

B2

AUDIO



SCALE UP

Teacher's Book

Course 3

SCALE UP



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

SCALE UP

Teacher's Book
Course 3

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OBJECTIVES

- raise students' awareness about academic fields
- practice phrasal verbs
- learn how to write a review to a movie

<p>Architecture, Planning & Environmental Design <i>Architecture, Interior Design, Landscape Architecture, Urban & Regional Planning...</i></p> <p>Arts & Entertainment <i>Arts Education/Therapy, Broadcasting, Fashion, Films, Museums, Performing Arts...</i></p> <p>Business <i>Accounting, Consulting, HR, Insurance, Real Estate...</i></p> <p>Communications <i>Advertising, Journalism, Planning & Hospitality, Public Relations, Publishing, Technical Writing...</i></p>	<p>Education <i>Teaching, Counseling, School Social Work, Speech Pathology, Library/Info Services...</i></p> <p>Engineering & Computer Science <i>Aerospace, Civil/Environ, EECS, IEOR, Mech, MatSci, Nuclear, Statistics...</i></p> <p>Environment <i>Forestry, Environmental Engineering, Environmental Consulting...</i></p> <p>Government <i>Politics, Federal, State, Local, Military...</i></p> <p>Health & Medicine <i>Dentistry, Human Medicine, Optometry, Pharmacy, Public Health, Veterinary Medicine, Health Management...</i></p>	<p>Law & Public Policy <i>Law, Law Enforcement, Lobbying, Public Advocacy...</i></p> <p>Nonprofit <i>Consumer Rights, Civil & Human Rights, Lobbying, Research, Social Work, Public Health...</i></p> <p>Sciences-Biological & Physical <i>Agriculture, Bioinformatics, Biostatistics, Biotechnology, Botany, Forensic Science, Genetics, Marine Science, Science Education, Zoology...</i></p>
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Lead in students focusing their attention on the frame. Ask them to look through the titles and find their field of study.

Groupwork. Ask teams to read the subtitles in the central frame and match them with proper headings. Let some teams share their classification with the whole group.

- 1 Ask students to look through the list of words in the table and match them with their definitions.

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

- 2 Tell students that they are going to listen to the tape. Allow them some time to look through the statements. Play the tape. Students should fill in the blanks with proper words or phrases while listening to the conversation. Check the results.

1. Academic fields have _____ sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and professions or applied sciences.	several
2. For example, chemistry, physics, earth and space sciences are _____ as the branches of natural sciences, which _____ the rules that regulate the natural world through scientific methods.	regarded clarify
3. They are _____ by data.	evaluated
4. Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which _____ abstract structures.	characterize
5. Humanitarian sciences or humanities are the disciplines _____ with human culture, using methods that mainly study theoretical and critical issues. They include Philosophy, History, Linguistics, Literature and Performing Arts, such as, Music and Theatre. Social sciences study society and the relationships among individuals within a society.	concerned

6. Mainly they depend on practical _____. Social sciences include economics, sociology, psychology, political sciences. Law, agriculture, engineering, medical sciences, environmental sciences, business, education, etc. can be included in applied sciences.	approaches
7. Applied sciences _____ on scientific knowledge related to practical use.	focus
8. Science has been a field _____ by men, women encountered _____ in science.	dominated discrimination

TAPESCRIPT

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

Professor: Yes. What can I do for you?

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

Prof.: Generally speaking, academic fields are courses which are offered, at least, by Master's Degrees of most of largest universities in the world. Academic fields have several sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and applied sciences. For example, chemistry, physics, earth and space sciences are regarded as the branches of natural sciences, which clarify the rules that regulate the natural world through scientific methods. They are evaluated by data. Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which characterize abstract structures.

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

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

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

Prof.: Law, agriculture, engineering, medical sciences, environmental sciences, business, education, etc. can be included in applied sciences.

Applied sciences focus on scientific knowledge related to practical use.

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

P.: In fact, science has been a field dominated by men, women encountered discrimination in science. During the 20th century, women were employed actively and the number of female scientists increased. In science, women made great achievements 50 - 40 years ago, for example: Umidova Z.I. (medicine), Aminova R.Kh. (history), Rashidova S. Sh. (chemistry), who afterwards became Professors and Academicians in their fields. Nowadays 7 women Academicians, and about 500 Doctors of Science are carrying out their activities who are considered to be the pride of our nation. 13 of these active and devoted women were awarded the Order «Hero of Uzbekistan.»

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

Academic fields				
Humanities	Social sciences	Natural sciences	Applied sciences	Formal sciences
History Philosophy Linguistics Literature Performing Arts	Economics Sociology Psychology Political sciences	Chemistry Physics Earth and Space sciences	Law Agriculture Engineering Medical sciences Environmental sciences Business	Mathematics Computer science Statistics Logic

- 4 Pairwork. Organize discussion. Facilitate the following questions. Invite some pairs to share their findings with the whole class.

- What academic fields are the most useful for human development?
- Which academic sciences are considered to be the most complicated to study?

GRAMMAR

- 5 Give students some time to look through the a-h phrasal verbs and match them with their definitions.

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

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

READING

- 7 Tell students that people who played a major role in the foundation of this or that field are considered to be the founders and they are often referred to as father of a scientific field. Here is given a list of most famous scientists, students should match them with the fields of science to which they made great contributions.

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

- 8 Allow students some time to read the article about academic fields. They should give a title to each paragraph. Let them share their options with the whole class. Answers may vary.
- 9 Pairwork. Ask students to give their own definitions to the underlined words.

WRITING

Movie review

- 10 Tell students that they must tick the words which they think can be included into the types of reviews. Actually, all of them are right.

Publication		play	
Product		car	
Book		article	

Service		computer	
Company		video game	
Movie		music	

Ask students which of them are widely used?

11 Pairwork. Ask students to put into order the sections of writing a movie review.

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

12 Give students some time to write a review to the movie, using the phrases given below. They may remember any movie they have watched recently and rely on its plot. They may refer to the template.

Possible sample of Movie Review:

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

It was released in 2012 directed by Sanjar Shodiev.

The main charecters were played by famous actors of Uzbekistan Yodgor Sadiyev and Erkin Kamilov.

Soundtrack to the movie «Jigarbandim» was sung by singer Muhabbat Mehmonova.

It takes place in Uzbekistan at present time.

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

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

The movie has been a success as it enlightens sacred relations valuable for everyone.

I strongly recommend watching it.

OBJECTIVES

raise students' awareness about the scientific breakthrough

Lead in students having their attention on the 'TEST YOURSELF' item. Allow them some time to answer the questions and share their findings with the whole class.

- √ What was discovered on Mars? (life, minerals, water)
- √ Where are the latest medical developments made?
- √ What would the scientists use embryonic stem cell lines for? (to make human clones, cure diseases, to develop genetic features)

LISTENING

- 1 Pairwork. Ask students to put the abbreviations next to their functional descriptions. Give students some time to find their extended versions.
- 2 Ask students to make combinations by inserting the words from the box in the blanks.
- 3 Tell students that they are going to listen to the tape. Play the tape. Students should listen to the tape and complete the table.
- 4 Groupwork. Ask students to read the predictions made by scientists for 2020-2040. Give them some time to discuss the probabilities. They should add some from their own field. Answers may vary and all are acceptable.

GRAMMAR

- 5 Pairwork. Ask students to complete the table. They should classify the adverbs given below the table according to their role in a sentence. State that some adverbs can belong to more than one classification. Check the results.

CAUSE AND EFFECT	TIME	CONTRAST	CONDITION

6 Ask students to fill in the gaps with the appropriate adverb.

a	b	c	d	e
			even though	

7 Write the word 'UNIVERSE' on the board. Let students brainstorm it by writing on the board the related words and phrases. Options may vary and all of them are welcomed.

8 Pairwork. Ask students to match the words a-g with their synonyms 1-7. Check the results. Students may make up sentences using the words in either column.

a	b	c	d	e	f	g

9 Give students some time to read the text and decide whether the statements a-e are True or False.

1	2	3	4	5
f				

10 Ask students to match the combinations a-e with the ones 1-5 close in meaning.

a	b	c	d	e

Syringe	1000	Iraq	Iraqi surgeon
M e c h a n i c a l wheel water	1092	China	Buddhist monk

TAPESCRIPT

ORIENTAL CONTRIBUTIONS

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

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

Although people had been using the oils of different herbs and nuts to perfume their bodies for thousands of years, but it wasn't until the 7th century that chemists of Arabia had the idea of distilling flower oils for perfume. These oils, mixed with fragrant tree resins and musk, formed the basis of the modern perfume industry.

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

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

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

- 3 Tell students that they are going to listen to the tape again. Tell that this time they should decide whether the given statements are True / False / Not Given.

1	2	3	4	5	6	7	8	9	10
t	NG	f	t	t	t	t	t	f	f

Ask students to check their answers in pairs.

- 4 Organize discussion asking the following questions:

- Do you know any of your oriental ancestors who have been one of the flows to bring novelty to the world?
- To what extend did his/her contribution reach in life?

- Possible answers:

- Al-Buhoriy
- Amir Temur
- Jaloliddin Manguberdi
- As Samarkandiy
- Al Moturidiy
- Ulughbekh
- and etc..,

- 5 Put your students in pairs. Tell them that they should read the quote and share their opinion with specific examples. Answers may vary and all of them are welcomed.

GRAMMAR

- 6 Ask students to look at the caricature and think about the main message of the note.

Possible answer:

The episode is using its statement in passive in order not to take any personal responsibility.

- 7 Explain that looking at examples students should rewrite the sentences using the listed reporting verbs.

1.Oriental inventors have created numerous of the things we take for granted in our daily lives.	Oriental inventors are claimed to have created numerous of the things we take for granted in our daily lives.
2.Ulughbekh, a well-known astronomer compiled tables of sines and tangents, accurate to eight decimal places.	Ulugh Beg, a well-known astronomer is noted to have compiled tables of sines and tangents, accurate to eight decimal places.
3. In 860, the three sons of Musa ibn Shakir published the Book on Artifices, which described a hundred technical constructions.	In 860, the three sons of Musa ibn Shakir were reported to have published the Book on Artifices, which described a hundred technical constructions.
4.Oriental horticulture gave the world the fragrant flowers and herbs from which perfumes were extracted.	Oriental horticulture was found to have given the world the fragrant flowers and herbs from which perfumes were extracted.
5.In the fifteenth century Vasco da Gama, exploring the east coast of Africa new Malindi, was guided by an oriental pilot who used maps never before seen by Europeans. The pilot's name was Ahmed ibn Majid.	In the fifteenth century Vasco da Gama, exploring the east coast of Africa new Malindi was claimed to have been guided by an oriental pilot who used maps never seen before by Europeans. The pilot's name was asserted to have been Ahmed ibn Majid.

READING

- 8 Tell students that they should read the title of the text and paraphrase it in their own words. Answers may vary.

Possible answers:

- Asian input into the human development;
- Eastern commitment in human lifestyle improvement;

- 9 Ask students to read the text and match the passages with subtitles.

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

- 10 Pairwork. Ask students to underline the unknown words and guess their meaning from the context. If some uncertainty, they may consult with their partner.
- 11 Groupwork. Ask students to share their impressions about oriental contribution to the world civilization.
- 12 Tell students that they should look at the article review samples and complete the statement.

Possible answer:

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

WRITING

- 13 Tell students that they should think about the main components of article review writing and list them down.

Possible answer:

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

- 14 Distribute the copies of article 'Selecting the Right Oriental Rug' to students. Tell them that they should read the article and fill in the form / template. Ask students to exchange the completed article reviews in pairs. If needed, provide them with constructive feedback.

Handout

Selecting The Right Oriental Rug

By: Lucy Johansen

Published: October 23, 2009

Adding an oriental rug to your collection will give you the change you want at a price you can afford. There are several steps that go into

creating a wonderful oriental rug. Every stitch creates a unique pattern and design that give the Oriental rug style and individuality.

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

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

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

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

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

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

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

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

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

LISTENING

1.

1. Lifetime searching for plants with medicinal properties.
2. Type of people that he encounters tend to be the most difficult to deal with
3. The fright of the jungle
4. Aims and objectives to be achieved
5. Investigations conducted in this field.

2.

rainforest, mildew, encounter, contemptible, intestinal

3.

- | | | |
|-------------|---------------|----------------|
| 1. renowned | 3. encounter | 5. investigate |
| 2. inverse | 4. intestinal | |

TAPESCRIPT

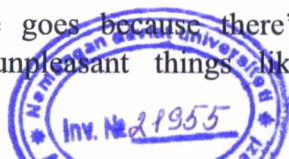
You will hear an interview with ethno-biologist Karl Court, who has spent most of his career in the Amazon jungle.

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

Karl: Thanks for your patience, Sarah.

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

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



corrosive mildew and fungus. I'm hardly ever without a sickly yellow complexion ... but it just keeps pulling me back.

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

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

Interviewer: What frightens you most about the jungle?

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

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

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

Interviewer: What do you mean tip or lead?

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

you begin to investigate the properties of something -ultimately you hope such insights will serve a modern scientific purpose.

Interviewer: Tell me something you have investigate recently.

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

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

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

READING

4.
 2. ICT to be Widely Implemented in Uzbekistan's Real Sector

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

6.
 1. F 2. F3. T4.T 5.T

SPEAKING

(Students own answers assessed by Teachers)

WRITING

(Students own answers assessed by Teachers)

OBJECTIVES

- raise one's awareness about social needs
- be able to use phrasal verb 'come' with different meanings in verbal/written statements
- be able to write an article report

STARTER

Lead in students drawing their attention to the photos. Students should think about the topic 'Meeting society needs' and its reflection in the photos. Invite students to share their findings with the whole class. Pairwork. Allow students some time to predict future social needs and their solutions. Tell students that they may refer to the leading questions below the photos. Students may note down their discussion results in the space provided. Invite some pairs to present the discussion outcomes to the whole class.

LISTENING

1 Ask students to match the words 1-9 with their definitions a-i.

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

2 Tell student that they are going to listen to the tape and they should look through the statements. Play the tape. Students should fill in the blanks with appropriate words in the box.

a	significant	e	arouse	i	deviates
b	dissecting	f	contest	j	outmoded
c	restored.	g	drives		
d	meet	h	diversity		

3 Play the tape again. Student should listen to the tape and decide if the statements are True or False.

1	2	3	4	5	6	7	8	9
t	t	f	f	t	t	t	f	t

- 4 Pairwork. Draw students' attention to the given questions. Ask them to discuss them with their partner. Invite pairs to present the discussion outcomes to the whole class. Answers may vary and are welcomed.

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

- 5 Ask student to look through the phrasal verb 'come' and the prepositions adjoining. Students should match the phrasal verbs with their definitions.
- 6 Ask students to complete the statements with appropriate prepositions.

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

READING

- 7 Give students some time to read the article. Ask them to find the best title for it.
- 8 Pairwork. Ask students to look through the underlined words and give appropriate definitions to them.
- 9 Ask students to read the comments given by the customer about the supermarket. Allow some time to students to answer the question 1-3 using any of suitable comments a-j.

OBJECTIVES

- use properly tools of generalizing and qualifying
- expand one's topic related lexis

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

STARTER

Lead in students focusing their attention on the mind-map. Ask them to find and write the common title to cover the overall meaning of all the words.

LISTENING

- 1 Pairwork. Ask students to match the words in A column with their definitions in B column.

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

- 2 Tell students that they are going to listen to a talk show. Play the tape. Students should read the statements a-h and tick the ones mentioned by the speaker. Check the results.

- a Definition to the term “networking”. ✓
- b 100G Coherent Networking.
- c The key factor in successful networking activities. ✓
- d Center stage in the networking world. ✓
- e Types of networking, such as Cloud Networking, Packet Networking, GeoMesh Networking.
- f Social media as a valuable supplement. ✓
- g The network of the future. ✓
- h The word « sociable » means a person who easily communicates with another person for a specific purpose .

What is Networking?

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

Why Network?

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

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

Relationships are the key factor in successful networking activities. People do business with those they know and trust. Building those relationships takes time and active participation, but the payoff is a network of resources for your business. Successful businesses use a variety of strategies for networking. Professional organizations within your industry are a great way to fast track the networking process. The network already exists. You simply plug yourself into it by participating.

In today's online world, social media often takes center stage in the networking world. Social media is an excellent way to reach your

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

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

- 3 Ask students to review the statements. Play the tape again. They should listen to the tape and decide if the statements are True, False, or Not Given.

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

- 4 Pairwork. Give students some time to answer the given questions.

GRAMMAR

- 5 Pairwork. Give students some time to look through the language tools in the box and classify them into proper columns.

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

- 6 Ask students to underline the tools of generalizing and qualifying in the following sentences. They may refer to Ex.5. Check the results.
- 1 On the whole, I think it is a good idea to find job partners via networking.
 - 2 Generally speaking, all types of networking are very helpful.
 - 3 More often than not he uses social networking such as Facebook, Twitter etc.
 - 4 Taking into consideration the wrong online brand strategy, you might not want to use viral marketing.
 - 5 We'll use social media for marketing and advertising, depending on their popularity.
 - 6 Provided that social media can have a negative influence on worker productivity, employees may waste valuable time using social media channels such as Facebook and Twitter..
- 7 Ask students to complete the sentences with tools of generalizing and qualifying from Ex.5. Let pairs exchange their results.

READING

- 8 Tell students that they should look through the sentences. They should fill in the gaps with the suitable words from the box.
- | | |
|---------------|-----------------|
| 1 Networking, | 3 Internet, |
| 2 E- commerce | 4 Telecommuting |
- 9 Give students some time to read the text. They should put proper titles to the paragraphs. They may refer to Ex.8 for getting a clue.
- | | |
|---------------|-----------------|
| 1 Networking, | 3 Internet, |
| 2 E- commerce | 4 Telecommuting |
- 10 Pairwork. Ask students to discuss the questions. Elicit the answers. Invite the pairs to share the discussion results with the whole class.

WRITING

Blogging

- 11** Explain students that they should look through the instructions regarding the posting online. They should sort out the instructions into either 'Dos' or 'Don't' columns.

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

- 12** Ask students to write a review to the given questions and write answers to them.

Have students exchange the results in pairs. Let some of them present to the whole class. Answers may vary.

- 13** Groupwork. Assign students to create their own blog as a project work. The topic of the blog should range between your passion which stroke you and your daily experience.

Keep in mind the time-allowed for the task fulfillment, as project works require at least five days to be carried out.

OBJECTIVES

- have an idea about the notion of satisfaction in science
- use some of time expressions in spoken and written English
- write a newspaper article using their own evidences

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

Have your students look at the photos. Tell that they should think about the people feelings while being photographed. Ask them the following questions:

- What is the reason of their emotional state?
- Which state of satisfaction have you found the most deserving and appreciating? Why?

Elicit the answers. Answers may vary and all are welcomed.

Possible answers:

- The reason of the people's emotional state is that they are quite happy and satisfied with what they have done.
- All people in the photos keep smiling as they are delighted with their achievements and sharing them with their colleagues.
- I have found the group photo the most impressive presenting the deserved professionals. Not only one person but the whole team feels proud of the success.

Pairwork. Say that they should think about their own state of satisfaction in exact situations. Let them retell about three cases they have felt satisfied owing to their success in learning.

LISTENING

- 1 Ask students to read the quotes about satisfaction. Tell them to paraphrase the quotes and give life-examples to reveal the meaning of them. Explain that they should create their own definition to job satisfaction. Let them share it with the whole group. They may use the given incomplete statement.

- 2 Tell students that they are going to listen to an interview. Give them some time to review the multiple-choice questions with the options. Play the tape. Students listen to the tape and circle the correct answers. Let pairs compare the results. Check the results.

1	2	3	4	5
a	a	a	c	d

TAPESCRIPT

Q: What is your understanding of satisfaction in research?

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

Q: Can any research be without satisfaction?

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

Q: As a researcher when do you feel satisfied?

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

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

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

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

A: Yes, surely. Recently, I have been enrolled into the team of Material design and development project. This project was initiated by the Ministry of Higher and Secondary Specialized Education of Uzbekistan. Our mission was to create the set of materials including Student's book, Teacher's book and Work book with audio and video files of English for Specific Purposes. This ESP course book has been prepared for Year I, II, III bachelor level students of Higher Education. I can say, the team

worked really hard being instructed by experts in the field. Finally, we submitted the drafted version of the course book to the Ministry of Higher Education. The Ministry, having reviewed the materials, has forwarded a thank you letter to our host institute authorities, which is a great sign of moral support, and granted all fifteen team members with money award of ten times more of minimal payment. That was a financial satisfaction.

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

A: It was my pleasure.

3 Play the tape again. Students listen to the tape and list down all questions asked during the interview. Have them compare the results with their partners.

1 What is your understanding of satisfaction in research?

2 Can any research be without satisfaction?

3 As a researcher when do you feel satisfied?

4 Can you tell the difference between moral and financial satisfaction?

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

4 Ask students to look at the quote. Allow them some time to discuss it. Have them think what the passages are about. Elicit the answers.

5 Explain that students should read the passages individually. They should match the answers with the questions. Let them compare their answers in pairs.

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

Let students check whether their predictions about the quote in Ex. 4 have been correct.

6 Groupwork. Explain students that they should imagine themselves to be working on a research project in their field of study. Ask the following questions

– What specific cases/stages of the research would give you the feeling of work satisfaction. Answers may vary and all are welcomed.

- Let them use the following language units:
- Regarding our position on
- The best part would be....
- It would really be good....

GRAMMAR

Time Expressions

- 7 Give students some time to look through the time expressions. They should match them with their meaning.

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

Note: You may use the table below to have the Uzbek equivalency of the time expressions.

Expression	Translation
1 24/7	a kechayu-kunduz (haftada 24 soat to'xtovsiz)
2 from now on	b hozirdan boshlab
3 in a jiffy	c tezda
4 in two week's time	d ikki haftadan so'ng
5 last time	e oxirgi marotaba
6 so far	f bu yaqin orada
7 the day after tomorrow	g ertadan keyin
8 the day before yesterday	h kechadan oldingi kun
9 two hours ahead	i ikki soatdan so'ng (hozirdan hisoblanadi)
10 two hours behind	j ikki soat ilgari (hozirgi vaqtdan hisoblanadi)
11 two week's notice	k ikki haftalik muddatdagi bildirishnoma (amalda)
12 Wednesday week	l Chorshanbadan boshlab 1 hafta

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

WRITING

Newspaper Article

- 9 Pairwork. Explain students that they are going to learn how to write an article. Distribute them the handouts with newspaper article template. Have them review it. Let them compare the sample article matching the passages with template given in Student's book. Ask them to discuss the results with their partners.

**“Wrighting” Prompt:
Newspaper Article Example**

Headline: High flying escape ends in death

Byline: By Robin Sloan

Lead paragraph: Icarus, son of the famous inventor, Daedalus, plunged into the Aegean Sea and drowned while attempting to escape from the island of Crete early yesterday afternoon. His body has yet to be recovered.

Explanation: Icarus and his father had made wings from wax and bird feathers they had collected over the years while imprisoned on the island of Crete. They attached the homemade wings to their arms and, using a flapping motion, lifted off from the island shortly before noon. While making their escape, Icarus flew too close to the sun. As a result, the heat melted the wax on his wings which caused the feathers to drop off. The wings collapsed and Icarus fell into the sea and drowned.

**“Wrighting” Prompt:
Newspaper Article**

Newspaper articles require a different style of writing from what is used when writing a story. The newspaper article has all of the important information in the opening paragraph. This information includes who, what, when, where, why and how. Newspaper writers put the most important information at the beginning because most people do not read the entire newspaper article all the way through.

A typical newspaper article contains five parts:

Headline: This is a short, attention getting statement about the event.

Byline: This tells who wrote the story.

Lead paragraph: This has All the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

Explanation: After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and lead paragraph. This section can also include direct quotes from witnesses or bystanders.

Additional Information: This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.

- 10** Explain that students should write about the story in their field of study that has made them satisfied. Let them use the guidesheet which helps them to plan the information they will include into their article.

LISTENING

1. Successful networking must be reciprocal
 2. The two most important networking skills
 3. How to be a good listener
 4. Networking listening skills tips
 5. Networking success tips.
2. Sustain, impress, master, available, associate
3. 1.relationship 2.listening 3.interupt 4.accomplishments 5.basic

TAPE SCRIPT

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

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

The two most Important networking skills

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

How to be a good listener

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

- Keep eye contact.
- Do not worry, shift your body weight often, and never look at your watch! All these things send a message that you are bored, impatient,

or not interested.

- Nod your head to show agreement but do not interrupt to make your own point or share your own personal experiences.
- Respond by repeating at least one key point the person you are talking with just made in the form of a question. For example, if Gavkhar Khakimova just told you how excited she is about a new product, ask her when it will be made available.

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

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

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

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

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

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

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

READING

4. 3. Job satisfaction and its impact on individual's personality
5. 1. contentment 2. perception 3. turnover 4. apt 5. moral 6. compatibilt
6. 1. F 2. T3. F4.F 5.T

OBJECTIVES

- use sequences of tenses in situations
- enlarge the lexical stock related to the topic

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

STARTER

Lead in students focusing their attention on the picture and the abbreviations around it. Give them some time to extend the abbreviations. If the internet access is available they may search for the extended versions online. Let students present their findings to the whole class.

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

LISTENING

- 1 Allow students some time to give definitions to the words in the table.

Bachelor's degree	
Master's degree	
Ph.D. degree	
Professorship	

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

	Bachelor's degree	Master's degree	Ph.D. degree	Professorship
Year		2 years		
Requirements				
After graduation from...	Students get diploma			

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

TAPESCRIPT

The honours are usually categorized into four classes:

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

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

2. Some universities admit graduands to Master's degrees as a first degree following an integrated programme of study. These degrees are usually designated by the subject, such as Master of Engineering for engineering, Master of Physics for physics, Master of Mathematics for mathematics, and so on; it usually takes four years to study to take them. Graduation to these degrees is always with honours, see above for the classes of honours. Master of Engineering in particular has now become the standard first degree in engineering at the top UK universities, replacing the older Bachelor of Engineering. Unlike the case in the United States, due to earlier specialization, to read for a master's degrees may take only one year of full-time study, and the usual amount of time spent working towards a Ph.D. is three years full-time. Therefore, whilst the usual amount of time spent studying from first-year undergraduate through to being admitted to a doctorate in the United States is nine years, it is in most cases only seven in the United Kingdom, and may be

... since being a master is not always a precondition for embarking on a PhD.

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

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

- 4 Let students work individually. Ask them to read the statements and decide if they are True or False.
- 5 Groupwork. Encourage students to discuss the given questions. Let them present the discussion outcomes to the whole class. Answers may vary and all of them are welcomed.

READING

- 6 Pairwork. Let students read the questions and answer them. It is possible that students may not give the right answer. This task is just to check the students' background knowledge. Accept all answers. Do not correct them

- 7 Give students some time to read the text and match the questions in Ex. 5 with the paragraphs A-E. Tell students that there are more paragraphs than the number of questions. Only 3 paragraphs out of 5 can be matched with 3 questions.

1	2	3
C	A	D

- 8 Pairwork. Let students find the highlighted words in the text. Ask them to match them with their equivalents.

- | | |
|--|--|
| 1 Traced to - date back | 5 Conviction – credo |
| 2 To take an oath of allegiance – to swear | 6 Empirical – experimental |
| 3 Ecclesiastic - prelate | 7 Apprenticeship - working for a skillful person in order to learn |
| 4 Ultimately – at the most | |

Additional glossary

- a Dissertation - long essay on a particular subject, especially one written for a university degree or diploma
- b Scientific report - report is any informational language made with the specific intention of relaying information or recounting certain events in a widely presentable form. Written reports are documents which present focused, salient content to a specific audience.
- c SYNOPSIS - a brief summary or general survey of something
- d Article - a piece of writing included with others in a newspaper, magazine, or other publication.
- e Thesis - a long essay or dissertation involving personal research, written by a candidate for a university degree.
- f Course work - work performed by students or trainees for the purpose of learning. this work may be specified and assigned by teachers, or by learning guides in self-taught courses. it can encompass a wide range of activities, including practice, experimentation, research, and writing.
- g News - newly received or noteworthy information, especially about recent events.
- h Scientific rubric - a part of a manuscript or book, such as a title, heading, or initial letter, that appears in decorative red lettering or is otherwise distinguished from the rest of the text.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Introduction	Does not give any information about what to expect in the report.	Gives very little information.	Gives too much information--more like a summary.	Presents a concise lead-in to the report.	
Research	Does not answer any questions suggested in the template.	Answers some questions.	Answers some questions and includes a few other interesting facts	Answers most questions and includes many other interesting facts.	
Purpose/ Problem	Does not address an issue related to tidepools.	Addresses a tidepool issue which is unrelated to research.	Addresses an issue somewhat related to research.	Addresses an issue somewhat related to research.	
Procedure	Not sequential, most steps are missing or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Most of the steps are understandable; some lack detail or are confusing.	Presents easy-to-follow steps which are logical and adequately detailed.	
Data & Results	Data table and/or graph missing information and are inaccurate.	Both complete, minor inaccuracies and/or illegible characters.	Both accurate, some ill-formed characters.	Data table and graph neatly completed and totally accurate.	

Conclusion	Presents an illogical explanation for findings and does not address any of the questions suggested in the template.	Presents an illogical explanation for findings and addresses few questions.	Presents a logical explanation for findings and addresses most of the questions.
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	All grammar and spelling are correct.
Attractiveness	Illegible writing, loose pages.	Legible writing, some ill-formed letters, print too small or too large, papers stapled together.	Word processed or typed, clean and neatly bound in a report cover, illustrations provided.
Timeliness	Report handed in more than one week late.	Up to one week late.	Report handed in on time.
			Total

OBJECTIVES

- be aware of convincing techniques
- use mixed conditionals (complicated version) in patterns
- expand the lexis related to the topic

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

STARTER

Lead in students drawing their attention to the pictures. Ask them the following questions:

- Who are they?
- What are they doing?
- Why?

Students' answers may be different. Accept all of them. Elicit the answers.

Possible answers:

Who are they? – Managers, leaders, scholar, office-workers

What are they doing? Why? – Discussing, persuading, leading, proving with info.

- 1 Only an adroit leader (very skillful and quick in the way one thinks) can lead directly his team to progress
- 2 The director is trying to convince his workers by making a speech
- 3 Two office workers are persuading their manager about a new project

LISTENING

- 1 Pairwork. Ask students to look through words and match them with their definitions. Check the results.

- 2 Ask students to listen to the tape. They should fill in the given table with the list of tips and their explanations. Play the tape. Put student in pairs and have them compare the results. Check the answers.

No	Tips	Explanation
1	Know your subject inside and out	
2		Don't read your speech word for word.
3		
4		
5	Remember that your audience wants to hear your message	
6		

- 3 Play the tape again.

- 4 Pairwork. Focus students' attention on the quotes. Give them some time to exchange their ideas about the quotes with their partners.

Explain to students that they should look through the words in the box. Give them some minutes to classify them into 'with countable nouns', 'with uncountable nouns', 'with both' columns.

- 5 Tell students that they should complete the sentences with appropriate quantifiers: amount, a lot of, manyX2, muchX2, any, less, a littleX2, little, most, fewer. Remind students that some quantifier can be used twice.

READING

- 6 Pairwork. Draw students' attention to the questions. Encourage the pairs to discuss them. Elicit the answers. Accept all answers of students.
- 7 Give students enough time to read the text. Ask them to put the suitable headings from the given options to the passages.

WRITING

Persuasive essay

- 8 Focus students' attention on the parts of a persuasive essay. Ask them to match the parts with their definitions. Check the results.

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

- 9 Pairwork. Give students some time to review the stages of writing a persuasive essay. The essay stages are reversed, Students should put them in order.

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

- 10 Groupwork. Encourage students to think about the advantages of convincing people. Give them some minutes to put down the possible outcomes of persuasive speech. Invite representatives to share the team findings with the whole class. Elicit the answers. Students' answers maybe different and accept all of them.

OBJECTIVE

- have an idea about some of freelance jobs existing in their field of study
- learn the words related to freelancing and freelance duties
- use several phrasal verbs of expressing action
- write a letter of certificate for work service as well as one's academic credentials

STARTER

Lead in students focusing their attention on the photos. Explain that they should think about the differences between working in an office and in any out of office place at their convenience. Let them share their view points with the whole class.

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

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

Freelancer— someone who is freelance

LISTENING

- 1 Groupwork. Say that they should write down at least five expected questions to be asked from a freelancer during the interview. Let them share their questionnaire with other groups. Students may make a list of different questions and welcome all of them.
- 2 Tell students that they are going to listen to the interview with a freelance educator. While listening to the tape they should choose the correct answers to questions 1-5. Remind students that questions 3 and 5 require 2 proper options. As for the questions 6-8 they should write answers using no more than 3 words.

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

Interview with a freelance educator

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

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

Question: Is it a profession or a title?

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

Question: How long have you been freelancing?

Answer: More than 6.5 years.

Question: What are the requirements of freelancing?

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

Question: What are the priorities and advantages of freelancing?

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

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

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

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

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

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

Answer: You can deal with some organizations, you can get registered

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

Question: What are the approximate salary rates?

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

- 3 **Pairwork.** Ask students to compare their results with peers. Have students reflect on their questionnaire in Ex. 1. They should decide if their questions have been relevant.
- 4 Elicit the following questions and encourage students to answer them in the whole group discussion. Ask them to give specific examples to prove their position. Answers may be different and accept all of them.

GRAMMAR

Phrasal verb

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

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

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

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

READING

- 7 Ask students to read the words related to 'freelance' and match them with their definitions.

self-employed _d_, contract _e_, expenses _f_, per diem _h_,
fee _g_, venue _a_, publisher _c_, liaison _b_, non-governmental _d_,
part time _i_.

- 8 Pairwork. Divide students into A student and B student. Explain them that student A should read the passage for student B. While reading the text the reader should ask the probing questions where the listener should predict the answers. In the mid part of the text students should change the roles. Elicit the answers.
- 9 Ask student to read the passage individually. They should choose the most suitable title.

Recognition

- 10 Pairwork. Say that they should think about "might happen" cases similar to prior freelance stories regarding to freelance work in their field of education. Let them share their cases with the whole group.
- 11 Focus students' attention on the samples of letters. They should find and tell the differences.

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

Sample 2 Letter of Certification for certifying employee work service.

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

- 12 Distribute students Handout 1. Ask them to review the Letter of Certificate template.

**PUBLIC EVENTS FACILITIES RENTAL MANAGER WORK
EXPERIENCE CERTIFICATE EXAMPLE**

To whom it may concern

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

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

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

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

Sincerely,

Mr. Rustam Sharipov

Head of Human Resources Department

_____ (organization stamp)

14 Ask students to fill in the letter template imagining the possible job position in their field of study.

15 Homework: Explain that students should prepare the letter of Certificate to their own academic credentials imagining themselves as a dean of the faculty.

OBJECTIVES

- raise students' awareness about the up to date devices
- use prepositions
- practice to use precise language in verbal and written

STARTER

Lead in students drawing their attention on the pictures. Encourage them to answer the questions. Elicit the answers. Students' answers may be different and accept all.

- 1 Pairwork. Give students some time to look through the words in A and B columns and put them together in logical pairs. Check the results.

up to date device
breakthrough advertising
cutting-edge technology
innovative thinking

advanced studies
labour-saving equipment
progressive changes

- 2 Have students work individually. They should read the sentences and fill in the blanks with appropriate words and phrases from the box. Check the results. Remind students that some verbs can get some changes in tenses.

- | | |
|-------------------|--------------------------|
| 1. scoffed | 5. pad |
| 2. hand held | 6. continued advancement |
| 3. spring to mind | 7. hardware |
| 4. launched | 8. fragile |

- 3 Tell students that they are going to listen to the tape. Ask them to look through the statements 1-7. Play the tape. Listening to the tape students should sequence the statements according to the listened material. Check the results.

- 1 They threaten to make laptops and net books obsolete technology.
- 2 Many users say that they can't manage their professional life without them.
- 3 Mostly they work with Bluetooth.

- 4 Eventually it has become less in size but bigger in memory.
- 5 This device makes rooms more convenient and provides healthy atmosphere.
- 6 It helps to be aware of missed calls and messages not taking it out of pocket
- 7 They are more resistant than older ones made of glass.

TAPESCRIPT

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

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

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

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

Wi-Fi & Bluetooth speakers: This startling Wireless speaker systems let you play music stored on a phone, tablet, media player, or computer that's across the room or even elsewhere in the house. Most models

use Bluetooth wireless technology, which works with a wide range of mobile devices. It is also improved to fit the current tendency to shrink in size but burst with power. Now, no need to plead for help if you are organizing your presentations, workshops and etc.

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

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

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

- 4 Ask students to match the phrases from Ex.2 to equal phrases below.
- 5 Play the tape again. Students listen to the tape and fill in the table.

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

Touch screen LCD displays	cheap, slim and light	Almost every device has one
Air conditioning	Comfort making	refreshes the air

- 6 Pairwork. Give students some minutes to match the phrases in Ex.2 with their parallel meaning.

GRAMMAR

Prepositions

- 7 Encourage students to find the equivalent prepositions in their native language. Compare the students' options.
- 8 Give students some time to complete the sentences using prepositions from Ex. 7.
- 9 Ask students to complete the sentences with appropriate prepositions given below the exercise.

READING

- 10 Pairwork. Draw students' attention to the photos and give students some time to find out the associations between them. Let them share their opinion about the gadgets they see. Answers may be different. If some misleading idea by students, point out the registration mark of the car; movie character; (James Bond or agent 007)
- 11 Ask students to read the expressions. They should match them with the highlighted words in the text. Encourage them to guess the meaning of highlighted words in context. Check the results

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

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

endows - provides with a quality, ability, or asset

incremental - something that increases in value or worth

disruptive - innovative or groundbreaking

ammo - ammunition

mastermind - a person who is responsible for planning and organizing

panoply - a complete set of arms or suit of armor

12 Give students enough time to read the text. Ask them fill the gap in the headline with appropriate name.

James Bond and the modern gadget economy

13 Ask students to fill in the gaps with the appropriate words from the text.

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

WRITING

Using Precise Language

14 Focus students' attention on the example. Let them tell the differences between them.

Possible answer:

Vague Sentence: I think that there should be law against using too much water. (This sentence is too long to express the main message of one's idea.)

Precise Sentence: It should be illegal to waste water.

(This sentence is succinct (short and clear) to beat the point)

Give student some minutes to rewrite the sentences below the sample. They should change the vague sentence into precise sentence. Let some students share the results with the whole class. Help them to choose the best variant of precise sentences.

15 Ask students to look through the sentences. They should rewrite them in precise language. Let students share their options. Check the results.

OBJECTIVES

raise student's awareness about the immortal tracks

STARTER

Ask students to look at pictures. Give them the following questions:

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

Answers may vary. Elicit the answers.

LISTENING

- 1** Pairwork. Ask student to match the expressions 1-6 with their parts a-f. Check the results. Give them some time to make up sentences using some of the expressions. Ask students to exchange the sentences with their partners.
- 2** Ask students to fill in the gaps with the correct words form the box.
- 3** Play the tape for students. Ask them to listen and fill in the table with relevant details. Let them share the completed table in pairs. Check the results.

TAPESCRIPT

R: Hello, Dono. Where are you going?

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

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

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

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

D: O.K.

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

D: Hm, nothing more than Nobel prize.

R: Yes, the prestigious Nobel Prize is named after him. He invented dynamite in 1867 and it was accidental invention. Nitroglycerine was becoming a widely produced explosive material at the time, largely due to the fact that it was far more powerful than it predecessor, gunpowder. But

the problem was that nitroglycerine was unstable, and it regularly blew up people and buildings without warning. Like many at the time, Nobel realized that nitroglycerine would be a lot more useful if they could only find a way to make it, you know, not explode randomly. While working in a lab with a vial of nitroglycerine, the vial slipped out of his hand and hit the ground. After recovering from the initial shock and surprise that he hadn't been blown to bits, Nobel soon realized that he owed his life to the sawdust on the ground where the vial had landed, which absorbed the liquid when it hit the ground.

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

R: John Walker. Do you know him?

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

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

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

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

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

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

D: And, widely used medicine penicillin. Do you know the inventor of it?

R: No, and who is he?

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

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

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

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

D: See you.

4 Play the tape for students again. Ask them to replace the underlined words as they hear in the tape. Check the results.

accidental 2. explosive; virulent 3. scientist 4. chemicals 5. wear; altered 6. discovery

5 Give students some minutes to look through the sentences and order them as they remember.

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

6 Pairwork. Ask students to finish the sentences. Remind them to rely on the information they listened to in Ex.3.

7 Pairwork. Ask the following questions from students. Let them discuss the questions in pairs. Answers may be different. Accept all of them.

- a What do you know about other scientists and their immortal tracks?
- b What inventions in science do you know that changed the people's lifestyle?

GRAMMAR

Relative Clauses

- 8 Ask students to read the sentences. Draw their attention to the words in bold. Ask them the following questions:
- Which of the words in bold refer to people, object, and place?
- 9 Ask students to rewrite the sentences using the relative clauses.
- 10 Ask students to rewrite two sentences joining into one. They should use relative clauses as when, where, why to connect the sentences.

READING

- 11 Ask students to look through the words 1-6. They should match them with the ones that are opposite in meaning. The words with opposite meaning are given in bold in the text below the exercise. Check the results.

1	2	3	4	5	6
precise	provisional	complex	celestial	monitoring	preliminary

- 12 Give students enough time to read the article. Ask them to put the phrases a-f in the suitable blanks in the text.

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

- 13 Ask students to match the words. Check the results. Give them some time to make up sentences using the phrases.

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

WRITING

Process Analysis

- 15 Pairwork. State that the jumbled stages of writing a process paragraph are listed. Give students some time to look through

the stages and put them in order. Invite the pairs to share the results with the whole class.

3, 2, 7, 5, 8, 6, 1, 4.

- 16** Explain students that they should write a paragraph following the ordered instructions in Ex. 14. They should write a paragraph describing the process of writing a term (course) paper. Invite some students to read out their paragraphs to the whole class.

Suggested answer: Writing a term paper

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

- 17** Give students enough time to write a paragraph. They should show the step-by-step process in their paragraphs. The topics 1-4 are optional ones to be chosen by the students.

Personal ambitions in science

OBJECTIVES**STARTER**

- Ask students to look at the photos. Give them the following question:
- What message do they carry?
- Answers may vary.

Pairwork. Ask students to choose any of the presented quotes. Let them discuss their meaning.

- 1 Ask students to find definitions to the words and phrases in the box.
- 2 Play the tape for students. Ask them to listen to the tape and complete the words and phrases from the box
- 3 Encourage students to remember in what situations the given words and phrases have been used.
- 4 Encourage students to remember in what situations the given words and phrases have been used.
- 5 Pairwork. Ask students to make up a short dialogue. State that the dialogue should contain the information about their ambitions in science or in their specialty. They may refer to the sample given below the exercise.

GRAMMAR

- 6 Pairwork. Give students some minutes to organize question-answer activity. Student A should ask a tag question and Student B should also give a tag answer. The sample is given below the exercise.
- 7 Ask students to add the appropriate tag questions to complete the sentences.
- 8 Ask students to choose the appropriate answer to complete the sentences.

- 9 Ask students to read the title of the text. They should guess what the text will be about.
- 10 Give students enough time to read the text. They should fill in the blanks with the words and phrases in the box.
- 11 Ask students to make up questions to each paragraph of the

WRITING

Critical Writing

- 12 Put these steps of critical writing in its order and think what can be written in each of them.

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