keen on animated cartoons	To be crazy about dogs
6	1	3	“Polytechnics” are the institutions.....	*with the courses tend to be more practically oriented	With the courses tend to teach reading	With the courses tend to be old-fashioned	With the courses tend to be basic
6	1	3	“ to skip classes” means....	*miss deliberately	Jump the queer	Play truant	Beat around

							the bush
6	1	3	“coeducational school in England” is the school for.....	*boys and girls	Boys only	Girls only	For disabled children
7	1	2	When was the first manual for public speaking written?	* around 4500 B.C.	Around 1000 B/C.	Around 3000 B.C.	Around 4000 B.C.
7	2	2	Find the cyber threat when a negative program is installed on your computer and damage your files	*Spyware	Phishing	Hacking	Phone scams
7	2	3	Where did the first rhetoric appear?	*ancient Greece	Ancient Rome	Ancient China	Ancient India
7	2	3	Which part in French presentation is indispensable?	*introduction	conclusion	plot	clymax
7	2	3	Which element of the speech communication process involves the time and place in which communication occurs?	* Situation	interference	conclusion	plot
7	2	2	In most speech situation, which of the following should happen in the introduction?	* Getting the attention and interest of the audience	creating suspense by withholding the central idea until the body of the speech	Using the new password	Renewing the processor
7	1	2	Who were the first public speakers?	*Aristotle and Plato	Sokrat	Caesar	A/Temur
7	1	3	Where was the first ancient manual for public speaking written?	*Ancient Egypt	Ancient Rome	Ancient India	Ancient Africa
7	1	3	Choose the type of supporting material.	*Knowledge, illustrations, documents	magazines	Tiredness	review
7	1	2	What makes the speech outline?	*Introduction, body, conclusion	Body language, conclusion	Review, outline	Social surroundings
8	2	1	What is the effective discipline tool for down the kids?	*Penalty punishment	Physical punishment	Moral subduing	Time out punishment
8	2	2	Stealing from someone’s home is.....	*burglary	aerson	kidnapping	stealing
8	3	2	The legal process in court is called.....	*trial	performanc e	Play	court
8	3	2	Information used in a	*evidence	witness	jury	consolid

			court to decide whether the accused is guilty or not is....				ation
8	1	1	“to fine” means...	*to punish by making them pay	To find innocent	To accuse of robbery	To suicide
8	1	1	“final verdict” is....	*the decision whether the person is guilty or not	The accusation	The defending speech	The words of the witness
8	2	1	A group of 12 citizens who decide whether the accused is guilty or not is....	*the jury	The judge	The accused	The witness
8	2	1	Finish the idiom “Innocent as a”	*New born baby	Fish	lark	Rabbit
8	2	1	Customs Regulations are meant to prevent....	*Smuggling	Crossing the border	Messaging	Import
8	2	1	Choose the most compiled list of the participants of the trial.	*the judge, the jury ,the accused, the prosecutor, the witness, the defendant, the plaintiff	The judge, the robber, the defendant, the neighbor.	12- member jury, the shoplifter, the counter-part	The customs inspector , the officer, the prosecutor
9	2	1	What can you give up?	*Smoking	Swimming	Gardening	Reading
9	2	2	Choose the systems of medicine which are widely-spread at present.	*Conventional and Alternative medicine	Herbal and Aroma	Experienced medicine	Holistic
9	2	2	What can you gain?	*weight	Plans	Skills	Rules
9	2	2	Which period shows the advance of Islamic Medicine?	*9-th century	7-th century	10-th century	12-th century
9	1	3	Name the most important medical work of Ibn Sina.	*al-Qanun al-Tibb	The Koran	The tables	The book of stars
9	1	1	What name did Western doctors give to Ibn Sina?	*The doctor of doctors	The fortuneteller	The teacher of teachers	The experimenter
9	1	3	Choose the best compiled list of Ibn Sina’s contribution in medicine.	*bacteriology, surgery, anesthesia, pharmacology, aromatherapy	Surgery, music, herbalogy, aromatherapy	Accupuncture, aromatherapy, music, feelings.	Herbalogy, anesthesia, drug treatment .
9	1	3	Match the disease with its symptoms:	* rash starting on	fever	Sneezing and coughing	Painful joints

			chickenpox	body, slight temperature			
9	1	1	What is stethoscope used for?	*for listening to a patient's chest	For taking measures	For examining pulse	For losing weight
9	1	1	What medical problem might you have if you wear shoes that rub?	*make callous	Get sunburnt	Have running nose	Cough
10	1	3	The territory of Uzbekistan is....	*447000 square km	500000 square km	440000 square km	445000 square km
10	1	1	The climate of Uzbekistan is	*continental	tropical	Sub-tropical	Sub-continental
10	1	1	Uzbekistan has become a full member of the World Bank and World Monetary Fund since...	*July 1992	April 1997	May 1995	September 1999
10	1	1	When have the Uzbek delegations begin their participation in the sessions of UNESCO?	*since 1995	Since 1998	Since 1993	Since 1990
10	1	3	Uzbekistan has been one of the state parties of the Organization for Security and Cooperation in Europe (OSCE) since....	*February 26,1992	April 26,1992	May 26, 1994	June 27,1998
10	1	3	Uzbekistan has become a full-fledged member of the UN in...	*1992	1993	1994	1994
10	1	3	2014 was announced the year of	*Healthy child	Big business	Of the family	Mother
10	1	3	2015 was announced the year of	*care and respect of elderly people	Healthy child	Big business	Father
10	2	2	Foreign policy of Uzbekistan is based on.....	*the Constitution , Concept of Foreign Policy, International Treaties	Family Code, Criminal Code	Union of Independent States	Administrative Code, Criminal Code
8	2	3	The speech of witness is called	*Testimony	Proof	Details	Alibi
10	2	2	During the years of Independence Uzbekistan established diplomatic relations	*120 countries	130 countries	100 countries	110 countries

			with more than				
11	2	3	Which of the following are considered to be outstanding leaders of the past.	*Amir Temur, Julius Caesar, Alexander the Great	Alisher Navoi, Berunii, Ibn Sina	Napoleon, Ulugbekh	Ainstain, Nobel
11	2	3	Choose the qualities of a real leader.	*All of the mentioned	Personally attractive	Physically strong	Effective speaker, effective time manager
11	2	3	What does “to tackle the problem” mean?	*To solve the problem	To make the problem	To escape from the problem	To enlarge the problem
11	2	2	What types of questions are standard nowadays for most companies?	*Behavioral questions	Personal questions	Family background	Medical history
11	2	1	The main competence that comes up in behavioral interview is ...	*leadership ability	Physical ability	Speaking ability	Flexibility
11	2	3	Which of the following is a tip for handling questions about leadership?	*Choose a strong example of your success as a leader	Boast about your family	Speak about your prosperity	Speak about your family background
11	2	3	The department which deals with the labor force is	*human resources department	Military department	Security department	Ethical department
11	2	2	What does the word “consumption” mean?	*Expenditure	Spending	Concession	Capacity
11	2	2	A real leader should be able to.....	*motivate employees	To speed employees	Ro argue with the employees	To swear employees
12	1	2	How can a person develop his professionalism?	*by reading, writing professional articles and applying them into practice	By talking shop	By playing cards	By training his muscles
12	1	1	A comparison between two things that are similar in some respects but different in others is called.....	*Analogy	Metaphor	Epithet	Homonym
13	1	2	The words with the same pronunciation	*Homonyms	Alliteration	Homophones	Exaggeration

			and spelling but different meaning are....				
13	1	1	The words with the same spelling but different pronunciations and meanings are.....	*Homophones	Acupuncture	Homonyms	Capitals
13	1	1	Who is the author of the poem “ The Rainy Day”?	*Henry Longfellow	Henry Wilson	Henry Roddic	Henry Latitude
13	1	1	How many sonnets did W. Shakespeare write?	*154	170	160	180
13	1	1	Which of the following is not a stylistic device?	*Ivory	alliteration	epithet	metaphor
13	1	1	Something that is easily understood from the description is	*explicit	implicit	interrogated	external
13	1	1	Something that is not expressed clearly is	*implicit	implied	impersonal	immoral
13	1	1	The attribution of human nature or character to animals or inanimate objects is.....	*personification	personalization	permission	promotion
14	1	2	Which of the following is the fact?	*Debt repayments by developing countries are nine times as much as the aid they receive.	Globalization is synonymous to Americanization	The more people are in debt the richer the banks are	The global economy puts no value on morality ,only profit
14	1	2	What is “consumerism”?	*A modern movement for the protection of the consumer against useless and dangerous goods.	A modern movement for wide spread of national costumes	A modern movement for wide spread of national customs	A modern movement for wide defense of customs officers
14	1	2	Choose the phrase which means “businessmen”.	*men in suits	Men in ties	Men in trainers	Men in shoes
14	1	2	Which department doesn’t belong to a busy office?	*Academic department	Human resources department	Planning department	Accountant department

							nt
14	1	2	Official paper giving permission to import and export goods is called.....	*import, export license	Tax license	Customs license	Academic license
14	1	2	“Income tax” is collected on....	*Wages and salaries	Fees and fares	Accounts and actions	Income and interest
14	1	2	“VAT” stands for...	*Value Added Tax	Venture Absolute Time	Very Appropriate Theme	Vulgar Absolute Term
14	1	2	To “invest” in the company means.....	*to buy shares	To sell shares	To promote interest	To get a loan
14	1	2	A loan to purchase property is called.....	*mortgage	rent	tax	fare
14	1	2	“Traditional, command. mixed and free market” are the types of....	*economic systems	Language styles	Bank conditions	Teaching methods
15	1	2	Which of the following concessions is correct?	*The Stone Age, Paleolithic Age, Mesolithic Age, Neolithic Age	Paleolithic Age, The Stone Age, Mesolithic Age, Neolithic Age	Mesolithic Age, Neolithic Age, Paleolithic Age, The Stone Age	Neolithic Age, The Stone Age, Paleolithic Age, Mesolithic Age
15	1	2	When did the first Roman invasion into Britain happen?	*in 43 AD	In 50 AD	In 10 AD	In 15 AD
15	1	3	The document signed between King John and feudal barons in 1215 is known as....	*Magna Carta(Charta)	The Constitution	The Bill of Rights	The Federal Law
15	1	2	Which of the English kings had 6 wives?	*King Henry 8th	King John	King Edward	King William
15	1	2	Which dynasty did king Henry 8th belong to?	*Tudors	Windsors	Stuarts	Lancaster
15	1	2	Who is Patron Saint of England?	*St. George	St. Andrew	St. David	St Patrick
15	1	2	Which of the mentioned events happened in the 20th century?	*World War 2	Napoleonic Wars	Decembrists Rebellion	War of Roses
15	1	2	When did Gunpowder Plot happen?	*November 5 th , 1605	November 5 th , 1606	November 5 th , 1607	November 5 th , 1608
15	1	2	Which of the queens bears the name of “Virgin Queen”?	*Queen Elisabeth 1st	Queen Elisabeth 2nd	Queen Mary	Queen Victoria
15	1	2	Which of the following events doesn't belong to	*The Civil War	The War of Roses	The Great Fire	Gunpowder Plot

			English history?				
16	1	2	Which of the following is not a part of the newspaper?	*Headquarters	headlines	The editorial	Sports reports
16	1	2	Which of the following papers is not published in the UK?	*The Wall Street Journal	The Sun	The Daily Telegraph	The Guardian
16	1	2	What does the headline “Shop Blaze 5 Dead” mean in ordinary English	*5 people died in a fire in a shop	5 people killed a shopkeeper	5 people blazed a shop	5 people shopped a blaze
16	1	2	Which of the following is a tabloid?	*The Sun	The Financial Times	The Independent	The International Herald Tribune
16	1	2	Which of the following is a broadsheet paper?	*The Financial Times	The Sun	The Daily Mirror	The Daily Mail
16	1	2	Someone who has ordered a paper to be delivered to their door is a....	*subscriber	passer-by	typesetting	tabloid
16	1	2	What does the abbreviation ABC stand for?	*American Broadcasting Company	American British Company	American Broad Corporation	American Boarding Concern
16	1	2	A form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service is.....	*Advertisement	Blog	Column	Headline
16	1	2	The Law on Mass Media in Uzbekistan was adopted on	*December 26, 1996	November 30, 1995	October 15, 1994	September 20, 1992

Темы и задания для самостоятельной работы

1. Critical analysis of smb's daily routine
2. Suggestions of solving the problem of global warming.
3. Pro euthanasia arguments.
4. Love is.....
5. The importance of tolerance in our life.
6. My role in global education.
7. History of public speaking

- 8.The work of custom house
- 9.The body beautiful
- 10.Public leader I admire
- 11.Social status:reward or duty?
- 12.My contribution into the global learning

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Глоссарий

1. Time management

Address Book: An addition to your daily calendar containing important names, addresses, phone numbers, and other valuable information.

Agenda: A list of items to be covered at your meeting.

Anticipation: The ability to go to one source each night in daily planning and review all of your appointments and scheduled events and to do list items coming up in the future and ask yourself what it is you can do in now to make that future event run more smoothly and productively.

Appointment: A specific commitment for a certain date and time, whether business or personal. (See scheduled events)

Balancing Your Life: The understanding that your life is made up of many dimensions and that long-term success requires that all dimensions need to be in balance with one another to avoid diminishing your success.

Basic Values: Core beliefs that you hold in the highest regard that govern the daily conduct of your life.

Birthday And Anniversary List: A simple way of tracking important dates so that they are not overlooked.

Clean Desk: Notion of working with one item at a time and the rest of what you must deal with is put away.

Context: Scheduling appointments and scheduled events taking into account what is happening before and after and considering your own work habits.

Crisis Management: This occurs when a deadline sneaks up on you and robs you of all choice.

Crisis Management Log: A simple tool to catalog crises as they occur to permit you take corrective action to prevent their reoccurrence.

Crucial: Of the highest importance in your day.

Curse of Perfectionism: The goal of trying to do things perfectly which is impossible and leads to stress and frustration.

Daily Planning: A time to set aside each day and take control of the most precious resource at your command, the next twenty-four hours, planning out all that you have to do and all that you want to do.

Day-Timer: A time control device manufactured and sold by the Day-Timer Company, Allentown, PA, USA.

Deadline: A date and time to complete something.

Delegatee: One who receives assigned tasks from another, a delegator.

Delegation: When you plug into someone else's time stream when you do not have the time or the expertise to do a certain thing, thereby multiplying the results on your life.

Delegator: One who assigns tasks to another, a delegatee.

Expense: You allocate a resource, money or time, and get a benefit but no long-term return for the resource spent.

Family: Your relationships with family members, natural and extended.

Financial: That portion of your life that permits you to make your way through the world and enjoy so much of what is out there.

Goal Planning: The practice of deciding where you want to end up on the last day of your life in each your seven vital areas and then working backward to determine what it is you will have to do each year, each month, each week, and each day to get to where you want to go.

Gopher: A student assistant to help with your errands.

Health: Your physical and mental well-being.

Holistic Approach: Having all of your to do items and all of your appointments and scheduled events in one book or location

Industrial Revolution: A time, some 200 years ago when a fundamental shift in economics occurred from agriculture to manufacturing and heralded in an age of economic expansion.

Information Age: A new era where ideas rather than physical assets control wealth.

Integration: Having both work and personal calendars in one location to see the “big picture” as one relates to the other.

Intellectual: The life dimension of learning, thinking, and reasoning that provides you with more in this Information Age.

Interruption: An unanticipated event that comes to you in-person or electronically, via telephone, fax, email, beeper, or pager.

Interruptions Log: A simple tool to catalog interruptions as they occur to permit you to take corrective action and stop repetitive unimportant interruptions from occurring in the future.

Investment: You allocate a resource, money or time, and get a long-term return for the resource spent.

Irritations List: A simple list of things that irritate you. You capture them in this list and take action from time to time to eliminate some of the irritations in your life.

Life Improvement Chart: A simple tool to determine where you are now in each of your seven vital areas and where you wish to go in the future.

Meeting: Two or more people getting together to exchange common information.

Multi-Tasking: Do more than one thing at a time.

Not Crucial: An item of low importance in your day.

Organizing Your Life: Organizing your life is the practice of gaining better control, not absolute control over both your work life and home life with simple techniques that allows you to focus on the important things in your life.

Paperwork: Information that comes to us in physical form including paper, emails, faxes, and memos.

Parkinson’s Law: A practical rule that says, in part, that a project tends to take as long as the time allocated for it. If you have one thing to do in a day, it takes all day. If you have two things to do in a day, you generally get both done.

Personal Productivity: The measure of all that you accomplish in your work and personal lives, measured against what your lifetime goals are.

Personal Productivity System: A pyramid of building blocks to help you achieve high productivity in your day.

Power Of The Pen: The act of putting important things into writing so that they are not overlooked.

Prioritizing: Deciding between more important items and

2. Advanced Technologies and their impact on people

to access websites/email: to locate

to back up files: to make a copy of files in case of a computer problem

to boot up: to start a computer

to bookmark a webpage: to mark a webpage for future reference

to browse websites: to look at websites

a computer buff: an expert computer user

to crash: to suddenly stop working

to cut and paste: to move text or images from one place in a document to another place

a desktop PC: a computer that isn’t portable and remains in situ on a desk

digital editing: to edit digital materials like audio or video files

download (podcasts): to save a copy of a file from the internet to your own device

to enter a web address: to type the address of a website into the address bar of your browser

a gadget: a technological tool like a mobile phone or camera

to go online: to start using the Internet

high-spec (laptop): powerful computer with top quality components

Internet security: Internet safety

intranet: a network of connected computers within an organisation that is not accessible by unauthorised visitors

to navigate a website: to find your way around a website

operating system: the software that tells the computer how to work

send an attachment: send an email with an accompanying file

social media: media used to interact with other people such as Facebook or Twitter

to surf the web: to look at a series of websites one after the other

a techie: somebody who has an interest in technology

to upgrade: to obtain a more powerful or feature-rich computer or piece of software

video conferencing: to see and hear people from different locations using the Internet

wireless hotspot: a public place where you can access the Internet

wireless network: a network where users can access the Internet without the use of fixed cables

word processing: producing written texts on a computer

3. Bioethics

Blastomere-Blastomeres are the initial cells of the early embryo. For example, two to three days after fertilisation, the human embryo consists of eight blastomeres. At this early stage each of the cells is **Totipotent**.

Blastocyst-Blastocyst is the stage approximately four days after fertilisation and after several cycles of cell division when the totipotent cells begin to specialize, forming a hollow sphere of cells. The blastocyst looks a little like an inverted diamond ring, with a layer of outer cells and inside the hollow sphere, a cluster of cells called the inner cell mass. The outer layer of cells will go on to form the placenta, amniotic fluid and other supporting tissues needed for foetal development in the uterus. It is cells from the 'inner cell mass' that can become any of the over 200 tissues that make up the human body. The cells of the inner cell mass are **pluripotent**.

Cloning-Cloning is the process of creating copies of a biological entity including fragments of DNA, whole cells, or whole organisms. Essential to any discussion regarding human cloning is the distinction between therapeutic and reproductive cloning.

Human Reproductive cloning wants to create complete individuals that will live and grow into adulthood much like any naturally conceived child.

In contrast, **Therapeutic cloning** seeks to produce single tissues or organs that may be used for analysis, treatment and healing.

Embryo-The early stages of growth and differentiation between zygote and foetus. In humans, the embryo is the stage between zygote and the end of the eighth week after fertilisation.

-Somatic-Cell a body cell that contains the full complement of chromosomes

-Somatic Cell Nuclear Transfer (**SCNT**)-In animal studies using SCNT, researchers have taken a normal animal egg cell and removed the nucleus that contains the chromosomes, leaving behind the cytoplasm that contains nutrients and other energy-producing materials that are essential for embryo development. Next, a somatic cell – that is, any body cell other than an egg or a sperm cell - is placed next to the egg from which the nucleus had been removed, and the two are fused. The cell is stimulated electrically and may begin to divide into totipotent cells that will soon form a blastocyst. Cells from the inner cell mass of this blastocyst can then be used to develop pluripotent stem cell lines. Somatic cell nuclear transfer (SCNT) is **Cloning**. Stem Cells

-Stem cells are cells that have the ability to divide continuously and to develop into various kinds of specialised tissue. Many scientists believe that with research, stem cells will be able to be used to treat a wide variety of serious injuries or diseases from spinal cord injury to cancer. However, ethical issues arise when we consider the various sources of stem cells that may be used for research or treatment purposes.

Active Euthanasia-Functionally bringing about a patient's death through a direct means such as by administering a lethal injection. Active euthanasia may be either with or without the patient's request.

Passive Euthanasia-Involves allowing the patient to die, not by directly killing them, but by withdrawing or omitting treatment.

Voluntary Euthanasia -Means that the intentional termination of the person's life is done at their own request.

4.Equal Opportunities and Diversity

Disability: A physical or mental impairment that substantially limits one or more of the major life activities. (ADA)

Disabled Individual see Individual with a Disability

Disabled Veteran: A person entitled to compensation under laws administered by the Veterans Administration for disability, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

Discrimination: Illegal treatment of a person or group (either intentional or unintentional) based on race, color, creed, religion, ancestry, national origin, age, disability, sex, marital status, or sexual preferences or political or union affiliation.

Diversity: The inclusion, integration, awareness and appreciation of various cultures within a workforce and the opportunity for the maximum utilization of individual members' talents, skills and perspectives with a view towards increasing the organization's productivity.

Diversity Director: A highly placed individual within the Secretariat who has the authority and responsibility to implement the Secretariat's Affirmative Action/Equal Opportunity/Diversity Plans.

Diversity Officer: A highly placed individual within the Agency who has the authority and responsibility to implement the Agency's Affirmative Action/Equal Opportunity/Diversity Plans.

Minority: Any individual from the following racial and/or ethnic groups:

Black: Having origins in any of the Black racial groups of Africa or the Cape Verde Islands.

Hispanic (Latino/a): Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander: Having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

Native American: Having origins in any of the original peoples of North America, and maintaining cultural identification through tribal affiliations or community recognition.

5.Men and Women

Equal opportunities means ensuring the opportunity for full and equal participation of men and women in all aspects of political, social, cultural and economic life.

Gender is a term used to describe socially constructed roles for women and men. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures.

Gender roles are also visible in jobs, which are considered typically female or male: nurses, kindergarten and primary teachers are predominantly female; technicians, workers in public transport, forestry or water management are predominantly male workers.

Gender analysis involves the collection and analysis of sex-disaggregated data in order to reveal any differential impact of an action on women and men, and the effects of gender roles and responsibilities. It also involves qualitative analyses that help to clarify how and why these differential roles, responsibilities and impacts have come about.

‘**Gender aspect**’ is that dimension or component of an issue which addresses gender specifically and takes this into account.

Gender balance refers to equal representation and participation of women and men.

Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying full human rights.

Gender equality is the absence of discrimination on the basis of gender in opportunities, in the allocation of resources or benefits, or in access to services. It is thus the full and equal exercise by men and women of their human rights. Gender disparities are inequalities or differences based on gender.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experience an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, such that inequality between men and women is not perpetuated.

Gender perspective is a way of understanding how gender may be addressed or related to a particular issue, and applying this to the design, planning, implementation and evaluation of policies and programs. It is the notion that problems and solutions should be examined with sensitivity to the implications of gender in mind.

Gender-related objectives are those aims of a policy, programme or activity that function particularly to promote gender equality.

Gender sensitivity/awareness encompasses the ability to perceive, acknowledge and highlight existing gender differences, issues and inequalities and to incorporate a gender perspective into strategies and actions.

Gender stereotypes, or gender bias, are generic attitudes, opinions or roles applied to a particular gender and which function as unjustifiably fixed assumptions.

Gender-sensitive indicators provide information about progress in the move towards gender equality.

Sex-disaggregated data is the collection and presentation of all statistics separately on women and men.

6. Education

advanced, farther along in physical or mental development the child's skeletal age was classified as 'advanced'

arithmetic, noun the branch of pure mathematics dealing with the theory of numerical calculations

art, noun the creation of beautiful or significant things art does not need to be innovative to be good

bell, noun a hollow device made of metal that makes a ringing sound when struck

biology, noun the science that studies living organisms

board, verb live and take one's meals at or in the rooms in an old boarding house lodge and take meals (at)

break, noun a time interval during which there is a temporary cessation of something

chemistry, noun the science of matter; the branch of the natural sciences dealing with the composition of substances and their properties and reactions

class, noun a body of students who are taught together early morning classes are always sleepy

college, noun a complex of buildings in which an institution of higher education is housed

composition, noun an essay (especially one written as an assignment) he got an A on his composition

corridor, noun an enclosed passageway; rooms usually open onto it

course, noun education imparted in a series of lessons or meetings he took a course in basket weaving

curriculum, noun an integrated course of academic studies

degree, noun an award conferred by a college or university signifying that the recipient has satisfactorily completed a course of study

desk, noun a piece of furniture with a writing surface and usually drawers or other compartments

dictionary, noun a reference book containing an alphabetical list of words with information about them

diploma, noun a document certifying the successful completion of a course of study

drama, noun a dramatic work intended for performance by actors on a stage

economics, noun the branch of social science that deals with the production and distribution and consumption of goods and services and their management

educate, verb give an education to We must educate our youngsters better

elementary, adj of or pertaining to or characteristic of elementary school or elementary

education the elementary grades

essay, noun an analytic or interpretive literary composition

geography, noun study of the earth's surface; includes people's responses to topography and climate and soil and vegetation

handwriting, noun something written by hand she recognized his handwriting

history, noun the discipline that records and interprets past events involving human beings he teaches Medieval history

homework, noun preparatory school work done outside school (especially at home)

intermediate, adj around the middle of a scale of evaluation

IT, noun the branch of engineering that deals with the use of computers and telecommunications to retrieve and store and transmit information

laboratory, noun a workplace for the conduct of scientific research

lesson, noun a unit of instruction he took driving lessons

mark, verb assign a grade or rank to, according to one's evaluation

mathematics, noun a science (or group of related sciences) dealing with the logic of quantity and shape and arrangement

music, noun the sounds produced by singers or musical instruments (or reproductions of such sounds)

notice, noun an announcement containing information about an event

photography, noun the act of taking and printing photographs

physics, noun the science of matter and energy and their interactions his favorite subject was physics

qualification, noun an attribute that must be met or complied with and that fits a person for something her qualifications for the job are excellent

qualify, verb prove capable or fit; meet requirements

school, noun a building where young people receive education the school was built in 1932

science, noun a particular branch of scientific knowledge the science of genetics

study, verb be a student; follow a course of study; be enrolled at an institute of learning

subject, noun a branch of knowledge

technology, noun the practical application of science to commerce or industry

7.Public Speaking

Fluency/Continuity: moving with ease; polished. A fluent speaker rarely stumbles through a presentation. Fluency comes from preparation and practice.

Volume: the degree of loudness of sound. A speaker must be heard clearly. Additionally, adjusting one's volume is an excellent way to emphasize and deemphasize words.

Eye Contact: making a visual connection with individuals in audience. Speakers cannot read from papers or cards continually. The audience doesn't feel that the speaker spoke to them. Looking at individuals garners attention and makes the presentation personal.

Pacing: the degree of quickness with which one delivers a speech. We often speak too quickly when we're nervously speaking to a group. Be aware of pacing and take moments to pause and allow the audience to absorb points.

Movement: changing physical position. Sometimes, like when speaking from a podium, movement is limited. Other times, like when speaking from a stage, the audience will expect the speaker to move within the space. Be careful. Too much movement is distracting.

Gesticulation: act of making gestures or moving one's body parts, usually arms, hands, legs, as a means of expression. Gesturing should be planned and practiced. It's hard to gesture when holding papers or cards. Usually a speaker memorizes first.

Facial Expression: communicating ideas and emotions nonverbally by contorting one's face. Sounds strange, but you can communicate that something smells bad by crinkling up your nose. Using gesture and facial expression emphasizes those points that you're making in your speech.

Enunciation: clearly saying the sounds and syllables in words. It is important to speak clearly and not slur or mumble words or parts of words. Being nervous or moving at a quick pace often makes us fail to enunciate the latter parts of words or phrases.

Pronunciation: speaking words as they are meant to be spoken. This is the tomato (tuh-may-toe), tomato (tuhmah-toe) issue. Pronouncing words incorrectly reflects poorly on the speaker. Using colloquial pronunciation creates a specific affect. Preparation prevents errors in pronunciation.

8. Crime and Punishment

acquit = to decide that someone is not guilty of a crime: "All the defendants were acquitted."

barrister = a lawyer who is trained to defend or prosecute in a court: "The barrister asked many difficult questions."

bail = a sum of money that can be paid in some situations to allow someone accused of a crime to stay out of prison before the court case: "He won't get bail – he's extremely violent."

court = the place where a crime is discussed and judged: "He's in court again – this is the second time this year!"

a court case = what happens in a court: "This is an interesting court case, as many people are involved."

in custody = when the police keep someone in prison before the person goes to court: "He's being kept in custody until the trial begins."

custodial sentence = when someone is sent to prison for a crime: "Custodial sentences are getting shorter."

conviction = when someone is found guilty of a crime: "He had a string of convictions going back twenty years."

cross-examination = when what someone says is questioned by the barrister representing the other side: "Under cross-examination, her evidence showed some inconsistencies."

to defend – to argue the innocence of the person who is accused of a crime (the defendant): "The barrister defending him is going to have a hard time."

evidence = information that proves someone is guilty: "The forensic evidence shows that he committed the murder."

fine = a sum of money that is paid as a punishment for a minor crime: "He got a small fine for speeding." **find someone guilty** = when it is decided that someone has committed a crime: "He was found guilty of murder and sentenced to life imprisonment."

hearsay = when you hear something from someone, but you don't know if it is true or not: "Although the police are suspicious, they can't prosecute him on what the neighbours think – it's all hearsay."

illegal = against the law: "The brothers carried out an illegal trade in rare and endangered animals."

judge = a person who is in control of a court. The judge makes sure that both sides of the argument are heard, sums up or explains things to the jury, if necessary, and passes sentence if the defendant is found guilty. "She's a well-respected judge."

jury = 12 citizens who are selected at random to decide whether someone is guilty or not in a criminal trial: "I have to do jury service next month and I'm a little nervous." "The jury took five hours to find him not guilty."

justice = how people are judged: "The British justice system is unlike other European systems."

life sentence = when someone guilty of murder or other serious crimes is sent to prison for "life": "He's currently serving two life sentences for murder."

magistrate = someone who judges less serious crimes: "She was in the magistrate's court for shoplifting."

not guilty = when someone is found to be innocent of a crime: "The jury found her not guilty."

Old Bailey – famous law courts in London, where serious crimes are tried: "The public gallery at the Old Bailey is a good place to witness the British justice system."

prosecution = the lawyers arguing against the defendant: "The doctor was a witness for the prosecution."

parole = when a convicted criminal is allowed out of prison before the end of the sentence: "He was sentenced to ten years, but with parole, he'll serve seven years at the most." "She's on parole."

plea = a statement in court saying whether a person is guilty or not: "The defendant entered a plea of not guilty."

plaintiff = someone who takes a person to court and brings a legal action against them: "The plaintiff stated that the defendant had deliberately destroyed his fence."

diminished responsibility = when someone cannot be held responsible for a crime, because they are mentally ill: "A plea of diminished responsibility was accepted."

statement = something that a person says is true and which is officially written down: "In your statement to the police, you said that you had left the party at 11 pm."

sentence = the punishment that a judge gives someone who is guilty of a crime: "People are no longer sentenced to death in the UK."

trial = the court process which decides if someone is guilty or not: "The murder trial is being reported in all the newspapers."

unsafe conviction = when someone has been found guilty because the evidence was wrong or the witnesses didn't tell the truth: "The judge ruled the convictions unsafe and they were released from prison."

victim = the person who has the crime committed against him or her: "The murder victim was aged between 25 and 30."

verdict = what the jury decides: "The jury returned a verdict of not guilty."

witness = someone who sees a crime being committed: "The police are appealing for witnesses to come forward."

9. Healthcare

healthy living; healthy lifestyle; to be in good health; to feel well;

balanced diet; nutritious food; to have regular meals; to eat plenty of fruit and vegetables; proteins, fats, carbohydrates, vitamins, minerals;

to be overweight; to go on a diet; to stay slim;

physical fitness; regular exercise; sports;

to do morning exercises; to exercise regularly; to play sports; to go in for sports;

to feel well; to be in good health; to be physically fit; to be in good shape;

healthy environment; clean water; fresh air; to quit smoking; to give up smoking;

to sleep well; to have a good sleep; to have / to get a good night's sleep; to have eight hours of sleep;

coping with stress; to cope with stress;

regular medical checkups; preventing injuries and diseases.

Human body

body and soul; flesh and blood; skin and bones.

Head

head, skull, brain, face, ears, hair;

face, forehead, temples, eyebrows, eyes, cheeks, nose, mouth, lips, chin;

eye, eyelid, eyelashes, eye socket (eye orbit), eyeball, pupil, iris, retina, lens, optic nerve;

nose, bridge of the nose, nostrils, sinuses;

mouth, jaws, teeth, gums, tongue, tip of the tongue, hard palate, soft palate, uvula;

tooth, teeth; front teeth, back teeth, upper teeth, lower teeth; molar, premolar, incisor, canine

tooth, wisdom tooth, milk tooth;

ear, earlobe, middle ear, eardrum.

Body

body, neck, chest, stomach, back, buttocks, arms, hands, legs, feet;

skeleton, bone, bone marrow, spine, collarbone, breastbone, rib, pelvis;

spine / backbone / spinal column / vertebral column; vertebra, vertebrae; coccyx;

joint, tendon, ligament, muscle;

neck, Adam's apple, nape of the neck, throat, pharynx, larynx, vocal cords;

torso, trunk, chest, breast, nipple, diaphragm, abdomen, navel.

Limbs

upper limbs, arm, shoulder, armpit, elbow, forearm, wrist, hand;

hand, palm, fingers, thumb, index finger, middle finger, ring finger, little finger, fingernail;

lower limbs, leg, hip, thigh, knee, kneecap, calf, shin, ankle, foot;

foot, feet, sole, heel, toes, big toe, little toe, toenail.

Internal organs

circulatory system, respiratory system, digestive system, nervous system, urinary tract;

heart, lung, trachea, bronchi, esophagus, stomach, gall bladder (gallbladder), liver, small intestine, large intestine, kidney, bladder, spleen;

aorta, artery, vein, capillary, blood, lymph, blood vessel, blood circulation;

endocrine glands, thyroid gland, pituitary gland, adrenal glands, pancreas, lymph glands;

reproductive organs, conception, pregnancy, embryo, fetus, childbirth;

to be pregnant; to have a baby; to give birth to a male child (to a female child);

body fluids / bodily fluids; blood (red blood cells, white blood cells, plasma), lymph; gastric juice, bile, mucus, tears, saliva, sweat, urine.

Blood groups / blood types

blood group A; blood group B; blood group AB; blood group O;

OR: blood type A; blood type B; blood type AB; blood type O;

Rh factor (Rhesus factor); Rh-positive blood, Rh-negative blood;

Examples: Peter has type A blood with a positive Rh factor. His blood type is A positive. Mike is Type O negative. He is Rh negative. Anna is type B positive. She is type B+. I am AB negative.

10. Leadership and management

affirmative action

A hiring policy that requires employers to analyze the work force for under-representation of protected classes. It involves recruiting minorities and members of protected classes, changing management attitudes or prejudices towards them, removing discriminatory employment practices, and giving preferred treatment to protected classes.

assessing

The process of conducting In Process Reviews (IPRs) and After Action Reviews (AARs). IPRs help to determine initial expectations, ascertain strengths and weakness of both employees and the organization, and identify key issues and organizations whose willing support is needed to accomplish the mission. AARs determine how well the goals are being accomplished, usually by identifying areas to sustain and improve.

attributes

Characteristics or qualities or properties. Attributes of the leader fall into three categories: mental, physical, and emotional.

benchmarking

The process of measuring the organization's products, services, cost, procedures, etc. against competitors or other organizations that display a "best in class" record.

building

An activity focused on sustaining and renewing the organization. It involves actions that indicate commitment to the achievement of group or organizational goals: timely and effective discharge of operational and organizational duties and obligations; working effectively with others; compliance with and active support of organizational goals, rules, and policies.

brainstorming

A technique for teams that is used to generate ideas on a subject. Each person on the team is asked to think creatively and write down as many ideas as possible. After the writing session, the ideas are discussed by the team.

capacity

The capability of a worker, system, or organization to produce output per time period. It can be classified as budgeted, dedicated, demonstrated, productive, protective, rated, safety, or theoretical.

character

The sum total of an individual's personality traits and the link between a person's values and her behavior.

climate

The short-term phenomenon created by the current junior or senior leaders. Organizational climate is a system of the perception of people about the organization and its leaders, directly attributed to the leadership and management style of the leaders, based on the skills, knowledge and attitude and priorities of the leaders. The personality and behavior of the leaders creates a climate that influences everyone in the organization.

communicating

Comprises the ability to express oneself effectively in individual and group situations, either orally or in writing. It involves a sender transmitting an idea to a receiver.

command & control

command is the forming and imparting of visions; while control is ensuring that resources go where they are supposed to go.

decision making

The process of reaching logical conclusions, solving problems, analyzing factual information, and taking appropriate actions based on the conclusions.

decision matrix

A matrix used by teams to evaluate possible solutions to problems. Each solution is listed. Criteria are selected and listed on the top row to rate the possible solutions. Each possible solution is rated on a scale from 1 to 5 for each criterion and the rating recorded in the corresponding grid. The ratings of all the criteria for each possible solution are added to determine each solution's score. The scores are then used to help decide which solution deserves the most attention.

efficiency

A measure (as a percentage) of the actual output to the standard output expected. Efficiency measures how well someone is performing relative to expectations.

empowerment

A condition whereby employees have the authority to make decisions and take action in their work areas, jobs, or tasks without prior approval. It allows the employees the responsibility normally associated with staffs. Examples are scheduling, quality, or purchasing decisions.

environment

1. The political, strategic, or operational context within the organization. 2. The external environment is the environment outside the organization.

esprit

The spirit, soul, and state of mind of an organization. It is the overall consciousness of the organization that a person identifies with and feels a part of.

ethical climate

The "feel of the organization" about the activities that have ethical content or those aspects of the work environment that constitute ethical behavior. The ethical climate is the feel about whether we do things right; or the feel of whether we behave the way we ought to behave.

ethos

The spirit (esprit d' corps), moral nature, or guiding beliefs of a community or individual.

evaluation

Judging the worth, quality, or significance of people, ideas, or things.

executing

The ability to complete individual and organizational assigned tasks according to specified standards and within certain time criteria or event criteria.

feedback

The flow of information back to the learner so that actual performance can be compared with planned performance.

five why's

A Japanese practice of asking "why" five times when confronted with a problem. By the time the fifth why is answered, they believe they have found the ultimate cause of the problem.

flexibility

The ability of a system to respond quickly, in terms of range and time, to external or internal changes.

flextime

An arrangement in which employees are allowed to choose work hours as long as the standard number of work hours are met. Also, some flextime systems require that the hours fall within a certain range, e.g. 5:00 A.M. to 9:00 P.M.

follow-up

Monitoring of job, task, or project progress to see that operations are performed on schedule.

honor

A state of being or state of character, that people possess by living up to the complex set of all the values that make up the public moral code. Honor includes: integrity, courage, loyalty, respect, selfless-service, and duty. Honor demands adherence to a public moral code, not protection of a reputation.

horizontal leadership

Viewing leadership as a system so that information becomes networked. Information now flows horizontally. Differs from tradition leadership in which we view information running vertically or in a hierarchical manner.

human nature

The common qualities of all human beings.

Improving

A focus on sustaining and renewing the development of individuals and the organization (with a time horizon from months to decades) that requires a need for experimentation and innovation with results that are difficult to quantify. Usually it entails long-term, complex outcomes.

influencing

The key feature of leadership, performed through communicating, decision making, and motivating.