

**O‘ZBEKISTON RESPUBLIKASI
OLIY VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI
TOSHKENT MOLIYA INSTITUTI**



**“Chet tillari” kafedrası
“Xorijiy til”(Ingliz) fanidan
2 – kurs uchun
O‘QUV-USLUBIY MAJMUA**

Bilim sohasi:	100 000	– Gumanitar
	200 000	– Ijtimoiy soha, iqtisod va huquq
Ta‘lim sohasi:	110 000	– Pedagogika
	230 000	– Iqtisod
Ta‘lim yo‘nalishi:	5111 000	– Kasb ta‘limi (5230600 - Moliya)
	5111 000	– Kasb ta‘limi (5230700 - Bank ishi)
	5111 000	– Kasb ta‘limi (5230900 - Buxgalteriya hisobi va audit)
	5230200	– Menejment (tarmoqlar va sohalar bo‘yicha)
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	5321000	Korporativ Moliya
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	5231300	– Pensiya ishi
	5231500	– Baholash ishi
5232000	– Davlat byudjeti va g‘azna ijrosi	

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KIRISH

O‘zbekiston Respublikasida ta’lim mazmunini modernizatsiyalash nofilologik oily o‘quv yurtlarida che ttilarni o‘qitish roli oshganligi bilan bog‘liq. Mazkur majmua O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” to‘g‘risidagi 124-sonli qarorlari hamda Yevropa Kengashining “Chet tilini egallash umumiyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umumetirof etilgan xalqaro me‘yorlari (CEFR-Common European Framework of Reference) va O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligining o‘quv dasturiga muvofiq ishlab chiqildi.

Dastur Vazirlar Mahkamasining “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” ga ko‘ra Oliy ta’lim muassasalarining ixtisosligi chet tili bo‘lmagan fakultetlari bakalavriat bosqichi to‘rt yillik tahsillari nihoyasida o‘rgangan chet tili bo‘yicha B2 darajani egallashlari belgilashlari uchun tayyorlandi.

Mazkur fanning maqsadi talabalarga kasbiy yo‘nalish doirasida tilning og‘zaki va yozma shakllarini o‘rgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan, o‘rganilayotgan ingliz tilining funksional shakllari va uslublarini, til to‘g‘risidagi bilimlarini takomillashtirish, hamda egallangan bilim, ko‘nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo‘llay olishlarini ta‘minlashdir. Fanning asosiy vazifasi umume‘tirof etilgan xalqaro me‘yorlarga ko‘ra talabalarning o‘rganilayotgan ingliz tilini B2 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o‘rgatish va muloqot malakalarini rivojlantirishdir.

Har bir mavzu bo‘yicha amaliy mashg‘ulot dars rejasi, mustaqil ta’lim uchun materiallar, darsda ishlatilgan ibora va terminlar glossariysi va mavzuga oid elektron shaklda taqdimot keltirilgan va ularni qo‘llash yuzasidan aniq tavsiyalar mazkur ishlab chiqilgan dars rejasida bayon etilgan.

O'QUV MATERIALLARI

LESSON 1 Problem Cause

Time : 2 hours	Students : 15
Course:	Practical
Plan of the lesson:	Types of problems and causes Usage of the linking words properly Brainstorming and presentation
Aim of the lesson: to improve speaking and writing skills	
Pedagogical functions:	Results of the lesson:
To give information about the causes to the problems	Get information about the causes to the problems
To give the topic and discuss the main idea of the topic	To be able to explain the main idea of the topic
To use the words of the topic in situations	To be able to use the words of the topic in situations
To enlarge the vocabulary and work with new words	To be able to explain the meaning of new words and use them in their daily speech
Teaching methods	Innovative and interactive
Means of teaching	Book, cards, handouts, computer, projector, blackboard
Styles of teaching	Individual, pair or group work.
Equipment	Modern equipped auditorium
Evaluation	Tests and rating system

Topic: Problem Cause

Students' level: intermediate

Materials: Book, cards, handouts, computer, projector, blackboard

Time: 80 minutes

Objectives of the lesson:

- *To raise student's awareness about the causes to the problems*
- *To teach how to use linking words*
- *To expand the lexical resource on the topic*
- *to improve speaking, reading, writing skills*
- *to enrich vocabulary*
- *to introduce students what is a topic*
- *to understand the main meaning of the new words*

Warm-up activity: to get acquainted with students and create friendly atmosphere (5 min).

Activity	Procedure	
	Teacher	Student
I. Warm up (15 min)	to get acquainted with students and create friendly atmosphere	

	<p>1.1. Teacher asks questions about the topic from SS:</p> <p>1. What problems do people have as a child, teenage, adolescent, adult and aged ?</p> <p>2. What are root causes of personal problems?</p>	Students answers to the questions
II main Part (50 min)	<p>2.1. T. distributes the handout and asks to read the quotes and discuss them. (Handout 1)</p> <p>2.2. T. asks SS to look at the sample and fill in the cluster. (Handout 1, ex.2)</p>	<p>Read the quotes and explain their meaning.</p> <p>SS fill in the cluster.</p>
	<p>Pre and post Listening tasks</p> <p>2.3. Teacher asks SS to copy new words with their definitions and after listening write the types of causes (Handout 2, ex.3)</p> <p>2.4. T. asks SS listen to the track again and complete the text with the words from the box (Handout 2, ex. 4)</p> <p>2.5. T. asks SS to read the anecdotes and write down their problem cause types. (Handout 2, ex. 5)</p> <p>2.6. T. asks SS to write three problems and explain their roots.</p> <p>2.7. T. asks SS to read the text and match the sentence parts a-f with the paragraphs 1-6. (Handout 3, ex. 11)</p>	<p>Do the pre listening tasks</p> <p>SS fill the text by using words in the box.</p> <p>Ss complete the text.</p> <p>SS do the task</p> <p>SS match the sentences.</p>
III Conclusion (15 min)	<p>3.1. Summarize the lesson.</p> <p>3.2. Evaluate the active participants of the lesson.</p>	Ask questions
	<p>3.3. Homework. T. asks to do the exercises 8,9,10 at home. (Handout 3)</p>	SS do the exercises.

LESSON 2

Unintended Consequences. Solution

Time : 2 hours	Students : 15
Course:	Practical
Plan of the lesson:	<p>Passive voice construction</p> <p>Cause and Effect essay</p> <p>Lexical stock relating to unintended consequences</p>
Aim of the lesson: to improve all skills	
Pedagogical functions:	Results of the lesson:
To give information about the causes to the problems	Get information about the causes to the problems

To practice passive voice construction in written and oral	To be able to use passive voice construction in written and oral
To use the words of the topic in situations	To be able to use the words of the topic in situations
To enlarge the vocabulary and work with new words	To be able to explain the meaning of new words and use them in their daily speech
Teaching methods	Innovative and interactive
Means of teaching	Book, cards, handouts, computer, projector, blackboard
Styles of teaching	Individual, pair or group work.
Equipment	Modern equipped auditorium
Evaluation	Tests and rating system

Lesson Plan

Topic: Unintended Consequences. Solution

Students' level: intermediate

Materials: Book, cards, handouts, computer, projector, blackboard

Time: 80 minutes

Objectives of the lesson:

- *To raise student's awareness about the causes to the problems*
- *To raise student's awareness about the solutions to the problems*
- *To use passive in meaningful situations and in different tenses*
- *To enlarge the lexical stock relating to unintended consequences*
- *To expand the lexical resource on the topic*
- *to improve speaking, reading, writing skills*
- *to learn and practice how to write cause and effect essay*
- *to understand the main meaning of the new words*

Warm-up activity: to get acquainted with students and create friendly atmosphere (5 min).

Activity	Procedure	
	Teacher	Student
I. Warm up (15 min)	to get acquainted with students and create friendly atmosphere	
	1.1. Teacher asks questions about the topic from SS: 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?	Students answers to the questions

II main Part (50 min)	2.1. T. distributes the handout and asks to look at the photos and guess their meaning.(Handout 1) 2.2. T. asks SS to work in groups and write some inventions or discoveries of humanity in history which brought unintended consequences(Handout 1, ex.1)	Ss improve their speaking skills SS. work with their groups
	2.3. Teacher asks SS to match new words with their definitions. (Handout 1, ex.2) 2.4. T. asks SS listen to the track and complete the text with the appropriate words and phrases.(Handout 1, ex. 3) 2.5. T. asks SS to read the statements and put them in order by listening type again. (Handout 2, ex. 4) 2.6. T. asks SS to read the text and fill in the blanks with appropriate verbs on passive from the box. (Handout 2, ex. 7) 2.7. T. asks SS to read the text and put the appropriate ‘consequences’ from the box below into the gaps.(Handout 3, ex. 9)	SS match the words with the appropriate definitions a-m. SS fill the text by using words. Ss complete the task. SS do the task SS find the suitable answer.
III Conclusion (15 min)	3.1. Summarize the lesson. 3.2. Evaluate the active participants of the lesson.	Ask questions

LESSON 3 MOTIVATION AND INSPIRATION

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About emotional state Writing Prompt <input type="checkbox"/> Presentation about MOTIVATION AND INSPIRATION
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in	✓ To be able to use the words of the topic

situations	in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak
	1.2. Teacher asks students to find out words and phrases related to the topic “About emotional state” and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion	3.1. Summarize the lesson .	Ask questions

(10min.)	3.2. Estimate the students .	Marking
	3.3.Gives the homework	Read the text and do exercise

LESSON 4 CONFERENCE PARTICIPATION

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About emotional state Writing Prompt <input type="checkbox"/> Presentation about CONFERENCE PARTICIPATION
the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic “About emotional state” and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 5 Cultural chameleons

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	Cultural chameleons Writing Prompt
the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>

I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic “Cultural chameleons ” and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Work in pairs in handout 1
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2) 2.3. Teacher explains the task and asks students to do exercise (handout 3) 2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group 2.5. Teacher tries to focus the students to the grammar of the lesson 2.6. Teacher explains the task and asks students to do exercise	Work in small groups in handout 2 Read the introductory part in handout3 Match the words Do the tasks Develop your own research
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 6 Living abroad

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About emotional state Writing Prompt <input type="checkbox"/> Presentation about Living abroad
the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts	✓ To be able to use new words and idioms in

with examples in writing	writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic “LIVING ABROAD” and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 7 MAKING SMALL TALK

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About emotional state Writing Prompt <input type="checkbox"/> Presentation about SMALL TALK
the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic “SMALL TALK” and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 8 Formal and informal e mails

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About writing formal and informal e mail letters Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations

✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking

	3.3.Gives the homework	Read the text and do exercise
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LESSON 9 THE SHOPPING EXPERIENCE

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Shopping experience Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 10 TELEPHONING

<i>Time</i> : 2 hours	<i>Students</i> : 15
<i>Course</i> :	Practical
<i>Plan of the lesson</i> :	About Telephoning Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions</i> :	<i>Results of the lesson</i> :
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation

<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>ivity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 11 Dealing with an email of complaint

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Dealing with an email of complaint

	Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	Tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks	Choose true answers which

	students to do exercise (handout 6) 2.7. Teacher explains the task and asks students to do exercise	given in samples. Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 12 **Lean Manufacturing**

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Lean Manufacturing Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>

I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 13 Trends and planning

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Trends and planning Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the	✓ To be able to explain the main idea of

main idea of the topic .	the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	Tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion

III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3.Gives the homework	Read the text and do exercise

LESSON 14 Instructions and procedures for an exhibition stand.

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Instructions and procedures for an exhibition stand. Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 15 The changing face of air travel

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About The changing face of air travel Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.

<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 16 Business leaders and success stories.

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical

<i>Plan of the lesson:</i>	About Business leaders and success stories. Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples Choose true

	2.6. Teacher explains the task and asks students to do exercise (handout 6) 2.7. Teacher explains the task and asks students to do exercise	answers which given in samples. Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 17 Describing yourself

<i>Time : 2 hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Describing yourself Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book, computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>

I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 18 Appraisals

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Appraisals Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the	✓ To be able to explain the main idea of

main idea of the topic .	the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion

III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3.Gives the homework	Read the text and do exercise

LESSON 19 Profiles of business leaders

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Profiles of business leaders Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 20 Advertising

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Advertising Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation

<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 21 **Buying and selling**

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Buying and selling

	Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks	Choose true answers which

	students to do exercise (handout 6) 2.7. Teacher explains the task and asks students to do exercise	given in samples. Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 22 Negotiating by email

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Negotiating by email Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>

I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 23 Coolhunters

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Coolhunters Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the	✓ To be able to explain the main idea of

main idea of the topic .	the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion

III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3.Gives the homework	Read the text and do exercise

LESSON 24 Enterprueners

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Enterprueners Writing Prompt <input type="checkbox"/> Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 25 Types of companies

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Types of companies Writing Prompt <input type="checkbox"/> Presentation
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.

<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 26 Interrupting in the meetings

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Interrupting in the meetings Writing Prompt

	Presentation	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	Tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks	

	students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3.Gives the homework	Read the text and do exercise

LESSON 27 Agendas and action minutes

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Agendas and action minutes Writing Prompt Presentations	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.

	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 28 Stock markets

<i>Time : 2 hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Stock markets Writing Prompt Presentations
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .

✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	
	<i>Student</i>	
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking

	3.3.Gives the homework	Read the text and do exercise
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LESSON 29 Dealing with figures

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Dealing with figures Writing Prompt Presentations	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables
	2.4. Teacher asks students to do exercise to	with their answers

	<p>check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 30 Franchising

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Franchising Writing Prompt Presentations	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>

I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 31 Presentation-handling questions

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Presentation-handling questions Writing Prompt Presentations
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the	✓ To be able to explain the main idea of

main idea of the topic .	the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	Tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion

III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3.Gives the homework	Read the text and do exercise

LESSON 32 Reports of recommendations

<i>Time :2hours</i>	<i>Students : 15</i>	
<i>Course:</i>	Practical	
<i>Plan of the lesson:</i>	About Reports of recommendations Writing Prompt Presentations	
stand the topic and usage of it in writing		
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>	
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic	
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .	
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations	
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing	
<i>Teaching methods</i>	Reading , discussion and presentation	
<i>Means of teaching</i>	Book,computer, projector, presentation	
<i>Styles of teaching</i>	Individual , group work.	
<i>Equipment</i>	Modern equipped auditorium	
<i>Evaluation</i>	tests	
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises

	<p>2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)</p> <p>2.3. Teacher explains the task and asks students to do exercise (handout 3)</p> <p>2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)</p> <p>2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)</p> <p>2.6. Teacher explains the task and asks students to do exercise (handout 6)</p> <p>2.7. Teacher explains the task and asks students to do exercise</p>	<p>Group work in discussing given sample in handout 2</p> <p>Match the terms and idioms relating to given tables with their answers</p> <p>Discuss the feeling satisfaction with the given situations</p> <p>Find words their same samples</p> <p>Choose true answers which given in samples.</p> <p>Discuss situation and say opinion</p>
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 33 Choosing franchise

<i>Time :2hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	About Choosing franchise Writing Prompt Presentations
stand the topic and usage of it in writing	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
✓ To explain the usage of topics and texts with examples in writing	✓ To be able to use new words and idioms in writing
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium

<i>Evaluation</i>		tests
<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up (15min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic and write their versions on the blackboard	Find out words and phrases concerning to the topic
II. Main part (50min)	2.1. Teacher divides the students into groups and distributes handouts to each group (handout 1)	Read the texts Do its exercises
	2.2. Teacher explains the tasks and asks students do exercise, discuss it (handout 2)	Group work in discussing given sample in handout 2
	2.3. Teacher explains the task and asks students to do exercise (handout 3)	Match the terms and idioms relating to given tables with their answers
	2.4. Teacher asks students to do exercise to check their comprehension and discuss it in the group (handout 4)	Discuss the feeling satisfaction with the given situations
	2.5. Teacher tries to focus the students to the grammar of the lesson (handout 5)	Find words their same samples
	2.6. Teacher explains the task and asks students to do exercise (handout 6)	Choose true answers which given in samples.
	2.7. Teacher explains the task and asks students to do exercise	Discuss situation and say opinion
III. Conclusion (10min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	Marking
	3.3. Gives the homework	Read the text and do exercise

LESSON 34 ENVIRONMENTAL PROBLEMS

Time : 2 hours	Students : 15
Course:	Practical
Plan of the lesson:	understand important causes of environmental problems and some solutions extend their understanding of lexis connected to

	climate change and environmental issues improve understanding of pronunciation information given in a dictionary take notes and retell information to others use expressions of certainty when discussing events likely to happen in the future
<i>Aim of the lesson: to improve all skills</i>	
<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
To give information about the causes of environmental problems	Get information about the ecological problems
To use the words of the topic in situations	To be able to use the words of the topic in situations
To enlarge the vocabulary and work with new words	To be able to explain the meaning of new words and use them in their daily speech
<i>Teaching methods</i>	Innovative and interactive
<i>Means of teaching</i>	Book, handouts, computer, projector, blackboard
<i>Styles of teaching</i>	Individual, pair or group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests and rating system

Lesson Plan

Activity	Procedure	
	Teacher	Student
I. Warm up (15 min)	to get acquainted with students and create friendly atmosphere	
	1.1. Teacher writes famous quotes to the blackboard and asks SS to discuss it. 1." <u>We have a basic notion that unless we find a solution for environmental problems, we will not achieve sustainable growth in the coming years.</u> <u>Hiroyuki Watanabe</u>	Students answers to the questions
II main Part (50 min)	2.1. T. distributes the handout and asks SS to explain the diagram.(Handout 1,) 2.2. T. asks SS to read the texts about ecological problems(handout 2)	Ss improve their speaking skills SS. give their answers.

	2.3. Teacher asks SS to do the quiz. (Handout 3,) 2.4. T. asks SS to put the expressions to the suitable places. (worksheet e) 2.5. T. asks SS to do the discussion task (Handout F,)	SS do the task. SS fill the blank Ss improve their speaking skills
III Conclusion (15 min)	3.1. Summarize the lesson. 3.2. Evaluate the active participants of the lesson	Ask questions
	3.3. Homework. T. asks to make a presentation about one of the types of ecological problems.	SS do the exercises.

LESSON 35 Culture Shock

Time : 2 hours	Students : 15
Course:	Practical
Plan of the lesson:	understand important stages of culture shock extend their understanding of lexis connected to culture shock improve understanding of pronunciation information given in a dictionary take notes and retell information to others
Aim of the lesson: to improve all skills	
Pedagogical functions:	Results of the lesson:
To give information about culture shock	Get information about culture shock
To use the words of the topic in situations	To be able to use the words of the topic in situations
To enlarge the vocabulary and work with new words	To be able to explain the meaning of new words and use them in their daily speech
Teaching methods	Innovative and interactive
Means of teaching	Book, handouts, computer, projector, blackboard
Styles of teaching	Individual, pair or group work.
Equipment	Modern equipped auditorium
Evaluation	Tests and rating system

Activity	Procedure	
	Teacher	Student

I. Warm up (15 min)	to get acquainted with students and create friendly atmosphere	
	1.1. Teacher writes famous quotes to the blackboard and asks SS to discuss it. 1. "A nation's culture resides in the hearts and in the soul of its people". Mahatma Gandhi	Students answers to the questions
II main Part (50 min)	2.1. T. distributes the handout and asks SS to read the text and answer to the questions.(Handout 1,) 2.2. T. asks SS to do exercises 3, 4, 5 (handout 2)	Ss improve their speaking skills SS. give their answers.
	2.3. Teacher asks SS to fill in the schedule vocabulary record. (Handout 3,) 2.4. T. asks SS look at the story and fill in the gaps with the suitable words in the box in the passive voice.(Handout 4, ex. 11)	SS do the task. SS fill the blank Ss complete the task.
III Conclusion (15 min)	3.1. Summarize the lesson. 3.2. Evaluate the active participants of the lesson	Ask questions
	3.3. Homework. T. asks to make a presentation about culture shock	SS do the exercises.

LESSON 36 Innovation is great

Time : 2 hours	Students : 15
Course:	Practical
Plan of the lesson:	extend their understanding of lexis connected to innovations improve understanding of pronunciation information given in a dictionary take notes and retell information to others use expressions of certainty when discussing events likely to happen in the future
Aim of the lesson: to improve all skills	
Pedagogical functions:	Results of the lesson:
To give information about the of new inventions	Get information about the new inventions
To use the words of the topic in situations	To be able to use the words of the topic in situations

To enlarge the vocabulary and work with new words	To be able to explain the meaning of new words and use them in their daily speech
<i>Teaching methods</i>	Innovative and interactive
<i>Means of teaching</i>	Book, handouts, computer, projector, blackboard
<i>Styles of teaching</i>	Individual, pair or group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	Tests and rating system

.Activity	Procedure	
	Teacher	Student
I. Warm up (15 min)	to get acquainted with students and create friendly atmosphere	
	1.1. Teacher writes famous quotes to the blackboard and asks SS to discuss it. 1. ” “Innovation is an evolutionary process, so it's not necessary to be radical all the time.” – Marc Jacobs	Students answers to the questions
II main Part (50 min)	2.1. T. distributes the handout and asks SS which word is unknown for them and explains it.(Handout 1ex/1,) 2.2. T. asks SS to do the matching task. SS match the beginnings of sentences with the suitable ones.(handout 1, ex/2)	Ss improve their vocabulary SS. give their answers.
	2.3. Teacher asks SS to do the discussion task and answer to the question. (Handout 2,task 2) 2.4. T. asks SS to read definitions and match it with the suitable words.(Handout 3, task 3) 2.5. Read the text and answer to the questions. .(Handout 4, task 4,5.) 2.6.T.asks SS to do the task 6, 7. (Handout 5, task 6,7.) 2.7	SS do the task. SS match the definitions Ss complete the task. SS do the task
	3.1. Summarize the lesson. 3.2. Evaluate the active participants of the lesson	Ask questions
III Conclusion (15 min)	3.3. Homework. T. asks to make a presentation about new inventions	SS do the exercises.

Talaba portfoliosi

So‘nggi yillarda rivojlangan davlatlarida **e-Portfolio** deb nomlanuvchi «Talabaning elektron portfoliosi» keng qo‘llanilmoqda. Bu oddiy Word formatidagi papka bo‘lmasdan, maxsus multimedia tizimida yaratilgan «portfolio» hisoblanadi.

Talaba uni osonlik bilan to‘ldirishi, tahlil qilishi, yangi materiallarni joylashtirishi, o‘zi tanlagan axborotlarni boshqarishi mumkin. Bunda multimedia axborotlardan ham foydalaniladi.

e-Portfolio yaratish uchun maxsus dasturlar ishlab chiqilgan, masalan *Angel* qobig‘i. Portfolio pedagog hamda talabaning faoliyatiga bilvosita baho berish, qay darajada sifatli va samarali ekanligini tahlil qilish imkoniyatini ta‘minlashga xizmat qiladi. Shu bilan birgalikda, portfoliolar pedagog va talabalarga ularning shaxsi, faoliyati bilan turli ekspertiza (tekshiruv)lar jara‘enida komissiya a‘zolarini bilvosita tanishish imkoniyatini beradi.

Ushbu to‘plam pedagog yoki talabaning shaxsi, faoliyatining turlari, erishilgan yutuqlari to‘g‘risidagi batafsil ma‘lumotlarni berishga xizmat qiladigan individual hujjatlar to‘plami sanaladi.

“Portfolio” (ingl. “portfolio” – “portfel”, “hujjatlar solinadigan sumka”) – avtobiografik xarakterga ega hujjatlar to‘plami; talabaning bilish jarayonidagi ijodiy mehnati natijalarini o‘zi tomonidan ob‘ektiv baholash instrumenti, shaxsiy faoliyati refleksiyaqidir.

Umuman olganda, talaba portfoliosi har bir talabaning maksimal darajada erishgan yutuqlari, ularning ijodiy imkoniyatlari, qiziqish hamda qobiliyatlarini yoritadi.

«Portfolio» ta‘lim tizimida faol foydalaniladigan texnologiyalardan biri bulib, psixologik-pedagogik adabiyotlarda ko‘plab kompetentlikga yo‘naltirilgan

pedagogik texnologiya haqidagi materiallar mavjud. Uning mazmun-mohiyatini turlicha izohlanib, jumladan:

- talabaning turli sohalardagi mehnatining majmuasi bo'lib, u nafaqat o'quv natijalarini, balki unga erishish uchun sarflangan kuch va mehnatni ham ko'rsatadi;
- o'qishning ma'lum oralig'i davrida talaba erishgan yutuqlar ko'rgazmasi;
- talabaning o'quv natijalarini maqsadga yo'naltirilgan, tizimli va uzluksiz baholash hamda o'z-o'zini baholash shakli.
- talabaning topshiriqlarni tanlashda bevosita ishtirokini ta'minlovchi hamda o'z ishlarini o'zi tahlil qilish va baholash imkonini beruvchi talaba ishlarining antologiyasi, ya'ni talabada refleksiya qobiliyatini shakllantiruvchi pedagogik texnologiya.

Portfolioni yuritish mas'uliyati talabaga yuklanadi. Portfolio tarkibiga kiruvchi barcha materiallarni talabaning o'zi mustaqil tanlashi lozim.

Talaba o'qituvchi topshirig'i asosida o'zining turli ijodiy sohalardagi mustaqil ishlarini ma'lum ketma-ketlik asosida o'z portfoliosiga joylashtiradi. Materiallar bir semestr bo'yicha, o'quv yili bo'yicha yoki butun o'quv yillari bo'yicha olinishi mumkin. «Portfolio» yoki undagi alohida ishlar talaba tomonidan oldindan izohlanadi, ya'ni nima uchun u aynan ushbu faoliyat turini tanladi, bu faoliyat turi bo'yicha u qanday natijalarga erishdi yoki erisha olmadi, o'qituvchining ushbu ish bo'yicha bergan bahosidan rozimi, ushbu ish natijalari bo'yicha qanday xulosalarga ega. Albatta har qanday bunday ish yo'l qo'yilgan xatolarni asosli ravishda tahlil qilishni talab etadi. O'qituvchi alohida talabaga yoki talabalar guruhiga o'z fani bo'yicha shunday «portfolio» yaratishni taklif qilishi va uning tarkibini ko'rsatib beradi. Belgilangan vaqt o'tgach (semestr yoki o'quv yili) yoki aniq hajmdagi ishlar tugagach, talabaning xohishi bilan ushbu dastur yoki loyiha bo'yicha talaba o'z portfoliosini taqdimot qilishi mumkin. Dastlab taqdimotni kichik guruhda, keyin esa katta auditoriyada tashkil etish lozim. Talaba faoliyatini, ya'ni «portfolio» mazmunini baholash uchun o'qituvchi maxsus ekspertlar belgilaydi. Materiallarni mashg'ulot davrida muhokama qilinadi. Agar

buning uchun alohida vaqt, o'quv soati ajratilmagan bo'lsa off-line telekonferensiya rejimida yoki darsdan tashqari vaqtda ta'lim muassasi sayti forumida amalga oshirish mumkin. Bunday forumda talaba o'zi tanlagan yoki o'qituvchi tomonidan taklif etilgan bilim sohasi bo'yicha butun kuchini berganligini, uning o'z faoliyatiga bergan bahosi o'qituvchi va ekspetlar guruhi tomonidan berilgan bahoga mos yoki mos emasligini isbotlashi zarur. U baholarni qaysi jihatdan to'g'ri yoki noto'g'ri ekanligini ko'rsatishi va o'zining kelajakdagi ushbu bilim sohasidagi ijodiy faoliyati rejalari bilan xulosalashi lozim.

Agar talabalar o'qituvchining o'ziga nisbatan yaxshi, ochiq va samimiy munosabatda ekanliklarini his qilishsa, albatta o'z fikrlari, tajribalari va kuzatish natijalari bilan o'rtoqlashadilar. Chunki, har qanday talaba yoki shaxs o'z ijodiy mehnati natijalari bo'yicha boshqalar fikriga bee'tibor bo'lishmaydi. Faqat shu yo'l bilangina shaxsni kamol toptirish, o'stirish mumkin. Agar talabada bunday ishonch bo'lmasa, ochiq muloqot yuzaga kelmaydi.

Talabalarni bunday texnologiya asosida tarbiyalash va ularga ta'lim berish rivojlangan davlatlarda alloqachon o'z o'rnini topgan, chunki Internet bu texnologiyani joriy etish uchun bir qancha qulayliklarni yarata oladi. «Talaba portfoliosi» nafaqat ingliz tili fani buyicha akademik o'zlashtirish, balki talabaning kommunikativ muvaffaqiyatlari, muomala madaniyati, sport va jamoat ishlaridagi faolligi bo'yicha ham yuritilishi mumkin. Bu «portfolio» muallifining o'z fikrlari va o'z-o'zini baholash natijalari muhokamasida ushbu texnologiya prinsiplari va baholash mezonlarini quyidagicha belgilash mumkin:

1. Ingliz tili fani buyicha o'z-o'zini baholash natijalari quyidagi omillar bilan asoslanadi:

- ma'lum fan sohasi bo'yicha bilimlarni o'quv dasturiga mos kelishi;
- bilish jarayonida talabaning mustaqil qarorlar qabul qilish qobiliyati, o'z qarorlarining oqibatlarini bilish darajasi;
- talabaning kommunikativ qobiliyatlarini xususiyatlari (bahslarda qatnashish, o'z qarorlarini asoslay olishi, materiallarni ravon va sodda tilda tushuntirib bera olishi).

2. Tizimli va muntazam o'z monitoringini olib borishi.

Talaba biror fan bo'yicha o'z yutuqlarini nazorat qilib borishni maqsad qilib olsa, u ushbu fan bo'yicha muhim deb hisoblagan bilimlarini tizimiy ravishda «portfolio»ga joylashtirib boradi. Uning vazifasi- ushbu ishlarni diqqat bilan tahlil qilib borish, kerakli o'zgartirishlar kiritish, unga tushuntirishlar berish, o'z-o'zini baholash bo'yicha qisqa hisobot tayyorlash, ya'ni ushbu bilim sohasi bo'yicha u nimalarni o'zlashtirdi, nimalarni o'zlashtira olmadi yoki tushunmadi, kelajakda nimalarga e'tibor qaratishi lozim. Shuningdek u bu yerda o'z bilimlariga o'qituvchi, ekspertlar va ota-onasi tomonidan qo'ygan baholarga ham fikrini bildirishi mumkin.

Portfoliolar yaratilishiga ko'ra ham turlicha bo'ladi. Ingliz tili fani buyicha ular elektron, bosma va qog'oz variantlarda yaratilishi lozim. Portfolioda talabanning mustaqil ishlari bo'yicha bajargan topshiriqlari, ularga qo'yilgan o'zlashtirish ballari ham jamlanib boriladi. Portfolio yurgizish talabanning semestr (kurs) va o'quv muddati davomidagi o'zlashtirishi, mustaqil ish topshiriqlarini muntazam ravishda bajarib borganligi to'g'risidagi daliliy hujjat hisoblanadi. Portfolio pedagogik jarayonda pedagogga talabanning erishayotgan yutuqlari yuzasidan monitoringni olib borish imkoniyatini yaratadi va o'zlashtirish ballarining haqqoniy, ishonchli bo'lishini ta'minlaydi. Talabaga esa bilim darajasining qay darajadiligini, uning dinamik o'sishini kuzatib borish, kasbiy jihatdan shaxsan rivojlanish darajasini mustakil baholash uchun zarur sharoitni yaratadi.

«Talaba portfoliosi»ni yaratishning maqsadi

Portfolio talabanning ingliz tili fani bo'yicha barcha ishlarini to'liq yoritishi kerak. U o'z ichiga fan bo'yicha barcha turdagi topshiriqlar, loyihalar, matnlar, yozma ishlar, insholar, takdimotlar mavzu buyicha notanish suzlar va kasbga oid atamalar va ularning tarjimasini qamrab olishi, talabanning ushbu fan bo'yicha muvaffaqiyatlarini, fanga munosabatini, fanni o'zlashtirishi va tushunishini, muammoli topshiriqlarni bajarish va kommunikativ qobiliyatini, uning kelajakda ushbu fan bo'yicha intilishlari va o'zlashtirishini, o'zlashtirish usullarini ko'rsatib

berishi zarur. Aniqlilik va nutq, fikrni bayon qilish madaniyati «portfolio» sifatini belgilovchi asosiy omillardan biri hisoblanadi.

Portfolioni yaratishdan maqsad o'quv natijalari bo'yicha talabning rivojlanishini namoyish qilish va xulosa sifatida e'tibor, «talaba bilmaydi yoki bajara olmaydi»- deb emas, balki «talaba biladi va bajara oladi»- deb ishonch hosil qilishga qaratilishi lozim.

Portfolioni yaratishda asosan quyidagilarga ahamiyat berish talab etiladi:

- talabning mustaqil fikrlashi;
- «portfolio» yaratishning vaqt oralig'ini belgilash (semestr, o'quv yili yoki butun o'quv jarayoni bo'yicha);
- fan bo'yicha erishilgan bilimlarning o'zaro bog'liqligi va asoslanganligi;
- taklif etilgan ishlar (loyihalar, mustaqil ishlar, referatlar va b.) bo'yicha talabning o'z bahosi;
- muammollarni hal etish jarayoni, yo'llari.

Talabalarga portfoliolarni shakllantirishlari quyidagi holatlarda ularga kumak beradi:

- Istiqbolli ish o'rniga ega bo'lishda (rahbariyat va hamkasblar yosh mutaxassis bilan yaqindan tanishi ingliz tilida mulokot kilish uchun zamin yaratadilar).
- Ilmiy-tadqiqot ishlarini olib borishda (tadqiqot natijalarini patentlashtirish imkoniyatini ta'minlaydi).
- Ingliz tili buyicha Fan olipiadalarida ishtirok etishda (olipiadaning turli bosqichlarida talabning imkoniyatlarini baholash va chamalashga muvaffaq bo'linadi).
- Nomdor hamda Prezident stipendiyasiga talabgor bo'lishda (tanlov xay'ati talabning imkoniyatlaridan to'la xabar bo'ladi).

- Shaxsiy maqsadlarni amalga oshirishda (qo‘shimcha faoliyat turi bilan shug‘ullanishda hamkorlarga talaba shaxsini yaqindan tanishtirish imkoniyatini yaratadi)

Talaba portfoliosi tarkibi:

Portfolio tarkibi talabaning semestr yoki o‘quv yili davomidagi mustaqil ishlaridan iborat bo‘lmog‘i lozim. Talaba ushbu «portfolio» orqali anjumanlarda chiqish qilib, o‘zining mustaqil fikrlashga, fan bo‘yicha olgan bilimlarini ijodiy amalda tadbiiq etishga qodirligini namoyish etgan holda, o‘z-o‘ziga ushbu bilim doirasi bo‘yicha shaxsan bahosini beradi. Bu talabaga o‘z yutuqlari, olgan bilimlari va ijodiy ishlarini mustaqil tahlil qilish va unga o‘z bahosini berish, uni o‘qituvchi yoki hamkorlari bilan baham ko‘rish imkonini yaratadi.

Talabaning dunyoqarashlari, fikrlarining mantiqiyiligi, nutq va bayon etish madaniyati, o‘z fikrini isbotlay olishi kabi omillar uning faoliyatini baholashda asosiy mezonlardan biri sifatida foydalaniladi. Ayrim hollarda o‘qituvchi «portfolio» tarkibiga o‘z talablarini qo‘yishi ham mumkin.

Talabalarining o‘quv portfoliosini yaratishga qaratilgan amaliy harakat bir necha bosqichda tashkil etiladi. Talabalar o‘quv portfoliosini yaratish bosqichlari:

Asosiy bosqichlar

1-bosqich Talabalarga portfolioning afzalliklari, uni yaratishdan ko‘zlangan maqsad, portfolioning turlari haqida ma’lumot beriladi.

2-bosqich Talabalar portfolioning tuzilishiga oid ma’lumotlar bilan tanishtiriladi.

3-bosqich Amaliy harakatlarni tashkil etish asosida talabalar o‘z portfoliolarini yaratadi.

Turiga ko‘ra portfoliolar bir necha bo‘limlarni o‘z ichiga olishi mumkin. Masalan, “Talaba portfoliosi” quyidagi bo‘limlardan tarkib topadi:

Titul varaqa - «portfolio»ni nomi, talaba f.i.sh., fanning nomi, «portfolio»ni yuritish davri (semestr yoki o‘quv yili), boshlanish va tugash sanasi, o‘qituvchi f.i.sh.

Mundarija

“Mening qiyofam” (talabaning shaxsiga oid ma’lumotlar talabaning rasmi, esse, anketa yoki tavsifnomalar asosida beriladi; unda quyidagi lavhalar mavjud: “Personal Information”, “My Interests”, “My institute”, “My motto” va boshkalar).

Portfolioning maqsadi

Portfolio-kollektor yoki uning bo‘limlari:(talaba tomonidan fan bo‘yicha to‘plagan materiallar (adabiyotlar ro‘yxati, chizma, jadval va rasmlar, maqolalarning kseronusxalari, ijodiy ishlari) o‘rin oladi; bo‘lim quyidagi lavhalardan iborat bo‘lishi mumkin: “My priorities”; “Did you know?” va boshkalar).

Ish materiallari (talabaning o‘zi tomonidan yaratilgan, tizimlashtirilgan barcha materiallar kiritiladi; bo‘limning lavhalari quyidagicha bo‘lishi mumkin: “Control works”, “Essays”, “Project works”, “Researches and experiments”, “Presentations”).

Shaxsiy yutuqlar (talabaning yarim, bir o‘quv yili yoki yaxlit ta’lim davrida erishgan yutuqlari, qo‘lga kiritgan natijalari aks etadi; unda quyidagi lavhalar bo‘lishi mumkin: “My achievements”, “My initiatives related with education”, “My results”).

Portfolio bo‘yicha izohlar.

Taqdimotga tavsiya etilayotgan «Portfolio» materiallari puxta o‘ylangan, «portfolio»da keltirilgan barcha materiallar bo‘yicha bajaruvchi talabaning shaxsiy fikrlari yoritilgan bo‘lishi zarur. U talabaning ingliz tili bo‘yicha olgan bilimlari,

bo'sh tomonlari, kelajakdagi rejalarining to'liq mazmunini ko'rsatishi lozim.
Loyihalar (talaba ishtirok etgan har bir loyiha batafsil yoziladi)

Namuna

1-slayd

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS

TA'LIM VAZIRLIGI

Toshkent Moliya Instituti

fakultet, kurs, guruh

talabasining o'quv-kasbiy

P O R T F O L I O S I

Boshlanish sanasi «___» _____ **201__y**

Tamom bo'lish sanasi «___» _____ **201__y**

Toshkent 201__ y

2-slayd

I. PORTFOLIO EGASI TO'G'RISIDA MA'LUMOTLAR

RASM

Familiyasi _____

Ismi _____

Sharifi _____

Tug'ilgan yili _____

Tug'ilgan joyi _____

Yashash manzili _____

Aloqa telefoni _____ Elektron pochta _____

Fakultet nomi _____

Kurs _____ Guruh _____

M.O'. Professor-ukituvchi _____

Imzo f.i.sh.

3-slayd

Fani bo'yicha mazmuni	Mustaqil ta'limga oid bo'lim va mavzulari	Mustaqil ta'limga oid topshiriq va tavsiyalar
3-semestr		
1. Problem Cause	Global problems	Loyiha ishi tayyorlash, taqdimot va slaydlar
2. Motivation and Inspiration	How to motivate people?	Loyiha ishi tayyorlash, taqdimot va slaydlar
3. Cultural chameleons	Cultural awareness	Loyiha ishi tayyorlash, taqdimot va slaydlar
4. Living abroad	Studying abroad	Keys tayyorlash
5. Formal and informal	Styles of writing	Loyiha ishi tayyorlash, taqdimot va slaydlar
6. The shopping experience	Online shopping	Keys tayyorlash
7. Telephoning	How to answer on the phone?	Loyiha ishi tayyorlash, taqdimot va slaydlar
8. Dealing with an email of complaint	Complaint letter	Loyiha ishi tayyorlash, taqdimot va slaydlar
9. Lean manufacturing	TPS and other companies	Keys stadi tayyorlash
10. Trends and Planning	Companies trends	Loyiha ishi tayyorlash, taqdimot va slaydlar
11. Instructions and procedures for an exhibition stand	The international comic convention	Keys stadi tayyorlash
12. Business leaders and Success stories	Famous brands and companies	Loyiha ishi tayyorlash, taqdimot va slaydlar
13. Describing yourself	Describing yourself	Keys tayyorlash
14. Appraisals	What is appraisal?	Loyiha ishi tayyorlash, taqdimot va slaydlar

4-semestr		
15. Profiles of business leaders	Well-known business leaders	Keys tayyorlash
16. Advertising	Advertisements and advertising agency	Loyiha ishi tayyorlash, taqdimot va slaydlar
17. Buying and Selling	Products and goods	Loyiha ishi tayyorlash, taqdimot va slaydlar
18. Negotiating by email	Negotiations in business	Keys tayyorlash
19. Coolhunters	Market segmentation	Loyiha ishi tayyorlash, taqdimot va slaydlar
20. Enterpreuners	World organizations	Loyiha ishi tayyorlash, taqdimot va slaydlar
21. Types of companies	Famous companies	Keys tayyorlash
22. Interrupting in meetings	Are you good listerner?	Loyiha ishi tayyorlash, taqdimot va slaydlar
23. Agendas and action minutes	What is agenda ?	Loyiha ishi tayyorlash, taqdimot va slaydlar
24. Stock markets	Stock markets and other markets	Keys tayyorlash
25. Dealing with figures	Figures and charts	Loyiha ishi tayyorlash, taqdimot va slaydlar
26. Franchising	Franchising companies	Loyiha ishi tayyorlash, taqdimot va slaydlar
27. Presentation – handling questions	To make a quiz about business plans	Keys tayyorlash
28. Reports of recommendations	Writing recommendations	Loyiha ishi tayyorlash, taqdimot va slaydlar
29. Choosing franchise	Finnley’s, Toasties ,Classic cotton clothes	Keys tayyorlash
30. Environmental problems	Global warming	Loyiha ishi tayyorlash, taqdimot va slaydlar

Mustaqil ta'lim 2 Global warming

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

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

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

<p>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.</p>

- As the technology has been advancing, the number of unemployed is becoming large day by day.
- The deforestation is massively spreading as the number of the population is growing speedily.
- Pesticides that farmers spray on their crops kill pests to protect as well as nurture the harvest but they can also damage people's health.
- 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.

... when the agent is obvious to everybody.		Nuclear energy was invented to facilitate human's life, but ...
... when you don't know the agent (i.e. 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 ...

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

Because, one result is, on 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. Main supporting sentence is done for you.

- Topic sentence:** _____

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

- _____

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

- | | |
|---------------|--------------------------|
| a. Abstract | d. Introduction |
| b. Discussion | e. Title |
| c. Results | 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.

1 (T4.1) Listen to the tape and complete the sentences.

- The radio programme _____ to the activity of great politician Nelson Mandela.
- Nelson Mandela always struggled for _____ even though he was often criticized and hated by officials.
- Mandela was charged with _____ and jailed for a very long time.
- Finally a light at the end of the tunnel was seen when Mandela achieved the following results as _____.
- All African nations consider Mandela as "the savior of the Black" as he _____ for Africans.
- Mandela has always kept motivated in spite of constant _____.
- When Mandela was in prison, thousands of activists _____ supporting him.

2 Listen to the tape again and find out whether the following statements are true or false.

	Statements	T	F
1	Nelson Mandela was never criticized by anyone, as a result the whole African nation supported his political views.		
2	Mandela was sentenced to life jail.		
3	Mandela has never been the President of South Africa, but stayed to be the greatest politician.		
4	Mandela has never attended school.		
5	Mandela has won the Nobel Prize for peace.		
6	Even after being jailed for a long time he had never given up his ideas for freedom, democracy in African Continent.		

3 Write what the following numbers in listening tape represent for.

- 18- _____

- 17- _____

- 27- _____

- 1962- _____

- 9- _____

- 1999- _____

- 30- _____

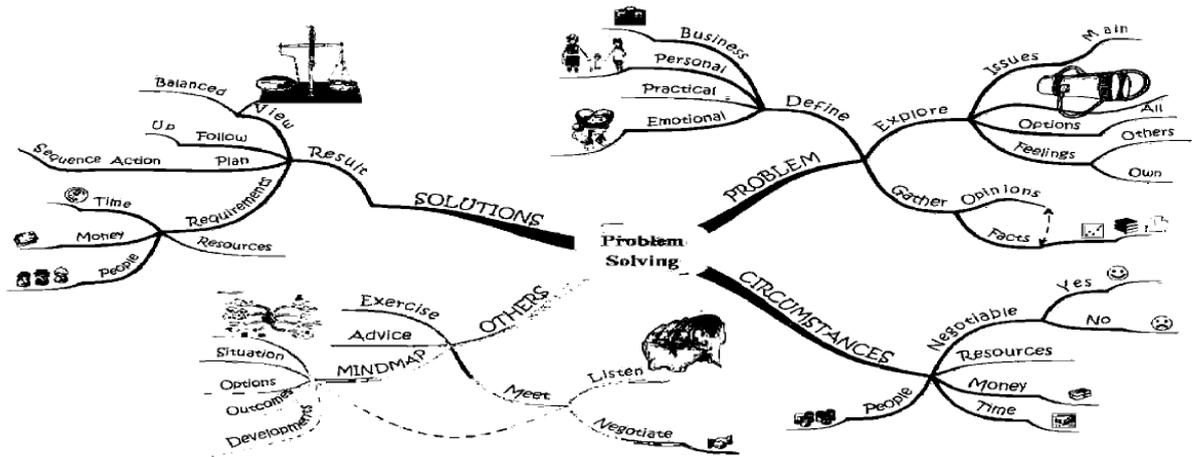
4 Read the following text and try to interpret the meaning of the quote below.

5 Read the text and give a title to each paragraph.

6 Find out five key sentences in the text giving the main idea of it.

Mustaqil ta'lim 6 Work culture

12 Look at the mind map and make your own to solve any problem.



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

1. To introduce suggestions _c_ _ _ _ _	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 _v_ _ _ _ _	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 _e_ _ _ _	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

12 Choose one of the problems in ex.2 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 main body paragraph depends on the number of suggestions you want to make.

Scale up | 17

Mustaqil ta'lim 7 Advantages of living abroad

1 Look at the picture and choose the appropriate word to complete the idea.

- a. aim
- b. result
- c. problem

2 Match the words and definitions.

research	Having a practical purpose or use
quantitative	The act of noting and recording something.
goal	Scholarly or scientific investigation or inquiry
evidence	Of relating to, involving the measurement of quantity or amount.
observational	A thing or things helpful in forming a conclusion or judgment.
applied	The result or achievement toward which the effort is directed.

3 (T9.1) Listen and write types of researches according to their methods and purposes.

1. _____ Quantitative and qualitative research _____
2. _____
3. _____

4 Read the text below and answer the following questions.

1. What is Laziz going to write?
2. What types of research do you know?
3. What types of research according to the methods and purposes do you know?

5 Write your opinion about bullying.

So before discussing this theme, let's give the definition to the word society. A society is a group of people living in one area following the same standards, rules and norms. We are all individual parts of human society. And what is the major role of our society? The first role of our society is social. Social role of human beings comprises of respecting all members of society, obey rules and laws of it undoubtedly. But

meet a number of social problems in society today.

Nowadays one social problem of children is bullying. If you are being bullied, there is always something you can do to stop it. Bullying is not just a problem at school, it can happen anywhere. You can be bullied at the street, at school, or even at work. So it's very important that you learn how to react to it now.

Arguing or fighting back against a bully will only makes the situation worse, a bully will look for a big reaction from you, that's why stay calm and if possible, don't say or do anything. If there is no reaction from you it makes attacking less fun for the bully.

If you are scared, you shouldn't show that you are and remember not to do anything to provoke the bully.

Obviously some situations are really serious and you need to discuss it with some other elderly and experienced people.

Finally, remember that nobody deserves to be bullied. Never think that it's your fault. You are a great person, so put a stop to be bullying now.

6 Complete the sentences with the words in the box.

Religions, society, provoke, human, scared, fighting.

1. A _____ is a group of people living in an area following the same rules, norms, laws in it.
2. But we all as individuals are parts of _____ society.
3. Arguing or _____ back against a bully will only make the situation worse.
4. If you are _____, you shouldn't show that you are and remember don't do anything to _____ the bully.

7 Write if the sentences are true or false.

1. Bullying is just a problem at school. _____
2. Arguing or fighting back against a bully will only make the situation better. _____
3. If there is no reaction from you, it makes attacking less fun for the bully. _____
4. Obviously, in serious situations you need to tell _____ about it.

Mustaqil ta'lim 8 What is small talk?

3 Read the descriptions. Listen and write the types of causes.

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's 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

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

4 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

1. If you only set a problem *superficially* – the problem will almost certainly happen again... will lead you to *fix it repeatedly* of action concerning the same problem.
2. Look deeperwhy the problem is occurring, you can fix the underlying systems and processes that cause the problem..
3. 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.
4. An action in one areaan action in another, and another, and so on.
5. Bythese actions, you can discover where the problem started and how it grew into the symptom you're now facing.

5 Read anecdotes and write down their problem cause types.

..... the road is so badly repaired that my neighbor recently has had 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 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 due to the damage to the ozone layer.....

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

Mustaqil ta'lim 9. Differences between formal and informal style

7 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)?

8 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	

9 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 all 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 _____

10 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		
	engeeering		
	rock climbing		
	engineering		

11 Read the text. Match the sentence parts a-f with 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 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

Mustaqil ta'lim 10 Window shopping

8 Read a reply of a well-known scientist to the second year students of Samarkand State University. Decide if the statements are true(T) or false(F):

	T	F
1. Laboratory work requires a low level of knowledge		
2. Practical work has a great value in science		
3. If there was enough laboratory equipment, we could not be able to get full information about the process		
4. Importance of practical work is always connected with its actuality/topicality		
5. Any laboratory experiment can play an important role in discovering innovative or new things.		

Dear students,

You have asked me about the aim and functions of practical and laboratory work in science and its position at present time. First of all, I have to mention practical work. There are many purposes of practical work itself. Firstly, any practical work has a great value in science. Secondly, importance of practical work is always connected with its topicality. Thirdly, we have to move from theory to practice, only then comes scientific benefit. Science without practice is like living without breathing. Now I want to inform you about laboratory life. Any laboratory work can play an essential role in scientific field. In our developing society it is important to emphasize that laboratory work requires a high level of knowledge, complete understanding of a process, laboratory safety peculiarities, laboratory equipment and laboratory techniques. If there wasn't enough laboratory equipment, there wouldn't be any fast development.

You know that any science experiment should be conducted, firstly, in laboratory. If there are positive results, then it can be applied to a society. That's why, my dear students, you have to improve your knowledge in your own field of interest. If you are good at both theory and practice, in this case you will achieve your goals in science. If you weren't good at practice, laboratory experiment wouldn't be essential for achieving results. There is a proverb "Practice makes perfect", don't forget it.

1.6 Case study Global Recruit

Discussion

1 Read the information below about Global Recruit. What are the advantages and disadvantages of using an organization like this to help you find a job?

Global Recruit

Looking for a job abroad?

Global Recruit may be able to help you. We work with a number of high-profile organizations all around the world and find the right candidate to fill their vacancies. Our job is to find staff who have the right skills and qualifications for these companies. We arrange interviews and give advice and support on the location and the requirements of the jobs. We can also help with visas and other legal requirements.



Reading and discussion

2 Read the two job advertisements. Which job would you prefer? Why?



Job TC / 428

CALL DUBAI, the Middle East's leading mobile phone company, has an excellent opportunity for an experienced sales advisor in their retail unit in central Dubai.

The job will involve advising customers, processing customer orders, and dealing with queries and complaints.

Applicants for this position should have a minimum of a year's sales experience within an international company, should have knowledge of mobile technology and experience of working with customers. Experience within an international company is a strong advantage, as is knowledge of English, French or Arabic.



Job WA / 926

Web Analyst in central Brazil. Brazilian MTM, Brazil's largest on line clothes retailer, has an excellent opportunity for a senior web analyst.

The position includes analysing customer actions on our website, reporting on customer habits, maintaining and updating the website and managing a team of web analysts.

For the position you need to have knowledge of the following languages: ASP, PHP, Cold Fusion, Java or. Net, experience of working in the clothing industry, managerial experience and a basic knowledge of Portuguese.

The job is based in our offices in Rio de Janeiro.

Mustaqil ta'lim 12 Complaint letters

Reading and discussion

5 Read the advertisements below for customer service jobs.

A friendly, polite **telephone manner** is essential to this role, but you'll need good **listening skills** and the ability to be **reassuring**. You will be naturally **sympathetic** and be able to handle often sensitive conversations. Could you be there with the right answers?

For this role you need an **outgoing personality** and good **interpersonal skills**. You need the confidence to speak to existing and potential customers about our services and products and the ability to **persuade**. You are always ready to take the next call.

Which do you think is for a healthcare company and which for an insurance company?

6 Match the words in **bold** in the advertisements to the definitions below.

- 1 to make someone agree to do something (v)
- 2 relationships between you and other people (two words)
- 3 caring and open to understanding other people's problems (adj)
- 4 the way you speak on the phone (two words)
- 5 the ability to listen (two words)
- 6 making someone feel less worried (adj)
- 7 if you have this you are friendly and enjoy talking to people (two words)

7 Work with a partner. You need to find someone for a job as a helpline operator for your school, university or workplace. They will be responsible for dealing with new customers and potential students. Decide what five essential skills and qualities they need to have and create a job advertisement. Compare your advertisement with another pair's.

Mustaqil ta'lim 13 Toyota company

Writing

5 You have received an email about one of the problems below. Write an email in response, explain the cause of the problem and promise action.

- 1 A customer ordered a computer from your online shop. The delivery arrived on time but some of the components are missing.
- 2 You run a private language school. A yoga group uses one of your rooms every Wednesday evening. They have received a bill even though they paid for this month two weeks ago.
- 3 Your company sells high quality cakes. One of your customers recently ordered a birthday cake for their 90 year old grandmother. When the cake was delivered it had 19 on it.
- 4 A customer tried to take €250 from one of your cash points (ATM) at a motorway service station. The machine only paid out €50 but €250 was taken from their account.

5 Complete the customer service dialogue using *some / any / much / many* and the verbs in brackets in an appropriate form.

A: Hello, this is Arne Schumann from Mainstream Motors. Would you mind (1) _____ (answer) (2) _____ questions about the car you bought from us last month?

B: Well, how (3) _____ time is this going to (4) _____ (take)? I'm in a bit of a hurry.

A: It won't take long, only about five minutes. There aren't very (5) _____ questions.

B: All right then.

A: First I'd like (6) _____ information about the salesman. On a scale of one to ten, how (7) _____ marks would you (8) _____ (give) him for friendliness?

B: Er, eight.

A: Good. And how (9) _____ marks for competence?

B: What do you mean by 'competence'?

A: For example, when you needed (10) _____ advice about which make or model car to buy, was he able to give it?

B: Oh, I see, yes, he was very good. He gave me (11) _____ really useful advice. I'd give him ten out of ten for competence. He certainly knew what he was talking about.

A: That's good to hear. You bought the car four weeks ago; can you tell me approximately how (12) _____ kilometres you've driven in that time?

B: Oh, not (13) _____. The week after I bought the car, I broke my leg.

A: Oh, I am sorry to hear that. Are there (14) _____ other drivers in your household?

B: My wife can drive but she doesn't like it. She says there are too (15) _____ other drivers on the road these days.

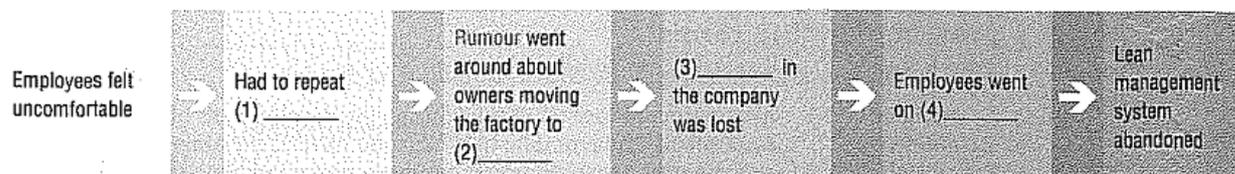
A: And finally, are there (16) _____ questions you'd like to ask us?

B: Not at the moment.

A: Well, thank you for your time, goodbye.

Listening for detail

6 Listen to the manager again and fill in the flow chart.



Discussion

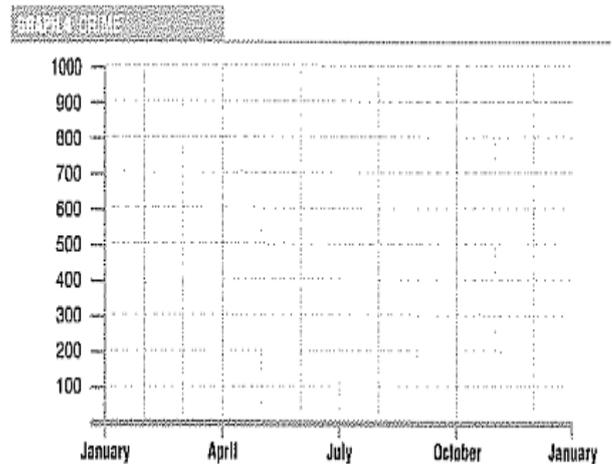
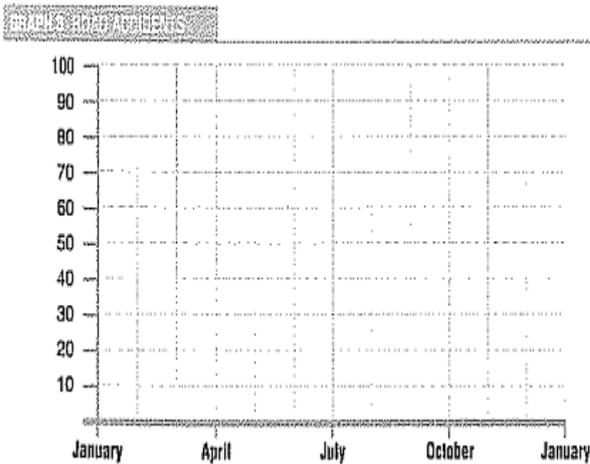
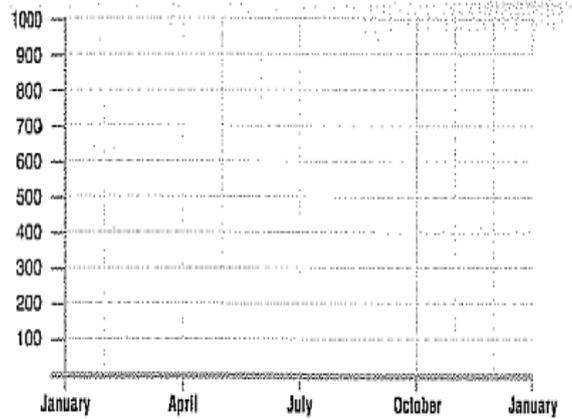
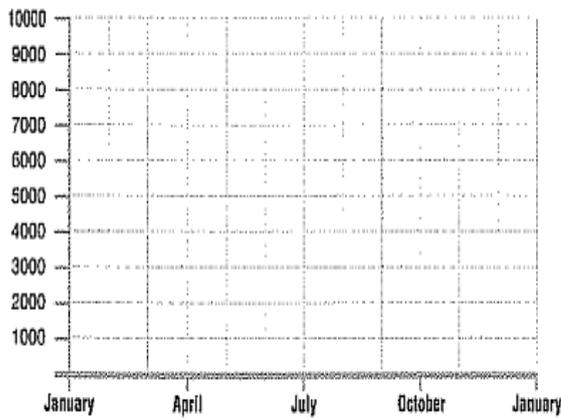
7 In small groups discuss the questions about lean manufacturing.

- 1 What are the advantages and disadvantages of lean manufacturing?
- 2 Can you think of any companies that lean manufacturing would work very well/badly for?
- 3 What effects would lean manufacturing have on a company? Think about employees, customers, equipment, premises.

Mustaqil ta'lim 14 Trends, graphs and figures

Listening for detail

9 1:36 The month is November. You are the council of a small island that has recently been 'discovered' by tourists. Listen to the council leader talking about the number of tourists the island has received in the last year. Draw in the lines on graph one.



Describing trends

10 Work in groups of three. Student A look at page 112. Student B look at page 110. Student C look at page 115. Describe your graph to your group. Listen and fill in the trends on the graph.



for the keywords

Mustaqil ta'lim 15 Travelling

Test yourself: Present continuous

- 1 Complete the text about the wine industry in California using the present continuous form of the verbs in brackets.

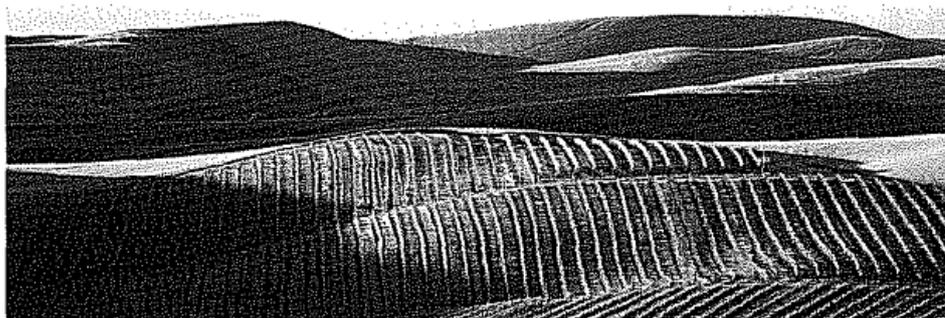
The sunny west coast state of California currently produces more than 90% of all US wine. In the past very little of this was organic, but the US wine industry (1) _____ (go) through a large and important change.

The population of California (2) _____ (grow) by half a million every year, and more people live next to farms and vineyards than ever before. Because wine growers traditionally use a lot of pesticides, people are concerned about their health. Now many wine growers want to be good neighbours and (3) _____ (change) over to organic methods.

By moving away from conventional methods, growers (4) _____ (reduce) the amount of pesticides they use. Instead of pesticides, some of them use bats and owls to keep bugs under control.

Many wine producers (5) _____ also _____ (realise) that sustainable, chemical-free farming makes good economic sense, in addition to being healthier. At first the change to an organic system increases costs by 10 to 15%. But the demand for organic wines (6) _____ (grow) every year and sales (7) _____ (go up), so the initial cost is justified. With this changing trend in production, the quality of organic wines (8) _____ (improve) all the time. This is very good news for consumers. Organic wines taste better than ever before and prices (9) _____ (fall).

And sales of organic wine (10) _____ (increase) not only in the USA, but also in such far-flung countries as Japan, France and Argentina. The future looks very bright (green!) for organic wines.



Test yourself: Adverbs

- 2 Complete the sentences using adverbs of manner.

- 1 There is a slow decrease in sales of tobacco at the moment.
Tobacco sales are decreasing _____.
- 2 There was a quick growth in the organic foods market last month.
The organic foods market grew _____ last month.
- 3 I think there will be a sharp rise in the share price of Hussein Solar Power Plc very soon.
I think the price of shares in Hussein Solar Power Plc will rise _____ very soon.
- 4 Every day there is a slight improvement in our production process.
Our production process is improving _____ every day.
- 5 Our sales in Japan are very good at the moment.
Our products are selling very _____ in Japan at the moment.
- 6 There is a steady fall at the moment in the amount of waste produced by our factory.
The amount of waste we produce is falling _____.

Giving a presentation

6 Work in small groups. Use the phrases from 5 and the information on the presentation note cards below to prepare a short presentation.

Wine production in California

- Currently produces more than 90% of the wine in the US
- Only a small percentage is organic
- This is changing / new trend
- Organic wine is more expensive / price per bottle is falling as sales increase
- Sales of organic wine increasing by 20% a year
- Health & wealth are influencing sales
- Good news, the future looks green.

7 Work in small groups.

You work in the marketing department for the companies that make one of the products above. You are going to give a presentation to a number of people who are interested in investing in your products.

Prepare a three-minute presentation to give to the rest of your class. Use the note cards from 6 and the phrases from 5 to help you.

Your class will decide which company they want to invest in.

Sales trends for natural cosmetics in Europe

- Natural cosmetic sales in Europe are increasing at a fast rate
- The sales figures are doubling every 2-3 years
- Better distribution / higher customer demand
- Natural ingredients / quality / fewer skin problems
- Premium brands like Aveda and Dr Hauschka are becoming very popular
- Sold in pharmacies, supermarkets and health food shops
- Online sales increasing
- The market share is highest in Germany and Austria / 4% of total cosmetic sales

The silent plane

- Number of international airports increasing
- Passenger numbers / noise / pollution increasing
- Aiming to decrease noise by 99%
- Engines above the wings / noise will go up, not down
- Single wing / more fuel-efficient
- Could fly at night / increase the amount of flights in each 24 hour period
- Expensive / need funding
- Plane should be flying by 2020

Discussion

1 Work with a partner. Think of the three most important factors of a language school from a student's point of view.

Scan reading

2 Read the text below about The English Academy in Saint-Jean-sur-Arc. Answer the questions.

- 1 Where in Saint-Jean-sur-Arc is The English Academy?
- 2 What two problems are there with computers in the school?
- 3 Which member of staff is not helpful?
- 4 Where is the new language school in Saint-Jean-sur-Arc?

Saint-Jean-sur-Arc is a large town in East Central France. It has a population of 300,000, of which 20,000 are students at the technical university. English is a compulsory element of all the courses the university offers and the demand for high quality language teaching is growing. For the last 15 years the university has sent students to a private language school called The English Academy. The school is in a very prestigious location, on one of the main streets in the centre of Saint-Jean-sur-Arc. At the moment however the classrooms and corridors look very old-fashioned and need to be repainted.

The academy has a large computer laboratory where students can surf the Internet and a big library where students can study, read newspapers and magazines and watch DVDs. The library is always full and it can be difficult to find a seat there. In addition many students complain that the Internet connection in the academy is too slow and that there are not enough computers.

In the past the English Academy was part of a franchise but a few years ago the owners decided to leave it and be independent. However, some of the teachers are reluctant to stop using the old, familiar teaching materials from the franchisor.

On the whole, the standard of teaching is very high. Most of the staff are well-qualified and their students often get good results. There are, however, some teachers who don't have the appropriate qualifications. Many students also find one of the receptionists rude and unhelpful.

Last year a new language school opened on an industrial estate on the outskirts of Saint-Jean-sur-Arc. This school doesn't have the reputation or the location of the English Academy but it offers cheaper courses. The technical university is considering using this new school because of the problems at the English Academy.

Reading for detail

3 Work with a partner. Read the text again. Make a list of the strengths and weaknesses of The English Academy.

Mustaqil ta'lim 17 Being successful

98-991

Listening for detail

6  1:49 Listen to Galina talking to her manager. They are in the middle of her appraisal.

Which of these questions does the manager ask? Tick the ones you hear.

- 1 What do you consider to be your particular strengths?
- 2 What elements of your job do you find most difficult?
- 3 How do you get on with your colleagues?
- 4 Do you agree?
- 5 Do you have any weaknesses you'd like to work on?
- 6 Are there any skills you would like to improve?
- 7 What elements of your job do you most enjoy?
- 8 What do you like and dislike about working for this company?
- 9 How can we help you?

7 Listen again. Which of the phrases in the box below does Galina use to reply to her manager?

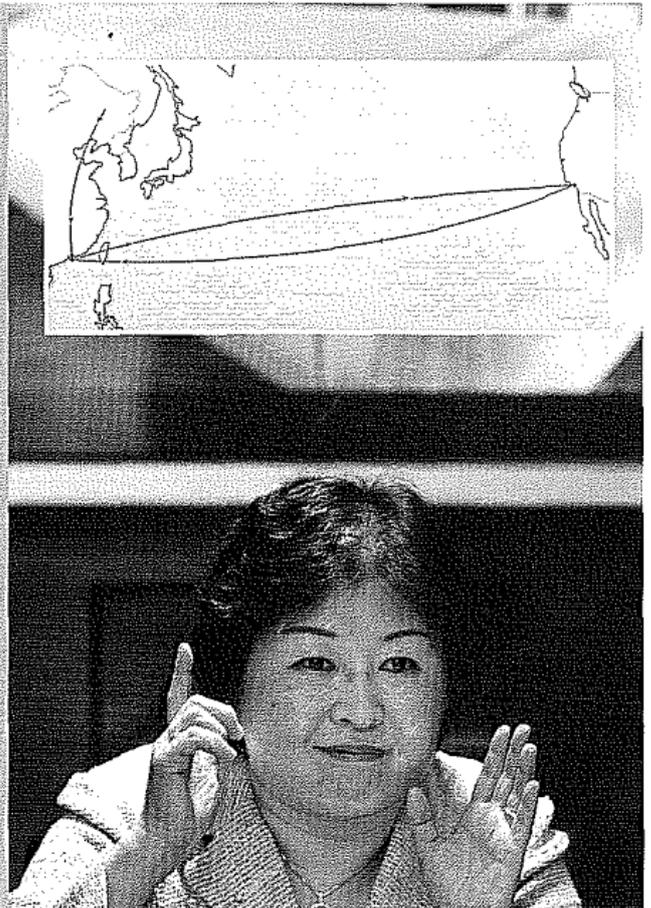
I do think that I'm ... <input type="checkbox"/>	I think I'm good at ... <input type="checkbox"/>	My strengths are ... <input type="checkbox"/>
People say that I'm ... <input type="checkbox"/>	I'd say that I'm ... <input type="checkbox"/>	The thing I hate most is ... <input type="checkbox"/>
I would like to ... <input type="checkbox"/>	My weaknesses are ... <input type="checkbox"/>	My colleagues tell me that I'm ... <input type="checkbox"/>
I often find that ... <input type="checkbox"/>		

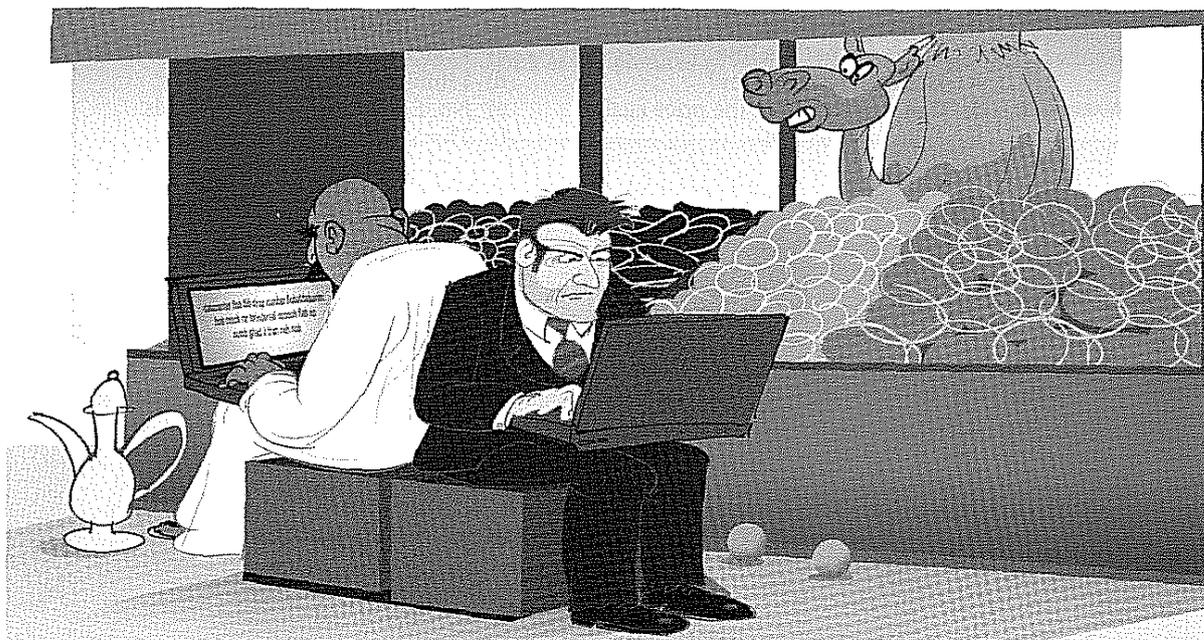


Writing a report

5 Use linking words and phrases to turn the notes below into a report about Zhang Yin, the world's richest self-made woman. Put the notes in the correct order.

- a Shares in Nine Dragons Paper float – Hong Kong stock exchange – 2006 – keeps control of 72%
- b 1976 – first job – accountant – later – move to Shenzhen – south China – paper trading company
- c 1990 – move to Los Angeles – found American Chung Nam Company
- d China's richest self-made person – world's richest self-made woman – 2006
- e 1995 – return Hong Kong – Nine Dragons Paper set up – open first paper-making facility in Dongguan
- f Today – more than 5,000 employees – company market value – 37.6 billion Yen – new huge facility close to Shanghai
- g American Chung Nam successful – still paper pack – recycled in China – lots of demand – China shortages of paper
- h Born – Heilongjiang province – north east China – 1957 – eight children – eldest daughter
- i Move to Hong Kong – 1985 – own paper trading company – successful – Hong Kong too small – Zhang Yin – too ambitious





Discussion

1 In small groups discuss the questions about emails.

- 1 How *correct* should emails be? Is it OK to make grammar and spelling mistakes?
- 2 What is *email etiquette*? What are your standards? Think about emoticons, subject lines, capital letters, openings and closings.

Skim reading

2 Read the six extracts from emails below and answer the questions.

- 1 Which email is asking for more information?
- 2 Which email is making a quotation?
- 3 Which email is asking for better terms?
- 4 Which email is accepting terms?
- 5 Which email is refusing terms?
- 6 Which email is placing an order?

Further to your quotation dated 19 November, we are pleased to place the following trial order for 500 plastic wine glasses, order number WG759.

We are in agreement with 15% discount for prompt payment and delivery before December.

We would be most interested in receiving your latest catalogue and price list, quoting your most competitive prices. Please let us know what trade discount you offer and what your *delivery lead times* are.

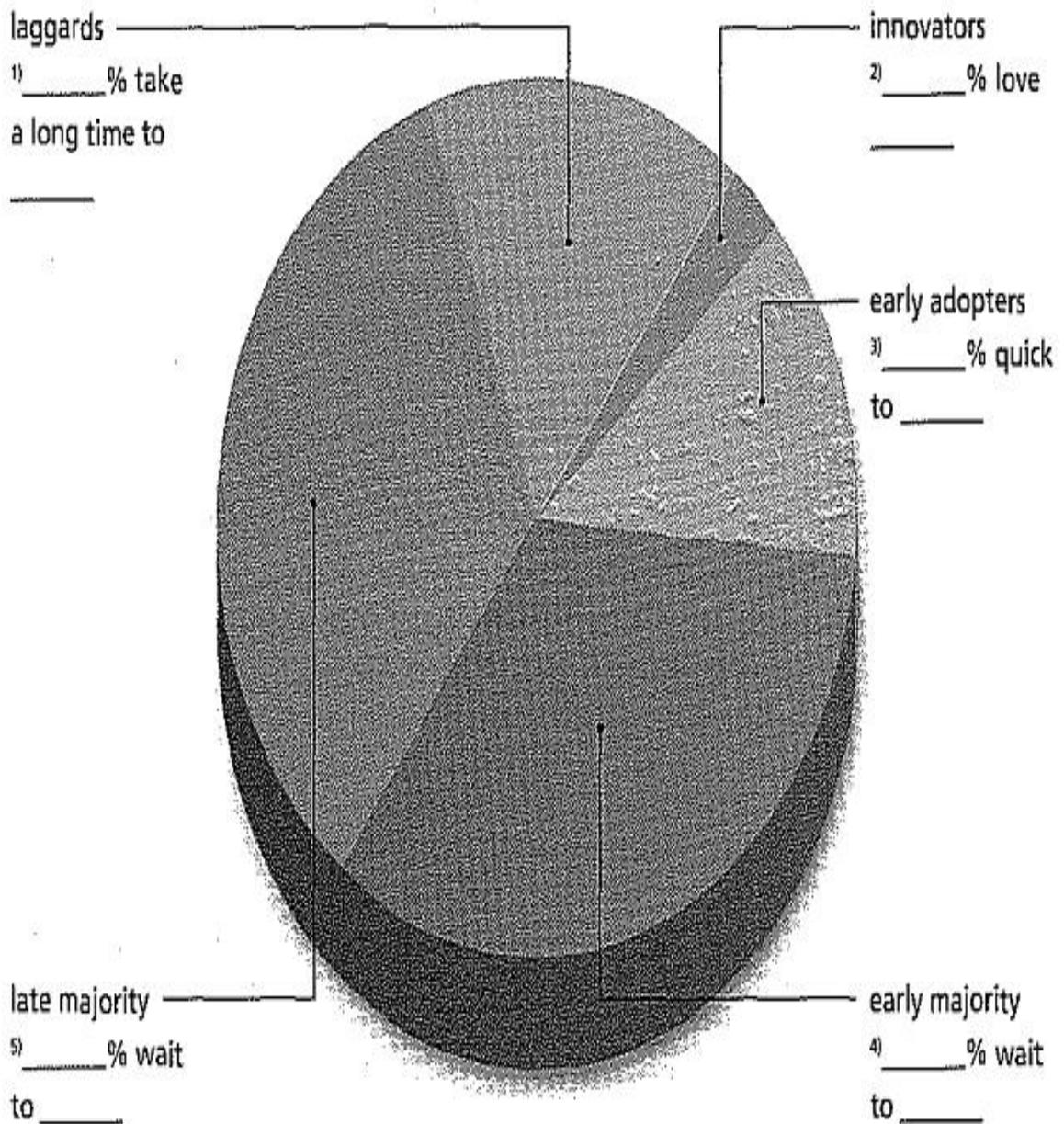
I'm afraid the rather low trade discount of 5% disappointed us. We would, however, be prepared to place a **bulk order** of 2,000 items if you increased your discount to 9%.

We can offer you a **gross price**, inclusive of delivery charges, of €51.30 per 100 items. These goods are inclusive of VAT.

Thank you for your offer of 7% off net prices for orders over 5,000 items. I regret that these conditions are not acceptable to us.

Mustaqil ta'lim 19 Famous business leaders

B  2:09 Listen to the second half of the interview with Gabriella about the adoption process and complete the pie chart with the percentages.



Mustaqil ta'lim 20 Customer is always right

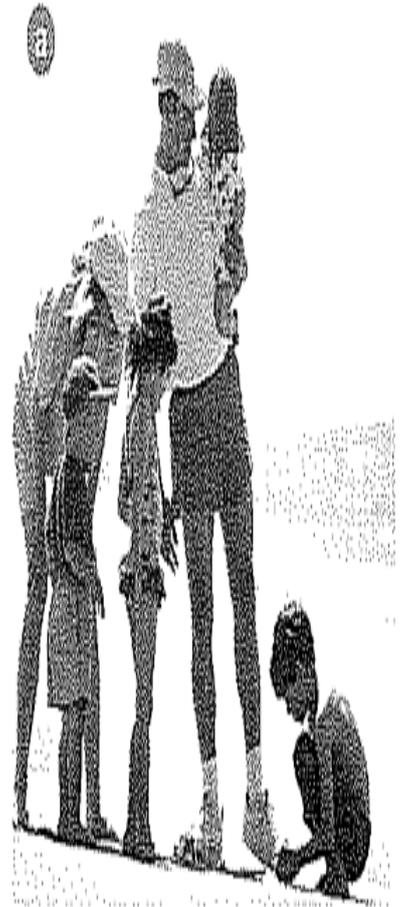
Market segmentation

E Marketers need market segmentation to identify the needs and wants of consumers. There are many ways of doing this: age, social class, family size, family lifecycle, and so on.

With a partner, match a name of a consumer group with a description and the correct picture.

- a) full-nesters
- b) DINKS (Double income, no kids)
- c) bachelor
- d) empty-nesters

- 1 This group has a very high disposable income. They are over fifty and their children have left home leaving them free to spend their money on expensive holidays and high-quality products. They have worked hard all their lives and want to pamper and enjoy themselves.
- 2 The young, single person with no family commitments. This group has a relatively high disposable income and they want to spend as much as possible on themselves and trying out new, innovative products.
- 3 This group has a high disposable income and no children and tends to mix with other couples in the same situation. They do a lot of entertaining and status symbols are very important.
- 4 These are couples with children. As growing children are expensive, they need to be careful with their money and they tend to have a low disposable income.



Negotiating language

4 Match the beginning with the correct ending.

- | | |
|--|--|
| 1 Further to your call, | a) our terms are 8% discount for orders over 80,000. |
| 2 I hope everything goes | b) if you need any further information. |
| 3 With reference to discounts, | c) according to plan. |
| 4 Our terms of payment are | d) I'd like to confirm the following points. |
| 5 Please get back to me | e) 3% discount for payment within 30 days. |
| 6 Please find attached the agenda of the meeting | f) that you have received this email. |
| 7 We have submitted a | g) 10,000 parts per month. |
| 8 Transport costs are | h) firm offer of €100 per item. |
| 9 We can guarantee delivery of | i) as requested. |
| 10 Please confirm | j) free within Europe. |

Placing orders

5 Complete the email from Hugh Bradshaw to Ms Noonan using the words in the box.

reply delivery discount place payment supply trade price

The screenshot shows an email client window with a toolbar at the top containing icons for Delete, Reply, Reply All, Forward, New, Mailboxes, and Get Mail, along with a search bar. The email body contains the following text:

Dear Ms Noonan,

Following our telephone conversation last week, I would like to (1) _____ an order for 500 English ABC dictionaries. Your catalogue gives the (2) _____ of the ABC dictionary as €14, can you confirm that this is still the price?

Also can you send details of the terms of (3) _____ that you can offer for (4) _____ within 30 days on an order of this size?

Please note that we need (5) _____ of the dictionaries before the end of this month. We would be grateful if you could (6) _____ the items as soon as possible.

I look forward to receiving your (7) _____.

Yours sincerely,
Hugh Bradshaw.

Writing

6 Write Ms Noonan's reply. Use the information below.

- You only have 300 dictionaries in stock at the moment. Delivery of the other 200 would be in one month.
- The catalogue is out-of-date The current price is €16.
- You can offer a 7% discount for payment within seven days.

Mustaqil ta'lim 21 Shopping experience

Listening for gist

  2:20 Listen to Cristiana Vatland, a business expert, explaining what a business plan is. Add the items which are necessary for a business plan.

Items	Questions
Personal details	a
1	Where is it? Is it a partnership or sole trader?
Mission statement	b
2	What specifically will the company do?
Product description	c
3	Where and how will you make the product? What equipment do you need?
Staff	d
4	How much money do you need to start up the business? What is your estimated profit and loss account?

Listening for detail

 Listen to Cristiana again and complete the table with the questions about each item.

 Match the expressions from the listening with the correct definition.

- 1 cash flow forecast
- 2 mission statement
- 3 target group
- 4 profit and loss account
- 5 return on investment

- a) the people you want to sell your product to
- b) accounts which show income and expenditure
- c) estimate of how much money comes into the company from sales, and how much is spent
- d) the money you expect to get back on the amount you invested
- e) definition of why company exists

Mustaqil ta'lim 22 Negotiation in business

Listening for gist

 2:11-2:16 Listen to six different stakeholders and identify who they are, using the words in the box.

shareholder supplier employee environmental activist customer politician

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Reporting

 Sentences 1–8 report what somebody said. Sentences a)–h) are what the person said. In each group of four match the sentences with similar meanings.

- | | |
|--|---|
| 1 She disagreed with the idea. | a) 'Let's discuss this issue at the next meeting.' |
| 2 She suggested discussing the issue at the following meeting. | b) 'I can have the report ready by 8 th of September.' |
| 3 He recommended the Thompson proposal. | c) 'I believe the Thompson proposal is the better one.' |
| 4 She promised to finish the report by 8 th of September. | d) 'I'm not in favour of that idea.' |
| 5 She wondered if the Christmas party could be held in the canteen. | e) 'The company newsletter needs a lot of time and energy.' |
| 6 She warned that we had a problem with the atmosphere at work. | f) 'We all agree with the Thompson proposal.' |
| 7 He pointed out how much work went into the company newsletter. | g) 'The atmosphere at work is bad and getting worse.' |
| 8 We approved the Thompson proposal. | h) 'Would it be possible to hold the Christmas party in the new canteen?' |

 Turn to page 113 and read the full minutes from the meeting between Cristina Firat, Lena and Adrian.

Writing

 Work with a partner. Look at the notes taken from the follow-up meeting with Firat, Lena and Adrian and write up full minutes.

Agenda

Date: 11 September
Time: 15.30
Venue: Main conference room

- 1 Matters arising
- 2 Lena to present report on hot desking and make a proposal
- 3 Firat to present schedule for canteen building work
- 4 Adrian to make proposal for quarterly newsletter
Team to approve
- 5 Lena to report on Christmas party

- 2 Hot desking very unpopular. Staff demotivated. Not really necessary. Problem can be solved by smaller desks for everyone. Some extra cost involved.
- 3 Put up temporary tent for canteen 1 November. Problem - small distance to walk in open. Clear out fittings of canteen 2-6 November. Building work 7-20 November. Open new canteen 25 November.
- 4 Quarterly newsletter - pros - less time-consuming. More news to report so more interesting. Less cost. Cons - not so up-to-date. Proposal - quarterly newsletter. Team approved this.
- 5 New canteen opens on 25 November. Enough buffer time if problems occur. Christmas party in new canteen.

1 Complete the dialogues below with 'll (= will) or won't (= will not).

- 1 JG: Right then, Luigi, I'd like to know why you don't think we (1) _____ be able to sell our pizzas in Italy. I thought Italians liked pizzas!
Luigi: Well, JG I think the name's wrong. JG's Spicy Pizza Grandy isn't Italian and I don't think the name (2) _____ appeal to Italian consumers.
JG: OK, so we change the name. No problem!
Luigi: That's a good idea, JG, but I think we (3) _____ still have a problem. Italians don't seem to like curry flavour pizzas!
- 2 Antonio: OK everyone, I'd like to hear your thoughts on the idea of taking over RGB. Sheila.
Sheila: Hmm... I think it's a bit risky, Antonio. It (4) _____ be cheap. It could cost us between €2,500,000 and €3,200,000 to get a majority stake in RGB. That's a lot of money.
Peter: Yes, Sheila, but RGB is an established company and if we can afford that, we (5) _____ have a company that has over 357,000 customers, a turnover of €28,000,000 and a really good name.
Tom: Yes, but we (6) _____ also have to invest about another €800,000 in RGB. The management hasn't done anything for the last five years
- 3 Manuel: So, Jean, you think shares in the tourist industry (7) _____ fall.
Jean: Yep, that's right Manuel, unemployment is up again and that means a lot more people (8) _____ be able to afford a holiday. Fuel prices are up so flights (9) _____ be more expensive... and these reports about more terrorist attacks (10) _____ help.
Manuel: OK, so a lot of people (11) _____ want to travel abroad, but what about our local tourist industry?

Test yourself: *be going to*

2 We asked people on the street what they thought about these trends. What have they decided to do? Complete the sentences below with the correct form of *be going to*.

**Government to close
12 of the UK's 23
nuclear power plants**

**China to start
exporting cars
to Europe**

ONE WORKER FOR THREE PENSIONERS BY 2075

- 1 Well, I'm worried about the effect this will have on jobs in Europe. A lot of my friends have jobs that are connected with the car industry. I (1) _____ buy a Chinese car even if they are a lot cheaper.
- 2 If fewer and fewer people with jobs have to pay for more and more pensioners, the government will have to increase taxes or cut pensions. My wife and I (2) _____ look into private pension schemes – I think that's the only thing we can do if we want to have enough money to live on later.
- 3 If electricity prices go up, what (3) _____ do? What can I do? Nothing much – except buy a few energy saving lights. I'm certainly (4) _____ install solar panels, they cost too much.

Mustaqil ta'lim 23 World organizations

1 Complete the dialogues below with 'll (= will) or won't (= will not).

- 1 JG: Right then, Luigi, I'd like to know why you don't think we (1) _____ be able to sell our pizzas in Italy. I thought Italians liked pizzas!
Luigi: Well, JG I think the name's wrong. JG's Spicy Pizza Grandy isn't Italian and I don't think the name (2) _____ appeal to Italian consumers.
JG: OK, so we change the name. No problem!
Luigi: That's a good idea, JG, but I think we (3) _____ still have a problem. Italians don't seem to like curry flavour pizzas!
- 2 Antonio: OK everyone, I'd like to hear your thoughts on the idea of taking over RGB. Sheila.
Sheila: Hmm... I think it's a bit risky, Antonio. It (4) _____ be cheap. It could cost us between €2,500,000 and €3,200,000 to get a majority stake in RGB. That's a lot of money.
Peter: Yes, Sheila, but RGB is an established company and if we can afford that, we (5) _____ have a company that has over 357,000 customers, a turnover of €28,000,000 and a really good name.
Tom: Yes, but we (6) _____ also have to invest about another €800,000 in RGB. The management hasn't done anything for the last five years
- 3 Manuel: So, Jean, you think shares in the tourist industry (7) _____ fall.
Jean: Yep, that's right Manuel, unemployment is up again and that means a lot more people (8) _____ be able to afford a holiday. Fuel prices are up so flights (9) _____ be more expensive... and these reports about more terrorist attacks (10) _____ help.
Manuel: OK, so a lot of people (11) _____ want to travel abroad, but what about our local tourist industry?

Negotiating language

2 In each set of four match the sentences on the left with the responses on the right.

- | | |
|---|--|
| 1 Can we agree on payment within 30 days? | a) I'm afraid we couldn't agree to that. Our costs have increased by over 3% in the last year. |
| 2 Let's come back to price later. | b) Yes, OK, but only if the price includes the shipping costs. |
| 3 Can you deliver within 14 working days? | c) I'm afraid that's not long enough. We need 28. |
| 4 We'd like you to drop your price by 5%. | d) Yes, that's a good idea. Perhaps we should look at delivery times next. |
| 5 So what kind of quantities are we talking about? | e) They're covered by the guarantee for the first two years. |
| 6 What about service and maintenance costs? | f) Good! It was great doing business with you. |
| 7 If you pay late, we will charge another 2% for every 30 days. | g) Hmm ... 1.5% and I think we have a deal. |
| 8 OK, I think we have a deal. | h) Well, the first order would only be for 500 units, but if we're happy with the quality ... |

1 Complete the dialogue between Ruth and Paolo by putting *for* or *since* into the spaces.

- R: So, Paolo, you're a sales manager at BD International, aren't you?
P: Yes, that's right. I'm responsible for international sales. I've been with BD International (1) _____ I left university in 1990.
R: How long have you been in London?
P: I've been here (2) _____ almost ten years. I worked in our Madrid office before that.
R: I guess you have to do a lot of travelling.
P: Oh yes, I've had to fly to Paris, New York and Shanghai (3) _____ the beginning of the month.
R: Shanghai?
P: Yes, we have had a subsidiary in Shanghai (4) _____ 2001. I usually have to fly there two or three times a year.
R: That sounds like hard work! Can you speak any Chinese?
P: A little, but most of my colleagues there speak English quite well. Actually, I'm trying to learn Russian at the moment.
R: Russian?
P: Yes, we've had an office in Petersburg (5) _____ more than ten years.
R: Is your Russian good?
P: It's not bad, but I haven't had any lessons (6) _____ the last two months.
R: Language must be a big problem for an international company.
P: Yes, language and inter-cultural training have been key issues for us (7) _____ we lost a very important contract in Dubai in 1999 because of misunderstandings there.

Test yourself: Past simple and present perfect

2 Read an interview about Siemens' recent history between Peter Davis, a business journalist, and Chris Frank, a business analyst. Underline the correct tense.

- Peter (1) Have there been / Were there a lot of changes at Siemens since 1970?
Chris Yes, of course, Peter, but most of them (2) happened / have happened under the leadership of Heinrich von Pierer and his successor Klaus Kleinfeld who (3) resigned / has resigned as CEO of Siemens in 2007.
Peter What sort of changes (4) did they make / have they made?
Chris Well, they (5) have moved / moved Siemens out of certain business areas such as defence systems and mobile phones. They (6) sold / have sold the defence business in 1997 and BenQ (7) bought / has bought Siemens' mobile phone subsidiary in 2005.
Peter (8) Has Siemens moved / Did Siemens move into any new areas?
Chris Yes, of course. Since 2000 they (9) took over / have taken over 20 new companies in areas ranging from wind power to industrial automation.
Peter Siemens is sometimes called a sleeping giant. Do you think that is still true?
Chris (10) That was / has been true in the past, but not any more, Peter. There (11) was / has been some radical restructuring in the last few years.
Peter And, do you think that will continue?
Chris Yes, I'm sure that subsidiaries and divisions which (12) were / have been performing badly will be sold off and Siemens will buy into other companies with high growth potential.

Mustaqil ta'lim 24 Sole trader, ltd, partnership

6 Below are words that are often used with the verbs *do*, *make* and *take*. Put them into the correct column in the table.

a profit a phone call homework business market research a decision
somebody a favour a break a chance an arrangement a risk
overtime a recommendation an excuse an exam serious work

make	do	take

Discussion

7 Use the verbs *do*, *make* and *take* to fill in the questions.

- 1 When was the last time you _____ an excuse?
- 2 Have you _____ a chance recently?
- 3 When was the last time somebody _____ you a favour?
- 4 Do you usually _____ your homework?
- 5 Do you ever forget about arrangements you've _____?
- 6 Which companies do you think are _____ the biggest profits at the moment?

Now take it in turns to ask your partner the questions.

Describing companies

4 Read the facts about global companies and use the present perfect (*have/has done*) or past simple (*did*) of the verbs in brackets.

- 1 McDonald's _____ (open) its first foreign outlet in Richmond, Canada in 1967. It now has outlets in 120 countries.
- 2 The Bank of Tokyo-Mitsubishi UFJ, Ltd _____ (be) the world's largest bank since 2006. It has assets of over US\$1.7 trillion.
- 3 Lufthansa _____ (take over) Swiss Air in March 2005. It is now Europe's third largest airline after British Airways and Air France.
- 4 De Beers _____ (has) a monopoly of the world's diamond market for decades. It controls about 60% of the market.
- 5 Exxon Mobil, the world's biggest oil company, _____ (announce) revenues of over US\$298 billion in 2004. That is more than the GDP of a country such as Austria.
- 6 Wal-Mart _____ (be) a family-owned business since Sam Walton opened his first Wal-Mart store in Arkansas in the USA in 1962. It is the world's largest retailer.
- 7 Levi's _____ (close) most of its factories in the USA and Canada and _____ (move) production to low-cost countries in the 1990s.
- 8 Apple Inc. _____ (decide) to drop the word 'computer' from its name Apple Computer, Inc. in January 2007. Since the success of its iPod, Apple _____ (focus) on expanding its range of products in the consumer electronics market.

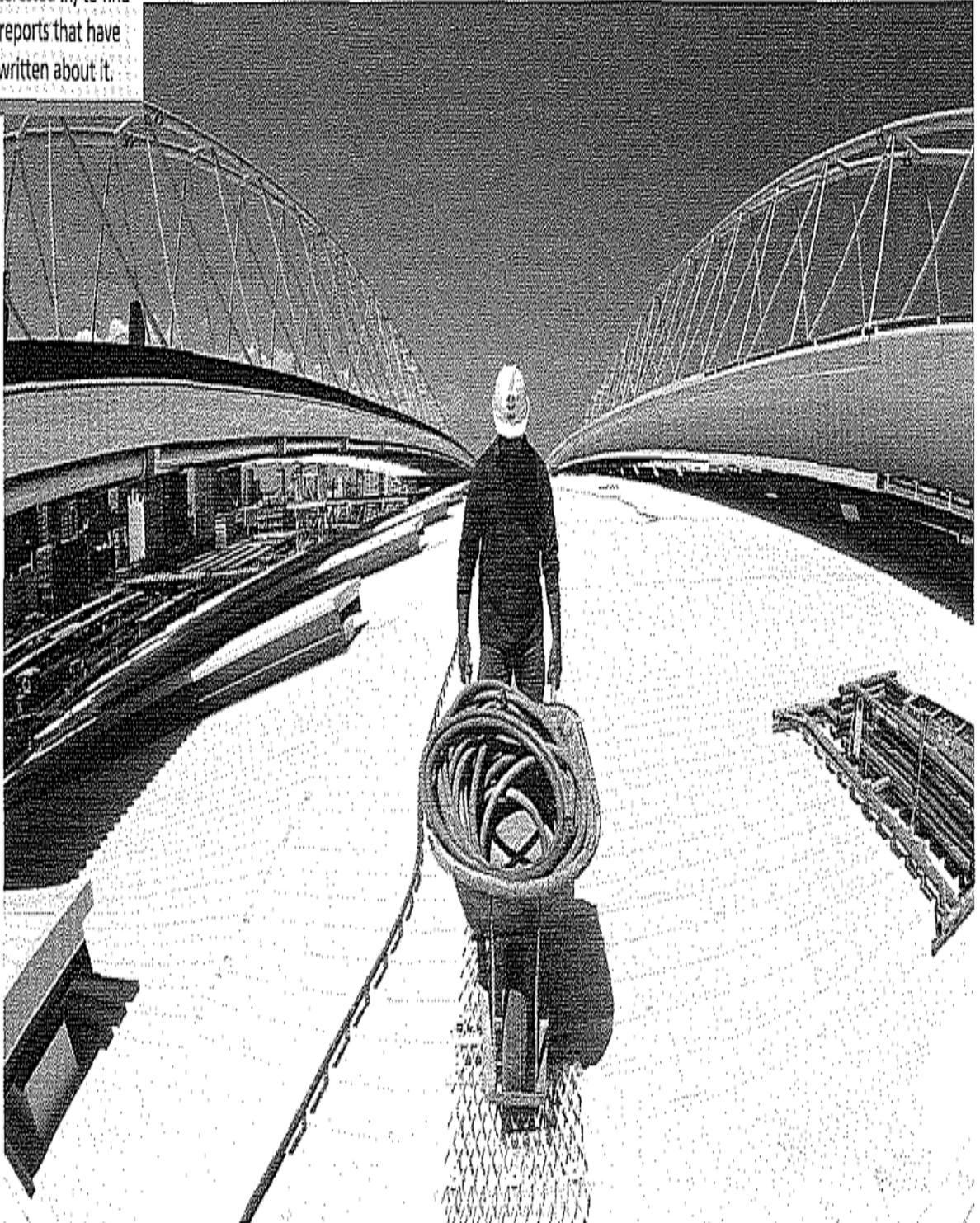
Mustaqil ta'lim 25 Sole trader

Internet research

Search for the keywords *report + (a subject you are interested in)* to find some reports that have been written about it.

Writing

6 Work with a partner and use the information in the table above to write a short report to David Green's boss about the pros and cons of building the plant at this location and make a recommendation.



Here are some of the sentences possible in an English court.

Sentence **What does it mean?**

Community Service You have to do a period (eg.100 hrs) of unpaid work in hospitals/old people's homes

Fines You pay money to the court

Probation You have to stay out of trouble. Once a week you visit A "probation officer", who asks about your behavior

Suspended Prison sentence You don't go to prison immediately, eg. "a six-month sentence suspended for one year" means if you behave Well for one year, you are free. If you do something Wrong, you go to prison for six months.

Prison You go for a fixed period (ranging from a very short Period to "life."

Now look at these cases. If you were a judge, what sentence would you give to these people? Choose from the chart, give full details (eg. A \$100,000 fine/3 years in prison/one year probation).

1. 18-year-old Miranda worked in a shoe-shop. She lost her job when she stole \$92 from the shop.
2. Nigel is 38. He drank a bottle of wine and then drove home. He had a car accident and killed a 13-year-old boy.
3. Kevin, 15, was caught traveling on the train without a ticket. The correct ticket would have cost \$1.75.
4. Stacey, aged 22, was caught selling marijuana at a disco. At her flat about 50 grams of the drug was found. (value/ around \$250).
5. Dean, 17, broke the window of a new Mercedes and stole a mobile phone and four CD's.
6. Samira is 32. She killed her husband with a knife while he was asleep. He had been very cruel and violent with her for more than 10 years, and he often had girlfriends.

Mustaqil ta'lim 26 Franchising

In My Culture It's Normal

In my country it is normal/polite/impolite/rude/strange:

1. To shake hands when we meet someone for the first time.
2. To kiss on both cheeks when we greet or say goodbye to a friend
3. To take someone out to dinner (pay for dinner) for his birthday or when he gets a promotion
4. To be a little late to meet friends
5. To be a little minutes late to work or to business meetings
6. To spit in public
7. To call most people by their first names
8. To ask people their ethnicity or nationality when you meet them for the first time
9. To sing in public
10. For women in the family to make important decisions like which school to send children to, how to spend money, etc...
11. For men to cook, clean or do other household work
12. To interrupt people when talking
13. To give gifts to teachers, doctors, government officials, bosses for students to wear suits or dresses or formal clothing
14. To invite people to your home
15. To ask guests to leave when it gets late or if you are busy
16. To serve guests only drinks and chips or small snacks
17. To disagree with older people or people who are more powerful than you
18. To give up your seat for older people or women
19. To get promoted to a much higher position than your family or friends

GLOSSARY

Unit 1. Problem Cause

Market	An economic system in which the prices of things depend on how many people want to buy them,rather than prices being fixed by governments	Bozor	РЫНОК
Communication	Means of travelling or of transporting goods , such as roads or railways.	Muloqot ,aloqa	Коммуникация
Mixture	A combination of different things in which the component elements are individually distinct	Aralash	Смесь
Government	Government consists of the activities , methods and principles involved in governing a country or other political unit.	Davlat	Правительство
Oriental	Of ,from,or characteristic of Asia ,especially East Asia	Sharq,sharqshunoslik	Восточная
Multinational	Including or involving several countries or individuals of several nationalities	Ko‘pmillatli	МНОГОНАЦИОНАЛЬНЫЙ

Unit2. Unintended Consequences. Solution

To introduce	Make(someone) known by name to another in person,especially formally	Tanishmoq	Знакомить
Department	A section of a large organization ,store or government	Bo'lim	Отделение
Employee	A person who is paid to work for smb.	Ishchi	рабочий
Training	The process of learning the skills that you need for a particular job or activity	Seminar trening	Подготовка
Interview	An oral examination of an applicant for a job , collage place ,etc	Suhbat	Встреча
Icebreaker	A thing that services to relieve inhibitions or tension between people	Muzyorar	ледорез
Common	Shared by ,coming from,or done by two or more	umumiy	Общий

	people , groups or things		
Culture	The ideas , customs and social behaviour of a particular people or society	madaniyat	Культура

Unit3 Motivation and Inspiration

Activist	Someone who gets involved in activities that are meant to achieve political or social change ;	Faol	АКТИВИСТЬ
Ageism	Prejudice and/or discrimination against people because of their real or perceived age	Discriminasiya	Дискриминация пожилых
Disability	A mental or phisical condition that restrict an individual's ability to engage in one or more major life activities	Qobilyatsiz	Неспособность
diversity	Means different or varied .	Rang-baranglik	разнообразие

Unit 4 . Conference participation

Absent	Not present	Yo‘q kelmagan	Отсутствующий
Accomplish verb	Succeed in doing	bajarmoq	Выполнить ,совершать
Address	Deal with ; speak on	Murojat	Обращение
Agenda	Close a meeting	Kun tartibi	Повестка дня
presentation	List of objectives to cover in a	Taqdimot	презентация

	meeting		
Discuss	Annual (yearly) general meeting	Muhokama	Обсуждать
Vote	A speech or talk in which a new produce , idea or piece of explained to an audience.	Ovoz berish saylash	Голосование
Equal	Talk about (something)with a person or people	teng	равные

Unit5 . Cultural chameleons

Abroad	In or to foreign countries	Chet el	
Analyse	To study or exmine smth	Nimanidir tahlil qilish	анализировать
Application	Request for permission to do or to have smth	Ariza nimadir qilish yoki egalik qilish uchun	заявление
Candidate	One of the people competing to the job	Nomzod	кандидат
Career	A job or profession	Ishda ma'lum yutuqlarga erishish	кареpa
Chameleon	A type of small lizard	Xameleon (turlanuvch kaltakesak)	Хамелеон(ящерица)
Cover letter	A letter that you send with smth	Qo'shimcha izohli xat	Сопроводительное письмо
CV	Curriculum vitae: a document giving dets of your qualifications	Ma'lumotnoma kimdir haqida	Резюме

Unit 6. Living abroad

Bulletin board	A place on a computer system or on the internet where you can leave or read messages	e'lonlar taxtasi	доска объявлений (Место в компьютерной системе или в Интернете, где вы можете оставить или прочитать
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			сообщения)
Contract	A written legal agreement between two people or organizations	Shartnoma	контракт
Deposit	An amount of money that you pay when you rent smth	Depozit	депозит
Landlord	A man who owns a house that people can rent	Ijaraga beruvch Uy egasi	арендодатель
Overdraft	An agreement with your bank that allows you to spend money when you have no money left in your account	Bankingiz bilan sizning hisobingizda mablag 'qolmaganda pul sarflashga imkon beruvchi kelishuv	Перерасход

Unit 7_Making small talk

Conference	A large meeting	Konferensiya	Конференция
Corporate	Releting to corporation	Korporativ	корпоративный
Divorce	A legal way of ending a marriage	ajralish	развод
Networking	Meeting people in order to make friends who will be useful for your business	Tarmoq	сетей
Unique	Very special,unusually	Noyob,noodatiy	уникальный
Extremely	Very	Juda ham	чрезвычайно

Unit 8.Formal and informal e mails

Agenda	Planning	Kun tartibi	Повестка дня
Attached	Joined or fixed to smth	Qo'shilgan	Приложенный
Colleague	Someone who works in the same organization	Hamkasb	Коллега

Grateful	Feeling that you want to thank someone	Minnatdor	Благодарный
Reservation	an arrangement to have something such as a room in a hotel or a seat in a theatre kept for you to use	Rezervatsyon	Бронирование

Unit9. The shopping experience

Chain	A group of businesses that all belong to the same company	Zanjir	Цепь
Consultant	An expert whose job is to give help and advise on a particular subject	Konsultant	Консультант
Convenience	A condition that helps you to avoid wasting time or effort	Qulaylik	Удобство
Elegant	Beautiful in a graceful simple way	Elegant	Элегантный
Exceptional	Extremely good or impressive in a way that is unusual	Istisno	Исключительный
Facility	A feature of a machine or a system that allows you to do smth	Qulaylik	Объект

Unit10. Telephoning

Blame	To say or think that someone or something is responsible for an accident problem or bad situation	Gunoh qilish	порицание
Call center	A place where a	Qo'ng'iroqlar	Центр обработки

	large number of people are employed to deal with customers by telephone	markazi	ВЫЗОВОВ
Calm	Not effected by strong emotions	Sokin	Штиль
Confirm	To tell someone that something will definitely happen at the time or in the way that has been arranged	Tasdiqlash	Подтвердить
Dissatisfied	Annoyed because smth is not as good as you expected	Noqulay ahvolda	Неудовлетворенный

Unit11. Dealing with an email of complaint

Component	A part of a machine or piece of equipment	Komponent	КОМПОНЕНТ
Exhibition	A public show where art or other interesting things are put so that people can go and look at them	Ko'rgazma emas	Выставка
Non-refundable	If the money that you pay for smth is non-refundable , you can not get the money back for any reason	Qaytarilmaydigan pul	Не возмещается
Sincere	Showing that you really mean what you say	Samimiy	душевный
Submit	To formally give smth to someone so that they can make a decision about it	Rasmiy ravishda, bu haqda biror qarorga kelishi uchun birovgga biron narsani berish	Формально отдавать кому-то кому-то, чтобы они могли принять решение об этом
Unacceptable	Too bad to be	Qabul qilinishi	Неприемлемо

	allowed to continue	mumkin emas	
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Unit 12 . Lean Manufacturing

Defect	A fault in someone or smth	Kamchilik	Дефект
Domestic	Relating to people's homes and family life	Mahalliy	Внутренний
Efficient	Working well and producing good results by using the available time	Samarali	Эффективное
Eliminate	To get rid of smth that is not wanted or need	Yo'q qilmoq	Устранить
Enthusiasm	The feeling of being very interested in smth	Qiziqish	Восторженность
Flexible	Able to make changes or deal	Moslashuvchan	Гибкий
Implement	To make smth such as an idea ,plan,system and be used	Amalga oshirish	Воплощать в жизнь

Unit 13. Trends and planning

Aviation	The activity of flying or making plans	Aviatsiya	авиации
Competitor	A company that selles the same goods or services as another	Raqib	конкурент
Destination	The place where someone or something is going	Masofa	Место назначения
Leak	To give secret information about the organization you work for to a journalist or to the	Sizib chiqish	утечка

	public		
Lifeguard	Someone who is job is to save someone who are in danger	Qutqaruvchi	Спасатель
pickpocket	Someone who steals things from people's pocket	Kisovur	карманник

Unit 14. Instructions and procedures for an exhibition stand

Annual	Happening ones a year	Yillik	Годовой
Attendee	Someone who is present at an event or activity	Attendee	Слушатель
Convention	A large meeting of people from a particular profession or organization	Konventsiya	Условность
Costume	Clothes that the actors wear in a play or film	Kostyum	Костюм
Expand	If a business or service expands	Kengaytirish	Расширять
Freebie	Something that someone gives you that you do not have to pay for	Bepul	Халява
Location	The place or position where someone or something is	Manzil	Место нахождения витрина
Showcase	An event that emphasizes	Vitr	Витрина

Unit 15 . The changing face of air travel

Budget airline	An air ompany that has low fares	Byudjet aviakompaniyasi	Бюджетная авиакомпания
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	but that doesn't offer many traditional passenger services		
Carbon footprint	The total amount of greenhouse gases that a service produces	Uglerodli hudud	Углеродный зона
Crew	The people who work on a ship, aircraft	Ekipaj	экипаж
Discomfort	Something that makes you feel slightly ill or uncomfortable	Noqulaylik	неловкость
Emission	A substance, especially a gas, that goes into air	Emissiya	излучение
Route	The roads or paths that you use when you go from one place to another	Yo'nalish	маршрут
Second hand	Owned or used by someone else before you	Ishlatilgan	Подержанный

Unit 16. Business leaders and Success stories

Ambition	Determination to become successful, rich or famous	Ambitsiyalar	Амбиция
Dedication	The belief that something is good or right that makes you to spend a lot of time or effort doing or supporting it	Bag'ishlanish	Самоотверженность
Icon	Who is very famous and who people think represents a particular idea	Ramz	Символ
Motto	A short statement	Shior	Девиз

	that express a principle or aim		
Sophisticated	Knowing and understanding a lot about a subject	Tajribali	Искушенный
Tip	a useful suggestions or piece of information that someone gives you	Maslahat	Совет
Waft	If a smell or a noise wafts, it floats through the air.	Tarqalish havoda yoki suvda	набевать

Unit 17. Describing yourself

Cope	To deal successfully with a difficult situation	Uddalay olish	Справиться
Role model	Someone whose behavior is a good example for other people to copy	O'rnak	Ролевая модель
Stand out from the crowd	Phrase to be different and easy to notice	Chevelldan turing	Выделиться из книги
Well-informed	Knowing a lot about a subject or a situation	Ajralib turmoq	Выделяться

Unit 18. Appraisals

Element	An important basic part of something, for example a system or plan	Element	Элемент
Flexitime	A system in which workers choose the hours each day that they work. as	Erkin ish vaqti	свободный режим рабочего дня

	long as hours add up to the same fixed number of hours every week or month		
Intern	A student who works in a job in order to get experience	Stajyer	Стажёр
pressure	Attempts to persuade or force someone to do something	Bosim	Давление
Self -assessment	The process of forming your opinion about something that you have done	O‘z-o‘zini baholash	Самооценка

Unit 19. Profiles of business leaders

Charity	An organization that gives money and help to people who need it	Xayriya	Благотворительная деятельность
Campaign	A series of actions that are intended to achieve something such as a social or political change	Kampaniya	Кампания с
Float	To start to sell company’s shares	Bozorga aksiyalarni chiqarish	Спускать на рынок
Limited edition	A book , picture, etc that has been produced in very small numbers	Cheklangan versiyada	Ограниченный выпуск
Merchandise	Goods that people buy and sell	Mahsulot	Товар
polio	A serious infectious disease that mostly	Poliomielit	Полиомиелит

	effects children and destroys muscles		
Wheelchair	A chair with large wheels that someone who cannot walk uses for moving around	Nogironlar aravasi	Инвалидная коляска

Unit 20. Advertising

Billboard	A large board for advertisements	Reklama doskasi	рекламный щит
Hype	The use of a lot of advertisements and information to interest people	Odamlarni qiziqtirish uchun ishlatiladigan keraksiz reklamalar	Беззастенчивая реклама
Lease	To have a legal agreement in which someone pays you to use your building ,land or equipment	Ijaraga berish	Лизинг
Logo	a symbol that represents an organization or company	ramz	Логотип
Proposition	A statement that people can examine in order to decide whether it is true	Taklif	Предложение
Taboo	If something is taboo ,people don't do it or talk about it because it is offensive or shocking	Taqiqlangan	Запрещенный

Unit 21. Buying and selling

Characteristics	A typical quality or feature	Xususiyatlar	Характеристики
Complicated	Difficult to do ,deal with, or understand	Murakkab	Сложно
Potential	Possible or likely in the future	Imkoniyat	Потенциал
Pricey	Expensive	Qimmat	Дорогой
Rival	A person ,team ,or business that competes with another	Raqobatchi	Конкурирующий

Unit 22.Negotiating by email

Agenda	A list of things that people will discuss at a meeting	Kun tartibi	повестка дня
Ballet	A type of complicated dancing that is used for telling a story and is performed in a theatre	Balet	Балет
Subsidize	To pay some of the cost of goods or services so that they can be sold to people at a lower price	Subsidiyalash, lgurgi narhda olish	Субсидировать, подкупать
Trekking	A long and difficult journey on foot	Hach qanday transport vositalarisiz sayohat qilish	Путешествие, поход
Etiquette	A set of rules for behaving correctly in social situation	Axloq qoidalari	Этикет
Inclusive	Including all costs	O‘z ichiga olgan	Охватывающий
Prompt	Immediate or	Tez so‘raladigan	подсказка

	quick		
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Unit 23. Coolhunters

Brochure	A small magazine containing details of goods or services that you can buy	Broshura	Брошюра
Disposable	Designed to be thrown away after being used once or a few times	Bir martalik	Одноразовый
Innovative	New or advanced	Innovatsion	ИННОВАЦИОННЫЙ
Pamper	To look after someone very well ,especially by making them feel very comfortable	Erkalatmoq	Баловать
Status symbol	A possession that is a symbol of someone's money or power	Pul yo kuch qudrat belgisi	Символ статуса
Track down	To find someone or something after long searching	Uzoq surushtiruvdan keyin topish	Отслеживать
Trendspotter	A person whose job is to identify things that will be popular in the future	Kelajakda qaysi mahsulot bozori chaqqon bo'lishini aytib bera oluvchilar	Маркетолог

Unit 24. Enterprueners

Debts	An amount of money that you owe	Qarzlar	Долг
Expand	To beome larger or make something larger	Kengaytirish	Расширять
Festivities	Lively and enjoyable activities in which	Festival	Празднества

	people celebrate something		
Headquarters	The place where a company, organization or military unit has its main offices or its main center of control	Bosh shtab	штаб-квартира
Liability	Responsibility for causing damage or injury or for paying something	Javobgarlik	ответственность

Unit 25. Types of companies

Bankrupt	A person or business that is bankrupt has officially admitted that they have no money and cannot pay what they owe	Bankrot	Банкрот
Diversify	To develop additional products or activities	Turli	диверсифицировать
Global warming	The increase in the temperature of the Earth that is caused partly by increasing amounts of carbon dioxide in the atmosphere	Global isish	Глобальное потепление
Monopoly	Complete control over something by one organization or person	Yakka hukumronlik	Монопольный
Pollute	To make air, water or land dirty	Changlanish	загрязнять

Unit 26. Interrupting in meetings

Absenteeism	The habit of not being at school or work when you should be	Darslarni qoldirish	Прогул
Clarification	An explanation that makes something easier to understand	Tushuntirish	Осветление
Counterproductive	Having the opposite result to the one that you intended	Noqonuniy	Контрпродуктивно
Frown	To move your eyebrows down or closer together because you are annoyed, worried or thinking hard	Qovog'ini solish	нахмуриться
Lose the thread	To stop concentrating so that you do not understand what someone is saying	O'zini yoqotib qo'yish	Потерять нить

Unit 27. Agendas and action minutes

Demotivated	Someone who is demotivated has lost their interest in something	Qiziqishi yoq	Демотивирует
Hot desking	A way of working in an office where people don't have their own desk but use any desk that is available	Hohlagan stolida ishlab ketish	Работать в любых письменных столах
Newsletter	A short simple magazine with information for members of an organization	Xabarnoma	Бюллетень

Quarterly	Done or produced four times a year	Har chorakda	Квартальный
Quotation	The price that someone says that they will charge you for doing a job	Tavsif	Котировка
Temporary	Exsiting, done or used for a limited period of time	Vaqtinchalik	Временный

Unit 28. Stock markets

Buyback	An agreement in which someone agrees to buy back shares or goods that they previously sold to someone	Qyta sotib olish	обратная покупка
Consolidated	Severak small things that have been put together into one large unit	Qo‘shish	Объединять
Dividend	A part of the profits of a company that is paid to the people who own shares in the company	Dividend	Дивиденд
Secure	To get or achieve something important	Xavfsiz	Безопасный
Stock exchange	A place where people buy and sell shares in companies	Birja	Фондовая биржа

Unit 29. Dealing with figures

Annually	Calculated over period of one year	Har yili	Ежегодно
Lifespan	The length of time that	Hayot davomiyligi	Продолжительность жизни

	someone lives for, or the length of time that something exists		
Overtake	To become better , bigger or faster than someone or something else	O‘zib ketish	Обогнала
Phishing	Trying to trick someone into giving their secret bank information by sending them an email that looks as if it comes their bank and that asks them to give their account number or password	Firibgarlik	Фишинга
Productivity	The rate at which goods are produced, especially in relation to the time ,money and workers that are needed to produce them	Hosildorlik	Производительность
Surplus	More of something than is necessary	Ortiqcha	Прибавочный

Unit 30. Franchising

Corporate identity	The public image of a company	Korporativ holati	Фирменный стиль
Fulfil	To reach a particular standard or have the qualities that are necessary for something	Bajarmoq	выполнять

Global player	A large and influential multinational company	Global o'yinchi	Глобальный игрок
Globe	Round object that has a map of the world on it	Globus	Земной шар
Legislation	A law or set of laws	Qonunchilik	Законодательство
Outlet	A shop or place where particular product is sold	Peshtaxta	Торговая точка
Relocate	To move to a different place, or make someone do this	Ko'chish	Переселять
Tried and tested	Known to be good or effective	Ishlatildi va sinovdan o'tkazildi	Пробовал и тестировал

Unit 31.Presentation-handling questions

Control tower	a tall building at an airport which planes given permission to take of land	Nazorat minorasi	Диспетчерская вышка
Runway	A long road that is used by planes when they land and take off	Qo'nish yo uchish yo'li	ВПП
Statistics	A group of numbers that represent facts or describe a situation	Statistika	Статистика
Terminal	A part of an airport where passengers arrive and leave	Terminal	Терминал
Transit	The movement of people or things from one place to another	Tranzit	транзит

Unit 32 .Reports of recommendations

Availability	The state of being able to be used	Mavjudligi	Доступность
Disruption	A problem or action that interrupts something and prevents it from continuing	To‘xtatish	Нарушение
Drawback	A feature of something that makes it less useful than it could be	Kamchilik	Недостаток
Flood	A large amount of water that covers an area that was dry before	To‘fon	Потоп
Forecast	To make a statment about what is likely to happen usually relating to the weather ,business or the company	Bashorat	Прогноз
Humidity	The amount of water that is in the air	Namlik	Влажность
Monsoon	A period of heavy rain in India and Southeast Asia	Muson	Муссон
Rust	The red substance that demages the surface of metal	Zang	Ржавчина

Unit 33. Choosing franchise

Bonus	Extra money that you are paid in addition to your usual salary	Bonus	Бонус
Disabled	Unable to use part of your body or brain normally	Majruh	Инвалид

Overtime	Extra bonus that someone works at their job or money is paid for working extra bonus	Ortiqcha to'lov ko'p ishlagani ucun	Плата за сверхурочную работу
Retire	To stop working permanently, especially when you are old	Nafaqa	Выходить на пенсию
Sustainable	Using methods that do not harm the environment	Barqaror	Устойчивый

Unit 34. Environmental problems

The natural world	Includes both animal and plant life	Tabiiy dunyo	Живой мир
The Earth	Note the capital letter and "the"	Yer	Земля
The planet	A synonym for Earth	Sayyora	Планета
A habitat	The natural habitat of an animal is where it lives	Ona vatani	Родина
Biodiversity	Variety of plant and animal life in a region	Bioxilma-xillik	Биоразнообразие
Endangered species	Examples include the giant panda	Yo'qolib borayotgan turlari	Вымирающие виды
An ecosystem	The system where plants and animal support one another	Ekotizim	Экосистема
Rainforests	A useful example when discussing environmental problems	Yomg'ir o'rmonlari	Дождевые леса
Deforestation	Cutting down forests	O'rmonlarni kesish	Вырубка леса

Unit 35. Culture Shock

Culture	The ideas, customs, and social behaviour of a particular people or society.	Madaniyat	Культура
Culture -shock	The feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.	Madaniyatdan hayratga kelish	Культурный шок
Confuse	Make (something) more complex or less easy to understand.	Chalkash	Спутать
Anxiety	A feeling of worry, nervousness, or unease about something with an uncertain outcome	Tashvish	Тревожность
Exciting	Causing great enthusiasm and eagerness.	Qiziqarli	Захватывающе
Struggle	Make forceful or violent efforts to get free of restraint or constriction.	Jang	Борьба
Adaptation	The action or process of adapting or being adapted.	Moslashuv	Приспособление
Apparent	Clearly visible or understood; obvious.	Ko'rinarli	Очевидный
Severe	very great; intense.	Jiddiy	Серьезный
Prematurely	Before the due time; ahead of time.	Oldindan	Преждевременное

Unit 36 Innovation is great

Visual aspect	outward or visible aspect of a person or thing	Vizual jihati	Визуальный аспект
Universe	everything that exists anywhere	Koinot	Вселенная
Escape	run away from confinement	Qochish	Побег
View	the visual percept of a region	Ko‘rinish	Посмотреть
Simplify	make easier or reduce in complexity or extent	Soddalashtiring	Упрощать
Residence	any address at which you dwell more than temporarily	Turar joy	Резиденция
Abode	any address at which you dwell more than temporarily	Manzilgoh	Местопребывание
Space	the unlimited expanse in which everything is located	Kosmik	Космос
Think	judge or regard; look upon; judge	Tasavvur qiling	Думать
Conception	the creation of something in the mind	G‘oya	Идея
Innovation	the act of starting something for the first time	Innovatsiyalar	новаторство
Pattern	a perceptual structure	Shablon	Шаблон

Project	a planned undertaking	Loyiha	Проект
Assess	estimate the nature, quality, ability or significance of	Baholash	Оценить
Appreciate	be fully aware of; realize fully	To‘liq habardor bo‘lish	Понимать
Forge	create by hammering	Bolg‘a bilan yasash	Ковать
Style	how something is done or how it happens	Uslub	Стиль
Change	become different in some particular way	O‘zgartirish	Изменить
Method	a way of doing something, especially a systematic way	Uslub	Метод
Innovative	being like nothing done or experienced or created before	Innovatsion	ИННОВАЦИОННЫЙ

O'quv dastur

ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Руйхатга олинди:

№ БД- 1.08.

2017 йил "18" 08

Олий ва ўрта махсус таълим
вазирлиги



2017 йил "18" 08

ХОРИЖИЙ ТИЛ

(инглиз тили)

ФАН ДАСТУРИ

(Барча бакалаврият йўналишлари учун)

Тошкент – 2017

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил "24" 08 даги "603" -сонли буйруғи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашнинг 2017 йил "18" 08 даги 4 - сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон Миллий университетида ишлаб чиқилди.

Тузувчилар:

- Бабаева С.Р. - ЎзМУ "Инглиз тили" кафедраси мудири, ф.ф.и., доцент;
- Болибекова М.М. - ЎзМУ "Инглиз тили" кафедраси катта ўқитувчиси;
- Назарова Д.О. - ЎзМУ "Инглиз тили" кафедраси катта ўқитувчиси.

Такризчилар:

- Джумабаева Ж.Ш. - ЎзМУ «Инглиз филологияси» кафедраси мудири, ф.ф.д., доцент;
- Икромхонова Ф.И. - Тошкент тўқимачилик ва енгил саноат институти "Тиллар" кафедраси мудири, доцент.

Фан дастури Ўзбекистон Миллий университети Кенгашида кўриб чиқилган ва тасвир қилинган (2017 йил "14" 07 даги 6 - сонли баённома).

Ўқув фаннинг долзарблиги ва олий касбий таълимдаги ўрни

“Хорижий тил” фани олий маълумотли кадрларни тайёрлаш жараёнининг таркибий қисми бўлиб, замонавий мутахассисларни касбий фаолияти ва кундалик ҳаётида хорижий тилдан фойдаланиш учун уни ўзлаштиришга қаратилган. Олий таълимгача бўлган таълим босқичларида орттирилган билимларга таянган ҳолда олий таълим муассасасида талаба хорижий тилни янада мустаҳкам, чуқурроқ ва танлагаи касбига йўналтирилган ҳолатда ўзлаштириши кўзда тутилади.

Инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган бўлсада талабалар инглиз тилини керакли даражада ўрганиши ёрдамида ихтисослик фанларининг хорижий манбааларидан тўғридан тўғри фойдаланиш, келгусидаги касбий фаолиятида жаҳондаги илғор техника ва технологиялар, илмий ютуқлар ва соҳа янгиликларидан бевосита хабардор бўлишига имкон яратади.

II. Ўқув фанининг максоди ва вазифаси

Инглиз тили фанининг максоди - талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенцияни шакллантиришдан иборат.

Фаннинг вазифалари:

- нутқий компетенцияни ривожлантириш;
- оғзаки ва ёзма нутқда соҳавий терминларни самарали қўллаш кўникмаларини шакллантириш;
- ихтисосликка онд матн тузиш, уни таҳрир ва таҳлил қилиш малакаларини ҳосил қилиш.

Талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар:

хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;

хорижий тилларда сўзларининг услубий қўлланиши тўғрисида *тасаввурга эга бўлиши*;

хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни;

хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;

касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини билиш ва *улардан фойдалана олиши;*

- ўз соҳаси доирасида хорижий тилда фикр ифодалай олиш, илмий техник алабиётлардан фойдалана олиш *кўникмасига эга бўлиши керак.*

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

Кундалик мавзу (ўзи ҳақида, оиласи ҳақида, иш куни, севган машғулоти, бўш вақтни ўтказиши ва ҳоказо).

Ижтимоий мавзу (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат).

Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)

Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).

Касбга йўналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари соҳанинг буюк намоендалари, долзарб муаммолари, касбий этика ва ҳоказо).

3.1. Умумий босқич

Нутқ компетенцияси босқичнинг асосий мяксали:

- узлуксиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-хунар коллежлари)да талабалар инглиз тилида эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;

- талабаларни нутқ фаолияти турлари буйича касбий мулоқотга тайёрлашдан иборат.

Тинглаб тушунш:

- маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари. Янгилıklar, интервьюлар, хужжатли фильм ва шу каби оғзаки матнлар;

- реклама ва эълонлар:

- тил сохиблари нутқ ёзувлари (бадий, хужжатли фильмлар, оммавий чиқиш ва хоказо);
- тил сохибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

- ижтимоий мавзуларда суҳбат ва норасмий диалог;
- касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар; мунозарани бошқариш интервью музокаралар ва телефон орқали мулоқот олиб бориш.

Монолог нутқ

- ихтисосликка оид маззуларда маъруза тайерлаш ва уқиш,
- мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш
- реклама ва махсус мавзуларда тақдимот тайерлаш ҳамда чиқиш килиш
- маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама килиш

Ўқиш:

- танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- махсус материалларни ўзида акс эттирган аутентик матнларни уқиш;
- махсус сўз ва термииларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини уқиш.

Ёзма нутқ:

- турли ёзишмалар, хат-хабарлар ва махсус доқлаллар (эслатма CVs ва хоказо) ёзиш;
- эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

3.2. Касбга йуналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада инглиз тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш

Тинглаб тушуниш:

- касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

Гапмириш:

Диалогик нутқ

- тил сохиблари билан эркин мулоқотда булши ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
 - тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;

- тингланган мавзулар буйича ахборот бериш;
- ўқиган матнни тахлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матинни қисқача мазмунини баён этиш;
- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий - сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- матн: 10% гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.

Синчиклаб (ўрганиб) ўқиш

- матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.

Ўқиш тезлиги, ҳажми:

- луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда иш;
- матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

Кўз югуртириб ўқиш

- матн мазмуни хусусиятларини аниқлаш;
- зарур ахборотни матндан топиш;
- сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- матн калит сўзларини ажрата олиш;
- матн қисмларига сарлавха қўйиш.

Ёзма нутқ:

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахбороти ҳисобга олиб. иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

3.3. Грамматик компетенция

Актив грамматик минимум:

- от, отларда сон келишиқ артикл;
- сифат, сифат даражалари;
- олмош;
- феъл;
- мажҳуллик нисбати;
- дарак, сўрок, инкор содда гапларнинг қўлланилиши;
- гапларда сўз тартиби;
- сўрок гаплар;
- буйруқ майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили қўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
- боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
- иборали феъларни қўлланилиши.

Пассив грамматик минимум:

- герундий, сифатдош, равишдошли курилмаларнинг ишлатилиши;
- герундий, сифатдош, равишдошли курилмаларнинг ясашиши.

3.4. Сўз яшаш минимуми

Талаба янги нуткий шаклларда ўрганилаётган сўз яшаш моделлар буйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маънолариини мустикал аниклай олиш лозим. Куйидаги сўз яшаш моделларини такрорлаш лозим: v+er=n. двигател белгиси Fto design – лойихалаш -designer - лойихачи; adj+ness=n (hard - қахрли - hardness -қахрлилик); v+ing=n (to warn – огоҳлантирмоқ, warn+ing огоҳлантириш): n+ful=adj (power - куч, powerful - бақувват); adj+ish=adj (damp – нам, dampish - намчил) adj+ly=adv (firm – қаттиқ, firmly - қаттиқ); un+adj=adj (important • му КИМ, unimportant - номуҳим),

Олдин талабалар ўрганган куйидаги сўз яшаш моделлари хам ўзлаштирилиши зарур. V-er=n тузнлишидаги ишлаб чиқариш курулн, асбоб, курилма ва х.к. ни билдиради (to heat-ист иш - heater - иситгич); v+able=adj (to drink-ичмоқ-drinkable - ичиладиган adj-tire=v Fcircuai - думалок, circulire - думалоклаш. adj+en=v (fast-қаттиқ-to fasten-қаттиқланиш): dis+v=v (to approve – мақуллаш to disapprove-маъқулламаслик); n+n=n \a steam pipe-буғ қувуриғ; коннерсия бўйича «мослаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба куйидаги сўз яшаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг конуний маъносини мустикал англай олиши лозим; adj+ity=n (acid-нордон - acidity - нордонлик); v+ment=n (to treat - ишлов бермоқ - treatment - ишлов): igrain - дом - grain - донли): n+ed=adj (motor - мотор - motored - мотор куйилган); n+a]=adj Fcoast veper - coastal-кирғоққа тсгишлш: v+ent-adj'to differ-фарқланмоқ -ditfcivnt — фарқлиadj+ify=v - humid - намли - to humidify -начламоқ (n'alc-\ (fraction - фракция lo fraciiante - МОДШани а юхида фракция iарга булмоқ i i/e v I rubber-резина to tubberize - резиналаш I d v =v (to clutch - уламоқ; Ю declutch - > imok}; re+v =v (in colour - буямоқ - lo rccoloui - >ini и ранил буЯМОК); over \ V (to heat - HciНМОК - lo overheat - клята иситмоқ); en<adj v -large катта to en'arge - катталаштирмоқ; en+n=v (circle - дойра - toAncirele доирага олмоқЗ n+n=v (a boiler - room ко:юнхона); a'dj+n=n (a loid - speaker - овозни балаидлатувчи мосламалар); adj+adi=adj I dark blue- зангори; n+adj-adj (heat-stable-иссикликка чидамли: рус тилида мунтазам структурат>ееманI нк мосликка зга булмаган феъл ва отлар конверсияси.

IV\ Амалий машгулотлар буйича курсатма ва тавсиялар

Юкори курсларда у кун фани снфатида инглиз тили дарсларидан касбий максадларда уни амалда куллашга утиш буйича зарур тушунчалар берилиши керак. Олдига кУйнлган максадга эришишла талабалар:

- а) махсус фанларни урга,,ишДа инглиз илидаги адабиётларни укиш малакасига эга бўлиш;
- б) курс ишлари ва бакалавр битирув малакавий ишларини инглиз тилида ёзишлари мумкин;
- в) инглиз тилида утказиладиган конференцияларда катнашиши мумкин;
- г) инглиз тилида маъруза ва маълумотлар гайёрлашлари мумкин.

Инглиз тили дарсларида кулланиладиган топшириklar талабаларнинг

фикрлаш фаолнятини ривожлайтиришга ёрдам бериб, махсус фанларни Урганишда \ам зарурнй фикрлаш фаолиятини шакллантириш учун замни яратади.

Инглиз тили фанини ўкитиш жараёнида таълимнинг замонавий интерфаол усуллари.шн, педагогик ва ахборот-коммуникация технолог ияларндан кенг фойдаланклади. Амалий машгулотларда аклий хужум, кластер, блиц-суров. кичик гурухларда ишлаш, инсерт, презентация, кейс стали каби усулларнинг мавгуга мос танланнши ва ку л лани лиши даре самарасини оширишга катта хисса кушади.

Н\ К фаолияти турлнри ус гида ишлаш учун вакгт таксимоти

Куйичган максадларга эришиш учун х.ар бир дарсда нутқ фаолияти тур.чари к\ йидаги нисбатда булиши максадга мувофик:

гинглаб тушуниш -25%.

гапириш - 30%;

укиш - 25%;

ёз) в - 20% .

V. Мустакил таклимни тишкил этншнинг шакли ва мазмуни

Инглиз тили ф нидан мустакил ишларининг макседи - талабаларниш касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш уларниш иўодий фаолиятини усчириш. за инглиз шли усшда мустакил ишлай олиш м.пака ва кЧникмаларини ҳосил қилишва ринож !антиришдан иборатднр

Талабаларнинг мустақил ишлари н\тк фаолиятиниш кчиичаш isр.урii б\йичаташқил қилинади.

х

Уқиш: (танишиб чикиш. синчиклаб, қараб чикиш), ёзув, тинглаб тушуннш ва гапириш;

Тинглаб тушуннш: хяжми турлича булган аудио- ва видео матнларни тинглаб тушуннш. саволларга жавоб бериш, гапириб бериш. аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари буйича мустақил ишлари аудиторияда Ургатилган матнлар. Ўқув материаллари асосида ташқил қил и над и. Гапириш буйича мустақил иш сифатида мавзу асосида маътумот тайёрлаш. матн мазмуини гапириб бериш, урганган лексик материаллар асосида хикоялар тузнш. берилган муаммоли масала ва вазиятларни муҳокама қилишқаб тоншириклар бериш мумкнн. Гапириш кўникмаларини ривожлантнрнб бориш учуй мультимедиа ластурларини ва онлайн технологияларини кўллашга асосий эътибор қаратиладн;

Уқиш: талаба урганаёпан соҳасига оид адабиётлар билан танишиб чикиши ва узи учун қизикарлн ва қерақли булган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни уқиши ва қерақли ахборотни олиши лозим.

Машгулотларда юқорила айтилган малака ва кўникмаларни шакллантирнш ва Устириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, қуз югуртирнб. қараб чикиб уқиш турлари орқали ташқил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилишёки унинг танлаб олинган қисмларини таржима қилишбилан амалга оширилади.

Ёзув. Ёзув буйича мустақил иш ус ичига урганилаётган тилда фикрни баёи қила олиш ишларини оладн. Бунда мустақил иш мазмунига қуйидагилар қиради:

- аннотация, реферат, резюмелар туза олиш;
- опақи равишла нутқ ҳосил қилишучун режа ёқи тезис тузиш;
- турли хатлар. табриқнома, таклифлар. иш юзасидан хатлар туза олиш;
- уқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли хужжатларни тулдириш;

- баён, иншо. эсселар ёза олиш; касби буйича иш юритиш ишларини (ёзувларини) олиб бориш

Укиб таржима килинган магериаллар, курс ишлари ва рефератларла кўлланилади.

Мустакил таълим учун 1авсим пгиладигаи мавзулар

1. S'ЗН ҳақида тулик маълумот бериш
- 2 Орзуимдаги уй.
- 3 ' порт.
- 4 Машхур кишилар.
5. Менинг университетим
- 6 Вайрамлар.
7. Менинг мутахассислит им.
8. Етакчи университетлар
9. Буюк Британия, Америка кушма штатлари 10- Узбекистон.
11. Инглиз тилида гапирувчи давлатлар
12. Мустакиллик куни.
- 13 Буюк Британия давлат тизими.
14. Узбекистон давлат тизими.
- 15 Давлатлар таълим тизими.
16. Давлатлар маданияти ватарихи.
- 17 Узбекистон музейдари.
- 18 Дунёнинг машхур университетларн ва бошкапар

VI. Асосий ва кушимча Ўқув адабиётлар хамда ахборот манбалари

Асосий адабиётлар

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Піох: Хар бир ОТМ фан буйича ншчи дастурнн гузишда бакалавриат таълим йуналиш іарн хуеусиятн.тан кс.тиб чикиб сохага оид Ўқув адабиёпар руйхатннн шактмнтириши тавсия >тнлали.

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI
TOSHKENT MOLIYA INSTITUTI

O'quv-uslubiy bo'lim tomonidan
ro'yxatga olindi

№

2018 yil "27" 08

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Toshkent moliya instituti
O'quv ishlari bo'yicha prorektor
I.Qo'ziyev



XORIJIY TIL (INGLIZ TILI)

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Toshkent – 2018

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2017 yil "24"-avgustdagi 603-sonli buyrug'i bilan tasdiqlangan "Xorijiy til" fani dasturi asosida tayyorlangan.

Fanning ishchi o'quv dastur Toshkent moliya institut Kengashining 2018 yil "29" abiyet dagi "1"-sonli qarori bilan tasdiqlangan.

Tuzuvchilar: I.T. Haydarov - TMI, "Chet tillari" kafedrasida, katta o'qituvchisi
F. Ishanxodjaeva - TMI, "Chet tillari" kafedrasida katta o'qituvchisi
Sh. Murodova - TMI, "Chet tillari" kafedrasida o'qituvchisi
Taqrizchilar: V.I. Normuratova - O'ZDJTU, "Tarjima nazariyasi va amaliyoti" kafedrasida dotsenti, p.f.n.
F. Ibragimova - TMI, "Chet tillari" kafedrasida, katta o'qituvchisi, Ph.D

Fanning ishchi o'quv dasturi kafedraning 2018 yil 17-avgustdagi 1-sonli majlisida muhokama etilib, "Sug'urta" fakulteti Kengashida ko'rib chiqishga tavsiya qilingan.

"Chet tillari" kafedrasida mudiri I.T. Haydarov

Fanning ishchi o'quv dasturi "Sug'urta" fakulteti Kengashining 2018 yil 24-avgustdagi 1-sonli majlisida muhokama etilib, institut o'quv-uslubiy Kengashida ko'rib chiqishga tavsiya qilingan.

"Sug'urta" fakulteti dekani G.A. Safarov

Fanning ishchi o'quv dasturi O'quv-uslubiy Kengashining 2018 yil 25-avgustdagi 1-sonli majlisida muhokama etilib, institut Kengashida ko'rib chiqishga tavsiya qilingan.

Kengash kotibi i.f.n., dots. T. Baymurotov

KIRISH

“Xorijiy til” (ingliz tili) fani oliy ma’lumotli mutahassislarni tayyorlash jarayonining tarkibiy qismi hisoblanib, zamonaviy mutahassislarni kadrlarnikasbiy faoliyati va kundalik hayotida xorijiy tildan foydalanish uchun va uni o‘zlashtirishga qaratilgan. Oliy ta’limgacha bo‘lgan ta’lim bosqichlarida orttirilgan bilimlarga tayangan holda oliy ta’lim muassasasida talaba xorijiy tilni yanada mustahkam, chuqurroq va tanlagan kasbiga yo‘naltirilgan holatda o‘zlashtirishi rejalashtirilgan.

Mazkur ishchi dastur O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” to‘g‘risidagi 124-sonli qarorlari hamda Yevropa Kengashining “Chet tilini egallash umumiyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umumetirof etilgan xalqaro me‘yorlari (CEFR-Common European Framework of Reference)ga muvofiq ishlab chiqildi.

O‘quv fanining maqsadi va vazifasi

Xorijiy tilni o‘rgatishdan asosiy maqsad – bo‘lg‘usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tili yoki bir necha tillardan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko‘nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish malakalarini hamda umumbashariy va sohaga oid ilmiy mavzularda mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat.

Ushbu maqsadga erishish uchun quyidagi **vazifalar** ilgari suriladi:

- talabalarning nutqiy (o‘qish, yozish, tinglab tushunish, gapirish), til (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetensiyalarini DTSi talablariga binoan rivojlantirish;
- ilmiy, kasbiy va maishiy faoliyatga bog‘liq mavzular yuzasidan og‘zaki va yozma ravishda bayon etish ko‘nikma va malakalarini rivojlantirish;
- umumbashariy va milliy qadriyatlar bilan tanishtirish, madaniyatlararo bag‘rikenglik va millatlararo hamdo‘stlik hislarini singdirish;
- ilmiy va kasbiy faoliyatda qo‘llaniladigan termin va atamalarni o‘rgatish;

– talabalarning ilmiy va sohaviy yo‘nalishlaridan kelib chiqqan holda mustaqil ishlarini tashkil etish.

Fan bo‘yicha talabalarning bilim, ko‘nikma va malakalariga quyida keltirilgan talablar qo‘yiladi. Davlat ta‘lim standartlariga ko‘ra chet tili bo‘yicha B2 daraja bitiruvchilari tayyorgarligi darajasiga qo‘yiladigan talablar asosida quyidagi kompetentsiyalarni egallash ko‘zda tutilgan.

- xorijiy tillardagi gap tuzilishi va gapdagi so‘zlarning tartibi to‘g‘risida;
- xorijiy tillarda so‘zlarining uslubiy qo‘llanishi to‘g‘risida *tasavvurga ega bo‘lishi*;
- xorijiy tillarning tovush xususiyatlarini, nutq tovushlari va so‘zlarni to‘g‘ri talaffuz qilishni;
- xorijiy tillar sintaksisi talablari asosida mazkur tillarda to‘g‘ri gap va bog‘langan matn tuzishni;
- kasbiy terminologiyani, og‘zaki va yozma nutq xususiyatlarini *bilishi va ulardan foydalana olishi*;
- o‘z sohasi doirasida xorijiy tilda fikr ifodalay olish, ilmiy texnik adabiyotlardan foydalana olish *ko‘nikmasiga ega bo‘lishi kerak*;
- egallagan bilimlardan kasbiy va ilmiy faoliyatda unumli foydalanish *malakalarga ega bo‘lishi kerak*.

Xorijiy til”(Ingliz tili) fani 2-kursning III va IV semestrlarida o‘qitilib, unda amaliy, mustaqil ta‘lim mashg‘ulotlari semestrlar bo‘yicha quyidagi jadval asosida amalga oshiriladi.

5230200-Menejment(xizmatlar sohasi);5230600 – Moliya; 5230900 – Buxgalteriya hisobi va audit (real sektor bo‘yicha); 5236700-Bank ishi; 5231200-Sug‘urta ishi;5231300-Pensiya ishi; 5231500-Baholash ishi; 5232100-Korporativ moliya ta‘lim yo‘nalishlari uchun fanidan o‘tiladigan mavzular va ular bo‘yicha mashg‘ulotlarga ajratilgan yuklama hajmining taqsimoti:

t/r	Fan mavzularining nomi	Jami	Shu jumladan	
			Amaliy mashg‘ulot	Mustaqil ta‘lim
3- semester				
1.	Problem Cause	3	2	1
2.	Unintended consequences	2	2	0
3.	Motivation and Inspiration	3	2	1
4.	Conference participation	2	2	0
5.	Cultural chameleons	3	2	1
6.	Living abroad	3	2	1
7.	Making small talk	2	2	0
8.	Formal and informal	3	2	1

9.	The shopping experience	3	2	1
10.	Telephoning	3	2	1
11.	Dealing with an email of complaint	3	2	1
12.	Lean manufacturing	3	2	1
13.	Trends and Planning	3	2	1
14.	Instructions and procedures for an exhibition stand	3	2	1
15.	The changing face of air travel	2	2	0
16.	Business leaders and Success stories	3	2	1
17.	Describing yourself	3	2	1
18.	Appraisals	3	2	1
	3 -semestr bo'yicha	50 soat	36 soat	14 soat
4 -semestr				
19	Profiles of business leaders	3	2	1
20	Advertising	3	2	1
21	Buying and Selling	3	2	1
22	Negotiating by email	2	2	0
23	Coolhunters	3	2	1
24	Enterprueners	3	2	1
25	Types of companies	3	2	1
26	Interrupting in meetings	2	2	0
27	Agendas and action minutes	3	2	1
28	Stock markets	3	2	1
29	Dealing with figures	2	2	0
30	Franchising	3	2	1
31	Presentation-handling questions	2	2	0
32	Reports of recommendations	2	2	0
33	Choosing franchise	3	2	1
34	Environmental problems	3	2	1
35	Culture shock	3	2	1
36	Innovations	3	2	0
	4 -semestr bo'yicha	48 soat	36 soat	12 soat
	Jami	98 soat	72 soat	26 soat

5111 000 Kasb ta'limi (5230600 - Moliya); 5111 000 - Kasb ta'limi (5230700 - Bank ishi); 5111 000- Kasb ta'limi (5230900 - Buxgalteriya hisobi va audit) ta'lim yo'nalishlarida Chet tili" (ingliz tili) fanidan o'tiladigan mavzular va ular bo'yicha mashg'ulotlarga ajratilgan yuklama hajmining taqsimoti:

T/r	Fan mavzularining nomi	Jami	Shu jumladan	
			Amaliy mashg'ulot	Mustaqil ta'lim
3-semestr				
1.	Problem Cause	3	2	1
2.	Unintended consequences	3	2	1
3.	Motivation and Inspiration	3	2	1
4.	Conference participation	3	2	1
5.	Cultural chameleons	3	2	1
6.	Living abroad	3	2	1
7.	Making small talk	3	2	1
8.	Formal and informal	3	2	1
9.	The shopping experience	3	2	1
10.	Telephoning	4	2	2
11.	Dealing with an email of complaint	4	2	2
12.	Lean manufacturing	3	2	1
13.	Trends and Planning	4	2	2
14.	Instructions and procedures for an exhibition stand	4	2	2
15.	The changing face of air travel	4	2	1
16.	Business leaders and Success stories	4	2	1
17.	Describing yourself	4	2	1
18.	Appraisals	4	2	1
	3-semestr bo'yicha	58 soat	36 soat	22 soat
4-semestr				
19	Profiles of business leaders	3	2	1
20	Advertising	3	2	1
21	Buying and Selling	3	2	1
22	Negotiating by email	3	2	1
23	Coolhunters	3	2	1
24	Enterprueners	3	2	1
25	Types of companies	3	2	1
26	Interrupting in meetings	3	2	1
27	Agendas and action minutes	3	2	1
28	Stock markets	4	2	2
29	Dealing with figures	4	2	2
30	Franchising	3	2	1
31	Presentation-handling questions	4	2	2
32	Reports of recommendations	4	2	2
33	Choosing franchise	4	2	1
34	Environmental problems	4	2	1
35	Culture shock	4	2	1

36	Innovations	4	2	1
	4 -semestr bo'yicha	58 soat	36 soat	22 soat
	Jami	116 soat	72 soat	44 soat

ASOSIY QISM

1. Fanning nazariy mashg'ulotlari mazmuni

“Xorijiy til” (ingliz tili) fanidan ma'ruza mashg'ulotlari o'quv reja boyicha ko'zda tutilmagan.

2. Fanning amaliy mashg'ulotlari mazmuni

LESSON 1 (2 hours)

Theme: Problem cause

Vocabulary: Strategies for clarifying the cause of health system problems include using either broader or more specific frameworks, brainstorming, reviewing relevant research evidence, and interviews with key informants. Speaking: Problems Causes. Reading: Scientists' Opinion; Listening: How to Reveal Root Causes of Problems Grammar: Linking words/phrases Self-study: Global problems

Presentation: Problem cause Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 2 (2 hours)

Theme: Unintended consequences

Vocabulary: The concept of unintended consequences is part of the Six Sigma philosophy and encompasses three types of results: positive effects, potential problems that may result in a reduction of quality, and negative effects. Speaking: Human Interference to nature Listening: Human Interference. Reading: The Hole in the Ozone Layer; Grammar: Passives Writing: Cause and Effect Essay Self-study: Consequences of depletion ozone layer

Presentation: Unintended consequences Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read,

translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 3(2hours)

Theme: Motivation and Inspiration

Vocabulary: Inspiration is the process by which the mental stimulation takes place. It makes one want to do or feel something. Motivation is related to inspiration that increases the eagerness or willingness to do work. Inspiration and motivation both are different, but are dependent and inter-related. Though, they both have different contexts, the terms makes one do similar things. Speaking: The role of: Motivation in human's life Listening: Radio Programme: Motivation and its Types. Reading: Are you Enough Motivated?; Grammar: ... done ..., ... had better..., ... need....; Writing: Proposal Writing Self-study: How to motivate people?

Presentation: Motivation and Inspiration Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 4 (2hours)

Theme: Conference Participation

Requirements for Conference Participation In our busy social media crazy world we often forget the importance of being in a live face-to-face setting with others from the business community. Speaking: Advantages of Conference Preparation Listening: Conference Preparation. Reading: Don't Miss an Opportunity; Grammar: Gradable and Non-gradable Adjectives Writing: Reporting Experience Self-study: Types of conferences

Presentation: Conference Participation Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 5 (2 hours)

Theme: Cultural Chameleon

Cultural differences usually include language, religion, political organization, customs and more. One of the difficulties that many people have is dealing with the stereotypes of others. For example, Americans are often seen as loud, immature, wasteful, informal, and ignorant - obviously this does not apply to ALL of them - and likewise for the stereotypes of other cultures. Speaking: Advantages and disadvantages of working abroad; Listening: living abroad . Reading: Cultural Chameleon; Grammar: Giving advice; Writing: Self-study: Studying abroad

Presentation: Cultural awareness Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 6 (2 hours)

Theme: Living abroad

Working abroad is working away from your homeland. Nowadays it has become a fashion to move abroad and work in order to earn money. People move from one country to another in search of job or to settle. Speaking: Everyday problems of working abroad; Listening: work experience. Reading: Cultural Chameleon; Grammar: Collocations; Writing: Advantages and disadvantages studying abroad Self-study: Studying abroad

Presentation: Foreign countries to study Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 7 (2 hours)

Theme: Making small talk

Small talk is an informal type of discourse that does not cover any functional topics of conversation or any transactions that need to be addressed. Small talk is conversation for its own sake. Speaking: Small talk; Listening: Conversation. Reading: Tips for small talk; Grammar: Prepositions; Writing: Advantages and disadvantages of studying abroad Self-study: Studying abroad

Presentation: What is small talk? Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks.. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 8 (2 hours)

Theme: Formal and Informal

Formal purpose: Business and important messages Audience: Business and work colleagues Style and accuracy: Professional –accurate spelling, punctuation, and grammar. Informal emails: Audience: Friends and family Style and accuracy: Friendly accuracy is less important. Speaking: e-mails; Reading: Formal and Informal emails; Writing: Formal and Informal emails Self-study: Styles of writing

Presentation: Research Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 9 (2 hours)

Theme: The shopping experience

Shopping is an activity in which a customer browses the available goods or services presented by one or more retailers with the intent to purchase a suitable selection of them. In some contexts it may be considered a leisure activity as well as an economic one. Speaking: Shopping; Listening: Interview. Reading: Breuninger the beautiful things in life; Writing: Advantages and disadvantages of Online shopping Self-study: Online shopping

Presentation: Online shopping Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning.

Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 10 (2 hours)

Theme: Telephoning

Telephones have changed a lot over the years. Before the first mobile phones (or cell phones) were invented over thirty years ago, nearly everyone used phones connected to telephone lines. These lines ran to telephone exchanges in which calls were connected through a switchboard. Speaking: Call centers; Grammar: Countable and uncountable nouns Reading: The 7 steps to customer satisfaction; Writing: Customer service Self-study: Customer service

Presentation: Rules of talking on the phone Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 11 (2 hours)

Theme: Dealing with an email of complaint

A letter of complaint, or complaint letter, is normally written to deal with a problem situation when other attempts (i.e. phone contacts, e-mails, etc.) have failed to rectify the situation. Speaking: Handling complaints; Reading: Complaint letter; Writing: Complaint letter Self-study: Handling complaints

Presentation: complaint letter Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 12 (2 hours)

Theme: Lean manufacturing

Lean manufacturing involves never ending efforts to eliminate or reduce 'muda' (Japanese for waste or any activity that consumes resources without adding value) in design, manufacturing, distribution, and customer service processes. Speaking: Lean manufacturing; Listening: Lecture on work organization and culture. Reading: Toyota Production System; Grammar: Present Continuous Writing: Advantages and disadvantages of lean manufacturing Self-study: Toyota Production System

Presentation: TPS Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 13 (2 hours)

Theme: Trends and planning

Before we delve further into the meaning of economic trend, let's first gain an understanding of its individual parts. The first word, economic, refers to an economy. An economy is made up of all of the financial transactions between companies and consumers in a region or country. The second part of the phrase, trend, can be thought of as a pattern. Speaking: Changes in Aviation industry; Listening: Changes in Airline Company. Reading: ScotAir's recent performance ; Grammar: Verbs for describing trends; Writing: Latest developments in silent aircraft. Self-study: Companies trends

Presentation: Famous companies trends Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 14 (2 hours)

Theme: Instructions and procedures for an exhibition stand

Exhibition is a show of paintings, photographs, or other objects that people can go to see. It has collated some of the most inspiration projects, highlighting the companies that created them as well as the potential applications they could have

for their own exhibition stand displays. These range from modular exhibition stands, to lighting designs and interesting uses of materials.

Speaking: The role of exhibitions; Reading: The international Comic Convention; Grammar: Sequencing and imperatives; Writing: email Self-study: Trends and figures

Presentation: Exhibition Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 15 (2hours)

Theme: The changing face of air travel

In an e-Commerce environment, technology offers a great deal of change to the traditional agents' role in terms of content, efficiency & personalization. Technology has actually affected the personal touch of how travel transactions are conducted today. Travel companies are able to keep in touch with the consumers at all times. Speaking: Important items during the flight; Listening: Information about EvanAir staff. Reading: The changing face of air travel; Grammar: Present simple Passive; Writing: Self-study: Largest airways in the world

Presentation: Increasing and decreasing Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 16 (2 hours)

Theme: Business leaders and Success stories

It never ceases to amaze me how much time people waste searching endlessly for magic shortcuts to entrepreneurial success and fulfillment when the only real path is staring them right in the face: real entrepreneurs who start real businesses that employ real people who provide real products and services to real customers. Speaking: **famous Business leaders**; Listening: Estee Lauder. Reading: The sweet smell of success; Grammar: Past simple; Writing: tips for enjoying business success. Self-study: Famous brands and companies

Presentation: The smell of success Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 17 (2hours)

Theme: Describing yourself

Allowing students struggle with the initial writing process. As they wrestle with ideas and words, it will remind them of the importance of thorough and effective brainstorming. The word lists will **help them improve their descriptive paragraphs** as they think of more concrete ways to describe a person's appearance. Speaking: Describing yourself; Listening: Job Interview. Reading: 7 habits of highly successful people; Grammar: Adjectives for describing people; Writing: Unusual questions given in interviews Self-study: Unusual questions given in interviews

Presentation: Describing yourself Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 18 (2 hours)

Theme: Appraisals

Appraisals and the need for them are currently a hot topic in and around the business world. Business leaders are questioning the importance of them. HR Managers are validating the need for them. Speaking: Appraisals; Listening: Conversation. Grammar: Past Continuous; Writing: Advantages and disadvantages of appraisals Self-study: Forms of appraisals

Presentation: Appraisals Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 19(2 hours)

Theme: **Profiles of business leaders**

Like empires, companies can come and go with the times. However, there are some that last for ages, and great leadership is the secret. Great leaders have the ability to motivate employees, help others see and believe in a vision, and [lead innovation](#) in the company. Having a great leader at the helm is something that all investors, consumers, and employees want. Here is a list of the 13 most influential business leaders that are changing the world. Speaking: Business leaders ; Reading: Profile of Margaret Steiff ; Grammar: Linking words; Writing: Report. Self-study: Well-known business leaders

Presentation: Famous leaders Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 20 (2hours)

Theme: **Advertising**

Advertising is always present, though people may not be aware of it. In today's world, advertising uses every possible media to get its message through. It does this via television, print (newspapers, magazines, journals etc), radio, press, internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colours, sounds, visuals and even people (endorsements). Speaking: the role of Advertising; Listening: Lecture on AIDA model. Reading: Advertising Space ; Grammar: Comparatives; Writing: Modern forms of Advertising Self-study: Advertisements and advertising agency

Presentation: The role of advertising Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 21 (2 hours)

Theme: **Buying and selling**

Buying and selling are two terms that are often used relatively. Buying is the acquisition of an object in exchange of money, whereas selling is acquiring money, in exchange of relinquishing all claims of ownership from an object.

Speaking: Salesperson and important characteristics; Listening: Sales of a car; Grammar: Superlatives; Writing: Products and goods Self-study: Products and goods

Presentation: customer needs Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 22 (2 hours)

Theme: **Product description of GPS system**

GPS Stands for "Global Positioning System." GPS is a satellite navigation system used to determine the ground position of an object. GPS technology was first used by the United States military in the 1960s and expanded into civilian use over the next few decades. Speaking: Modern technology ; Listening: Customer survey. Reading: Product description of GPS system; Grammar: Questions; Writing: Customer satisfaction survey Self-study: Types of GPS systems

Presentation: GPS systems Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 23 (2hours)

Theme: **Negotiating by email**

Without the immediacy of face-to-face communications, written negotiation provides time and distance – two significant advantages. Most importantly there is time to carefully consider the information offered and to craft a reply that is well reasoned and thoroughly researched. Speaking: Negotiation; Listening: 3

Negotiations. Reading: emails; Writing: email etiquette Self-study: Negotiations in business

Presentation: Negotiations Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 24(2 hours)

Text: **The organization**

An '*organisation*' is a group of individuals working together to achieve one or more objectives. Speaking: Entrepreneurs; Listening: Interview. Reading: Unlimited Ltds in Germany; Writing: Report Self-study: Entrepreneurship in ...

Presentation: Selling Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks.. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 25 (2 hours)

Theme: **Types of companies**

There are many ways to classify the types of companies. They can be classified on the basis of liability, formation, ownership, control, and domicile. There are basically six types of business ownership which you can register. Speaking: Successful companies; Listening: Stakeholders. Reading: the types of companies; Grammar: Reported Speech; Writing: Famous companies Self-study: Famous companies

Presentation: Types of companies Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 26 (2 hours)

Theme: **Agendas and Action minutes**

Ordered sequence of items to be discussed in a formal meeting. The objectives of an agenda include to (1) familiarize participants with the topics to be discussed and issues to be raised, (2) indicate what prior knowledge would be expected from the participants, and (3) indicate what outcome the participants may expect from the meeting. Speaking: Importance of agendas for effective meetings; Listening: Action minutes. Reading: Agendas and Action minutes; Grammar: Reporting; Writing: Agenda Self-study: Agenda

Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 27 (2 hours)

Theme: **Stock markets**

A stock exchange is an exchange (or bourse) where stock brokers and traders can buy and sell shares of stock, bonds, and other securities. Stock exchanges may also provide facilities for issue and redemption of securities and other financial instruments and capital events including the payment of income and dividends.

Speaking: different forms of financing; Listening: Conversation about different ways raising money. Reading: Keeping it in the family ; Grammar: Future forms; Writing: Initial Public Offering Self-study: Initial Public Offering

Presentation: Stock markets Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 28 (2 hours)

Theme: **Dealing with figures**

A figure is any visual depiction of something—it can be practically anything, even a photograph. Charts and graphs are both figures, and mostly synonymous: both are visual depictions of numbers or numerical relationships, but a chart is

sometimes understood to be distinct from a two-axis graph such as a line graph or bar graph. Another kind of figure is a diagram: a schematic, or a visual representation of a structure or process. Speaking: Trends ; Listening: Economic report. Reading: Describing trends; Grammar: Saying numbers; Writing: Describing trends Self-study: Current economic trends

Presentation: Dealing With figures Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 29 (2 hours)

Theme: **Describing figures**

Figures and tables can be used to present data, clarify interpretations and to explain concepts. This chapter covers when you should use figures and tables, and how to format them such that they serve their purpose. References are important for another reason – they allow your reader to follow-up what you have read. Speaking: Describing trends; Listening: Economic report. Reading: Share Price: N Tech Asa; Grammar: Causes and effects; Writing: Report Self-study: Trends in Green technology

Presentation: Figures Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 30 (2 hours)

Theme: **Franchising**

Franchising is based on a marketing concept which can be adopted by an organization as a strategy for business expansion. Where implemented, a franchiser licenses its know-how, procedures, intellectual property, use of its business model, brand; and rights to sell its branded products and services to a franchisee. Speaking: Franchising; Reading: Going global with a Submarine;

Grammar: Present perfect; Writing: Advantages and disadvantages of franchising.

Self-study: Franchising companies

Presentation: Franchising Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 31 (2 hours)

Text: **Setting up a franchise**

Franchising is simply a method for expanding a business and distributing goods and services through a licensing relationship. In franchising, franchisors not only specify the products and services that will be offered by the franchisees, but also provide them with an operating system, brand and support. Speaking: the stages of opening a franchise; Listening: Interview. Reading: the stages of opening a franchise; Grammar: Collocations; Writing: Coca cola, nestle, GM Self-study: Coca cola, nestle, GM

Presentation: Franchises Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 32 (2 hours)

Text: **Reports of recommendations**

A recommendation is a statement that is written by a LinkedIn member to recognize or commend a connection, such as a colleague, business partner, or student. People who view your profile will often read the recommendations you've received from your connections to see what others have to say about your work. Speaking: Recommendations ; Listening: Interview . Reading: Reports of recommendations; Writing: Report about pros and cons of building the plant Self-study: Writing recommendations

Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen,

write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 33 (2 hours)

Text: **Crimes and Punishment**

Criminal law, as a whole, refers to the government's power to regulate and punish certain behaviors. The behaviors are enacted into laws and become crimes. Since staying out past curfew isn't a crime and grounding isn't a criminal punishment, let's take a look at the actual requirements of criminal punishment. Speaking: Crime and the role of Justice; Reading: Types and crimes ; Writing: report Self-study: Capital punishment

Presentation: Crime types Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 34 (2 hours)

Text: **Environmental problems**

Environmental issues are harmful effects of human activity on the biophysical environment. Environmental protection is a practice of protecting the natural environment on individual, organizational or governmental levels, for the benefit of both the environment and humans. Speaking: Biggest Environmental problems; Reading: Biggest Environmental problems; Grammar: Expressions of certainty; Writing: Environmental problems and solutions Self-study: Environmental problems and solutions

Presentation: Environmental problems Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 35 (2 hours)

Theme: **Culture shock**

Culture shock is a common phenomenon and, though it may take months to develop, it often affects travelers and people living far from home in unexpected ways. Speaking: What is culture?; Reading: Cultural differences; Grammar: Questions; Writing: Dos and don'ts in Self-study: Cultural awareness
Presentation: Culture and culture shock Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

LESSON 36 (2 hours)

Theme: **Innovations**

Innovation is the process of creating something new. The last century has witnessed explosive innovation with dramatic results. Innovation makes our lives easier, enhances our productivity, improves our health, entertains us, and broadens our ability to communicate and connect on a global scale. Speaking: Innovation is ; Listening: Innovations. Reading: British innovation in transport. ; Grammar: Passive voice; Writing: Innovations Self-study: Nano technologies Presentation: Innovation

Listen, ask questions, exchange opinions, Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary.(10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

3. Laboratoriya ishlarini tashkil etish bo'yicha ko'rsatmalar

Fan bo'yicha laboratoriya ishlari o'quv rejada ko'zda tutilmagan.

4. Kurs ishini tashkil etish bo'yicha uslubiy ko'rsatmalar

Fan bo'yicha laboratoriya ishlari o'quv rejada ko'zda tutilmagan.

5. Mustaqil ta'limning shakl va mazmuni

Mustaqil ta'lim talabning bajaradigan ilmiy izlanishi bo'lib, ingliz tilini o'rganishda fanning biror bir mavzusini to'laroq o'zlashtiradi va mavzu belgilangan shaklda bajariladi. Mustaqil ishni bajarishdan maqsad, talabning

o‘qishi davomida olgan bilimni mustahkamlash, chuqurlashtirish va umumlashtirishdan iboratdir.

Mustaqil ishlash jarayonida talaba kerakli ma’lumotlarni izlash va ularni topish yo‘llarini aniqlash, internet tarmoqlaridan foydalanib ma’lumotlar to‘plash va ilmiy izlanishlar olib borish, ilmiy to‘garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola va ma’ruzalar tayyorlash kabilar talabalarning darsda olgan bilimlarini chuqurlashtiradi, ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Shuning uchun ham mustaqil ta’limsiz o‘quv faoliyati samarali bo‘lishi mumkin emas.

Talabalarga mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi.

1. Loyiha ishi tayyorlash
2. Mutaxassislikka oid adabiyotlarni tarjima qilish
3. Ilmiy tezis yozish
4. Rezume (qisqa xulosa) yozish
5. Esse yozish
6. Inglizcha-ruscha-o‘zbekcha lug‘at tuzish

“Xorijiy til” (ingliz tili) fani bo‘yicha mustaqil ta’limning mazmuni

Fani bo‘yicha mazmuni	Mustaqil ta’limga oid bo‘lim va mavzulari	Mustaqil ta’limga oid topshiriq va tavsiyalar
3-semestr		
33. Problem Cause	Global problems	Loyiha ishi tayyorlash, taqdimot va slaydlar
34. Motivation and Inspiration	How to motivate people?	Loyiha ishi tayyorlash, taqdimot va slaydlar
35. Cultural chameleons	Cultural awareness	Loyiha ishi tayyorlash, taqdimot va slaydlar
36. Living abroad	Studying abroad	Keys tayyorlash
37. Formal and informal	Styles of writing	Loyiha ishi tayyorlash, taqdimot va slaydlar
38. The shopping experience	Online shopping	Keys tayyorlash
39. Telephoning	How to answer on the	Loyiha ishi tayyorlash,

	phone?	taqdimot va slaydlar
40. Dealing with an email of complaint	Complaint letter	Loyiha ishi tayyorlash, taqdimot va slaydlar
41. Lean manufacturing	TPS and other companies	Keys stadi tayyorlash
42. Trends and Planning	Companies trends	Loyiha ishi tayyorlash, taqdimot va slaydlar
43. Instructions and procedures for an exhibition stand	The international comic convention	Keys stadi tayyorlash
44. Business leaders and Success stories	Famous brands and companies	Loyiha ishi tayyorlash, taqdimot va slaydlar
45. Describing yourself	Describing yourself	Keys tayyorlash
46. Appraisals	What is appraisal?	Loyiha ishi tayyorlash, taqdimot va slaydlar
4-semestr		
47. Profiles of business leaders	Well-known business leaders	Keys tayyorlash
48. Advertising	Advertisements and advertising agency	Loyiha ishi tayyorlash, taqdimot va slaydlar
49. Buying and Selling	Products and goods	Loyiha ishi tayyorlash, taqdimot va slaydlar
50. Negotiating by email	Negotiations in business	Keys tayyorlash
51. Coolhunters	Market segmentation	Loyiha ishi tayyorlash, taqdimot va slaydlar
52. Entrepreneurs	World organizations	Loyiha ishi tayyorlash, taqdimot va slaydlar
53. Types of companies	Famous companies	Keys tayyorlash
54. Interrupting in meetings	Are you good listener?	Loyiha ishi tayyorlash, taqdimot va slaydlar
55. Agendas and action minutes	What is agenda ?	Loyiha ishi tayyorlash, taqdimot va slaydlar
56. Stock markets	Stock markets and other markets	Keys tayyorlash
57. Dealing with figures	Figures and charts	Loyiha ishi tayyorlash, taqdimot va slaydlar
58. Franchising	Franchising companies	Loyiha ishi tayyorlash, taqdimot va slaydlar
59. Presentation – handling questions	To make a quiz about business plans	Keys tayyorlash

60. Reports of recommendations	Writing recommendations	Loyiha ishi tayyorlash, taqdimot va slaydlar
61. Choosing franchise	Finnley's, Toasties, Classic cotton clothes	Keys tayyorlash
62. Environmental problems	Global warming	Loyiha ishi tayyorlash, taqdimot va slaydlar
63. Culture shock	Cultural awareness	Loyiha ishi tayyorlash, taqdimot va slaydlar
64. Innovations	Nano technologies	Loyiha ishi tayyorlash, taqdimot va slaydlar

6. Fan bo'yicha talabalar bilimni baholash va nazorat qilish me'zonlari

Baholash usullari	Baholash mezonlari
Testlar, yozma ishlar, og'zaki savol-javoblar	86-100 ball "a'lo" : Fanga oid nazariy bilimlarni to'la o'zlashtira olish. Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yurita olish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Tasavvurga ega bo'lish.
	71-85 ball "yaxshi" : Mustaqil mushohada qilish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Bilish, aytib berish. Tasavvurga ega bo'lish.
	55-70 ball "qoniqarli" : Mohiyatini tushuntirish. Bilish, aytib berish. Ma'lum bir tasavvurga ega bo'lish.
	0-54 ball "qoniqarsiz" : Fan bo'yicha nazariy va amaliy bilimlarni bilmaslik,

Reyting baholash turlari

Nazorat shakllari		Maksimal ball	Umumiy ball
1	I Joriy nazorat	34	100
2	II Joriy nazorat	36	
3	Yakuniy nazorat	30	

	Joriy baholash	Maksi	O'tkazish
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			mal ball	vaqti
I	Joriy nazorat (40 ball)	MT (30 ball)		
II	Darslarga faol qatnashganlik va o'zlashtirish darajasi. Amaliy mashg'ulotlardagi faolligi, amaliy mashg'ulot daftarlarining yuritilishi va holati. Mavzular bo'yicha uy vazifalarining bajarilishi	Mustaqil ta'lim portfolio tarzida (sohaga oid matnlarni tarjima qilish va ularga mashqlar tuzish, xorijiy tilda til o'rgatuvchi video rolik va hujjatli filmlarni korib ularga topshiriqlar tayyorlash, sohaga oid matnni o'qib yoki eshitib ularni tarjima qilib, ularga topshiriqlar tayyorlash, inglizcha – o'zbekcha va o'zbekcha-inglizcha lug'at, prezentatsiya) o'z vaqtida sifatli bajarilishi. Kafedra individual tarzdagi mustaqil topshiriqlar majmuasini ishlab chiqadi.	70	Semestr davomida
III	Yakuniy nazorat	Yozma ish, test, suhbat	30	Attestatsiya haftasi davomida (3-semestr uchun 21-22 haftalar), (4-semestr uchun 41-42-haftalar)

7. Foydalaniladigan adabiyotlar ro‘yxati:

Asosiy adabiyotlar:

1. “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha harakatlar strategiyasi to‘g‘risida”gi O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-sonli Farmoni.
2. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: “O‘zbekiston” NMIU, 2017. – 488 b.
3. Mirziyoyev Sh.M. Tanqidiy tahlil, qat’iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak. – Toshkent: “O‘zbekiston” NMIU, 2017. – 104 b.
4. Mirziyoyev Sh.M. Erkin va farovon, demokratik O‘zbekiston davlatini birgalikda barpo etamiz. – Toshkent: “O‘zbekiston” NMIU, 2017. – 56 b.
5. Mirziyoyev Sh.M. Qonun ustuvorligi va inson manfaatlarini ta’minlash – yurt taraqqiyoti va xalq farovonligining garovi. – Toshkent: “O‘zbekiston” NMIU, 2017, – 48 b.
6. Дудкина Г . А и др. English for businessmen. 1-кисм. Тошкент 2000.
7. Кудрявцева О. Е. и др. English for businessmen. 2- кисм. Тошкент-2000.
8. Абдалина Е. А. Инглиз тили дарслиги. Тошкент-2000 й
9. Бонк Н. А. Учебник английского языка. Бишкек-1997.
10. Саттаров Т.К. Английский для студентов-юристов (I часть). Т.ТГЮИ. 2005 й.

Qo‘shimcha adabiyotlar:

11. «The Business», Pre-Intermediate, John Allison & Jeremy Town end with Paul Emerson, Macmillan, 2012, 159 p.
12. « Scale up 2 » Student’s Book , Boqiyeva G., Rashidova F. - Tashkent – 2015, 103 b.
13. “English for economists”- D.A.Abidova, R.Karimova -Tashkent 2006, 101p.
- 14« Essential Business Grammar Builder » - P. Emerson – 2014, 17 b..
15. « Essential Business Vocabulary Builder » - P. Emerson – 2013, 176.

16. Набиева М.М. “Экономическая лексика английского языка для студентов неязыковых вузов”, Ташкент ADIB, 2012, 170с.

Internet saytlari:

www.press-service.uz O'zbekiston Respublikasi Prezidentining Matbuot markazi sayti:

iteslj.org -The Internet TESL Journal

www.teachingenglish.org.uk -The United Kingdom's international organisation for cultural relations and educational opportunities and BBC

www.usc.edu/dept/education/ -CMMR University of Southern California.

www.teachermentors.com - Teacher Mentors Free Resources for Educators and Business Coaches

www.teachnet.org/ntpi/research/ -free resources for educators, teachers, mentors

www.examenglish.com- Exam English Ltd.

www.cambridgeenglish.org-Cambridge English Language Assessment

www.web.mit.edu -Massachusetts Institute of Technology

www.breakingnewsenglish.com/- Free, ready-to-use EFL / ESL lesson plans on the latest breaking news-in 7 levels.

www.businessenglishsite.com/- Free Resources for Educators, Teachers, Mentors

www.usingenglish.com-AQA Education.

www.businessenglishsite.com-Free Resources for Educators, Teachers, Mentors

Testlar

1 Underline the correct word or phrase in each sentences.

- 0 I can to meet/can meet you this evening at about 7.30.
1 I'm tired – I think I go/will go home now.
2 We've finished decorating/to decorate the apartment.
3 The life/Life is difficult sometimes.
4 At the moment I'm learning/I learn to play the guitar.
5 My course finishes on next week/next week.
6 The train leaves/it leaves at 9.30.
7 It's important for to read/to read the contract carefully.
8 Where you buy/did you buy those shoes?
9 The film I saw last night was really interesting/interested.
10 I've worked at this company since/for two years.
11 Can you tell me what time does the train leave/the train leaves?
12 You can come if you want to, but my parents will be/shall be there.
13 England is not so/as big as Germany.
14 There was a terrible plane crash – it happened/has happened an hour ago.
15 Adrian is a very good friend of me/mine.

2 Complete the second sentence so that it has a similar meaning to the first sentence.

- 0 Let's go to the beach this weekend.
How about going to the beach this weekend ?
1 Last week I lent Hilary the Harry Potter book.
Last week Hilary _____ .
2 There are twelve students in my class.
My class _____ .
3 The name of the film is *Zero Hour*.
The film _____ .
4 The film was very unpopular.
Nobody _____ .
5 Last night it rained a lot.
Last night there _____ .
6 I've got more DVDs than Simon.
Simon's got _____ .
7 Shall we have a coffee break now?
What about _____ .
8 The President gave the news conference.
The news conference _____ .

3 Decide which answer (A, B, C or D) best fits the space.

Brussels

Brussels is the main city (0) **B** Belgium, and it is the home of the European Union. It has a reputation for (1) _____ a little boring, but this is unfair. (2) _____, it is a modern, lively city with some of the (3) _____ restaurants in Europe. Every evening its bars are (4) _____ with visitors and locals who come to (5) _____ the wonderful variety of different beers. Don't forget to visit the Grand Place. There aren't many market squares (6) _____ this one in Europe. If you (7) _____ some free time you can visit Bruges, (8) _____ is only a short train ride (9) _____ Bruges is a medieval town with canals and beautiful old houses. It is really (10) _____ visiting.

- | | | | | |
|---|--------------|--------------|-----------|-----------|
| 0 | A at | B in | C to | D for |
| 1 | A be | B being | C to be | D been |
| 2 | A Personally | B As well | C However | D In fact |
| 3 | A delicious | B good | C best | D better |
| 4 | A full | B occupied | C plenty | D lived |
| 5 | A attempt | B experiment | C prove | D try |

- | | | | | |
|----|------------------|-------------------|---------------------|---------------------|
| 6 | A beautiful than | B as beautiful as | C as beautiful than | D so beautiful than |
| 7 | A have | B will have | C are having | D to have |
| 8 | A whose | B who | C which | D that |
| 9 | A journey | B far | C distant | D away |
| 10 | A worth | B value | C good | D recommend |

4 Underline the errors in these sentences. Rewrite each sentence.

0 Liechtenstein, that has a population of 35,000, is between Switzerland and Austria.

Liechtenstein, which has a population of 35,000, is between Switzerland and Austria.

1 The weather is getting colder and more colder.

2 I lived here for the last three years.

3 Chinese restaurants are always easy to find them.

4 I'm going to visit my aunt and uncle on the weekend.

5 I want to get home before the match will begin.

6 Every of my three sisters has blond hair.

7 We were enjoyed the party very much.

8 I'm sorry, you're not be allowed to park there.

9 I watched the TV news while I eating my dinner.

10 She sang the song really good.

11 I'm beginning feeling hungry.

12 About what are you thinking?

13 I usually just have a sandwich for the lunch.

14 Laura catch the same bus as me in the morning.

5 Decide which answer (A, B, C or D) best fits the space.

Picking mushrooms

(0) C autumn, one of my favourite activities is picking mushrooms. I've been doing it (1) _____ I was young – we went out to the forest (2) _____ Sunday morning and we (3) _____ the day there. In the old days it was easy, but now you (4) _____ a licence from the local council. The problem was that commercial pickers took (5) _____. It was selfish, and ecologists (6) _____ it also destroyed the environment. With (7) _____ new system there is a limit on the amount you (8) _____. Not (9) _____ thinks this is a good idea, (10) _____, and many people pick the mushrooms illegally.

- | | | | | |
|---|------------------------|--------------|---------------------|----------------|
| 0 | A All of the | B All | C Every | D Through |
| 1 | A during | B while | C for | D since |
| 2 | A at B on | C by | D for | |
| 3 | A occupied | B passed | C spent | D took |
| 4 | A need | B have need | C have necessity of | D is necessary |
| 5 | A all B the everything | C everything | D every thing | |
| 6 | A tells | B told | C said us | D said |
| 7 | A all B the | C one | D a | |

- 8 A can take B can to take C can taking D could take
 9 A someone B everyone C some person D every person
 10 A although B though C yet D still

6 For each question, complete the second sentence so that it means the same as the first sentence, using no more than three words.

- 0 My teacher wouldn't let me leave early.
 My teacher refused to let me leave early.
 1 She started working here three years ago.
 She has been working here _____ .
 2 They make cars in that factory.
 Cars _____ in that factory.
 3 I haven't been fishing before.
 This is the first time that I _____ .
 4 The metro is cheaper than a taxi.
 A taxi is _____ the metro.
 5 How much do these shoes cost?
 What is _____ these shoes?
 6 I didn't see the tree and I drove straight into it.
 If I _____ the tree, I wouldn't have driven straight into it.
 7 I haven't got enough time to write the letter.
 I've got _____ to write the letter.
 8 'You've passed your exam, Richard,' said the teacher.
 The teacher told Richard that he _____ exam.
 Name: _____ Date: _____

Intermediate Language Practice

Grammar Progress Test 1b (Units 2–9)

1 **Underline** the correct word or phrase in each sentence.

- 0 That can't be right! I don't believe/I'm not believing it.
 1 I was here/I've been here since the beginning of June.
 2 No, I can't see the bird. Where *are you looking*/do you look?
 3 Your secret is safe with me. *I'm not going to say*/I won't say anything.
 4 It's raining. *Shall we*/Will we take a taxi?
 5 I'm meeting/I will meet Lisa for lunch tomorrow.
 6 I've wanted to go to Paris all my life, but *I still didn't go*/I still haven't been there.
 7 I'm going to tell her, but *I didn't see*/I haven't seen her yet.
 8 *I play*/I'm playing tennis with John and Chris at the weekend. Do you want to join us?
 9 I think we have time for a coffee before the train *arrives*/will arrive.
 10 I haven't seen you before. When *have you started*/did you start working here?
 11 Where *will you be going*/do you go for your holidays next year?
 12 While *I walked*/I was walking through the park a dog ran up to me and bit me.
 13 Look out of the window! How long *has it been snowing*/is it snowing?
 14 When I was a baby *I was carrying*/I used to carry a yellow blanket everywhere I went.
 15 When the film *will end*/ends, let's have a coffee.

2 **Put each verb given into the present simple or continuous, or the past simple or continuous.**

- 0 What (usually you do) do you usually do at the weekend?
 1 What (you get) _____ for your birthday last week?
 2 'What are you doing?' 'I (check) _____ this letter for spelling mistakes.'
 3 I got to the station at 3pm, (wait) _____ for half an hour, then came back here.
 4 George (watch) _____ the television when I arrived at his flat.
 5 At the moment inflation (increase) _____ slowly.
 6 James (turn on) _____ the television so we could watch the football match.

- 7 Every day Helen (check) _____ her emails when she gets home.
 8 'Where (you go) _____?' 'To the shops. Do you want to come with me?'
 9 'What games (you play) _____ when you were young?' 'Hiding from
 people, trying to catch people, all the usual things.'
 10 When I arrived at the checkout a lot of people (wait) _____ in the queue.
 11 Buy one next year – prices (go down) _____ quite fast at the moment.
 12 'Where (you go) _____ on Saturday afternoons?' 'Shopping, with my
 mother.'
 13 Prices (go down) _____ quite fast when other, similar models started to
 appear.
 14 'What game (you play) _____ just now?' 'We were playing chess.'

3 Complete the second sentence so that it has a similar meaning to the first sentence.

0 Michael took a deep breath and dived into the water.

After Michael ***had taken a deep breath, he dived into the water.***

1 The plane landed a few moments ago.

The plane has _____.

2 I've been playing the guitar for three years.

I started _____.

3 After the start of the match, you'll hear a lot of noise.

When the match _____.

4 This is my first time in the United States.

I've _____.

5 Would you like me to get you a drink?

Shall _____.

6 I last saw Naomi in February.

I haven't _____.

7 I intend to email Paul this evening.

I'm _____.

8 I thought the film looked familiar.

I thought I _____.

4 Put each verb given into the past simple or the present perfect.

0 A: When are you going to write to your grandmother?

B: Don't worry. I (already write) ***I've already written*** to her.

1 A: Why was your flight late?

B: There (is) _____ a delay.

2 A: Why isn't our departure time showing on the screen?

B: There (is) _____ a delay.

3 A: Did you go to a nightclub after the meal in the restaurant?

B: No, I (come) _____ home.

4 A: Thanks for calling, John. Are you speaking from work?

B: No, I (come) _____ home.

5 A: Sandra's just arrived.

B: Yes, I know, I (see) _____ her.

6 A: Sandra came into the office yesterday.

B: Yes, I know, I (see) _____ her.

7 A: How are you feeling today?

B: My temperature (go) _____ down.

8 A: How did you know you were getting better?

B: My temperature (go) _____ down.

Talabalar bilimini baholash va nazorat qilish me'zonlari

Baholash usullari	Baholash mezonlari
Testlar, yozma ishlar, og'zaki savol-javoblar	86-100 ball "a'lo" : Fanga oid nazariy bilimlarni to'la o'zlashtira olish. Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yurita olish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Tasavvurga ega bo'lish.
	71-85 ball "yaxshi" : Mustaqil mushohada qilish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Bilish, aytib berish. Tasavvurga ega bo'lish.
	55-70 ball "qoniqarli" : Mohiyatini tushuntirish. Bilish, aytib berish. Ma'lum bir tasavvurga ega bo'lish.
	0-54 ball "qoniqarsiz" : Fan bo'yicha nazariy va amaliy bilimlarni bilmaslik,

Reyting baholash turlari

Nazorat shakllari		Maksimal ball	Umumiy ball
1	I Joriy nazorat	34	100
2	II Joriy nazorat	36	
3	Yakuniy nazorat	30	

Joriy baholash		Maksimal ball	O'tkazish vaqti
I	Joriy nazorat (40 ball)	MT (30 ball)	
II	Darslarga faol qatnashganlik va o'zlashtirish darajasi. Amaliy mashg'ulotlardagi faolligi, amaliy	70	Semestr davomida
	Mustaqil ta'lim portfolio tarzida (sohaga oid matnlarni tarjima qilish va ularga mashqlar tuzish, xorijiy tilda til o'rgatuvchi video rolik va hujjatli filmlarni korib ularga		

	<p>mashg'ulot daftarlarining yuritilishi va holati. Mavzular bo'yicha uy vazifalarining bajarilishi</p>	<p>topshiriqlar tayyorlash, sohaga oid matnni o'qib yoki eshitib ularni tarjima qilib, ularga topshiriqlar tayyorlash, inglizcha – o'zbekcha va o'zbekcha-inglizcha lug'at, prezentatsiya) o'z vaqtida sifatli bajarilishi. Kafedra individual tarzdagi mustaqil topshiriqlar majmuasini ishlab chiqadi.</p>		
III	Yakuniy nazorat	Yozma ish, test, suhbat	30	<p>Attestatsiya haftasi davomida (3-semestr uchun 21-22 haftalar), (4-semestr uchun 41-42-haftalar)</p>

O'QUV ELEKTRON MAJMUANING ELEKTRON VARIANTI