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AUDIO

SCALE UP

Student's book

Course 2

SCALE UP



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of the Republic of Uzbekistan

Uzbekistan State University of World Languages

SCALE UP

Student's Book

Course 2

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Muharrirlar: Qambarov Nosir, Muratova Elmira
Dizayner va rassom: Rashidov Jamshid, Aliboyev Abdurashid

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

Faks: (371) 241-82-69

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PREFACE

The Decree of the President of the Republic of Uzbekistan PD-1875 as of 10 December 2012, “On Measures on Further Improvement of Teaching of Foreign Languages”, was the essence of the country’s reforms in the field of foreign language learning. Since the adoption of the system-generating decree all the work in this area has been intensified and major reforms in modernization of teaching foreign languages at all levels of continuous education have started. According to the targets set by the Government of the Republic, new State Educational Standards, based on international experience – CEFR were adopted.

In 2013, on the initiative of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan the work on developing a set of learning materials for foreign languages meeting international requirements has been launched. A group of English language teachers from all over the Republic developed truly innovative language learning manual that meets newly established requirements.

“Scale Up” is B2 level academic language course designed to meet the communication needs of Undergraduate, English for Specific Purposes students as well as independent academic learners in Uzbekistan. B2 level Course book consists of three courses to encourage undergraduate students for continuous learning and involve in academic life.

Rich selection of motivating and informative, authentic and semi-authentic texts to improve both reading and listening skills with variety topics are presented in themed topics. Interactive activities focus on learners’ «can do» statements and follow the principles of the Common European Framework of Reference requirements. Meaningful topics and materials are designed so that they enhance students’ horizons and provide a thought-provoking, purposeful approach to learn English, including autonomous learning.

“Scale Up” Course 1, Student’s Book consists of four themed units, with four topical lessons and a unit review in each. Course1 is assumed for approximately 100-110 hours. Each lesson starts with colorful lead-in activity shifting students focus on new topic. Lead-in activity is followed by listening and speaking and then grammar, reading, writing activities respectively. Reading and listening have pre-, while-, post-activities which allow students practice their receptive skills.

In addition to language practice, users are provided with interesting facts in ‘Did you know...’ section, which carries both informative and sobering effects.

A complete package consists of ‘Student’s Book’ and ‘Workbook’ for students, with ‘Teacher’s Book’ designed for teachers. Audio materials are offered in CDs, separately for Student’s Book and Workbook.

Student’s Book

- For classroom use
- Topic based lessons with communicative exercises
- CD with tracks

Workbook

- Lesson by lesson revision and practice
- CD with tracks

Teacher’s Book

- Full teaching notes and ideas for each lesson
- Additional materials
- Instructions for grouping
- Answer keys

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GRAMMAR	READING	WRITING
Linking words/phrases	Scientists' Opinion	Opinion Essay
Passives	The Hole in the Ozone Layer	Cause and Effect Essay
Need + to / Need + ing	Basic Steps of Problem Solution	Providing Solutions to a Problem Essay
<ul style="list-style-type: none"> — done ... — had better ... — need.... 	Are you Enough Motivated?	Proposal Writing
Future Perfect Continuous	Interests and Hobbies	Article Writing
Gradable and Non-gradable Adjectives	Don't Miss an Opportunity	Reporting Experience
Poem: "I keep six honest..." by Rudyard Kipling Thomas Edison	Participles	Thesis Statement
Transitions	Nanina's Research in Uzbekistan	Cause and Effect Essay
Phrasal Verb (make)	Environmental Problems	Survey Report
Mixed Conditionals		Laboratory Report Writing
Reported Passives	A Conception of Practical and Laboratory Work	Compare and Contrast
Reported Questions	Robot Progress	Summary Writing

UNIT 1

GLOBAL PROBLEMS AND SOLUTIONS

Lesson 1

PROBLEM CAUSE

Read the quotes and discuss them.

"Every problem is a gift - without problems we would not grow."
Anthony Robbins

Most of the problems are because of two reasons : We act without thinking or we keep thinking without acting.
Unknown

"The difficult problems in life always start off being simple. Great affairs always start off being small."
Lao Tzu

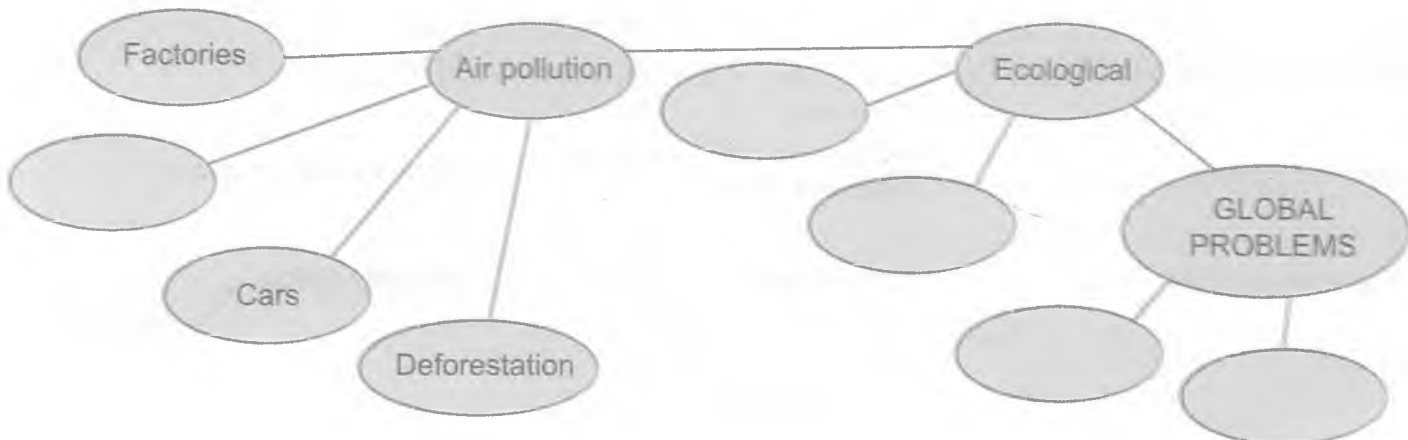
1 Work in pairs. Answer the questions.

What problems do people have as a child, teenager, adolescent, adult and aged?

What are root causes of personal problems?



2 Work in groups of four or five. Look at the sample and fill in the cluster.



3 Match the words and definitions

superficial	not thorough, deep, or complete; cursory
to fix	a solution to a problem, especially one that is hastily devised or makeshift
repeatedly	if you do something repeatedly, you do it many times
to figure out	if you figure out a solution to a problem or the reason for something, you succeed in solving it or understanding it
an incident	an instance of something happening; an event or occurrence
a reason	a cause, explanation, or justification for an action or event
a likelihood	the state or fact of something being likely; probability
to trigger	an event that is the cause of a particular action, process, or situation
to trace (back)	if you trace the origin or development of something, you find out or describe how it started or developed

4 (T1) Read the descriptions. Listen and write the types of causes.

Types of problems	Root causes
1. _____	_____
2. Human causes.	humans' irresponsibility or indifference
3. _____	_____

5 Listen to the track again and fill in the gaps with the words from the box.

superficially, to fix it repeatedly, to figure out, the incident, reasons, the likelihood, triggers, tracing back

- If you only set a problem *superficially*, the problem will almost certainly happen again... will lead you to _____ of action concerning the same problem.
- Look deeper _____ why the problem is occurring, you can fix the underlying systems and processes that cause the problem..
- A specific set of steps to find the primary cause of the problem are: determining _____, figuring out what to do to reduce _____ that it will happen again.
- An action in one area _____ an action in another, and another, and so on.
- By _____ these actions, you can discover where the problem started and how it grew into the symptom you're now facing.

6 Read anecdotes and write down their problem cause types.

_____ the road is so badly repaired that my neighbour recently has had a misfortune to get the back wheel of her car stuck in one of the enormous potholes outside my gate. She wasn't only most distressed by the incident but also had to pay for a breakdown truck to pull her car out.

Once I asked my secretary to prepare documents for the conference. She was very responsible, so I didn't even suspect that she could fail me. But when I came to the office nothing was ready. She said that one of our colleagues made her do his work, and she couldn't refuse him as she was an aged person _____

The thing that worries me most about the world is increasing of ozone hole. There has been dramatic increase in number of cases of skin diseases due to the damage to the ozone layer _____

7 Write three problems you faced last week and explain their roots.

8 Discuss the question below with the whole group.

— What problems arise in the field of your specialty nowadays (mention all three types of problem cause)?

9 Use the linking words/phrases from the list below to fill in the table. The first has been done for you.

in the first place, also, for example, to sum up, moreover, firstly, although, to begin with, all things considered, such as, therefore, on the other hand, however, apart from this, in other words, in particular, for instance, for addition, because, taking everything into account, furthermore, for one thing, since, lastly, secondly, nonetheless, while

1	To list points	In the first place,
2	To add more points	
3	To introduce opposing viewpoints	
4	To introduce examples/reasons	
5	To conclude	

10 Complete the sentences making up problem-related statements. Pay attention to the use of linking words.

e.g. The way I see it global problems concern the whole humankind, touching upon interests of all countries, nations and all levels of society.

- The way I see it _____
- In my opinion _____
- In the first place _____
- Another major reason _____
- Opponents of this view say _____
- In particular _____
- Taking everything into account _____

11 Work in pairs. Match the parts of sentences so that they define the meaning of the word "problem" in different spheres.

A problem in ...	chess	... can be ...	puzzle often for others to get instruction or intellectual satisfaction from determining the solution
	business		
	society		
	discourse		
	rock climbing		
	engineering		
	rock climbing		

12 Read the text. Match the sentence parts a-f and the paragraphs 1-6. Compare the results in pairs.

- _____ who aims to reallocate cyber capital to best serve the needs of the client _____
- _____ which is based on calculating the most efficient route between many places _____
- _____ that forces the climber to climb _____
- _____ set by somebody using chess pieces on a chess board _____
- _____ i.e., an apparent conflict _____
- _____ but because of the existence of a certain type of a problem in the world...

Problems can be divided into several types according to scientists' opinion.

- In society, a problem can refer to particular social issues, which, if solved, yield social benefits, such as increased class harmony or industry productivity. Many would like to see an end to all social problems, known as a wicked problem, that may unfortunately never occur.
- In business and engineering, a problem is often defined as a difference between actual conditions and those that are required or desired. Consider the case of the asset manager. Sometimes, the

13 Sort out the types of writings deciding if they are mostly based on facts or opinions.

FACT
memos

OPINION
e-mails

14 Complete parts of the essay below using facts and your personal opinion.

1. Nowadays global problems are getting more and more essential. I personally believe that the world as a whole currently faces several dramatic problems. Examples of these world problems include terrorism, desertification, overpopulation, deforestation, pollution, and poverty. Of all these world problems the two that should currently be focused on are poverty and pollution.

2. In addition, _____

3. Apart from this, _____

4. On the other hand, _____

5. To sum up, _____

15 Choose one of the following topics and create topic sentences to one of the paragraphs of an opinion essay. Use proper linking words to support your ideas:

1. Poverty creates negative consequences for society.
2. Traffic in the city is terrible.
3. Finding the right place to study was the most difficult problem at college.

Money is the number one thing that couples argue about.



TYPES OF PROBLEMS

causes of a problem here are not known, in which case root cause analysis is employed to find the causes and identify corrective actions.

3. In chess, a problem is a puzzle, often for others to get an instruction or intellectual satisfaction from determining the solution.

4. In academic discourse a problem is a challenge to an assumption, that requires synthesis and reconciliation. It is a normal part of systematic thinking, the address of which adds to or detracts from the veracity of a conclusion or idea. Problematization is employed to fix these kinds of

problems.

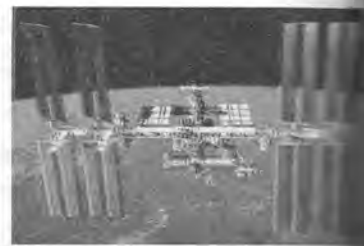
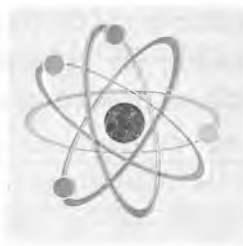
5. A good example of an optimization problem is the travelling salesperson problem. Another good example of this type of a problem is how to optimize and tune the electronic telescope arrays in Arizona so as to maintain connectivity with Voyager satellites as they begin to leave the solar system.

6. In rock climbing, a problem is a series of rocks. For more challenging courses, a climber would seek out those rock climbing walls that require a longer reach or, perhaps, even a lunge.

Lesson 2

UNINTENDED CONSEQUENCES

Look at the following photos and try to guess a general message.



1 Work in groups of 4/5. Think and write some inventions or discoveries of humanity in history brought unintended consequences.

A popular invention, discovery or an event	Unintended consequences
1. an atom	1. a terrifying weapon/atom bomb
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

2 Match the words 1-13 with the appropriate definitions a-m.

1. to harm	a. to begin something such as a plan or introduce something new such as a product;
2. to alter	b. the time of year when crops are cut and collected from the fields;
3. to exploit	c. to eat or drink especially a lot of something;
4. harvest	d. the state of having no food for a long period often causing death;
5. a sparrow	e. no longer existing;
6. to launch	f. to hurt someone or damage something;
7. exhaustion	g. to control or limit something that is not wanted;
8. extinct	h. an amount of something positive such as food or profit, that is produced or supplied;
9. starvation	i. when insects come together in a large group;
10. to swarm	j. to change something, usually slightly, or to cause characteristics of something to change;
11. a yield	k. a small grey-brown bird which is especially common in towns;
12. to consume	l. a condition of extremely being tired;
13. to curb	m. to use something for advantage;

3 (T2) Listen to the tape and fill in the blanks with appropriate words and phrases.

Chinese farmers were not (a) _____ with the little harvest they gathered in 1958. Calculations showed that (b) _____ kg of grain was eaten by each sparrow. Under the influence of sparrow grain eating habit a Chinese leader Mao Zedong ordered the (c) _____ of sparrows. The _____ killed hundreds of millions of sparrows. Ways of (e) _____ breaking eggs, killing chicks as well as shooting sparrows down from the sky. On December 13, sparrows were terrified by children, workers, farmers holding their pots and pans (f) _____ birds. Result of these efforts was a nearly (g) _____ of sparrows in China. Sparrows were replaced by another type of crop eater, a large type of grasshopper population (h) _____. In 1960, it was known that sparrows ate also (i) _____ which made Mao Zedong order to stop Great Sparrow

4 Work in pairs. Read the statements and put them in order they come in the record. Listen again and check.

On hearing that information Chinese leader Mao Zedong ordered the extermination of sparrows.

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

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

Nests were torn down, eggs were broken, chicks killed and sparrows were shot down from the sky.

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

Consequently, agricultural yields that year were disastrously low.

But the story to be told today, we hope, will be a lesson for what can happen when changes are made to an ecosystem.

They swarmed the countryside as there were no sparrows in sight.

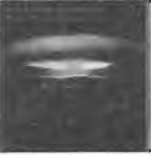
They reasoned that sparrows ate grain seeds.

By 3 pm of that night, it was estimated that a total of 194,432 sparrows were killed.

5 Work in groups of four or five. Discuss the following questions. Share the results with the whole group.

- 1 Can you remember any other human deeds which brought to tragic but unintended consequences?
- 2 What other future human fault is likely to happen?
- 3 What consequences it may cause?

6 Look at the notes and complete the sentences.

... when the agent is obvious to everybody.		Nuclear energy was invented to facilitate human's life, but ...
... when you don't know the agent or the doer of the action.		Aircrafts were invented to explore the space, but ...
... when you don't want to identify the agent.		In China sparrows were killed to save the harvest, but ...

6 Think about famous inventions of the humankind, tell whom they were invented by and what were their unintended consequences. Share your findings with the whole group.

a. e.g. Invention of nuclear energy was a great discovery for humankind, but Japanese suffered from it terribly.

7 Read the text and fill in the blanks with the appropriate verbs in passive from the box.

deplete, bring, destroy, call, release, emit, use, consider, produce

The Hole in the Ozone Layer

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

Ozone itself is a useful protective layer high above our heads. Scientific evidence indicates that the damage of the ozone in the stratosphere high above the planet's surface _____ as the result of the widespread use of chemicals. The stratospheric ozone _____ by manufactured chemicals, containing chlorine and/or bromine. These chemicals _____ «ozone-depleting substances» (ODS) which under normal conditions are chemically harmless. Stratosphere is about 15-50 kilometres above the Earth surface.

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

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

Ozone layer holds harmful ultraviolet radiation which _____ by the Sun ultraviolet radiation. It can damage cells of living, affect the growth of plants. The worst is the generation of “green house”, or “global warming”.



8 Work in groups of 4/5. Discuss the “seen today and may occur in the future” unintended consequences of the issues listed below.

- | | | |
|--------------------|---------------|------------------|
| 1. Diet | 4. Bluetooth | 7. Nuclear power |
| 2. Tax from income | 5. Robots | 8. Computer |
| 3. Internet | 6. Technology | 9. Medicine |

9 Read the texts and fill in the gaps with appropriate ‘consequences’ from the box below.

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

Number of prohibiting laws of human actions like selling alcohol drinks, birth, abortion also have unintended results. In the history keeping domestic animals was banned in cities, thinking of making cities more modern and cultural and to increase intelligence. People disposed them off after tax had been set for keeping them.

Human stupidity _____ as the results of running after beauty.

Most modern technologies have negative consequences that are both unavoidable and unpredictable. For example, almost _____ are the unexpected consequences of the application of modern technologies. Invention of the automobiles resulted

One of the innovations – the Internet has already had an impact on a human life significantly. It changed the ways in which we meet each other, the ways we run business, the ways we share information, and many more. Still, all of this is surely only the small tip of a huge iceberg, _____.

We cannot begin to anticipate the consequences of this technology. _____ is also unintended consequence of the e-mail service. Bluetooth and Wi-Fi abilities are not detected fully.

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

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

- Consequences:**
- | | |
|---|---|
| a. would be a major explosion. | e. Spam. |
| b. traffic congestion, deaths injuries from car accidents and air pollution. | f. robots will be slave to people |
| c. all environmental problems, from chemical pollution to global warming, | g. the modernization ideas ended with famine. |
| d. which seems very likely to change our lives in ways which we cannot today imagine. | h. caused disabilities or even death. |
| | i. led ladies to be disabled or even to death |

Work in teams. Do you agree or disagree with the statement? Share your position with the whole group

Any invention has a negative unintended consequence then only the inventor is guilty.

Work in pairs. Look through the tips in the box. Read the statements and underline the 'cause' part and circle the "effect" part.

Cause answers to "Why did smth. happen?"

Effect answers to "What happened because of smth.?"

Cause: The storm damaged the city. Effect: All the schools were closed

As the storm damaged the city, all the schools were closed.

All the schools were closed, because the storm damaged the city.

1. As the technology has been advancing, the number of unemployed is becoming large day by day.

2. The deforestation is massively spreading as the number of the population is growing speedily.

3. Pesticides that farmers spray on their crops kill pests both to protect and nurture the harvest but they can also damage people's health.

4. Modern technical appliances are turning the young generation into "digital" ones which may somehow be supposed as the present demand but they seem to be becoming more and more addicted to them.

12 Read the linking words in the box and sort them out into "cause" and "effect" columns.

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

Cause

Effect

13 Compose cause and effect essay introduction part and paragraph 1. Use the linking words in the box. The main supporting sentence is done for you.

1. **Topic sentence:** _____

2. _____

3. **Main supporting sentence:** *Running after beauty lead people to a number of health problems like disabilities or even death.*

4. **Detailed supporting sentence:** _____

5. _____



Read the quotes of 'Great Minds' and discuss. Tell life examples from your own experience revealing their content.



"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions"

When life gives you a lemon make lemonade.

"A clever person solves a problem. A wise person avoids it."

Be careful what you water your dreams with. Water them with worry and fear and you will produce weeds that choke the life from your dream. Water them with optimism and solutions and you will cultivate success. Always be on the lookout for ways to turn a problem into an opportunity for success. Always be on the lookout for ways to nurture your dream. - LAO TZU



- 1 Work in pairs and give your ideas about a problem and a solution. Share it with the whole group
- 2 Look at the title of the song by Mariah Carey in Ex.3. Guess what the song is going to be about.
- 3 (T3) Listen to the song. Fill in the gaps.



Mariah Carey

HERO

There's a hero
 If you look inside your _____
 You don't have to be afraid
 Of what you are
 There's an _____
 If you _____ into your soul
 And the _____ that you know
 Will _____ away

Chorus
 And then a hero comes _____
 With the _____ to carry on
 And you _____ your fears aside
 And you know you can _____
 So when you feel like _____ is gone
 Look inside you and be _____
 And you'll finally see the _____
 That a hero _____ in you

It's a long _____
 When you _____ your world alone
 No one _____ out a hand
 For you to _____
 You can find love
 If you _____ within yourself
 And the _____ you felt
 Will _____
 Chorus
 _____ knows
 Dreams are _____ to follow
 But don't let anyone
 _____ them away
 Hold on _____
 There will be tomorrow
 In time
 You'll find the way



6 Work in pairs. Discuss what message the song carries through the following phrases. Paraphrase them.

- reaching to your soul
- the sorrow that you know will melt away
- then a hero comes along
- you cast your fears aside
- as one reaches out a hand
- the emptiness you felt will disappear
- dreams are hard to follow
- don't let anyone tear them away

7 Look back and think about a moment when you faced either an academic or personal life problem. Use the phrases in Ex.5 to express your emotional state. Tell the whole group how you overcame the situation.

8 Work in pairs. Read the samples in the boxes and discuss the differences in structure and meaning.

I need to go to the interview.
 Firdavs needs to practice public speaking.
 Aziza needs to wear a uniform as she is a college student.

The campus needs cleaning up.
 The hedge bordering the campus needs cutting.
 These letters need posting.

7 Repeat the use of Need + to V/ Need + Ving and personalize them. Share your examples with your partner.

8 Look at the photo in which the messy study room is depicted. Make up several possible sentences using need+to and need+ing to tidy the room. Share them with your partner.



I need to _____

- a. _____
- b. _____
- c. _____
- d. _____

The room/the book _____ needs _____ ing

- a. _____
- b. _____
- c. _____
- d. _____

We use "need" to talk about things we think are necessary to do.
 We can use two different structures need / needs to and need / needs -ing.

Need to
 We use this form when we want to talk about something that's necessary for someone to do.
 We usually mention who is going to do it.
For example:
 «I need to go to the interview» means «It's necessary for me to visit the admission office».

- Need to**
- a. Past Tense: What did you need to do yesterday?
 - b. Present: What do you need to do today?
 - c. Future: What will you need to do tomorrow?

Need -ing
 We don't have to say who is going to do it.
For example:
 "The campus needs cleaning up" means "The campus needs to be cleaned up by someone".

- Need -ing**
- a. What needs cleaning in your room?
 - b. What needs fixing in your house?

9 Work in pairs. List down the stages that you usually follow in solving any problem.

a. _____ b. _____ c. _____ d. _____

10 Read the text. Match the four basic steps of problem solutions 1-4 in the frame.

Problem solving is one of the most essential skills in life. Regardless of who you are or what you do, you will face obstacles. How you deal with such challenges will often be a determining factor in how successful you are at life. While problems come in a wide variety of shapes and sizes, this article will give you some tools to help find solutions.

There are many ways to solve problems, and it will depend on your situation, your experience, your knowledge, your attitude, and your problem to determine the best approach. Use logic to arrive at a conclusion. To solve virtually any problem, you can use a process of elimination — dividing the issue down until all you have left is the problem. There are four basic steps of this process:

1. Define the problem
2. Develop a plan
3. Implement the plan
4. Evaluate the results

Until there's an acceptable answer, you'll repeat steps 2 through 4 until that answer has been reached. We'll use a common problem to illustrate this scenario.

The easiest solution!

A large cosmetics company had a problem that some of the soap boxes coming off the production lines were empty. The problem was quickly isolated to the assembly line, which transported the packaged boxes of soap to the delivery department: some soap boxes went through the assembly line empty.

The management asked its engineers to solve the problem. They spent much time and money in devising an X-ray machine with high-res monitors manned by staff to watch all the boxes on the line to make sure they weren't empty.

A workman hearing about this, came up with another solution. He got a powerful industrial fan and pointed it at the assembly line. As each soap box passed the fan, the empty boxes were blown off the line.

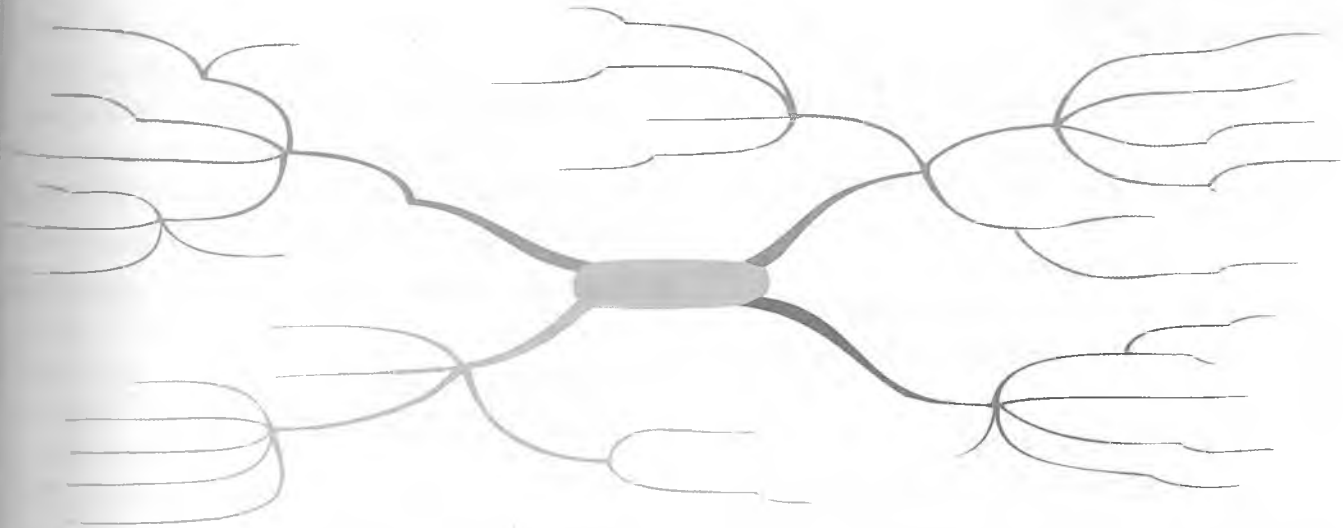
Moral: the simplest solution is usually the best!

<http://www.wikihow.com/Solve-a-Problem>

11 Look at the problems (1-5) and write possible suggestions and coming results from them. The first has been done for you.

Problems	Suggestions	Results
1) pollution	<i>daily rubbish collection, ...</i>	<i>reduce the amount of rubbish to be collected and save natural resources</i>
2) computer addiction		
3) lack of playgrounds		
4) traffic jam		
5) human trafficking		

12 Make your own mind map to solve any problem.



13 Read the conjunctions a-w and find in what part of cause and problem and solution they can be used.

1. To introduce suggestions <u>c</u> _____	a) thus, b) all in all, c) to begin/start with, d) in fact
2. To express cause _____	e) obviously, f) because of/ owing to, g) one way to,
3. To express effect <u>v</u> _____	h) clearly, i) actually, j) as a consequence, k) therefore
4. To express reality _____	l) in practice, m) another solution would be, n) to sum up
5. To emphasise what you say <u>e</u> _____	o) as a result, p) due to the fact that, q) needless to say,
6. To conclude _____	r) all things considered, s) another way to... would be..., t) so, u) in particular, v) consequently, w) for this reason

14 Choose one of the problems in Ex. 11 and write down main ideas what you will write in your problem solving essay. Use the following instructions and useful language.

Introduction (state the problem and the causes) _____

Main body (suggestions and results/consequences) _____

Conclusion or final paragraph (summarize your opinion) _____

TIP: The number of the main body paragraph depends on the number of suggestions you want to make.

Review 1



1 (R1) You will hear a conversation between two students.

Guess the best two titles which appropriately suit the text.

1. Worries of the Test Takers
2. The Campus Life of Ordinary Students
3. Survey which is Made by the Administration Staff of the University
4. Advice on Unexpected Sequences
5. Discussion about Facilities of the University

2 Listen to the conversation and tick five words used in the text.

extremely;	enroll;	indigenous;	pretend;
embarrass;	caretaker;	confident;	
drawback;	funster;	outline.	

3 Fill in the gaps using the words from the conversation.

1. How did you take _____ level test in English? You took it two weeks ago, didn't you?
2. I have to do so much reading, and the _____ I have to write an essay over 400 words long.
3. We studied _____ topics like that in the practice course. You only need to make 2 or 3 main points about a topic, you know, because the Proficiency test essay task is only 250 words long.
4. You really _____ be in contact with English-speaking people every day, if you want to improve fast.
5. _____ you're in a situation, and then you have to ask questions to find out some information.

Listen and check your answers

4 Read the text. Choose the best title.

1. Seven Ways for Identifying the Matters
2. Seven Advices to Deal with Company Officers
3. Seven Steps for Solving Big Problems

5 Find the words in the text with the same meaning.

1. useful skill or quality _____
2. a particular characteristic _____
3. clearness _____
4. difficult task _____
5. choose _____
6. realization _____
7. not comparable _____
8. create _____
9. prophecy _____
10. feel _____

6 Decide if the statements are true (T) or false (F)

1. Setting a deadline leads you through exact time management, which you need to work under improving your attention to details and looking for alternatives. _____
2. In all cases, your solution might be in the form of a lecture to a customer or someone inside your company. _____
3. In order to be sure you have chosen a good great solution, test the results. Did it deliver within the time frame necessary? _____
4. One of the important keys to your success with this model is you believe that you can handle the problem. _____

Being a future sales person, one of your greatest assets is the ability to solve problems for both you and your company and the customers big problems they have shared with you. The ability to be creative and find a solution is a trait heavily admired by customers. This trait also moves you up above the commodity seller and to the ranks of the problem solver. This is a much better level to be recognized by the customer – it gets you more solid opportunities to make sales. Being able to solve a big problem is a valued trait for anyone, especially sales people. If you follow the steps you will solve any problem you run into. In fact, the more often you use, the better you will get at solving problems.

So, here are the seven steps to problem solving...

1. Define the Problem

This means write it down and study it. Sometimes this first step is all you need to realize the solution was there all the time. By writing it down, you gain a clarity you did not have before.

2. Gather information

This is obvious. If you are to solve a problem, you need information and data points regarding the level of the problem – and things like cause and effect come in very handy to solving the problem.

3. Set a Goal or Time line for Solving the Problem

Deadlines give a sense of urgency to the problem solving process. Without a true time line, other things get in the way of moving the process forward. Having a deadline gives you a project time line you will need to work under – improving your attention to details and looking for alternatives.

4. Search for Solutions

Never stop with the first alternative or solution. The rule of thumb is to challenge yourself to find at a minimum three ways to solve the problem. This insures you will use all your creative powers to find all the possible choices to pick from for solving the problem.

5. Choose a Solution

After securing as many choices as possible, it is now time to pick what you feel is the best solution for the situation or problem. You have analyzed all the possible solutions, trust yourself to pick the right one to implement.

6. Implement the Solution

Begin the process of solving the problem with a selection of alternatives you feel will be the best solution. Have a game to implement a solution. In some cases, your solution will be in the form of a presentation to a customer or someone inside your company. Be sure to show the benefits of your solution including things like safety and seamless integration so they will be inclined to agree.

7. Evaluate the Results

In order to be certain you have selected a good to great solution, test the results. Did it deliver within the time frame necessary. Did you generate a payback period that was expected by others. And, most important – did it meet your standards of performance. If it did all the above, then record the details as a success story. Will there be similar situations with other customers? Can you easily adapt the majority of the solution process for other closely related situations?

This is a simple seven step method, yet, it works more often than not. One of the important keys to your success with this model is your believe that you can solve any problem. If you don't believe you have the problem solving ability – well, you will not be able to solve any problem – it is called a self fulfilling prophecy.

Work on yourself first and then work on the problems, it will be much easier to find the solutions.

(Adapted from <http://developingb2bsales.com/seven-steps-for-solving-big-problems/>)



Lesson 4

MOTIVATION AND INSPIRATION

Look at the pictures below and try to find out messages they carry.

Now discuss the following questions with your partner.

- What are differences between motivation and inspiration?
- How useful are they in different activities of a human-being?
- Why are motivation and inspiration often called as “pushers of development”?



1 Match the words 1-8 and their definitions a-j.

1	to utilize	a. something which is considered to be morally wrong;
2	competency	b. want to achieve something especially in career;
3	to tackle	c. the ability to do something in a satisfactory way;
4	wired	d. quality or ability is one you have always had;
5	to unfold	e. want something very much and in a way that is very hard to control;
6	to aspire	f. use something;
7	to crave	g. feeling nervous or excited;
8	innate	h. a connection with a religious or political organization;
9	affiliation	i. happen or develop in this or that way;
10	immoral	j. make an organized and determined attempt to deal with a problem, often a social one;

2 Now write the words from Ex.1 in accordance with their negative or positive group or both.

Positive

Negative

3 (T4) Listen to the tape and find out whether these statements are T (true) or F (false).

No	Statements	T	F
1	All scientists have given the same definitions to motivation notion.		
2	Motivation can direct people into an optimistic path of life and career development.		
3	Motivation can sometimes be equaled to other psychological methods of persuading people to get some further development in their social matters.		
4	All motivation types can really be helpful to everybody; there is no use of selecting them due to personality.		
5	Monetary and non-monetary rewards presented to a person belong to award motivation.		
6	Sometimes fright and negative consequences can also be motivational push to development.		
7	Supporting others in various life and social situations or conditions is called assisting motivation.		
8	Sometimes intending to get more power over people may lead them to some negative behavior.		

4 Listen to the tape again and fill in the blanks.

Motivation types:	
1.	incentive

5 Work with your partner and tell him or her when and how you are best inspired or motivated. How do you take use of it? What do you do?

6 Work in three groups, discuss the following quotes and present the meaning to the whole class.

- If you would create something, you must be something. Johann Wolfgang von Goethe.
- Try not to become a man of success but a man of value. Albert Einstein.
- Without inspiration the best powers of the mind remain dormant. There is a fuel in us which needs to be ignited with sparks. Johann Gottfried Von Herder

7 Complete the sentences. Match the pictures and the sentences. (done, had better, need)



e.g. *We needn't have prepared the sitting-room; the guests are not coming to us.*

- You _____ have a rest a little bit, you seem to feel terrible.
- The student _____ worked so hard, he is having a terrible headache.
- Young students _____ to keep motivated while making research works.
- I _____ to have my research work finished in laptop until tomorrow.
- You _____ participate in all scientific lectures like this.
- All students _____ to listen scientific lectures carefully.
- We _____ have dinner in such a cosy room.

8 Complete the sentences.

- e.g. The great poets and writers _____ inspiration to create their famous pieces of art.
a) had better get b) needed to have c) needn't have got d) should have
- You _____ harder at your scientific research last year, you could have a rest now.
a) had better have b) need to have worked c) should work d) should have worked
- You _____ a taxi if you do not want others to wait for you.
a) had better get b) should have got c) needn't have got d) needs getting
- The young learners of science college _____ environmental controversial matters in order to start research work.
a) should have investigated b) had better began c) needn't have got d) should investigate
- Abror and Nargiza failed their exams. They _____ on their testing more.
a) need to pay attention to b) had better study c) should have focused d) should focus
- Ancient Greeks supposed inspiration to be filled with Gods' spirits; the Gods were the muses of ancient Greece, the scientists _____ that ideas coming to their minds thanks to Gods.
a) had better confess b) should have confessed c) needed to confess d) needn't have confess

9 Read the text and define highlighted words.

Are you Enough Motivated?

- Human beings are the only conscious creatures, that is to say we can think, ponder, realize, and comprehend all events, situations occurring around us. People can mentally find out solutions to some problems, answers to probable mysteries of the nature referring to science as well. All of us study when we start to comprehend things consciously; neither animals nor plants are capable of thinking. Human beings have always been tending to new innovations, discoveries, theories. But have you ever thought why? There can be the only answer to this question: because of inspiration and motivation existence which never let us stop or postpone, give up or delay ideas or goals we have already set.
 - Motivation and inspiration are not new terms for humanity. Ancient Greeks, Egyptians, Arabs, Indians have always referred to them as basic development factors of social, industrial, scientific progress. Great scientists, philosophers, writers, psychologists, orators have also claimed that motivation and inspiration are the main pushers of their minds, whatever they have created or done are fruits of them.
 - The greatest personalities of our motherland Uzbekistan also focused on wish, aim, goals, motivation and inspiration for creating something modern or extraordinary. Could Mirzo Ulughbek create a map of stars without motivation? Could Avicenna write his famous medicine books without having inspiration or motivation? Of course, no, the great grandfathers of us got new ideas, thoughts, and inspirations from watching daily life of common people, from just a great view of architectural masterpieces. In short words, greatness of our ancestors should awaken our inner strength and power; the youth must be inspired by deeds of prominent Uzbek personalities, it should motivate the youth to get into deep scientific research works, to have theoretical and practical approach to science, to create something modern, innovative in any sphere, technology, agriculture, medicine, economics, politics, education, engineering, philosophy etc. If there is motivation and inspiration in you it is easy to achieve anything you want. Remember that "you have no idea what you are capable of until you try".
 - Now, dear student, to what extend are you motivated or inspired? How active, strong-willed, courageous, energetic, enthusiastic, persistent, initiative learner are you? What are your aims and goals for future? Do you have inspiration and motivation to create something exactly yours for development of your sphere? Keep motivated, you can do anything!

10 Read the following statements and find in what paragraph they were mentioned.

- a. Our great ancestors left numerous creations for future generations.
- b. Even ancient people tried to discover something new to ease their social lives.
- c. Ancient people's creations were harvest of motivation and inspiration.
- d. Ancient people considered motivation a to be real pushers of development.
- e. Motivation does not let us give up the jobs we have started.
- f. People can be able to manage anything if they keep on being motivated.
- g. Neither flora nor fauna have conscious but humanity has.
- h. Unless you test, you cannot be aware of what you are able to do.

11 Look at the following steps of writing a scientific paper and match them according to their proper order.

- a. Abstract
- b. Discussion
- c. Results
- d. Introduction
- e. Title
- f. Methods and materials

12 Read the parts of scientific paper and match them with their functions (handout 2).

- a. "Abstract" is a general part of the scientific paper, where probable outcomes of the work are described. _____
- b. "Discussion" is an important part of a scientific paper where results should be analyzed critically. _____
- c. "Results" are the main harvest of the scientific paper, what was found in the work should be described here. _____
- d. In "Introduction" we focus on the reason why the study was undertaken. _____
- e. Title is responsible for subject choice and what aspect of the subject was studied. _____
- f. "Methods and materials" part is engaged in the question how the study was undertaken.

13 Think about scientific paper in your own field. Choose the title and write 'Abstract' part of the work with the help of the following questions.

What theme did you choose for your scientific paper?

What aspect of the theme did you choose?

How well was the theme studied?

What aspect of the subject was studied?

Why is it important to study the theme you have chosen?

What will be primary results of the scientific research paper?

What probable conclusions are you going to have after you have worked at the research work?

14 Look at the following pictures and try to think about their fields of investigation. Write possible title and abstract.



Lesson 5

FIELD OF INTEREST



Look at the following photos and write the interests of children. Then relate the activities with 'might be followed future fields' filling the table below.



Arts & Entertainment	Law & Public policy	Health & Medicine	Sciences- Biological & Physical	Communications	Education	Environment	Architecture, Planning & Environmental Design	Engineering & Computer Science
						a		



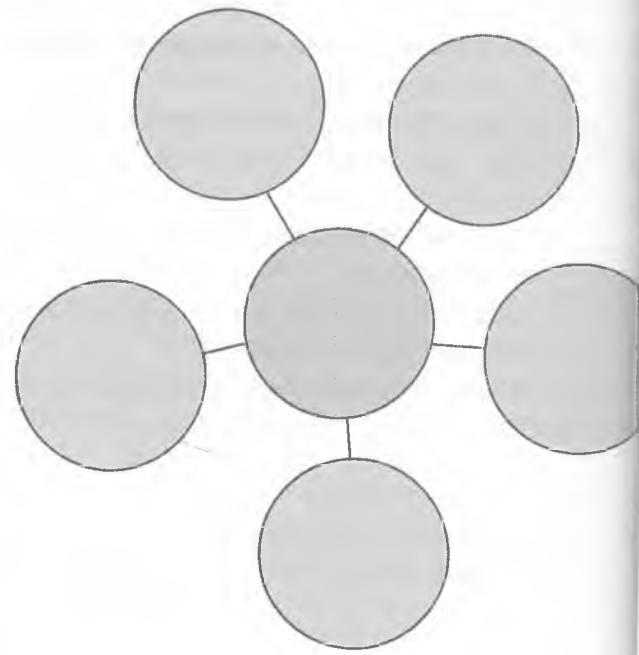
1 Write your story highlighting an interesting pathway that led you to becoming a student of this Higher Institution. Share it with your partner.

In the early stages of my teens I found _____ to be exiting and energizing. I used to spend _____ hours each day. Having realized that I had a natural affinity for _____

Later, _____

All in all, _____

2 (T5) Listen to the tape. Follow the instruction of the speaker and fill in the chart below.



3 Discuss the chart with your partner. Answer the following question.

– Did the chart indicators meet your expectations and your future intentions of your further research?

4 Read the quote. Do you agree with the idea? Prove your opinion with specific examples. Complete the ‘calculation’ in the box.

Each one of us has the talent to be remarkable.

The secret is finding that talent.



5 Work in pairs. Discuss your predictions in the following areas.

What changes will have occurred or happened ...	in	sport art and culture business technology medicine and health your own field	by 2100
---	----	---	---------

6 Write answers to the question “What will life be in the year 2100?” Complete the sentences using the *will have done*.

e.g.: By 2050, the world’s population *will have increased* to around 30 billion.

- By 2050, the world’s population _____ (increase) to around 30.000 million.
- Life _____ (become) more automated.
- Computers _____ (take over) many of the jobs that people do today.
- The Earth supplies of oil, coal and gas _____ (run out).
- Scientists _____ (find) other sources of energy?
- How _____ (education) _____ (change)?
- We _____ (find) a way to feed all people in the world?

7 Complete the sentence with either the Future Perfect or the Future Perfect Continuous for each situation.

- Shavkat started learning English when he was 25. He is still learning English. When he is 40 he will have been learning English for 15 years.
- Every day Laziz reads thirty pages of a book on the way home from the university. Before he gets home from the university tonight Laziz _____
- So many people enter Marathon in Tashkent that the last runners start several minutes after the ones at the front. By the time the last runners start the ones at the front _____
- I started writing this book three years ago. By the next month I _____
The company decided to spend \$5 million on developing the software before it goes on sale. By the time the software goes on sale, the company _____
- I am going to study at Westminster University I’ll graduate from it before you get back. When you get back, I _____
- A group of scientists are designing a new material for higher institutions. They will finish its testing before students go on holiday. By the time students go on holiday a group of scientists _____

8 Put the words in the brackets into the correct form. Add your own sentences.

1. By 2 o'clock the applicants _____ (to write an essay) for 40 minutes.
2. We (to fly across the ocean) _____ by tomorrow morning.
3. Our regional representatives (to live here) _____ for a month by next Monday.
4. By 5 o'clock they _____ (to translate the article) for two hours.
5. By the end of the week the team (to work on project) _____ for a month.
6. _____
7. _____
8. _____



9 Work in pairs. Discuss the following questions.

- a. How can basic interests of a person affect his future career?
- b. Do you know any famous person who has developed his interests into a professional career?

10 Read the text and match the statements a-h and paragraphs 1-5.

- a. He achieved these results by his ability, hard work and study. _____
- b. Because he made his interests grow into a real job. _____
- c. No interest no progress! _____
- d. Here are some outlines of various fields representatives' first interests and further professional careers. _____
- e. That is why developing an interest in time is an essential matter. _____

11 Read the text again and create the best title for it.



1. Every person has got some interests and hobbies from the childhood which can turn into a major activity or job in future. Due to these issues parents should focus on interests of their children which can play a great role in their intellectual grows and development. Whatever a person's interest is it should be worked at and developed. The greatest art, cultural, business, technological spheres' representatives were supported by their family members, teachers and friends resulting in brilliant works in different fields.
2. Uzbekistan is also rich in great people of science, art, culture, sport and other social, technical life fields. We can name a lot of people whose interests in

this or that field grew into bigger positions. As a result their contributions to social development of the state were remarkable.

3. Rustam Akramov is a well-known Uzbek football manager who contributed a lot to the development of this type of sport in Uzbekistan. He is famous not only throughout Uzbekistan but in the whole Asian football world. Rustam Akramov is often called a "Football Professor". How could he achieve this great respect? As Rustam Akramov claims, from his childhood he took a keen interest in football. He was so fond of this game that could not help playing, watching, admiring it. These childish interests led him to further decision to choose football as his future job. After finishing a footballer career he could not give up this game and started an occupation of a football manager. He managed to win Asian Games Cup in football in Japan in 1994 being a manager of Uzbek football team.
4. Yokub Ahmedov, a famous Uzbek actor, is another

12 Read the tips for planning and writing an article:

- Think about who your readers are and their interests.
- Answer the questions “who”, “what”, “when”, “where”, “why”.
- Write a concise headline to summarize the article.
- Use active words like saw/ran instead of was/were.

13 Choose three topics that you would like to write a newspaper article about and write them below.

- a _____
- b _____
- c _____



14 Read the text and answer the questions.

Anniversary of Amir Temur

Amir Temur’s birthday is annually celebrated in Uzbekistan. A traditional ceremony is held in the park of Amir Temur in the center of Tashkent every year. On April 9, 2014 Uzbekistan celebrated 678th anniversary of great statesman and commander Amir Temur. On this day a traditional ceremony was held in honour of Amir Temur in the center of the capital city. As UZA reported, it was attended by members of the Parliament, representatives of ministries, departments and public organizations, writers, poets, scholars, and students. President of the International Fund of Amir Temur, director of the State Museum of History of Timurids Nozim Habibullaev, Ambassador of the Republic of Korea Lee Hyun, national poet of Uzbekistan Sirozhiddin Sayyid, scientist Sattori Hakim and others participated in the ceremony. It was mentioned that interest in the study of the rich heritage of Amir Temur and his dynasty in nationhood, science, culture, creativity and other areas is increasing worldwide. Many artistic, journalistic works have been created on the contribution of the Temurids in the development of world civilization.

- Who _____
- What _____
- When _____
- Where _____
- Why _____

15 Choose one of the topics of your interest in Ex. 13 and write a newspaper article.

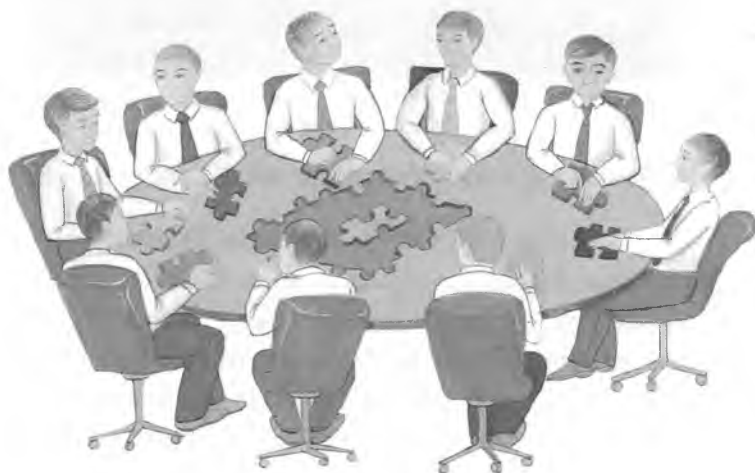
example of a person whose interests grew into a more serious rank. He became so deeply involved into a cinematography that cannot imagine his life without it. Simple affection and respect to great actors and actresses of Uzbekistan from past urged him to choose this profession as well. Now he has become one of the best actors in the country.

5. So, interests should not be just common keenness, it must be something more, as if you really like the job you are doing, you can never get exhausted. Interests should not get stuck to one destination; it must always try to reach new ways, roads to excellence As a great philosopher in history said once, interest is a foundation stone to every best deeds or creations of a human being.

Lesson 6

CONFERENCE PARTICIPATION

Look at the pictures and think about their message. Work in pairs. Fill in the columns with the appropriate phrases from the box.



FACE TO FACE



ON-LINE

- | | | |
|--|----------------------|--|
| a) pre conference events | b) no travel costs | c) opportunity to interact with the speaker directly |
| d) can use features of software such as voting | e) live presenter | f) new friends |
| g) participate from anywhere | h) record and replay | i) converse with other researchers |
| j) socialising with colleagues from other institutions | | |

1 Read the sentences and fill in the blanks with the suitable phrases from the box.

- | | | | | |
|-------------------------|---------------------|--------------------|----------------------|----|
| a) bring together | b) positive remarks | c) share the ideas | d) theoretical ideas | e) |
| summary of the findings | f) plan your travel | | | |

- You will meet students and professionals who are interested in the same topic of research and discuss _____.
- It would be better if you end with a brief _____ and suggestions for future research.
- Usually the audience members want to support the student presenters and ask helpful questions and make _____.
- I want to mention that it is an active environment where participants can walk around and look at different displays and _____.
- In this case you have to _____ beforehand and book the hotel near the conference site.
- This kind of events _____ the participants of the conference and it's a great opportunity to be close with the scholars of this field.

2 (T6) You will listen to the conversation between a student and a teacher talking about conference participation. Listen and number the sentences 1-10 as you hear in correct order.

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

3 The lines below are similar but not the same with the interview. Listen again and identify the differences.

1. National scientific society is organizing a congress.
2. Minimize the bulk of the conclusion part.
3. It is not good to be prepared for the possible discussions beforehand.
4. Ask your teachers to criticise your presentation and list the most difficult questions.
5. It is an active environment where speakers can walk around and discuss different displays and share the ideas.
6. Sometimes authors of some selected paper submissions give 10-20 minutes presentation about their papers.
7. If you become a grant holder your travel expenses and accommodation will be covered by the organisers.
8. Usually you can find other students from your organization or country who are also taking part in the conference.

9. This kind of conferences bring together the participants of the conference and it's a great chance to be close with the scholars of this sphere.
10. Take some time at the beginning of the day to think what you might be able to apply to your own work.

4 Answer the following questions.

1. What are the ways of preparing effective presentation?
 2. What are poster and paper presentations?
 3. What are benefits of being a scholarship holder?
 4. What can you say about social events of the conferences?
- 5 Put the adjectives in the box into the correct column.

difficult	nice	impossible	ugly
thirsty	delicious	terrible	frightened
amazing	tasty	enormous	important
terrified	tired	exhausted	vital
furious	devastated		

Gradable	Non-gradable
<u>frightened</u>	<u>terrified</u>
_____	_____
_____	_____
_____	_____

6 Decide whether underlined adjectives are gradable or non-gradable?

1. The conversations in the conference were incredibly positive despite the different views.
2. Watching hundreds of participants interact with each other through their various interests was absolutely fascinating to me.
3. The questions were pretty hard.
4. Lola was absolutely sure about the team.
5. This is particularly important to be good at presenting.
6. This scientist's books are immensely popular among the readers.
7. The presenter's answer was very simple.
8. The instructions were extremely complicated.

7 Fill in the sentences with suitable adjectives.

1. It was _____ in the building. The heaters didn't work and it was snowing outside.
2. Their flat is _____. They have five bedrooms and a sitting room the size of a tennis court.
3. I've been reading this _____ book about life in future. I can't put it down.
4. They didn't serve any food on the flight. When I got to Paris I was _____.
5. "Was she pleased with her exam results?". "She was absolutely _____."
6. We walked all day without a break. I was absolutely _____.
7. "What do you think of this cake?". "_____ The best I've ever tasted!"
8. The taxi driver was completely crazy. We were all _____!
9. Rukhsora looks absolutely _____ in that black dress.
10. You've got all the answers right _____!

8 Match the verbs and the words they collocate.

- | | |
|-----------------|---------------------------------|
| 1. to submit | a. by reputation |
| 2. to stay | b. one's ability |
| 3. to gather | c. a paper |
| 4. to deliver | d. in touch |
| 5. to recognize | e. people's contact information |
| 6. to get | f. the theory component |
| 7. to improve | g. value |

1	2	3	4	5	6	7

9 Read the paragraphs and match them and the headings.

1. submitting a proposal
2. talking to people
3. workshop environment
4. business cards
5. scholars of the field of your interest

a. It's also important to introduce yourself to unknown people correctly at conferences. I'm not very extroverted, and it has been one of the hardest tasks for me, but introducing myself to others and making myself meet new people has made the experience of attending conferences richer, and assisted in developing my career through the new relationships I've made.

b. Consists of smaller groups of between 10-30 participants, allows facilitators to deliver the theory component whilst allowing delegates, to engage in practical exercises. This type of learning process can be very effective when used over short periods of time for example two to three days. They create an effective learning opportunity for those participants who learn more effectively from direct interaction.

c. This may seem old school, but unless everyone has the app where you bump smart phones and share numbers, it is still the best way to gather people's contact information. Then, when you're back in the office, email and say hello. Mention something about when you met and suggest how you can work together or stay in touch in the future!

d. Anyone can submit a paper, panel session idea, or workshop proposal. The process of submitting something is rewarding. You should spend some time trying to express your ideas in a way that others can value, that improves your ability to think and communicate. Even if your submission isn't accepted, you will have some benefit.

e. When you attend a conference related to your area of expertise, you will get opportunities to communicate with nationally known experts in your profession-colleagues you recognize by reputation and through their articles and books. It may be a scary trying to some people to meet «famous» people. It's usually best to get an adviser or a colleague to introduce you to others. If you meet with people you want to listen to or to have a conversation, feel free to move on up to them and ask questions you are interested in. This may help you to build a strong relationship bridge between you and other participants



10 Work in pairs. Think of other three advantages of conference attendance. Share your ideas with the group.

11 Before starting your report, think who the report is addressed to. This will help you decide on the style of the report. Read and decide whether the style should be formal (f) or informal (i).

- To the rector _____
- To the university newsletter _____
- To your mother _____
- To the dean _____
- To your friend _____
- To your peer _____
- To your supervisor _____
- To your pen-friend _____

12 Imagine you went to Samarkand to attend an English language contest and were asked to write a report on your experience for the University newsletter.

Introduction

State topic and set the scene
(what-when-where-who-why)

Main body

Information in chronological order under suitable subheadings

Conclusion

Summarize points, refer to feelings/moods/ consequences

Arrival in Samarkand

Three days contest

Outcomes

Social events

Time to leave

13 Write an experience report to your supervisor describing your participation in a students' scientific conference.

Review 2



- 1 (R2) You will listen to your peer who shares his/her experience.

Guess the best two titles which appropriately suit the text.

1. The Things which Were Very Useful to him/her
2. The Life Issues s/he Experienced
3. Motivation and Inspiration
4. Advice on Improving One's Life Style
5. Acknowledgment of Personal Life Issues and Their Solution

- 2 Listen to the conversation and identify the five words used in the context.

Emotion,	pretend,	embarrass,
enroll,	solitude,	confident,
benefit,	influence,	extremely observe

- 3 Fill in the gaps using the words from the conversation.

1. Go somewhere to a quiet place, a bank of the river and _____ the sunrise or sunset.
2. This can give you an _____ productivity boost to work on your own study or to work harder on your chops.
3. Study the material and put it into _____. Be always inspired and motivated.
4. If you try to _____ and feel it's getting worse with every minute, go back to what you had in the first place.
5. Try something you normally wouldn't do, think _____, have fun.

The advent of broadband Internet in offices around the world means that holding a meeting online is becoming increasingly common. While there are a number of advantages to web conferencing, like saving money on travelling and bringing all your colleagues together with the touch of a button, there is one disadvantage that could discourage those not raised in the digital age from ever conducting a meeting on-line - the fact that you can't always see your attendees.

This not only means that you can't always be sure that your attendees are paying attention, but also that those present in the meeting might feel free to work on other projects at the same time they're attending the meeting. If this is something that you are concerned about, there are a number of things you can do to ensure that your participants are completely involved in your web conference. The tips below can help you be fully engaging with your attendees, making your web conference interesting and productive.

- Make each participant responsible for some of the presentation. This will ensure that your attendees have researched the topic they are presenting, which will make them feel more involved in the meeting to begin with. This also helps to get everyone talking and interacting during the meeting, so even those people who are shy and don't usually participate will make a contribution. And once the ice has been broken, it could lead to great discussions that will give you the result you need.
- Use your web conference tools features. After all, they're there to help you make the best of your meeting. Familiarize yourself with them thoroughly and prepare polls, let your participants «raise their hands» and ask questions, and use the video feature if your software allows for video conferencing. This makes your web meeting more personal and engaging, increasing participation levels. Also think of creative ways you could use each tool.

For example, you could use the poll feature to create a game with multiple-choice answers and reward your attendees for getting answers right. This could be a good ice breaker for the beginning of the meeting.

Take advantage of all multimedia options available. Power Point presentations are useful, but they aren't your only option. For example, you can create a video and put it on YouTube to share with your attendees, or you can use a whiteboard feature to brainstorm as you would in a 'real' conference room. The key is to make your attendees feel that they're in the same room, which will increase the sense of responsibility for participating in the meeting and also camaraderie.

Choose a small group. Smaller meetings tend to encourage more participation since people usually know (and are comfortable with) each other. This makes for more interesting and meaningful conversations, resulting in a more productive meeting. Pick people who you know work well together for the best results. When this isn't possible, try to break people down into groups (the sales team and the marketing team, for example), and introduce them to each other. This will help all of those in your web conference feel more comfortable with each other and more willing to participate.

Enjoy your meeting. Meetings are a necessary part of doing business. While they might not always be fun, and sometimes just add to your workload, you should make it a point to enjoy your meeting - this is especially good for making sure that the meeting produces results. Your enthusiasm will be noticed by the participants, who will also feel better about being in the meeting and will be more willing to cooperate and give their full attention to the meeting. In turn, this leads to more productivity.

(<http://about.com>)

4 Read the text. Choose the best title.

1. How to encourage participation in a web conference
2. Some ways of participating in a conference
3. How to deal with conference participants

5 Find the words in the text with the similar meaning.

1. the arrival of an event _____
2. worry _____
3. assure _____
4. voting _____
5. friendliness _____
6. to care for something _____
7. the amount of work _____
8. realize _____
9. carefully _____
10. refund _____

6 Decide if the given statements are true or false.

1. There is one advantage that could encourage those not raised in the digital age from ever conducting a meeting online – the fact that you can always see your attendees. _____
2. You can't always notice that all attendees are participating equally, therefore they can engage in working on other projects at the same time they're attending the meeting. _____
3. Using poll technique isn't always successful and you can benefit from it little. _____
4. You can make a video and share it via YouTube with your attendees, or you can use a whiteboard feature to brainstorm as you do in a 'real' conference room. _____
5. Meetings aren't such an important part of running business and they make people laugh at each other. _____

Lesson 7

INVESTIGATING SKILLS

Match the inventions and the inventors.



Hans Lippershey



Elias Howe



Galileo Galilei



Charles Babbage



Felix Hoffman

1 Match the words and their definitions.

1. Hypothesis	a) Make a judgment based on criteria; determine the value of
2. Requisite	b) Make clear or plain
3. Clarify	c) Something which is probably true, though it cannot be proved
4. Incessantly	d) Express, concisely, the relevant details
5. Justify	e) Putting together various elements to make a whole
6. Constantly	f) Continuously, not stopping
7. Investigate	g) Support an argument or conclusion
8. Consistently	h) All the time
9. Summarize	i) A belief that something is true
10. Assumption	j) Necessary
11. Synthesize	k) Plan, inquire into and draw conclusions about
12. Evaluate	l) Always at the same level

2 (T2) Listen to the tape and answer the following questions

1. What does a lecturer do?
2. What does a lecturer expect from students?
3. Which scientists is the lecturer going to mention in the speech?
4. How does lecturer describe the scientists?

3 Match the beginnings of the sentences 1-6 and their endings a-f.

1. Beruni spoke
 2. Farobi was fluent in
 3. The pursuit of knowledge
 4. Ulughbek became a governor
 5. Even being the leader of the country
 6. Scientists of ancient times were very skillful and knowledgeable
- a. is a duty of every man and woman
 - b. he didn't miss a chance to deliver lectures
 - c. seventy languages
 - d. in different spheres
 - e. and understood more than ten languages
 - f. in 1409 at the age of 15, he started to develop science and education

7 Read the text and decide what the following numbers stand for.

1. 1876 _____
2. 1847 _____
3. 1,093 _____
4. 9000 _____
5. 1882 _____
6. 1928 _____

4 Work in groups. Answer the following questions

1. What made medieval scientists so productive in different spheres and have wide outlook?
2. What should investigators do in each step of their research?

5 Read the poem by Rudyard Kipling "I keep six honest..." and share with your partner how they can help you in your further investigation

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.
I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!
She sends'em abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

6 Read the following instructions and discuss them with your partner.

- When looking for ideas, create lots of ideas.
- Consistently challenge assumptions.
- Record your ideas and the ideas of others in a notebook.
- Learn from your failures and the failures of others.
- Constantly look for ways to improve your ideas and products and the ideas and products of others.

Thomas Edison is considered to be one of history's most well-known inventors, whose contributions to the modern era transformed the lives of people all over the world. He is the one who is the author of creations like electric light bulb, typewriter, electric pen, phonograph, motion picture camera and alkaline storage battery — to the talking doll. Moreover, in 1876 he built his famous laboratory in Menta Park, New Jersey to conduct experimentations. Edison and his wife Mary had a house which was near his work place, Edison often became so involved in his work that he stayed overnight in the lab as he considered "Genius is one percent inspiration and ninety nine percent perspiration."

The father of the creations of XIX century was born in Milan, Ohio on February 11, 1847. He attended a formal school for only a short time when he was seven years old. His mother was a tutor and taught him to be fond of reading. Love for experimenting and mechanical things developed when Edison received his first chemistry set. Edison was mostly deaf. He lost most of his hearing at the age of twelve when a conductor pulled him onto a train by his ears. But, he did not let his disability stop his love of learning. Creating experiments was Thomas Edison's passion. Astonishingly, in all he held 1,093 patents for his inventions.

It took him 9,000 experiments to perfect the light bulb. He believed that people's greatest weakness lies in giving up and the most certain way to succeed is always to try just one more time. He never quit. After inventing a lighting bulb in September 4, 1882, he kept working on the idea of lightening the world, as he believed there is always a way to do the work better and he tried to find it. As a result, Edison's Pearl Street Station delivered power to a one square mile section of Manhattan for the first time

Edison continued to work on several projects and experiments till the end of his life. In 1928, he was awarded with the Congressional Gold Medal, presented to him at the Edison Laboratory.



8 Read the statements and decide whether the statements are true, false or not given

1. Edison created a television _____
2. Edison thought that a person wouldn't achieve anything until he worked enough. _____
3. Edison couldn't hear at all. _____
4. He usually broke down the investigation if he confronted with challenges. _____
5. He is the one due to whom we have chandeliers (lustra) full of lighting bulbs. _____
6. His last words were "it is beautiful over there" _____

9 Match the rules and the sentences a-f.

- a. To follow prepositions and conjunctions (Present and Perfect Participles)
- b. To explain the reason for something (Present and Perfect Participle)
- c. To talk about actions happening at the same time (Present Participles)
- d. To replace some relative clauses (Present and Past Participle)
- e. To talk about past actions happening in sequence (Perfect Participle)
- f. As an alternative passive form (Past Participle)

_____ Imagine being the creator running a huge power company!

_____ By working passionately, scientists investigate the issues of their research.

_____ Having observed the nature, medieval scientists performed their researches

_____ Being able to speak more than five languages, Guljahon works as an interpreter.

_____ Sitting in the lobby by the window, I was watching people running to the bus stop in the rain.

_____ The topic chosen for the experiment will be discussed tomorrow.

_____ After developing/having developed my project, I applied to work.

_____ Having made to wait, Gavhar was annoyed.

_____ Having seen the horror movie before going to bed, Laura couldn't sleep for a long time.

10 Complete the sentence so that the meaning remains the same

1. I was struggling to remember what the scientists had been arguing about at the last discussion when I was waiting for my bus.

Waiting _____

2. I felt asleep because I was working hard on my research for two days day and night.

Having worked _____

3. I assumed that the hypothesis was quite proved when I saw presented results of the conducted investigation.

Seeing _____

4. The reason great people are brilliant at different spheres is that they are passionately devoted to the work they do.

Being _____

5. Lola didn't know any foreign languages so she had some difficulty when she was invited to deliver a speech at the international conference.

Not _____

6. I experimented a lot before I justified the hypothesis

Having _____

7. James heard the noise in the laboratory and ran to find out what was on there.

Having heard _____



There are nine principle ways you can manipulate a subject. These ways were first formally suggested by Alex Osborn, the father of brainstorming, and later arranged by Bob Eberle into the mnemonic SCAMPER. S = Substitute?, C = Combine?, A = Adapt?, M = Magnify?, P = Put to other uses?, E = Eliminate?, R = Rearrange? = Reverse?

- Cause (reasons or problems)
- Effect (results, consequences, or solutions)
- Cause answers to "Why did smth. happen?"
- Effect answers to "What happened because of smth.?"
- Cause: The storm damaged the city. Effect: All the schools were closed
- As the storm damaged the city, all the schools were closed.
- All the schools were closed because the storm damaged the city.

Read the linking words in the box and sort them out into "cause" and "effect" columns.

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

Cause	Effect
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

12 In each sentence, separate the cause from the effect. Remember that the cause is not necessarily given first.

Separate the Cause from the Effect

1. More than half of the mothers with children under a year of age work, which has resulted in the unprecedented need for daycare in this country.

Cause _____

Effect _____

2. Today, more than two-thirds of all preschool children have mothers who work, and four out of five school-age children have working mothers, which has led to increased strains on the daycare system.

Cause _____

Effect _____

3. In one national survey, more than half of the working mothers reported that they had either changed jobs or cut back on their hours to be more available for their children.

Problem _____

Solution _____

4. Because they feel their children need the supervision of a parent, many mothers work only when their children are in school and other mothers work only occasionally during the school year.

Cause _____

Effect _____

5. Many mothers experience deep emotional crises as a result of the conflict between the financial obligations at home and their own emotional needs as parents.

Problem _____

Result _____



Lesson 8

RESEARCH ISSUES

Look at the following pictures and answer the following questions.

1. What are the specialists busy with?
2. What is their common objective?



- 1 Work in pairs. Read and talk about the situations you might have with the similar dialogue. Share the cases with the whole group.

- 2 (T8) Listen and decide whether the sentences are true (T) or false (F).

	T	F
1. The interviewer is a senior student of one of the Higher Educational Establishments of Jizakh city.		
2. The interviewee is a professor who carried out his research in the area of Pedagogy.		
3. Within three years dating to 2007 the interviewee accomplished his research.		
4. The scientist points out that experience, resources and samples are important issues of the research.		
5. The scientist says that reference is needed to show where the source idea is taken.		
6. The interviewee states that the samples are like frames which acquaint the reader with the whole process of the research.		
7. The scientist says that with the time limit the researcher gets stimulated.		
8. The interviewee mentions that the research works form our thoughts from scientific point of view.		
9. The scientist says that only few of the researches direct us to implement the practical part of the research in real life.		
10. The interview infers that the student is going to follow the scientist's explanations in her future research.		

Well, how about if we tried ...

So, what do you think?

Another way to look at it is ...



Read the quotes of great scientists about research and paraphrase them explaining your understanding.



Seven social sins: Politics without principals; wealth without work; pleasure without conscience; knowledge without character; commerce without morality; science without humanity; and workshop without sacrifice.

Mahatma Gandhi

If we knew what it was we were doing, it would not be called research.

Albert Einstein



Work in groups of four or five. Think about outstanding scientist who did the research in your field of study. Prepare a two-minute report about the scientist using leading questions below

Leading questions

- Who and what are they?
- What were their fields of research?
- How long did their research last?
- To what extend their researches were topical at their time?
- What novelty did they bring to the community?
- Do you tend to continue similar researches?

List out the words you usually use for connecting your latter sentence logically with the previous either speaking or writing.

In the same way. _____, _____
 _____,
 _____,
 _____,

Tip: Transition words and phrases are vital devices for essays, research papers or other literary compositions. They improve the connections and transitions between sentences and paragraphs. They thus give the text a logical organization and structure.

Transition Words and Phrases		
<i>in the first place</i>	<i>again</i>	<i>moreover</i>
<i>not only ... but also</i>	<i>to</i>	<i>as well as</i>
<i>as a matter of fact</i>	<i>and</i>	<i>together with</i>
<i>in like manner</i>	<i>also</i>	<i>of course</i>
<i>coupled with</i>	<i>equally</i>	<i>comparatively</i>
<i>first, second, third</i>	<i>uniquely</i>	<i>similarly</i>
<i>in the light of</i>	<i>like</i>	<i>furthermore</i>
<i>not to mention</i>	<i>as</i>	<i>additionally</i>
<i>to say nothing of</i>	<i>too</i>	<i>equally imported</i>
<i>by the same token</i>		<i>in the same fashion/way</i>
<i>identically</i>		<i>correspondingly</i>

- 6 Use proper transition words to connect .
- a. Undergraduate students are usually too immature to live away from home. They are too irresponsible.

 _____.
 - b. Sophomores should practice short-term researchactions at the prior stage of their education. They should reinforce their skills. _____

 _____.
 - c. Scientists encourage their apprentices to be more creative and imaginative towards the field of exploration. They are likely to feel inspired by being piloted via the projects. _____

 _____.
 - d. People use 43 muscles when they frown. They use only 28 muscles when they smile. _____

 _____.



7 Work in pairs and compare research conducting in history and modern time. Present the differences and similarities.

8 Read the story below and point out to conducting research process mentioned in the text.

Research conducting process	Example
1. Identify the problem or question	
2. Review the literature	
3. Clarify the problem specifically identify the purpose of the study.	
4. Clearly define terms and concepts.	
5. Define the student age.	
6. Develop an instrumental plan.	
7. Collect data.	
8. Analyze the data.	

9 Work in teams of three and work out a possible future research process for a specific issue that interests you.

10 Look at the following thesis statements and decide which of them is the strongest.

Example 1: The process for a college student working on a research paper in the 1960s was very different from the process used by most of today's college students.

Example 2: Because of advances in technology, today's college student has more resources for research papers than students had in the 1960s.

Example 3: Because of the progress of Internet and other electronic sources, the research process has become easier than previous ones. Utilized by today's college students for papers differs greatly from that of students in the 1960s.



Research process: From dependant to autonomous researcher-student

On one of the autumn days of the year Nanina, a girl from Switzerland, was informed to be staying in my house. I had initiated with an official request for becoming a host family for foreign students. After her arrival I did my best to create real Uzbek atmosphere because I got to know that overseas people tend to discover quite different lifestyle, habits and mannerism when visiting abroad. On the next morning during the breakfast she said that the mission of her visit was to accomplish her short-term research paper. According to Swiss education system students have to carry out their research projects based on conducting surveys, mostly, planned for Summer holidays. Thus, Nanina came to Uzbekistan to explore what the Uzbek soil was and its productivity factors. Every early morning she used to go to the extended fields of cotton. Only the late evenings she could hardly catch up with the dinner together with my family, and right after the main course went to her room excusing she needed to jot down her evidences. To my understanding, she would compose her either diary or daily report for her research paper. Moreover, she was a very good photographer to take scenery photos of each her stepped area....

Look at the following photos and tell what connections they have with the theme of the lesson.



- Answer the questions below.

How are social researches conducted?

What essential role does a social research play in state progress?

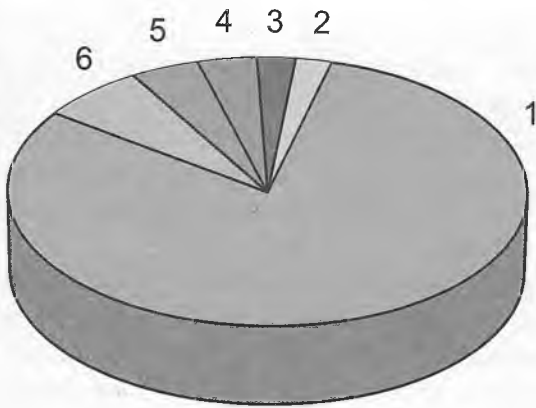
1 Match the words 1-10 and the appropriate definitions a-k.

1	Prospering	a) to live permanently or for a considerable time (in a place)
2	To cooperate	b) a quantity or amount considered in relation to or measured against another quantity or amount;
3	A factor	c) the total value of all goods and services produced domestically by a nation during a year;
4	To reside	d) a special peculiarity or a feature of a matter or point;
5	A fertilizer	e) disclose, divulge this or that information, secret and others;
6	To conduct	f) of or containing iron in the divalent state; designating an iron;
7	To reveal	g) blossoming, developing, progressing, thriving;
8	A rate	h) carry out, do;
9	Ferrous	i) an element or cause that contributes to a result;
10	A specificity	j) any substance, such as manure or a mixture of nitrates, added to soil or water to increase its productivity;
11	GPR	k) to work or act together; to engage in economic partnership;

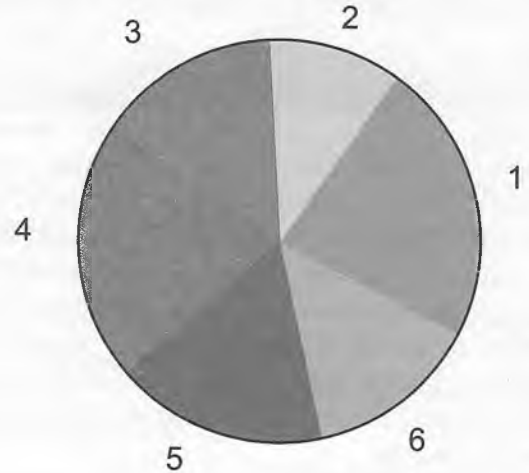
Sometimes social researches may prevent fatal disasters. A survey held in order to find out the pet variety of the population in Bolivia revealed that most people in remote regions of the country keep alligators as pets, the number was shocking. Afterwards government took rapid measures by banning to keep dangerous reptiles at home!

2 (T9) Listen to the tape and fill in the pie charts below.

Nationality Rate of Uzbekistan



The Main Export Partners of Uzbekistan



1-chart:

Uzbeks _____; Russians _____; Tajiks _____;
 Kazakhs _____; Karakalpaks _____; Tatars _____;

2-chart:

China _____; Kazakhstan _____; Turkey _____;
 Russia _____; Bangladesh _____; Kyrgyzstan _____;

3 Listen to the tape again and fill in the blanks with the appropriate words or numbers in the box.

companions; dwell; get to; 4,9 %; proportion;

a) The latest information showed that the total population of Uzbekistan has _____ 30 million people. b) The elderly people who are at the age of 65 and over make up about _____ percent of the total population of the country. c) It is interesting that more than 100 nationalities, ethnic groups _____ in the territory of Uzbekistan. d) Education system in Uzbekistan is one of the best in the world; that results in the highest _____ of more than 99 percent among adults older than 15. e) The closest _____ of Uzbekistan in import from Asian countries are considered to be China and South Korea.

4 Work in pairs. Remember the most popular social investigation or survey in your specialty; try to present exact statistical results to the group.

e.g. Automobile market is developing year by year as the number of people who buy cars is also increasing. 52 per cent of Europeans purchase new cars during two year period of driving old ones.

5 Work in small groups of three or four and discuss the following questions.

1. Why are social researches held? What is the use of them?
2. What issue of your specialty would you like to investigate with the help of social researches? Why?
3. What specific features should a perfect society obtain?
4. How can a society keep on developing constantly?

6 Read the text and complete the gaps 1-4 with the correct sentences a-d.

- a. Besides, they should follow the systematic plan.
- b. Both types of social researches are often used by a number of social conductors throughout the world.
- c. They help social researchers make sense of evidence, and researchers use evidence to extend, revise and test them.
- d. Today a modern society has changed a lot.

7 Use the context to work out the meanings of highlighted words and expressions the text.

What is a Social Research?

1) _____ . It greatly differs from the one in past in its different aspects and issues. Nowadays humanity has already faced a global social affect in people's personal or professional lives and activities. No state can survive without formulated, civilized society. Unless society is studied thoroughly in a number of levels, it may become a "hard stone" to rule over. That is why it is an essential matter to hold special social researches to find out the demands or needs of society.

Social researches are specific methods of investigation, *scrutinizing*, involving which aim at getting proper solutions to various problematic, complicated, *decrepit*, disputable questions. Social research involved the interaction between ideas and evidences. 2) _____ . Social research thus attempts to create or validate theories through data collection and data analysis, and its goal is exploration, description, explanation, and prediction. It should never lead or be mistaken with philosophy or belief. Social research aims to find social patterns of regularity in social life and

usually deals with social groups (*aggregates* of individuals), not individuals themselves. Research can also be divided into pure research and applied research. Pure research has no application to real life, whereas applied research attempts to influence the real world.

Social researches are conducted by social scientists that are responsible not only for holding them but for the content, objectiveness, appropriateness. Social researches should be envisaging future development.

3) _____ . Social research methods can generally *vary along* a quantitative/qualitative dimension. Quantitative designs approach social phenomena through quantifiable *evidence*, and often rely on statistical analysis of many cases (or across intentionally designed treatments in an experiment) to create *valid* and reliable general claims, related to quantity. Qualitative designs emphasize understanding of social phenomena through direct observation, communication with participants, or analysis of texts, and may stress contextual subjective *accuracy* over generality, related to quality. 4) _____ .

9 Read phrasal verbs and examples try to find the meaning and write it in the column.

Phrasal verb	Meaning	Example
do with		I could do with something to eat. I could do with social research in the field of medicine
do without		They will have to do without a holiday this year as they have lots of work to do
do away with		Women who think about their health must do away with bad habits.
do out of		He did me out of my rightful inheritance
make for		Let's make for the city centre and find a restaurant on the way.
make of		What do you make of the latest survey report
make off		He made off as soon as he heard their car turn into the drive.
make up for		The superb food at the hotel made up for the uncomfortable rooms
make up to		He made up to her until she agreed to help

9 Add necessary prepositions to complete sentences.

- I can do ___ your complaints first thing in the morning.
- That's a practice that should be done _____
- When he graduated from the university he made _____ his native town.
- What do you make _____ their invention?
- They made _____ without paying.
- He's always making _____ to influential people.

10 Find other meanings of phrasal verbs and make up sentences of your own.

- do up - fasten, _____, _____,
 _____, _____, _____.
- make out - claim, to manage see, _____,
 _____, _____.
- make up - compose, constitute, form, _____,
 _____, _____.

some gardening, an agreement, the washing up, a decision, homework, love, a loss, a face, a good or bad impression, your best/ the shopping, allowances for, the cooking, business with, a suggestion, a cup of tea, profit, the most of a noise, a success of, a point of, a gesture, fun of, a fuss of., a go (a success) of.

USEFUL LANGUAGE FOR SURVEY REPORT

To introduce:

(state purpose and content of your report)

The purpose/ aim of this report,

As requested,

This survey was carried out.

Development

(summarize your information under suitable sub headings)

To generalize: In general, Generally, On the whole

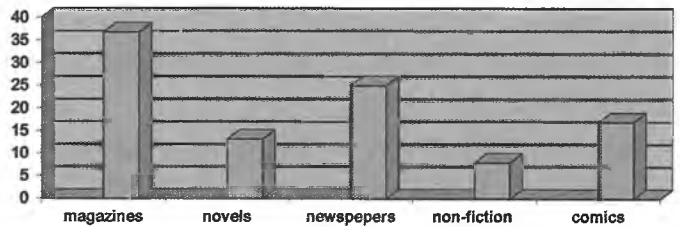
To introduce other people's opinions: Many people consider, Some people argue/believe/claim

Conclusion

(end with a general conclusion and if necessary, make recommendations or suggestions):

In conclusion, To sum up, All in all.

11 Look at the diagram and use the expressions below to complete the sentences about the results of the survey regarding young peoples reading preferences.



minority, a small number, a reasonable number, by far, the largest, majority, per cent, two in four.

- Slightly more than _____ of the surveyed prefer reading magazines.
- A _____ of young people surveyed read comics in their free time.
- _____ of young people choose to read non-fiction.
- _____ of the surveyed read fiction.
- Only eight _____ of the people surveyed prefer to read non-fiction.
- The _____ of the young people surveyed read magazines.

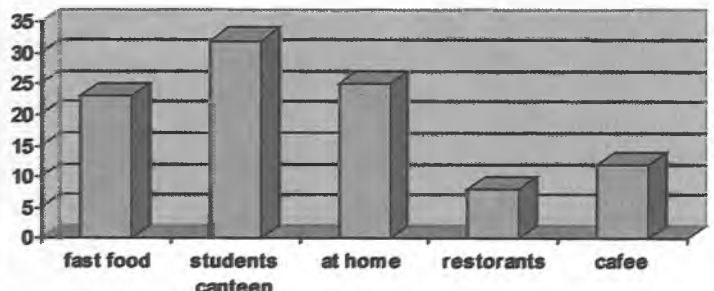
12 Read the introductory part of the report and write developmental part of it about students eating habits in their lunch time using the diagram below.

From: Ibragimova Dilnoza

To: Rano Turaeva

Subject: Eating habits of students

The aim of this report is to analyze results of a survey in which 500 students were questioned about their eating habits in their lunch time.



Review 3

1 You will hear an interview with a language expert.

Guess the best two titles which appropriately suit the text.

1. The influence of L1 on students performance
2. The hard life of immigrants' children
3. Surviving bilingual children
4. Life experience abroad
5. Acknowledgment of personal life issues and their solution

2 Listen to the conversation and identify the five words used in the context.

confront,	expatriate,	vulnerable,	
hindrance,	maintain,	enroll,	emotion,
solitude,	benefit,	influence,	observe

3 Fill in the gaps using the words from the conversation.

1. Well, this phenomenon is increasingly evident among _____ families.
2. Young children adapt very quickly to the local environment, including the language, and are _____ to peer pressure
3. _____ enough, few of them will be top of their class in English - for the simple reason that lessons are in another language.
4. Language they acquired _____ will now be strait-jacketed into formal structures.

4 Read the text. Chose the best title for it.

1. Importance of social research
2. Changes in social life of people
3. Pros and cons of social research

5 Find the words in the text with the similar meaning.

1. stand _____
2. supposition _____
3. the process leading to the formation _____
4. inadequacy _____



More specifically, social research examines a society's attitudes, assumptions, beliefs, trends, stratifications and rules. The scope of social research can be small or large, ranging from the self or a single individual to spanning an entire race or country. Popular topics of social research include poverty, racism, class issues, voting behavior, gender constructs, policing and criminal behavior.

Social research determines the relationship between one or more variables. For example, gender and income level are variables. Social scientists will look for underlying concepts and cause-and-effect relationships of a social issue. Before even beginning research, scientists must formulate a research question. For example, a researcher might ask if there is a relationship between a person's gender and his or her income level. Do men have higher incomes than women? Are women most likely to be poor?

A third variable, race, can be added to the question. Then the social scientist can pose a research question: Does race and gender affect a person's income level? Social scientists will then collect data, organize and analyze information and create a report of their findings. People conducting

5. changeable _____
6. profit _____
7. carry on _____
8. durability _____
9. legality _____
10. involving two or more subjects _____

social research must also consider ethics, biases and the reliability and validity of the research they're conducting. They must decide which form of sampling to use, how to measure information, how to analyze data and present their findings.

Research can be conducted using surveys, reports, observation, questionnaires, focus groups, historical accounts, personal diaries and census statistics. There are two types of research: qualitative research and quantitative research. Qualitative research is inductive, meaning the researcher creates hypotheses and abstractions from collected data. Most data is collected via words or pictures and mostly from people. Researchers are interested in how people make sense of their lives and in the research process itself.

Quantitative research is the complete opposite and most often involves numbers and set data. Quantitative data is efficient but focuses only on the end result, not the process itself, as qualitative research does. Quantitative data is precise and is often the result of surveys or questionnaires.

Even though social research is most often conducted by social scientists or sociologists, it is an interdisciplinary study crossing into subjects like criminology, the study of crime; politics, the study of power; economics, the study of money and business; psychology, study of the mind; philosophy, study of beliefs and morals; and anthropology, the study of culture.

6 Decide if the statements are true(T) or false (F)

1. The dimension of social research vary from small to large, ranging from a single individual to extending an entire country. ____
2. Outstanding topics of social research are poverty, racism, class issues, voting behavior, gender constructs, policing and criminal behavior. ____
3. People conducting social research don't need to focus on ethics, biases and the reliability and validity of the research they're conducting. ____
4. There are two or more types of research: qualitative research and quantitative research and cultural contest. ____
5. Research can be investigated using surveys, reports, observation, questionnaires, focus groups, historical accounts, personal diaries and census statistics. ____



Lesson 10

PRACTICAL AND LABORATORY WORK

a) Look at the photos and describe activities of students.



b) How would you distinguish activities in photos a, b (above) and c, d, e (below)?



1 Match the words or expressions in B and those in A or C so that they make a combination.

A	B	C
engaged in violate one's physical	concurrently fieldwork undertakings to come to grips with unidirectional downgrade toil obscure existential	provided problems printing one's value reason matter

2 (T10) Read the statements and discuss their meaning. Listen to three people presenting the idea of practical and laboratory work and decide which speaker they belong to

Speaker 1: ____ Speaker 2: ____

Speaker 3: ____

- Theory and practice shouldn't substitute each other, but coexist.
- Internship is not necessarily a part of a syllabus.
- Words laboratory and practice have similarities in their meaning and origin.
- Included seminars using learners' experience as a text.
- It is trying to find out unknown ways of solving existing questions both mentally and physically.
- It helps knowledgeable students to become professionals.

3 Work in groups of four or five. Answer the questions

1 What is practical and laboratory work and how do they appear in your specialty?

2 What is your practicum utopia?

4 Choose correct verb forms for sentences in passive. Pay attention to their usage.

1 It is believed that Nodir *has been doing* / *to have been doing* progress by himself.

2 Nodir was believed *have been doing* / *to have been doing* progress by himself.

3 It was estimated that his grandmother's jewelry *is worth* / *to be worth* millions.

4 His grandmother's jewelry was estimated *is worth* / *to be worth* millions.

5 Scholars are thought *to be* / *are* great people.

6 It is thought that scholars *to be* / *are* great people.

7 Jasur is said *to have been* / *was* very modest.

8 It is said that Jasur *to have been* / *was* very modest.

9 Barno is claimed *to have had* / *has had* a great influence on others.

10 It is claimed that Barno *to have had* / *has had* a great influence on others.

Reference

Reported passives are used to express opinion in a formal style.

Two special forms:

It is said that learners

Learners are said to ...

They can be used with number of reporting verbs.

Say, believe, think, claim, estimate, insist, etc

Argue, suggest, calculate, etc. are usually used only with the second form.

5 Rewrite these sentences in the passive starting with the words given.

1. People say that learning English is important nowadays.

It is said that learning English is important nowadays _____.

2. People generally think that life won't be so meaningful without science.

It _____.

3. It is generally said that computer addiction is harmful.

Computer addiction _____.

4. Teachers have suggested that learners should get used to work independently.

It _____.

5. They say Beruniy used to know 20 languages.

It _____.

6. It is said that successful people are extremely curious.

Successful people _____.

7. People think that problems are caused by being indifferent.

Problems _____.

Eminent pioneer scientists like Antoine Lavoisier, Cavendish and Berzelius converted their homes into laboratories where demonstration lectures were held on regular basis.



6 Read the following quotation and discuss it with your partner.

He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.

Leonardo da Vinci

7 Read the text and choose an appropriate heading for each paragraph.

- Involves application and deals with real life situations
- It is more interesting
- Can motivate team work
- Interactive Education creates a Deeper Impact
- It does not require mugging up
- Includes practice
- Improves skills
- Knowledge retains in our mind
- Develops a better Understanding
- Interesting => Easy

– When we are practically looking at things and experiencing it, we do not need to cram it from a book. You might spend hours learning the climatic conditions of Africa but a visit to Africa can stick the picture in your mind instantly and very effectively. Not mugging up takes off loads of pressure from a student's brain thus helping in the learning process and also for relieving stress from over their heads.

– When we are cramming a lesson for a test, our brain tends to remember it for a short while which can be shorter than the duration of your test thus not serving that purpose also because our brain forgets it easily. While doing it practically, it can be in form of experiments, real life projects or educational trips, the knowledge and the whole learning experience stays in our mind for long.

– Just by reading about a phenomenon or a lesson, it cannot get straight to your mind even though it may be explained in the best manner. You actually got to see it happening in front of your eyes and not by hearing it in somebody else's words. Practical knowledge can help a lot over here because it is all there.

– Reading a lesson over and over again can be of little help. But performing activities or experiments based on it involves practice and you have heard it right, "Practice makes a man perfect". So just sitting in a corner with a book or listening to a lecture has

8 Read the following definitions. Find equivalent words or phrases for them in the text.

- If you mug up a subject or mug up on it, you study it quickly, so that you can remember the main facts about it.
- A phenomenon is something that is observed to happen or exist.
- If one thing is converted into another, it is changed into a different form.
- If you say that there is oodles of something, you are emphasizing that there is a very large quantity of it.
- Something that is engrossing is very interesting and holds your attention completely.
- If you impart information to people, you tell it to them.
- If you grasp something that is complicated or difficult to understand, you understand it.

10 Reasons why Practical

no practice involved unless the theoretical teaching is converted into practical activities.

– Training and exercise are meant to improve your skills which cannot be obtained by just theoretical knowledge. Theory can provide one with oodles of expertise and proficiency but it can never deliver those kinds of results and improved skills that you can get from practical education.

– I spent whole of my middle school wondering that what purpose it solves by knowing $\sin^2 \theta + \cos^2 \theta = 1$. But when introduced to its applications I realized why importance trigonometry holds in architecture and its related fields. So unless you are applying your theoretical knowledge to real life situations through practical experiments theory doesn't hold much good and you will keep wondering that why you are studying that particular topic.

– Field trips, projects, experiments, don't take your interest you more than books, assignments or lectures? I am sure they do, because they are much more interesting and engrossing than reading your regular bookish material. I manage to survive through a one hour long chemistry class but give me an experiment and I can stay busy in it for hours.

– This is pretty obvious. When you find something interesting and have got your heart in it does seem

- Discuss in pairs the following questions.
- What other features can be included as valuable (except above-mentioned) for practical and laboratory lessons?
- What can you say about benefits of practical and laboratory activities?
- What is meant by practical and laboratory work skills?
- What laboratory equipment is used in your field of speciality?

Condition shows the past but result in present

He would be well now	if...	he had taken a medicine
----------------------	-------	-------------------------

Represents a situation which is never real, refers to an action in the past

The laboratory wouldn't have been destroyed	if...	you had been very careful
---	-------	---------------------------



easy. And especially when learning through practical resources instead of conventional theoretical ones, the learning process does become comparatively easier. Also while you are doing something practically, it reaches your brain more effectively making it easier to understand, apply and remember.

While imparting practical knowledge to students, most of the activities involve team projects or programs where students are required to work in a group or as a team. On one hand it improves a student's ability to interact with his/her fellow students and encourage them all for team work. On the other hand it also makes the learning process more fun as students are able to grasp more while learning it in a group. And you learn more while having fun.

Whereas in practical works, inputs from students are not just invited but are also necessary. Interactive sessions, experiments, interactive exercises, are important features of practical education which ensure the involvement of students, making them learn and understand more. And learning is the fundamental purpose of education, so in order to improve the leaning level, more importance should be given to practical education as well.

10 Complete the sentence using the verbs in the brackets.

- If you _____ me then, I _____ winner now. (encourage/be(not))
- I _____ my laboratory work last term in time if our instructor _____ proper clarification on the theme. (fulfill/give (not))
- If the scientist _____ practical work in time, he _____ with a Nobel Prize last month. (conduct/award)
- There _____ inventions if the laboratory _____ in the past. (be/create(not)).

11 Think about any laboratory work you have recently made and write a report using the template below

- Title _____
- Abstract _____
Introduction _____
- Materials & methods _____
- Results _____
- Figures & tables _____
- Discussions/conclusions _____
References _____

Lesson 11

ANALYZE AND REPORT

Work in pairs. Discuss the pots.



Discuss the following questions with your partner.

- Why is analysis so important in science and in different scientific researches?
- What types of analysis and reports do you know?
- What are probable steps of making a report?

1 Match the words a-l and their appropriate definitions 1-12.

A. data	1 examine something very carefully in order to discover information
B. report	2. talk or write about someone or something especially in a few words
C. concerning	3. pieces of information
D. scrutinize	4 being exact or correct;
E. assemble	5 connected with something happening or being discussed;
F. refer	6 necessary, needed;
G. accuracy	7 a fact or situation which influences the result of something;
H. sample	8 bring parts together in a single group;
I. factor	9 an example of a done job or product;
J. relevant	10 a short, clear description that gives the main facts or ideas
K. essential	11 a description of an event or situation;
L. summary	12 about, of;

2 (T11) Listen to a conversation between a student and her supervisor. Fill in the table with proper activities and tasks mentioned by them.

Student's activities	Supervisor's recommendations
She prepared a questionnaire	analyze your data

3 Listen to the tape again. Write whether the following statements are true or false.

- a Aziza's research work is connected with investigating, surveying community matters.
- b A student informed her supervisor of having collected enough information on social issues.
- c Aziza said that she has interviewed two professors about students' language learning.
- d The supervisor thinks the most difficult part of the research has not been done yet.
- e The supervisor says collecting data is so important in research work.
- f After each sample the student should make short outlines.
- g The student has not finished working at her research work at language learning social issues.

4 Work in groups of four or five. Put parts of making analysis in the proper order.

- ___ Present your ideas and conclusions in a logical order;
- ___ Use past tense for specific results;
- ___ Number the pages;
- ___ Select the informative title;
- ___ Give a brief summary for the whole passage mentioning relevant observations;
- ___ Write the first draft;
- ___ Use paragraphs to separate your points;
- ___ Divide the collected data into main sections;
- ___ Prepare the analyzed data in a form of a chart, table, or in a text form;
- ___ Support or reject hypothesis;
- ___ Write down the introduction;
- ___ Give cite sources;
- ___ Use present tense for facts;

5 Finish the sentences using reported speech. Change the tense if necessary.

1. "How much pocket money does Lola get?"
I wanted to know how much pocket money Lola gets.
2. "Why did you do the research work?"
Could you tell me _____.
3. "Can I use your equipment for analysis?"
Do you think _____.
4. "Is she married?"
I wonder if _____.
5. "Where were you born?"
I wanted to know _____.
6. "Where do you work?"
I wonder where _____.
7. "How long have you worked for this company?"
Can you tell me _____.
8. "Could you help me with this problem?"
I wonder if _____.
9. "When is the next seminar being held?"
Do you know when _____.
10. "May I ask you some questions?"
Would you mind if _____.



POLITE ENGLISH

**Do you want to be more polite?
Use reported questions**

Can you tell me...?	Do you know...?
Have you any idea...?	I ask...
I wonder...	I want/ I would like to know...
I am sure...	Will you...?
Do you think...?	I can't remember...
I have no idea...	Do you remember...?



The greatest speakers claim that words' importance in speech is 7%, voice tone 38%, body language is approximately 55% in impacting their listeners.



- 
- 6 Read the quote and discuss it with your partner.

Your own “Authentic Passion” about your topic and your genuine desire to share it with your audience is the greatest secret of the greatest speakers.

- 7 Work in pairs and answer the following questions.

- What stages did you follow while writing your paper?
- What was the order and structure of your paper?
- What tense and sentences did you use?
- How did your supervisor assist you in writing your paper?

- 8 Aziza analyzed the data within two days. She wrote the first draft and her supervisor looked through it. Then he gave some pieces of advice. Read the feedback and summarize it.

- 9 Work in small groups. List out the stages of a research paper following the order below.

- Choose a topic
- Conduct research
- Determine methodology
- _____

I have looked through your paper. Firstly, I would like to mention that it is a research paper, not a literary; that is why mostly you should focus on scientific outcomes. You've done a good job that reported properly your conducted experiment. You have enough supporting evidence for each point. But first write down an abstract and state the main goal why you have done your experiment. Do not forget to write down about the methods you used and sources of materials you collected.

You used unofficial style in your research paper mostly which is prohibited. You had better use formal, scientific language in the work. I want to mention that you've written your paper in present simple. Use past tense for your text, because you analyzed the data you've got. There is some confusion in logical order. Look through the paper once more. Do you remember the logical order of research paper I showed you. I would like to ask you to follow that order completely.

By the way I would like to remind you that it is recommended to avoid using personal pronoun

“I” in research papers. Will you use generally “we” expressions or passive voice? It's right that you put direct quotes in quotation marks. But you should give it with author's name, the title of the literature, and a page number. It's better if you have more citations in your text. It proves how many sources you have studied and makes your report more scientific and reliable.

Place the tables within the text. You've forgotten to number and title the tables and figures.

You presented the data on needs of language learning twice. Take one away. It's redundant.

Make your entries precise and legible. Write down the full date in the fifth paragraph.

By the way, your summary is too long and not distinguished. It is desirable to illustrate the summary in a table. Give the tasks you've put in the first column, your results in the second column and give the relevant observations in the third one.

I liked the way you presented the reference list. You followed the order. Well done.



A SWOT analysis is an organized list of your business's greatest STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS.

It is carried out for a person, place, industry, or product.

10 Following the structure below compose and write your final draft.

- Title _____

- Table of contents (with page numbers for each section)
- Introduction _____

- Methodology _____

- Materials _____

- Results and Outcomes _____

- Conclusion _____

- References _____

11 Write down a report paper on any topic of your professional field following the instructions given below:

- Find a question what to write about
- Find out what has already been written about your question
- Find information with which to answer your question
- Decide if the question is answerable
- Find a new question to write about
- Find patterns in your research paper
- Write your paper
- Cite your sources
- Prepare references

The greatest speakers claim that words' importance in speech is 7%, voice tone 38%, body language is approximately 55% in impacting their listeners.



Lesson 12

TOP RESEARCH RESULTS

Finish the sentences using a reported speech. Change the tense if necessary.



1 Write the words and phrases from the box to the fields top research results relate to.

weight lifting power; mind controlled computer;
noise reduction microphone; a smart board;
enormous torque back up; maximum screening
able; easily functioned;
a super speed; clear x-ray image;
wheelbase; full HD format projector;
visualizer; testing kit; sound rental;
water purifier;

Medical top research results:

Agricultural top research results:

Educational top research results:

Popular music field top research results

2 (T12) Listen to the tape and fill in the table.

Top know how	Their features	Detailed descriptions
New Holland T5.115 tractor	gross engine horsepower	about 114

3 Listen to the tape again and decide whether these statements are true or false.

No	Statements	T	F
1	A fast speed is the main factor or characteristic feature why a field machine is considered to be as latest best know-how.		
2	New Holland T5.115 tractor is a multifunctioning machine.		
3	Nearly each Chinese hospital is equipped with a top innovative emergency and clinics apparatus named Angel 1600.		
4	Angel 1600 cannot fit digital upgrading of traditional screen.		
5	The chip ball will make a special signal to the match referee to inform him of a scored goal.		
6	All European top championships are already using chip balls.		

4 Work in groups of four or five. Think about the other top research results in your field of study. Answer the questions below.

- How useful is the item in the development of the sphere?
- Do you think that in future this item will be redeveloped?
- What other extraordinary inventions may assist your sphere's rapid progress?

5 Read the statements a-f below and match actions and the appropriate photos 1-2.



- This person must have heard a shocking news about innovative computing.
- This person can't have been sorry for full HD format of video-cameras.
- This person must have had some satisfactory results after a number of top discoveries made by scientists.
- This person mustn't have failed in testing newly invented shaving system items with super rapid razor.
- This person must have presented some newly discovered issue in financial system.
- This person can have been very pleased with some innovative issue.

6 Complete the sentences with proper complex modal verb forms.

- Nigora and Temur have been doing research work in chemistry for about five years. They _____ tired after hard work.
- A lot of problems in heating system occur at this old house regularly, special measurements based on science _____ last year.
- This latest model of airplane _____ out of fuel; it can be filled with it even in the air nowadays.
- The popular sports competition organization Formula _____ interested in holding sports car competition with electro mobile cars.
- These super robots _____ a wrong calculation.
- The latest models of ultra books are really able to comprehend any owner's orders by their brain moves; scientists _____ at development in this sphere.



- 7 Look at the title of the text and discuss what the text can be about.
 8 Read the text and fill in the gaps with proper words or phrases from the box.

unemployed	sensational issue	warning about	study	esthetic pleasure
	crash	calculations	act	

ROBOT PROGRESS



Today it is not a (1) _____ if people are served by robots in restaurants in Japan. Top research, scientific productions have already covered nearly all spheres of life. You can meet different types, shapes, functions of them. Today in Japan thousands of researches are being done to invent the most intelligent,

effective human-like robots. Year by year the influence of computer technology, robot controlled systems is rising; sociologists, psychologists are (2) _____ negative sides of this great impact on modern Japanese society. Japanese are divided into two parts supporting robot influence and being against it.

It is doubtless that robots make people's lives easier; a disabled man can have a free assistant, a person can talk to a robot friend for hours, robot drivers do not (3) _____ into a wall or another car. The Japanese robots can percept, understand, (4) _____ independently nowadays, they can do nearly anything people order. Can you imagine how accountants are happy with a robot that makes all (5) _____ instead of them! Today sometimes it is somehow difficult to differentiate a human being from a person, robots' shapes are really as human beings'. This factor can give (6) _____ to people as well. The robot in Japan has become as a magician in tales, ask robots to dance, sing, cry, weep, beat, make tea, nearly anything, they will obey and do!

But as every coin has two sides, there are people who do want robots to get lost from public places (as they claim they should be only in laboratories). The first reason they present is people are becoming (7) _____ as robots are getting their jobs (it may sound strange but a recent (8) _____ showed that about 3 million people have got jobs in robot researching field worldwide), the young are getting absorbed into robot life forgetting real social environment.

9 Write summarizing sentences using the phrases in the box.

firstly; to conclude; to sum up; repeatedly; finally; introducing; in this final section; consequently; in brief; secondly; all in all; basically; in conclusion;

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

- f. _____

10 Write summarizing part of the text "Robot progress" by completing the following sentences.

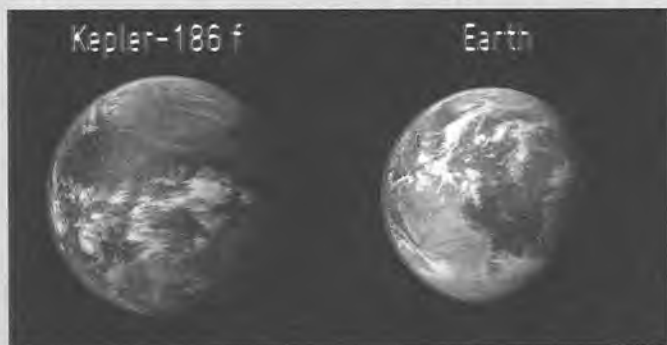
- a. Coming to an end of the matter one _____

- b. In short we can claim that _____

- c. To conclude, we can say that _____

11 Choose an article related to your field of investigation. Read it and write a summary of it.

- _____
- _____
- _____
- _____
- _____
- _____



A newly discovered planet named «Earth's Cousin» has just been found 490 light-years from Earth. The planet, called Kepler-186f, is the first Earth-size planet found in the habitable zone of its star. Only about 10 percent larger than Earth, Kepler-186f is the closest planet to Earth by size ever found in the habitable zone of its star.

Review 4

1 (R4) You will hear five short extracts in which five different people are talking about. Predict which of the following topics you are likely to hear about. Choose five only.

1. The books on accountancy
2. Quality and effectiveness of trainings
3. Available information in the books
4. Quality control, work measurement and human resources of the company.
5. Useful sources which friends suggest.
6. Establishing cooperation between government and companies
7. Advertisement of the books.
8. Success in using related books .

2 Listen to the conversation and identify the 5 words used in the context.

performance,	initiatives,	vendor,
implement,	outline,	tremendous,
acquisition,	legislation,	potential, promotion.

3 Fill in the gaps using the words from the box.

1. I remembered his recommendation when we were working towards the acquisition of one of our competitors, and putting together the _____ papers.
2. I contacted a company which seemed likely to offer me greater _____, and I was taken on.
3. He started to work on a comparative study of _____ in certain member states of the European Union.
4. My company is considering relocating our manufacturing base abroad, and a colleague wrote a report identifying some _____ risks.
5. I've decided to apply for _____ next time something suitable comes up.

4 Read the text and choose the best title.

1. Changes in social life of people
2. Pros and cons of social research
3. The top skills for a research analyst

Research analysis must be able to communicate with others to share their conclusions from research.

The duties of a research analyst include analyzing data to reach conclusions that will help business make informed decisions. General requirements for a research analyst include computer skills, communication abilities and math aptitude. Some research analysts have industry-specific experience, while others may not.

Research Analyst Definition

Companies hire research analysts to inquire about and examine facts and make conclusions from the data collected. They use survey results to create analysis about market trends, employee satisfaction, consumer habits and other details that companies deem important. Research analysts work in industries from financial institutions to marketing companies. They help companies develop new products, market products to consumers and analyze internal efficiency trends. Research analysts create data that enables companies to make decisions that significantly impact their bottom lines.

Computer Skills

Because so much of their work is either retrieved from a computer or entered into software on a computer research analysts must have excellent computer skills. They work regularly with databases and spreadsheets, and they create reports in word processing software. They sometimes create

5 Find the words in the text with the similar meaning.

1. genius _____
2. enquire _____
3. consider _____
4. recover _____
5. skilful _____
6. fasten _____
7. recise _____
8. proof-reader _____



software and write programming that will analyze data or work with other professionals to develop technical methods of data analysis.

Communication Skills

It is common for research analysts to write reports, commentaries, briefs and summaries that provide information about the findings from their research. Their summaries and briefs must be detailed, concise and accurate. They commonly discuss their results with small groups or department. Often, research analysts are asked to present their analysis at conferences, seminars or schools. They visit groups and organizations to share details of their findings.

Math Skills

Research analysts need excellent math skills and must be proficient at working with statistics. Much of a research analyst's duties entail working with numbers from surveys and data in the form of statistics.

Non-teachable Skills

A number of non-teachable skills are required of research analysts. They must be accurate, pay close attention to details, be excellent proofreaders and have the skills necessary to look beyond the obvious to see how data and facts can be linked together to create more meaningful conclusions.

(<http://work.chron.com/top-skills-research-analyst>)

6 Decide if the statements are true(T) or false (F).

1. Research analysts have to deal with others to exchange idea. ___
2. The main requirements for a research analyst include computer skills, communication abilities and math aptitude. ___
3. Research analysts create data which helps companies to make decisions that slightly impact their bottom lines. ___

4. They don't actually work with databases and spreadsheets, and they rarely create reports in word processing software. ___
5. Their summaries and briefs must be detailed, clear, correct and exact . ___
- 7 Write a summary of the reading article which is provided in Review 8. Follow the rules of summary writing from the previous lessons.

Write your summary in 150-200 words in an appropriate style.

8 Why should we analyze and report our findings? What tips and knowledge help you to do that?

Include details and examples to support your answer.

TAPESCRIPTS

UNIT 1 GLOBAL PROBLEMS

Lesson 1 Problem Cause

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

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

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

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

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

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

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

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

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

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

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

Tutor: Well yes. Causes are classified into

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

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

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

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

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

Lesson 2 Unintended Consequences

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

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

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

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

Host: Good morning Mrs Lee.

Mrs: Good morning.

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

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

To accomplish this task, Chinese citizens were mobilized in massive numbers to eradicate the birds by forcing them to fly until they fell from exhaustion. On December 13, it was that day yes, from the early morning, the birds were terrorized by Chinese people who took to the streets clanging their pots and pans or beating drums to prevent them from landing. Nests were torn down, eggs were broken, chicks killed, and sparrows were shot down from the sky. By 8 pm of that night, it was estimated that a total of about 200000 sparrows were killed.

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

And that's when the problems started.

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

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

Host: Oh that's awful

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

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

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

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

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

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

Lesson 3 Solution

There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away
Chorus
And then a hero comes along
With the strength to carry on
And you can your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you
It's a long road
When you face your world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt

Will disappear
Chorus
Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way

REVIEW 1

You will hear a conversation regard to an unexpected consequence.

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

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

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

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

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

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

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

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

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

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

Zamira: What was the topic?

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

Zamira: We studied possible topics like that in the practice course. You only need to make 2 or 3 main points about a topic, you know, because the Proficiency

test essay task is only 250 words long. You don't have to be an expert.

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

Zamira: Do you listen to English every day?

Matluba: Not really ...

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

Matluba: Yes well...

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

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

Zamira: What did they ask you?

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

Matluba: What's that?

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

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

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

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

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

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

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

Matluba: I certainly hope so.

UNIT 2 MOTIVATION AND INSPIRATION

Lesson 4 Motivation and Inspiration

Host: Good morning, dear listeners! Today in our radio programme we are going to speak about motivation and its types. To have a clear idea about what motivation is and find out something more of

ts types we have invited a psychologist Mrs. Dilbar Saidova to our talk show. So, let's start then. Dilbar, first of all, can you explain us what motivation is?

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

Host: Can you tell us about types of motivation?

Psychologist: Sure. There are a number of motivation types. Not each of them may fit one, a person should analyze and select a motivation type which can really suit him, assist in developing. Now let me count all types of it then. The first type of motivation is incentive, a form of motivation that involves rewards, both monetary and nonmonetary. Bonuses and promotions are good examples of the type of incentives that are used for motivation. The second is fear motivation that involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the, "carrot and stick," incentive is the carrot and fear is the stick. Punishment or negative consequences are a form of fear motivation. Next one is achievement motivation that also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves. Generally, this feeling of accomplishment and achievement is intrinsic in nature. However, in certain circumstances be motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well done. Growth motivation is the following: the need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing to constantly seek a change in either our external or internal environment or knowledge. The motivation

of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future. We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to harmful, immoral, or illegal behavior. The last type of motivation is called social one. Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation. A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used..... (cut here)

Lesson 5 Field of Interest

Dear sophomores!

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

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

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

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

think and put the major field down into the circle.

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

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

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

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

Lesson 6 Conference Participation and Outcomes

Student: Good morning, Mrs. Barno.

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

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

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

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

T: Attending the conference is really good idea. Besides you will meet students and professionals who are interested in the same topic of research and discuss

theoretical ideas. Most presentations can inspire you with new ideas.

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

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

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

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

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

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

S: What about the other paper sessions?

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

S: And how to arrange my travel?

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

S: Ok. I think this is the last question. Can you

give me brief information about social events of the conference?

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

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

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

S: Thank you, very much.

REVIEW 2

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

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

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

1. Experience life. Do things you normally wouldn't do, things that make your heartbeat go faster. Meet new people, go places, challenge yourself, go out with friends, talk to strangers and listen to their stories. Experiences are great for inspiration.

2. Solitude outside. Go somewhere to a quiet place, a bank of the river and behold the sunrise or sunset. Go to the park and bring your paper & pen with you. Sit down on a bench and let the tasks come to your mind and think about their possible solutions.

3. Meet fellow learners often. Their study skills and creativity can push your boundaries and expand your learning horizon.

4. Observe and reflect on your peers work. Enjoy and learn how your peers make their study. Observe how they organize, practice and perform. This can give you an enormous productivity boost to work on your own study or to work harder on your chops.

5. Participate in working group's debates or start your own. This is the best way to learn what study is all about. In a group you'll start listening with different ears. Your attempt will benefit from this. This is the real thing!

6. Read about famous people. Read magazines or (auto) biographies. Learn how they got to where they are now. What drives them and where do they find their inspiration. How much do they practice? What do they practice? What are their study secrets? How do they record and produce their achievement? Learn and take it all in.

7. Watch DVD's. There are a lot of great tutorial DVD's. DVD's with lessons from the masters themselves or search for documentaries. Watch them several times. Study the material and put it into practice. Be influenced, be inspired.

8. Take lessons, workshops and master classes. Do whatever you need to expand your horizon. Practice lessons and workshops are the fastest way to learn which tools you need to become a better language user. Workshops and master classes can give you fresh ideas and other perspectives to take it to another level.

9. Leave it alone. When you are stuck and your reading or writing leads to nowhere let it go. Take a break. Leave the room. Go outside. Put on some music or do one of the things I mentioned earlier. Don't try to force it. If you try to acquire and feel it's getting worse with every minute, go back to what you had in the first place. Usually the first thing you came up with is probably the best. Keep that basic idea you began with and leave it alone for a moment. Come back later with a fresh mind. It works!

10. Practice more. Allocate ample time to your study. Just sit down and do some practice. Read the texts and check your comprehension or listen to the tape and revise your listening skills. Use sample paragraphs and endeavor to write similar one, practice your speaking looking at the mirror several times and record them. Try something your normally wouldn't

do, think outside the box, have fun. Study has rules and logic to make things easier, but once you know the rules they are there to be broken. That's where originality comes in!

UNIT 3 EFFECTIVE WAYS OF RESEARCH

Lesson 7 Investigating Skills

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

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

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

Ss girl: fascinating!

Another Ss: fabulous!

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

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

Teacher: good question, Salim. On the front side of Ulughbek Madrasah in Bukhara, there is an inscription: «The pursuit of knowledge is the duty of every man and woman.» That is why they devoted their lives searching wisdom and exploring nature, human being, society and the universe. Becoming a governor of Samarkand in 1409 at the age of 15, Ulughbek, the grandson of Temur started to develop science and education in the country and turned the city into an intellectual centre of the empire. He built

madrasa in Samarkand where he invited more than 100 outstanding scientists of that period. Even being the leader of the country in 1411, he didn't miss a chance to deliver lectures himself and to investigate the issues on astronomy. Having built one of the first observatories in Samarkand, Ulughbek spent his days learning the stars and planets.

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

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

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

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

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

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

T: Sure! «Zij-Guragan» or «Star Table of Ulughbek contains the coordinates of 1018 stars with incredibly accuracy and considered an outstanding contribution to the treasury of the world of astronomical science. Moreover, Ulughbek's calculation of the length of

star year was equal to 365 days 6 hours 10 minutes 8 seconds while actual length of star year by modern data is 365 days 6 hours 9 minutes 9,6 seconds. Thus the mistake is only less than one minute.

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

Ss to Ss: You are so excited.

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

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

Lesson 8 Research Issues

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

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

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

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

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

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

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

Scientist: Hmmm, curious question let me start with the three points mentioned by you to be of prior. They are existing knowledge, existing resources, and sample. Without having background knowledge no way forward as it is a fundament like any future built house "must" have. As for the "resources", I would substitute it with the word "reference" is of much

importance, because it footnotes the earlier carried out research works, especially, when forwarding the similar ideas or quoting. And samples are like templates to learn the process with different content. Here, I'd like to mention one point, the time scale, I think it shouldn't have its limit, because, the human researches when gets motivated and inspired and stimulated.

Student: Generally, what does research tell us?

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

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

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

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

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

Lesson 9 Social Researches

Today Uzbekistan is constructing a strong democratic state where any political, economic, social issues are formed according to citizens' wishes, rights. Uzbekistan is recognized in any part of the world as a developing, prospering country holding its traditional, cultural heritage passing from generation to generation. A number of social researches conducted in the country show its rapid progress in different spheres. To get clear vision of those results with the help of some social researches, to find out specificity of Uzbekistan and its society, we have decided to take an interview from a specialist in the sphere.

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

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

– What about nationality rate?

– 81.1 percent of the total population is Uzbeks

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

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

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

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

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

– Let's turn to economic social researches.

– Today Uzbekistan is actively cooperating with a lot of countries in the world in different fields including economy. The main export partners of Uzbekistan are China (21.2%), Kazakhstan (15.9%), Turkey (15.8%), Russia (14.7%), Bangladesh (9.5%), Kyrgyzstan (4%); our country exports energy products, cotton, gold, mineral fertilizers, ferrous and nonferrous metals, food products, machinery, automobiles to them. Now let's focus on import partnership with foreign countries: here Russia is in the first place with 20.7 percent, China, the second essential partner with 16.6 percent, South Korea, 16.4%, Kazakhstan, 12.5%, Germany, 4.6%, Turkey, 4.2%, Ukraine, 4%. Here we should add that Uzbekistan is having more and more financial partners year by year with a lot of states throughout the world. To speak about Gross Domestic Product (GPR) by sector we can state the following numbers: agriculture (18.5%), industry (36.4%), and services (45.1%).

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

– You are welcome!

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

REVIEW 3

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

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

Good morning Michael Jacobson.

Michael: Good morning.

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

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

Presenter: And how does this problem come about?

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

Presenter: When does the problem surface, then?

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

Presenter: What do you mean, exactly?

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

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

Michael: Yes, that's right. Their experience of reading is likely to be downgraded as well. It can be

maintained at an appropriate level only if reading is fostered in the home, and this isn't easy with the pressures of homework in the second language. Often there's the danger that the children may lose the faculty of writing fluently in English – or even, with the youngest children, who may never have attended an English school at all, never acquire it in the first place.

Presenter: And what can be done about this?

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

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

UNIT 4 PRACTICAL OUTCOMES

Lesson 10 Practical and Laboratory Work

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

Practicum

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

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

Why do we need it?

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

Why is it considered as practical and laboratory work?

The word laboratory stems from Latin 'labor' – to work, to make effort, challenge or toil, which points to the conception related to employing intellectual and physical efforts on inquisition of an obscure method and medium for resolution of scientific and existential questions.

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

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

Lesson 11 Analyze and Report

- Good morning,
- Hello, Aziza. How are you?
- I am well. Do you have free time? Could I ask for help?
- Yes, of course.
- Do you remember that I was going to study needs of students of our institute? I prepared some

information you have told me. I learned the role of different languages in everyday life. I prepared a questionnaire where I asked about the languages the students are learning and their skills, what motivates them for learning and their satisfaction and wishes.

- I wonder what about control group?
- Oh, yes. The control group of 15 members helped me a lot.
- What about outside factors?
- I scrutinized the teachers' lessons and students' attitude towards their lessons. I tried not to miss any detail. Besides, I learned library attendance and service. I took some interviews from my control group. I recorded them. I took photos too. (shows some photos) What to do then? I need your help. (smiles). So, how should I give my materials? Here they are.
- You have done the most difficult work. You have audible and visual materials. Now you have to organize your data so that it will be easy to analyze
- Oh, let me make some notes. (takes her pen and notebook)
- First of all, examine your data. Check it for accuracy. Develop a sampling plan. It'll be your first step. You should pick up the relevant information and subgroup the information you got. Do the percentage of learning languages, the skills used to do it, motivating factors and satisfaction ways of the control group to the whole class. Put them in tables.
- OK.
- If you have any holes, go back to finding missing information.
- Well.
- Make short summaries after each sample. Then enter your information into computer. I'll check your work when it is ready. OK?
- I'll do my best. Thank you.
- Well. Hope to see you soon.

Lesson 12 Top Research Results

Host: Development of humanity has never stopped even for a second. It is like unstoppable mechanism which keeps on working, moving, progressing constantly. Lots of scientists have invented so many new items for social and career issues of a human being that today people needn't spend much time

to get most of them available. In our today's radio programme called "best know-how" we will touch several remarkable innovative items, discoveries made by researchers lately in different fields. Today our guest a famous sociologist Mr. Jamshid Akobirov will share with some of best know how in various fields. Good morning, Jamshid, will you tell us about best items you have selected for today's programme?

Jamshid Akobirov: Morning. Sure. Firstly, I will start from agricultural top know how. A new era for agricultural tractors has already come. New Holland T5.115 tractor has outshined most machines working in the fields. How? First of all, with its super speeding! It can speed up as fast as a simple automobile! It has 4-cylinder diesel, gross engine horsepower is about 114, lift capacity is about 2, 900 kg., the weight of the tractor itself is about 4250 kg, wheelbase is 2350 mm. When you ask for more power, your F5D engine will give it to you with an enormous torque backup of 35%. So, when you're working in demanding conditions, like round baling high-moisture hay in uneven swaths, you'll maintain both your forward speed and PTO speed while these large portions are fed into your baler. Besides, it is universal, it can do a number of field works if you change its combination, it means you needn't purchase 5 different functioning machines; one is enough for doing various field works.

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

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

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

Jamshid: Sure. And the third top know-how in today's radio programme is a majestic ball containing a chip inside! After a number of disputable decisions of football referees whether this or that team scored a goal or no, FIFA decided to adopt a chip ball which

has special set indicators warning the referees that it crossed the gate line by signaling in head phones of them. From now no football team will suffer from dishonesty, the whole stadium and TV watchers will witness if they score a goal or no. That is super know-how!

REVIEW 4

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

Speaker 1

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

Speaker 2

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

Speaker 3

When I got hold of this book, last year, I more or less dismissed it because it hardly mentioned the use of computer modeling for budget projection, which I thought was pretty poor in this day and age. I'd bought it on the recommendation of a colleague, because she said it had a lot of material on tax law, which was an area I knew little about, but felt I ought to. Actually I got so interested in it that I started to work on a comparative study of legislation in certain member states of the European Union. I'm hoping that I'll be able to get a job with the EU Commission before long.

Speaker 4

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

Speaker 5

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

WORD LIST

UNIT 1 GLOBAL PROBLEMS

Lesson 1 Problem cause

deforestation	arrays
superficial	reconciliation
cursory	lunge
hastily	synthesis
repeatedly	poverty
likelihood	pollution
to trigger	desertification
discourse	famine
assumption	

Lesson 2 Unintended consequences

to harm	disastrously
to alter	deplete
to exploit	emit
a sparrow	harmless
exhaustion	evidence
extinct	fridges
starvation	extinguishers
to swarm	undesired
a yield	undesired
to curb	disposed
grasshopper	anticipate
extermination	strided
contributor	eventually
consequently	congestion

Lesson 3 Solution

aside	pollution
reaching	trafficking
the sorrow	introduce
the hedge bordering	emphasise
obstacles	conclude
wide	comparable
attitude	phorhcy
define	presentation
implement	commodity
evaluate	deadline
soap boxes	fulfilling
assembly	payback
devising	insures

UNIT 2 MOTIVATION AND INSPIRATION

Lesson 4 Motivation and Inspiration

to utilize	cozy room
to tackle	controversial
wired	confess
to unfold	investigated
to aspire	conscious
to crave	ponder
innate	mysteries
affiliation	referring
immoral	comprehend
equaled	capable
monetary	tending
assisting	postpone
intending	awaken
inspiration	ancestors
dormant	approach
ignited	persistent
sparks	conscious
incentive	discussion

Lesson 5 Field of Interest

entertainment	designing
environment	applicant
teen	representative
energizing	project
affinity	affect
chart	ability
expectation	matter
intention	essential
prove	due
further	contribution
remarkable	concise
occurred	summarize
automated	rank
supply	involve
coal	keenness
run out	exhausted
sources	destination
runners	deed
software	annual

participate
mention

civilization

Lesson 6 Conference Participation and Outcomes

appropriate
terrified
events
exhausted
participate
furious devastated
opportunity
incredibly
interact
fascinating
converse
theoretical
suggestion
particularly important
audience
immensely popular
mention
extremely complicated
environment

introduce
participant
submit
opportunity
scholars
bulk
introductory
brief
accomplished
scientific
beforehand
authors
submissions
holder
accommodation
scholarship
frightened
enormous

UNIT 3 EFFECTIVE WAYS OF RESEARCH

Lesson 7 Investigating Skills

hypothesis
requisite
determine
clarify
incessantly
concisely
summarize
assumption
synthesize
inquire
fluent
prediction
contribution
conductor

tutor
arguing
sequence
assume
annoyed
magnify
reverse
rearrange
mnemonic
eliminate
strain
unprecedented
occasionally

Lesson 8 Research Issues

accomplished
issues
frames
acquaint
stimulated
implement
infers
wealth
commerce
immature
novelty
piloted
utilized

differs
initiated
overseas
conducting
surveys
evidences
scenery
stepped
heavily
blackened
antiquity
fossil
soil

Lesson 9 Social Researches

permanently
quantity
fertilizer
blossom
ferrous
ethnic
investigate
obtain
consider
evidence
conductors
revise
scrutinizing

evidences
apply
attempt
vary along
quantitative
quantifiable evidence
accuracy
rightful in heritage
survey
superb
invention
allowances for
profit

UNIT 4 PRACTICAL OUTCOMES

Lesson 10 Practical and Laboratory Work

distinguish
engaged in
concurrently
fieldwork
undertakings
to come to grips with
unidirectional
downgrade
toil
obscure
existential

provide
value
substitute
coexist
internship
syllabus
mentally
utopia
estimate
scholar
claim

influence
meaningful
addiction
harmful
curious
extremely
converted
sailor
cast
sailor
motivate
impact
retain
stick
duration
manner

involve
obtained
trip
represents
benefits
equipment
ensure
abstract
methods
conclusions
reference
encourage
clarification
title
destroyed

Lesson 11 Analyze and Report

collaborate
expose
raw
telco
common
questionnaire
concerning
scrutinize
assemble
refer
accuracy
sample
relevant
essential
polite
evidence

conducted
quotation
literary
precise
legible
desirable
distinguish
citation
confusion
reliable
threat
weakness
strength
pattern
answerable

For Notes

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

Editors:

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

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



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