

**THE MINISTRY OF HEALTHCARE
OF THE REPUBLIC OF UZBEKISTAN**

**THE TASHKENT PHARMACEUTICAL INSTITUTE
LANGUAGES CHAIR**



**TEACHING-METHODICAL COMPLEX
ON THE FOREIGN LANGUAGE FOR
THE 1ST YEAR STUDENTS OF
BACHELOR DEGREE**

TASHKENT-2019

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Knowledge domain: 500000- Healthcare and Social provision

Educational domain: 510000 – Healthcare
310000 – Engineering affairs
320000 – Technology of producing
110000 – Pedagogy

Educational
directions, specialty:

5510500 – Pharmacy (Pharmaceutical affairs)
5510500 – Pharmacy (Clinic pharmacy)
5510500 – Pharmacy (Pharmaceutical analysis)
5111000 – Professional Education (5510500 - Pharmaceutical affairs)
5510600 – Industrial pharmacy (Cosmesetics)
5510600 – Industrial pharmacy (Pharmaceutical biotechnology)
5510600 – Industrial pharmacy (Medicinal Substances)
5320500 – Biotechnology (Pharmaceutical biotechnology)
5310901- Metrology, standardization and management of Product
Quality (Medicinal Substances)

TASHKENT-2019

This Teaching Methodical - Complex was prepared according to the Teaching Programme confirmed by Order № 531 on 14.06, 201 of the Ministry of Higher and Secondary Specialized Education and Working Educational Plan and Working Programme confirmed by Record№ _____ on _____, 201 of the Tashkent Pharmaceutical Institute.

Compilers: Karimova N.S.
Musayeva G.I.

Reviewers: *Umarova N.I.* senior teacher of the
Comparative Linguistics Chair, Uzbekistan
National University
H. Alimova senior teacher of the
Foreign Languages Chair, Uzbekistan National
University

TMC on the Foreign Language for the 1st year students of Bachelor degree in all directions of Pharmacy and Industrial Pharmacy faculties is discussed and recommended to confirm on the Branch Methodical Council of Languages on the “ _____ ” of _____ in 201__.
Record № _____

Chief of the Branch Methodical Council of Languages _____ PhD. S.M.Tuychieva

TMC is discussed and recommended to confirm on the Central Methodical Council of the Tashkent Pharmaceutical Institute on the “ _____ ” of _____ in 201__.
Record № _____

Chief of the Central Methodical Council _____ Z.A.Yuldashev

TMC is discussed and confirmed on the Academic Board of the Tashkent Pharmaceutical Institute on the “ _____ ” of _____ in 201__. Record № _____

Scientific Secretary _____ V.Haydarov

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**Lesson plan on English for the 1st year students
of Pharmacy and Industrial Pharmacy faculties
(1st term of the academic year of 2019-2020)**

№	Themes	Hours
1	Ubiquity of English S: Widespread use of English L: English in Tashkent R: Working language W: Mind Maps. Gr : Verb Forms (revision)	2
2	Information and security S: Infringement of copyright issues L: Intellectual property R: Speeding of Information	2
3	Information and security Gr: Adjectives and Adverbs W: Describing Process	2
4	Studying with multiple sources S: Studying with multiple source L: Data collection R: Benefits of using multiple source	2
5	Studying with multiple sources Gr : Comparisons as...as, not so/ as...as W: Giving references	2
6	Our Chemical Lab (TB, p.44). S: Chemical lab, First Experiment Gr: Prepositions of Place. W: Description of chemical lab at the institute.	2
7	Review Listening, Speaking	2
8	On-Line etiquette S: Problems of working on the Net L: Real life behaviour and on-line behaviour Gr : Phrasal verbs	2
9	On-Line etiquette R: Ten rules of Netiquette W: e-mail, Comment	2
10	Learning strategies S: Discussing Meta-cognition L: Types of strategies R: Effectiveness of learning strategies	2
11	Learning strategies Gr : Modal verbs W: Writing strategies	2
12	Effective study habits S: Learning styles L: TV interview with a Psychologist R: Forget what you know about good study habits	2

13	Effective study habits Gr : Gerund or infinitive W: Diary writing	2
14	Review Reading, Writing	2
15	Succeeding in LLL S: Presentation to the class R: Ibn Sina (Avicenna) (980-1037) L: How to succeed in continuous learning W: Survey report Gr : Present Perfect and Present Perfect Continuous	2
16	Social responsibility S: Case studies R: Good Uzbek Deeds L: Having the sense of social responsibilities W: Anecdote Gr: Narrative Tenses	2
17	Chemistry S: Chemistry. Elements. R: Text about Chemistry. (TB, p.61). Gr & Voc: Revision	2
18	Final lesson. Review.	2

**Lesson plan on English for the 1st year students
of Pharmacy and Industrial Pharmacy faculties
(2nd term of the academic year of 2019-2020)**

№	Themes	Hours
1	Service Management S: Well-established service management R: Development of service management L: Interview with a successful businessman Gr : Relative Clause Pronouns ... W: Transactional letters	2
2	Human recourse management S: Theoreticians about development of HRM R: A letter written by HR manager to his son L: Staff management	2
3	Human recourse management Gr : Reported verbs W: Cover letter	2
4	Finance Management S: What tips can suggest to your friend in managing his finance? R: Correct financial management L: Tips for managing money Gr : Articles W: Memo/business Report	2
5	Risk Management S: Case: Risk... R: Risk taking and managing L: Interview with student organization leaders W: News reports Gr : Modal verbs expressing advice W: News reports	2
6	My Future Profession S: I shall be a pharmacist. R: Text My Future Profession (TB, p.70).	2
7	Review Listening, Speaking	2
8	Career responsibility S: Causes and consequences of career responsibility R: Career responsibility is one of the leading stages to promotion L: A job Interview	2
9	Career responsibility Gr : to be supposed to W: Paragraph writing	2
10	Professional development S: Professionally developed person R: The main factors of personal development L: Professional development opportunities	2

11	Professional development Gr : Conditional sentences 1,2 W: Argumentative Writing	2
12	Latest achievements S: The worst invention of the mankind R: Inventions that changed the world L: Recent inventions	2
13	Latest achievements Gr : Conditional sentences 3,4 W: Creative Writing	2
14	Review Reading, Writing	2
15	World awards S: Awards stimulate further creativeness R: The Golden Pen Award L: Anvar's award	2
16	World awards W: Persuasive writing Gr : Mixed conditionals	2
17	Avicenna; Mendeleyev S: Famous scientists R: Text Avicenna (TB, p.83). Text Mendeleyev (TB, p.76). Voc: Words related to text.	2
18	Final lesson. Review.	2

I. TEACHING MATERIALS 1st term

LESSON 1

Ubiquity of English

S: Widespread use of English

L: English in Tashkent

R: Working language

W: Mind Maps.

Gr : Verb Forms (revision)

Lesson 1

UBIQUITY OF ENGLISH

Look at the pictures and answer the following questions.

1. What words come to your mind when you see pictures?
2. What language are these words and do they have any equivalents in your own language?
3. What other examples of English in your daily life can you give?



1 Look at the photos and discuss the places you see with your partner.

- Possible location and services they offer
- Language used on the signboards
- Similar places you know



2 (T1) Look through the following questions. Listen and according to the record choose the right answers. (More than one answer is possible).

1. What makes communication easier?
a) language learning b) words
c) knowledge of English
2. What languages were offered as an alternative international language?
a) Chinese, Russian b) Mandarin, French
c) Esperanto

3. In what areas of Tashkent city English signs are less popular?
a) Chorsu, Chopon ota, b) Kukcha
c) all areas
4. According to the speaker's opinion, what place can be good to enlarge one's vocabulary?
a) City center b) Chopon ota street
c) language centers

3 Complete the sentences using the expressions from the box. Explain their meaning.

is inevitable; tonal nature; constructed rationally; in the foreseeable future; much less so the case; to say nothing of; inveterate homemakers;

1. In order to make it neutral and easily absorbed Esperanto was _____
2. It _____ that English becomes a single international language.
3. A specific _____ of the Chinese language hampers its spreading.
4. Popularity of French as a language of diplomacy and exchange is _____
5. English is unlikely to be replaced by any other language _____
6. Common words and expressions like 'open', 'close', 'enter', 'shop', 'happy' are popular even among _____
7. English words are popular enough in all cities and towns _____ tourist centers.

Scale Up

4 Look at the pictures and make a list of some other English words you think are known among particular groups of people in Uzbekistan.



7 Look at the photos and answer the following questions.



Working language

A lingua franca (LF) is a working language used by different populations to communicate when they do not share a common language. It is also called a bridge language, vehicular language or unifying language. Generally, a lingua franca is a third language that is distinct from the native language of both parties involved in the communication, sometimes for commercial reasons («trade languages»), but also for diplomatic and administrative convenience, and **as a means of** exchanging information between scientists and other scholars of different nationalities.

The use of LF may be almost as old as language itself. Certainly, they have existed since antiquity. The term **originates** with one such language, Mediterranean LF. Latin and Greek were the LF of the Roman Empire.

Arabic was another early LF to develop because of the **sheer size** of the Islamic Empire dating back to the 7th Century. Arabic also served as the LF of science and diplomacy in the 1200's because at that time, more books were written in Arabic than in any other language. Still in some European languages (including Georgian), there are some

Arabic words as admiral, algorithm or aubergine. Malay was the LF of Southeast Asia and was used by Arab and Chinese traders there **prior to** the arrival of the Europeans. Once they arrived, people like the Dutch and British also used Malay to communicate with the native peoples.

In fact, **in it's time** distinct spheres used to have distinct LF, for example, Latin – in science. In 1687, Isaac Newton published his "Mathematic Principals Of Natural Philosophy" in Latin. English interpretation was published only 42 years later after his death.

Today, LFs play an important role in global communication as well. Examples of LFs remain numerous, and exist on every continent. The most **obvious** example as of the early 21st century is English. The United Nations defines its official languages as Arabic, Chinese, English, French, Russian, and Spanish. The official language of international air traffic control is English. In certain countries, the LF is also used as the national language; e.g., Urdu is the LF of Pakistan as well as the national language.

1. What do you think these people are doing?
2. What nationality or race do they belong to?
3. How do you think they understand each other?

8 Read the text. Match the definitions 1-6 and the highlighted words and expressions in the text.

1. the medium, method, or tool used to obtain a result or achieve an end _____
2. to come or bring into being _____
3. very steep _____
4. before, until _____
5. time in the past when something or someone was popular or common _____
6. easy to see or understand; evident _____

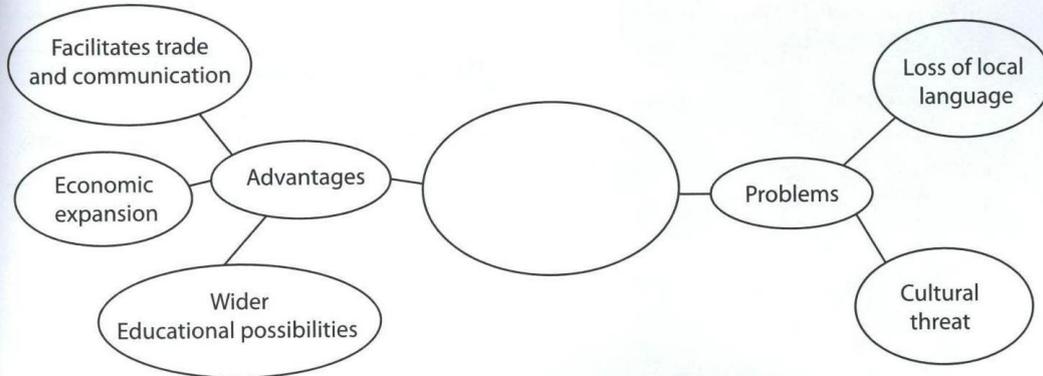
9 Read the article again. Which of the following bits of information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. ____
2. A greater amount of books in XIII century were written in the Arabic language. ____
3. Before Malay, people used Arabic in Southern Asia. ____
4. Isaac Newton's book was published after his death. ____
5. Still, there are some lingua francas in different places. ____
6. Nowadays, all the pilots communicate in their own lingua franca. ____

More people in China speak English than in the United States.

10 Look at this mind map and choose appropriate central theme for it.

- a. Having a single language as an official international
- b. Having English as a trade language
- c. Language courses abroad



Mind maps help you to brainstorm and organise your ideas before you start your piece of work.



11 Teacher will provide you with a new mind map. Complete the mind map, add some more options if necessary.

12 Read the following questions and write two paragraphs using the map in ex.11.

Do you think it is important to have a single international official language?

What consequences this can lead to?

Due to globalization, a single international language is inevitable. _____

But, the critics opposing the adoption of an international official language argue that it would lead to _____

5 Match the labels in the box and the sentences 1-12 below.

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

1. Students are spending so much time on learning new words by heart. _____
2. Sailors in the Mediterranean Sea used 'lingua franca' for interaction. _____
3. They had researched the market carefully before they decided to open a new branch. _____
4. Diamonds don't have much intrinsic value and their price mostly depends on their scarcity. _____
5. I think they will explain everything precisely. _____
6. Saodat was reading her favorite 'Harry Potter' when her brother interrupted. _____
7. I have figured out 51 English words while coming to the university. _____
8. The number of English speakers has been increasing recently. _____
9. Consequently, Umar will be lying on the beach with his family next week. _____
10. We had been confusing things for two days when they finally illuminated the difference. _____
11. In my article I'm going to run through some of the main points of the matter. _____
12. Experts will surely have finished their work by the end of the next month. _____

6 Read the descriptions a-k and decide which sentence in Ex. 5 they match.



- a. _____ an action which is happening at the present moment.
- b. _____ a finished past action which occurs at a specific moment in the past.
- c. _____ talking about an action that is finished before another action in the past. This form is especially useful for giving reasons for a decision that was made in the past.
- d. _____ regular routines and habits.
- e. _____ making a future prediction or express a decision about the future made at the moment.
- f. _____ something that is happening at a precise moment in the past; an interrupted action.
- g. _____ something which has happened up to the present moment.
- h. _____ the duration of an activity that begins in the past and continues up to the present moment.
- i. _____ discussing an activity that will be in progress at a specific point in future.
- j. _____ expressing the duration of an activity up to another point in the past; stressing that a certain activity had been going on before something important happened.
- k. _____ speaking about future intentions or plans made before the present moment.



The word 'News' is actually an acronym standing for the four cardinal compass points - North, East, West, and South!



¹ Бокиева Г.Х., Рашидова Ф.М. ва бошқалар. Scale up. Student's book. Course 1 – Т.: Фафур Фулом, 2015. P.11

LESSON 2

Information and security

S: Infringement of copyright issues

L: Intellectual property

R: Speeding of Information



Look at the picture and answer the questions below.

- What is the message of the picture?
- Is there any relationship between humanity and information?



1 Match the following treats and the adequate threats.

THREATS

- Hacking
- Ideological pressure
- Infringe copyright



TREATS

- Immune tolerance
- Law on Intellectual Property
- Updating Software



2 Work in pairs and discuss the following question:

- What other ways of treatments or preventions do you know?
- Which of the given pictures best describes the concept of "Copyright Infringement"? Why?



a



b

3 (T2) Listen to the survey interview. Decide which University students have been interviewed and list them down.

- _____
- _____
- _____
- _____

4 Write the names of students with the questions they have answered.

1. How do you understand IT attacks? _____
2. How can we get protected from IT attacks? _____
3. How do you understand Intellectual Property? _____
4. How can we protect Intellectual Properties? _____
5. How do you understand Ideological Pressure? _____
6. How can we protect our youth from Ideological Pressures? _____



8 Work in pairs. Read the statement and discuss it.

Ideological attack is more powerful than military assault

9 Read the text, choose and circle the appropriate heading for each paragraph.

Headings:

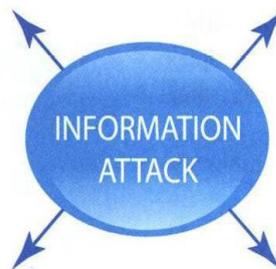
1. Dangers of Virtual World/Stealing Information/Hacking
2. Information for Business/Infringement of Copyright is Illegal/Intellectual Property
3. Ideological Pressure/Ideology is Bad/Ideology is a Set of Ideas
4. Information is Spreading/Difference between Attacks/Introduction

- a. As there are advantages and disadvantages of every invention, sphere, and revolution, speeding of information also has two sides. When something happens or is discovered or invented in one corner of our planet, the whole world learns about it immediately. But there is a notion of information attack. It can be understood in two ways; the first interpretation is "attack to information" and the second is "attack somebody or something with the help of information". Both of them are more dangerous showing catastrophic consequences than any type of attack with weapons or tanks.
- b. Attack to information is penetrating into ones PC and monitoring, snooping, spying, stealing

information and so on. The worst side is that is easy to hack (steal) your information virtually and even you do not know when, how and who hacked and usually you cannot mind the event or object to. But Spying is sometimes legal, because you click on "I accept" in the licence agreements written in small prints even not reading.

- c. Information threat in business purposes also exists; it can be understood as attack to intellectual property. What is an intellectual property? Simply, we can say that it is someone else's intellectual working results such as musical, literary, and artistic works; discoveries and inventions; and words, phrases, symbols (trademarks), and designs. But owners usually suffer from not being able to prove that idea was originally created by them. File swapping with your friend is also against law.
- d. Attack with the help of information is making someone or group of people accept someone's ideas, set of beliefs or ideological views; especially it is made with pressure in different ways. Those ways may be encouraging, persuading or even financially supporting.

10 Continue the mind map using the data from the text.



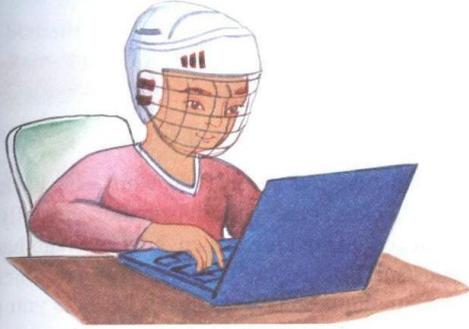
LESSON 3

Information and security

Gr: Adjectives and Adverbs

W: Describing Process

- 5 Work in groups of 3 or 4. Give examples of a Copyright Infringement which you have heard or witnessed. Discuss them. What were the consequences?



– 51% of Internet traffic is “non-human”. 31% is made up from hacking programs, spammers and malicious phishing.



– It would take 1,000,000 human brains to store all of the information that can be found in the Internet.

- 6 Write adverbs for the given adjectives and make up sentences using them.

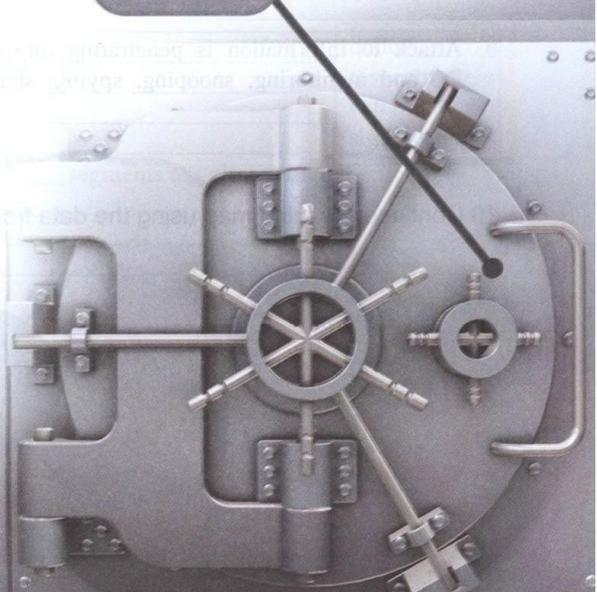
Adjective	Adverb	Example
Confidential	<i>e.g. confidentially</i>	<i>The information was used confidentially</i>
Dramatic		
Critical		
Suspicious		
Traditional		
Extreme		
Artificial		

- 7 Fill in the gaps with appropriate adverbs from the box. There are more adverbs than the gaps.

naturally hardly rapidly happily
ideologically well artificially
openly spiritually primarily dramatically
completely immediately

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

SECURE INFORMATION



11 Look at the following chart and answer the question.

What is the chart about/what does it show? _____

12 Choose one of the alternatives for the title.

- a. Statistics of data loss
- b. Rate of data loss
- c. Data breach rates

13 Answer the questions.

1. What type of diagram is it?

2. Which industry suffers most?

3. Which sphere is recorded with the least rate of data breach?

4. Which industry is represented as in the second place by lose?

5. Why do you think government/military sphere has a little breach?

14 Write a description of the chart using the given adverbs.

title

Introduction

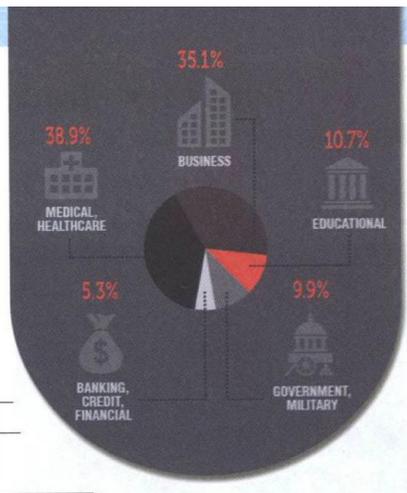
The _____ shows _____ in percentages.

Body
Compare &
Contrast

quite
respectively
extremely
significantly

Loss of government profits and _____ segments are almost the same with _____ % and 10.7 % _____.

Conclusion



15 Draw a pie chart with imaginative percentage of Internet users by age (the elderly aged, middle-aged, adults, teenagers, the young etc) in Uzbekistan. And write an essay within 150 words.



LESSON 4

Studying with multiple sources

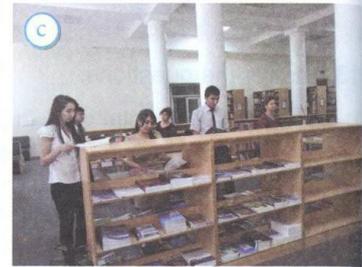
S: Studying with multiple source

L: Data collection

R: Benefits of using multiple source



Look at the people in the photos and tell what they are doing and what they have in common.



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

contend stumble undoubtedly commonalities
conception route

- Additional readings and alternative sources undoubtedly create a richer understanding.
- Scientists _____ that working with a primary source is more effective than with a secondary source.
- When working with a single source you may _____ upon unclear information.
- Learners should discern the _____ between materials.
- When surfing through different sources, relating materials to the objective, helps to form a clear _____ of idea.
- Secondary source materials are more indirect _____ to the same information than a primary source.

2 (T3) Read the statements. Listen to the conversation and put the statements in order they appear.

- 1 recent research works assert that learning with multiple sources is more effective than with a single one.
- _____ getting information in a less structured text is comparatively more challenging than in well structured texts.
- _____ strategies of working with multiple sources should be taught.
- _____ it's better to understand connection than to learn details by heart.
- _____ one should be able to filter the context.

3 Read the recommendations. Listen to the conversation again and tick (✓) the information mentioned.

- Consider the impact of, and evaluate conflicts. _____
- Try to use a primary source. _____
- Analyze commonalities. _____
- Use in-class or on-line discussion time. _____
- Engage sources with facts. _____
- Refer to a secondary source if a primary one is not available. _____
- Practice and familiarize materials. _____
- Practice with multiple texts to improve your evaluative skills. _____

4 Read the sentences below and decide whom they belong to according to the script.

- Multiple sources demand great analytical procedure.
- Refer to shorter, more focused sources.
- Seeing emotions and hearing their tone will surely improve the comprehension.

Speaker 1	Speaker 2	Speaker 3



10 Read the text and circle the best title from the box.

1. Studying with multiple sources 2. Getting information from different sources 3. Benefits of using multiple sources 4. Giving references



Multiple sources comprise the following: lectures, textbooks, fictional stories, novels, interviews and biographies, duplicates handouts, original source materials, electronic media, Internet and others. Stahl, Et Al found that using multiple text-sources can only be effective if we are taught to use them properly. Studying with multiple sources offers a fundamentally different view of the learning process from the traditional studying based on the use of single sources to complicated, up-to-date ways of the study i.e. studying with multiple sources, where new knowledge is achieved through confrontation among different sources. Furthermore, it is not only getting additional information and perspectives from different sources, but also implementing acquired knowledge in actions in real life.



To begin with advantages, it teaches learners to be effective and find proper use of the received material, which encourages students to be creative, selective and develop their analytical skills and the most important thing is adapting acquired knowledge, where needed and using it in real life.

Secondly, information from different sources arouses students' curiosity and increases their comprehension of additional materials and assists interacting or engaging with facts, circumstances of the material, practicing and familiarizing with new material and concepts, improve their evaluative skills, like comparing, contrasting and analyzing which is a great experience and a big step forward towards a future career.

Thirdly, it helps learners to impede their learning by analyzing, reorganizing or synthesizing and filtering information as these skills impact the development of a person.

At the level of advantages, studying with multiple sources has a number of disadvantages like challenges in understanding of the received material because of their academic nature and tremendous size while processing, time consumptions owing to the variety of sources, concealment of bias and others. (Studying with multiple sources. Study guides and strategies. <http://www.studygs.net/multiplesrc.html>)

Finally, in addition to these practical benefits studying with multiple sources provides a wide range of opportunities in being more self-confident and enterprising. Furthermore, multiple sources can greatly improve and dress experience of learners if they know how to use them properly.



sophistication when studying with multiple sources". Studying with multiple sources has a number of advantages and disadvantages:



LESSON 5

Studying with multiple sources

Gr : Comparisons as...as, not so/ as...as

W: Giving references

5 Work in pairs. Discuss the following questions. Provide a specific example.

- What are the primary and secondary sources in your studies?
- What are the effects of those sources?

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

6 Make up sentences using comparatives given below.

Eg.: Studying with a single source is **not as effective as** studying with multiple ones.

- a. ___ not as important as...
- b. ___ as comfortable as...
- c. ___ not nearly as useful as....
- d. ___ as interesting as....
- e. ___ as quiet as...
- f. ___ as usefull as...
- g. ___ just as good as...
- h. ___ as much as possible....

7 Find which words in A column go with the one in B to form common coparative expressions with **as ...as**:

A		B
a. pretty	7	1. a pancake
b. weak		2. a rake
c. fresh		3. a peacock
d. thin		4. a post
e. stubborn		5. an ox
f. slippery		6. a mule
g. proud		7. a picture
h. strong		8. a daisy
i. dry		9. an eel
j. deaf		10. a bone
k. flat		11. a kitten
l. blind		12. a bat

8 Complete the sentences with the expressions in Ex. 7.

Eg: - The girl entering the library looks very nice, doesn't she? — Oh yes, she is **as pretty as a picture**.

1. Ali is _____ he can't see anything without his glasses.
2. Oh, dear! We will have to change a tyre, it is _____.

3. If it doesn't rain soon, they will never grow anything in their garden, it is _____.
4. Shokir had a good sleep last night, so he is _____ in the morning.
5. Salim's friends woudn't lend him any money, he is _____.
6. Nabi has been in bed all week with a cold and he was _____.
7. My sister's daughter has been offered a place at the university. She is _____. She has already told all her relatives.
8. Davron has lost a lot of weight. Do you think he is OK? He looks _____ to me.
9. Olim is _____. Once he makes up his mind he does it. Nothing can stop him.

9 Work in pairs. Look at the photos and guess what the text is about.



Internet and Online Education



Labs



Mass Media, Radio and Television



Library and Books



The first newspaper was published in 1734, in the UK. The title of the newspaper was "The Lloyd's List".





11 Answer the following questions.

- a. Which sources of study have been mentioned in the text?
- b. Are you more inclined to use traditional primary sources or up-to-date ways of studying? Why?
- c. To what extent do you think studying with multiple sources is better than using a single source?
- d. To what extent did the author use references in the text?

12 Look at the following examples and discuss them in pairs.

As Kolb, D.A. ("Experimental Learning: Experience as the Source of Learning and Development" Oxford Union Press, 2010, p.138) points out "...studying is a skill, being successful..."

Stahl, Et Al found that using multiple text sources can only be effective if we are taught to use them properly.
(...<http://www.studygs.net/>)

13 Write at least three reasons why we need to give references.

1. _____
2. _____
3. _____

15 Paraphrase the quotes. Use phrases for giving references from the box.

As x points out; According to x; to quote from x; X states/suggests that; X tells/shows us that; Referring to; X says that; X argues that;

14 Look at the first example in Ex. 12 and put the information in order.

- a. Relevant page numbers
- b. The name or the location of the publisher
- c. The name and initials of the author
- d. The year of publication
- e. The title of the book in full
- f. For journal articles the name of the journal and the number of volume

1. The core reason for all my triumphs is my diligence. ("Institutions of Temur")
2. "There is no sun without shadow, and it is essential to know the night." (Albert Camus)
3. "We learn from failure, not from success!" (Bram Stoker)
4. The more that you read, the more things you will know. The more that you learn, the more places you'll go." (Dr. Seuss)
5. "The only thing standing between you and your dreams is ... reluctance." (Carroll Bryant)



LESSON 6

Our Chemical Lab (TB, p.44).

S: Chemical lab, First Experiment

Gr: Prepositions of Place.

W: Description of chemical lab at the institute.

Text: “Our Chemical Lab”, p.1 (TB, p.44).

Prepositions of Place.

75 Look at the picture and fill in: “in”, “beside”, “behind”, “into”, “out of”, “under”, “in front of” or “on”.



Two boys are playing with a ball 1) .. *in* .. the swimming pool. The old lady is sitting 2) the pool. There is a man reading a book 3) her. There is a small round table 4) the man. There is some Coca-Cola 5) the table and a little dog 6) the table. A young man is diving 7) the pool and an old man is coming 8) the pool.

Text: “My First Experiment”. (TB, p.53).

LESSON 7

Review

Listening, Speaking

2 (T2.1) Look at the table. Listen to the interviews and fill in the table.

No	Job, age	How do you protect yourself from IT attacks?	How do you protect yourself from unnecessary information?
1	Banker, 35	Encryption method	
2	Operator, 25		
3	Teacher, 27		
4	Student, 20		
5	Manager, 36		

7 (T3.2) Listen and choose the correct answer.

Approaches to Learning

People appear (1) _____ in different ways. Some people expect (2) _____ mistakes in their studies and are capable of (3) _____ from their mistakes. They don't mind (4) _____ by their teacher and indeed often ask (5) _____ corrected.

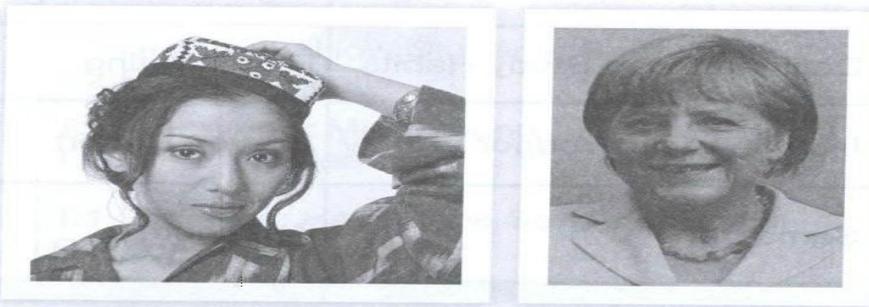
Others, however, dislike (6) _____ mistakes. They try to avoid (7) _____ anything which they might do badly. They would rather (8) _____ something in small steps and be sure they have got it right (9) _____ attempt to do a task based on a subject they don't feel they have finished (10) _____ yet.

Both ways of learning seem (11) _____ equally valid, but a combination of the two may be the best solution. In (12) _____ to learn effectively, students have to remember (13) _____ risks sometimes. But they also have to feel comfortable and secure with what they're doing so (14) _____ not to become demotivated. All students should at least think about (15) _____ the way that they approach learning.

	A	B	C	D
1	learning	to learn	learn	having learnt
2	making	to make	make	having made
3	benefiting	to benefit	benefit	to have benefited
4	correcting	being corrected	to correct	to be corrected
5	being	be	to have been	to be
6	making	to make	to be making	make
7	doing	to do	having done	to have done
8	to perfect	perfecting	perfect	be perfected
9	to	from	that	than
10	explore	to explore	exploring	being explored
11	that	to be	as	being
12	desire	demand	need	order
13	to take	taking	to have taken	having taken
14	that	much	as	many
15	to question	questioning	question	to be questioned

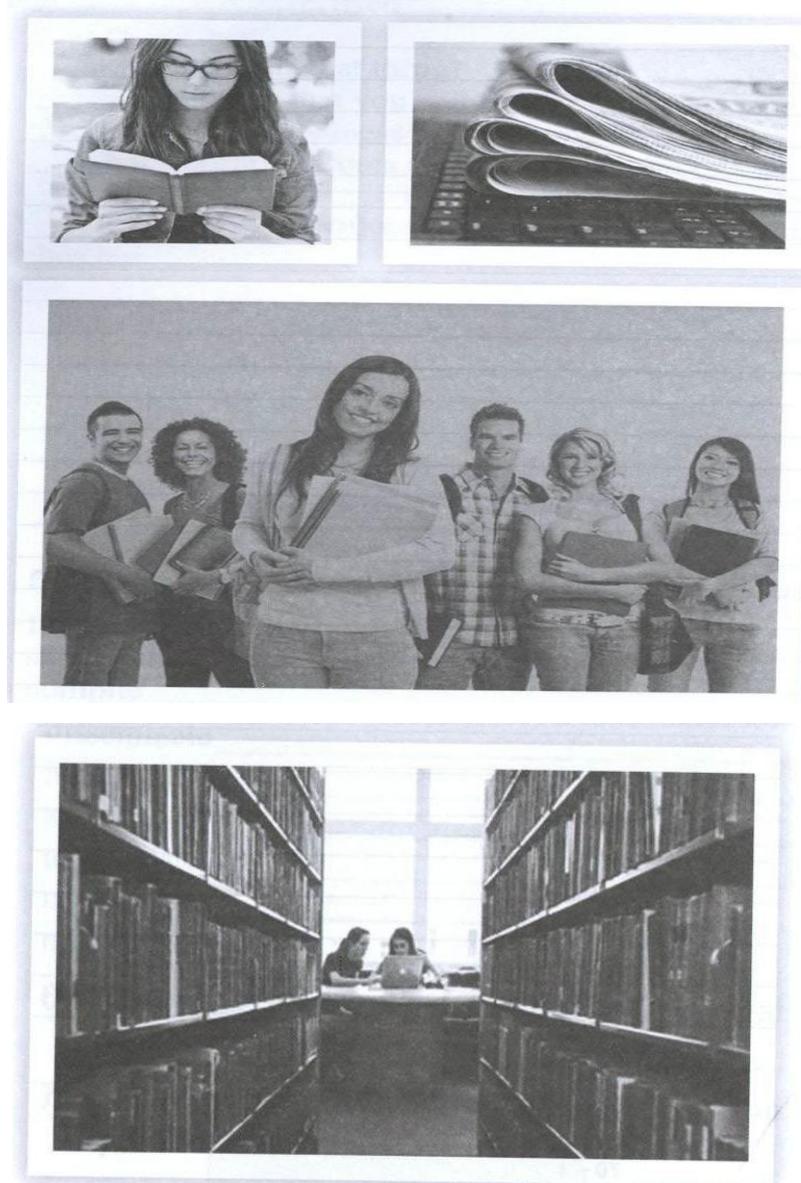
² Бокиева Г.Х., Рашидова Ф.М. ва бошқалар. Scale up. Work book. Course 1 – Т.: Фафур Ғулум, 2015. Р. 9.,13.

4 Look at the photo and answer the following questions.



1. How many languages do you think they speak? What is the reason they learned them?
2. What is the longest and the most commonly used word in your own and the second language?

Look at the pictures and speak which source is the most important for you. Tell the reasons.





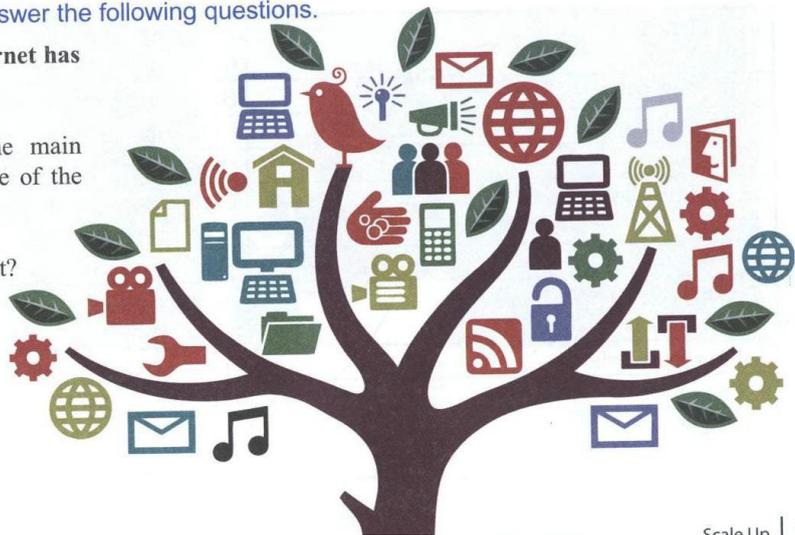
2 (R1) Listen to the tape and fill in the blanks with the correct forms of phrases.

1. British council works hard to build between Britain and the rest of the world.
2. Within England itself, within the UK, there are many variations in English pronunciation and that, so you see English in America and used in Australia, which is different in accent and also in usage as well.
3. Cantonese, for example, a variant of Chinese, is spoken in many different places so it's global in a and it can be global in the numbers.
4. In the past, new by people, it might have been in a speech or a newspaper article or in a newspaper article or in a book, they were written down and then other people adapted them and used them and that could be quite a and new words might come into a languages to evolve much more quickly.
5. What the internet allows them is to read and often to read and translate languages like English on a

7 Read the statement and answer the following questions.

The widespread use of the Internet has brought many problems.

1. What do you think are the main problems associated with the use of the web?
2. What solutions can you suggest?



Scale 116 | 20

LESSON 8

On-Line etiquette

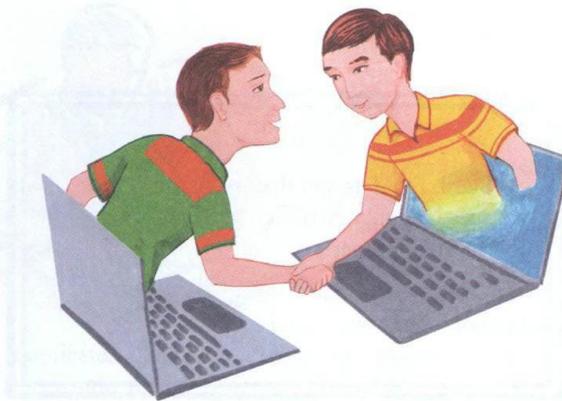
S: Problems of working on the Net

L: Real life behaviour and on-line behaviour

Gr : Phrasal verbs



What do you think about these pictures and what differences can you see?



1 Sort out expressions in the box into two columns.

a) shaking hands b) using capital letters c) not mentioning the title in the mail you are sending d) listening attentively when smb. is speaking e) shouting at people f) putting private information to public which can be seen by everyone even criminals, government, future employers g) showing loyalty and good mood h) chain letters i) being very brief and clear j) being emotional k) no one can guess your mood l) citing others' work you use

Real life behaviour

On-line behaviour

a. _____

b. _____

2 Match the words and phrases with their definitions.

1. Surf the net		have experience of working with computers and know how to use them
2. Browse website		inappropriate message sent in the Internet to a large number of users
3. Virtual life		programs which allow you to store, look at or change a large amount of information quickly and easily
4. Spam		searching information in the Internet
5. Databases		computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world.
6. Computer-literate		spending time looking at things in the Internet
7. Crash		software error
8. A bug		a sudden failure which puts a system out of action
9. Back up		to be often unkind to someone or hurt other people
10. Bullying		the fact or state of being unable to stop doing something
11. Addiction		breaking into someone else's computer system, often on a network to steal or change or destroy information as a form of cyber-terrorism
12. Hacking/cracking		making extra copies of data in case the original is lost or damaged

3 (T4) Look through the following forms. Listen to the tape and fill in the forms.



Speaker 1

Name _____, Age _____,
 Occupation _____,
 Started using Internet _____, Speaker used
 Internet for _____,
 Problems _____,
 Speaker's attitude _____

Speaker 2

Name _____, Age _____,
 Occupation _____,
 Started using Internet _____,
 Speaker used Internet for _____,
 Problems _____,
 Speaker's attitude _____

3. I was _____ the net and couldn't imagine a second without it.
4. I _____ different guys whom I _____ who lived in our region.
5. Their _____ me was increasing day by day.
6. It lasted till I _____ my chaps
7. They threatened me using impolite words, _____ me
8. Guys chased me _____ me, _____ and beating me.
9. Now, I am going to be _____ school
10. By surfing the net I _____ various useful sites
11. I didn't _____ what was happening
12. Consequently, I couldn't _____ it.
13. The computer programmer who _____ that my kid/laptop was hacked or cracked.
14. I am sure it is _____ to destroy information this way.
15. I think we should _____ a solution to these kind of staff.

4 Listen again and fill in the gaps. Use no more than three words.

1. First I started spending hours then the whole days sitting _____ a computer.
2. Counter strike, the game which is _____ teens.

5 Work in groups of 4-5. Look at the photos, name and discuss the problems.



a) _____



b) _____



c) _____



The first email was sent by computer engineer Ray Tomlison in 1971. He used @ (at) symbol in email addresses to separate username and computer's name. Nowadays, this symbol is being used all around the world.



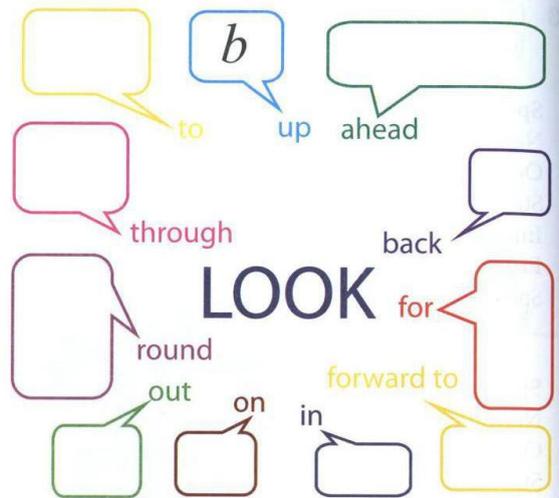


6 Fill in the bubbles with the appropriate letters.

- Rely on smb. or smth.
- Find the information in a book, on a map or a timetable
- Watch what is happening and be careful
- Feel pleased and excited about smth. that is going to happen.
- Read smth. quickly and briefly
- Visit a place and look at the things in it
- Think about what is going to happen in the future and make plans
- Try to find smth.
- Visit a person or place for a short time
- Think about smth. that happened in the past
- Watch smth. without taking part

7 Use phrasal verbs from the exercise above to complete the sentences.

- _____ Fledu.uz, Wikipedia and Ziyonet.uz for educational purposes are becoming more and more popular with the youth.
- Nodir has studied _____ English-English dictionary in order to improve his vocabulary these days.
- Great people are used to _____ before acting.
- Rano was sitting with a book in her hand in the veranda enjoying the view of her big garden and _____.
- Identify what you really need before starting to _____ it.
- “_____ the web-sites you have been recommended for your research work”— said the supervisor.
- Mirzo _____ having finished playing on-line game. It was already a midnight and his mum had already dropped off.
- As Zulfiya was browsing the net, a sudden warning sign “_____!” appeared on her screen preventing her from entering the site.
- Football amateurs prefer _____ the game rather than playing themselves.
- I am _____ the opening date of online course “Academic writing”.



8 Work with your partner and make a list of Do's and Don'ts of being online.

Do's _____

Don'ts _____

9 Read the text and match the titles and the paragraphs.

- Adhere to the same standards online that you follow in real life.
- Respect other people's time.
- Remember the Human.
- Make yourself look good online.
- Ignore other people's mistakes.
- Respect the privacy of people.

LESSON 9

On-Line etiquette

R: Ten rules of Netiquette

W: e-mail, Comment

9 Read the text and match the titles and the paragraphs.

1. Adhere to the same standards online that you follow in real life.
2. Respect other people's time.
3. Remember the Human.
4. Make yourself look good online.
5. Ignore other people's mistakes.
6. Respect the privacy of people.

a. Remember always to check your spelling and grammar before posting. Always be what you are talking about and make sense saying it. Be polite and pleasant to everyone.	
b. You need to behave the same way online that you do in real life. You need to remember that you can get caught doing things you should not be doing online just like you can in real life. You are still talking to a real person with feelings even though you can't see him.	
c. Remember people have other things to do besides read your email. You are not the center of their world. Keep your post and emails to a minimum by saying what you want to say. Remember everyone won't answer your questions.	
d. There are Ten rules of Netiquette that everyone who goes on-line should follow. You should remember them every time you go online. Netiquette is a set of rules for behaving properly online. You need to remember that you are talking to a real person when you are online. Remember this saying when sending an email: Would I say this to the person's face.	
e. Do not read other people's mail without their permission. Going through other people's things could cost you your job or you could even go to jail. Not respecting other people's privacy is bad Netiquette.	
f. Do not take advantage of other people just because you have more knowledge or power than them. Treat others as you would want them to treat you if the roles were reversed. Do not point out mistakes to people online. Remember that you were once the new kid on the block. You still need to have good manners even though you are online and can not see the person face to face.	

10 Read the statements and decide whether they are true (T), false (F), not given (NG).

1. :)))))) means laughter. eg. *NG* way of teaching them not to do these mistakes again. __
2. We shouldn't forget even being on-line we are dealing with a real person. __ 6. Writing in all capital letters means shouting. __
3. It is advisable to be brief and clear. __ 7. Using lower case letters means you are mumbling. __
4. Going through other person's mails is OK if the person is your friend. __ 8. Email can be read by no one but yourself. __
5. Pointing out mistakes to people online is a good

11 Look at the letters and find out the differences.



a

To: Ray
Co: Zilola Akramova
Subject: Dear Ray, How are you?

Arial 8 B I U

I think I haven't told you yet. After workin for University Technology of MARA in Malaysia, I got a job here at Tashkent Islamic University.

Anyway, coming home to Uzbekistan, I resumed my research. I know what I have to do first is to publish the dissertation of mine ... When I was in Kuala Lumpur, it was too difficult.

These days I finally finished writing a summary in English, which is required for publication. Prof. Azimov gave me some comments. Could you also have a look at the attached file (it is the summary in question) and give me comments?

I'm not in such a hurry.
Best wishes,
...

b

To: Mr. Consul General
Co: Rustam Akramov
Subject: Application for visa

Arial 8 B I U

My name is Rustam Akramov, with permanent residence on the following address: 21, Almazar Street, Tashkent, Uzbekistan.

I hold Uzbekistan citizenship, and I am full time employed with.

I am writing this letter to support visa application of my friend David Grey for a tourist visa, so he can visit me and be my guest in Uzbekistan. We know each other for 10 years and I would like to see him this summer.

David Grey will submit this letter to you, along with other supporting documents to assure you that he will return prior to the expiration of his stay in Uzbekistan.

I would highly appreciate your consideration of his visa application.

12 Put the parts of email in the proper order.

1 d, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __,

- a. Nasim Sodikov
- b. I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many lessons a week do you have?
- c. Finally, I was wondering if any extra-curricular activities such as excursions are offered at your school. If so, are these included in the price, or at an additional cost?
- d. Dear Mr Kamilov,
- e. With regards to accommodation, do you provide only homestay-style lodgings or are there any other possible alternatives? I would prefer to stay in shared accommodation with self-catering facilities.
- f. I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.
- g. Yours sincerely,
- h. I would be grateful for any information you can give me and I look forward to hearing from you soon.

13 Sort out the items in the box into a relevant column.

a) Dear Mr./Mrs./Ms. _____ : b) Yours faithfully c) We are writing to inform you that d) Just a short note to let you know that e) I am writing with regard to f) Please note that g) I look forward to hearing from you soon. h) I'd be grateful if you could i) You will be pleased to hear that j) We are able to confirm that k) I look forward to discussing these issues further l) With reference to your email sent (date) m) I look forward to receiving this information as soon as possible. n) Please contact me again if I can be of any assistance. o) Sincerely yours p) Dear Sir or Madam q) I wonder if you could r) As you requested s) We regret to inform you that t) The data is available in the attachment below u) Guli Ikromova

Salutations	Previous Contact	Reason for email	Content			Closing	Signature	Attachment
			Bad news Apologizing	Request	Good news			

LESSON 10

Learning strategies

S: Discussing Meta-cognition

L: Types of strategies

R: Effectiveness of learning strategies



Look at the pictures and share your ideas about learning strategies with your partner.



1. What is your learning strategy?
2. What is your opinion about this?

1 Match the words 1-10 and their definitions a-j.

1. To identify	A) an instrument or a special technique which helps us to do some work, job;
2. To comprehend	B) a future purpose a person has set;
3. Cooperative thinking	C) to become the owner of something;
4. Teamwork	D) a way of dealing with a situation or a tactics;
5. An approach	E) coming to one conclusion, mind together by discussing or debating in a group; pondering altogether;
6. Explicit	F) to understand;
7. A tool	G) the type of job doing which is fulfilled in a group, together;
8. Prior knowledge	H) vivid, exact, clear;
9. To acquire	I) to find out something suitable by analyzing deeply;
10. A goal	J) the previous set of information usually learnt at the early age;

2 (T5) Listen to the tape. Decide if the statements are true (T) or false (F).



	Statements	T	F
1	Professor Johnson hasn't made any work on methodology but is aware of specific features of it.		
2	A strategy is the only methodological term.		
3	Learning strategies must be studied and then used by students at educational institutions.		
4	Meta-cognitive learning strategies are general learning strategies.		

5	Organizing or planning strategies help learners to fulfill any complicated task.		
6	Monitoring learning strategy assists students to manage their anxieties or stresses.		
7	Personalizing strategy is used for getting information closer to a learner's own conditions.		
8	Learning strategies are only useful for foreign language studying.		

3 Listen to the tape again and fill in the gaps with suitable words.

- To use _____ knowledge is one of the basic data of task-based strategy.
- All specific features of learning _____ can help for setting _____ in future language learning process.
- Personalizing strategy assists students to bring information _____ to his or her personal feelings, ideas.
- Organizing strategy is responsible for _____ or arranging some educational issues.
- Effective and important _____ to learning can help a person to develop professionally.
- There are four various _____ of task-based learning strategies which are closely connected with each other.

4 Answer the following questions.

- What is a strategy as a general idea? What is a life strategy and how it affects our behaviour?
- What is a meta-cognitive learning strategy?
- What are some types of meta-cognitive learning strategies? How do they help with our studies?

8 Look at the title of the text and think what the text is going to be about.

9 Read the text and choose the best title to each paragraph.

LEARNING PYRAMIDS

(Dr. Brown, a famous lawyer shares his personal ideas)

- Learning strategy types
- Build up your own strategy
- An importance of strategy

1. I am glad to share my opinions on effectiveness of learning strategies with you. Firstly, I would like to define the word "strategy"; it has become probably the most important notion for all great personalities. Why? Because this is the foundation of all further developments, achievements, goals; the richest people or managers have set explicit approaches, directions; that is a strategy in their lives. Can you imagine a ship without a sail? It will surely lose its direction and get drowned if it is without a sail. A sail is a strategy for a ship. So, if human beings do want to achieve something nice in their lives they should have life-long strategies directing them at top goals.

- What is a life-long learning?
- Essence of learning strategies
- Studying concepts analysis

2. Now we are coming closer to learning strategies. Our lives consist of such learning or studying concepts as perceiving, comparing, analyzing, concluding, giving feedback. From the very early childhood a human being learns by listening, then by reading and writing. This is the main life rule! Learn! Study! That is life-long learning. That is why all learners (people) must find out special learning strategies for themselves no matter what professions they have. Why is it so important? In order to

find out best suitable methods of learning for himself, to scan his own abilities, strong and weak points, for managing any difficulties not only in studying period but throughout the life.

- Strategy's effectiveness in life-long learning process
- Theoretical overview of strategies
- Career progress with the strategic assistance

3. From my own experiences I can tell you when I entered the Westminster University I faced a number of difficulties first, I couldn't manage tasks, I was about to fail some subjects. Then I tried to analyze what a hell is going on, I finished a high school with excellent marks, how could I become an unsuccessful student at Higher Educational Institution?! After I have analyzed all conditions I came to conclusion that I needed some strategies. Using organizing strategy, I got a calendar where my monthly plans were depicted, monitoring strategy gave me a chance to check my progress, evaluating one made me assess my study, using imagination strategy made me be more creative, I became more communicative, enthusiastic, started to work cooperatively using cooperative strategy... In short I opened a new gate for developing as a person. I still use those learning strategies in my profession, as I always compare them to pyramids, stepping up to the top you are getting to your proficiency!

11 In groups of 3 or 4 write some learning strategies mentioned in this lesson.

LESSON 11

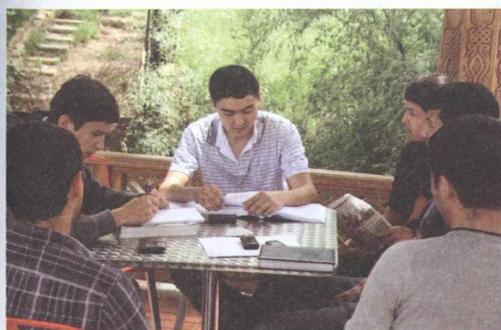
Learning strategies

Gr : Modal verbs

W: Writing strategies

- 5 Look at the pictures and make as many sentences as possible using modal verbs *should, must, have to, can*.

Example: Students have to know appropriate learning strategies to reach their goals.



- 6 Make up sentences using appropriate modal verbs: *can, could, should, must, dare*.

- Students (learn) _____ to set proper goals in their studying.
- These young learners (know) _____ a lot of things about learning strategies.
- Ancient warriors (defeat) _____ their enemies after they had selected the right battle strategies.
- How did Rustam (change) _____ the whole strategies of the group on his own?!
- Everyone (analyze) _____ his/her errors with the help of monitoring strategy.

- 7 Remake the following sentences using proper modal verb forms.

- It would be morally right if you assist your younger brother to choose a correct learning strategy as he is facing some difficulties in his studying.
- They are obliged to do all tasks by Saturday as we have already appointed that date as a deadline.
- Everybody managed to get out of this complicated situation as we had been taught to choose the right way to cope with such situations before.
- Life sometimes has an ability to teach something essential for every human being, not everything goes exactly as you have planned to be.
- Do you want me to help you to analyze your testing results?

12 Now fill in the box with strategies you use in your studies.



What strategies do I have?	How helpful are they?
e.g. Personalizing strategy	It may assist in achieving best results in my studies;
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

13 Write at least three reasons why you are going to acquire new learning strategies in your education or job.

The first reason _____

The second reason why I have decided to _____

The third reason _____

LESSON 12

Effective study habits

S: Learning styles

L: TV interview with a Psychologist

R: Forget what you know about good study habits



Look at the following pictures and say what do they have in common.



Choose the most effective study habits.

- | | |
|---|---|
| <input type="checkbox"/> Reread / review | <input type="checkbox"/> Working environment |
| <input type="checkbox"/> Wait until the last minute | <input type="checkbox"/> Use study guides / study buddy |
| <input type="checkbox"/> Study when well-rested | <input type="checkbox"/> Allow plenty of time |
| <input type="checkbox"/> Study in the bus | <input type="checkbox"/> Cram |
| <input type="checkbox"/> Study in a quiet environment | <input type="checkbox"/> Study only for taking a test |

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

to leave to improve to keep to seem healthy to share ~~to ask for~~ to try out

- | | |
|------------------------------------|-----------------------|
| 1. <u>to ask for</u> clarification | 5. _____ comments |
| 2. _____ several techniques | 6. _____ lifestyle |
| 3. _____ good study habits | 7. _____ experience |
| 4. _____ an assignment planner | 8. _____ overwhelming |



2 (T6) You will hear a TV interview with a psychologist advising parents how to teach their children to learn. Listen to the tape and write down the pieces of advice given.

PHSYCOLOGIST	ADVICE
Advice 1	<i>Getting organised</i>
Advice 2	
Advice 3	
Advice 4	
Advice 5	
Advice 6	
Advice 7	
Advice 8	
Advice 9	

3 Listen and complete the sentences.

1. There's less *resistance* when the time is already built into day .
2. Elder children can find what habits are effective for them individually by trying out several techniques: flash cards, _____, making up songs, making games for studying.
3. You should _____ a set place for kids to study.
4. Some kids are too _____ to raise their hand in class if they get behind, show them other ways to communicate if that is the case.
5. As they get elder, the tests come with higher _____, so healthy habits will really play into their success.
6. When they bring home an assignment or test with a great _____, ask them what they think helped them the most.
7. And don't forget that elder children have a lot of _____.
8. For some people, the prospects of a two hour study session seems so _____, they don't want to begin.

4 Work with your partner and answer the following questions.

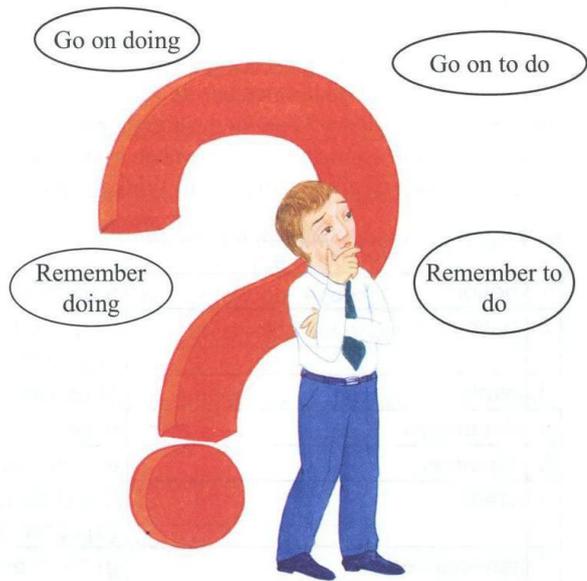
1. Are you attentive in the classroom?
2. Do you study just before the exams?
3. How many hours a day do you study?
4. Do you attend classes every day?
5. Do you study with a goal in mind?
6. Do you study in front of TV?
7. Do you prefer studying at nights or mornings?
8. Do you research about a topic discussed at school?
9. Do you prepare for exams alone or in a group with your friends?



5 Find out the differences between the phrases.



What is the difference?



6 Read the following sentences and tick (✓) if they have the same meaning and cross (X) if not.

1. a) I went on listening to tapes of recorded assignments.
b) I went on to listen to tapes of recorded assignments.
2. a) We saw students using their notes in the exam.
b) We saw students use their notes in the exam.
3. a) I hate being interrupted while reading a book.
b) I hate to be interrupted while reading a book
4. a) Komil stopped leaving assignments at home.
b) Komil stopped to leave assignments at home.
5. a) Why don't you try experimenting with objects?
b) Why don't you try to experiment with objects?
6. a) Do you continue taking part in webinars organised by our University?
b) Do you continue to take part in webinars organised by our University?

Nearly 60 percent of students listen to music and 31 percent watch TV when they study.





9 Read the article and put the phrases 1-7 in the gaps a-g.

1. the researchers have found
2. can lead to a better grade on a given exam
3. the other half studied mixed problem sets
4. students find a specific phase
5. the researchers gave all students a test on the material
6. each to calculate a different dimension of a prism
7. did far better on test than students

Forget What You Know About Good Study Habits **Benedict Carey**

Take the notion that children have specific learning styles, that some are 'visual learners' and others are auditory; some are «left-brain» students, others «right-brain.» In a recent review of the relevant research, published in the journal *Psychological Science* in the *Public Interest*, a team of psychologists found almost zero support for such ideas. ...

Psychologists have discovered that some of the most hallowed advice on study habits is flat wrong. For instance, many study skills courses insist that a) _____, a study room or a quiet corner of the library, to take their work. The research finds just the opposite. In one classic 1978 experiment,

psychologists found that college students who studied a list of 40 vocabulary words in two different rooms one windowless and cluttered, the other modern, with a view on a courtyard b) _____ who studied the words twice, in the same room. Later studies have confirmed the finding, for a variety of topics. ...

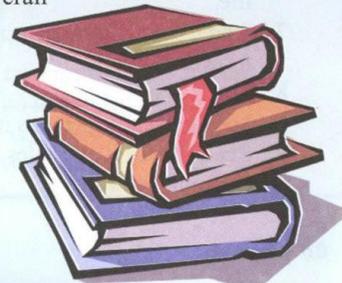
In a study recently posted online by the journal *Applied Cognitive Psychology*, Doug Rohrer and Kelli Taylor of the University of South Florida taught a group of fourth graders four equations, c) _____. Half of the children learned by studying repeated examples of one equation, say, calculating the number of prism faces when given the

number of sides at the base, then moving on to the next type of calculation, studying repeated examples of that. d) _____ which included examples of all four types of calculations grouped together. Both groups solved sample problems along the way, as they studied. A day later, e) _____, presenting new problems of the same type. The children who had studied mixed sets did twice as well as the others, outscoring them 77 per cent to 38 per cent. f) _____ the same in experiments involving adults and younger children.

Cognitive scientists do not deny that honest-to-goodness cramming g) _____. But hurriedly

jam-packing a brain is akin to speed-packing a cheap suitcase, as most students quickly learn — it holds its new load for a while, then most everything falls out. ... [In contrast] an hour of study tonight, an hour on the weekend, another session a week from now so-called spacing improves later recall without requiring students to put in more overall study effort or pay more attention, dozens of studies have found.

The New York Times,
September 6, 2010



10 Answer the questions.

- a. What did the psychologists find in 1978?
- b. What was the outcome of the research?

LESSON 13

Effective study habits

Gr : Gerund or infinitive

W: Diary writing

7 Choose the right forms of the verbs.

People who remember (a) to do/doing everything they have planned are usually people who organise their tasks in some way, and avoid (b) to get/getting into a muddle. A shopping list is a good example of this technique, provided you remember (c) to take/taking the list with you when you go (d) to shop/shopping.

It's sometimes possible to remember a fact, for example, if first of all you stop (e) to think/thinking

for a few moments. When you try (f) to remember/rememembering something, this will be easier if you have learnt it in an organised way. If you are not sure how to do this, try (g) to write/writing brief notes about the text you are reading. Many people find this an effective way of learning. After all, it's easy to read something and not understand or remember it, usually because you have stopped (h) to pay/paying attention.

8 Match the words with their definitions.

1	notion	a) similar to something;
2	hallowed	b) to study hard in order to learn a lot in a short time, especially for an examination;
3	clutter	c) considered very special and treated with great respect;
4	dimension	d) an idea or understanding of something;
5	equation	e) completely full;
6	cram	f) a statement in mathematics that two sets of numbers or expressions are equal;
7	jam-packed	g) the mess created when there are too many things in a place;
8	akin	h) the size of something;

12 Tick the correct tips to write a diary.

1	Give detailed information about places, objects, people and events.	
2	Never use the first person (I, we)	
3	Talk about events that involved you, or your family, or close friends.	
4	Describe what is not needed	
5	Don't be afraid to write about your feelings and emotions.	
6	Don't write about everything	
7	It's O.K. not to write every day	
8	Write in a chronological order.	

13 Write the definitions to the following types of diaries.



- Travel Diaries _____
- Sleep diaries _____
- Audio diaries _____
- Memory diary _____
- Food diaries _____

14 Write memory diary about your study habits.

LESSON 14

Review

Reading, Writing

Variant – 1



A From my childhood my parents paid attention to my mental and physical development. They started to analyze what learning styles could probably help me to study better. As far as I know there are four of them: visual, auditory, kinesthetic, and tactile. I have always been a visual learner. Unless I see something I cannot remember it. From learning styles one can set learning strategies.

B When I was four I had already known all chess figures' names and movements. My father taught me many secrets of them step by step. That is why I can tell that my first teacher was my father. Later on we began to play chess with my father for hours; it took much time when I won my father first. He had always claimed that a chess player should have a right, exact strategy, without it a player would surely lose the game.

C My father was right, today as a professional chess player I understand that chess board is a battle field where two different enemy armies fight against each other. The general or the leader must have set a strategy to win over the enemy.

D You can ask me how I have become the world champion several times in chess game. My answer will be the following: I have always tried to use my own learning strategies effectively after the game, a concrete game strategy during struggle on a board. I was taught to organize or plan my movements on the board beforehand. After the game I used to evaluate, and give feed back to my own actions in the game.

E A learner without learning strategies looks like a warrior with no arm or weapon or sword in a battle field. That is why I recommend all, youth exactly, to find out right learning strategies and never step back! Go further and realize your dreams!

11 Read the text about a popular Uzbek chess player Rustam Kasimjonov and give a title for it.

12 Find the best suitable title (1-5) for each paragraph (a-e).

1. "My first chess teacher"
2. "Personal effective learning strategies"
3. "Champion recommendations"
4. "A chess board – a battle field"
5. "Visual learner"

13 Now read the text again and choose the best summary for each paragraph.

- a. He should always follow it during that time.
- b. This also helped me to conclude my thoughts after the game. It gave an opportunity to ponder my thoughts.
- c. They are probably basic forms of learning strategies.
- d. Everything is in your hands!
- e. Those claims must have pushed me to think over them seriously.

1. Types of Syllables
2. Importance of Memo in Learning Languages
3. Language and Communication

Did you know there are over 100 languages spoken in Manitoba? While English is the dominant language of the province, the next most commonly heard languages are German, French, Tagalog, Ukrainian and Cree. Immigrants to the province bring their languages with them, enriching the linguistic make-up of Manitoba. When you listen to a language other than your native language, it often sounds as though it is spoken more quickly than your own language. The words and music of the language sound foreign and unfamiliar. Some languages are spoken at a faster pace than others. For example, Spanish and Japanese sound as though they are spoken at breakneck speed. However, those who study languages say that in fact, languages tend to convey information to listeners at the same rate, even though the speed of the delivery of some languages sounds much faster than others. Scientists studied native language speakers of seven common languages: English, French, German, Italian, Japanese, Mandarin and Spanish. They also studied a less common language, Vietnamese. One of the main things they discovered was that a language speed is determined by how much meaning is packed into each syllable. The more information a language packs into a syllable, the fewer syllables have to be spoken in a second to convey meaning. For example, the single

syllable word "bliss" is full of meaning. On the other hand, the word "to" is not. A single syllable in the midst of a longer word, such as the short "i" in merrily, has no independent meaning at all. When scientists listened to a minute of speech in all of the languages studied they found that each language conveyed about the same amount of information in that minute. They concluded that while Spaniards "sprint" and Chinese "stroll" when they speak, both tell the same story in the same amount of time. In English, there's growing concern that many people are speaking too quickly. Our fast-paced lives mean we try to say more in less time. But is it working? Experts fear that fast speech means listeners comprehend less and less of what is said. As language learners, we need to remember that speaking fast is less important than speaking well and that one key to speaking well is listening well. In fact, eighty percent of what we learn comes from listening. That's why we need to learn strategies to help us listen. We need to be prepared to politely ask speakers to slow down, repeat what they've said or clarify. Above all, we need lots and lots of practice!

(Source: www.gov.mb.ca/ctt/invest/busfacts/overviews/d_language.html)

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

1. dangerous _____
2. decide _____
3. run _____
4. communicate _____
5. happiness _____
6. make clear _____
7. walk _____
8. understand _____
9. speed _____
10. improve _____

5 Decide if the given statements are true or false.

1. While you are listening to any other language than your native one, it seems that it is spoken faster than your own language. _____
2. Scientists researched speakers of native languages of eight common languages. _____
3. Research shows that the language speed depends on syllables which contain meanings of the words. _____
4. Researchers listened to a minute of speech in all of the languages studied and found that each language doesn't express the same amount of information in a minute. _____
5. It is important to learn strategies for listening and analyzing information. _____

14 Try to remember your last traveling and write a travel diary.

Travel diaries include many records made by voyagers. Generally speaking, these diaries are centered specifically around the courses of where a person has traveled, usually including experiences that occurred along the way.

We are still here.... _____

LESSON 15

Succeeding in LLL

S: Presentation to the class

L: How to succeed in continuous learning

Gr : Present Perfect and Present Perfect Continuous

R: Ibn Sina (Avicenna) (980-1037)

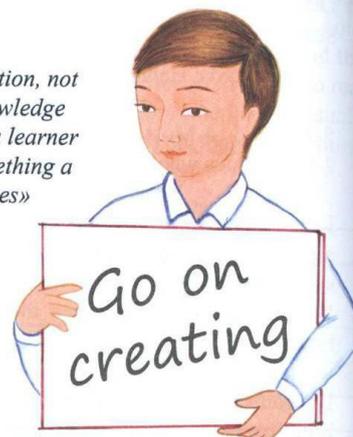
W: Survey report



Look at the posts. What do you think the message is?

LIFE is like riding a
BICYCLE,
to keep your
BALANCE
you must keep moving.
Albert Einstein

«Learning is creation, not
consumption. Knowledge
is not something a learner
absorbs, but something a
learner creates»



- 1 In pairs, read the words and word combinations in the box and try to guess their meanings.

tremendous enables frustration affluence
fast track neutral accomplish the pay off
working your way towards preferably
start off add up discipline

eg: tremendous — great, huge.

- 2 Use the words from the box and complete the sentences.

- As you continue to grow and grow towards the realization of your four potentials.
- The habit of continuous learning ____ average people to become top performers in their field.
- It enables people to rise from poverty and ____ to ____ and success.
- It increases your intelligence and puts you on to the ____ in your career.
- Continuous learning, like nature, is ____.
- Anyone can use it to ____ extraordinary things in life.
- And ____ from continuous learning will last forever.
- You'll be ____ becoming one of the knowledgeable persons in your field.
- Read 30 to 60 minutes each day ____ in the morning before you ____.

10. This will ____ to about 1 book per week.

11. You must also ____ yourself leave television or radio off, to put the newspaper aside.

- 3 Look at the photo and guess: What will the listening be about?



- 4 (T7) Look through the statements below. Listen and decide if they are true or false.

- Being optimistic and positive is the best reward for continuous development. T
- Top performers enable your continuous learning. ____
- The payoff from continuous learning will last forever. ____
- Read at least 30 famous books in your field. ____
- To earn PhD one should read at least 50 books in his field. ____
- Average person in the world reads less than one book per year. ____

5 Choose a heading to the record and prove your choice.

- Habits of continuous development.
- How to succeed in continuous learning.
- Reading is the basis of lifelong learning.



6 In groups of 4 or 5 make a poster illustrating the idea given in the listening activity.

Add your own ideas and explain them. Choose one person to present your poster to the class.

In a period of time up to and including the present:

He **has tried** to learn a language by himself.

A situation that is incomplete or ongoing:

I've **been learning** it since 2010. (*dynamic*)

How long **have you known** this person? (*stative*)

He **has lived** in this city all his life. (*permanent, state-like situation*)

He has been living in Tashkent for two years. (*temporary, dynamic*)

7 Match the beginnings a-d and the endings 1-4 to make four important rules about the use of the Present Perfect Simple and Continuous.

- Dynamic verb + have done
 - Stative verb + have done
 - Dynamic verb + have been doing
 - Stative verb + have been doing
- The action is incomplete or on going
 - Not usually used
 - The action is complete
 - The situation is incomplete or ongoing

8 Choose the most appropriate form of the verb. With your partner, answer the following questions.

- Have you *ever eaten* / *been eating* oysters?
- How long *have you been driving* / *have you been driven* "Orlando"?
- How many times *have you taken* / *have you been taking* IELTS exam?
- Have you heard* / *have you been hearing* about Lingua Franca?
- How many times *have you had* / *have you been having* an English course?
- Have you ever been* / *Have you ever been going* to Khiva?

9 Complete the sentences so they have the same meaning as the first one.

- When did you start your course? How long have you been attending your training?
- I've known Bobur since he was ten.
I first met _____
_____ he was ten.
- I didn't like the idea from the very beginning and I still don't. I have _____
_____ from the start.
- She began learning English when she was a child.
She has _____
_____ she was a child.
- English became ubiquitous in Tashkent more than 15 years ago.
English has _____
_____ over 15 years.

According to the research successful people outstand with their incredible curiosity and desire to learn everything. They tend to study, ask questions and read – constantly!!!

Repeated success is not about memorizing facts, it's about being able to take information and create, build or apply in new and important ways.

Successful people want to know everything about everything and every time.



10 Read the descriptions and decide who they belong to. Choose the options below.

1. He spent 17 years in Milan working for the Duke, inventing, painting, sculpting, studying science and conceiving an endless stream of innovative and daring ideas.
 2. Born in Khiva in 973 A.D, and trained initially as a mathematician, he used to work in the fields of Chemistry, Astronomy, History, Geography, and Pharmacology.
 3. He is well known for his great contribution to Medicine and Philosophy. His most famous and important books were “The Book of Healing” (Kitab ash-Shifa) and “The Canon of Medicine” (al-Qanun fi al-Tibb).
- a) Beruni b) Da Vinchi c) Ibn Sina (Avicenna)

**IBN SINA (AVICENNA)
(980-1037)**

Abu Ali al-Husayn ibn Abdullah ibn Sina, known in the West as Avicenna, was the outstanding philosopher, physician, scientist, and mathematician who lived around 980-1037 AD. He was born in the village of Afshana near Bukhara. He is also known as al-Sheikh al-Rais which means «The Sage of the Sages» a title that was given him by his students. In the West he was famous as the «Prince of Physicians» for his famous “al-Qanun” (The Canon).

By the age of 10 ibn Sina would memorize and recite the holy Koran. His next six years, the young man devoted to studying Islam Jurisprudence, Philosophy, Logic and Natural Science and became familiar with Euclid and

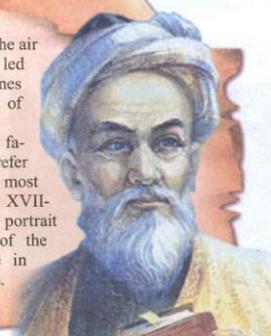
Almagest. At the age of 17 ibn Sino became interested in Medicine and considered it, as he used to say himself, «not difficult». By this time, he was already a practicing physician, mostly self-taught.

Ibn Sina is well known for his great contribution to Medicine and Philosophy, he wrote about 450 works of which 240 are extant. His most famous and important books were the Book of Healing «Kitab ash-Shifa» and the “The Canon of Medicine” (al-Qanun fi al-Tibb). It is considered to be the largest ever written medical reference with more than one million words. The canon remained the world’s most important source on the subject, till the XVIIth century. It was translated into Latin by Gerard of Cremona in the XIIth century.

Ibn Sino was able to diagnose cancer and used surgical operations to remove it. He also attributed stomach ulcers to psychological factors, such

as tension and depression, and physical factors affecting the stomach. He used to ascribe infections on the air to some diseases. This led to the use of quarantines to control the spread of infectious diseases.

Many worldwide famous doctors would refer to his works as the most reliable source until XVII-XVIIIth centuries. His portrait hangs in the Hall of the Faculty of Medicine in the University of Paris.



11 Read the following statements, decide if they are true or false according to the text.

1. He was called “the sage of the sages” by his students.
2. The whole world knows him as “Prince of Physicians” because of his “Al Qanun”.
3. At the age of 17 he was already a practicing physician.
4. “al Qanun fi Al Tibb” consists of more than one million words.
5. “The Canon” was the only material on its subject until 17th the century.
6. He dissociated stomach ulcers and psychological factors, such as tension and depression.

13 Read the sections of a sufficient autobiography and order them 1-4.

- a. Educational Overview _____
- b. Cover page _____
- c. Work History _____
- d. Introduction _____

14 Read the options below and decide which section in ex.13 they belong to.

- I. Topic
- II. Name
- III. Course identification
- IV. Instructor’s name
- V. Date

12 Match the words in the column A and the definitions in the B.

A	B
<ul style="list-style-type: none"> • memorize • attributed • contribution • recite • considered • tension • trace 	<ul style="list-style-type: none"> a. learn to remember b. to regard as belonging (to) c. a mark or other sign that something has been in a place d. mental or emotional strain; stress e. to think carefully about or ponder on (a problem, decision, etc.) f. to give a detailed account of g. something contributed, such as money or ideas

Tips for sufficient autobiography:
 double-spaced and in standard font at least four pages
 without a cover page no need for references since you are
 writing about your own reflections

15 Put the names of sections A-C in ex.16 using options from ex.13.

16 Write paragraphs to cover the following.

A. _____

- _ Your name _____
- _ Educational experience _____
- _ Experience with online classes _____
- _ What kind of work you do _____
- _ A bit about you and your family _____
- _ What you expect to accomplish _____

B. _____

- _ Experiences in learning _____
- _ Educational preparation for the workforce _____

C. _____

- _ Jobs you had _____
- _ Educational support _____
- _ Support from family and friends _____
- _ The job you were satisfied with _____
- _ Talents for specific jobs _____
- _ Barriers you encountered _____

LESSON 16

Social responsibility

S: Case studies

L: Having the sense of social responsibilities

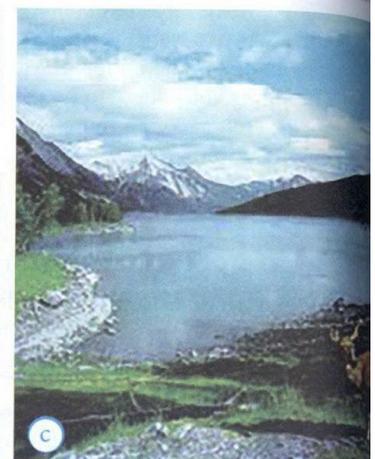
Gr: Narrative Tenses

R: Good Uzbek Deeds

W: Anecdote



Look at the following photos and discuss them.



1 Look at the picture and answer the questions.

2 Guess what the song «Man in the Mirror» is about.

- The man becoming conscious of his deeds
- The man having an eye on other lives
- The man revenging for his past
- The man feeling sorry for his community

3 (T8) In pairs guess the main message of the song "Man in the Mirror" by Michael Jackson and choose the best option. Listen and compare your answers



- How are the parts connected?
- What are the impacts of human involvement in these areas? Think about human obligations in the community, environment, profession and education.
- What are your social responsibilities as a student?

Personal responsibility	Social responsibility
- Make it right	- Make the world better
-	-
-	-
-	-

4 Listen to the song again and complete the table.

Short form	Complete form
Gonna	going to
b.....	blowing _____
y.....	you _____
w.....	want to _____
g.....	get to _____

- 5 Work in groups of three. Read and give solutions to the case. Follow the steps below. Act out the situation showing how you would behave in the character's position.

Steps for making ethical decisions

1. Identify the ethical problem.
 2. List the facts that have an influence on the decision.
 3. Identify anyone who might be affected by your decision and how.
 4. Explain what each affected person would want you to do about the issue.
 5. List three alternative actions and identify the best and worst case scenario for each alternative, anyone who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative, and any automatic reasons why this alternative should not be selected (legal issues, rules, etc.).
- 6 Fill in the gaps with proper verb forms and compare with your partner's answers.



Cat saved a family from house fire

Damira Nashirova _____ (be waken up) at 4:45 a.m. by the cries of the family cat, Momiqoy, coming from the garage. Damira _____ (go) down stairs to see what the fuss _____ (be) about. What she _____ (see) was smoke and flames; she quickly _____ (grab) the cat and _____ (rush) back inside to wake up her husband and their children.

The fire _____ (destroy) the garage and a bedroom. None of the family _____ (get harmed) thanks to the cat's cries. As an interesting side note, none of the family _____ (be fond of) the cat before this incident. Damira Nashirova _____ (claim) "We love it now. This thing is getting some tuna tonight!"

- 7 Work in pairs. Fill in the gaps and compare them.



Gorilla saved a boy from being attacked

On August 16, 1996 in the Brookfield Zoo, a 3 year old boy _____ (fall) into a Gorilla enclosure and _____ (lose) consciousness. Binti Jua a female

Lowland Gorilla, _____ (guard) the young boy from the other Gorillas in the enclosure, she then _____ (cradle) him in her arms, while her own 17 month old baby _____ (be) on her back and _____ (carry) the boy 60 feet to an entrance where zoo-keepers _____ (can retrieve) him.

- 8 Read the quotes and discuss them with your partner.

"The only time you should look down at someone, is when you are helping them up." Jesse Jackson

"All that is required for evil to prevail is for good men to do nothing." ~ Edmund Burke

- 9 Read the stories of different people on page 44 and tick the relevant column boxes.

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

16 December 2012, UK, Victoria Soto, 27, was a true hero managing to hide pupils in cupboards at the Sandy Hook Elementary School as the gunman Adam Lanza was killing others. Ms Soto was then shot dead but her actions meant that many of her young students survived. Ms Soto's selfless act of bravery undoubtedly has drawn worldwide admiration.



Story 1: Many years ago as we got ready for school we moved out of the house with my parents in the car. A small distance from our house we met a crowd of worried overwhelmed, angry and stranded people. They were surrounding an injured woman. This was a poor woman who fried pancakes for a living and this sad morning she had tripped and fallen into kalai of very hot cooking oil she had placed on the charcoal stove. No one could help to rush her to hospital. As we passed by my parents told my brother to go by taxi to school so that in his place this woman will be transported to the central hospital.

Story 2: Being hosted in Uzbekistan for the last two years I have compiled the rich content of the impressive research entitled 'National Identities of Uzbek Nation'. To my great surprise volunteerism has constantly been on the rise across the whole country. Its trends can be observed in polysemous word 'hashar' that is interpreted as community service in house building, greening, traditional ceremony holdings, such as weddings, circumcising, funeral – all social events in which neighborhood and relatives are wholeheartedly involved to support the holder materially and morally.

One of my memos found its deep enlightenment in people's talk about environmental issues and the importance of taking some actions, from recycling to land protection. Each early spring on March 14 communities across Uzbekistan hold cleaning up

issues. People of all ages voluntarily grab a trash bag and walk the streets of their town picking up trash or dig up the ground nurturing its productivity. Many youngsters care deeply about the threats facing our environment and may have an interest in helping their community "go green." Moreover, community service ideas include planting a neighborhood garden or a tree for all to enjoy, clearing pathway trails or performing attraction cleanups. Some communities plan clean-up days when town members gather for one, huge cleaning surge, but high school students don't have to wait for an official cleaning day. Like other groups more and more middle and high school students all over the 12 regions of Uzbekistan willingly perform community service hours through fun as part of their learning experience. As anyone who has ever volunteered knows, the satisfaction and pride that comes from helping others can be life changing.

This social involvement scene of the national activity is massively broadcasted in local and central media. It allows the audience to explore the purpose and significance of the activity and raises their awareness of environmental issues. Each youth has his own personality and interests – and the mature should tap into those interests to ensure the community service project has an invaluable impact in committing social responsibility'.

(... taken from French sociologist report)

10 Work individually and give metaphoric definition to the word Good deed. Good deed is like..... as it

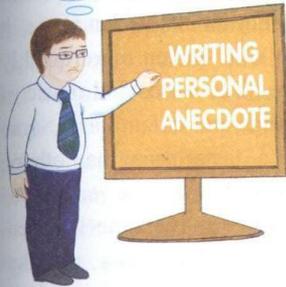


11 What differences can you see between these two pieces of writings?



Two days ago in the early morning, while everyone in my family was asleep there was a thunder knock at the door. I hardly opened my eyes trying to find the way to the door....

When the birds almost started their morning tuning the old lady was woken up of a sudden knock at her door. She looked for her glasses squeezing on the drawer as well as trying to place her feet into the slippers....



Anecdote is a written or spoken story about a specific single incident serving to make the reader or listener laugh or ponder over a topic. Generally, the anecdote will relate to the subject matter that the group of people is discussing.

12 Match the 'must be followed' components of an anecdote writing and their definitions.

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

13 Following the leading questions write an anecdote representing someone who was not socially or personally responsible in specific incident. Include the consequences for this irresponsible behavior.

1. What was the time of the year (season, day or night time), and the weather like? _____
2. What were you doing at the moment? _____
3. What was the place surrounded by people? _____
4. Did you know the person before? _____
5. Describe the action and emotional state of the character. _____
6. What were the results or consequences of the incident? _____
7. What impact did it make on you? _____
8. What is the moral of the story? _____

LESSON 17

Chemistry

S: Chemistry. Elements.

R: Text about Chemistry. (TB, p.61).

Gr & Voc: revision

Text: “Chemistry”, (TB, p.44).

LESSON 18

Final lesson. Review.

Example

- 2 (T6.1) Listen to the students talking about their study habits. List each speaker's preference and compare them with your answers above.**

Rukhsora	
	notecards, detailed notes

- 3 Read the sentences below, listen to the tape again and put the information in the correct order.**

- If I begin my day unorganized I feel the whole day to be messed up.
- I tend to remember everything I study by both reading and hearing the information.
- Morning is not the best time for me to study as I am not an early riser.
- It is fruitful for me if I break down my study hours into short slots.
- If the topic is of my interest I quickly immerse in it at once.

5 Match the headings and the paragraphs.

- a. Mix Content
- b. Space Out Study Sessions
- c. Test Yourself
- d. Alternate Study Environments

Defining Good Study Habits

Today lots of scientific investigations are being carried out by researchers to help students figure out how to succeed in their studies. Their main suggestions are the following:

1. _____

This can be over the course of a month or a week or even a day, but it is important to leave the material and come back to it later. Revisiting the material after a break requires you to re-learn it somehow, which improves the strength of your learning. Using multiple study sessions also provides you with the opportunity to take advantage of the strategies listed below.

2. _____

When you come back to the material, do it in a different spot. Were you in your living room earlier? Try the bedroom. Or even sit in the car. Your brain forms subtle connections between the material and your environment. And the more connections your brain makes for a piece of knowledge, the easier it is for you to recall it later. Research shows that students who study in the same spot show lower results than students who study in different rooms.

3. _____

Have you ever been surprised by the difficulty of a test for which you studied hard? Chances are that your studying didn't include testing yourself. Testing has a bad reputation because it is so difficult, but its difficulty is what makes it effective.

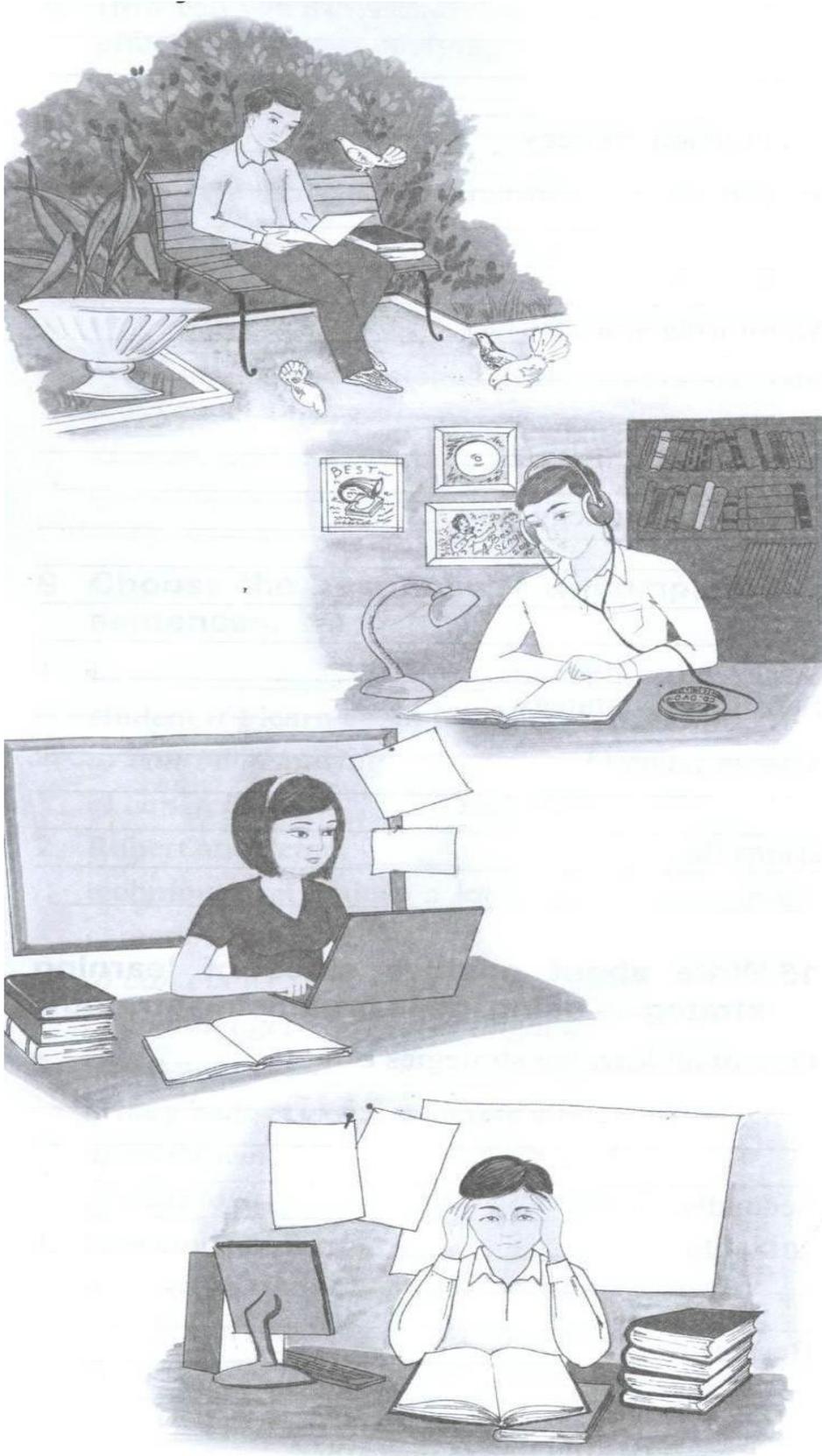
Practice tests are far more helpful than repeatedly reading the material or even making outlines or concept maps. Those other strategies can lead you to believe that you know the information better than you actually do. In one study, students who used those techniques retrieved only 2/3 of the information that was retrieved by students who used practice tests to study (even though they had greater confidence that they would do well on the test).

4. _____

This applies to your initial review as well as practice tests. When you focus on the same information for awhile, your brain gets lazy. It is better to study distinct but related concepts – such as a series of math different formulas – in each sitting. This forces your brain to figure out the similarities and differences between the pieces of information and figure out when to apply each one.

End-of-chapter review questions that can be found in many textbooks, which mix up the topics, are more effective than end-of-section review questions, which usually contain a more limited number of concepts. (typepad.com)

Look at the photos. Guess and speak about their study habits.



15 Write about positive sides of learning strategies using ideas organising strategy.

First of all learning strategies can _____

_____;

Secondly, _____

_____;

Besides, _____

_____;

At the end I would like to write that _____

_____;

2nd term

LESSON 1

Service Management

S: Well-established service management

R: Development of service management

L: Interview with a successful businessman

W: Transactional letters

Gr : Relative Clause Pronouns

 **9** Read the text and decide whether the statements below are true or false. Support your answers with your own ideas.

Barno is a senior student at Tashkent Tourism College. She was awarded by her college authority last year: a voucher to summer camp "Lochin", which is situated in Kashkadarya region. She met more than 500 peers from different regions of Uzbekistan there. All participants admired the mini models of seven wonders of the world built in the camp. Moreover, a four-time meal, high-quality service offered by polite administrative staff, productive training sessions, a number of entertainment programmes turned the holiday into real fun and long lasting memory. Several campus extracurricular activities were set up for young talents, such as "Media Club" aiming at young journalists, "Dilemma" intending for developing public speech, "Art" for practicing handicraft, "YES" for preparing business leaders and "Lingua" for motivating language learners. Barno took part in the course of "Young Entrepreneurs School". She learned secrets of successful business running and golden rules of market economy during the sessions delivered by South Korean and Singaporean professional trainers.

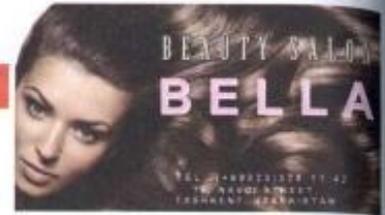
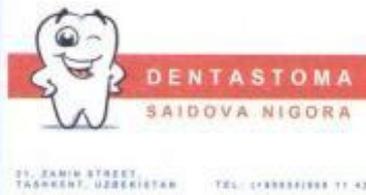
By the end of the course completion campers got the message: «Customer is always right!»

If somebody isn't satisfied with your service, it means something is wrong with your management. Studying demands of clients is the only solution to the problem. According to the experience of developed countries the client service is the crucial factor which provides economic and social stability in all areas of social advancement. Improvement of this stream effects financial status of citizens, as well as widespread of entrepreneurship, development of economy, revenue increase of the country, unemployment decrease. Service management is increasingly becoming one of the vital business issues for organizations realizing the benefits of customer relationship management. Besides, they also were taught that rivalry among partners in service management would lead to raising quality and reducing costs of services". For the final entry task of the portfolio participants created their own business plans to submit for the tender. It was a great honour for Barno to be selected as one of the five awardees for her prospective project work and she got 5,000,000 sums for its implementation. She was highly inspired to keep up with further youth projects having acquired sufficient knowledge and lots of new friends.

1. Service management is an essential part of business issues. _____
2. Companies have a few solutions in offering their service. _____
3. Development of service management doesn't have any effect on the development of the society. _____
4. Welfare of the country depends on service management. _____



Look at these pictures and explain why people and agencies need business cards and advertisements



1 Define the following expressions connecting with customer service management.

1. be creative _____
2. be consistent _____
3. stay focused _____
4. acquire skills _____
5. make decisions _____



2 (T9) Listen to the interview with a successful businessman. Put the titles from Ex. 3 to the paragraphs.

- a. Create and keep track of a to-do list and check it each day. Be sure that you don't forget anything and perform all the planned tasks. _____
- b. If you provide better service for your customers, they'll be more inclined to come to you next time. _____
- c. It takes time to let people know about your service, so stay focused on achieving your short-term goals and give the rest time to come together on its own. _____
- d. It will help you to know where your service stands financially and what potential challenges you could be facing. It gives you time to create strategies, to overcome the obstacles that can prevent you from successful managing and growing your service. _____
- e. Keep up with your competitors and learn from them things which can be helpful in providing your service. _____
- f. Take calculated risks which help your business to grow and allow you to take the kinds of calculated risks that can generate great rewards. _____

3 Listen again and mark the sequence of tips from 1-9 according to the listening material.

- Stay focused
- Provide great service
- Analyze your competition
- Keep detailed records
- Get organised
- Understand risks and rewards
- Be creative
- Prepare to make sacrifice
- Be consistent

4 Answer the following questions:

1. What services can you add to those which were mentioned above?
2. What is the result of well-established service management?
3. What services would you offer costumers as a qualified specialist of your sphere?

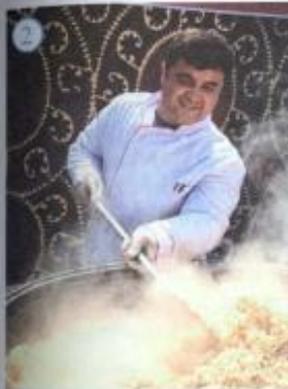
5 Work in pairs. Pay attention to the use of the highlighted words in the given sentences and discuss the differences.

Among all I have found the itinerary *which* has been offered by the Uzbek Tourism Company the most preferable.

Manager at the hotel is the person *who* deals with customers and services

You can find the client at the cash desk *where* he is waiting for his turn.

6 Title the services in the photos and define them using *which, who, where, that*.



7 Insert relative pronouns *which, who, where, when* and *that* in the spaces below



1. Service management is a system _____ connects actual company sales and the customer.
2. The purpose of service management is to conduct measures _____ lead to reducing high costs by integrating products and services.
3. Generally, service management comprises six different capabilities _____ companies should consider for optimization.
4. A waiter _____ served you was very polite.
5. I'll never forget that day _____ our company won a tender.
6. There are a lot of restaurants and cafes in Tashkent _____ vegetarians can eat and drink.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

8 Make up sentences using the following words and expressions.

Service management, market relations, uphold honour, high-quality, services, index of culture and mentality.

«People rarely succeed unless they have fun in what they are doing.»

Dale Carnegie



LESSON 2

Human recourse management

S: Theoreticians about development of HRM

R: A letter written by HR manager to his son

L: Staff management



1 Write synonyms for the words a-l.

personnel, achieve, digest, employ, engage, inspect, reward, progress, investigate, head, evolve, scan, scrutinize, assurance, compensation, fire, study, run, selection, direction, worker, reassign, premium, tenant, develop, hand, recognize, lead, survey

- a. manage *e.g. head, run, lead*
 b. staff _____
 c. leadership _____
 d. review _____
 e. employee _____
 f. remuneration _____
 g. succeed _____
 h. recruitment _____
 i. retire _____
 j. hire _____
 k. insurance _____
 l. learn _____

2 Number the following units 1-15 considering the important steps in effective staff management.

Hiring ____, selection 1 ____, providing direction ____, training ____, retirement ____, recruitment 2 ____, insurance ____, survey ____, retraining ____, team building ____, placement ____, remuneration ____, creating working conditions ____, orientation ____, recognition ____.

3 (T10) Listen to the following dialogue and find out the job title of the interviewee.



"The core component of my each triumph is my diligence"
 Amir Temur



10 Read the letter written by HR manager to his apprentice who is going to be appointed to his position. Decide which statement covers the overall plot of the letter.

- The professional in human resources department is holding recruitment for the new staff.
- The experienced chief recommends some useful instructions in company management.
- Car producing company is announcing a vacancy for a manager position.



Dear Akmal,

You will start running a large car producing company soon, so I would like to give you some essential ideas in management that I have experienced.

Firstly, I advise you to put the company interests at the first place. It should dominate over everything! You must do your best to keep it prospering. Secondly, you should strictly demand discipline in the workplace. Each employee must follow the laws and rules of the company. You should react to misdeeds of your workers immediately, do not stay still when you have to act. Don't forget that strict discipline is the basis of company development. But sometimes you should get to know the conditions of your workers, who break rules, live in. Due to them you may let some exceptions go, when needed, obtaining human approach towards employees. Thirdly, good

working conveniences must be perfectly created, and salaries must be paid on time.

Remember that if an employee is cared, he will really devote himself to the company! Fourthly, be fair and objective. Never make decisions under strong emotions and subjective opinions.

I assume, if you want to keep the developing position of the company as it is now, you should always go 30 or 40 years forward. Innovative, modern ideas should be worked out and implemented. This way your company can stand a strong rivalry in the car market.

I have always believed that you can be a responsible, devoted, fair, reliable, enthusiastic and strict manager. I hope that our company will keep on growing rapidly under your managing as well.

7 Look through the speech chunks in the left column. Match them and the statements in the right column keeping the same message.

1 "OK".	a. He denied rewriting his CV.
2 "Sorry".	b. He offered to have dinner with him.
3 "Well done".	c. She agreed to make a report.
4 "We are getting married".	d. He reminded me not to forget to phone.
5 "It's not true".	e. He promised to be polite with the staff.
6 "It's a brilliant idea".	f. He insisted on going to the café.
7 "It was your fault".	g. She persuaded him to do it.
8 "Let's have dinner".	h. He apologized for hurting my leg.
9 "I won't do it!".	i. They accused him of going bankrupt.
10 "Don't forget".	j. They announced that they were getting married.
11 "Why don't we go to the café?".	k. He refused to admit that the argument was true.
12 "I'll be polite".	l. He congratulated me on passing the exam.

LESSON 3

Human recourse management

W: Cover letter

Gr : Reported verbs

12 Read the template and write a cover letter for one of the vacancies below. You may use the words from the box.

Your name
Mailing address
City, district and zip
Contact number(s)
Email

Today's date

Your addressee's name
Professional title
Organization name
Mailing address
Zip code

Dear Mr. (or Ms.) last name,
Opening paragraph: Hook the employer with something that catches his/her attention (for example: who referred to you or their need for your special skills). Name the job you want (use a specific job title).

Body paragraph: It should consist of one or two short paragraphs that make convincing points about your qualifications. Use the language in the job advertisement if possible (for example: «You are looking for a student who has experience with Excel and Access. I worked for one year as a student assistant in the Consulting center. While I was there, I created an Excel database for the Interpreter Training Programme and later converted it to Access»).

Closing paragraph: Mention that your resume is enclosed. Say you would like to arrange an interview and when you will contact the employer to schedule an appointment.

Sincerely,
Your name
Your address
Your telephone number
Your email address and/or fax number

Cover letter is a rather significant document in the application procedure. It is presented together with CV or resume. It is also called motivation letter which is the basis on which any organization selects their employees!

Medical assistant, cashier, administrative manager, primary school teacher

attract, impressed, instilled, motivated, collaborated, communicated, deal with, discipline, variety, develop, skills, experienced, desperately, quality, advantage, positive, will, purpose, potential, focused, clear, succinct, real, prospective

LESSON 4

Finance Management

S: What tips can suggest to your friend in managing his finance?

R: Correct financial management

L: Tips for managing money

W: Memo/business Report

Gr : Articles

Look at the pictures. Picture A presents four 'actions'. Complete the following statement.
e.g. I might be in picture B position if I did not keep the action '_____'; because _____



1 Read the words in the box and select two of them. Explain the importance of your choice to your partner stating the role of them in your life.

stay away from the family, budget, overuse, do 'free' things, essential expenses, list of income and expenses, non-essential expenses, financial disaster, apply for scholarships and grants, keep records of expenses, put one's roommate in financial planning, financial aid office, manage one's debt

2 Review the key words above and guess what the upcoming listening material is going to be about.

3 (T11) Listen to the tape. Which of these frequently asked questions has not been mentioned by the speaker?

- What are the key components of budgeting?
- Do you manage your finance properly?
- Are there any types of expenses?
- Is budgeting important?
- What can I spend?
- Are there any tips for managing money?
- Does financial management require any special skill?

4 Review the statements below. Listen to the tape again and put the points in the correct order numbering 1-10.

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

11 Read the text and complete each paragraph with the sentences 1-4 in the spaces a-d.

1. Any financial system is a decisive process at solution to any economic issues.
2. It is better to have several versions to spend money on than make an exact decision after thinking over demands' importance.
3. It is obvious that he was able to have become wealthy because of the right choice of financial management.
4. A right financial management can assist in having extra money to family budget.

Financial Management

Most people agree to the opinion that sometimes it is not so difficult to make money but to save and raise it can be a real problem. Most people complain that they face a number of difficulties in financial management. Why do many people have problems with this? Because most of us are not aware of rules in managing finance which causes problems. There are some general ideas to solve this question: firstly, do not start spending your money without planning or dividing it into needed categories and types. In your financial management plan you should thoroughly calculate your income for a week or a month, then demands where you must put money urgently.

a) _____

Henry Ford, a famous engineer and car producer, was grown up in a poor American farmer family with a very small budget. Eight children had to survive working hard in the farm. Being an intellectual, willing boy he coped with problems and took up producing cars: having produced the first automobile going by petrol Ford created a conveyer system of producing cars. Henry Ford paid a great attention to financial management by improving his car industry. He spent his money on the productive, essential processes in car manufacturing. His famous motto "a car for everybody!" denied



the idea that only the richest people could own cars! Ford made out a special technique to produce an automobile in a cheaper price by decreasing amount of money spent on it. As a result a proper financial management brought him and his company fame. Later Henry Ford had become one of the richest men in the world as well.

b) _____

Financial management can make one's business sphere prosperous or failing. Appropriate, well-planned scheme may bring to success. Not only in business or in other occupations this matter is important but families also need a right financial management to prosper. For achieving this, one should be able to analyze income and outcome of his family thoroughly.

c) _____

Financial management is a foundation stone of any social institution which puts every economic issue in order. There is no notion small or big financing. Small financial matters lead to bigger ones.

d) _____

12 Read the definition given to the word "MEMO" and tick possible characteristics.

Memos are written to an entire office. Memos tend to inform colleagues of office procedural changes that apply to a large group of people. They often provide instructions using the imperative voice. It has specific format and rules.

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



LESSON 5

Risk Management

S: Case: Risk...

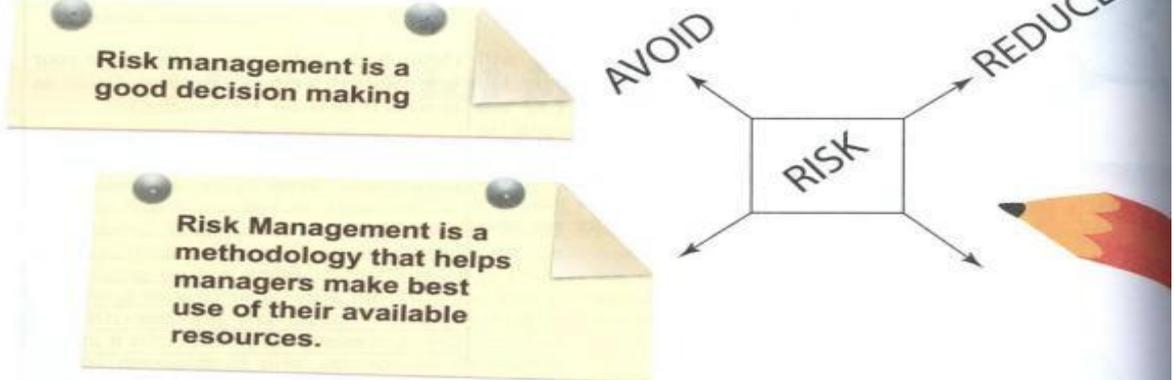
R: Risk taking and managing

L: Interview with student organization leaders

W: News reports

Gr : Modal verbs expressing advice

Read and discuss.



Risk management is a good decision making

Risk Management is a methodology that helps managers make best use of their available resources.

AVOID

RISK

REDUCE

1 Read the title as well as the note. Which sector does the title of listening material refer to?
'Risk Management Guide for Student Organizations'

Risk management practices are widely used in public and private sectors covering a wide range of activities:

- Finance and Investment
- Insurance
- Health Care
- Public Institutions
- Governments

2 (T12) Listen to an interview with a student organization leaders. Which of these questions was not mentioned?

- What is a risk management?
- What are risk management concepts?
- Does a risk management have specific types?
- Is risk management in-born skill?
- What are the risk activities?
- How can a student identify and reduce the risk?
- Have you ever been in risk managing cases?

3 Answer the questions according to the tape.

- What action is annually fulfilled by the Higher Educational Institution authority at the beginning of an academic year?
- Why has Islomiddin been promoted as a leader for a student organization?
- What term has Islomiddin found unclear in the handbook?
- What is Islomiddin's aim in visiting Javohir?
- What role does Javohir play in University life?

4 Listen to the interview again. Complete the statements.

- Risk management is _____

- Main types of risk management are: _____

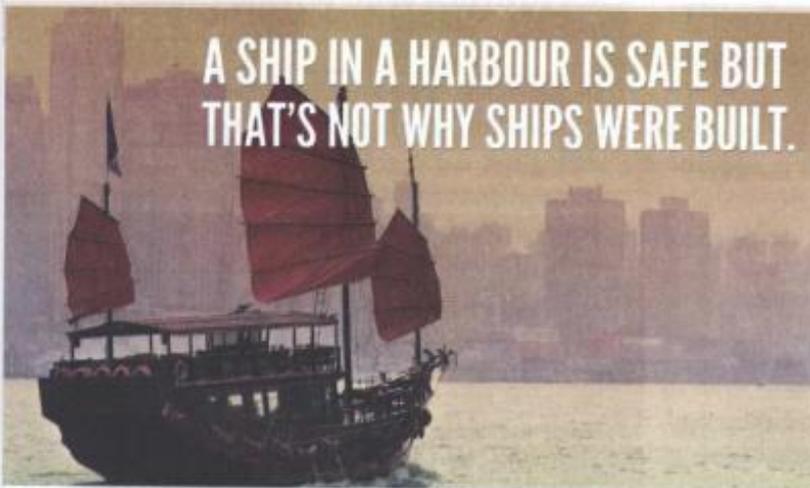


9 Read the quotes. Choose the best option defining the message of it.

- | | |
|---|-----------------------------------|
| 1. Decent ships never stay in the harbour | 3. Ships are not built in harbour |
| 2. Being safe doesn't mean being satisfied. | |

10 Read the text and complete the blanks with appropriate endings below.

- | | |
|--|---|
| a. I wish I had... | e. a leap forwards |
| b. you'll never be a winner. | f. years of hard experience |
| c. navigate to the port of your dreams | g. rolling the dice and putting everything on number nine |
| d. hold on tight to the wheel | |



A SHIP IN A HARBOUR IS SAFE BUT THAT'S NOT WHY SHIPS WERE BUILT.

That is a powerful quote and it can also be used for how we live our lives in general. Do we want to play it safe or do we want to discover our purpose?

If you don't go for it; if you don't reach for the stars; if you don't take chances you'll ___ (1).

As Wayne Gretzky put it: "You'll always miss 100 percent of the shots you don't take."

No-one in their senior years looks back and regrets things that they tried to do — but they do regret things that they did not try to do. Don't be afraid to take chances. Don't end up reviewing your life saying "___ (2)" or "If only I had ___"

When I talk about taking chances and taking risks I don't mean ___ (3). I'm talking about taking calculated risks where you have done your research and assessed an opportunity

Mark Twain, encouraging adventurism, said, "Sail away from the safe harbor." But you wouldn't want to sail away without making sure that all of the rigging was secure and your boat was loaded with provisions; that you had an experienced and trusted crew at your side; and you had a clear idea how to ___ (4).

So here are some actions you should take.

1. Take calculated risks.

Always weigh up the costs and benefits and work out the worst case scenario of failure. I'm a firm believer in listening to my gut, going with my intuition. But the "gut feeling" is not irrational because it is based on ___ (5).

2. Take small chances before you take big chances. This way you'll build up your experience and your ability to handle the ups and downs.

3. Take evasive action. Change course when circumstances demand. When a storm rocks your boat batten down the hatches and ___ (6). If you know where you're going you'll navigate your way through the harshest hurricane.

4. Take heed. Learn from the chances you took. Maybe as the captain you could have charted a different course. Maybe the crew didn't perform as you expected. It's all part of life's journey which gives you the knowledge you need for your next adventure.

5. Take heart! Sometimes you take chances and they don't work out. It might be a business deal, a personnel hire, or a personal relationship. Sometimes you take a step backwards so that you can take ___ (7).

And always remember, as someone once said, "When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened for us."

Never give up.

By Gurbaksh Chahal | May 23, 2014 |

12 Work with your partner and do the written assignments which contain patterns of text management.

- Reporting news
- Reporting survey
- Planning action
- Giving references
- Writing autobiography
- Writing diaries

13 Complete the table with the information from the opposite box. Finally, use the table to report the event according to the guidelines.

Time:	1) _____
Place:	Ferghana region, district Kirgili
People involved:	2) _____
Events:	fire started early in the 3) _____ a passing 4) _____ spotted flames and 5) _____ the fire brigade firemen fought the 6) _____ firemen found 7) _____ unconscious they were taken to 8) _____ hospital
Cause(s):	9) _____
Consequences:	fire 10) _____ the house
Comments:	"I've never seen a fire like this. They've just 11) _____ in one piece."
Action taken:	The house will be 12) _____ next month.

- electrical interlocking
- whole family members
- neighbour
- alerted
- fire for several hours
- regional
- about 20 people from neighborhood and 15 members of the fire brigade
- morning at 5 a.m.
- come out of
- damaged
- January 2
- restored

14 Write a report on any touching/impressive event happened recently using clues from the template in Ex.13. Follow the guideline below.

A short catchy headline _____

Introduction _____

Paragraph 1 (summary of the event-time, place, people involved) _____

Main body, paragraphs 2, 3, (4) (description of the main events and people involved – give detailed facts) _____

Conclusion, final paragraph (comments, reference to future developments) _____

LESSON 6

My Future Profession

S: I shall be a pharmacist.

R: Text My Future Profession (TB, p.70)

Text: My Future Profession (TB, p.70)

LESSON 7

Review

Listening, Speaking

7 (T11.2) Listen and fill in the table with the tips how to start students' financial life.

1	<i>eg. Set a goal</i>
2	
3	
4	
5	

8 Listen again and complete the sentences with the words in the box.

manage, responsibilities, goals, punctuality, valuable

1. Do you want to _____ your finances?
2. The first thing you should do is to set some financial _____.
3. It'll give you some _____ lessons like _____, work management.
4. You'll try to manage your work _____ and studying responsibilities.

Compare two pictures and speak which of them is a successful manager and why?



LESSON 8

Career responsibility

S: Causes and consequences of career responsibility

R: Career responsibility is one of the leading stages to promotion

L: A job Interview

Look and think what common idea these photos present and answer the questions.

- Which picture is out of the topic?
- Are the people in formal or casual clothes?

1 Read the phrases and mark as general (G) and specific (S) career responsibilities. Add your own examples in the right column.

1. keeping daily tasks to deadline	G	
2. testing electronic parts		
3. keeping subordination		
4. doing tasks accurately		
5. filing patients' records		
6. auditing supply inventories		

3 (T13) Look through the statements. Listen to the tape and decide whether the following statements are true or false.

1. People have got special individual responsibilities before close relatives.
2. A nurse considers that her job is not as difficult as others'.
3. Career responsibilities are divided into two parts: general and specific obligations.
4. Specific career responsibilities belong to a person's special this or that job tasks.
5. An interpreter thinks that his job can be done by anyone having a general career responsibility.
6. A guard Javod thinks that his job is highly valued by people in society.
7. Teachers' career responsibilities consist of a number of essential duties in educational and behavior matters.

4 Read the statements below. Listen to the tape again and order the sentences according to what you hear.

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

5 What are speakers referring to when they are using the following words?

1. A general control;
2. Confusing, puzzling;
3. To become victim;
4. To fill in forms;

6 Work in small groups. Discuss the following question. Prepare a poster and present it to the whole class.

What essential responsibilities does a job (career) in your field require?

7 Rewrite sentences using **to be supposed to** in an appropriate way:

- a. People say that success belongs to goal-oriented, determined and persevering people.
Eg. Success is supposed to belong to goal-oriented, determined and persevering people.
- b. If you believe in yourself and have dedication, determination and persistence, you'll be a winner.

c. Every lesson of life comes with a gift of wisdom, the more problems you solve, the stronger you become to face the challenges and gain success.

d. Purpose, passion, planned action, heart and persistence will bring success, triumph and victory.

e. Do read this book. It is said to be a very good one.



LESSON 9

Career responsibility

W: Paragraph writing

Gr : to be supposed to

8 Answer the questions and complete sentences, using **be supposed to**.

- What are you supposed to do after graduating from the university?
- What are some things students supposed to do and some things they are not supposed to do?
- If your friend tells you his secret, what are you supposed to do?
- If someone tells you white lie what are you supposed to do?



Believing in yourself is the secret to success. Have faith in your abilities! If you believe in yourself and have dedication, determination and never quit attitude, you'll be a winner.

9 Look at the photo and complete the table. Compare the results with your partner. Discuss the question with the whole group.

Do you think that responsible attitude to one's job is the step leading to promotion? Why?



	What professions can be viewed in the photo?	What are their career responsibilities?
1	Lawyer	to give advice to people about the law and speak for them in court
2		
3		
4		
5		
6		

- 10 Work in pairs. Student 1 reads Part A, student 2 reads Part B. Then in turn ask and answer questions.

Part A: At late midnight the harsh tapping on the iron gate woke our family up. On opening the door my father figured out what had happened and immediately called the emergency. The neighbour living next to us was in trouble. Actually he was known to have epilepsy, which is a neurological disorder caused partially by brain injury, stroke, brain cancer, and drug and alcohol abuse. When the emergency arrived doctors took necessary measures to help the patient and finally he was heard to be breathing regularly. The first aid provided by the professionals made people surrounding the patient feel relieved and saved the life of the man.

When and where did the story happen?

What was the culmination of the story that impressed you much? Why?

How did you feel when reading the passage?

Part B: One of my unforgettable memories takes me back to 1996 and is still a fresh one. It was a lovely summer morning at Zamin sanatorium in Jizzakh, the majority of people were out along the mountain trails climbing steep hills covered with fir-trees. On the halfway we could smell something burning. Looking around we saw a black fog and heard settlers' screaming not far from where we were. Within some minutes the fire brigade arrived and started to put the fire off. The firemen heroically put their lives at a risk marching into the bushfire by having the water flow rained from the water tanks. However, the efforts of the fire brigade were not enough to put the fire off and some minutes later the airjets and helicopters carrying tons of water joined them. Finally, the fire was put off and lots of people were no longer in danger. This was the result of joined actions of the fire brigade and air force militarians who did their best to rescue people and keep the natural park of Zamin mountains safe.

When and where did the story take place?

What was the culmination of the story that impressed you much? Why?

How did you feel after reading the passage?

- 11 Work in teams of three. Discuss the following questions.

– What might be the possible consequences of being less responsible in each career? Bear in mind the professions in your field.

- 12 Answer the following questions using your own words.

- What is a topic sentence? What does it consist of?
- What is a paragraph?
- What is a controlling idea?

- 13 Work in pairs. Read the statements. Circle the topic and underline the controlling idea.

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

- 14 Find the topic sentence and underline the controlling idea.

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



LESSON 10

Professional development

S: Professionally developed person

R: The main factors of personal development

L: Professional development opportunities

Look at the following photos and name events. What is the message in the photos?



– What is professional development? – What should you do to be professional in your field?

1 Write the synonyms to the words and phrases listed below.

1	provide	<i>e.g. offer</i>
2	extend	
3	career paths	
4	goal setting	
5	peer observation	
6	co-planning	
7	collaborative plans	
8	mentoring	
9	action research	
10	life long learning	

2 (T14) Listen to the interview and fill in the gaps.

- Professional development keeps changes, _____ our skills and be more effective in our work.
- Professional development can be part of meeting targets set by workforce performance management _____ or an opportunity for individuals to change their career paths.
- 21 century is the era of technology. Legislative, _____ and economic developments directly affect the environment.
- The purpose of this phase is to study instructional examples in order to develop _____ understanding of the research.
- Students might participate in activities such as school and classroom _____, peer observation.
- The fifth phase is _____ and sharing expertise.
- Activities in this phase might include _____, mentoring or partnering with a colleague, and participating in a network.
- The final phase we learn for the whole of our life and it will give _____ results of your hard working.

? Statistics show that the first person to place a follow up call to a job posting has a 95% chance to get the job position and those who call the following day only have a 1% chance.

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

	Statements	T	F
1	Professional development opportunities refer to the acquisition of skills and knowledge.		
2	Professional Development is a means of supporting people in the workplace, to understand them.		
3	It can be a step on the ladder to higher qualifications or enhanced job prospects.		
4	It requires a new knowledge and information.		
5	Young people who have a strong desire will always achieve their goals.		
6	The specialists who work with young people should motivate and encourage them.		

4 Work in pairs and discuss the following questions.

- Think about any professionally-developed person in your field and share his/her professional path.
- If you were him/her, would you keep the same path?
- What steps in your professional development are you planning to take after you graduate?



5 Look at the pictures and state the differences between them

6 Read the following sentences and match them with their endings.

1. If they offer me the job	a) you will achieve your goals.
2. If you wanted to grow in your professional career	b) you would be aware of news in this sphere and exchange ideas with scholars of this field.
3. If you define your personal development plans beforehand	c) we wouldn't have such problems.
4. If you are professional in your field	d) you would continue learning.
5. If you took part in an international conference	e) you will be introduced to a variety of approaches to personal development including consultation, coaching, mentoring, reflective supervision and technical assistance.
6. If she were more responsible for her duties	f) I'll turn it down.
7. If you go to schools specialized in career development	g) I would advise you to take an on-line course which is offered by local education agency.
8. If you were really interested in professional development	h) you'll manage to succeed in your career path.

LESSON 11

Professional development

W: Argumentative Writing

Gr : Conditional sentences 1,2

11 Work in pairs. Look through the following words taken from the text, read the relevant lines in the text and guess their meaning. Give synonyms to them.

eg. *awareness-consciousness*

enhance – _____
aspiration – _____
self-esteem – _____
spiritual – _____
autonomy – _____
self-confidence – _____
succeed – _____

12 Work in pairs. Read the note, paraphrase it and share the result with your partner.

Remember! Your goal is the main aim you want to achieve within a particular period of time. If your dream goal requires four years, you'll need to plan the steps that will help you reach your goal.

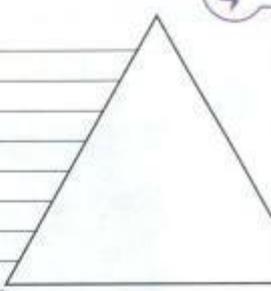
blogs within your niche, but also pick reads that are outside of your normal professional box, Rueff says. «Read things that are outside of your own industry and experience, and then stop and think about, how can I relate that and apply it to my business?» he says.

9. _____ Figure out which conference is most worthwhile for people who work in your target industry and go, even if it means using vacation time. Not only will you learn new skills, you'll also make new contacts. Emily Bennington, who helps new college graduates transition from the classroom to the workplace, advises researching who's going and connecting with those people on social media before the event, so you can arrange an in-person meeting and facilitate a stronger connection.

10. _____ »Most of us know our weaknesses, whether we need to be more organised or do a better job of meeting deadlines or simply prioritizing in a smarter way. Putting effort into improving those skills will make you more marketable no matter what field you're in, says Joseph Grenny, an organizational-development expert and co-author of *Change Anything: The New Science of Personal Success*. «Don't do it for your boss,» Grenny says. «You're doing this for you.»
By Alexis Grant, USNewsCareers Aug. 17, 2011

13 Look at the following pyramid and write your dream goal at the top of it.

a) My dream goal is _____



b) Now break your goal into manageable bits.

1. _____

2. _____

3. _____

4. _____

5. _____

14 Look at the SMART criteria and outline your goals according to it.

S: SPECIFIC — Straightforward and clearly defined. Would it be understood / interpreted by others in the same way?

M: MEASURABLE — A goal where you can see changes happen. Could this goal be broken down into smaller bits?

A: ACHIEVABLE — Don't set a goal that's far out of reach. Is there a specific point at/after which the goal can be thought as having been achieved?

R: REALISTIC — Make sure the goal is "do-able". Is the scope of this goal appropriate, given the available resources, possibilities, skills, time, etc.?

T: TIME-BOUND — Set a timeframe for the goal. Does this goal have a specific deadline?

GOALS

1. *To win a scholarship and obtain a master degree abroad*

2. *To improve my spoken English*

LESSON 12

Latest achievements

S: The worst invention of the mankind

R: Inventions that changed the world

L: Recent inventions

Match the photos 1-3 and the pictures a-c.

1 2 3

a b c

With your partner, discuss your decision. What is the reason of your choice?
What are the latest achievements in your specialty?

1 Put the words below in the relevant line so they make a synonym group.

speculation	_____	_____	
to have craving for	_____	_____	
pile	_____	_____	thought; contemplation; encourage;
implement	_____	_____	outbreak; achievement; eventually;
immense	_____	_____	finally; theory; want; desire; demand;
foster	_____	_____	heap; mass; stack; tool; instrument;
breakthrough	_____	_____	utensil; vast; huge; enormous; nurture
ultimately	_____	_____	



2 (T15) Read the sentences below. Listen and put the sentences in the correct order.

- First computers were huge in size.
- Several decades ago, calculation was accomplished without calculators.
- There would be less female employees.
- Typewriters were prototypes of modern PC.
- Nowadays people do not appreciate the capabilities of recent inventions.
- The thing we would like to do is speculation but not philosophical issue of the topic.
- Registration processes would be much longer.



- 8 Read the information about new inventions created during the last decade and match the passages A-E and the pictures below.

Eureka

- a. Chinese inventors created **Pencil Pusher**, which turns paper, *destined* for recycling, into pencils. The machine looks like a three-hole punch crossed with an electric pencil sharpener. Here's how the pencil-making gadget works: You insert wastepaper into a feed slot. The machine draws the paper in, rolls and compresses it, and then inserts a piece of lead from a storage chamber located in the top of the device. A small amount of glue is added before ... *voilà* ... a pencil slides out from a hole on the side.
- b. Translucent **Concrete** developed by Hungarian architect is called LitraCon. It is based on a matrix of parallel optical glass *fibers* that can transmit light and color from the outside...
- c. The tiny device 'Mini-Heart' is formed in the shape of a *cuff* meant to be placed around a vein, where its rhythmic contractions help to drive blood flow while also preventing the vein from becoming distended. The cuffs can be made from cardiac muscle cells derived from the patient's own adult stem cells, this prevents a chance of rejection. Soon the research team hopes to conduct animal trials. The researchers attempt to grow the cuffs directly on the veins in the body.
- d. A team from the University of Washington designed silicon, plastic card-sized device, prototype of microfluidic, for pancreatic cancer diagnosis that is able to analyze a whole *tissue* biopsy for 3D imaging. The device allows the tissue undergo the same series of processes as would occur in a pathology lab, but on a much larger scale.
- e. The LightRail zipper, recently developed for Olympic teams, zips closed to create a waterproof, almost invisible *seam*. It is bonded to the clothing using laser-cut fabric and an adhesive that is similar to seam tape, which reduces weight and *bulkiness* and eliminates the need for stitching. The zipper also features a *dock* for the zipper head, which allows it to close more tightly and eliminate gaps.



LESSON 13

Latest achievements

W: Creative Writing

Gr : Conditional sentences 3,4

9 Match the highlighted words in the text and the definitions below a-f.

- a. consisting of specialized cells and their products
- b. the part of globe covering the wrist
- c. a line where two pieces of fabric are sewn together
- d. regarded as developing as though according to a pre-existing plan
- e. substance made by mixing together cement, sand, small stones, and water.

10 Tick the words and phrases which can somehow be connected with creative or imaginative writing.

No	Words and phrases	
1	Thoughts and ideas	
2	To make a survey	
3	To give true to life information	
4	An imagination	
5	To have a picture in one's mind	
6	To be based on scientific articles	
7	Unreal stories	
8	To think about future	

11 Now copy words and phrases connected with creative writing from Ex. 10 and define them.

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

12 Think of a research in your field and write a piece of a writing work using tips.



The global problem in my field is _____

_____;

To ponder over this issue deeply one can state the following _____

_____;

To solve this question one should work out special techniques as _____

_____;

Besides, the following measures must be taken in order to _____

_____;

At the end, these processes will bring the results as

_____;

The Sumerians, who lived in the Middle East, invented the wheel in about 3450 BC.



LESSON 14

Review

Reading, Writing

4 Read the words and word combinations below and discuss their meanings. Find their antonyms among undelined words in the text.

astounding _____
accomplish duties _____
benevolence _____
face challenges _____
unfaithfully _____
occasional _____

5 Read the sentences and find their equivalents in the text.

1. Cat in gloves catches no mice.
2. Maturity is never ensue unless responsibilities accepted.
3. Devotion to ethical standards guarantees resisting the temptation.
4. If not follow sportsmen's attitude to their objectives, success is remote.
5. Responsibilities make people more confident.
6. People confuse burden and blessing.

Responsibility is Not a Burden. It's a Blessing.

Chuck Gallozzi

'The burden of responsibility' – *a prevalent*, rather bewildering expression carries some negative attitude to the word responsibility. Uzbek metaphorical equivalent 'ola khurjun', which means 'inflated sack', also harshly interpreted as a heavy load of life is apparently used to emphasize responsibility of a man in the family. In the age of technology and science where every single item is created in order to relieve humanity of its burden, people tend to *evade difficulties* and forget the other famous proverb saying 'No pains, no gains'. Almost all successful people would and still assert that important feature of their advancement as carrying out duties *conscientiously*, persistent learning and being in touch with innovations.

A person who made a mind, what career success looks like to him/her, should first figure out to complete the gaps and build up professional skills and competences. Therefore, an initial step in your career is assigning him/herself a task of fulfilling the flaws in own professional competence, hence focusing on constant advancement and modernization to meet the contemporary needs. As soon as you stop in your improvement, you lose the authority, respect and influence. This, in its turn,

means that in general career responsibility is a part of your personal responsibility. Brian Tracy counsels 'the acceptance of personal responsibility is what separates the adult from the child'. *A sobering thought, isn't it?*

Another demand in career is your autonomy. Once you are in action, the best way to stay emotionally independent is acting in accordance with your morality, rather than under the influence of your desire. (Kantian philosophy) Drive your career by yourself; do not let it just *happen to you*. Professional fitness absolutely equals to physical fitness, long term working out of all challenges practically, passing through the pains, errors and stable regularity. Things here stem from personal approach. Problem, *without our aversion*, actually loses its problematic character. To all intents and purposes, being authorized is an honor, and honor in its turn is happiness, satisfaction, especially when you have managed. Responsibility might be a challenge, but one hint, is there any matter in our life that is impossible to concern as a challenge: birth, love, education, friendship or job. Be thankful to have diverse responsibilities and remember: "Diversity is the spice of life"

13 Look at the following pyramid and write your dream goal at the top of it.



a) My dream goal is _____

A large, empty triangle representing a pyramid is positioned on the right side of the page. From the left edge of the triangle, ten horizontal lines extend to the left, providing a space for writing. Below the pyramid, there are five additional horizontal lines for general writing.

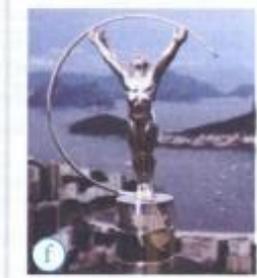
LESSON 15

World awards

S: Awards stimulate further creativeness

R: Anvar's award

Look at the pictures and name the awards.



Work in small groups. Match the awards above and the nominations in the table. Find out the awardees for each nomination. Share your findings with the whole group.

Sport career	Professional photographer	The best song of the year	Great contribution to science	For the best piece of writing	For healthy generation	Young talented singers	For gifted girls of Uzbekistan

1 Alice Munroe is a «Master of the Contemporary Short Story” and she is an awardee of the Nobel Prize for Literature 2013. You are going to have a short interview with Alice. Work in groups list down 5 questions you would like to ask her.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Work in pairs. Look through the words and constructions below. Explain their meaning. Make up sentences using them. If necessary consult the dictionary.

this may change my mind, wander around, the press, I haven't gotten over the delight yet, you have produced an enormous body of work over the decades, bring a great new readership, it is time to take it easy



9 Read and discuss the quote.

Motivation is a fire from within. If someone else tries to light that fire in you, it will burn very briefly.

10 What does 'award' mean for you: respect, high point in your life, stimulation, encouraging tool, activeness.

11 Read the text and make up the best title covering the overall idea of it.

Being awarded with "Oltin qalam" ("The Golden Pencil") was one of the most unforgettable experiences of my life. I had the opportunity to meet many candidates of the competition from all over the country. I started working at the local newspaper office where I ultimately became extremely involved. It has only been 7 years since I began working as a newspaper reporter and since my involvement, I have developed a strong fervour and energy for the objectives promoted by the "Oltin qalam" organization. I feel honoured and blessed that I was chosen as a semi-finalist of the contest. I experienced so much and participated in new and exciting activities that have changed my life. I had the privilege to compete in the "Oltin qalam" competition after becoming a winner. Through competition I had the chance to encounter many talented youth from across the country and got a chance to experience life and culture from their perspective. I couldn't win in the final competition, but I did get a chance to see a clump of celebrities! Being a participant of that competition not only

opened my eyes to the obstacles that we, as youth, have to overcome, but it demonstrated the obstacles that we have in front of us. Also, I was privileged to meet and hear many accomplished professionals, famous journalists speak about different issues and help boost our motivation.

One of the memorable quotations which motivated me was Bo Jackson's. His powerful and motivational quotation that "Set your goals high, and don't stop till you get there" still linger in my soul and will motivate me for a long time. Winning that award was so encouraging and uplifting because it not only assured me that my hard work was paying off, but it assured me that my work was in alignment with organization.

Overall, my week in Tashkent was marvellous. I know that the work does not stop here, nor does the load lighten. I understand the significance of hard work and tenacity demonstrated by those who have come before me. It is my duty to take my experience to the newspaper and use it to motivate myself.

12 Read the statements and decide if they are true or false.

Statements	T	F
1. Powerless and motivational quotation empowered all participants		
2. Award enlightened the author's spirit		
3. Award was not so satisfying and uplifting		
4. "Set your goals high, and don't give up till you get there"		
5. The author understood the significance of a hard work and perseverance		



The first television broadcast of the Oscars took place in 1953 on black and white TV, telecasted throughout the US and Canada. Telecasting in color began in 1966, and since 1969, the Oscars have been telecast throughout the world. By the mid-1990s it was telecast in over 100 countries.

LESSON 16

World awards

L: Award strengthens friendship

W: Persuasive writing

Gr : Mixed conditionals

3 (T16) Listen to the tape. Tick the questions asked by the interviewer in the telephone talk.

- Hello, is this Alice Munro?
- How did you feel receiving 'Congratulation' call from the press?
- Where did you hear the news?
- What was your first reaction?
- Have you ever changed your style of writing?
- For those who don't take up writing, would you recommend to start writing?
- For those who don't write, would you recommend a starting doing that?

4 Listen to the tape again. Make notes of Alice Munro's answers to the questions. You may refer to Ex. 3. Share it with your partner.

eg.: Question 1 _____

5 Work in pairs. Look back to the questions that you composed in Ex.1. Compare your answers with the ones of the interviewer.

if-clause	Main clause
type 2 <i>If she got back late last night.</i>	type 1 <i>She won't come to work today.</i>
type 2 <i>If you were more sensible.</i>	type 3 <i>You wouldn't have spoken to your boss like that.</i>
type 3 <i>If she hadn't missed the bus.</i>	type 2 <i>She would be here now.</i>

6 Work in pairs. Look at the table and analyze the sentence structure. Match the beginnings and endings. Pay attention to their meaning and form.

If I could find some free time	you would win in the contest
If you had tried a little bit	she will get the first place in competition today
If she trained regularly	I would have visited the awarding ceremony yesterday.

7 Complete the sentences using mixed conditionals.

- If you didn't act perfectly in this film, _____
- The award would have been given to another candidate, if _____
- If our team had participated in the competition, _____
- If _____, I would be able to get a prize.
- If you tried harder, _____
- If _____, he would have won world cup championship in tennis.

8 Complete the gaps using the verbs in the brackets.

- If I _____ you, I _____ in this competition. (be/ try to take part)
- They _____ a well-prepared report if we _____ the materials. (make/print)
- We _____ honored and blessed, if our member _____ as a successful candidate. (feel/select)
- If he _____ an award-winner, all of us _____ him. (be/congratulate)

13 Imagine your life in 10-15 years. Talk to the person next to you and discuss the following questions.

- What award do you think you could hopefully get?
- What would be your contribution for being awarded?

14 Read the following piece of writing. What does this script present that differs greatly from other written assignments you've learned to write in previous lessons?

Dear Komil,

Don't hesitate to participate in the competition "Nihol". You are one of the best and talented students at our institute. Remember, you were a winner among competitors in our region six months ago. Now this is the last step to be a winner in Uzbekistan. You should go further and further. If you try more you will be among award-winners. No doubt, you will be a winner in the field of literature. I have already looked through all your creative works. Your publications attract a huge number of readers' attention. You are very experienced. Don't believe in rumors around you. If you get "Nihol" award there will be positive changes in your life. Believe me.

*Best wishes,
Shahlo*



15 What points does the author mainly pay attention to?

- | | | | |
|--------------|-------------|---------------------|---------------|
| a. statement | c. argument | e. meaning | g. opinion |
| b. reason | d. fact | f. starter question | h. conclusion |

16 Look through the words and word-combinations useful for persuasive writing. Choose one of the subtopics below. Using the words in the table write a short essay using the ideas given in a-d.

Everybody convinced that...	It is certain...	Firstly...	Secondly...	In my opinion...	Therefore...	Some believe that...
Moreover...	For this reason...	I feel that..	Surely...	I am sure that...	Consequently...	Thus...

- Persuade that your recent innovation in the field of science deserves to be awarded with "Nobel" prize
- Persuade that you are a holder of the gifted voice for "World MusicAward"
- Persuade that you have a reliable background to be selected out for "Nihol" award
- Persuade that you have enough physical trainings for "World Sport" award

Dear _____ selection committee,
(award title)

LESSON 17

Avicenna; Mendeleev

S: Famous scientists

R: Text Avicenna; Mendeleev

Voc: Words related to text.

Text Avicenna (TB, p.83). Text Mendeleev (TB, p.76).

LESSON 18

Final lesson. Review

4 (T16.1) Listen to the dialogue and fill in the gaps.

Teacher: Have you got any information about the latest world (a) _____?

Student A: I have been informed by my friend who lives in the USA.

Student B: I like to watch world (b) _____ and native (c) _____ on TV.

Teacher: What would you do if you had been chosen as an (d) _____?

Student A: Frankly speaking, I would be very happy if the (e) _____ chose me.

Student B: I think to win in the (f) _____ is more formidable. I would be the happiest man in the world if I were a winner.

Teacher: Both of you are quite right. Your sentiments are very original. But what do you think how the (g) _____ can be (h) _____?

Student A: I reckon with the help of oral or written voting.

Student B: In my opinion, the person should be deserved and experienced who is being (i) _____ in the (j) _____ of the awards rite. The (k) _____ will select a candidate who is the best of the best.

Teacher: I agree with you. You know that tastes differ. I wish both of you (l) _____ in acquiring your goals.

11 Read the introductory paragraph. Continue the next paragraph.

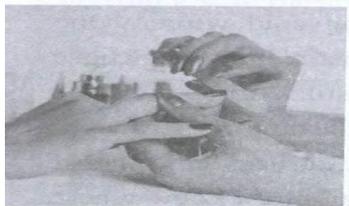
Farhod, first of all, you should plan your future. I have known you for a long time. You are very hard worker. You can be a successful scientist if you continue your research work. Don't be passive. Now you are at the beginning point.

1. What will the first body paragraph be about? _____

2. What will the second body paragraph be about?.

3. What will the third body paragraph be about? _____

Look at the photos and speak about their advantages and disadvantages



1 Find the antonyms to the following words from the text .

1. decline, failure 3. inappropriate 5. unfortunate, unlucky 7. inadequate
 2. doubtfully 4. blockage 6. incompetent 8. improper, unacceptable

2 Read the text and find out the terms concerning the types of management.

WHAT IS HRM?

Have you ever heard of the abbreviation HRM? It is deciphered as human resources management. Human Resources Management includes conducting job analyses, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing **(a)benefits** and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels. Human resource is a notion how the individuals realize their abilities and skills and contribute to their organization. HR emerged in the early 20th century, due to movement of human relations, as the strategic approach for creating **(b)successful** business. At first it dealt with transactional activity as benefits administration. Nowadays due to technology, communication and transportation **(c)progress** and wide research the essence of HRM raised to other higher levels.

Frederick Taylor termed the movement as “scientific movement” (later it was named as “Taylorism”) trying to increase economic productivity in manufacture. One of the oldest professional HR associations was the Chartered Institute of Personnel and Development which was established in England in 1913.

As the union HRM departments conduct issues pertaining to people such as motivation, discipline, employee data, recruitment, personnel administration (promotion in work places), job transfer, probation periods, work schedules, salary and satisfaction surveys, HRM design, human capital management (performance management, succession planning, training, induction), analysis and reports, budgets, admission system, quota-based work, incentives and commissions, compensation and payroll (worked hours, overtime, bonuses and omissions, endowment, deductions, taxes, leaves, family care leaves, absence and business trips), exams and tests on qualifications, safety, wellness, benefits (insurance, healthcare, pension, company transportation, housing), communication,

change management (finding the new **(d)eligible** ways and methods for conducting the process and helping people to cope with permanent changes), employee engagement (listening to grievances, organizing parties, picnics), labor relations (service conditions, negotiations on wages, settling strikes), satisfaction surveys (observing emotional state of the organization, motivate all employees and make appropriate changes to HR policies), record keeping (recording and keeping the employment history, health, absence, earnings records).

A good HRM staff is the heart of a company. Nowadays HR manager is associated as “business partner”. Modern real HR manager is responsible for culture and values of any organization. In order the employees acted as one friendly family and accomplished an organization’s targets and objectives HR managers should function **(e)effectively** and productively.

Update HR manager must avoid just hiring or firing any employee, but he/she is to headhunt, search executive, select highly **(f)qualified** personnel, have profound knowledge of industry, have leading ability and negotiation skills, create the whole employee programs that impact the business non-stop prosperity. HR manager should be the **(g)reliable** guide of employees and show them conductive ways in obtaining the objectives and skills required to achieve these goals. All activities of members of HR staff should be outcome-directed.

They should realize this by giving **(h)relevant** information and options, promoting effective structures for link between employees and directorate, motivating and enriching staff capabilities, working out methods for team work.

Today the Society for Human Resource Management in the USA has more than 250000 members in 140 states throughout the world and is the largest association which offers training and certification of HR managers.

Case study

A CASE OF MEDICATION ERROR

Abstract: This case study begins with a real news article about a six-month-old baby who died from an overdose of medication administered by hospital staff. The infant was diagnosed with pneumonia and given an intravenous dose of the antibiotic azithromycin, the appropriate medication for the diagnosed condition. However, the infant was mistakenly given an adult dose that led to cardiac shock. This incident is used in the case study to show how many of the core concepts covered in General Organic and Biological Chemistry (GOB)/Introductory General Chemistry directly relate to the lives or career plans of students enrolled in the course. Concepts taught in the case study include the use of conversion factors in clinical calculations; inter-conversion of temperatures in Fahrenheit and Celsius scale; construction and interpretation of graphs; the etiology, manifestation, diagnosis and treatment of pneumonia; and the medication administration system and the role that nurses can play in preventing medication overdose. The case can also be used in introductory mathematics courses for Allied Health sciences.

Objectives: The use of conversion factors in clinical calculations.
Inter-conversion of temperatures in Fahrenheit and Celsius scale.
Construction and analysis of graphs.
The medication administration system and role that nurses can play in preventing medication overdose.
Etiology, manifestation, diagnosis, and treatment of pneumonia.

Keywords: Conversion factor; dosage calculation; medication error; overdose; data analysis; pneumonia; Brooklyn; New York

Educational Level: High school, low division, Clinical education
Undergraduate, ,
Continuing education

Type/Method: Directed, Discussion

Language: English

Subject Chemistry (General) Biochemistry Nursing Pharmacy
Headings: /
 Pharmacology

Conversion Factors in Clinical Calculations

A CASE OF IRON DEFICIENCY ANEMIA

Abstract: “Dolores Welborn,” a 28-year-old attorney, is pregnant with her first child. Lately she has been tiring easily and is often short of breath. She has also had periods of light-headedness, cramping in her legs, and a sore tongue. Students read a brief clinical history and a description of signs and symptoms, then answer a set of directed questions designed to probe the underlying anatomy, physiology, and pathology of the Dolores's condition. In the process, they learn about the human hemolymphatic system. The case has been used in a sophomore-level course in human anatomy and physiology taught to pre-med and nursing students as well as in senior-level elective course in general physiology taken primarily by pre-med students.

Objectives: The structure of hemoglobin and the role played by iron in the transport of oxygen.
 The means by which iron is transported and stored in the body.
 The incidence and causes of IDA.
 The red blood cell indices and how they are used to characterize anemia. How IDA is prevented and treated.

Keywords: Iron deficiency anemia; hemoglobin; red blood cell indices; transport of oxygen; blood oxygen; apotransferin; transferring; ferritin

Educational Level: Undergraduate lower division, Undergraduate upper division

Type/Method: Directed

Language: English

Subject Physiology Medicine (General) Nursing
Headings:

A DIFFICULT PREGNANCY

A Nurse Practitioner Looks for Answers

- Abstract:** This case study, about a developmentally disabled, 30-weeks-pregnant 19-year-old, presents some of the patient management issues that health care workers face. The case is used in a graduate level seminar for family nurse practitioner students going through their clinical experience. It would also be appropriate for medical students and, with a few minor modifications, could be used for undergraduate level nursing students.
- Objectives:** Discuss patient management issues in pregnancy: diagnosis, treatment, and patient education—especially the alternatives with rationales.
- Explore the psychosocial issues of the case.
- Discuss the issues of managing a patient with developmental disabilities.
- Discuss the issues of managing a patient with a culture different from your own.
- Discuss issues related to working in an office where you are a minority.
- Keywords:** Pregnancy; prenatal testing; prenatal care; patient management; urinary tract infection; ketonuria; Rh negative blood type; developmental disability
- Educational Level:** Undergraduate upper division, Graduate, Clinical education

Type/Method: Discussion

Language: English

Subject Headings: Nursing Medicine (General)

A PAIN IN THE GUT

A Case Study in Gastric Physiology

Abstract: This interrupted case study in gastric physiology follows the story of Frank, a businessman under a lot of stress who has a car accident while driving home from work one night. Frank has low blood insulin levels and high blood sugar levels that his doctor believes may have contributed to the blurred vision he experienced immediately before the car crash. Frank subsequently develops stomach problems and is found to have high levels of bile in his blood. Students identify and interpret physical signs, symptoms, and medical data as they try to solve the connection between these complaints to formulate a diagnosis. The case was developed for use in a one-semester animal physiology course taken by sophomore and junior science majors. It could also be used in an anatomy and physiology course as well as a general biology course.

Objectives:

- Describe the organs in the upper left quadrant of the abdominal cavity.
- Describe the connection between the pancreatic and bile ducts in the abdominal cavity.
- Describe how bilirubin is formed in the spleen by the breakdown of hemoglobin to form unconjugated bilirubin and then treated at the liver to form conjugated bilirubin.
- Describe the circulation of bile within the body and through the digestive tract.
- Synthesize medical data and form a hypothesis to diagnose physical problems.

Keywords: Diabetes; blood sugar; jaundice; bilirubin; bile; pancreas; cancer

Educational Level: Undergraduate lower division, Undergraduate upper division

Type/Method:

Discussion, Interrupted

Language: English

Subject Headings: Physiology Biology (General) Medicine (General) Nursing

FAMILY, CULTURE, MEDICINE

A Problem-Based Learning Case

Abstract: This four-part problem-based learning case examines cultural conflicts between Western medicine and non-Western traditional healing practices. Students consider notions of cultural relativism and ethnocentrism through the lens of social institutions, including the family and the medical system. After an introductory scenario, students are asked to assume the roles of ethics committee members of a national nursing professional organization to provide advice to a member chapter confronting a difficult clinical situation. Student work involves individual and group assignments, written products, and oral presentations. While developed for a course on the sociology of the family, the case could easily be adapted to other sociology courses such as social problems, sociology of culture, and sociology of medicine, as well as disciplines such as public health and social work.

Objectives:

- Gain an introduction to a sociological approach to the study of culture.
- Explore the significant ways families are repositories and transmitters of culture, as well as how culture shapes families' relationships and practices.
- Apply knowledge of culture and families in the specific context of the medical system.
- Apply knowledge of culture and families in advocating for appropriate and culturally competent child protective services and policies.
- Gain familiarity with aspects of the structure and role of professional organizations. Practice critical thinking and oral and written communication skills.
- Practice and evaluate effective group process.

Keywords: Family; culture; cultural competence; non-western medicine; traditional medicine; healing practices; professional practice; immigrant; Mien; Yao; Laos

Topical Area: Ethics, Policy issues, Social issues, Social justice issues

Educational Level: Undergraduate lower division, Undergraduate upper division, Professional (degree program), Clinical education

Type/Method: Analysis (Issues), Dilemma/Decision, Discussion, Problem-Based Learning, Role- Play

Language: English

Emily and Dr. Haskins

Classroom Expectations, Pragmatics, and Clinical Acumen

Abstract:	<p>This case study on clinical practice, preparation, and acumen follows the story of Emily, an intelligent, hard working, and motivated student who yet encounters difficulties in the clinical fieldwork component of her senior seminar. A follow-up section of the case switches to the perspective of Dr. Haskins, Emily's supervisor in the clinic, who sees in Emily a student ill- prepared to deal with clients. Students read the case study and discuss a series of open-ended questions that explore various aspects of performing and supervising clinical fieldwork. The case can be used in introductory survey courses in the allied health field or education, with advanced students about to start their fieldwork, or with students finishing graduate work and about to become supervisors themselves.</p>
Objectives:	<p>Identify some of the necessary skills one needs to be an excellent clinician and clinical supervisor.</p> <p>Discuss the necessary steps that career counseling to adult students involves.</p> <p>Identify ways to predict, encourage, and practice clinical acumen before the start of one's clinical experiences.</p> <p>Discuss pedagogical strategies for connecting book-skills with clinical experiences for the student.</p> <p>Detail and discuss real-world issues of Asperger's Syndrome and pragmatic impairment (although we see this issue as secondary for some classrooms and requiring outside research on the part of the students).</p>
Keywords:	<p>Clinical supervision; clinical skills; Asperger syndrome; Asperger's; autism; autistic spectrum; pervasive developmental disorder; speech-language pathology</p>
Educational Level:	<p>Undergraduate upper division, Graduate, Professional (degree program), Clinical education, Faculty development</p>

Type/Method: Dilemma/Decision, Discussion

Language: English

Subject Headings: Communication Science Psychology Nursing Teacher Education

LOST IN THE DESERT!

Abstract: Students learn about the interconnectedness of the body, with a particular focus on the skin as one of the most important homeostatic organ systems, in this case study in which the protagonist sets out on a three- hour drive across the Arizona desert to meet his fiancée in California, and never shows up. The case was designed to be used with students in a lower-level anatomy and physiology class who are interested in pursuing careers in nursing, occupational therapy, and other health related fields.

Objectives: Elucidate the importance of electrolyte and fluid control in the normal body: hypovolemia, circulation (in an introductory way), brain functions, sweat formation.

Accurately describe the skin's role in thermoregulation.

Explain the roles and formation of melanin and vitamin D in the skin.

Keywords: Thermoregulation; heat stroke; skin; melanin; Vitamin D

Educational Level: High school, Undergraduate lower division

Type/Method: Directed

Language: English

Subject Physiology Biology (General) Nursing
Headings:

MARY KEEPER'S ACHING HEAD

Abstract: In this problem-based learning case, students read about a 41-year-old woman who is suffering from recurring headaches. Working in small groups, the students analyze a variety of information and then formulate a diagnosis. This case study was developed for a two-semester anatomy and physiology course that is aimed at sophomore and junior level undergraduate students. These students are typically biology or health science majors who are pre-med, pre-nursing, or pre-physical therapy.

Objectives: Learn the difference between a primary and secondary endocrine pathology.
Understand how negative feedback loops influence thyroid hormones, LH, and FSH levels.
Understand the physiological function of thyroid and parathyroid hormones.
Learn that pituitary adenomas affect hormone secretion from the pituitary gland.

Keywords: Endocrinology; endocrine pathology; thyroid gland; thyroid hormones; parathyroid hormones; pituitary adenoma; hormone secretion; pituitary gland

Educational Level: High school, Undergraduate lower division, Undergraduate upper division

Type/Method: Problem-Based Learning

Language: English

PHARMACOGENETICS: HOW GENETIC INFORMATION IS USED TO TREAT DISEASE

- Abstract:** In this clicker case, two teenagers are diagnosed with Acute Lymphoblastic Leukemia (ALL), a cancer of the bone marrow where there is an abnormal overproduction of lymphocyte precursors. The girls' reactions to treatment are very different, however, due to genetic differences that alter the metabolism of the chemotherapeutic agent. This specific example of pharmacogenetics, how genetic testing can be used to treat ALL, is later expanded to consider the wider area of pharmacogenomics, where genome-wide testing can provide information about the most appropriate treatment for individuals based on their genetic profile. This clicker adaptation is based on "Pharmacogenetics: Using Genetics to Treat Disease" by Jeanne Ting Chowning, published as part of the case collection of the National Center for Case Study Teaching in Science in 2010. It has been reformatted as a PowerPoint lecture with multiple choice questions (clicker questions) embedded in the lecture to reinforce important concepts. The case is appropriate for a large enrollment course in a human anatomy and physiology or an upper-level physiology course; it can also be used in molecular biology, genetics, pre-pharmacy, or pharmacology courses.
- Objectives:**
- Distinguish the function of different types of blood cells and apply this information to the normal versus abnormal results of clinical tests used to evaluate disease.
 - Recognize the important role of the bone marrow for the production of different types of blood cells.
 - Describe the disease acute lymphoblastic leukemia (ALL) and how it is treated.
 - Explain how a mutation in the gene coding for a protein enzyme associated with inactivation of the chemotherapeutic agent used to treat ALL can lead to toxic side effects, and the strategy for treating individuals with this mutation.
 - Analyze data from the primary literature to understand the mechanism responsible for different responses to a drug.
 - Predict treatment options given another drug with different genetic polymorphisms.
 - Relate the specific case of ALL treatment to the broader field of pharmacogenomics and conclude that genetic testing will become an important component in personalized medicine.
- Keywords:** Blood cell structure and function; pharmacogenomics; drug metabolism;

thiopurine personalized medicine; data analysis; quantitative reasoning

Educational Level: Undergraduate lower division, Undergraduate upper division, Graduate, Clinical education

Type/Method : Clicker, Interrupted, Journal Article

Language: English

Subject Headings: Biology (General) Cell Biology Molecular Biology Medicine (General) Pharmacy / Pharmacology Nursing Bioinformatics

TO TELL THE TRUTH

Delivering Bad News to Patients

Abstract: This case was developed to teach first-year medical students about medical ethics as they apply to patient communication. Students receive an introductory lecture covering the basics of giving bad news and then are asked to apply what they have learned to a real-life medical situation they read about. The case describes a man who, recently retired, is looking forward to a cruise trip with his wife, but he hasn't been feeling well. Medical tests show he has colon cancer. Assuming the role of the physician, students must decide when and how to break the bad news. To prepare for their role, students learn the six-step protocol for breaking bad news developed by medical oncologist Dr. Robert Buckman, which they then apply to the case.

Objectives:

- Discuss whether or not patients want to know bad news.
- Discuss physician strategy for giving bad news as it relates to timing, content, and delivery.
- Discuss thoughts regarding who should deliver bad news to a patient (primary care physicians versus specialists).
- Apply the Buckman protocol for delivering bad news to patients.

Keywords: Medical ethics; physician-patient communication; bad news; truth-telling; Buckman protocol; Robert Buckman; colon cancer

Educational Level: Graduate, Professional (degree program), Continuing education

Type/Method: Dilemma/Decision, Role-Play

Language: English

Subject Headings: Medicine (General) Nursing Communication Science

II. SELF-STUDY THEMES

1st TERM

№	Themes	Tasks and recommendations for self-study	Hours
1	Speaking <i>Information and security</i>	1. Make presentation.	5
2	Reading and writing <i>Studying with multiple sources</i>	1. Read the article and write a short report about the article	5
3	Listening and writing <i>On-line etiquette</i>	1. Watch a short video and write a summary	5
4	Speaking <i>Learning strategies</i>	1. Make presentation	5
5	Reading and writing <i>Effective study habits</i>	1. Read the article and write a short report about the article	5
6	Listening and writing <i>Succeeding in LLL (Life Long Learning)</i> <i>Interview</i>	1. Watch a short video and write a summary	5

2nd TERM

№	Themes	Tasks and recommendations for self-study	Hours
1	Speaking <i>Service management</i>	1. Write a description of your favourite shop. Organize a text.	5
2	Reading and writing <i>Finance management</i>	1. Make presentation 2. Make paper 3. Make cluster.	5
3	Listening and writing <i>Career responsibility</i>	1. Write your own letter of application for your dream job.	5
4	Speaking <i>Professional development</i>	1. Make presentation 2. Make paper	5
5	Reading and writing <i>Latest achievements</i>	1. Find article and translate it.	5
6	Listening and writing <i>World awards</i>	1. Find article or information and translate it.	5

III. GLOSSARY

Term	Definition
Ability	possession of the means or skill to do something
Acid	a substance with particular chemical properties including turning litmus red, neutralizing alkalis, and dissolving some metals; typically, a corrosive or sour-tasting liquid of this kind. Often contrasted with alkali and base
Abundant	existing or available in large quantities; plentiful
Ascertain	find (something) out for certain; make sure of
Branch	a conceptual subdivision of a family, subject, groups of languages, etc a branch of mathematics called graph theory.
Rack	a framework, typically with rails, bars, hooks, or pegs, for holding or storing things
Funnel	a tube or pipe that is wide at the top and narrow at the bottom, used for guiding liquid or powder into a small opening
Beaker	a tall drinking container, typically made of plastic, with straight sides and no handle; a lipped cylindrical glass container for laboratory use
Flask	a container for liquids, in particular; a narrow-necked glass container, typically conical or spherical, used in a laboratory to hold reagents or samples
Burner	an apparatus in which a substance is heated
Calculation	a mathematical determination of the amount or number of something
Combustion	the process of burning something
Constituent	being a part of a whole
Crucible	a ceramic or metal container in which metals or other substances may be melted or subjected to very high temperatures
Decompose	make or become rotten; decay

Density	the degree of compactness of a substance
Dilute	make (a liquid) thinner or weaker by adding water or another solvent to it
Diffuse	spread over a wide area or between a large number of people
Indecomposable	unable to be expressed as a product of factors or otherwise decomposed into simpler elements
Indicate	point out; show
Investigation	the action of investigating something or someone; formal or systematic examination or research
Invisible	unable to be seen
Occurrence	an incident or event
Scales	a graduated range of values forming a standard system for measuring or grading something
Soluble	(of a substance) able to be dissolved, especially in water
Starch	an odourless, tasteless white substance occurring widely in plant tissue and obtained chiefly from cereals and potatoes. It is a polysaccharide which functions as a carbohydrate store and is an important constituent of the human diet
Strength	the quality or state of being physically strong
Steel	a hard, strong grey or bluish-grey alloy of iron with carbon and usually other elements, used as a structural and fabricating material
Test-tube stand	A test tube is a small tube-shaped container made from glass. Test tubes are used in laboratories.
Ventilating hood	cause air to enter and circulate freely in (a room, building, etc.)
Predict	say or estimate that (a specified thing) will happen in the future or will be a consequence of something
Petroleum	a liquid mixture of hydrocarbons which is present in suitable rock strata and can be extracted and refined to

	produce fuels including petrol, paraffin, and diesel oil; oil
Property (properties)	a thing or things belonging to someone; possessions collectively
Protection	the action of protecting, or the state of being protected
Mixture	a substance made by mixing other substances together
Rod	a thin straight bar, especially of wood or metal
Flame	a hot glowing body of ignited gas that is generated by something on fire
Fundamentals	most important elements, ideas, or principles, in contrast to more complicated or detailed ones.
Fume	an amount of gas or vapour that smells strongly or is dangerous to inhale
Litmus paper	stained with litmus which is used to indicate the acidity or alkalinity of a substance
Pressure	continuous physical force exerted on or against an object by something in contact with it
Repetition	the action of repeating something that has already been said or written
Research	the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
Tremendous	very great in amount, scale, or intensity
Potassium	the chemical element of atomic number 19, a soft silvery-white reactive metal of the alkali-metal group.
Wax	a sticky yellowish moldable substance secreted by honeybees as the material of a honeycomb; beeswax.
Volume	the amount of space that a substance or object occupies, or that is enclosed within a container
Rock	the solid mineral material forming part of the surface of the earth and other similar planets, exposed on the surface or underlying the soil
Transparent	allowing light to pass through so that objects behind can

	be distinctly seen
Support	bear all or part of the weight of; hold up
3D virtual world	An online 3D environment in which users control a character or avatar to interact with each other and with the surrounding environment.
Academic practice	A term used to describe the collective responsibilities of academic staff in higher education, namely those for teaching, learning and communicating the subject, discipline-specific research/scholarship, academic management activities and, for some, service requirements.
Access course	A qualification for non-traditional, usually mature, students, as a route into higher education.
Accreditation	Certified as meeting required standards (e.g. an accredited programme is one that has been approved by an external body as meeting certain standards or criteria). Achieving approach to learning See strategic approach.
Achievement motivation	A desire to succeed at a task (e.g. obtaining high grades, even when the task does not inspire interest) (see also extrinsic motivation, intrinsic motivation).
Extrinsic motivation	Typifies students who are concerned with the grades they achieve, external rewards, and whether they will gain approval from others (see also achievement motivation, intrinsic motivation).
Intrinsic motivation	Typifies students who enjoy a challenge, want to master a subject, are curious and want to learn (see also achievement motivation, extrinsic motivation).
Achieving approach to learning.	See strategic approach.
Strategic approach to learning	Typifies students who adapt their learning style to meet the needs of the set task. Intention is external to the real purpose of the task, as it focuses on achieving high marks for their own sake, not because they indicate high levels of learning. Also known as the achieving approach.
Action learning	An approach to learning involving individuals working on real projects with the support of a group (set) which meets regularly to help members reflect on their experience and to plan next actions.

Active learning	A process of engaging with the learning task at both the cognitive and affective level.
National training programm	- to make a radical reform of the system of training, the democratic state of the Republic and the steady progress towards the construction of a just civil society; the implementation of fundamental changes in the economy of the country, the national economy, particularly in the direction of raw materials through the path of production of competitive products, the establishment of the rule of the benefit of the state social policy and education, the rich ethnic, cultural and historical tradition and heritage of the attention of the authority and position of respect in the world to go from strength to strength.
National training model Person The state and society Continous education Science Production	- its main components are as follows; - The training system subjects and objects in the field of consumers and implementation of their services. - education and training system regulating the activities to monitor and guarantee the preparation and adoption - training base of qualified competitive staff, include all types of education, state educational standards, as well as the structure of the system retraining. - training and development of highly qualified specialists using modern educational and information technologies. - The need for personnel as well as quality of training and basic requirements of the customer in terms of financial, logistical training system participants.
Educational Technology	- this trainer, education of students affect their particular circumstances, and it will act as a pre-defined intensive process of formation.
Technology	- is the Greek word "technical," that is the "master" and "Logos" - "science". Changes as sources. Research, technology, skills and techniques used in the process, a set of methods.
Learning technology	-general information about the development of the information object after receiving information brought

Basic concepts:	into the process and interconnection of between informational laws. innovation in the private diagnostics, innovation educational activities, axiology, acmiology, creativity, reflection.
Innovation	- Updating. Change in process of activity. Updating on the basis of scientific and technical achievements and advanced experience in the field of engineering, technology, management, news, as well as their different reflection.
Concept	- the purpose of drawing up the plan with the current legislation in this area is the concept stage
Invent	- the creation of innovation
Invention	- new ideas and technical solutions, creative product that allows to solve the specific problem.
Overview	- <i>noun</i> : [countable usually singular] a short description of a subject or situation that gives the main ideas without all the details
Sickness	- <i>noun</i> : [uncountable] the state of being sick, absence from work due to sickness
Consciousness	- <i>noun</i> : [uncountable] MEDICINE the condition of being awake and able to understand what is happening around
psychoactive drugs	- <i>adjective</i> : technical psychoactive drugs, chemicals etc. have an effect on the mind
Spinal cord	- <i>noun</i> : [countable] the thick string of nerves enclosed in your SPINE by which messages are sent to and from your brain
Stimulants	- <i>noun</i> : [countable] a drug or substance that makes you feel more active and full of energy
Hallucination	- <i>noun</i> : [countable, uncountable] something you see, feel, or hear that is not really there, or the experience of this, usually caused by a drug or mental illness
Forth	- <i>adverb</i> : literary beginning on that day or at that time
Boredom	- <i>noun</i> : [uncountable] the feeling you have when you are bored
Tension	- [uncountable] nervous feeling: a nervous, worried, or excited feeling that makes it impossible for you to relax
Awareness	- <i>noun</i> : [uncountable] knowledge or understanding of a particular subject or situation.
Food and drug	- <i>verb</i> : [transitive] to find the meaning of something that

administration (FDA) decipher	is difficult to read or understand.
Proprietary	- <i>adjective</i> : [no comparative, usually before noun::] a proprietary product is one that is only sold under a particular name by a particular company
A generic	(nonproprietary) name, and a trade (proprietary or brand) name.
Cramp	- <i>noun</i> : [countable] a severe pain that you get in part of your body when a muscle becomes too tight, making it difficult for you to move that part of your body
Cramps	[plural] severe pains in the stomach, especially the ones that women get during MENSTRUATION
Nonprescription	- <i>adjective</i> : a nonprescription drug is one that you can buy in a store without a PRESCRIPTION (= written order) from a doctor SYN: over-the-counter.
Peer	-to look very carefully or hard, especially because you cannot see something well
Frustration	- <i>noun</i> : [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something
Ritual	- <i>noun</i> : [countable, uncountable] something that you do regularly and in the same way each time.
Fascinating	- <i>adjective</i> : extremely interesting
Involve	- <i>verb</i> : [transitive] to include something as a necessary part or result.
Euphoria	- <i>noun</i> : [uncountable] a feeling of extreme happiness and excitement.
Bloodstream	- <i>noun</i> : [singular] BIOLOGY blood as it flows around your body.
Mystery	- <i>noun</i> : plural mysteries [countable] something that is not understood or cannot be explained, or about which little is known.
Surrounding	- <i>adjective</i> : [only before noun::] near or around a particular place :
Eliminated	- <i>verb</i> : [transitive] 1 to completely get rid of something that is unnecessary or unwanted
Frustration	- <i>noun</i> : [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something

Response	- [countable] a single reaction to a STIMULUS (= something that causes a reaction in living things) , for example the way your body reacts to a particular infection
Be rid of somebody/ something	to be no longer affected by someone or something unpleasant, annoying, or unwanted
Adverse	<i>-adjective:</i> [only before noun] not good or favorable
Reaction	-[singular] a bad effect, such as illness, caused by food that you have eaten or a drug that you have taken.
Unwanted	<i>-.adjective:</i> not wanted or needed
Cruise	- <i>verb:</i> informal to do something well or successfully, without too much effort.
Maintain	<i>-verb:</i> [transitive] to take care of something so that it stays in good condition.
Target	- <i>verb:</i> [transitive] to make something have an effect on a limited group or area.
Stuffy -	<i>adjective:</i> a stuffy room or building does not have enough fresh air in it
Over-the-counter	<i>-adjective:</i> [only before noun::] over-the-counter drugs can be obtained without a PRESCRIPTION (= a written order from a doctor)
annoying -	<i>adjective:</i> making you feel slightly angry :
Safety	-[uncountable] the state of not being dangerous or likely to cause harm or injury
Life-threatening	- <i>adjective:</i> a life-threatening situation or injury could cause a person to die
Alternative	<i>-adjective:</i> [only before noun::] an alternative idea, plan etc. is one that can be used instead of another one SYN alternate :
Interfere:	<i>-verb:</i> [intransitive] to prevent something from succeeding or from happening in the way that is normal or planned
Clot	<i>-verb:</i> [intransitive, transitive]if a liquid such as blood or milk clots or something clots it, it becomes thicker and more solid
Schizophrenia around them	- <i>noun:</i> [uncountable] MEDICINE a serious mental illness in which someone's thoughts and feelings are not based on what is really happening
Hesitate	- <i>verb:</i> [intransitive] to pause before saying or doing something because you are nervous or not sure :
Outcome	<i>-noun:</i> [countable] the final result of a meeting, process, series of events etc., especially when no one knows what it will be until it actually happens :

Assemble	means putting a medicinal product in a container which is labelled before the product is sold or supplied. If the medicinal product is already in the container in which it is to be sold or supplied, assemble means labelling the container before the product is sold or supplied. The legal definition of assemble can be found section 132 of the Medicines Act 1968
Approval	is the process through which we recognise qualifications and programmes that meet our education and training standards.
awarding	body is an organisation responsible for the standards of delivery and assessment and award of a qualification approved by us that is included in a national qualifications framework.
body corporate	is a limited company or limited liability partnership that has been incorporated with Companies House.
Colleagues	includes any individuals who pharmacy professionals work with. This includes students, support workers and other professionals.
Competence	is the requirement for a pharmacy professional to properly perform their role. It is a combination of skills, knowledge, character and health.
Continuing professional development	is the process by which pharmacy professionals keep up- to-date through learning.
Conscientious objection	is the refusal to provide pharmacy services due to religious or moral beliefs.
Delegate	is when a pharmacy professional asks someone else, such as a colleague or student, to carry out a task on their behalf
Dispensing	is the process from receipt of a prescription to the supply of the dispensed medicine to the patient.
Fit to practice	is when someone has the skills, knowledge, character and health to do their job safely and effectively. This should not be confused with being fit to work.
Internet services	includes the supply of medicines, pharmaceutical products, medical devices and the provision of other professional services over the internet, or arrangements for the supply of such products or provision of such services over the internet.
Learning hours	includes all the time needed to achieve a unit of study and

	includes directed study, homework, assessment time and preparation time.
Learning outcomes	include knowledge, skills, attitudes and values demonstrated at a defined level.
Manufacture	includes any process carried out in the course of making a medicinal product. The legal definition of manufacture can be found in section 132 of the Medicines Act 1968
Medical device	means an article which is intended to be used for human beings or animals for the purpose of
	diagnosis, prevention, monitoring, treatment or alleviation of disease,
	diagnosis, monitoring, treatment, alleviation of or compensation for an injury or handicap,
	investigation, replacement or modification of the anatomy or of a physiological process, or control of conception and does not achieve its purpose by pharmacological, immunological or metabolic means. The legal definition of medical device can be found in section 132 of the Medicines Act 1968
Medicinal products and medicines	means any substance or article (which is not a medical device) which is given to human beings or animals for a medicinal purpose. This includes prescription only medicines (POM), pharmacy medicines (P) and general sales list medicines (GSL) and all medicines listed as controlled drugs (CD). Pharmacy medicines and general sales list medicines are sometimes referred to as ‘over the counter’ medicines (OTC). The legal definition of medicinal products can be found in section 132 of the Medicines Act 1968
Medicinal purpose	means
	treating or preventing disease,
	diagnosing disease
	ascertaining the existence, degree or extent of a physiological condition,
Fit to practise	is when someone has the skills, knowledge, character and health to do their job safely and effectively. This should not be confused with being fit to work.
Internet services	includes the supply of medicines, pharmaceutical products, medical devices and the provision of other

	professional services over the internet, or arrangements for the supply of such products or provision of such services over the internet.
Owner patient	is a person or animal who receives care or treatment from a health professional is an individual pharmacist (sole trader), a pharmacist partnership, a partnership in Scotland where only one partner must be a pharmacist, a body corporate that owns a retail pharmacy business, or a representative of the above in the event of death or bankruptcy. In a hospital the owner may be a Trust
Patients and the public	includes any individuals or groups, patients, customers, clients and their animals who use, or are affected by pharmacy services, advice or other services provided directly or indirectly by pharmacy professionals
Person carrying on a retail pharmacy business	is the pharmacist or pharmacists that owns the business, or in the case of a body corporate, the superintendent pharmacist. In a hospital this may be the Chief Pharmacist.
Pharmacy professional	means a pharmacist or registered pharmacy technician
Pharmacy student	in the standards for initial education and training of pharmacists is an MPharm student studying on a pharmacy course accredited by us. It does not mean a pharmacy technician studying on a course accredited by us who is a pre-registration trainee pharmacy technician.
Pharmacy services	means the activities, advice, products, treatment or care that is provided in a registered pharmacy
Position of authority	is when a pharmacy professional has management responsibilities in connection with carrying on a retail pharmacy business
Pre - registration scheme	is the 52 weeks of professional training completed by prospective pharmacists called pre-registration trainee pharmacists.

trainee pharmacy technician.	become a pharmacy technician.
Training provider	is an organisation responsible for the delivery, assessment and award of qualification for a programme approved by us, or an organisation approved by an awarding body to deliver and assess a qualification included in a national qualifications framework approved by us. This can be a college or private training provider
Superintendent pharmacist	is a pharmacist who is a superintendent of a retail pharmacy business owned by a body corporate. In hospitals this may be the chief pharmacist.
Retail pharmacy business	is a business which consists of or includes the retail sale of medicinal products other than medicinal products on a general sale list, whether medicinal products on such a list are sold in the course of that business or not. Some hospitals and trusts have retail pharmacies within them. The legal definition of retail pharmacy business can be found in section 132 of the Medicines Act 1968.
Responsible pharmacist	is a pharmacist who is responsible for pharmacy procedures of registered pharmacy for the purposes of the Responsible Pharmacist Regulations 2008. The responsible pharmacist is recorded in the pharmacy record of the registered pharmacy.
Registered pharmacy	is a premises entered in the register
Professional services	means the activities, advice, products, treatment or care that pharmacy professionals provide.
Pre - registration tutor	in the standards for initial education and training of pharmacists is a person who is acting as a pre-registration trainee pharmacist's tutor. A tutor must be registered as a pharmacist with us. Tutors sign off trainees as being fit to practise towards the end of the pre-registration scheme. It does not mean a pharmacy student's university personal tutor or, in the standards for the initial education and training of pharmacy technicians, a pre-registration trainee pharmacy technician's tutor.

IV. APPENDIX

a) Standardized programme



Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги “531”-сонли Буйруғининг 1-қисми билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий Бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашнинг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан тасдиқланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқишди.

Тузатувчилар:

- | | |
|---------------------|--|
| Бодилова Г. Ҳ. | - ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети |
| Саматова Б. Р. | - кафедра мудири, Тошкент давлат юридик университети, Тил ўргатиш маркази |
| Турсунов М. М. | - катта ўқитувчи, Бухоро давлат университети, Илмий тили ва адабиёти кафедраси |
| Даджоджаева М.С | - п.ф.и. доцент, Ўзбекистон давлат жаҳон тиллари университети, немис тили ўқитувчиси |
| Мурадқасимова К. Ш. | - ўқитувчи, Ўзбекистон давлат жаҳон тиллари университети |
| Ширинова Р. Х. | - ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори |
| Исраилова Д. Ш. | - Ўзбекистон миллий университети, Немис филологияси кафедраси катта ўқитувчиси |

Тажрибачилар:

- | | |
|----------------|---|
| Хашимова Д. Ў. | - Тошкент давлат юридик университети, Тил ўргатиш маркази профессори, п.ф.д. |
| Собирова Г. С. | - Тошкент ахборот технологиялари университети, Чет тиллар кафедраси катта ўқитувчиси, PhD |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тасвир қилинган (2018 йил “28” апрелдаги 9 - сонли баённома).

I. Ўқув фанининг долзарблигини ва олий касбий таълимдан ўрни

Ўзлуksиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча bosқичлари битирувчиларининг тайёрларлик даражасига кўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича B2 даражасини эгаллашлари белгилан берилган.

Хорвксий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлуsи касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустакил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорвксий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорвксий тилни ўрганишнинг мустакил мулоҳот (B2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақос о этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорвксий тилни ўргатишдан асосий мақсад – бўлуsи мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустакил ишланиш, билиш ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавз уларда мангивий фикрлаш ҳобияятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун куйидаги вазифалар иллари сурланади:

- талабаларнинг нутивий (ўқиш, ёзиш, тинглаб тушуниш, гапирини), тил (лексик, грамматик), ихтисосий-маданвий ва прагматик компетенцияларини ДТСи талабларига биндан ривожлантириш;
- илмий, касбий ва мангивий фаолиятга боsлиқ мавзулар юзасидан озаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва илмий кадрлар билан таништириш, маданиятлараро бағрикенглик ва ишлалараро ҳамдўстлик ҳисларини синдириш;

– илмий ва касбий филофияда қўлланиладиган термин ва атамаларни ўргатиш;

– талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда муस्ताҳил ишларни ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёрларини даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Личностные компетенция

Ўқувий компетенция:

Талаб турлари

кенг қўламли нуқта ёки қатор мураккаб фикрлар баёнини;
маъруза, нуқта, баёнот, тафсилотли йўриқномалар, илмий ва иқтисодлик тақдирномалар, сўров ва фикрларнинг моҳиятини;
эълон ва хабарларни;
тановил ва нотановил контекстдаги мураккаб аутентик нуқтни;
ўрганганаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг ахсарият қисмининг;
радио, интернет ва телевидение дастурлари, интервьюларнинг ахсарият қисмининг тушуна олади.

Говорилар

Диалог:

ўрганганаётган тилда сўзлашувчилар билан мулоқотта киришиш;
олдиндан тайёрланган кўрилмаган жонли муҳокама ва мунозара юритиш;
ўз соҳаларига оид интервьюда иштирок эта олиш;
билимга келишув ёки муаммо ечимини топшида расмийлик ва ҳушмуомалатидан фойдаланиш;
расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
ўз ҳамкорлари билан музокара юритиш;
маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки иштифот сўраш;
муҳокамаларда ўз фикрларини асослаш, ўзгариштириб талқин эта олиш ва тузатиш;
расмий доираларда (масалан, семинар ва ҳоказолар) ҳос равишда савол-жавоб қилиш.

Монолог:

маълум мавзуб бўйича яхши тақдирот қилиш;
ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
маълум мавзуб бўйича оғзаки маъруза қилиш;

мақола, маъруза ёки муҳожама возасидан аниқ улуғлашган ҳулоса қилиш;
танниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар
келтириш орқали асослаш.

Ўқили:

танниш ва нотаганиш мавзулардаги маънилarning асосий/айрим жиқатларини;
ўз соҳалари ва қизиқишларига мос ёзишмаларни;
жадвал, графикларнинг қисқа ивоҳини;
мураккаб номаларни;
махсус ва мураккаб ёзма йўриқнома ва йўналтишларни;
тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу
каби матнларни;
касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни
ажрата олиш.

Ривожлантирилмаган малакалар: Чет тилидаги материалларнинг
умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни
тушуниш ва йўналтишни аниқлаш учун ўқиш (Белгилар, кўрсаткичлар ва б).

Ёзу:

Махсус расмий ва норасмий нома/хатлар;
шахтан ва мазмунан тўғри таъкиппаштирилган ишро ва маърузалар;
етарли даражада грамматик, мазмун жиқатдан тўғри тузилган ва мос
устубдаги илмий мақолалар;
таклифлар, ҳулосалар, аниотациялар ва тезислар;
зарур ҳолда ўз соҳалари бўйича бастерув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

В2 даражасидаги лексикани эгаллаш;
сўз ясаллиги (қўшма сўзлар ва аффиксация), ўзлашма (Байналтимила) ва
ўз ақдош сўзлар;
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўлай
олиш.

Грамматик:

ўтилган грамматик материал (фейл замонлари, модал феиллар, сифат ва
равилларнинг қисий даражалари, детерминатив сўзлар, предлоглар ва
ҳомасо)ни қундаллик, илмий ва соҳавий контекстларда тўғри қўлай олиш.

Социллингвистик компетенция

Ўзбекистон ва тили ўрганялётган мамлакатлар маданиятлари мисолда
(ижтимоий ва таълим доираларида) маданиятлараро мулоқотни чуқурроқ
тушуниб еттиш ва унинг мулоқот билан боғлиқ ҳусусиятлари, жумладан,
саломлашгиш, мувожаат шакллари, хушмуомалалик ва ҳомасо;
турли маданиятлардаги коммуникациянинг новербал элементлари: хатти-
ҳаракатлар, нон-ишоралар устида ишлашни давом эттириш;

электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

тақдирот қилиш мақоратини янада такомиллаштириш;
фирмаларни сўзаси ва ёзма шаклда мантқиқан ифодалаш;
турли икжимомий, таълим ва мутахассислик доираларида мос равишда тилини тегинли раглик шаклда қўллай олиш;
мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш,
жумлаларни тузатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. Асосий қисм (амалий мавзуларлар)

Ўнқил мавзулар

Икжимомий мавзулар (атроф-муҳит, маъшиий масалалар, шахс ва касб психологияси, глобал муаммолар)

Икжимомий-маданий мавзулар (қиллий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тилини ўрганмаётган мамлакатларнинг маданий, икжимомий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва қиллий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртиниз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юригиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги қиллий ва амалий ютуқлар, инновацион роҳлар ва янгиликлар)

Грамматик мавзулар

Йилги тили

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъл;
- аралаш шарт эргаш гаплари;
- модал феъллар – can't have, needn't have;

- ҳисоля феъллари;
- мажсул нисбатлар;
- ўтган туталганган;
- ўтган туталганган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қуришмалар;
- wish;
- would (одатларни ифодалаш, ўтган замон).

Немец тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ, майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ айтишларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- und, aber, denn, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wer, wie, was, woan боғловчилари эргашган қўшма гаплар;
- шарт майлининг ясаллиши.

Француз тили

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ, майли, инкор шаклининг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- мажсул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қуришмаларнинг ясаллиши.

IV. Амалий машғулотлар бўйича кўрсатма ва тасвирлар

Дастур талабалар учун белгиланган B2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тип билан боғлиқ вазиятларда эркин мулоқотта қиринишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тип кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқаришар.

Амалий машғулотларни таъкитлаштиришида дастурларда белгиланган мажзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб

келтирилган вазифалар белгилаб олинди ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нужий компетенциянинг тинглаб тушуниш, гапирриш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда интегрицияланган равишда олиб борилади. Мазунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралиқ ва якуний наз орашлар воситасида амалга оширилади.

IV. Мустақил таълим ва мустақил ишлар

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустақамлаш ва такомлантиришдан иборат.

Дарс машғулотларида кўтарилган маззуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдиротлар (слайд, ҳисобот, муаллифлик вазиет ва ҳз. кўринишида) тайёрлашлари кўзда тутилади.

Ўқуш: амалий машғулотларда ўтилган маззулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, тақдир қилиш ва уларни келтирсинларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапирриш: тайёрланган тақдиротларни гуруҳ олдида оғзаки тақдирот этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзуш: машғулотларда ёритилган маззулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдиротлар, соҳага оид шахслар тайёрлаш.

Мустақил ишларнинг маззулари амалий машғулотларда ёритилган маззуларга мос ҳолда бўлиши лозим. Маззулар талабаларнинг соҳаларига боғланган ҳолда кенгрок ёритилиши ва ёзма ёки оғзаки тақдирот сифатида ўқитувчиларга тақдирот этилиши лозим.

VI. Асосий ва қўшимча ўқув адабиётлар ҳақида ахборот манбалари¹

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Қўшимча адабиётлар

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¹ Адабиётлар рўyxафта ССМ ахборот-ресурс марказлари ва бошқалар томонидан оling завоқиллик маълумот ва ҳар бир или қўшимча парги маълумот оling ҳақида қўшимча парги марказининг муҳимлик йўналишлари бўйича қилинган таҳлил ва таҳлиллар

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4. <http://www.inspiringteachers.com/>
5. <http://teachnet.org/ghttp/research/prep/Cooper/http://www.altteacher.org/mentoring.html>
6. www.examenglish.com
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b) Working programme

**O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVTIKA INSTITUTI
TILLAR KAFEDRASI**

“Tasdiqlandi”

O'quv va tarbiyaviy ishlar
bo'yicha prorektor, prof.

Z.A.Yuldashev_____

2019 yil “___” _____

**XORIJIY (INGLIZ) TIL FANINING
ISHCHI O'QUV DASTURI
1- kurs talabalari uchun**

Bilim sohasi: 500000- Sog'liqni saqlash va ijtimoiy ta'minot

Ta'lim sohasi: 510000 - Sog'liqni saqlash
310000 – Muxandislik ishi
320000 – Ishlab chiqarish texnologiyasi
110000 – Pedagogika

Ta'lim yo'nalishi,
mutaxassislik:

5510500 – Farmatsiya (Farmatsevtika ishi)
5510500 – Farmatsiya (Klinik farmatsiya)
5510500 – Farmatsiya (Farmatsevtik tahlil)
5111000 – Kasb ta'limi (5510500 - Farmatsevtika ishi)
5510600 – Sanoat farmatsiyasi (Kosmetsevtika)
5510600 – Sanoat farmatsiyasi (Farmatsevtik
biotexnologiya)
5510600 – Sanoat farmatsiyasi (Dori vositalari)
5320500 – Biotexnologiya (Farmatsevtik
biotexnologiya)
5310901- Metrologiya, standartlashtirish va mahsulot
sifati menejmenti (Dori vositalari)

Umumiy o'quv soati - 132

Shu jumladan:

Amaliy mashg'ulotlar - 72 (1 semestr -36 soat; 2 semestr -36 soat)

Mustaqil ish - 60 (1 semestr -30 soat; 2semestr -30 soat)

Toshkent - 2019

Fanning ishchi o`quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2018 yil "14" iyundagi 531 - sonli buyrug'i bilan (buyruqning -ilovasi) tasdiqlangan "Xorijiy til" fani dasturi asosida tayyorlangan.

Ishchi – o'quv dastur Toshkent farmatsevtika instituti MUK 201__yil " __" ____dagi ____-sonli bayoni bilan tasdiqlangan.

Tuzuvchi:

Karimova N.S. – Tillar kafedrasida o`qituvchisi

Taqrizchilar:

Jalilov F. - Toshkent Farmatsevtika instituti DVSSM kafedrasida
kafedra mudiri

Esbosinova N. - Toshkent Davlat Stomatologiya instituti Ijtimoiy fanlar kafedrasida
ingliz tili katta o`qituvchisi

Toshfarmi Sanoat farmatsiyasi

fakulteti dekani:

2019 yil " _____" _____ Z.U.Mamatqulov

Tillar

kafedrasida mudiri:

2019 yil " _____" _____ S.M.Tuychiyeva

Kirish

1. O'quv fani o'qitilishi bo'yicha uslubiy ko'rsatmalar

Ingliz tili fani – talabalarga ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunish, savodli tarzda qo'llay olish, mutaxassislikka oid adabiyotlarni o'qish, tarjima qila olish, ingliz tilida muloqot yurita olishni o'rgatadi.

Fan bo'yicha talabalarining bilim, ko'nikma va malakalariga quyidagi talablar qo'yiladi.

Talaba:

- mutaxassisligi bo'yicha va ommaviy mavzudagi matnni lug'at yordamida o'qish va ma'nosini to'g'ri tushunish;
- mutaxassisligi bo'yicha va ommaviy mavzudagi matnni o'qish va lug'atsiz asosiy ma'nosini tushunish;
- mutaxassisligi bo'yicha va ommaviy mavzudagi matnni tinglab tushunish;
- mutaxassisligi bo'yicha adabiyotdan kerakli axborotni yoki ma'lumotni tanlay olish, soddalashtirish va referat tuzish;
- mutaxassisligi bo'yicha o'rganilgan mavzuda chet tilida suhbatlashish;
- chet tilida axborot tayyorlashlari kerak.
- mutaxassislik bo'yicha adabiyotning o'ziga xos ilmiy uslubiy asoslari;
- ilmiy matnni soddalashtirish va referat tuzish asoslari;
- ingliz tilidagi adabiyot bilan mustaqil ishlash uslublari;
- lug'at va ma'lumotlar bilan ishlashning asosiy turlari;
- ish yozishmalarini rasmiylashtirish asoslari kabi *ko'nikmalariga ega bo'lishi kerak.*

Ingliz tili fanining boshqa fanlar bilan integratsiyasi:

Ingliz tili fanini mukammal o'zlashtirish uchun talabalar quyidagi fanlardan yetarli bilim, ko'nikma va malakaga ega bo'lishlari kerak:

- o'zbek tili
- rus tili
- farmatsevtik terminologiya;
- botanika;
- kimyo;
- farmakognoziya;
- farmatsevtika ishini tashkil qilish.

2. Amaliy mashg'ulotlar

1-semestr

№	Amaliy mashg'ulot mavzulari	Soat
1	Ubiquity of English S: Widespread use of English L: English in Tashkent R: Working language W: Mind Maps. Gr : Verb Forms (revision)	2

2	Information and security S: Infringement of copyright issues L: Intellectual property R: Speeding of Information	2
3	Information and security Gr: Adjectives and Adverbs W: Describing Process	2
4	Studying with multiple sources S: Studying with multiple source L: Data collection R: Benefits of using multiple source	2
5	Studying with multiple sources Gr : Comparisons as...as, not so/ as...as W: Giving references	2
6	Our Chemical Lab (TB, p.44). S: Chemical lab, First Experiment Gr: Prepositions of Place. W: Description of chemical lab at the institute.	2
7	Review Listening, Speaking	2
8	On-Line etiquette S: Problems of working on the Net L: Real life behaviour and on-line behaviour Gr : Phrasal verbs	2
9	On-Line etiquette R: Ten rules of Netiquette W: e-mail, Comment	2
10	Learning strategies S: Discussing Meta-cognition L: Types of strategies R: Effectiveness of learning strategies	2
11	Learning strategies Gr : Modal verbs W: Writing strategies	2
12	Effective study habits S: Learning styles L: TV interview with a Psychologist R: Forget what you know about good study habits	2
13	Effective study habits Gr : Gerund or infinitive W: Diary writing	2
14	Review Reading, Writing	2
15	Succeeding in LLL S: Presentation to the class R: Ibn Sina (Avicenna) (980-1037) L: How to succeed in continuous learning W: Survey report Gr : Present Perfect and Present Perfect Continuous	2
16	Social responsibility S: Case studies R: Good Uzbek Deeds	2

	L: Having the sense of social responsibilities W: Anecdote Gr: Narrative Tenses	
17	Chemistry S: Chemistry. Elements. R: Text about Chemistry. (TB, p.61). Gr & Voc: revision	2
18	Final lesson. Review.	2
Jami		36

2-semestr

№	Amaliy mashg'ulot mavzulari	Soat
1	Service Management S: Well-established service management R: Development of service management L: Interview with a successful businessman Gr : Relative Clause Pronouns W: Transactional letters	2
2	Human recourse management S: Theoreticians about development of HRM R: A letter written by HR manager to his son L: Staff management	2
3	Human recourse management Gr : Reported verbs W: Cover letter	2
4	Finance Management S: What tips can suggest to your friend in managing his finance? R: Correct financial management L: Tips for managing money Gr : Articles W: Memo/business Report	2
5	Risk Management S: Case: Risk... R: Risk taking and managing L: Interview with student organization leaders W: News reports Gr : Modal verbs expressing advice W: News reports	2
6	My Future Profession S: I shall be a pharmacist. R: Text My Future Profession (TB, p.70).	2
7	Review Listening, Speaking	2
8	Career responsibility S: Causes and consequences of career responsibility R: Career responsibility is one of the leading stages to promotion L: A job Interview	2

9	Career responsibility Gr : to be supposed to W: Paragraph writing	2
10	Professional development S:Professionally developed person R: The main factors of personal development L: Professional development opportunities	2
11	Professional development Gr : Conditional sentences 1,2 W: Argumentative Writing	2
12	Latest achievements S: The worst invention of the mankind R: Inventions that changed the world L: Recent inventions	2
13	Latest achievements Gr : Conditional sentences 3,4 W: Creative Writing	2
14	Review Reading, Writing	2
15	World awards S: Awards stimulate further creativeness R: The Golden Pen Award L: Anvar's award	2
16	World awards W: Persuasive writing Gr : Mixed conditionals	2
17	Avicenna; Mendeleyev S: Famous scientists R: Text Avicenna (TB, p.83). Text Mendeleyev (TB, p.76). Voc: Words related to text.	2
18	Final lesson. Review.	2
Jami		36
Umumiy		72

3. Talabalar tomonidan fan bo'yicha olinadigan amaliy ko'nikmalar 1-semestr

№	Mavzular nomi	Amaliy ko'nikma
1	Ubiquity of English S: Widespread use of English L: English in Tashkent R: Working language W: Mind Maps. Gr : Verb Forms (revision)	Xalqaro tillardan biri bo'lgan ingliz tilining nafaqat O'zbekiston, balki butun dunyoda tarqalganligi haqida ma'lumotlar bera olish. Matnda berilgan yangi so'zlarni qo'llagan holda gapira olish. O'qish uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash,berilgan matnni o'qib, tahlil qilish.
2	Information and security S: Infringement of copyright issues L: Intellectual property R: Speeding of Information	Ma'lumot va xavfsizlik haqida umumiy tushunchaga ega bo'lish va informatsion hujum turlarinni tahlil qila olish. Mavzuga oid yangi so'zlarni qo'llagan holda tasvirlab yoza olish qobiliyatini oshirish, tushunganlarini bayyon eta olish.
3	Information and security Gr: Adjectives and Adverbs W: Describing Process	Ingliz tilida aniqlovchi va ravish haqida tushunchaga ega bo'lish va ularni nutqda qo'llay olish, berilgan matnni so'zlab berish, mavzuga oid tinglash qobiliyatini oshirib, tushunganlarini tahlil eta olish.
4	Studying with multiple sources S: Studying with multiple source L: Data collection R: Benefits of using multiple source	Turli xil ta'lim manbalarini o'rganish, mavzuga oid yangi so'zlarni qo'llagan holda tasvirlab yoza olish CEFR o'rgatuvchi dasturining tinglash va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash,berilgan matnni o'qib, tahlil qilish qobiliyatini oshirish, tushunganlarini bayyon eta olish.
5	Studying with multiple sources Gr : Comparisons as...as, not so/ as...as W: Giving references	CEFR o'rgatuvchi dasturining tinglash va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash,berilgan matnni o'qib, tahlil qilish qobiliyatini oshirish, tushunganlarini bayyon eta olish.mavzuga oid matnni o'qish va eshitish orqali tushunish.
6	Our Chemical Lab (TB, p.44). S: Chemical lab, First Experiment Gr: Prepositions of Place. W: Description of chemical lab at the institute.	Ingliz tilida qisqa paragraf yozish; o'rin-joy ko'rsatuvchi predloglar haqida tushunchaga ega bo'lish,kimyoviy laboratoriya haqida tushunchaga ega bo'lish va uni ingliz tilida tasvirlab berish.
7	Review Listening, Speaking	CEFR o'rgatuvchi dasturining tinglash va gapirish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash 120

8	On-Line etiquette S: Problems of working on the Net L: Real life behaviour and on-line behaviour Gr : Phrasal verbs	Internetdan foydalanish etiketi haqida tassavurga ega bo'lish; internetda yuz berayotgan muammolar haqida fikr bildira olish, grammatik mavzu „Look“ bilan bog'liq bo'lgan iboralarni yodlash va uni qo'llay olish;
9	On-Line etiquette R: Ten rules of Netiquette W: e-mail, Comment	matnlarni o'qib, eshitib, tushunish va tahlil qila olish; matndagi noma'lum so'zlarni yod olish va yodda saqlash va ularni o'zlashtirib nutqda qo'llay olish. CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
10	Learning strategies S: Discussing Meta-cognition L: Types of strategies R: Effectiveness of learning strategies	Mavzuga oid o'z fikrini bayon eta olish, matnni o'qish va eshitish orqali tushunish; CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
9	On-Line etiquette R: Ten rules of Netiquette W: e-mail, Comment	matnlarni o'qib, eshitib, tushunish va tahlil qila olish; matndagi noma'lum so'zlarni yod olish va yodda saqlash va ularni o'zlashtirib nutqda qo'llay olish. CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
11	Learning strategies Gr : Modal verbs W: Writing strategies	Murakkab modal fellarni turli xil kommunikativ holatlarda qo'llay olish; CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
12	Effective study habits S: Learning styles L: TV interview with a Psychologist R: Forget what you know about good study habits	Oqish samaradorligini oshirishda qo'llaydigan odatlarini tasvirlab bera olish, CEFR o'rgatuvchi dasturining tinglash va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
13	Effective study habits Gr : Gerund or infinitive W: Diary writing	Gerundiy va infinitiv haqida tushunchaga ega bo'lish va uni qo'llay olish, CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash. Matnda berilgan yangi so'zlarni qo'llagan holda gapira olish va so'z boyligini oshirish.
14	Review Reading, Writing	CEFR o'rgatuvchi dasturining yozish va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
15	Succeeding in LLL S: Presentation to the class R: Ibn Sina (Avicenna) (980-1037)	Uzluksiz ta'limdagi muvaffaqiyatlarini o'rganish va fikrini bayon eta olish, Ibn Sino haqida fikrlarni bayon etish; hozirgi

	<p>L: How to succeed in continuous learning</p> <p>W: Survey report</p> <p>Gr : Present Perfect and Present Perfect Continuous</p>	<p>tugallagan va hozirgi tugallagan davom fe'li grammatik mavzuni mustahkamlash va uni qo'llay olish, CEFR o'rgatuvchi dasturining yozish, tinglash va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.</p>
16	<p>Social responsibility</p> <p>S: Case studies</p> <p>R: Good Uzbek Deeds</p> <p>L: Having the sense of social responsibilities</p> <p>W:Anecdote</p> <p>Gr:Narrative Tenses</p>	<p>Shaxsiy va ijtimoiy majburiyat tushunchasiga ega bo'lish va fikrini bayyon eta olish, CEFR o'rgatuvchi dasturining yozish, tinglash va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash,</p>
17	<p>Chemistry</p> <p>S: Chemistry. Elements.</p> <p>R: Text about Chemistry. (TB, p.61).</p> <p>Gr & Voc: Revision</p>	<p>Mavzuga oid suhbatlasha olish va yangi matnni o'qib tahlil qilish; matnga oid yangi so'zlarni tushunib, amalda qo'llay olish; CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.</p>
18	<p>Final lesson. Review.</p>	<p>O'tilgan barcha grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish.</p>

2 -semestr

№	Mavzular nomi	Amaliy ko'nikma
1	<p>Service Management</p> <p>S: Well-established service management</p> <p>R: Development of service management</p> <p>L: Interview with a succesful businessman</p> <p>Gr : Relative Clause Pronouns ...</p> <p>W: Transactional letters</p>	<p>Turli xil xizmat sohalari tahlil qila olish. O'qish uchun berilgan matndagi topshiriqlarni bajarish, CEFR o'rgatuvchi dasturining o'qish va tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash, berilgan matnni o'qib, tahlil qilish.</p>
2	<p>Human recourse management</p> <p>S: Theoreticians about development of HRM</p> <p>R: A letter written by HR manager to his son</p> <p>L: Staff management</p>	<p>Mavzuga oid yangi so'zlarni qo'llagan holda tasvirlab yoza olish qobiliyatini oshirish, tushunganlarini bayyon eta olish. CEFR o'rgatuvchi dasturining o'qish va tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash, berilgan matnni o'qib, tahlil qilish.</p>
3	<p>Human resource management</p> <p>Gr : Reported verbs</p> <p>W: Cover letter</p>	<p>Ingliz tilida "Reported verbs" haqida tushunchaga ega bo'lish va ularni nutqda qo'llay olish, berilgan matnni so'zlab berish, mavzuga oid tinglash qobiliyatini oshirib, tushunganlarini tahlil eta olish. CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash, berilgan matnni o'qib, tahlil qilish.</p>
4	<p>Finance Management</p> <p>S: What tips can suggest to your friend in managing his finance?</p> <p>R: Correct financial management</p> <p>L: Tips for managing money</p> <p>Gr : Articles</p> <p>W: Memo/business Report</p>	<p>Moliya menejmenti haqida tushunchaga ega bo'lish va fikrni bayyon eta olish, CEFR o'rgatuvchi dasturining tinglash va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash, berilgan matnni o'qib, tahlil qilish qobiliyatini oshirish, tushunganlarini bayyon eta olish. Grammatik mavzu „article“ nutqda va yozuvda qo'llash</p>
5	<p>Risk Management</p> <p>S: Case: Risk...</p> <p>R: Risk taking and managing</p> <p>L: Interview with student organization leaders</p>	<p>CEFR o'rgatuvchi dasturining tinglash va o'qish, yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash, berilgan matnni o'qib, tahlil qilish qobiliyatini oshirish, tushunganlarini bayyon eta olish. mavzuga oid matnni o'qish va eshitish orqali</p>

	<p>W: News reports</p> <p>Gr : Modal verbs expressing advice</p> <p>W: News reports</p>	tushunish.Modal fe'llarning maslaxatli gaplarda qo'llay olish
6	<p>My Future Profession</p> <p>S: I shall be a pharmacist.</p> <p>R: Text My Future Profession (TB, p.70).</p>	Ingliz tilida qisqa o'z kasbi haqida gapira olish , fikrini bayyon eta olish
7	<p>Review</p> <p>Listening, Speaking</p>	CEFR o'rgatuvchi dasturining tinglash va gapirish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
8	<p>Career responsibility</p> <p>S: Causes and consequences of career responsibility</p> <p>R: Career responsibility is one of the leading stages to promotion</p> <p>L: A job Interview</p>	Kasb mas'uliyati haqida tushunchaga ega bo'lish va fikrini bayyon eta olish , CEFR o'rgatuvchi dasturining tinglash va gapirish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
9	<p>Career responsibility</p> <p>Gr : to be supposed to</p> <p>W: Paragraph writing</p>	Matnlarni o'qib, eshitib, tushunish va tahlil qila olish; matndagi noma'lum so'zlarni yod olish va yodda saqlash va ularni o'zlashtirib nutqda qo'llay olish. CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
10	<p>Professional development</p> <p>S:Professionally developed person</p> <p>R: The main factors of personal development</p> <p>L: Professional development opportunities</p>	Mavzuga oid o'z fikrini bayon eta olish, matnni o'qish va eshitish orqali tushunish; CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
11	<p>Professional development</p> <p>Gr : Conditional sentences 1,2</p> <p>W: Argumentative Writing</p>	Grammatik mavzu „Conditional sentences 1,2” haqida tushunchaga ega bo'lish va uni qo'llay olish, CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
12	<p>Latest achievements</p> <p>S: The worst invention of the mankind</p> <p>R: Inventions that changed the world</p> <p>L: Recent inventions</p>	Mavzuga oid o'z fikrini bayon eta olish, matnni o'qish va eshitish orqali tushunish; CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
13	<p>Latest achievements</p> <p>Gr : Conditional sentences 3,4</p>	Grammatik mavzu „Conditional sentences 3,4” haqida tushunchaga ega bo'lish va uni

	W: Creative Writing	qo'llay olish, CEFR o'rgatuvchi dasturining yozish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
14	Review Reading, Writing	CEFR o'rgatuvchi dasturining yozish va o'qish uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
15	World awards S: Awards stimulate further creativeness R: The Golden Pen Award L: Anvar's award	Mavzuga oid o'z fikrini bayon eta olish, matnni o'qish va eshitish orqali tushunish; CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash
16	World awards W: Persuasive writing Gr : Mixed conditionals	CEFR o'rgatuvchi dasturining yozish, tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash,
17	Avicenna; Mendeleev S: Famous scientists R: Text Avicenna (TB, p.83). Text Mendeleev (TB, p.76). Voc: Words related to text.	Mavzuga oid suhbatlasha olish va yangi matnni o'qib tahlil qilish; matnga oid yangi so'zlarni tushunib, amalda qo'llay olish; CEFR o'rgatuvchi dasturining tinglash uchun berilgan topshiriqlaridan foydalanish orqali mavzuni mustahkamlash.
18	Final lesson. Review.	O'tilgan barcha grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish.
Jami		36
Umumiy		72

4. Mustaqil ta'lim
Talabalar mustaqil ta'limining mazmuni va hajmi
1-semestr

№	Themes	Tasks and recommendations for self-study	Hours
1	Speaking <i>Information and security</i>	1. Make presentation.	5
2	Reading and writing <i>Studying with multiple sources</i>	1. Read the article and write a short report about the article	5
3	Listening and writing <i>On-line etiquette</i>	1. Watch a short video and write a summary	5
4	Speaking <i>Learning strategies</i>	1. Make presentation	5
5	Reading and writing <i>Effective study habits</i>	1. Read the article and write a short report about the article	5
6	Listening and writing <i>Succeeding in LLL (Life Long Learning)</i> <i>Interview</i>	1. Watch a short video and write a summary	5

2 - semestr

№	Themes	Tasks and recommendations for self-study	Hours
1	Speaking <i>Service management</i>	1. Write a description of your favourite shop. Organize a text.	5
2	Reading and writing <i>Financial management</i>	1. Make presentation 2. Make paper 3. Make cluster.	5
3	Listening and writing <i>Career responsibility</i>	1. Write your own letter of application for your dream job.	5
4	Speaking <i>Professional development</i>	1. Make presentation 2. Make paper	5
5	Reading and writing <i>Latest achievements</i>	1. Find article and translate it.	5
6	Listening and writing <i>World awards</i>	1. Find article or information and translate it.	5

Talabalarning mustaqil ishini kafedrada qabul qilingan talabalarning mustaqil ishini tashkil etish, nazorat qilishi va baholash tartibi to'g'risidagi nizom asosida baholanadi.

Laboratoriya mashg'ulotlari rejalashtirilmagan.

Kurs ishlari rejalashtirilmagan.

Malakaviy amaliyot rejalashtirilmagan.

5. Fan bo'yicha talabalar bilimni baholash va nazorat qilish mezonlari.

Ushbu baholash me'zoni O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxtlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi qaroriga muvofiq ishlab chiqilgan.

Talabalarining fan bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, "Xorijiy til" 1-kurs fani bo'yicha talabalar bilimni nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- mustaqil ish (TMI)
- yakuniy nazorat (YaN).

"Xorijiy til" fani bo'yicha talabaning semester davomida o'zlashtirish ko'rsatkichi 5 baho bilan amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Baholash usullari	Testlar, yozma ishlar, og'zaki so'rov
5 baho "a'lo"	<ul style="list-style-type: none"> – ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimni amalda qo'llay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari a'lo shakllangan bo'ladi; - tez va xatosiz o'qiydi; - yozishda 1 ta orfografik xatoga yo'l qo'yadi, - o'tilgan mavzuni tahlil qiladi va qo'llaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi
4 baho "yaxshi"	<ul style="list-style-type: none"> - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari shakllangan bo'ladi; – talaba mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi; - so'zlarni o'qishda 1,2 ta xatoga yo'l qo'yadi; - yozishda 1,2 ta orfografik xatoga yo'l qo'yadi va 1 yo 2 ta so'zni bilmaydi; -o'tilgan mavzuni tushunadi va darsda faol qatnashadi -uy vazifasini 1 ta yo 2 ta xato bilan bajaradi;

3 baho “qoniqarli”	-xorijiy tilda eshitish, yozish, o‘qish va gapirish ko‘nikmalari qoniqarli shakllangan bo‘ladi; – talaba olgan bilimni amalda qo‘llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo‘yicha tasavvurga ega deb topilganda - so‘zlarni o‘qishda 3-4 ta xatoga yo‘l qo‘yadi, - yozishda 3-4 ta orfografik xatoga yo‘l qo‘yadi - 2-3 ta so‘zni bilmaydi, - o‘tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo‘l qo‘yadi;
2 baho “qoniqarsiz”	– talaba fan dasturini o‘zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo‘yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo‘yicha savollarga javob bera olmaydi.

TMIning baholash mezonlari

Talabaning mustaqil ishi O‘zR Oily va o‘rta maxsus ta’lim vazirligining 21.02.2005 yil 34-sonli buyrug‘i va instituti rektori tomonidan 2005 yil 3 sentyabrda tasdiqlangan “Talaba mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to‘g‘risida Nizom” asosida tashkil etiladi.

Talabalarining mustaqil ishi uchun maksimal 5 baho bilan baholanadi:

a'lo	“5”
yaxshi	“4”
qoniqarli	“3”
qoniqarsiz	“2”

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatleri
1	“5” a'lo	1. Og‘zaki va yozma nutqda grammatika va leksikani 90-100% to‘g‘ri va xatosiz ishlatsa; 2. Tarjimalarni a‘lo darajada qila olsa; 3. Mavzuga bog‘liq qisqacha xulosani 90-100% to‘g‘ri yoza olsa; 4. Mavzu bo‘yicha a‘lo taqdimot tayyorlasa
2	“4” yaxshi	1. Og‘zaki va yozma nutqda grammatika va leksikani 70- 89% ni to‘g‘ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo‘l qo‘ysa; 3. Mavzuga bog‘liq qisqacha xulosani 70- 89% to‘g‘ri yoza olsa; 4. Mavzu bo‘yicha yaxshi taqdimot tayyorlasa
3	“3”qoniqarli	1. Og‘zaki va yozma nutqda grammatika va leksikani 60-69% ni to‘g‘ri va xatosiz ishlatsa;

		2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 60 - 69% to'g'ri yoza olsa; 4. Mavzu bo'yicha qoniqarli taqdimot tayyorlasa
4	“2” qoniqarsiz	Belgilangan topshiriqlarni bajarmasa

Oraliq nazoratni baholash

Oraliq nazoratni o'tkazish O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxoatlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'grisida"gi qaroriga muvofiq semestr davomida haftasiga 4 akademik soatdan kam bo'lgan fanlar bo'yicha ON o'tkazilmaydi.

Yakuniy nazoratni baholash mezon

Yakuniy baholash "Xorijiy til" 1-kurs fani bo'yicha mashg'ulotlar tugagandan so'ng o'tkaziladi. YaN ga "Xorijiy til" 1-kurs fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. YaN institut ilmiy kengashi qaroriga binoan test shaklida o'tkaziladi.

Yakuniy baholash mezon:

YaN ga "Xorijiy til" 1-kurs fanini muvaffaqiyatli yakunlagan hamda JN, va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. Yakuniy baholash mezon: agar talaba 30 savoldan iborat bo'lgan testning 90–100% ga to'g'ri javob bersa 5 baho; 2) agar talaba 30 savoldan iborat bo'lgan testning 70– 89 % ga to'g'ri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat bo'lgan testning 60 - 69 % ga to'g'ri javob bersa 3 baho; 4) 60 % dan past – 2" qoniqarsiz" baho qo'yiladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a`lo	5
yahshi	4
qoniqarli	3

YaN da talabaning bilim, ko'nikma va malakalari fanning umumiy mazmuni doirasida baholanadi. YaN fan bo'yicha o'quv mashg'ulotlari tugaganidan so'ng o'tkaziladi. YaN ning maksimal balli 5 baho.

JN, TM ga ajratilgan umumiy baholarning har biridan saralash balini to'plagan talabaga YaN ga ishtirok etishga huquq beriladi.

YaN o'tkazish shakli – test Ilmiy Kengash qarori bilan belgilanadi.

JN, YaN turlarida fanni o'zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o'tishga

ruxsat beriladi:

- qoldirilgan amaliy mashg`ulot kelgusi darsga qadar guruh o`qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg`ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o`zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o`zlashtira olmagan talaba belgilangan tartibda rektorning buyrug`i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o`quv yili yakunlari bo`yicha amalga oshirish maqsadga muvofiqdir).

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c) Handouts

- 4 Look at the pictures and make a list of some other English words you think are known among particular groups of people in Uzbekistan.



_____	_____	_____
_____	_____	_____
_____	_____	_____

1. What do you think these people are doing?
2. What nationality or race do they belong to?
3. How do you think they understand each other?

8 Read the text. Match the definitions 1-6 and the highlighted words and expressions in the text.

1. the medium, method, or tool used to obtain a result or achieve an end _____
2. to come or bring into being _____
3. very steep _____
4. before, until _____
5. time in the past when something or someone was popular or common _____
6. easy to see or understand; evident _____

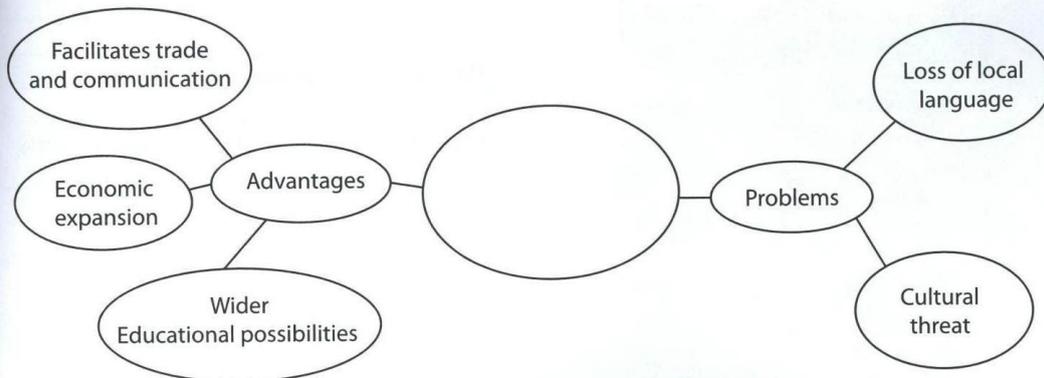
More people in China speak English than in the United States.

9 Read the article again. Which of the following bits of information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. ____
2. A greater amount of books in XIII century were written in the Arabic language. ____
3. Before Malay, people used Arabic in Southern Asia. ____
4. Isaac Newton's book was published after his death. ____
5. Still, there are some lingua francas in different places. ____
6. Nowadays, all the pilots communicate in their own lingua franca. ____

10 Look at this mind map and choose appropriate central theme for it.

- a. Having a single language as an official international
- b. Having English as a trade language
- c. Language courses abroad



7 (T3.2) Listen and choose the correct answer.

Approaches to Learning

People appear (1) _____ in different ways. Some people expect(2) _____ mistakes in their studies and are capable of (3) _____ from their mistakes. They don't mind (4) _____ by their teacher and indeed often ask (5) _____ corrected.

Others, however, dislike(6) _____ mistakes. They try to avoid(7) _____ anything which they might do badly. They would rather(8) _____ something in small steps and be sure they have got it right (9) _____ attempt to do a task based on a subject they don't feel they have finished(10) _____ yet.

Both ways of learning seem(11) _____ equally valid, but a combination of the two may be the best solution.

In (12) _____ to learn effectively, students have to remember(13) _____ risks sometimes. But they also have to feel comfortable and secure with what they're doing so (14) _____ not to become demotivated.

All students should at least think about(15) _____ the way that they approach learning.

	A	B	C	D
1	learning	to learn	learn	having learnt
2	making	to make	make	having made
3	benefiting	to benefit	benefit	to have benefited
4	correcting	being corrected	to correct	to be corrected
5	being	be	to have been	to be
6	making	to make	to be making	make
7	doing	to do	having done	to have done
8	to perfect	perfecting	perfect	be perfected
9	to	from	that	than
10	explore	to explore	exploring	being explored
11	that	to be	as	being
12	desire	demand	need	order
13	to take	taking	to have taken	having taken
14	that	much	as	many
15	to question	questioning	question	to be questioned



Look at the picture and answer the questions below.

- What is the message of the picture?
- Is there any relationship between humanity and information?



1 Match the following treats and the adequate threats.

THREATS

- Hacking
- Ideological pressure
- Infringe copyright



TREATS

- Immune tolerance
- Law on Intellectual Property
- Updating Software



2 Work in pairs and discuss the following question:

- What other ways of treatments or preventions do you know?
- Which of the given pictures best describes the concept of "Copyright Infringement"? Why?

3 (T2) Listen to the survey interview. Decide which University students have been interviewed and list them down.

- _____
- _____
- _____
- _____

4 Write the names of students with the questions they have answered.

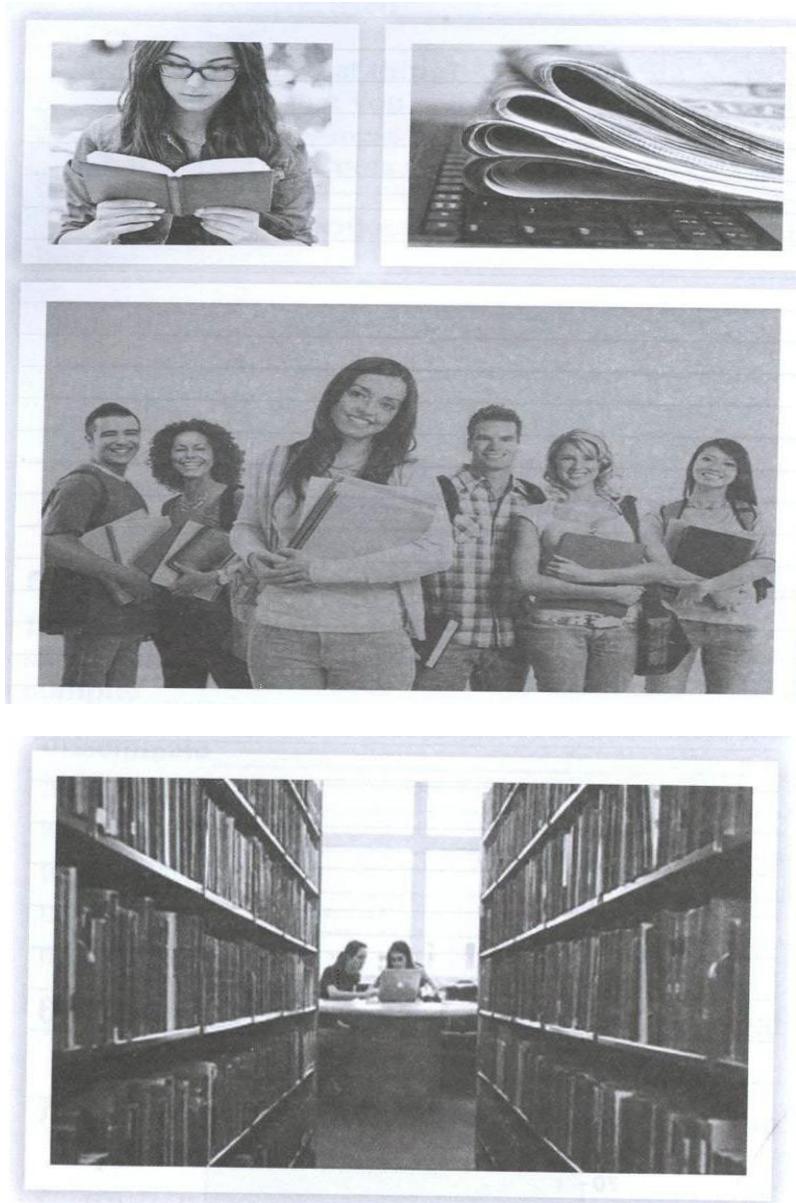
- How do you understand IT attacks? _____
- How can we get protected from IT attacks? _____
- How do you understand Intellectual Property? _____
- How can we protect Intellectual Properties? _____
- How do you understand Ideological Pressure? _____
- How can we protect our youth from Ideological Pressures? _____



4 Look at the photo and answer the following questions.



1. How many languages do you think they speak? What is the reason they learned them?
2. What is the longest and the most commonly used word in your own and the second language?



d) Tests

1. I can see Amanda. _____ is waiting for the New York plane.

A) I B) She C) His D) He

2. The clerk is speaking to the women. He is talking to _____.

A) them B) they C) him D) he

3. I haven't got the keys. Father has got _____.

A) him B) her C) it D) them

4. Can you see those boys and _____ father?

A) they B) them C) their D) him

5. Today _____ weather is very hot.

A) a B) an C) the D) _

6. He is Mrs. Taylor's _____ husband.

A) a B) _ C) the D) an

7. Butterflies are _____ insects.

A) a B) an C) the D) them

8. Is a bee _____ insect?

A) a B) an C) _ D) the

9. I'll wait for you half _____ hour.

A) _ B) an C) a D) the

10. I haven't got _____ paint.

A) any B) some C) _ D) many

11. We are late. The teacher will get angry with _____.

A) we B) they C) us D) I

12. My father is _____ engineer.

A) a B) the C) _ D) an

13. This is not my bicycle. It is my _____ bicycle.
A) _ B) father C) father' D) father's
14. Cats can wash _____ paws and fur.
A) they B) his C) its D) their
15. There is some milk. I'd like to drink _____.
A) they B) it C) them D) its
16. Terry is talking to two _____.
A) women B) woman C) woman's D) women's
17. All the _____ are following the man.
A) policeman B) woman C) dog D) children
18. There are many _____ on the shelf.
A) paper B) magazines C) book D) dust
19. I can see a lot of _____ outside the building.
A) person B) man C) people D) child
20. There is a lot of ice in _____ refrigerator.
A) a B) _ C) an D) the
21. Give me two _____ cake, please.
A) piece B) pieces C) slice D) pieces of
22. _____ students are looking for their ball.
A) That B) Those C) This D) They
23. Please hand me _____ dictionary.
A) that B) these C) it D) them
24. A: Is this your suitcase?
B: No, _____ is my suitcase.
A) that B) these C) it D) they

25. Bill and Jack are going to _____ house.
A) they B) their C) them D) his
26. My brother and I are hungry. _____ are thirsty too.
A) They B) He C) We D) Us
27. Take Janet and Anna to _____ rooms.
A) her B) them C) they D) their
28. Father is calling Ali and me. He wants _____.
A) we B) us C) them D) him
29. Serpil dropped some books, so I picked _____ up for her.
A) them B) it C) its D) they
30. The boys are holding up _____ hands.
A) their B) there C) they D) them
31. Seda and I washed _____ hands.
A) us B) our C) ours D) we
32. Look at that house. All _____ windows are broken.
A) their B) his C) it D) its
33. The sea is dirty. There is oil on _____.
A) them B) they C) it D) her
34. The girls can go home. They have finished _____ work.
A) its B) ours C) hers D) their
35. Do you want those shoes? I don't want _____.
A) them B) they C) him D) its
36. We called Allan. He came to _____.
A) our B) us C) we D) ours
37. Look at these books. Are _____ yours?

A) they B) them C) this D) that

38. We went to _____ seaside and played on the beach.

A) a B) the C) an D) _

39. Many tourists visit _____ Turkey.

A) a B) the C) an D) _

40. There is only _____ water in the glass. Please give me some more.

A) many B) much C) a few D) a little

41. There were not _____ people at the market yesterday.

A) many B) much C) a few D) a little

42. I put _____ sugar on the fruit. I do not like sugar very much.

A) many B) much C) a few D) a little

43. We can all get on the bus. There are only _____ passengers on it now.

A) many B) much C) a few D) a little

44. The policeman is holding the _____ right arm.

A) robber B) robber's C) robbers D) robbers'

45. It was my _____ watch.

A) grandfathers B) of grandfather

C) grandfather's D) grandfather

46. I can see the _____ bicycles.

A) boys' B) boys C) boy D) of the boys

47. I checked the answers. Two of _____ were wrong.

A) it B) its C) them D) they

48. The postman gave me two letters, so I gave _____ to my mother.

A) them B) its C) they D) it

49. The army lost the battle because _____ was not strong.
A) they B) them C) it D) its
50. My parents are coming. I'll open the door for _____.
A) they B) them C) him D) her
51. Is this radio _____?
A) to you B) of you C) you D) yours
52. Give that ball to Tom and me. It _____.
A) is mine B) is ours C) is theirs D) is our
53. We washed _____ and then had our dinner.
A) myself B) himself C) herself D) ourselves
54. You must learn to defend _____, Tom.
A) yourself B) yourselves C) himself D) ourselves
55. I cut _____ on that piece of wire.
A) himself B) myself C) oneself D) herself
56. I saw the girls, so I spoke to _____.
A) she B) her C) they D) them
57. You can have these books. _____ are too hard for me.
A) It B) They C) Its D) There
58. The rope was not very strong, so we did not use _____.
A) them B) its C) they D) it
59. The policeman spoke to my sister and me. He told _____ about the bridge.
A) us B) he C) I D) we
60. The bananas were not ripe, so we did not buy _____.
A) it B) its C) them D) they

61. Please open the window. I can't reach_____.
- A) him B) her C) them D) it
62. My father listened to the news. He was very pleased with_____.
- A) they B) them C) it D) its
63. Can you tell me_____best way to the station?
- A) a B) an C) the D) _
64. She works as_____clerk in a very large bank.
- A) a B) an C) the D)_
65. Cyprus is_____island in the Mediterranean.
- A) a B) _ C) the D) an
66. There is_____excellent film on television this evening.
- A) a B)___ C) the D) an
67. In England there is a saying. “_____apple a day keeps the doctor away”. This means that apples keep you healthy.
- A) An B) A C) The D)_
68. It is going to rain. I must buy_____umbrella quickly.
- A) an B) a C) the D) ___
69. _____other day I had a letter from my friend.
- A) A B) An C) _ D) The
70. They enjoyed_____at the party.
- A) himself B) themselves C) them D) ___
71. My friend cut_____when she was cooking.
- A) myself B) himself C) herself D) her
72. Help_____to some more coffee.
- A) yourself B) myself C) you D) yours

73. I taught _____ to play the guitar. I've never had lessons.
A) me B) myself C) himself D) herself
74. The cow hurt _____ when it tried to get through the fence.
A) himself B) herself C) itself D) themselves
75. That machine is automatic. It runs by _____.
A) itself B) it C) themselves D) herself
76. She is wearing _____ unusual dress .
A) a B) _ C) the D) an
77. The car was traveling at more than 90 miles _____ hour when the accident happened.
A) an B) a C) _ D) the
78. It's _____ time for us to go home.
A) _ B) a C) the D) an
79. This cake was made with _____ butter so it should be good.
A) a B) _ C) the D) an
80. His parents and _____ went to a concert last weekend.
A) me B) our C) mine D) us
81. I enjoyed _____ vacation. Did you enjoy _____ too ?
A) me
/yours B) my/yourself C) mine/yours D) my/yours
82. _____ of the children is sick today.
A) One B) Fewer C) Many D) Some
83. Everyone is responsible for _____ own composition.
A) his B) their C) nobody's D) all their
84. I asked her _____ was on the phone.

A) which B) who C) whom D) whomever

85. I don't have _____ petrol in my car.

A) some B) no C) any D) lots of

86. He knows _____ about sports.

A) nothing B) anything C) at all D) something

87. The children ran screaming into _____ own rooms.

A) his B) they're C) their D) its

88. _____ of us are staying home.

A) Some B) A little C) Couples D) Much

89. There is _____ food in the house.

A) none B) some C) no D) any

90. Misfortunes like that aren't _____ fault.

A) each B) anybody C) no one's D) anybody's

91. This test is for students _____ native language is not English.

A) that B) whose C) of whom D) which

92. Please lend me _____ dollar.

A) a B) an C) any D) a few

93. Her mother wants _____ to wash the dishes.

A) she B) her C) hers D) she herself

94. Each of the children _____ given a box of chocolate.

A) was B) were C) are D) aren't

95. Everyone _____ in the room now.

A) are B) is C) were D) weren't

96. Everybody in the classroom _____ sleepy.

A) is B) has C) are D) weren't

97. They were here, but they have gone back to _____ apartment.
A) they're B) theirs C) hers D) their
98. A couple of the players _____ leaving now.
A) is B) are C) was D) were
99. All the businessmen _____ staying at the hotel.
A) isn't B) was C) is D) are
100. A: Whose coat is that?
B: It's _____.
A) my daughter's B) of my daughter
C) to my daughter D) of my daughter's
101. A: Do you have five dollars?
B: No, I don't, but Oswald has _____ money with him.
A) a lot of B) much of C) many D) lots
102. Someone forgot an umbrella. I'll try to find out _____ it is.
A) whom B) of whom C) whose D) who
103. Most of the students _____ in the classroom now.
A) were B) was C) are D) is
104. A: May I help you?
B: Yes, I want three _____.
A) cans beans B) cans of beans C) can of beans D) can beans
105. Half of the salad _____ yours.
A) is B) were C) are D) aren't
106. "That coat is expensive, isn't it?" "Yes, it costs _____."
A) very many B) a lot of
C) too much money D) too many

107. A: Let's have lunch at the Sultan Restaurant.

B: I can't. I didn't bring _____ money today.

A) some B) any C) none D) no

108. A: Would you like some coffee?

B: Yes please, but just _____.

A) few B) a few C) little D) a little

109. A: Whose house is that?

B: It's _____.

A) the Taylor B) the Taylors C) the Taylor's D) the Taylors'

110. Would you like _____ of this cake?

A) some B) a few C) few D) little

111. The boy has a knife. Don't let him cut _____.

A) himself B) itself C) herself D) yourself

112. A: Do you read a lot?

B: Yes, I read _____ books every year.

A) a lot B) a lot of C) too much D) very few

113. A: What is the matter with the baby?

B: She is _____ hungry.

A) a few B) a little C) little D) few

114. My niece can't find her umbrella. Is this blue one _____?

A) of her B) his C) mine D) hers

115. He paid for an ice-cream for _____.

A) I B) mine C) my D) me

116. A: Have you read this new book by Robert O'Neill?

B: No, I haven't. _____ like to read it.

A) He'd B) She'd C) We'd D) I'd

117. A: Is Ashley's new dress blue?

B: No, _____ is green. Helen's is blue.

A) hers B) her C) mine D) ours

118. If the police _____ arrive soon, they'll be too late.

A) isn't B) doesn't C) don't D) wasn't

119. He has two friends. That's not very _____.

A) few B) many C) much D) a lot

120. There _____ some fish very near the coast.

A) weren't B) was C) wasn't D) were

121. The police _____ looking for a man who escaped from prison.

A) is B) was C) are D) has been

122. Plastic surgery doesn't cost _____.

A) a lot of B) much C) many D) very few

123. He knows _____ about classical music.

A) a lot B) a lot of C) many D) a few

124. He is very honest. He is _____ than David.

A) honest B) more honestly C) more honest D) honestly

125. Some people think that life was _____ a hundred years ago.

A) badly B) worst C) well D) better

126. A bee is _____ than a bird.

A) smaller B) smallest C) the smallest D) small

127. A bicycle moves _____ than a car.

A) slowly B) fast C) very slow D) more slowly

128. Concorde is _____ other planes.

A) the safest B) safest C) as safe as D) safer

129. The news _____ bad.

A) was B) are C) were D) aren't

130. _____ everybody here?

A) Are B) Is C) Were D) Does

131. He has a lot of friends. He is _____ than Tony.

A) much less friendly B) less friendly

C) the most friendly D) more friendly

132. Other planes are not so _____ Concorde.

A) more expensive B) expensive

C) expensive as D) as expensive

133. The Boeing 747 makes _____ noise than Concorde.

A) much B) less C) most D) least

134. It was a very _____ journey.

A) interesting B) more interested

C) interested D) interestingly

135. Venus is the _____ planet to the earth.

A) far B) nearest C) farther D) near

136. What are the _____ sports in Turkey?

A) interested B) as interesting C) better than D) most popular

137. This team is bad. It plays _____.

A) badly B) bad C) not good D) well

138. He runs _____ than David.

A) better B) slowly C) well D) very fast

139. Jim is 19 years old. Tony is 15. Jim is _____ than Tony.

A) younger B) oldest C) older D) youngest

140. He came late because he can't run _____ the others.

A) as fast as B) faster C) the fastest of D) quickly as

141. Bill swims _____ than Robert.

A) faster B) very badly C) good D) worst

142. How _____ butter do you need?

A) much B) many C) few D) a lot

143. Colombia is the _____ country in the world.

A) as wet as B) wetter than C) wetter D) wettest

144. He thinks that their team is the _____ one in Italy.

A) better than B) better C) best D) good

145. Who sings the _____ in your class?

A) happy B) more happily C) happily D) most happily

146. My father is sick. I'm worried about _____.

A) his B) him C) her D) me

147. I saw Ann at the party but I didn't talk to _____.

A) hers B) him C) she D) her

148. A: Why doesn't Pete have any teeth?

B: Because he _____ brushed them.

A) usually B) often C) frequently D) never

149. Almost all of my father's teeth are good because he _____ brushes them.

A) usually B) ever C) never D) sometimes

150. Paul doesn't feel very good now. In six weeks he's going to feel _____.

A) bad B) better C) best D) badly

151. Kate is _____ than any other actress on TV.

A) as pretty B) not pretty C) prettier D) the prettiest

152. It's very _____. It's going to rain.

A) cloudy B) cloudless C) clouds D) more cloudy

153. They're good players, but we can beat _____.

A) their B) they C) theirs D) them

154. Lisa likes to read _____ horoscope.

A) hers B) her C) mine D) yours

155. The kitchen looks beautiful. Have you cleaned _____, Mary?

A) its B) it's C) it D) them

156. Sam and Bob went swimming with _____ sister, Lisa.

A) their B) theirs C) hers D) them

157. I think he was driving _____.

A) dangerous B) less careful C) hardly D) carelessly

158. I don't know why she behaves so _____ sometimes.

A) careless B) badly C) worse D) strange

159. This bag isn't _____ it looks.

A) as lightly as B) lighter C) as light as D) the lightest

160. I haven't _____ been as fat as I'm now.

A) ever B) never C) usually D) sometimes

161. She is a _____ driver. She drives her car _____.

A) carelessly / careless B) slowly / slow

C) well / good D) careful / carefully

162. He is _____ at painting. He paints _____.

A) bad / worse B) bad / badly

C) worse / bad D) badly / the worst

163. She behaves _____ every day.

A) good B) strange C) bad D) worse

164. Not every American _____ English.

A) doesn't speak B) don't speak

C) speak D) speaks

165. Terry hasn't come to school _____.

A) almost B) yet C) just D) never

166. Janet has _____ left home.

A) just B) yet C) almost D) ever

167. I can't find my homework _____.

A) nowhere B) everywhere C) anywhere D) somewhere

168. I've looked for my book _____ but I can't find it.

A) anywhere B) somewhere C) nowhere D) everywhere

169. I'm sure it's here _____.

A) somewhere B) everywhere C) anywhere D) nowhere

170. The bus is very _____.

A) quickly B) slow C) well D) noisily

171. She listens to the teacher very _____.

A) good B) carefully C) better D) careless

172. The author writes _____.

A) bad B) good C) well D) careful

173. He plays the piano _____ than his father.

A) very good B) better C) the best D) very well

174. A: _____ did you go yesterday? B: I went to a restaurant.

A) Where B) Why C) When D) What

175. A: _____ didn't you phone him?

B: I haven't got his telephone number.

A) What B) Why C) When D) How

176. A: _____ did you come to school?

B: On the school bus.

A) When B) What C) Why D) How

177. Horses _____ drive automobiles.

A) often B) usually C) never D) sometimes

178. Students _____ shout in the library.

A) always B) often C) frequently D) seldom

179. Tourists _____ visit museums.

A) often B) seldom C) never D) rarely

180. The sun is _____ hot.

A) always B) often C) usually D) never

181. A: Do you ever fail tests?

B: No. I _____ fail tests.

A) sometimes B) usually C) never D) ever

182. Susan fails all of her history exams. She _____ passes them.

A) ever B) never C) often D) seldom

183. Bob saw only one film last year. He _____ goes to the cinema.

A) often B) seldom C) sometimes D) never

184. David eats a lot of pears and apples. He _____ eats fruit.

A) sometimes B) rarely C) ever D) frequently

185. We can't do our homework. Can you help_____?
- A) we B) me C) them D) us
186. I'm a strong player, he can't beat _____.
- A) I B) mine C) me D) him
187. Swimming is_____excellent sport.
- A)___B) a C) an D) the
188. Mike wants to watch TV _____tonight.
- A)_ B) a C) an D) the
189. I'd like_____bowl of soup, please.
- A) an B) a C) _ D) the
190. Can you see those two men? They are _____policemen.
- A)___B) the C) a D) an
191. My father hates_____hospitals.
- A) _ B) the C) a D) an
192. _____traffic in Turkey is bad.
- A) The B)_ C) A D) An
193. I'd like_____ice-cream, please.
- A) a few B) few C) a little D) a lot
194. A: How_____apples did you eat?
B: I ate_____apples.
- A) many / a few B) much / some
C) many / a little D) a lot of / a few
195. Carol writes well. Andy writes _____than Carol. Mary writes_____.
- A) good / the best B) better / better
C) good / better D) better / the best

196. Maria sings _____ Julia.

A) better than B) as good as C) as bad as D) worse

197. Julia gets up early. Mike gets up _____ than Julia. Anderson gets up__.

A) as early as / earlier B) earlier / the earliest

C) early / earlier D) the earliest / earlier

198. She arrives at work much _____ than anyone else.

A) earliest B) the earliest C) earlier D) as early as

199. Robert works less _____ than Tom.

A) carefully B) careful

C) careless D) as carelessly as

200. Which student in the class works _____?

A) more careful B) less careful

C) the most carefully D) the least careful

201. Tom wasn't hungry, so he ate only _____ soup.

A) a few B) a little C) a lot D) little

202. Which is _____ place you've ever been to?

A) more beautiful B) as beautiful as

C) the most beautiful D) the most beautifully

203. David's sister is thin but not _____ Mike's.

A) so thin B) thinner C) the thinnest D) so thin as

204. _____ Amazon is _____ longest river in the World.

A) The / the B) ___ / the C) _ / _ D) The / ___

205. _____ Lake Oregon is _____ large lake.

A) The / a B) ___ / a C) A / a D) _ / _

206. He always drinks _____ tea with _____ milk.
A) the / _ B) _ / _ C) a / _ D) a / a
207. A: Where is _____ coffee I bought?
B: It's in _____ kitchen.
A) _ / the B) _ / _ C) the / the D) the / a
208. They went to France by _____ plane but we're planning to go on _____ bus.
A) the / the B) _ / a C) _ / _ D) a / a
209. My father has gone into _____ hospital for _____ operation.
A) _ / _ B) _ / an C) the / _ D) the / an
210. _____ ABC cinema is opposite _____ hospital.
A) _ / the B) The / ___ C) An / the D) The / the
211. We visited _____ Birmingham Museum _____ last year.
A) _ / _ B) the / the C) the / _ D) _ / the
212. _____ Atlantic Ocean is larger than _____ Mediterranean Sea.
A) The / the B) The / _ C) _ / _ D) _ / the
213. He is _____ vegetarian. He doesn't eat _____ meat.
A) _ / _ B) a / _ C) a / the D) the / _
214. There is _____ horror film on _____ TV tonight.
A) a / the B) an / _ C) _ / _ D) a / ___
215. _____ earth moves round _____ sun.
A) An / the B) The / _ C) _ / the D) The / the
216. What is _____ capital of _____ Switzerland?
A) the / the B) the / _ C) a / _ D) _ / a
217. _____ milk is good for you. Why don't you drink _____ milk in

your glass?

A) The / the B) ___ / the C) _ / a D) A / the

218. Tracey has been in _____ prison for a year. Last Sunday his father went to _____ prison to see him.

A) _ / _ B) the / the C) a / the D) _ / the

219. _____ weather was terrible yesterday, so we spent all day at _____ home.

A) The / _ B) _ / the C) The / the D) A / _

220. Good health is _____ than money.

A) more important B) very important
C) as important as D) the most important

221. Who is _____ footballer in Turkey?

A) very good B) a better C) the best D) best

222. The world's population is getting _____ every year.

A) big B) bigger C) very big D) the biggest

223. Janet is almost _____ her father. She's 176 cm and he is 178 cm.

A) tall as B) as tall as C) taller than D) a little shorter

224. Today isn't _____ yesterday.

A) cold as B) as sunny as C) a little warmer D) a lot hotter

225. Where is the _____ place in the world?

A) hottest B) as peaceful as
C) more interesting D) colder

226. I can't speak English as _____ my elder brother.

A) good as B) fluently as C) better than D) well

227. The plane arrived _____ than we'd expected.

A) very late B) later C) as late as D) lately

228. I've got very _____ money.

A) few B) a few C) little D) some

229. She's got _____ records of classical music.

A) very much B) very little C) a few D) plenty

230. A: Were there _____ passengers on the plane?

B: Not _____.

A) a few / many B) a lot of / many

C) many / a few D) a lot of / much

231. Only _____ Simon's friends went to the match, not _____.

A) a few / much B) a few of / many

C) some / much D) a lot of / many

232. _____ I want is a cup of tea.

A) All B) Every C) Whole D) Everything

233. Listen to me. I can explain _____.

A) all B) every C) everything D) whol

Choose the best alternative.

234. The series of TV programs that has just finished _____ very useful.

A) are B) weren't C) wasn't D) were

235. A new means of detecting gold in travelers' luggage _____ recently been brought into use.

A) has B) have C) is D) was

236. Physics _____ a subject that has grown enormously in importance during this century.

A) are B) was C) is D) have been

237. A pack of cards _____ scattered over the table.
A) is B) are C) were D) have been
238. The few words he spoke _____ well chosen.
A) is B) was C) were D) wasn't
239. Some of his advice _____ funny.
A) are B) were C) was D) aren't
240. Let's get _____ lettuce.
A) head of B) a head of C) head of a D) a head
241. There were _____ snow on the car.
A) two feet of B) two feet C) a two-feet D) a foot
242. The poor _____ unable to look after themselves.
A) are B) is C) was D) has been
243. Two dozens of cows _____ lying peacefully in the shade.
A) were B) was C) has been D) is
244. The Town Council _____ against raising the rents of its houses.
A) are B) were C) is D) aren't
245. A _____ of vitamin C results in skin infections and slow healing.
A) short B) shortage C) shorten D) shortly
247. What is the difference in _____ between the Amazon and the Nile?
A) long B) wide C) length D) deep
248. How many of _____ are present in class?
A) the girls B) girls C) girls' D) the girl's
249. This isn't _____ bottle.
A) a big enough B) big enough
C) big enough a D) enough big a

250. We don't have _____ vacation.

A) long enough B) a long enough

C) long enough a D) enough a long

252. ___ summer holidays many boys and girls like to go ___ the country ___ their teachers.

A) at/by/to B) into/at/with C) -/to/to

D) during/to/with E) during/to/by

253. The girl saw a beautiful garden ___ the end of the corridor with red flowers ___ it.

A) at/in B) at/on C) to/in

D) in/in E) of/on

254. At night when there are no clouds ___ the sky you can see many stars.

A) on B) in C) at

D) to E) a/an

255. He is very good ___ maths.

A) in B) at C) -

D) about E) with

256. He's got a very good head ___ his shoulders.

A) over B) beyond C) on

D) since E) for

257. I asked him ___ help.

A) in B) about C) for

D) by E) with

258. Father was very angry ___ his son: "You'll be punished according ___ the seriousness ___ your guilt.

A) to/-/of B) for/to/to C) to/to/to

D) with/to/of E) with/-/of

259. An electric lamp hangs from the centre ___ the ceiling ___ the

table.

A) to/in B) of/above C) to/on

D) in/from E) on/near

260. Everybody wanted to come here ____ time.

A) by B) for C) in

D) without E) at

261. It is very warm. I am going to take ____ my scarf.

A) out B) in C) off

D) for E) of

262. There is something very attractive ____ him.

A) in B) about C) with

D) by E) at

263. What is there ____ the ground floor ____ your school?

A) in/in B) on/at C) on/of

D) in/at E) near/in

264. They will be fighting ____ political reforms.

A) in B) on C) at

D) by E) for

265. It's better to wait for five minutes before crossing the street than stay ____ a month at the hospital.

A) at B) on C) for

D) of E) till

266. The famous explorer left ____ the North ____ the fifth of March.

A) to/on B) to/in C) for/at

D) from/on E) for/on

267. They put ____ illuminations ____ front of all buildings.

A) down/over B) up/on C) down/near

D) up/at E) -/in

268. In England the cars go ____ the left side.

A) in B) near C) of

D) to E) on

269. ___ general everything was all right. They thought they were walking ___ the direction ___ the village when they lost the way.

A) for/-/to B) in/to/of C) in/in/of

D) by/to/to E) in/in/to

270. I know that he is a noisy boy, but ___ the same time I can't be angry ___ him.

A) -/to B) at/with C) -/with

D) in/about E) by/for

271. What are curtains usually made ___?

A) in B) with C) of

D) - E) at

272. Great Britain consists ___ three parts.

A) of B) with C) from

D) in E) by

273. The train stopped ___ all the stations and long before we got ___ London every seat was taken and people were standing ___ the corridors.

A) to/at/in B) in/to/ C) at/in/on

D) at/to/in E) -/in/at

274. I congratulated all my classmates ___ passing the exam.

A) for B) with C) on

D) in E) within

275. - ___ what time will you arrive?

- I don't know. It depends ___ the traffic.

A) at/- B) in/from C) -/on

D) by/with E) for/out of

276. My father died three years ago ___ a sudden heart attack.

A) from B) on C) at

D) by E) in

277. This house reminds me ____ the one I lived ____ when I was a child.

A) of/in B) about/at C) near/-

D) -/in E) on/with

278. We shall be waiting ____ a bus ____ 2 till 3.

A) -/to B) -/until C) for/from

D) for/to E) of/for

279. There is a place ____ 6 stamps ____ each page ____ Nick's stamp book.

A) for/on/of B) to/in/in C) for/at/of

D) at/on/for E) for/in/of

280. Alice drank ____ the bottle and turned ____ a very small girl.

A) of/in B) for/at C) out/of

D) from/on E) from/into

281. When we draw we make pictures ____ a pen, a pencil or chalk.

A) by B) with C) of

D) at E) in

282. He suddenly jumped ____ a bus.

A) by B) at C) to

D) on E) of

283. Who is the girl ____ the blue dress, sitting ____ the head of the table?

A) with/in B) on/upon C) in/at

D) without/in E) in/of

284. Children are very fond ____ swimming.

A) of B) about C) till

D) at E) in

285. The old woman could go ____ foot, but she preferred going ____ car.

A) with/in B) without/at C) in/on

D) on/to E) on/by

286. ___ the top of the hill the tourists could see hundreds of cars running quickly ___ the road.

A) from/along B) at/to C) on/along

D) from/in E) with/for

287. Please go on ___ your work while I am out.

A) to B) with C) in

D) up E) at

288. We arrived ___ London ___ 6 p.m. ___ a foggy November day.

A) in/at/on B) to/at/in C) at/in/in

D) on/of/- E) -/in/on

289. He started going ___ school ___ the age of five.

A) to/in B) at/on C) to/at

D) before/of E) into/on

290. I'm going to wait ___ it stops raining.

A) till B) before C) on

D) at E) for

291. He came ____. I told him about my plan and he ___ once agreed ___ it.

A) into/at/with B) in/at/to C) in/-/with

D) out/for/- E) -/at/to

292. We have worked ___ the plan ___ the new district ___ six months.

A) over/off /about B) at/of/for C) of/in/in

D) about/of/to E) of/at/for

293. There is a man sitting ___ the TV set ___ the hall.

A) to/at B) before/on C) near/at

D) towards/or E) in front of/in

294. Did they enjoy ___ their trip down the river?

A) - B) with C) in

D) for E) into

295. I think Dan fell ____ love with Alice.
 A) for B) with C) in
 D) to E) into
296. My friends went ____ a cycling tour last week.
 A) to B) on C) in
 D) for E) before
297. She was ____ duty and had to stay ____ the classroom ____ classes.
 A) after/at/at B) on/in/after C) on/at/at
 D) in/in/in E) on/with/at
298. "Be careful ____ the crossing," he said ____ the children.
 A) for/at B) at/to C) for/to
 D) to/at E) on/for
299. It was difficult ____ him to earn money ____ the country, so he went ____ town.
 A) at/in/after B) through/under/to C) for/in/to
 D) on/at/before E) for/to/in
300. They drove ____ London ____ Paris, stopping ____ Vienna.
 A) into/from/at B) from/to/on C) to/for/near
 D) from/to/in E) to/from/on
301. We lived ____ the suburb ____ a big city ____ the factory where father worked.
 A) at/in/at B) in/before/of C) of/by/to
30. He thought ____ a plan and stayed there ____ a few weeks.
 A) on / of B) about / at C) of / in
 D) of / for E) on / for
303. He stared ____ her ____ amazement.
 A) at/in B) -/with C) to/of
 D) with/besides E) on/at
304. Pete was tired, he lay down ____ the sofa ____ his fur coat and fell asleep.

A) in/to B) on/under C) at/by

D) near/by E) near/at

305. We've neither been _____ the theatre, nor _____ the cinema _____ a long time.

A) to/to/for B) at/with/on C) on/to/at

D) with/at/for E) at/on/to

306. The captain looked _____ his glasses and saw a man _____ the sea not far _____ the ship.

A) after/on/at B) through/at/in C) with/by/to

D) through/in/from E) for/of/about

307. The teacher explained the new rule _____ the pupils and they listened _____ her attentively.

A) at / - B) to / of C) from / to

D) by / of E) to / to

308. _____ looking _____ his papers he understood it was time _____ him to type them.

A) on / by / to B) on / after / in C) in / at / before

D) after / through / for E) for / through / in

309. Don't tell anybody _____ this. It's only _____ us.

A) -/besides B) about/between C) on/by

D) on/within E) about/among

310. The girl wanted to cook the meal herself, but Sophia insisted _____ helping her.

A) on B) to C) from

D) in E) for

311. He should take care _____ his health.

A) for B) on C) at

D) to E) of

312. You must work hard _____ your English.

A) on B) at C) for

D) from E) by

313. We are very busy ____ weekdays.

A) out of B) in C) on

D) at E) of

314. Mr. Brown had to hurry up as his friend was waiting ____ him ____ the corner ____ the street.

A) for/at/of B) for/in/- C) -/in/-

D) with/at/in E) for/in/for

315. He decided to marry ____ Rose ____ money.

A) -/for B) for/to C) on/with

D) by/for E) after/-

316. I remember being met ____ zoo station ____ one of their pupils.

A) near/from B) in/with

C) besides/among D) of/for E) at/by

317. They dined ____ a small restaurant which had been “decorated” ____ rather bad pictures ____ young people.

A) at/with/on B) near/by/of C) in/with/by

D) to/-/with E) at/towards/from

318. Go ____ the kitchen and get a bottle ____ milk ____ the refrigerator.

A) at/of/from B) to/of/out of C) in/-/from

D) to/of/of E) into/of/in

319. He became interested ____ physics ____ the age ____ 14.

A) in/in/of B) in/at/of C) in/for/in

D) at/at/of E) of/in/of

320. I remember that it was ____ my fifteenth birthday that she first put them ____ my hands.

A) in/on B) on/into C) on/at

D) into/on E) at/on

e) Assessment criteria

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ СОҒЛИҚНИ САҚЛАШ ВАЗИРЛИГИ
ТОШКЕНТ ФАРМАЦЕВТИКА ИНСТИТУТИ**

**ТОШКЕНТ ФАРМАЦЕВТИКА ИНСТИТУТИДА ТАЛАБАЛАР БИЛИМИНИ НАЗОРAT
ҚИЛИШ ВА БАҲОЛАШ ТИЗИМИ ТЎҒРИСИДАГИ**

НИЗОМ

ТОШКЕНТ-2018

Ушбу низом Ўзбекистон Республикаси Адлия вазирлиги томонидан 2018 йил 26 сентябрда рўйхатдан ўтказилган (рўйхат рақами 3069) ”Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолаш тизими тўғрисидаги низом” асосида ишлаб чиқилган.

Тошкент фармацевтика институтида талабалар билимини

назорат қилиш ва баҳолаш тизими тўғрисидаги

НИЗОМ

Мазкур Низом Ўзбекистон Республикаси Президентининг 2018 йил 5 июндаги ПҚ-3775-сон “Олий таълим муассасаларида таълим сифатини ошириш ва уларнинг мамлакатда амалга оширилаётган кенг қамровли ислохотларда фаол иштирокини таъминлаш бўйича қўшимча чора-тадбирлар тўғрисида”ги қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолаш тизимини белгилайди.

1-боб. Умумий қоидалар

1. Мазкур Низом 2018-2019 ўқув йилида, шунингдек кейинги ўқув йилларида Тошкент фармацевтика институтига ўқишга қабул қилинган талабаларнинг билимини назорат қилиш ҳамда баҳолашда қўлланилади.

2. Талабалар институт профессор-ўқитувчилари томонидан биринчи машғулотда мазкур Низом талаблари билан таништирилиши шарт.

3. Талабалар билимини баҳолашда малакавий амалиёт, курс иши, фан (фанлараро) давлат аттестацияси, битирув малакавий иши, шунингдек магистратура босқичида илмий-тадқиқот ва илмий-педагогик ишлар ҳамда магистрлик диссертацияси бўйича мазкур Низомда белгиланган баҳолаш мезонлари қўлланилади.

2-боб. Назорат турлари ва баҳолаш мезонлари

1-§. Назорат турлари

4. Тошкент фармацевтика институтида талабалар билимини назорат қилиш жорий, оралик ва якуний назорат турларини ўтказиш орқали амалга оширилади.

5. Жорий назорат семестр давомида иккинчи машғулотдан охириги машғулотга қадар ҳар бир машғулотда, оралик назорат семестр давомида ишчи фан дастурининг тегишли бўлими тугагандан кейин талабанинг билим

ва амалий кўникмаларини баҳолаш мақсадида ўқув машғулоти давомида ўтказилади.

6. Оралиқ назорат тури ҳар бир фан бўйича фаннинг хусусиятидан келиб чиққан ҳолда 2 мартагача ўтказилиши мумкин.

Оралиқ назорат турини ўтказиш шакли ва муддати фаннинг хусусияти ва фанга ажратилган соатлардан келиб чиқиб тегишли кафедра томонидан белгиланади.

7. Оралиқ назорат турининг топшириқлари тегишли кафедра профессор-ўқитувчилари томонидан ишлаб чиқилади ва мазкур кафедра мудирини томонидан тасдиқланади.

8. Семестр давомида ҳафтасига 4 академик соатдан кам бўлган фанлар бўйича оралиқ назорат тури ўтказилмайди.

9. Талабанинг амалий, семинар, лаборатория машғулоти ва мустақил таълим топшириқларини бажариши, шунингдек унинг ушбу машғулотлардаги фаоллиги фан ўқитувчиси томонидан баҳолаб борилади. Баҳолаш мазкур Низомнинг 13-бандида назарда тутилган мезонлар асосида амалга оширилади.

Талабани оралиқ назорат тури бўйича баҳолашда, унинг ўқув машғулоти давомида олган баҳолари инобатга олинади.

10. Якуний назорат тури семестр якунида (фан якунида) тегишли фан бўйича талабанинг назарий билим ва амалий кўникмаларини ўзлаштириш даражасини аниқлаш мақсадида ўтказилади.

11. Якуний назорат турини ўтказиш шакли тегишли фан бўйича кафедра томонидан белгиланади.

12. Якуний назорат тегишли факультет декани ёки ўқув-услубий бўлим томонидан ишлаб чиқилган ҳамда ўқув ишлари бўйича проректор томонидан тасдиқланган Якуний назорат турларини ўтказиш жадвалига мувофиқ ўтказилади.

2-§. Талабалар билимини баҳолаш мезонлари

13. Талабаларнинг билими куйидаги мезонлар асосида:

талаба мустақил ҳулоса ва қарор қабул қилади, ижодий фикрлай олади, мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - 5 (аъло) баҳо;

талаба мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - 4 (яхши) баҳо;

талаба олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - 3 (қониқарли) баҳо;

талаба фан дастурини ўзлаштирмаган, фаннинг (мавзунинг) моҳиятини

тушунмайди ҳамда фан (мавзу) бўйича тасаввурга эга эмас деб топилганда - 2 (қониқарсиз) баҳо билан баҳоланади.

14. Назорат турларини ўтказиш бўйича тузилган топшириқларнинг мазмуни талабанинг ўзлаштиришини холис (объектив) ва аниқ баҳолаш имкониятини бериши шарт.

3-боб. Талабалар билимини баҳолаш

15. Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

16. Оралиқ назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи томонидан амалга оширилади.

Яқуний назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш ўқув машғулотларини олиб бормаган профессор-ўқитувчи томонидан амалга оширилади.

Тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи яқуний назорат турини ўтказишда иштирок этиши таъқиқланади.

Яқуний назорат турини ўтказишда келишув асосида бошқа олий таълим муассасаларининг тегишли фан бўйича профессор-ўқитувчилари жалб қилиниши мумкин.

17. Тошкент фармацевтика институтида оралиқ ва яқуний назорат турларини ўтказиш, шунингдек талабаларнинг билимини баҳолаш тегишли кафедра мудирини томонидан ташкил этиладиган комиссия томонидан амалга оширилади.

Комиссия таркиби тегишли фан профессор-ўқитувчилари ва соҳа мутахассислари орасидан шакллантирилади.

Комиссия таркибига келишув асосида бошқа ташкилотларнинг соҳа мутахассислари ҳам жалб қилиниши мумкин.

18. Тошкент фармацевтика институтида назорат турларини ўтказилиши таълим сифатини назорат қилиш бўлими томонидан доимий равишда ўрганиб борилади. Бунда назорат турларини ўтказилиш тартиби бузилганлиги аниқланган ҳолларда, ўтказилган назорат турларининг натижалари бекор қилиниши ҳамда тегишли назорат тури қайтадан ўтказилиши мумкин.

19. Талаба тегишли фан бўйича яқуний назорат тури ўтказиладиган муддатга қадар жорий ва оралиқ назорат турларини ҳамда талаба мустақил ишини топширган бўлишлари шарт.

20. Жорий ва оралиқ назорат турларини ҳамда талаба мустақил ишини топширмаган, шунингдек ушбу назорат турлари бўйича “2” (қониқарсиз) баҳо билан баҳоланган талаба яқуний назорат турига киритилмайди.

Яқуний назорат турига кирмаган ёки киритилмаган, шунингдек ушбу назорат тури бўйича “2” (қониқарсиз) баҳо билан баҳоланган талаба академик қарздор ҳисобланади.

21. Талаба узрли сабабларга кўра оралиқ ва (ёки) яқуний назорат турига кирмаган тақдирда ушбу талабага тегишли назорат турини қайта топширишга факультет деканининг фармойиши асосида рухсат берилади.

22. Бир кунда 1 тадан ортик фан бўйича якуний назорат тури ўтказилишига йўл қўйилмайди.

23. Битирувчи курс бўлмаган талабалар кузги семестр натижалари бўйича 3 тагача фандан (фанлардан) академик қарздорлиги бўлган ҳолларда талабага бир ойгача, баҳорги семестр натижалари бўйича 3 тагача фандан (фанлардан) академик қарздорлиги бўлган талабага тегишли фан (фанлар) бўйича оралиқ ва (ёки) якуний назорат турларини янги ўқув йили бошидан қайта топшириш учун 1 ой муддат берилади.

Битирувчи курс талабаларига баҳорги семестр натижалари бўйича ўзлаштирмаган фандан (фанлардан) қайта топшириш учун якуний давлат аттестацияси бошлангунга қадар рухсат берилади.

Фанлардан академик қарздорлиги 4 та ва ундан кўп бўлган талабаларга қайта топширишга рухсат берилмайди ва улар институт ректорининг буйруғи билан курсдан қолдирилади.

24. Талабага оралиқ ва (ёки) якуний назорат турини қайта топшириш учун берилган муддат давомида талаба томонидан қайта топширишлар сони 2 мартадан кўп бўлмаслиги керак.

Талаба оралиқ ва (ёки) якуний назорат турини биринчи марта қайта топширишдан ўта олмаган тақдирда, факультет декани томонидан комиссия тузилади. Комиссия таркиби тегишли фан бўйича профессор-ўқитувчи ва соҳа мутахассислари орасидан шакллантирилади.

Иккинчи марта оралиқ ва (ёки) якуний назорат турини ўтказиш ва талабани баҳолаш мазкур комиссия томонидан амалга оширилади.

25. Берилган муддат давомида мавжуд бўлган қарздорликни топшира олмаган талаба бўйича факультет декани билдирги билан институт ректорини хабардор қилади ва ушбу талаба ректор буйруғи асосида курсдан қолдирилади.

26. Талаба узрли сабабларсиз малакавий амалиётга қатнашмаган, шунингдек малакавий амалиёт якунлари бўйича “2” (қониқарсиз) баҳо билан баҳоланган ҳолларда, у академик қарздор ҳисобланади ва курсдан қолдирилади.

27. Курсдан қолдирилган талаба фанни (фанларни) ўзлаштирмаган семестр бошидан тўлов-контракт асосида мазкур ўқув йилининг тегишли семестри учун тасдиқланган ўқув режага мувофиқ ўқишни давом эттиради.

28. Баҳолаш натижасидан норози бўлган талабалар факультет декани томонидан ташкил этиладиган Апелляция комиссиясига апелляция бериш ҳуқуқига эга.

29. Апелляция комиссияси таркибига талабани баҳолашда иштирок этмаган тегишли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида тўрт нафар аъзо киритилади.

30. Талаба баҳолаш натижасидан норози бўлган тақдирда, баҳолаш натижаси эълон қилинган вақтдан бошлаб 24 соат давомида апелляция бериши мумкин. Талаба томонидан берилган апелляция Апелляция комиссияси томонидан 2 кун ичида кўриб чиқилиши лозим.

31. Талабанинг апелляциясини кўриб чиқишда талаба иштирок этиш ҳуқуқига эга.

32. Апелляция комиссияси талабанинг апелляциясини кўриб чиқиб, унинг натижаси бўйича тегишли қарор қабул қилади. Қарорда талабанинг тегишли фанни ўзлаштиргани ёки ўзлаштира олмагани кўрсатилади.

Апелляция комиссияси тегишли қарорни факультет декани ва талабага етказилишини таъминлайди.

4-боб. Баҳолаш натижаларини қайд қилиш

33. Талабалар билимини баҳолаш тегишли фан бўйича профессор-ўқитувчи томонидан Талабаларнинг фанларни ўзлаштиришини ҳисобга олиш журналида (бундан буён матнда Журнал деб юритилади) қайд этиб борилади. Профессор-ўқитувчи қўшимча равишда талабалар билимини баҳолашни электрон тизимда ҳам юритиши мумкин.

Профессор-ўқитувчи Журналда талабага қўйилган баҳоларни шу куннинг ўзида қайд этиб боради. Агар талабанинг билимини баҳолаш ёзма иш шаклида ўтказилган бўлса, бунда профессор-ўқитувчи талабаларнинг натижаларини 3 кундан кўп бўлмаган муддатда Журналга қайд этиши лозим.

34. Назорат тури бўйича талабанинг билими “3” (қониқарли) ёки “4” (яхши) ёхуд “5” (аъло) баҳо билан баҳоланганда, назорат турини қайта топширишга йўл қўйилмайди.

35. Талаба назорат тури ўтказилган вақтда узрли сабабларсиз қатнашмаган ҳолларда Журналга “0” белгиси ёзиб қўйилади.

36. Журнал тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи, кафедра мудири ва факультет декани томонидан имзоланади ҳамда факультет деканатида сақланади. Журналнинг сақланиши учун факультет декани масъул ҳисобланади.

37. Талабаларнинг якуний назорат тури бўйича баҳолари Журналга қайд этилганда, шу куннинг ўзида талабанинг Баҳолаш дафтарига ҳам ёзиб қўйилиши керак.

38. Якуний назорат тури бўйича талабанинг билими “2” (қониқарсиз) баҳо билан баҳоланган ёки Журналга “0” белгиси ёзиб қўйилган ҳолларда ушбу баҳо ёки белги талабанинг Баҳолаш дафтарига ёзилмайди.

39. Журналнинг ўз вақтида, тўғри ва тўлиқ юритилиши, шунингдек ундаги баҳо ва бошқа маълумотларга асоссиз ўзгартиришлар киритилмаслиги учун факультет декани ва тегишли фан бўйича профессор-ўқитувчи масъул ҳисобланади.

40. Тегишли ўқув йили якуни бўйича ишчи ўқув режадаги фанлар бўйича “3” (қониқарли) ёки “4” (яхши) ёхуд “5” (аъло) баҳо билан баҳоланган талаба институт ректорининг буйруғига асосан кейинги курсга ўтказилади,

41. Баҳолаш натижалари кафедра йиғилишлари, факультет ва институт Кенгашларида мунтазам равишда муҳокама этиб борилади ва тегишли қарорлар қабул қилинади.

5-боб. Яқуний қоида

42. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

Тошкент фармацевтика институтида талабалар билимини назорат қилиш ва баҳолаш тизими тўғрисидаги низомга ИЛОВА

1-жадвал

Баҳолашни 5 баҳолик шкаладан 100 баллик шкалага ўтказиш

ЖАДВАЛИ

5 баҳолик шкала	10 0 бал лик шк ала	5 баҳолик шкала	100 балл ик шк ала	5 баҳолик шкала	100 балл ик шк ала
5,00-4,96	100	4,30-4,26	86	3,60-3,56	72
4,95-4,91	99	4,25-4,21	85	3,55-3,51	71
4,90-4,86	98	4,20-4,16	84	3,50-3,46	70
4,85-4,81	97	4,15-4,11	83	3,45-3,41	69
4,80-4,76	96	4,10-4,06	82	3,40-3,36	68
4,75-4,71	95	4,05-4,01	81	3,35-3,31	67
4,70-4,66	94	4,00-3,96	80	3,30-3,26	66
4,65-4,61	93	3,95-3,91	79	3,25-3,21	65
4,60-4,56	92	3,90-3,86	78	3,20-3,16	64
4,55-4,51	91	3,85-3,81	77	3,15-3,11	63
4,50-4,46	90	3,80-3,76	76	3,10-3,06	62
4,45-4,41	89	3,75-3,71	75	3,05-3,01	61
4,40-4,36	88	3,70-3,66	74	3,00	60
4,35-4,31	87	3,65-3,61	73	3,0 дан кам	60 дан кам

**O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH
VAZIRLIGI TOSHKENT FARMATSEVTIKA INSTITUTI
TILLAR KAFEDRASI**

“TASDIQLAYMAN”

O`quv ishlari bo`yicha
prorektor, prof.

Z.A. Yuldashev _____

“ ____ ” _____ 2019y

**XORIJIY (INGLIZ) TIL
BAHOLASH MEZONI**

1-KURS

Bilim sohasi:	500000- Sog`liqni saqlash va ijtimoiy ta`minot
Ta`lim sohasi:	510000 - Sog`liqni saqlash 310000 – Muxandislik ishi 320000 – Ishlab chiqarish texnologiyasi 110000 – Pedagogika
Ta`lim yo`nalishi, mutaxassislik:	5510500 – Farmatsiya (Farmatsevtika ishi) 5510500 – Farmatsiya (Klinik farmatsiya) 5510500 – Farmatsiya (Farmatsevtik tahlil) 5111000 – Kasb ta`limi (5510500 - Farmatsevtika ishi) 5510600 – Sanoat farmatsiyasi (Kosmetsevtika) 5510600 – Sanoat farmatsiyasi (Farmatsevtik biotexnologiya) 5510600 – Sanoat farmatsiyasi (Dori vositalari) 5320500 – Biotexnologiya (Farmatsevtik biotexnologiya) 5310901- Metrologiya, standartlashtirish va mahsulot sifati menejmenti (Dori vositalari)
Umumiy o`quv soati	- 132
Shu jumladan:	
Amaliy mashg`ulotlar	- 72 (1 semestr -36 soat; 2 semestr -36 soat)
Mustaqil ish	- 60 (1 semestr -30 soat; 2semestr -30 soat)

Toshkent - 2019

Ushbu baholash me'zoni O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxoatlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'grisida'gi qaroriga muvofiq ishlab chiqilgan.

Talabalarning fan bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, "Xorijiy til" 1-kurs fani bo'yicha talabalar bilimini nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- mustaqil ish (TMI)
- yakuniy nazorat (YaN).

"Xorijiy til" fani bo'yicha talabaning semester davomida o'zlashtirish ko'rsatkichi 5 baho bilan amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Baholash usullari	Testlar, yozma ishlar, og'zaki so'rov
5 baho "a'lo"	<ul style="list-style-type: none"> – ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimini amalda qo'llay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari a'lo shakllangan bo'ladi; - tez va xatosiz o'qiydi; - yozishda 1 ta orfografik xatoga yo'l qo'yadi, - o'tilgan mavzuni tahlil qiladi va qo'llaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi
4 baho "yaxshi"	<ul style="list-style-type: none"> - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari shakllangan bo'ladi; – talaba mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi; - so'zlarni o'qishda 1,2 ta xatoga yo'l qo'yadi; - yozishda 1,2 ta orfografik xatoga yo'l qo'yadi va 1 yo 2 ta so'zni bilmaydi; -o'tilgan mavzuni tushunadi va darsda faol qatnashadi -uy vazifasini 1 ta yo 2 ta xato bilan bajaradi;

3 baho “qoniqarli”	-xorijiy tilda eshitish, yozish, o`qish va gapirish ko`nikmalari qoniqarli shakllangan bo`ladi; – talaba olgan bilimni amalda qo`llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo`yicha tasavvurga ega deb topilganda - so`zlarni o`qishda 3-4 ta xatoga yo`l qo`yadi, - yozishda 3-4 ta orfografik xatoga yo`l qo`yadi - 2-3 ta so`zni bilmaydi, - o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo`l qo`yadi;
2 baho “qoniqarsiz”	– talaba fan dasturini o`zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo`yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.

TMIning baholash mezonlari

Talabani mustaqil ishi O`zR Oily va o`rta maxsus ta`lim vazirligining 21.02.2005 yil 34-sonli buyrug`i va instituti rektori tomonidan 2005 yil 3 sentyabrda tasdiqlangan “Talaba mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to`g`risida Nizom” asosida tashkil etiladi.

Talabalarning mustaqil ishi uchun maksimal 5 baho bilan baholanadi:

a'lo	“5”
yaxshi	“4”
qoniqarli	“3”
qoniqarsiz	“2”

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatleri
1	“5” a'lo	1. Og`zaki va yozma nutqda grammatika va leksikani 90-100% to`g`ri va xatosiz ishlatsa; 2. Tarjimalarni a`lo darajada qila olsa; 3. Mavzuga bog`liq qisqacha xulosani 90-100% to`g`ri yoza olsa; 4. Mavzu bo`yicha a`lo taqdimot tayyorlasa
2	“4” yaxshi	1. Og`zaki va yozma nutqda grammatika va leksikani 70- 89% ni to`g`ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo`l qo`ysa; 3. Mavzuga bog`liq qisqacha xulosani 70- 89% to`g`ri yoza olsa; 4. Mavzu bo`yicha yaxshi taqdimot tayyorlasa
3	“3”qoniqarli	1. Og`zaki va yozma nutqda grammatika va leksikani 60-69% ni to`g`ri va xatosiz ishlatsa; 2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo`l qo`ysa;

		3. Mavzuga bog'liq qisqacha xulosani 60 - 69% to'g'ri yoza olsa; 4. Mavzu bo'yicha qoniqarli taqdimot tayyorlasa
4	“2” qoniqarsiz	Belgilangan topshiriqlarni bajarmasa

Oraliq nazoratni baholash

Oraliq nazoratni o'tkazish O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son “Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'grisida'gi qaroriga muvofiq semestr davomida haftasiga 4 akademik soatdan kam bo'lgan fanlar bo'yicha ON o'tkazilmaydi.

Yakuniy nazoratni baholash mezonlari

Yakuniy baholash “Xorijiy til” 1-kurs fani bo'yicha mashg'ulotlar tugagandan so'ng o'tkaziladi. YaN ga “Xorijiy til” 1-kurs fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. YaN institut ilmiy kengashi qaroriga binoan test shaklida o'tkaziladi.

Yakuniy baholash mezonlari:

YaN ga “ Xorijiy til ” 1-kurs fanini muvaffaqiyatli yakunlagan hamda JN, va TMI dan ijobiy bahoga ega bo'lgan talabalar qo'yiladi. Yakuniy baholash mezonlari: agar talaba 30 savoldan iborat bo'lgan testning 90–100% ga to'g'ri javob bersa 5 baho; 2) agar talaba 30 savoldan iborat bo'lgan testning 70– 89 % ga to'g'ri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat bo'lgan testning 60 - 69 % ga to'g'ri javob bersa 3 baho; 4) 60 % dan past – 2“ qoniqarsiz” baho qo'yiladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a'lo	5
yahshi	4
qoniqarli	3

YaN da talabaning bilim, ko'nikma va malakalari fanning umumiy mazmuni doirasida baholanadi. YaN fan bo'yicha o'quv mashg'ulotlari tugaganidan so'ng o'tkaziladi. YaN ning maksimal balli 5 baho.

JN, TM ga ajratilgan umumiy baholarning har biridan saralash balini to'plagan talabaga YaN ga ishtirok etishga huquq beriladi.

YaN o'tkazish shakli – test Ilmiy Kengash qarori bilan belgilanadi.

JN, YaN turlarida fanni o'zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o'tishga ruxsat beriladi:

- qoldirilgan amaliy mashg`ulot kelgusi darsga qadar guruh o`qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg`ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o`zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o`zlashtira olmagan talaba belgilangan tartibda rektorning buyrug`i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o`quv yili yakunlari bo`yicha amalga oshirish maqsadga muvofiqdir).

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