

### ENGLISH FOR SPECIFIC PURPOSES

This manual is targeted to the students and teachers of English language, sciences Marketing and Management, Human Resources Management, Social Sciences and other sphere and it contains practical lessons which can be useful source to enhance all skills of English- listening, reading, writing, speaking, lexical and grammatical skills of students.

ENGLISH FOR SPECIFIC PURPOSES

# Do You speak English?



Dilnoza Sharipova  
Zilola Abulova

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**2022**

**Sharipova Dilnoza Shavkatovna, Abulova Zilola Azimovna**

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#### **ANNOTATION**

This manual is targeted to the students and teachers of English language, sciences Marketing and Management, Human Resources Management, Social Sciences and other sphere and it contains practical lessons which can be useful source to enhance all skills of English- listening, reading, writing, speaking, lexical and grammatical skills of students.

#### **АННОТАЦИЯ**

Эта учебное пособие предназначена для студентов и преподавателей английского языка, естественных наук, маркетинга и менеджмента, управления персоналом, социальных наук и других сфер, и она содержит практические уроки, которые могут быть полезным источником для улучшения всех навыков английского языка - аудирования, чтения, письма и т. Д. разговорные, лексические и грамматические навыки студентов.

#### **ANNOTATSIYA**

Ushbu o'quv qo'llanma ingliz tili, marketing va menejment, kadrlar menejmenti, ijtimoiy fanlar va boshqa sohalar talabalari va o'qituvchilariga mo'ljallangan bo'lib, unda talabalarning ingliz tilini tinglash, o'qish, yozish, gapirish, leksik va grammatik qobiliyatlari, barcha ko'nikmalarini oshirish uchun foydali manba bo'lishi mumkin bo'lgan amaliy darslar mavjud.

#### **Mualliflar:**

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## INTRODUCTION

The role and influence of English in today are gaining a higher speed in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world after gaining the independence and increasing speed and scope of information exchange in the global village. The dominant position in the internet space by the language of the published content is firmly held by English, which is a strong motivation to learn English for those who wish to promote their global competences.

Our President Shavkat Mirziyoyev Miromonovich is paying much attention to improve literature, culture and art greatly. As he mentions in his speech “Speaking about the development of the cultural and humanitarian sphere, first of all, it should be noted that this year 12 important documents related to the issues of culture, foreign language and literature were adopted. In order to increase the role and significance of creative unions in the life of the country, to strengthen their material and technical base, the Public Fund for Support of Creative Persons of Uzbekistan has been established”.<sup>1</sup>

With the approval of Presidential Decree «On measures for the further development of the higher education system» as of April 20, 2017 № 2909 there have been a lot of improvements and changes in Higher Education System. This gave a way to professionals of this sphere to search for new methods, techniques, create informative and literary sources, using new information technologies and others in education system.

This textbook is aimed at providing methodological assistance to teachers, strengthening their theoretical knowledge.

This textbook is divided into 23 themes.

In the **Glossary** meanings of terms are explained. Each theme has glossary and independent assignments to reinforce the knowledge gained.

Since the dawn of civilization many men and women have felt a vital need to communicate their thoughts and feelings beyond their immediate circle of a family,

---

<sup>1</sup>Mirziyoyev Sh.M. Critical analysis, strict discipline and order as well as personal responsibility must be a daily rule of every official's daily activities. – T : Tashkent: Uzbekistan. 2017 – P.234.

friends and acquaintances to a wider world. Thanks to the invention of writing and printing they have been able to hand down to successive generations a priceless treasury of manuscripts and books. Literature is a piece of writing, despite the passing of the years and centuries still inspire admiration, reflection and emotion in readers. So we hope that this textbook will pave the way for methodological support for teachers.

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**UNIT 1. GLOBAL INFORMATION AND YOU.**  
***THEME 1: GLOBAL INFORMATION AND YOU***



**Aims:**

1. To teach the notion of global information precisely;
2. To introduce students with the up -to -date global news occurring around us.

3. To identify the significant discrepancy between the global data and real statistics of the countries geography;
4. To make the students engaged in compiling the latest environmental issues which are yet to solve.

### **Objectives:**

1. To expand the students outlook about the globally scattered problems ;
2. To endeavor to resolve the most intricate issues of sending verifiable information through the globe;
3. To be able build environmentally friendly atmosphere in mega cities and the most popular world hot spots;

### **Procedure:**

1. Teacher explains the notion of global information system and how it work;
2. Students are assumed to take part in the game which demands to find out whether the given information is true or false;
3. Students are divided into groups of 4/5 to make debate about the advantages and disadvantages of the global information systems;
4. Individually students prepare public Ted talks(1.30 mins) in 10 mins in order to represent and the most intriguing , eye-catching speech owners will be assessed by voting;
5. Collaborate students create their own global information systems and draw the logo of it.

### **Glossary:**

global information system - глобальная информационная система - global axborot tizimi;

advantages – преимущества – afzalliklar;

disadvantages – недостатки – kamchiliklar;

individual students - индивидуально студенты - alohida talabalar;

logo –логотип –logotip;

geographic data - географические данные - geografik ma'lumotlar;

storage – хранение – saqlash;

retrieval – поиск – qidirish;

mapping – отображение – xaritalash;



infrastructure planning - планирование инфраструктуры - infratuzilmani rejalashtirish.

### **Main part:**

### **Handout: What does global information mean to you?**

GIS (Global Information System) is a system of hardware and software used for storage, retrieval, mapping, and analysis of geographic data. For the most part, spatial data can be "re-projected" from one coordinate system into another, thus data from various sources can be brought together into a common database and integrated using GIS software.

Extensively used in Business, government, and research which performs environmental analysis, land use planning, tax appraisal, utility, location analysis, utility, and infrastructure planning.

### **Global Information System (GIS)**

#### *Definition:*

GIS is a system of hardware and software used for storage, retrieval, mapping, and analysis of geographic data. Practitioners also regard the total GIS as including the operating personnel and the data that go into the system. Spatial features are stored in a coordinate system (latitude/longitude, state plane, UTM, etc.), which references a particular place on the earth. Descriptive attributes in tabular form are associated with spatial features. Spatial data and associated attributes in the same coordinate system can then be layered together for mapping and analysis. GIS can be used for scientific investigations, resource management, and development planning.

GIS differs from CAD and other graphical computer applications in that all spatial data is geographically referenced to a map projection in an earth coordinate system. For the most part, spatial data can be "re-projected" from one coordinate system into another, thus data from various sources can be brought together into a common database and integrated using GIS software. Boundaries of spatial features should "register" or align properly when re-projected into the same coordinate system. Another property of a GIS database is that it has "topology," which defines the spatial relationships between features. The fundamental components of spatial data in a GIS are points, lines (arcs), and polygons. When topological relationships exist, you can perform analyses, such as modeling the flow through connecting lines in a network, combining adjacent polygons that have similar characteristics, and overlaying geographic features.

Among the earliest and still most widespread applications of the technology are land information and resource management systems (for example, forest and utility management). Other common uses of GIS in an urban policy context include emergency planning, determination of optimal locations for fire stations and other public services, assistance in crime control and documentation, and electoral and school redistricting. Uses of GIS have spread well beyond geography, the source discipline, and now involve most applied sciences, both social and physical, that deal with spatial data. The nature of the applications of GIS in these areas ranges from simple thematic mapping for illustration purposes to complex statistical and mathematical modeling for the exploration of hypotheses or the representation of dynamic processes.

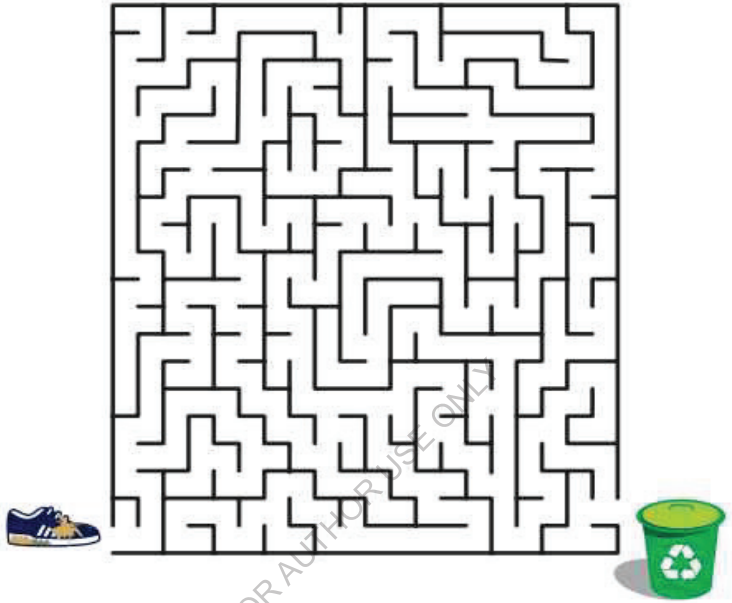
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### **Ex.1. True or False?**

1) In a philosophical context, the "world" is the whole of the physical Universe, or an ontological world (the "world" of an individual). (True/ False)



Take the old shoe through the maze and put it in the garbage can.



---

**Homework: Make a video play with your group members searching the most urgent issues surrounding your living place.**

## THEME 2. INFORMATION AND SECURITY

**Aim:** To teach students about information and security aspects.

**Objectives:** At the end of the lesson students will be able to talk about information, security and types of them.

### **Procedures:**

**Warm up games:** #Broken telephone#Hot seat

### **Glossary:**

information - информация- ma'lumot

security – безопасность - xavfsizlik

management - управление - boshqaruv

certification - сертификация- sertifikatlashtirish

virtualization - виртуализация - virtualizatsiya

infrastructure - инфраструктура - infratuzilma

### **Main part**

#### **Reading part**

A. Infosec programs

B. Data security

C. Security training and jobs

D. Risk management strategies

E. Information security threats

F. Platform security

G. Identity and access management

1. The information security careers, training and certification resource center provides the latest news, expert advice and learning to help you make informed career choices, learn about CISSP, SANS and CISA certification, and the training required for information security jobs.

2. Get the latest news, advice and best practices for platform security. Here you will find information on vulnerability and threat management, operating system security fundamentals, virtualization security basics, Web security and more.

3. Identity and access management tools are integral to maintaining data security in the enterprise. Here you will find information on passwords, authentication and Web access control. Browse the identity management and access control topics below for the latest news expert advice, learning tools.

4. In an era when data theft and security breaches are daily occurrences, secure data storage is a key component of a security infrastructure. This introduction to enterprise data security and protection strategies offers advice on how to lock down stored data, data backup and recovery, disk and file encryption and database security.

5. A risk management program is a key component for enterprise security. This section offers insight on security risk management frameworks and strategies as well as best practices on conducting effective risk assessments, vulnerability assessments, penetration tests.

6. CISOS and information security programs are vital to protecting enterprises against today's cyber threats. In this resource centers, get the latest news and advice about CISO practices, infosec program management.

7. Mitigating information security threats is an ongoing battle. Here you will find information on the latest malware and cyber attacks facing enterprises, from viruses and Trojans to social engineering techniques, as well as news, expert advice and learning tools to address these threats.

1	2	3	4	5	6	7

**Grammar part**

**The history of information security**

The history of information security ....with computer security. Theneed ....computer security-that is, the need to secure .... locations, hardware, and software from threats- arose during ....World War2 when the first mainframes, developed to aid computations for communication code breaking, ....put to use. .... levels of security were implemented to protect these mainframes and maintain the integrity of their data. Access to sensitive military locations, for example, was controlled .... badges, keys, and the facial recognition of authorized personnel .... securityguards. The ....need to maintain national security eventually led to .... and more technologically sophisticated computer security safeguards.

1. A)begins B)begin C)has begun D) have begun
2. A)of B) for C) with D) on
3. A)physically B) physical C) psychology D)physical

4.A) the B) a C)an D)-

5.A) were B)Was C)Is D)are

6.A) Much B) a great deal of C) multiple D) a lot

7. A)By means of B)in means of C)by no means D) mean

8.A) on B) in C) by D)with

9.A) growth B)growing C)grown D) grow

10.A) more complex B)much complex C)complexes D) less complex

### **Speaking part**

#### **Part one**

Students should talk about different effects of information theft by looking these pictures.

#### **Part two**

Students will be two or three groups. And they will discuss about the aspects of information and security.

### **Hometask**

1.Do more research about information security

2.Write about your research.

-what kind of difficulties you have faced while gathering information?

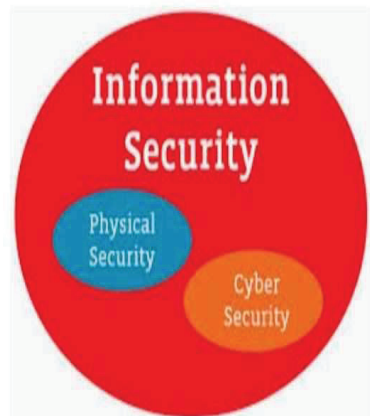
-what benefits did you get from your research?

## **THEME 3. STUDYING WITH MULTIPLE SOURCES**

### **Aims :**

- to teach students about one of the most competitive means of imbibing educational material.
- to require more of creative cognitive thinking rather than logic .

### **Objectives :**



- at the end of the lesson students will be able to run their lessons with the help of using multiple sources.

**Procedure :**

**Warm-up activities:** *Remember me.*

This game will be played with a ball. All students create a large circle in the middle of the room. When touching the ball, a student must tell one word that was learned previous lesson, very quickly. This continues until all words will be finished.

This game helps to focus on concentration, memorization and time management.

**Glossary:**

educational material - учебный материал - o'quv materiali

cognitive thinking - когнитивное мышление - kognitiv fikrlash

concentration – концентрация - diqqat

memorization - запоминание - yod olish

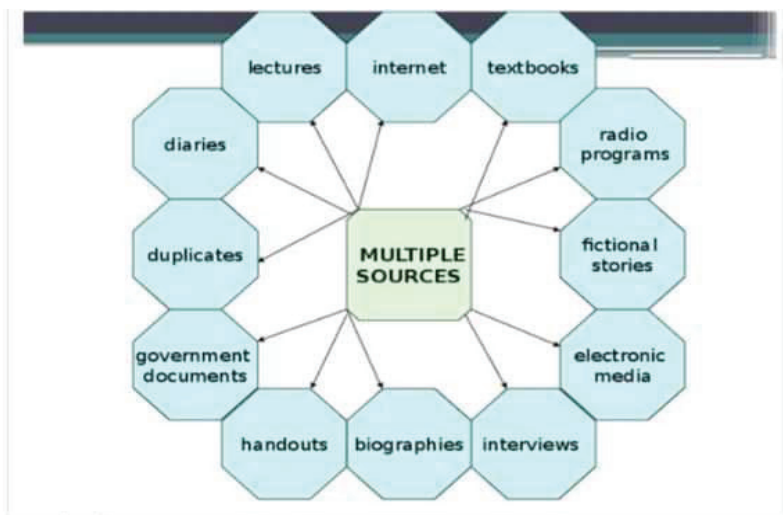
creative - творческий - ijodiy

virtually library - виртуальная библиотека - virtual kutubxona

academic commitment - академическая приверженность - akademik majburiyat

**MAIN PART.**

The benefit that comes with studying with multiple sources relates to the next stage of this academic commitment . Usually, at the intermediate level, one is supposed to come up with objective reasoning abilities . The main prop to this enhancement comes in form of the many definitions that were assessed earlier on during elementary school . They allow one to try to find out the gist of the definition in an objective manner compounded by use of many libraries of information at once. Studying with multiple sources enables people to be able to integrate better into their educational endeavors. There are different media to use this in the mandate like the internet which is a treasure trove of information with a virtually library.



### Activities:

#### **1. Speaking activity.**

Topic: Teaching with the help of multiple sources.

**Time:** preparation – 1 minute

Speaking time – 5 minutes

Students must tell their own opinions about using multiple sources while teaching English to their future pupils.

#### **2. Writing activity.**

Topic: Studying with multiple sources.

Type: a creative work.

Size: more than 200 words.

Time: 20 minutes.

### Homework.

Handouts are given to students .They will do exercises and prepare a presentation according to the topic.



## THEME 4: ON-LINE ETIQUETTE

**Aim:** - to teach students information about on-line etiquette

**Objectives:**

- at the end of the lesson the understandings about on-line etiquette will be formed in students;
- students will manage to talk about on-line etiquette;

**Procedure:**

First of all teacher tries to know students' opinions about on-line etiquette, teacher gives cards which contains following questions:

- what is on-line etiquette for you?
- have you ever heard about this topic on TV, newspapers or magazines?
- do you follow some kinds of rules while doing any on-line procedure?

**Glossary:**

etiquette – этикет - odob-axloq qoidalari

newspaper - газета - gazeta

magazine - журнал - jurnal

inappropriate material - неподходящий материал - noo'rin material

contributions - взносы - his-salar

noticeable - заметный - sezilarli

**Main part:**

1. In this part teacher explains what is on-line etiquette and give some essential rules and information.

On-line etiquette is the rules which are used while you are on the net. They are:

- respect others and their opinions;
- consider others' privacy;
- pick the right tone;
- avoid inappropriate material;
- be forgiving;
- think before you hit the send button;

- brevity is best;
- stick to the point;
- do not type in all caps;
- frivolous email;

## **2. Vocabulary part.**

Offensive- very rude or insulting

Aisle-a long passage between rows of sets in a church

Taboo- words not accepted as socially correct

Brevity- the quality of expressing something in very few words

Frivolous- not serious or sensible

Literacy- the state of being able to read and write

## **3.Exercises**

### **I. Fill in the gaps with new words you have learnt.**

- 1)While bride and groom are coming, little girls in the .... spread leaves of colorful flowers.
- 2) According to the statistics, there are millions of people in the world who don't have .....
- 3) ..... is one of the most noticeable peculiarity of on-line etiquette by which you can express your statement using few words.
- 4) In this period, shop assistants are required not to be ....., because their rude behavior can affect badly to customers.
- 5) .....decision causes to appear some problems which may obstacle to your future plans.

## **4. Grammar part.**

Teacher explains “ have/get something done” and ask from students to make up sentences.

**HAVE SOMETHING DONE**  
HAVE + OBJECT + PAST PARTICLE  
test-english.com

**DO SOMETHING (AND DO IT YOURSELF)**  
I'm cutting my hair.  
(=I'm doing it myself.)  
I painted my house.  
(=I did it myself.)

**HAVE SOMETHING DONE (BY SOMEONE ELSE)**  
We having my hair cut?  
(=Someone else is doing it.)  
I had my house painted.  
(=Someone did it for me.)

**GET SOMETHING DONE (LEAVE SOMETHING DONE)**  
I should get my eyes tested.  
I've got my car repaired.

**TWO DIFFERENT MEANINGS**  
**ASK/ASK SOMEONE TO DO SOMETHING FOR US**  
I'm having my computer repaired.  
We've had our kitchen redecorated.  
**EXPERIENCE SOMETHING BAD**  
We had our car stolen.  
They had their house destroyed by the fire.

**HAVE IS NOT AN AUXILIARY VERB**  
USE DO/DID IF THERE IS NO AUXILIARY VERB  
❌ We hadn't our house painted.  
✅ We didn't have our house painted.  
❌ Had you your house painted?  
✅ Did you have your house painted?  
**IN NEGATIVES AND QUESTIONS**

**HAVE SOMEONE DO SOMETHING**  
HAVE + PERSON + INFINITIVE  
We are having the architect redesign the ground floor.

**SIMILAR MEANING BUT HERE WE MENTION THE PERSON WHO DOES SOMETHING FOR US**

**GET SOMEONE TO DO STH**  
GET + PERSON + TO + INFINITIVE  
I got a mechanic to take a look at the car.

**SIMILAR MEANING BUT HERE WE MENTION THE PERSON WHO DOES SOMETHING FOR US**

**Grammar exercise: Board game**

**Start**

I had my hair cut yesterday.

I mechanic fix car tomorrow.

We door repair last week.

They house paint green.

The teacher us do many exercises.

Use the past unless a time marker indicates otherwise.

**Board Game**

I burglar alarm install last month.

My father never drive his car.

I two teeth pull yesterday.

The principal me apologise for being rude.

We that problem sort out by next week.

I the butler bring you some milk immediately.

We our dog put down last week.

I my car window smash yesterday.

make  
**Causative Verbs**  
get

let

I leaves polish the silverware last night.

I my sister drive my car yesterday.

I my wallet steal last week.

I my car wash every week.

**Finish**

I have

It's been a long time since I my eyes check.

How can parents their children to read more.

Some bullies my friend cry yesterday.

Our boss often us do over-time.

I Had my hair cut yesterday.  
I'll get someone to do that as soon as possible.

My parents always me go to bed before 10.30.

Jane ser son take his medicine.

She her hair dye green.

The movie was so sad it me cry.

I him to fetch you some coffee.

We grass cut before winter.

John the documents send over next week.

I my dog neuter last week.

My brother his computer upgrade.

My sister her nose do.

We house break into last year.

I my secretary fax the documents straight away.

I The windows clean yesterday.

**5. Reading comprehension. In this part students must match the headings with their paragraphs about on-line etiquette.**

- 1) Respect others and their opinions
- 2) Consider other’s privacy
- 3) pick the right tone
- 4) avoid inappropriate material
- 5) Be forgiving
- 6) Think before you hit the send button
- 7) Brevity is best
- 8) Stick to the point
- 9) Do not type in all caps
- 10) frivolous email

a) Contributions to a discussion should stick to the subject. Don’t waste other’s time by going off on irrelevant tangents.

- b) Typing in caps is considered shouting or screaming online. Various studies on the topic reflect that it is more difficult and takes longer to read text that is typed in all caps.
- c) Don't forward jokes, "chain letters" or unimportant email to other students without permission. Not only does it fill up their mailboxes but may offend people who do not share the same sense of humor or who are tired of these types of emails.
- d) If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- e) Think carefully about the content of your message before contributing it. Once sent to the group there is no taking it back. Grammar and spelling errors reflect on you and your audience might not be able to decode misspelled words or poorly constructed sentences.
- f) Be as concise as possible when contributing to a discussion. Your points might be missed if hidden in a flood of text.
- g) Ask for permission if you want to forward someone's email messages to third parties. Keep in mind that all private email is considered copyrighted by the original author.
- h) Since we depend on the written word in online learning, it is especially important to choose the right words to get your meaning across. For example, sarcasm is harder to detect when you read the words rather than hearing them.
- i) Distribution of pornographic material will result in disciplinary action.
- j) In online learning students from various backgrounds come together to learn. It is important to respect their feelings and opinions through they may differ from your own.

## **6. Homework:**

Students must make a list of their own rules of online etiquette which they follow and make a 2 minutes speech about this topic.

## UNIT 2. LIFELONG LEARNING

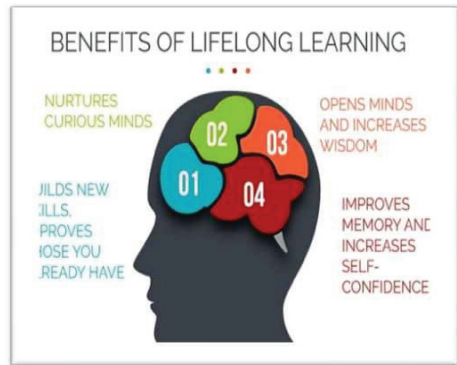
### THEME 1: LIFELONG LEARNING

#### Aims:

- To teach pupils about lifelong learning and learners;
- To explain pupils which spheres are covered during lifelong learning

#### Objectives:

- Pupils learn about lifelong learning;
- Pupils will be able to clarify ,at which sides of us we are lifelong learning process



#### Procedure:

**Warm-up activity:** Teacher gives some words related to the topic and asks pupils to analyze them.

Teacher divides pupils into 4 small groups and distributes some cards written above mentioned words. Each group chooses only two cards and interprets them.

#### Glossary:

lifelong learning process - процесс обучения на протяжении всей жизни - umrbod o'qitish jarayoni

learner - ученик - o'rganuvchi

interpret – интерпретирует - sharhlar

provide – предоставлять - ta'minlar

unavoidable - неизбежный - muqarrar

deliberate – преднамеренный - qasddan



#### **Main part:**

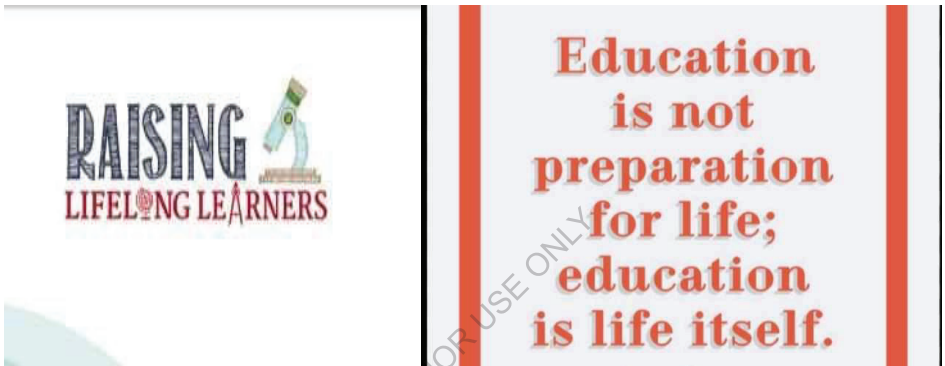
Each group will own the same text about lifelong learning. In it some words are left. Pupils should fill in it.

..... can be acquired and skill-sets developed anywhere -learning is and happens all the time. However, lifelong learning is about creating and maintaining

a ..... attitude to learning both for personal and professional ..... Lifelong learners are motivated to learn and develop because they want to: it is a ..... and voluntary act. Lifelong learning can enhance our understanding of the world around us, ..... us with more and better opportunities and improve our .....

There are two main reasons for learning throughout life: for personal development and for professional development. These reasons may not necessarily be ..... as personal development can improve your employment

and ..... development can enable personal growth.



**Homework:** To prepare two minute speech one of two following topics.

## THEME 2: EFFECTIVE STUDY HABITS

### Aims :

- to give information about effective learning habits
- to teach how to create effective learning habits
- to give some examples about learning habits

### Objectives:

- at the end of the lesson, learners will be able to understand the theme
- at the end of the lesson, they will create their own learning habits
- at the end of the lesson, they give their opinion about importance of learning habits

### Procedure:

#### Warm-up activity

Invite students to imagine they are professors who have just received the following letter from a student:

“I’m determined to be a better student and bring up my grades. Do you have tips for good study habits that will help me succeed?”

Have students work in pairs to brainstorm a list of advice to give the student using these points:

- What study practices have been suggested or required over the years by your parents and teachers?
- Have any advices or strategies not worked for you? If so, what was it, and why didn’t it work? What did you do instead?
- What habits do you practice? What works for you? What doesn’t?

### Glossary:

effective – эффективный - samarali

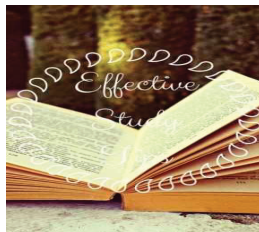
habits – привычки - odatlar

importance – важность - ahamiyati

determine – определять - aniqlamoq

brainstorm - мозговой штурм - miya bo'roni

advice – совет - maslahat



### Main part:

There are some techniques which help students to be good at Geography.



1. Read books about countries, landmarks, oceans, weather as these are extremely important in Geography.

2. Test yourself or ask a friend to question you.

3. Post a world map on your wall refers to it whenever a geographical question occurs to you.



4. Play games based on names of countries or towns. Imagine that you say “California”. “California” ends with “A”, then your friend says the name of a place which starts with “A”. Say “America” then another your friend says “Amsterdam” and so on.... You can have fun and at the time learn from other tools.



5. Work on a world map puzzle. While you are already flexing your brain muscles, you also learn location of the countries on the map.

### **Grammar Task**

Some of the following sentences are correct but some of them need definite article “the”. Try to correct them.

1. Danube flows into the Caspian Sea - The Danube doesn't flow into Caspian Sea.
2. Canary Islands are a group of islands in Pacific Ocean.
3. Europe is much larger than Africa.
4. The highest mountain in Slovakia is Slavkovsky Peak.
5. South of Iceland is warmer than north.
6. United Kingdom consists of Scotland and Wales.



7. We are going skiing to Rockies.
8. I have visited United States and Canada.
9. Hungary is in northern Europe.
10. Gdansk is in north of Italy.

## **Reading Task**

### **AFRICA**

Africa is the world's second largest continent (next to Asia) in both area and population. Its area of 11,699,000 square miles is more than three times the size of the United States, and its 1990 population of 642 million made up 12 percent of the world's total. Africa encompasses over fifty nations, ranging in size from Nigeria (with a population of more than 120 million) to small island countries such as Cape Verde (population 424,000). Africa is commonly divided into two regions delineated by the Sahara Desert, which runs through northern Africa. The countries north of the Sahara are generally considered more developed than those in sub-Saharan Africa, where most of the continent's population resides. With an estimated one thousand different languages spoken and at least as many distinct ethnic groups, Africa is perhaps the most linguistically and ethnically diverse of all the world's continents. Two hundred ethnic groups have at least half a million people; no single group accounts for more than five percent of Africa's total population.

For much of history, non-Africans have referred to Africa—especially sub-Saharan Africa—as the “Dark Continent.” This was a reflection of European and American ignorance of Africa's interior geography and rich cultural and political history. Europeans established trading posts on Africa's coasts beginning in the late 1400s and over the next centuries developed an extensive trade with the peoples they encountered—a trade that included the exportation of African slaves to New World colonies. However, due to disease, topography, and African resistance, little European exploration or penetration of Africa's large interior was done until the nineteenth century. “Kept on the fringes of Africa, and ignorant of it,” writes historian Robert Garfield, “Europeans turned the situation around and assumed it was Africans who were isolated. They thus created the myth of the ‘Dark Continent,’ though the darkness was only in European minds.” Europe's rush to colonize Africa in the nineteenth century was motivated in part by a quest to “enlighten” African peoples with European religion and civilization.

In contemporary times Africa has remained a “Dark Continent” for many not because of geographic isolation or foreign ignorance, but because of the frequent humanitarian disasters and political misfortunes that have brought global attention to the region. “The next time you read about Africa in the news,” writes Liberian journalist C. William Allen, “it will most likely be in a story about a military coup d'etat, political corruption, [or] a catastrophe of major proportions.” Sub-Saharan Africa, which contains a tenth of the world's people, is the location of half the planet's wars and refugees and most of its famines. In the 1990s alone Africans have suffered through continuing war in Angola, a collapse of government, ethnic conflict, and starvation in Somalia, slavery and war in Sudan, 39 genocide and massive refugee flows in Rwanda, a brutal civil war in Liberia,

and political repression and corruption in many other countries. Even in nations that have escaped major wars or famines, Africans have been faced with a steady decline in their quality of life as measured by poverty rates, school enrollments, per capita incomes, and life expectancies.

**1. Are the following statements TRUE or FALSE?**

1. Africa is the world's largest continent (next to Asia) in both area and population.
2. Africa encompasses over one hundred nations.
3. Africa is perhaps the most linguistically and ethnically diverse of all the world's continents.
4. For much of history, non-Africans have referred to Africa— especially sub-Saharan Africa—as the “Dark Continent.
5. Sub-Saharan Africa, which contains a third of the world's people, is the location of half the planet's wars and refugees and most of its famines.

**Speaking Task**

- a) What are the most threatening environmental issues today?
- b) What are the most threatening environmental issues today?
- c) Can you find any solutions to protect environment and avoid from natural disasters?

**Homework.**

1. Create your own study habits and explain why you choose them.
2. Review grammar and reading tasks and prepare a presentation on the topic “Our Planet”.

### THEME 3. LEARNING STRATEGIES.

**Aim:** To learn more vocabulary, to use them in certain topic, to get and gather information about learning strategies

**Objectives:** Active learning strategies help to initiate learners and instructors into effective ways to help everyone engage in activities based on ideas about how people learn.

#### Glossary:

instructor - инструктор- instruktor

improve – улучшать - yaxshilamoq

mindful - внимательный, помнящий - diqqatli

incorporate movement - включать движение - harakatni qo'shish

foundational – основополагающий - asosli

skill – навык - mahorat

#### **Main part:**

Here are 5 strategies to help students improve their focus so they're ready willing and able to learn:

-begin class with a mindful minute

-incorporate movement

-take sensory breaks

-build foundational cognitive skills

-create a growth mind set classroom

#### **Speaking part. TALK FOR A MINUTE.**

Teacher explain what pupils should do. Pupils should speak about his/her strategy of learning. What ways do they prefer to learn?

#### **Vocabulary part. USE THE WORDS.**

Teacher distributes lists written some words. Students should make a story using these words.

#### **Homework**

Write an essay about learning strategies.

## THEME 4. SUCCEEDING IN LIFELONG LEARNING

### Aims

- to give general background about succeeding in lifelong learning;
- to touch on ways of succeeding in lifelong learning;
- to disseminate benefits and importance of lifelong learning;

### Objectives

- to explain significant types of lifelong learning;
- to put out a clear statement of achievements in lifelong learning;
- to discuss critically „the secrets to Lifelong success”;

### Procedure

- 1.Students work in pairs. They stand opposite each other and tell one way of succeeding in lifelong learning and throw, catch imaginary ball to and fro between them.
- 2.If any student can't tell one method, That person will lose game.
- 3.After a few minutes, partners change.

We divide students into 3 groups. they should find „the secrets” of accomplishments in lifelong learning belong to *famous persons* in the world. They will be given 20 minutes to finish this activity.

### Glossary:

disseminate - распространять - tarqatish

benefit - выгода - foyda olish

significant – значительный - muhim

achievement - достижение - muvaffaqiyat

discuss - обсуждать - muhokama qilish

accomplishment – достижение - amalga oshirish

### Main part

Lifelong learning is the ongoing, voluntary and self-motivated pursuit off knowledge for either personal or professional reasons. The positive impact of LLL reaches well beyond the individual learner. From an organizational perspective, learning is the foundation of operational excellence, continuous improvement and innovation. Some of us naturally engage in lifelong learning because we want to. It feeds our curious nature and desire to „be better». Yet, it's undeniable that LLL is a necessity for each and every

one of us. Continual learning is an economic imperative in order to compete in today's world of increasing globalization, rapidly-evolving technologies and the shifting employment landscape. Certainly, LLL provides opportunities to enhance or expand your skill set. But "skilling up to keep up" is not the only reason to engage in lifelong learning. There are many benefits that result from it, such as:

- \*employability
  - \*increased confidence and adaptability
  - \*practicality
  - \*social awareness and perspective
  - \*life enrichment and improved health
- 

Lifelong learning has been a topic of conversation for some time, but it's never been more important or relevant than today. The rate of change experienced in the workplace continues to accelerate. Artificial intelligence looms large, causing many professionals to wonder what it means for them and their future. Additionally, we are developing a deeper understanding of the relationship between learning and success.

- \*former President Barack Obama, who read for one hour each day while in office
- \*Warren buffet, who invested 80% of his time into reading and thinking
- \*Bill Gates, who reads a book a week and sets aside two weeks each year for reading vacations

\*In the words of Albert Einstein, "intellectual growth should commence at birth and cease only at death".

Lifelong learning, which aims at influencing the inexperienced in changing career fields and focusing on the demands of individuals taking self-responsibility in their learning process, assist their development by helping them build up their potentials at utmost degree and increase the social welfare by assisting their development of learning skills.

Effective and successful lifelong learners recognize the ever-present nature of learning in the world around them. They define sources of learning far more broadly than others who might default to schools, workshops and books. They live in a world where important lessons are like oxygen- always floating around and available to those who consciously defines connections that might go unnoticed by others without their commitments or skills.

**Writing. Task:** Write any narrative paragraph which includes your own ways of succeeding in lifelong learning.

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**Homework:**

Make a poster, according to groups.

Each poster should be included the imaginary draught which describes beneficial sides of lifelong learning.

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## UNIT 3. MANAGEMENT TYPES

### THEME 1. MANAGEMENT TYPES

#### **Aim:**

- to teach students about management and the fundamental functions of a good manager.

#### **Objectives:**

- at the end of the lesson students will be able to identify their individual skills and knowledge needed to be an effective manager;
- discuss the differences between the functions of management.

#### **Procedure:**

- Teacher will distribute worksheets to students. They will complete an Introduction to Management activity worksheet that helps them define management, identify the functions of management, and understand the characteristics of good managers.
- This activity can be completed individually, in small groups, or as part of a class discussion.

#### **Glossary:**

fundamental – фундаментальный - asosiy

function - функция - funksiya

distribute - раздавать - tarqatish

worksheet - рабочий лист - ishchi varaq

effectively – эффективно - samarali

#### **Main part:**

- Teacher explains what is management and gives important information about its functions.

Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to manage oneself, a pre-requisite to attempting to manage others. Management functions include: Planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal.

There are several different resource types within management. Resourcing encompasses the deployment and manipulation of:

- Human resources
- Financial resources
- Technological resources
- Natural resources

Good managers are needed to keep their organizations on track by ensuring that everything that's being done is ethically geared toward providing what customers want. Good management is needed to inject motivation, creativity, discipline, and enthusiasm into areas in which they either don't exist or they're not necessarily wanted. People who work for managers must realize that it is their job to make their managers value them.

Since most managers are responsible for more work than one person can normally perform, a good manager delegates and integrates his or her work (or the work of others). A manager does this by acting as a clear channel of communication within the business that he or she serves. Good management is needed to inject motivation, creativity, discipline, and enthusiasm into areas in which they either don't exist or they're not necessarily wanted. The various functions of management are classified as:

1. Planning
2. Organizing
3. Staffing
4. Leading/Directing
5. Controlling/Monitoring
6. Motivation

Management is also responsible for the formation and implementation of business policies and strategies.

**Exercise 1. Write a word that is similar in meaning to the underlined part.**

1. Management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system.

2. Resourcing encompasses the deployment and manipulation of human, financial, technological, natural resources.

3. This view opens the opportunity to manage oneself, a pre-requisite to attempting to manage others.

4. Good managers are needed to keep their organizations on track by ensuring.

5. Good management is needed to inject motivation, creativity, discipline, and enthusiasm.

**Example 2. Complete the following sentences using No more than 2 words for each gap.**

1. Management is also \_\_\_\_\_ the formation and implementation of business policies and strategies.



2. People who work for managers must \_\_\_\_\_ that it is their job to make their managers \_\_\_\_\_ them.

3. Management is needed in order to make sure all employees are working together toward the accomplishment of the \_\_\_\_\_

**Speaking part.**

**Teacher will call on students to check for understanding by asking students about the concepts you have discussed so far.**

Each students should:

- Name one of the functions of a manager;
- Describe one management types;
- Explain the different leadership styles a manager may use.

**Homework.**

Imagine yourself as a bank manager.

Then make a presentation about your responses and a list of leadership qualities as a manager.

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## THEME 2. SERVICE MANAGEMENT

### Aim:

-to teach benefits, components of service management

**Objectives:**at the end of the lesson students will be able to know importance of service management in society

### Procedure:

- 1.Students move freely around the room to the music
- 2.When you stop, the tape call out Atom3.Students then have to form groups of three with others nearest to them
- 3.Restart the music and continue. Next time you stop the tape, call out Atom...students again form groups of this number
- 4.Finally,call out the number you want the groups to be in for the next activity.

### Glossary:

integration – интеграция - integratsiya

intensive – интенсивный – intensiv, jadal, shiddatli

optimize – оптимизировать - optimallashtirish

sales - продажи - sotish

supply - поставлять - ta'minot

inconsistent – непоследовательный - nomuvofiq

### **Main part: Handout 1. Task: Fill in the gaps with the words in the box.**

Integration,intensive,advanced,optimize,sales,manufacturing,supply,inconsistent

Service management in the 1. \_\_\_\_\_ context,is integrated into supply chain management as the intersection between the actual 2. \_\_\_\_\_ and the customer point of



view.  
The aim of high performance serv

ice management is to 3. \_\_\_\_\_ the service-intensive supply chains, which are usually more complex than the typical finished goods 4. \_\_\_\_\_ chain.

Most service 5. \_\_\_\_\_ supply chains require larger inventories and tighter 6. \_\_\_\_\_ with field service and third parties. They also must accommodate 7. \_\_\_\_\_ and uncertain demand by establishing more 8. \_\_\_\_\_ information and product flows.

**Handout 2.**

**Task1. Read the text.**

Earth is the planet we live on. It is the third planet from the Sun. It is the only planet known to have life on it. The Earth formed around 4,5 billion years ago. It is one of four rocky planets on the inside of the Solar System. The other three are Mercury, Venus and Mars. The large mass of the Sun makes Earth move around it just as the mass of Earth makes the moon move around it. Earth also turns around in space, so that different times. Earth goes around the Sun once for every 365 times it turns around Earth is the only planet in our solar system that has a large amount of liquid water.



About 74% of the surface of Earth is covered by liquid or frozen water. Because of its water, Earth is home to millions of species of plants and animals. The things that live on Earth have changed its surface greatly. Foreexample, earlycyan bacteria changed the air and gave it oxygen. The living part of Earth's surface is called the biosphere.

**Task 2:Do the following statements on the page agree the text. You can use true,false,not given statements.**

- 1.Earth is the third planet from the Sun \_\_\_
- 2.The Earth formed around 4.6 billion years ago \_\_\_
- 3.Earth is one of five rocky planets on the inside of the Solar System \_\_\_
- 4.Earth is the only planet in our Solar System that has a great amount of liquid water.
- 5.Earth is part of the eight planets and many thousands of small bodies that move around the Sun as its Solar System.

**Homework:**

To position information about benefits,components of service management into the table

### THEME 3. HUMAN RESOURCES MANAGEMENT

**Aim:** to teach students about human resources management

**Objective :**Students develop ideas about human resources management and its functions

**Warm- up activity:**

Teacher writes the theme in the middle of blackboard .All students come to the blackboard one by one and write their ideas about what human resources management is on it.

**Procedure:**

Teacher gives information about new theme.

Human resource departments are responsible for activities spanning a wide variety of core functions .In short , human resource activities fall under the following functions :staffing, development, compensation ,safety and health, and employee and labor relations.



**Glossary:**

human – человек - inson

resource – ресурс - manba

function – функция - funksiya

compensation – компенсация - tovon puli, zararni qoplash

safety – безопасность – xavfsizlik

employee – работник – xodim

**Vocabulary part:**

Find synonyms for the following words.

- 1.manage .....
- 2.retirement.....
- 3.recruitment.....
- 4.orientation.....
- 5.remuneration.....
- 6.insurance.....

**Grammar part: Change the direct speech into indirect speech.**

Example: 1. “Ok”

He agreed to make a report.

- 2.”Sorry” .....
- 3.”Well done” .....
- 4.”Please, don’t tell anyone”.....
- 5.”Don’t forget” .....
- 6.”I won’t do it” .....
- 7.”I will be polite” .....
- 8.”Believe me .I will be there on time”.....
- 9.”I ‘m afraid I have got some bad news” .....
- 10.”Let’s do our homework!” .....

**Speaking part: Imagine you are a leader in an organization.**

Do you motivate your employee through various means and Why?

How would you react to someone being late?

Your own ideas about how to develop your organization.

## Segregation Worksheet

Draw a line from each item to the bin



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### Homework

Write a letter on the following topic .

You are an active employee in your organization and you think you should get promotion. Write a letter to your manager applying for a better position.

## THEME 4 : FINANCE MANAGEMENT

**Aim:** To teach students information about finance management;

**Objective:** At the end of the lesson students will understand the meaning and the skills of finance management

### **Procedure:**

Firstly, students are divided into groups named "*personal*" and "*corporate*" as the types of finance, the teacher tries to know students' opinions about finance management like a competition who can learn managing easily. Teacher gives cards that contains following questions:

- what do you understand about finance management;
- what are the key component of budgeting;
- do you manage your finance properly;
- are there any tips for managing money;
- does financial management require any special skill;
- do you know about the objectives, importance and the role of finance management.

### **Glossary:**

finance - финансы - moliya  
competition - соревнование - musobaqa  
component - составная часть - komponent  
budget – бюджет - byudjet  
manage - управлять - boshqarish  
responsible – ответственный -javobgar

### **Main part:**

In this part the teacher explains what the finance management is and gives some examples and ways about managing thoroughly.

Finance management is a vital activity in any organisation. It is a process of planning, organizing, controlling and monitoring financial resources with a view to achieve organisational goals and objectives. It is an ideal practice for controlling the financial activities of an organization such as procurement of funds, utilization of funds, accounting, payments, risk assessment and every other thing related to money.



### **Vocabulary part:**

budget, overuse, essential/non-essential expenses, list of income, financial disaster, keep records of expenses, financial aid office, manage one's debt

### **Exercises:**

#### **Read the quotes and fill in with the appropriate articles:**

1. "Financial management is \_\_\_\_ Operational activity of \_\_ business that is responsible for obtaining and affectively utilizing \_\_\_\_ funds necessary for effective operation» by Joseph Massie.
2. "Financial management is \_\_\_\_ area of financial decision making, harmonizing individual motives and enterprise goals" by Weston and Brigham.
3. " Financial management is \_\_\_\_ area of business management devoted to a judicious use of capital and \_\_\_\_ careful selection of sources of \_\_\_\_ capital in order to enable \_\_\_\_ business firm to move in \_\_\_\_ direction of reaching it's goals" by J. F. Bradlery.
4. " Financial management is \_\_\_\_ application of \_\_\_\_ planning and control function to \_\_\_\_ finance function" by Archer & Ambrosio.
5. " Financial management may be defined as that area or set of administrative functions in \_\_\_\_ organisation which relate with arrangement of cash and credit so that organization may have \_\_\_\_ means to carry out it's objective as satisfactorily as possible" by Howard and Opton.
6. "Business finance can be broadly defined as \_\_\_\_ activity concerned with planning, raising, controlling and administrating of funds and in \_\_\_\_ business" by H. G. Gathman and H. E. Dougall.

### **Reading exercise:**

#### **Read the text and complete each paragraph with the sentence 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's 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 divided 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)

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Henry Ford, 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 a 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 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. Then, Henry Ford had become one of the richest men in the world as well.

b)

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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)

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

d)

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**Hometask:**

Form the statistics of your own incomes and outcomes to be aware of your financial situation. How would you check your financial management in other way? Share some of your own methods with your course mates.

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## THEME 5. RISK MANAGEMENT

### Aim:

- to give description about risk management
- to teach risk's opportunities and advantages
- to raise awareness of students about main steps of risk management



### Objectives:

- by the end of the lesson, students will be able to learn to take risk
- at the end of the lesson, they can do exercises related to the vocabulary

### Procedure:

- teacher gives some situations and asks from students to give solutions in order to get to know whether students can take risk or not
- teacher gives general information about the topic
- students are divided into several groups in order to fulfill the tasks

### Glossary:

situation – ситуация - vaziyat

risk – риск - xavf

threat – угроза - tahdid

security – безопасность - xavfsizlik

property – имущество - mulk

unexpected – непредвиденный - kutilmagan

### **Main part:**

**In main part teacher gives information about risk management and explains the steps of it.**

Risk management is the process of identifying, assessing and controlling threats to an organization's capital and earnings. These threats, or risks, could stem from a wide variety of sources, including financial uncertainty, legal liabilities, strategic management errors, accidents and natural disasters. IT security threats and data-related risks, and the risk management strategies to alleviate them, have become a top priority for digitized companies. As a result, a risk management plan increasingly includes companies' processes for identifying and controlling threats to its digital assets, including proprietary corporate data, a customer's personally identifiable information and intellectual property.

Every business and organization faces the risk of unexpected, harmful events that can cost the company money or cause it to permanently close. Risk management allows



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## Homework

Imagine you are in the future and you have a big business company but it's going to be bankrupt. Write possible risks you are going to take in order to save your business



**UNIT 4. CHALLENGES AND INNOVATIONS.**  
**THEME 1. CHALLENGES AND INNOVATIONS.**

**Aims:**

- To teach students about responsibility and career;
- To explain the role of the responsibility in the career;
- To develop the students' ability to set a goal.

**Objectives:**

- at the end of the lesson the students will have their own opinion about their future career, they will feel themselves in responsibility of their future.

**Preparation:** handouts of glossary, cards.

**Technique:** Voice-over

**Focus:** Grammar: modal verbs, future tenses.

**Vocabulary:** Employment.

**Time:** 30 minutes

**Level:** elementary or higher.

This lesson will help students to increase their vocabulary and grammar, especially they can learn and repeat their knowledge on the topics "Modal verbs" and "Future tenses". What's more, they can feel the atmosphere of their near future which can help them to think and decide properly for their future. Besides that the students will gather knowledge and add some more necessary words for both their everyday English and writing to their vocabulary.

**Procedure:**

-The teacher will talk about the career and responsibility, and may tell his or her career story.

- The teacher will distribute the handouts.

**Glossary:**

career – карьера - martaba

job – работа - ish

employment - работа - ish bilan ta'minlash

success – успех - muvaffaqiyat

generation - поколение - avlod

candidate – кандидат - nomzod

## **Main part:**

### **Handout 1.**

#### **You should learn them!!!**

1. Accomplishments-the achievements you have had in your career-including work, job, and life successes.
2. Baby Boomer Job-Seeker/Worker-the generation of people born between 1946 and 1964.
3. Background check- used by employers to verify the accuracy of the information you provide on your resume or job application.
4. Business plan- a complete overview for a business, from development of a vision and mission of the business to the setting of business goals to the reason why organisation or person is in business to the detailed plan for reaching those goals.
5. Career activist- someone who is proactive in planning, evaluating, directing, and controlling his or her career rather than simply reacting as situations arise.
6. Career exploration- the process of finding a rewarding career path, as well as specific jobs within a particular career path.
7. Employment gaps- these are the periods of time between jobs when job-seekers are unemployed.

#### **Individual work:**

-Students will write a paragraph on the topic ‘‘Me after 10 years’’ using the words above.

-While writing future tenses should be focused on.

#### **Group work:Activity ‘‘Voice-over’’**

-Students make 5 groups and choose the cards which have a picture on it:



Assambly

candidates for the job



Colleagues



family



Friends



job interview

-According to the picture the groups should make a role play. During the task students ought to focus on the “Modal verbs”.

**Homework:**

**To write an essay on the topic “My future career” choosing one of the jobs below:**



Your career is  
your own  
responsibility.  
Your employer is  
not your mother.  
*Jurgen Appelo*

\*(Students will be assessed by paying attention to the grammatical structures, coherence, and the adjectives that the student use to describe his or her abilities, experience, interests and hobbies)



## THEME 2: PROFESSIONAL DEVELOPMENT

### Aim:

- to give information about the term professional development
- to explain how to achieve professional development
- to teach types of professional development

### Objectives:

at the end of the lesson students will be able to:

- ❖ know about professional development
- ❖ know useful words' meanings according to the topic
- ❖ do reading tasks correctly

### Procedure:

Step to the line (game)

Have your class stand in two lines facing each other. Use tape, string, or your imagination to draw a line down the middle between the two lines. The game host will then provide a series of statements and for each one, participants will step to the center line when they agree. Others remain in place.

This game is a simple, fun opportunity to see how students are feeling about a certain issue, explore shared beliefs, or get to know each other better. Questions can be themed and can cover anything.

### **Possible Statements:**

I have traveled to a different country.

I consider myself a leader.

I have struggled in my classroom this year.

### Glossary:

education – образование - ta'lim

formal - формальный - rasmiy

effectiveness – эффективность - samaradorlik

qualification - квалификация - malaka

conference - конференция - konferensiya

interaction – взаимодействие - o'zaro ta'sir

### Main part:

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without

qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development” is referring to.

In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional-development experiences may be funded by district, school, or state budgets and programs, or they may be supported by a foundation grant or other private funding source. They may range from a one-day conference to a two-week workshop to a multiyear advanced-degree program. They may be delivered in person or online, during the school day or outside of normal school hours, and through one-on-one interactions or in group situations. And they may be led and facilitated by educators within a school or provided by outside consultants or organizations hired by a school or district. And, of course, the list of possible formats could go on.



### Reading task

#### The Truth about the Environment

For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out; that the population is ever growing, leaving less and less to eat; that species are becoming extinct in vast numbers, and that the planet's air and water are becoming ever more polluted.

But a quick look at the facts shows a different picture. First, energy and other natural resources have become more abundant, not less so, since the book *The Limits to Growth*

was published in 1972 by a group of scientists. Second, more food is now produced per head of the world's population than at any time in history. Fewer people are starving. Third, although species are indeed becoming extinct, only about 0.7% of them are expected to disappear in the next 50 years, not 25-50%, as has so often been predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient - associated with the early phases of industrialization and therefore best cured not by restricting economic growth, but by accelerating it. One form of pollution - the release of greenhouse gases that causes global warming - does appear to be a phenomenon that is going to extend well into our future, but its total impact is unlikely to pose a devastating problem. A bigger problem may well turn out to be an inappropriate response to it.

Yet opinion polls suggest that many people nurture the belief that environmental standards are declining and four factors seem to cause this disjunction between perception and reality.

One is the lopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy, but it will also create an impression that many more potential problems exist than is the case.

Secondly, environmental groups need to be noticed by the mass media. They also need to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled: 'Two thirds of the world's forests lost forever'. The truth turns out to be nearer 20%.

Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of skepticism to environmental lobbying as they do to lobby groups in other fields. A trade organization arguing for, say, weaker pollution controls is instantly seen as self-interested. Yet a green organization opposing such a weakening is seen as altruistic, even if an impartial view of the controls in question might suggest they are doing more harm than good.

A third source of confusion is the attitude of the media. People are clearly more curious about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception. An example was America's encounter with El Nino in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes and causing 22 deaths. However, according to an article in the Bulletin of the American Meteorological Society, the damage it did was estimated at US\$4 billion but the benefits amounted to some US\$19 billion. These came from higher winter temperatures (which saved an estimated 850 lives, reduced heating costs and diminished spring floods caused by melt waters).

The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America's trash output continues to rise as it has done in the past, and even if the American population doubles by 2100, all the rubbish America

produces through the entire 21st century will still take up only one-12.000th of the area of the entire United States.

So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2-3°C in this century, causing considerable problems, at a total cost of US\$5,000 billion.

Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures. A model by one of the main authors of the United Nations Climate Change Panel shows how an expected temperature increase of 2.1 degrees in 2100 would only be diminished to an increase of 1.9 degrees. Or to put it another way, the temperature increase that the planet would have experienced in 2094 would be postponed to 2100.

So this does not prevent global warming, but merely buys the world six years. Yet the cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world's single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid 2 million deaths every year, and prevent half a billion people from becoming seriously ill.

It is crucial that we look at the facts if we want to make the best possible decisions for the future. It may be costly to be overly optimistic - but more costly still to be too pessimistic.

### Questions 1-6

Do the following statements agree with the claims of the writer in Reading Passage?

**YES** if the statement agrees with the writer's claims

**NO** if the statement contradicts the writer's claims

**NOT GIVEN** if it is impossible to say what the writer thinks about this

- d) Environmentalists take a pessimistic view of the world for a number of reasons.
- e) Data on the Earth's natural resources has only been collected since 1972.
- f) The number of starving people in the world has increased in recent years.
- g) Extinct species are being replaced by new species.
- h) Some pollution problems have been correctly linked to industrialization.
- i) It would be best to attempt to slow down economic growth.

### Questions 7-11

Choose the correct letter. **A, B, C or D.**

7. What aspect of scientific research does the writer express concern about in paragraph 4?

- A. A the need to produce results
- B. thelackoffinancialsupport
- C. the selection of areas to research

D. the desire to solve every research problem

8. The writer quotes from the Worldwide Fund for Nature to illustrate how
- influential the mass media can be.
  - effective environmental groups can be.
  - the mass media can help groups raise funds.
  - environmental groups can exaggerate their claims.
9. What is the writer's main point about lobby groups in paragraph 6?
- A. Some are more active than others.
  - B. Some are better organized than others.
  - C. Some receive more criticism than others.
  - D. Some support more important issues than others.
10. The writer suggests that newspapers print items that are intended to
- A. educate readers.
  - B. meet their readers' expectations.
  - C. encourage feedback from readers.
  - D. mislead readers.
11. What does the writer say about America's waste problem?
- A. It will increase in time with population growth.
  - B. It is not as important as we have been led to believe.
  - C. It has been reduced through public awareness of the issues.
  - D. It is only significant in certain areas of the country.

### Questions 12-13

Complete the summary with the list of words A-I below.

#### GLOBAL WARMING

The writer admits that global warming is a **12** \_\_\_\_\_ challenge, but says that it will not have a catastrophic impact on our future, if we deal with it in the **13** \_\_\_\_\_ way.

If we try to reduce the levels of greenhouse gases, he believes that it would only have a minimal impact on rising temperatures. He feels it would be better to spend money on the more **14** \_\_\_\_\_ health problem of providing the world's population with clean drinking water.

- A. unrealistic
- B. agreed
- C. expensive
- D. right
- E. long-term

- F. usual
- G. surprising
- H. personal
- I. urgent

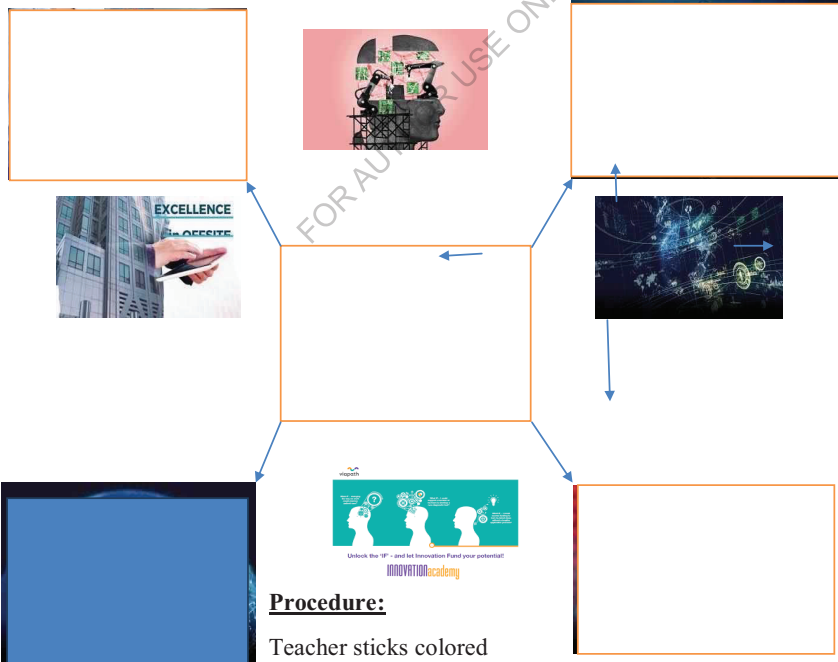
### THEME 3: LATEST ACHIEVEMENTS

#### Aim:

- ❖ To arouse the students' interest in the role of scientific and technological innovations in human history.
- ❖ To introduce students with the opportunities and rewards that are being created for their achievements in science today.

#### Objectives:

- ❖ At the end of the lesson the students will be able to get knowledge news about the latest achievements in scientific field.
- ❖ At the end of the lesson the students can discuss about advantages and disadvantages of scientific and technological innovations.



papers to the board and students will choose them. Then the students will be divided into three groups. Group members will work cooperatively to prepare any creative imaginary invention using paper and resources inside the classroom.

Each group member must participate in the presentation of groupwork.

They will be given 20 minutes to finish.

### **Glossary:**

invention - изобретение - kashfiyot

comfortable - комфортный - qulay

network - сеть - tarmoq

company – компания - kompaniya

prepare - подготовить - tauyorlamoq

presentation – презентация - taqdimot

### **Main part:**

1. Teacher gives general information about the latest achievements in scientific and technological field and gives some examples showing the benefits of Science and Technology progress.
2. Teacher gives definitions to some scientific and technological words which are unknown for students.

### **3. Fill the gaps with the above words.**

1. ....is very comfortable to use outside the office.
2. If you don't have .... right now, we cannot share the documents concerned with that company.
3. According to ..... you are not allowed distributing such kind of information.
4. Because of ..... teacher can see and control all of us.
5. If you have ..... , it is not a serious problem to stay in longer distances from the center.
6. All the information in the network is shared through .....
7. Windows is one of the famous .....

#### **Answers**

1. **Laptop computer**
2. **Modem**





## ***THEME 4: WORLD AWARDS***

### **Aims:**

- to give enough information about world awards to students .
- to learn about the main types of world awards.
- to teach about Nobel prize, one of the most prestigious awards in the world.

### **Objectives:**

- at the end of the lesson students will be able to get adequate information about world awards.
- students learn about the most famous world awards.
- there will be given information about tenses.

### **Procedure**

1. General information will be given to students
2. There will be some groups.
3. Each group should work on making presentation about their favourite actor or actress with one of the world awards.

### **Glossary:**

individual - физическое лицо - individual

arts - искусство - san'at

business - бизнес - biznes

media - СМИ - ommaviy axborot vositalari

ability - способность - qobiliyat

prestigious – престижный - obro'li

### **Main part**

The World Awards were founded by the writer Georg Kindel; Mikhail Gorbachev is their president. An international jury selects extraordinary individuals for their achievements in a variety of areas such as acting, arts, business, media, health and others.

The first World Awards were held in November 2000 at the Imperial Hofburg Palace in Vienna, Austria; the fourth World Awards 2003 were hosted in Hamburg, Germany. The types of awards include the Nobel Prize, Pulitzer Prize, Oscars, Grammys, Tonys, National Book Award, Man Booker Prize, and many others. People are awarded according to their ability. The Nobel Prize is considered the most prestigious award in the world. Prize-winning discoveries include X-rays, radioactivity and penicillin. Peace laureates include Nelson Mandela and the 14th Dalai Lama. Nobel laureates in literature have thrilled readers with works such as One Hundred Years of Solitude (Gabriel García Márquez) and The Grass is singing (Doris Lessing). Every year in early October, the world turns its gaze towards Sweden and Norway as the Nobel laureates are announced in Stockholm and Oslo. And on 10 December, the Nobel Day, award ceremonies take place in Stockholm and Oslo. Since 1901 prizes in physics, chemistry, physiology or medicine, literature and peace have been awarded. Civilian awards. The Bharat Ratna: The Bharat Ratna is the highest civilian award of the country and was instituted in the year 1954. The recipients of the Bharat Ratna receive a Sanad (certificate) which the President of India signs himself. The award also presents a medallion.

### **VOCABULARY PART**

#### **Exercise 1. Find the synonyms of these words**

Prestigious .....

Laureate.....

Thrill.....

Area.....

Awards.....

Discovery.....

Extraordinary.....

**Grammar part:** Teacher gives information about tenses

## 1 Use the verbs in the correct form

**Present Simple:** often, usually, sometimes, every day, always, never  
**He/she/it + V-s(es)**  
**don't, doesn't**  
**Do, does + subject + V?**

- 1) Many years ago the prince ... (live) in the castle.
- 2) The children ... (do) homework now.
- 3) My mom ... (buy) a new book for me yesterday.
- 4) Ann ... (draw) a beautiful flower at the moment.
- 5) My friends and I usually ... (go) to the park after school.
- 6) Mary is a nurse. She ... (work) at the hospital.
- 7) My little sister sometimes ... (ask): "Read me a story!"
- 8) Yesterday I ... (come) home very late.

**Present Continuous:** now, at the moment  
**am, is, are + V-ing**  
**am not, isn't, aren't + V-ing**  
**Am I + V-ing?**  
**Is she/he/it + V-ing?**  
**Are they/we/you + V-ing?**

- 2 Write the sentences from ex. 1 in the negative

**Past Simple:** yesterday, last year, last Monday, two days ago  
**V-ed (2 form)**  
**didn't + V**  
**Did + subject + V?**

- 3 Put questions to the words in bold

- 1) The boys went to the cinema **yesterday**.
- 2) We are helping our **grandparents** now.
- 3) She visits her friend **every day**.
- 4) The cat is playing with **a ball**.
- 5) Last week my class went to **the puppet theatre**.
- 6) **Grandma's** pony was very funny.
- 7) Mike likes **playing football**.
- 8) **The girls** made a big cake for grandpa's birthday.
- 9) Jill is smiling **because she is happy**.
- 10) Dad gave me **5 dollars**.

## 4 Write the degrees of comparison

old -	fat -
good -	young -
bad -	fantastic -
ugly -	favourite -
beautiful -	comfortable -
sad -	happy -
short -	big -
funny -	nice -

**Exceptions:**  
**Good-better-the best**  
**bad-worse-the worst**  
**little-less-the least**

### Question Words:

<b>What?</b>	<b>How?</b>
<b>Who?</b>	<b>How many?</b>
<b>When?</b>	<b>How much?</b>
<b>Where?</b>	<b>Whose?</b>
<b>Why?</b>	<b>Which?</b>



### 5 Write past simple of the following verbs:

have -	be -	come -	go -
buy -	teach -	bring -	break -
take -	sleep -	wake -	draw -



## Hometask:

Students should prepare essay with 150 words about their favorite heroes who got world awards.

## UNIT 5. PERSPECTIVES IN GEOGRAPHY

### THEME 1: PERSPECTIVES IN GEOGRAPHY

#### Aims:

- to give general idea about prospective in geography.
- to teach the students how to learn prospects of geography in modern life.

#### Objectives:

- to explain main points using several resources;
- to discuss pros and cons of geography.

#### Glossary:

thrill - трепет - hayajon

gaze – посмотреть - qarash

area – область - maydon

radioactivity – радиоактивность - radioaktivlik

extraordinary – экстраординарный – ajoyib, noodatiy

#### Main part:

##### Information

Perspectives, knowledge, and skills comprise the content of geography. In general, a perspective is a framework that can be used to interpret the meanings of experiences, events, places, persons, cultures, and physical environments. Having a perspective means looking at our world through a lens shaped by personal experience, selective information, and subjective evaluation. The perspectives and the questions to which they lead distinguish geography from other approaches, such as historic or economic. A perspective provides a frame of reference for asking and answering questions, identifying and solving problems, and evaluating the consequences of alternative actions.

It is essential to be aware that many different perspectives exist and that learning to understand the world from many points of view enhances our knowledge and skills. It is also essential to realize that our perspectives incorporate all life

Perspectives of Geography



The three unique perspectives of geography—its spatial viewpoint, its synthesis of related fields, and its representation of spatial processes and information—are diagrammed in three dimensions occupying the sides of a cube.  
Source: Strahler 2003, p.41

experiences and draw upon knowledge from many fields of inquiry. Therefore, people cannot be neatly boxed into specific categories based on their cultural experiences, ethnic backgrounds, age, gender, or any other life-status characteristic.



### Geographic Perspective

- Three Simple Ideas:
  - 1) There are reasons for things being where they are.
  - 2) There are advantages for things being in appropriate places.
  - 3) There are penalties for things being in the wrong places.

Acquiring, understanding, and using a wide variety of perspectives are essential to becoming a geographically informed person. Such a person knows that each individual has personal points of view based in unique life experiences; accepts the existence of diverse ways of looking at the world; understands how different perspectives develop; is aware that perspectives incorporate values, attitudes, and beliefs; considers a range of perspectives when analyzing, evaluating, and solving a problem; and understands that perspectives are subject to change.

### **Activity: { group work }**

Students should be divided into two groups. Then teacher gives cards with several questions. Group members should answer the questions and discuss them together.

### **Task.1**

-Write an essay about solutions caused by disadvantages of geography.

Write at least 300-350 words.

### **Hometask.**

To prepare handmade material according to theme.

## THEME 2: RECENT TRENDS IN GEOGRAPHY

### Aim:

- to acquaint the students about the recent changes in geography
- to enable the students to acquire a knowledge of geography broadly
- to develop in students an understanding of how environment and climatic factors have influenced our life

### Objectives:

- to broaden the horizon of students in terms of geography
- to develop the skills of reading maps and globes, to develop drawing and measuring skills, using and manipulating geographical instruments.
- to inform students about recent changes in geography

### Procedure:

1. Teacher organizes warm-up activity in order to make the lesson more interesting for the students
2. Teacher gives adequate information in the field of recent trends in geography
3. Students will be given questions according to the theme
4. Students will fulfill some tasks

Students will be divided into 3 groups and will be given a map in order to fulfill who will be first and do all the tasks correctly that group will be winner.

### Glossary:

correlation – корреляция - o'zaro bog'liqlik

descriptive – описательный - tavsiflovchi

principle – принцип - tamoyil

significant – значительный - muhim

location - место расположения - manzil

geographer – географ - geograf

### **Recent trends in geography**

Geography formerly was regarded to be the science which treats of the earth and its people. Considered in this broad sense the field included the subject-matter

of many associated science, but with little or no correlation. The subject dealt with an infinitude of details, it was scarcely more than a scrap bag into which went a massive of unrelated material. Its methods were almost wholly descriptive, it lacked a unifying principles.

A significant change has taken place in the scope and content of the subject of geography during the last two decades. Geographic topics were organized according to a standard outline: 1.Location 2) area 3) topography and soils 4) climate 5) life forms and human activities. Each section, in most cases, was treated as result human relationships in the earlier chapters were few. Moreover, in proceeding from the environment to life responses, geographers' frequently assigned to environmental factors a determinant or controlling influence which they do not exert. The reorganization of this situation and the insistent demands that geography be humanized has led to a clearer statement of the scope and content of the subject.

**Answer the questions:**

1. What are the recent changes in geography?
2. What is the role of geography in our life?
3. What's the meaning of the word "geography"?
4. In what spheres do we need geography?
5. According to what geographic topics are organized?

**Speaking part.**

Describe recent change in geography. You should say:

What it is;

Why you have chosen this trend;

What is the role of this change in our life.

**Writing part.**

Learning geography plays a paramount role in our life.To what extent do you agree or disagree?

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### THEME 3: CAREERS IN GEOGRAPHY

#### Aim:

- to teach human and physical data;
- to learn gather data, design maps;
- to teach work with this programs .

#### Objectives:

- to build strong analytical and critical thinking skills
- to examine the earth's physical features and its human inhabitants

#### Procedure

1. At the beginning of the lesson essential information about careers in geography was given to students.
2. Students are divided into groups to do some activities given by teacher in 15 minutes.
3. Students will prepare poster and presentation with their team to show how they understand the new theme.

#### Glossary:

poster – плакат - plakat

knowledge – знание - bilim

identification - идентификация - identifikatsiya qilish

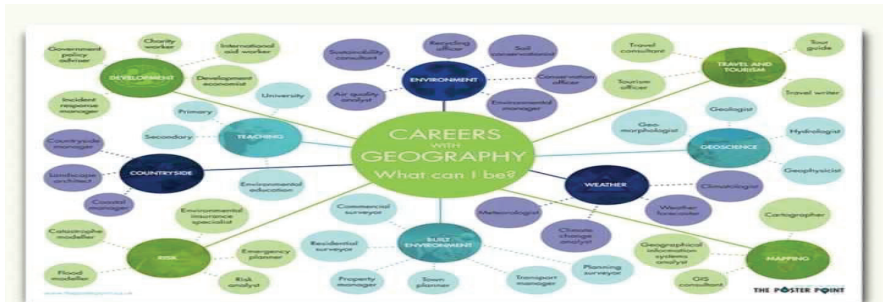
evaluation - оценка - baholash

communication - коммуникация - aloqa

teamwork - командная работа - jamoaviy ish

#### Main Part.

Students often don't know have firm careers plans-and often little knowledge about Geography. However, in understanding and making sense of the world around them, students of both human and physical geography develop a range of key skills, including personal organisation and communication, problem identification and evaluation, data collection, analysis and presentation, report production, teamwork and computer literacy.



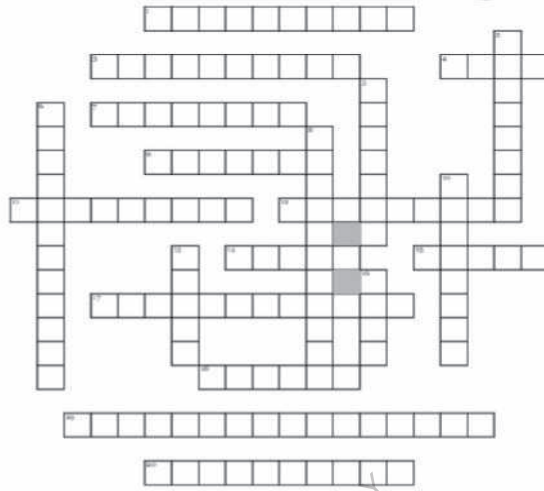
A geography degree provides a springboard into diverse areas in many fields, including: GIS and Geodesign, environmental science and management, sustainability, business, marketing, research and education, administration, planning, finance and banking, accountancy, legal professions, teaching, the armed forces, management, the police, conservation, banking, marketing and sales, or into higher degrees and postgraduate research.

Geography inquiry allows the individual an opportunity to secure a more intimate knowledge of the local environment and a view of the wider world is enhanced.

Geography is all too relevant in a modern world within which humankind's activities and creative spirit continue to challenge a fragile planet.

A geography degree trains students to examine the Earth's physical features and its human inhabitants. Geography majors learn geographic information system(GIS) mapping technologies, conduct spatial analysis, and gain valuable skills for a variety of career paths.

**Exercise 1. Do the crossword.**



**Across.**

1. A desert in China.
3. Less Mountainous than North Korea
4. What can you find in the northern mountains.
7. china's largest port.
9. China's most common occupation in south
11. A large hydroelectric project in China
12. one of the mountains that separate India from China
14. South Korea's largest city
15. The county of the Tibetan Plateau
17. What India struggles a lot with.
18. A major river located in the river valley

**Down**

2. India is shaped by these seasonal winds
5. A country located further south
6. A division of a continent.
8. North Korea has less success with this
10. Tropical Hurricanes
13. 80% of this country is covered with
- mountains.
16. India and China have a good supply of it.

19. something that is found in the environment that people need and can use

20. More mountainous than South Korea

Exercise 2. Vocabulary task.



Arch	Cinder Cone	Peninsula	Shoreline
Arroyo	Cliff	Plain	Spring
Bay	Island	Prairie	Strait
Canyon	Lake	Reef	Swamp
Chasm	Pass	River	Yardang

	Deep split in the earth's surface.
	Large area of flat grassland.
	Ridge of compact sand formed by the wind in desert regions.
	Large area of flat land.
	Area of land nearly surrounded by water.
	Land surrounded by water (smaller than a continent).
	Ridge of rock, coral or sand just above or below the surface of the sea.
	Lowest possible route through a mountain range.
	Cone of lava rock formed around the vent of a volcano.
	Line along which a large body of water meets the land.
	Large stream of water flowing in a channel.
	Natural rock formation forming a bridge.
	Narrow river bed that is frequently dry.
	Very steep face of rock, earth or ice.
	Low-lying area of land where water collects.
	Large body of water surrounded by land.
	Long narrow valley with steep cliff walls.
	Narrow passage of water connecting two larger areas of water.
	Body of water formed by an indentation in the shoreline.
	Source of water coming out of the ground.

Exercise 3.

Take the geography quiz. Circle the correct answer. More than one answer may be correct for some questions. The answers are given on the next page.

- Which country has the largest population?  
a. Russia                      c. China  
b. India                         d. Indonesia
- Which country is the densest in population?  
a. Monaco                     c. Singapore  
b. China                        d. Bahrain
- Which country is the **sparsest** in population?  
a. Namibia                    c. Australia  
b. Mongolia                  d. Botswana
- Which country is the biggest in land **area**?  
a. Russia                      c. China  
b. Canada                     d. the United States
- Which country has the longest **coastline**?  
a. Norway                     c. Canada  
b. Australia                   d. Greece
- Where is the biggest desert on earth?  
a. Siberia                     c. Africa  
b. Antarctica                d. California
- The highest mountain of the world is in which two countries?  
a. India and Pakistan      c. China and Tibet  
b. Tibet and Nepal         d. Pakistan and Nepal
- The lowest point of land on earth is on the **border** between which two countries?  
a. Mexico and the U.S.     c. Holland and Belgium  
b. Israel and Jordan        d. Denmark and Germany
- Which is the northernmost capital city in the world?  
a. Oslo, Norway              c. Helsinki, Finland  
b. Reykjavik, Iceland       d. Moscow, Russia
- Which capital city in the world is at the highest **altitude**?  
a. Bern, Switzerland       c. Katmandu, Nepal  
b. La Paz, Bolivia            d. Ulaanbaatar, Mongolia

#### Exercise 4. Fill in the gaps.

Rain shadow	latitude
Mountain	ocean
Low latitudes	water
Elevation	currents

Westerlies \_\_\_\_\_ climates.

1. El Nino conditions have a profound effect on \_\_\_\_\_ around the world.
2. The \_\_\_\_\_ effect causes dry areas or deserts to develop.
3. \_\_\_\_\_ block the flow of moisture-laden air.
4. Streams of warm or cold water moving through the oceans are called \_\_\_\_\_
5. Large bodies of \_\_\_\_\_ tend to moderate the climate of surrounding areas.
6. Climate follows general patterns between each \_\_\_\_\_ zone
7. The zone between the Tropic of Cancer and the Tropic of Capricorn is called the \_\_\_\_\_
8. At any latitude, the higher the \_\_\_\_\_, the colder the temperature.
9. The prevailing winds of the mid-latitudes are called the \_\_\_\_\_
10. El Nino occurs when patterns of \_\_\_\_\_ currents and water temperature reverse

**Hometask:**

To write essay about careers in geography and prepare speech in 2 minutes

## UNIT6. OUR EARTH

### THEME 1. WORLD GREAT GEOGRAPHERS

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#### Aim:

- to share new information to students, to focus on the geography

#### Objective:

By the end of the lesson students will:

- E. Learn about the great geographers of the world;
- F. Review the theme and do some tests.

#### Procedure:

Teacher writes the following on the board:

- **What is geography?**

Teacher asks students what they think about geography, itself?



Students try to explain their opinion. And then he/she asks students what do they know about the showed pictures.

### **Glossary:**

latitude - широта - kenglik

longitude – долгота - uzunlik

calculate - вычислить - hisoblash

explorer - исследователь - tadqiqotchi

naturalist - натуралист - tabiatshunos

biology – биология - biologiya

### **Main part:**

First of all, teacher gives some information about the world great geographers and gives some examples with pictures:

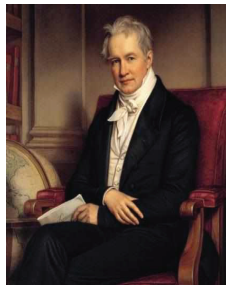
Geography is the study of the earth. In the past, when much of the world was still exotic and unexplored, geographers occupied a crucial role in society. These geographers are noteworthy for their contribution to the science of geography:

#### **Eratosthenes**

The first spot has to go to the man who coined the term geography, Eratosthenes. His greatest contribution was the concept of latitude and longitude. He was also the first man ever to be able to calculate the size of the earth (with a minimal 2% error).



#### **Alexander von Humboldt**



An explorer and naturalist during the 18th-19th centuries, and his work laid the foundation for the science of biogeography. He was the first person to develop the idea that weather patterns, geology, and biology.

#### **Immanuel Kant**

Kant is known more for being an 18th century philosopher



than a geographer; his work is a large part of the reason why geography is treated as a legitimate science today. He believed that geography classified things according to place, while history classified things according to time. As a result, according to Kant, geography had an important place in virtually every facet of knowledge. By establishing the academic importance of geography, he lent more legitimacy to geography as an intellectual discipline.

**Test:**

1. A geographer's tools include
  - a) maps and globes.
  - b) satellite images.
  - c) notebooks and tape recorders.
  - d) All of the above
  
2. Geographers who study social science
  - a) visit places and talk to the people who live there.
  - b) take measurements in the wild.
  - c) analyze environmental data.
  - d) study satellite images.
  
3. Who was the first man who could calculate the size of the earth?
  - a) Immanuel Kant
  - b) Carl Ritter
  - c) Eratosthenes
  - d) Alexander von Humboldt
  
4. What was the greatest contribution of Eratosthenes?
  1. established the academic importance of geography
  2. the concept of latitude and longitude.
  3. Developed the idea that weather patterns, geology, and biology.
  4. All of the above
  
5. "Geography classified things according to place, while history classified things according to time". Whose idea was it?
  - a) Immanuel Kant
  - b) Eratosthenes
  - c) Carl Ritter
  - d) None of them

## Speaking task

### Task 1.

- ★ What do you know about geography?
- ★ Speak about one of the greatest geographers you know?
  - ★ What do you think, what is the importance of learning geography?



### Task 2.

- Speak about a geographer which is given in this picture.
- What do you know about him?

### Hometask:

- To make a poster on the theme in order to improve the gained knowledge.

## THEME 2. CLIMATE AND WEATHER

### Aim:

- to give general description about climate and weather.
- to enable the students distinguish these two terms.
- to enhance the understanding of students about climate and weather.

### Objectives:

- at the end of the lesson, outlook of students will be broadened in terms of weather and climate.
- by the end of the lesson, students will be able to develop the skills of reading maps and globes, to develop drawing and measuring skills, using and manipulating geographical instruments.
- by the end of the lesson, students will be able to do exercises according to the theme.

### Procedure:

1. Teacher organizes warm-up activity in an attempt to kindle the interest of students to the lesson.
2. Teacher gives pretty adequate information about weather and climate.

3. Teacher introduces recent climate changes in Uzbekistan

4. Students will fulfill some tasks.

Students will be divided into 5 groups and will be given some papers to fill. The group which can portray their thoughts pretty deliberately will win.

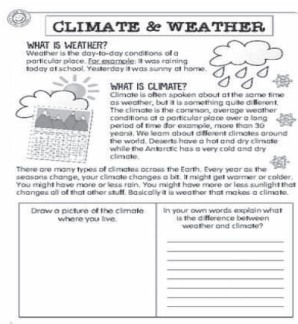
### Glossary:

climate - климат - iqlim

crops – посе́вы - ekinlar

deviation - отклонение - og'ish

persistence – упорство - qat'iyat



Climate
<ul style="list-style-type: none"> <li>• Climate is defined as the various atmospheric conditions which include rainfall, temperature, wind, humidity and other meteorological elements, etc. in a region over a long period.</li> </ul>

Weather
<ul style="list-style-type: none"> <li>• Weather can be defined as the atmosphere at a given time and place, with respect to variables such as wind, moisture, storms, snow, temperature, barometric pressure.</li> </ul>

destabilize –дестабилизировать - beqarorlashtirmoq

**Main part:**

**Weather events**

Despite careful agronomic planning on a micro scale to suit experience in local-climate crops, various types of weather events exist on a year-to-year basis. The effects of weather anomalies are not spectacular. Deviations from normal weather occur with higher frequencies in almost all years, areas and seasons. The most common ones are a delay in the start of the crop season due to rainfall vagaries in the case of rain fed crops (as observed in the semi-arid tropics) and temperature (as observed in the tropics, temperate zones and subtropics), or persistence of end-of-the season rains in the case of irrigated crops. Other important phenomena are deviations from the normal features in the temporal march of various weather elements. The effects of weather events on crops build up slowly but are often widespread enough to destabilize national agricultural production.

**Vocabulary part.**

**Match this definitions with words.**

a plant such as wheat, rice, or fruit that is grown by farmers and used as food	veryimpressive	when someone or something has to wait, or the length of the waiting time	a noticeable difference from what is expected or acceptable	to make something such as a government or ECONOMY become less successful or powerful, or less able to control events

- A.spectacular
- B.destabilize
- C.crop
- D.delay
- E.deviation

**Speaking part**

Describe the time when weather was obstacle to you

What was the situation ;

When did it happen;

What were the outcomes of this event.

**Writing part**

Climate change is a phenomenon that affects countries all over the world. Many people strongly believe that it is the responsibility of individuals, rather than corporations and governments, to deal with this problem.

To what extent do you agree?

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**Home task.**

Find future forecast about climate changes in the world.

## THEME 3.ATMOSPHERIC TEMPERATURE

### Aims:

- to give information about atmosphere.
- to enhance knowledge of students about atmosphere temperature

### Objectives:

- during the lesson, students take clear information atmosphere temperature with images and texts
- at the end of the lesson, students will invigorate their understandings more according to interesting facts.

### Glossary:

atmosphere – атмосфера - atmosfera

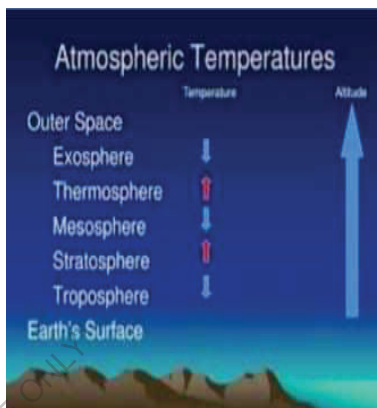
temperature - температура - harorat

solar radiation - солнечная радиация - quyosh radiatsiyasi

humidity – влажность - namlik

altitude – высота - balandlik

equator – экватор - ekvator



### ***The atmosphere***

1. Volcanic eruptions add gases to the atmosphere
2. The atmosphere insulates Earth's surface
3. This insulation slows the rate at which Earth's surface loses heat and keeps Earth temperature at which living things can survive.

Atmosphere temperature is a measure of temperature at different levels of the Earth's atmosphere. It is governed by many factors, including incoming solar radiation, humidity and altitude. The temperature of Earth's atmosphere varies with the distance from the equator and height above the surface. It also changes with times, varying from season to season and from day to night, as well as irregularly due to passing weather system.

### ***The Vertical Temperature Profile***

Averaging atmospheric temperature over all latitudes and across an entire year gives us the average vertical temperature profile that is known as a standard atmosphere.

### *The Sun 'S Role In Atmosphere Temperature*

Most solar radiation is emitted as visible light with smaller portions at shorter wavelengths (ultraviolet radiation) and longer wavelengths (infrared radiation) or heat. Little of the visible light is observed by the atmosphere (also some is reflected back into the space by clouds) so most of energy is observed by the Earth's surface.

### *The Greenhouse Effect*

Solar energy is not the only determinant of atmospheric temperature. The warming of atmosphere as a result of the capture of heat radiated from Earth by certain gases present in the atmosphere.

### Facts

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**Exercise 1. Find 10 words depending on atmosphere and in the text and write their definitions.**

1 \_\_\_\_\_

2 \_\_\_\_\_

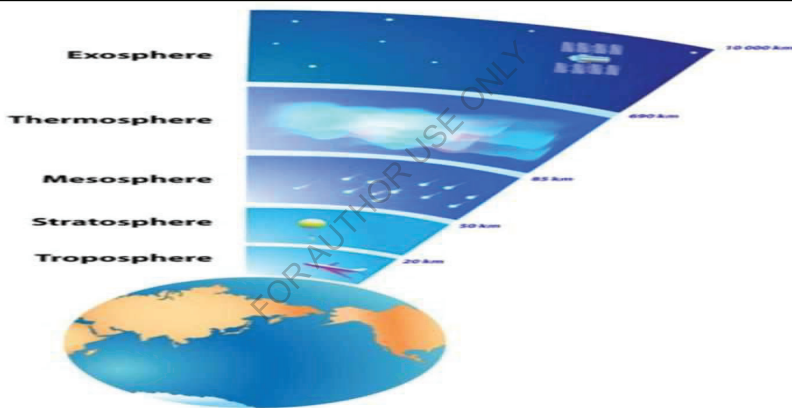
3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_



8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

**DID YOU KNOW?**

The real color of the sun is white. The reason that the Sun looks yellow to us is because the Earth's atmosphere scatters higher wavelength colors, like red, orange and yellow less easily. Hence, these wavelengths are what we see, which is why the Sun appears yellow.

**Speaking.**

**PART I.**



1. What do you think how atmosphere is important in human life?
2. Do you know about Ozone layer? And what is significance of it to the atmosphere?
3. Do people affect to atmosphere temperature?

**PART 2.**

Speak about "Changing nature" in two minutes.

- What do you think about dependence between atmosphere and nature?
- From time to time, atmosphere changes in Earth's surface.
- Does it affect positively or negatively to nature?

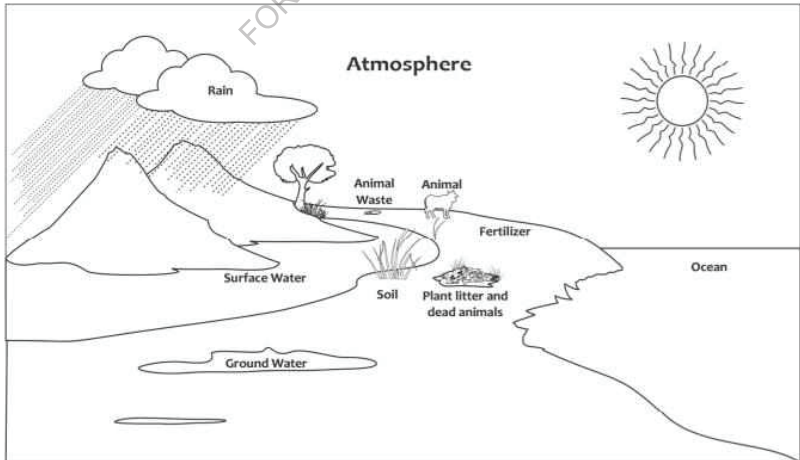
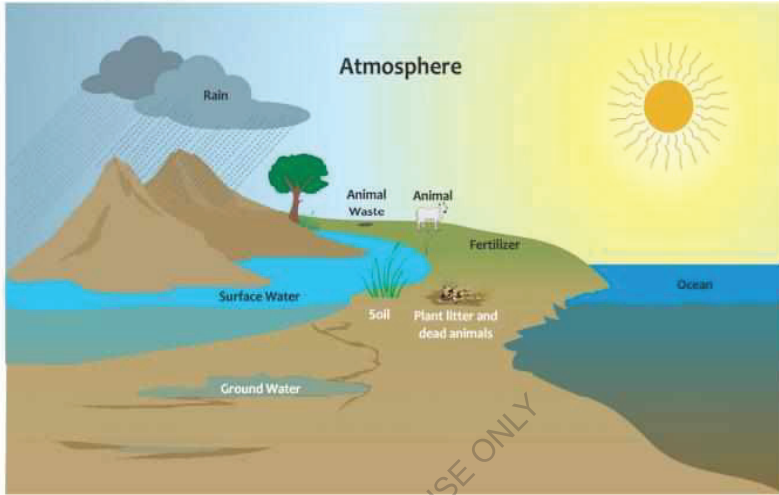
**You should say :**

- how nature change happened in the last 10 years
- what kind of reasons caused this

Ask students to write a letter to a friend explaining their trip through the nitrogen cycle. Ask them to include information about (1) where they went, and (2) how they got to each destination.

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# Nitrogen Cycle Worksheet



## INDEPENDENT STUDIES

### THEME: INTRODUCTION TO GEOGRAPHY

#### Aims:

- to give students an initial geographic understanding
- to teach the main branches of geography
- to study the interdependence of geographical areas

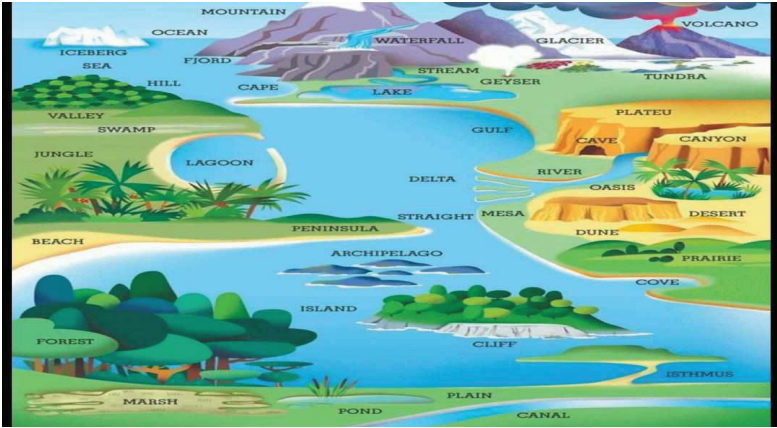


#### Objectives:

- ✓ students learn the exciting field of knowledge known as geography
- ✓ students will be able to compare and contrast the periodical situation of the world geography
- ✓ students get knowledge of methodological geography and the importance of its study

#### Procedure:

- teacher gives general information and notions of the field of study
- teacher make some groups of 4-5 students
- In order to developing mapping skills teacher use map and do some activities with students. They clarify areas according to their climate, location and others
- Teacher will distribute cards in which described the national flags of several countries and asks students to find them which country's flag it is and what is their capital.
- Next, they will do some research on geographical locations. Teacher teaches them naming locations of the world and students learn them.



Puzzle: Teacher needs some little toy animals and a map which is divided into regions and named with the name of country. Students should put or stick animals on the particular country that they should be related to that country.



**Exercise 1. Match the countries according to their climate!**

- |             |               |
|-------------|---------------|
| 1.Canada    | a.hot and dry |
| 2.Brazil    | b.tundra      |
| 3.Europe    | c.hot and wet |
| 4.Australia | d.cold        |
| 5.Russia    | e.warm        |

**Exercise 2. Find the statements True or False!**

- 1.Africa is the largest continent in the world.

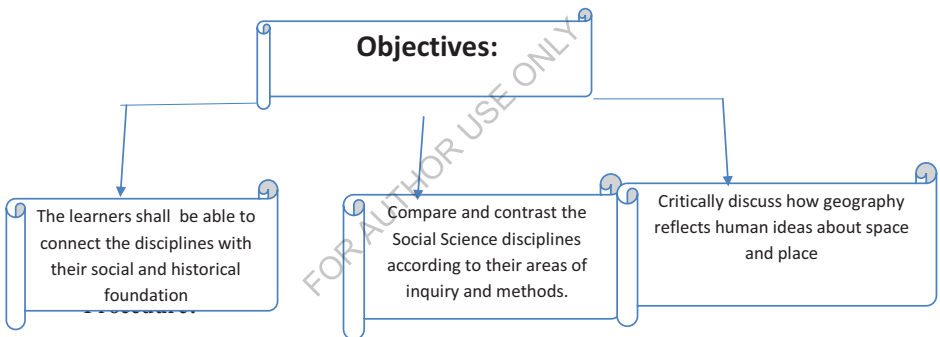
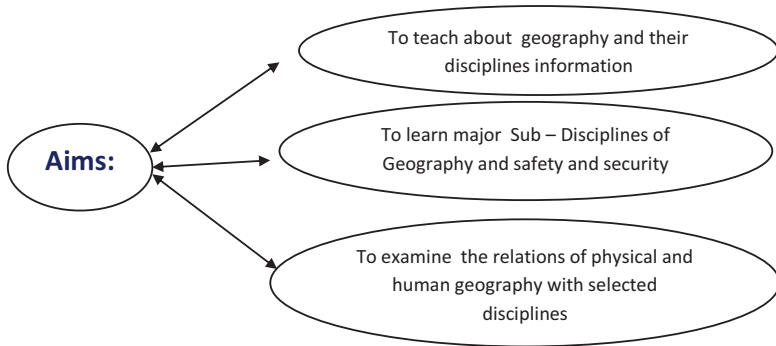
2. Hydrosphere is water shell
3. Nile is the longest river
4. The biggest country is Canada.
5. Hawaiian islands is the biggest one in the world.
6. Great Lakes is situated in Canada.

**HOMEWORK:**

Students should find unique features and endemic nature of countries and information.

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## THEME: GEOGRAPHY AND OTHER DISCIPLINES



1. Divide the class into groups of four or five. Group members are to work cooperatively to use any creative costumes made up of paper and resources inside the class in presenting the disciplines of Social Science assigned to them.

2. Each group must have a representative who will present their collaborative effort.

3. Compare and contrast the discipline and their fields, main areas of inquiry and methods.

They will be given 20 minutes to finish and perform the activity.

Group I- Geography platforms

Group II- Human geography

### Group III- Physical geography

#### **QUESTIONS:**

1. What is the geography?
2. What are the 9 disciplines of Social Science?
3. What are the main areas of inquiry of the disciplines.?
4. Give the aims and purposes on any discipline Geography?

#### **Main part:**

The results show that 1) the position of geography among other disciplines is relatively high, however the relative position of human geography in social sciences is higher than that of physical geography in natural and exact sciences, 2) both geographical disciplines show an adverse 'trade balance' in scientific exchange, 3) human geography is more 'introverted', 4) relations between human geography and other disciplines are stronger than in the case of physical geography.

#### **Handout 1.**

Niagara Falls State Park is the oldest state park in America, established in 1885 at the Niagara Reservation. Over 8 million visitors explore Niagara Falls State Park annually.

Niagara Falls is comprised of three waterfalls, from largest to smallest, the Horseshoe Falls (also known as the Canadian Falls), American Falls and Bridal Veil Falls.

Niagara Falls' vertical height is over 176 feet in some sections.

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Niagara Falls is comprised of three waterfalls, from largest to smallest, the Horseshoe Falls (also known as the Canadian Falls), American Falls and Bridal Veil Falls.

Niagara Falls' vertical height is over 176 feet in some sections. The American and Bridal Veil Falls were turned off in 1969 by the U.S. Army Corps. of Engineers to study the effects of erosion. There are plans to "turn off" the Falls again to rebuild two, 115-year-old bridges. Niagara Falls' current erosion rate is approximately 1

foot per year and could possibly be reduced to 1 foot per 10 years due to flow control and diversion for hydro-power generation.

The water that flows over Niagara Falls is at 25-50% capacity at any given time. The first person to go over the Niagara Falls in a barrel was 63-year-old school teacher Annie Edson Taylor. She is buried at Oakwood Cemetery in Niagara Falls in an area called Stunters Rest, along with other Niagara Falls daredevils. Cave of the Winds, located at Niagara Falls State Park is torn down and re-built every year. The birth of Niagara Falls can be traced back more than 12,000 years to the end of the last glacial period. Despite myths to the contrary, Niagara Falls does not freeze in the winter. However, the flow of water was reduced to mere trickle for a few hours on March 29, 1848 because of an ice jam upstream in the Niagara River. During periods of peak flow in the summer and fall, more than 700,000 gallons of water per second pour over Niagara Falls. Four of the five Great Lakes drain into the Niagara River, (Superior, Michigan, Huron and Erie) before emptying into Lake Ontario. These five Great Lakes make up almost one-fifth of the world's fresh water supply. Niagara Falls is not the tallest waterfall in the world; however, the beauty of the falls comes from the height and the incredible volume of water running over the falls at a given time. Fish travel over Niagara Falls and most survive because of their ability to flow with the water. At one time, P.T. Barnum wanted to turn Goat Island, inside Niagara Falls State Park, into a circus ground. Energy from the Niagara River has been harnessed for hydro-electric power generation as far back as the mid-eighteenth century. Power generation facilities along the Niagara River supply more than one-quarter of all power used in New York State and Ontario. Under an international treaty, the flow of water over Niagara Falls is reduced during the night to allow more of the water to flow into intakes used for power generation. This plan ensures that the Falls' natural beauty remains unaffected during prime viewing hours. 50 of 75 percent of the water flowing along the Niagara River is diverted from going over the Falls to hydroelectric power generating stations. One of the oldest surviving United States flags is permanently displayed at Old Fort Niagara. It was captured by the British during the War of 1812. The historic Village of Lewiston was the site of the first battle of the War of 1812 and the last stop for slaves escaping to freedom on the Underground Railroad. The original Flight of Five locks that were built in 1840 still exist along the Erie Canal in Lockport.

**Exercise 1. Do the following statements on the page agree with the information given in the text**

- |                  |  |
|------------------|--|
| <i>True</i>      | If the information given in the text agrees with the statement |
| <i>False</i>     | If the information given in the text contradicts the statement |
| <i>Not given</i> | If there is no information in this                             |



- 1 The Niagara Falls state park is one of the oldest parks in America.
- 2 Niagara Falls vertical height is more than 176 feet in some sections.
- 3 Niagara Falls current erosion rate is recorded about 10 foot annually.
- 4 According to text, Niagara Falls freezes and comes with some dangers for visitors.
- 5 All five Great Lakes drain into The Niagara River before emptying into Lake Ontario.
- 6 According to text, the Niagara Falls is the most beautiful one all over the globe.
- 7 Due to the International treaty, the Niagara Falls natural beauty affected for prime viewing      hours

**Exercise 2. Complete the following sentences using NO MORE THAN THREE WORDS from the text for each gap.**

- 8 ..... Tourists pay a visit to Niagara Falls State park per year.
- 9 The American and Bridal Veil Fall were turned off in 1969 by the U.S Army Corps of Engineers to study.....
- 10 .....is buried at Oakwood Cemetery in Niagara Falls.
- 11 The birth of Niagara Falls can date back to more than .....

**WRITING PART**

Write any short paragraph about our around geography and the connection of disciplines in our space.

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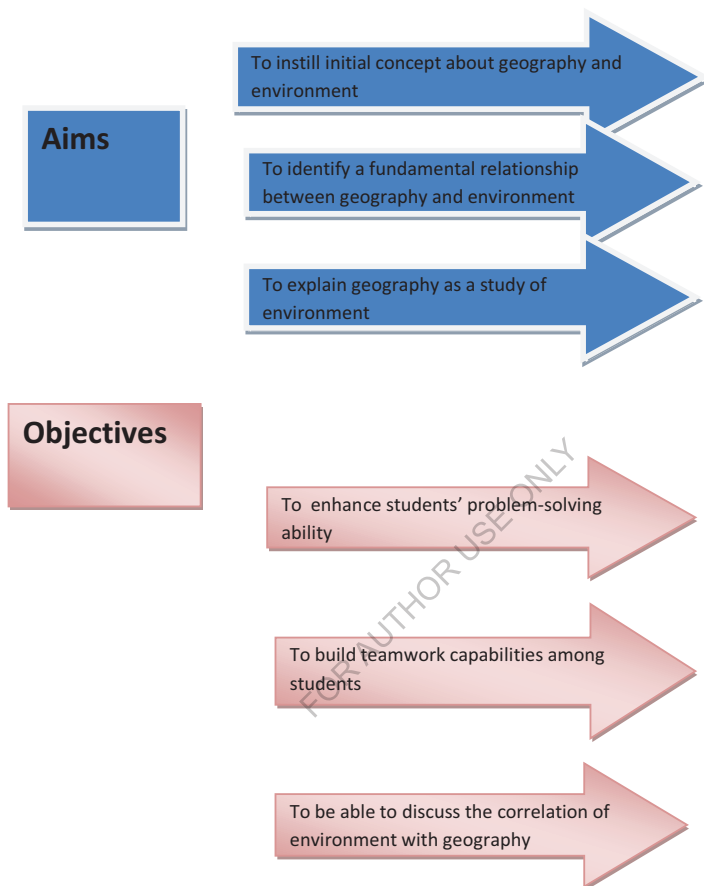
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**HOME TASK:**

To create the diagram which shows the geographical areas and their branches and to make a presentation .They must show their gained knowledge in order to do this task.

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## **THEME: GEOGRAPHY AS A STUDY OF ENVIRONMENT**



### **Procedure:**

1. Teacher gives adequate information about the field of geographical study as an environmental study.
2. Students will be divided into groups comprising four or five students in each group.
3. There will be a discussion among separate groups regarding the topic "Association of environment with geography".

4. During the discussion each group is required to find more acceptable reasons on the topic as well as advocate their reasons with feasible examples.
5. They will be given 30 minutes to make discussion and present their collaborative work elaborately.

**Given topic: Association of environment with geography**

**Main part:**

***Handout 1. Geography as the Study of Environment***

Study of the environment occupies a very important place in the subject of geography. The concept of geography as the study of man and environment relationship is quite old. The Greek, Roman, Indian, Chinese and Arab geographers attempted to establish a relationship between man and natural environment. Kant, in the concluding part of the 18th century, advocated the impact of environment on the lifestyle and physical constitution and lifestyle of the equatorial, hot deserts, Mediterranean, coastal and mountainous regions. Humboldt asserted that the mode of life of the inhabitants of the mountainous countries of the Andes mountains differ from that of the people of Amazon basin, coastal plains and islands like Cuba and West Indies. Ritter attempted to establish the cause variations in the physical constitution of body, physique and health of people living in the different physical environmental conditions. The idea of defining geography in terms of man and environment relationship developed on scientific lines in the later part of the 19th century after the publication of Origin of Species (1859) by Charles Darwin. The main theme of geographical study one way or the other is environmental study. No other discipline can boast of a richer heritage of the study of environment than geography. The close association of environment with geography since the hey-day of determinism, geographers were always concerned with environment and it remained a basic element in most of the approaches. Geography as the study of environment may be defined as inter-relationship between living organisms and natural environment in general and between technologically advanced man and his natural environment, which is operated in temporal and spatial framework. So environmental geography studies the characteristics, composition and functions of different components of natural environmental systems and mutual dependence including man and other biological organisms.

Geography studies the spatial attributes of all the phenomena including man in a given space and highlights complex man-environment relationships at different stages and phases in a time-space continuum while other sciences study individual phenomenon and do not bother for spatial organization. Being an integrating

science geography synthesizes all the elements and components of planet earth into one body and links the social sciences with the natural sciences. Geographers besides identifying complex relationships between man and physical environment have the capability of locating the distribution of such relationships in space, mapping them and exploring the causes of variations in distribution. They recognize and identify the environmental regions, locate them in space and present them on maps.

**Exercise 1. Write a word that is similar in meaning to the underlined part.**

1. The consideration of geography as the study of man and environment relationship is \_\_\_\_\_ quite \_\_\_\_\_ old.

2. At the late of 18<sup>th</sup> century Kant advocated the impact of environment on a couple of peculiarities.

3. Ritter made an effort to establish the cause variations in different environmental conditions.

4. Geography in terms of man and environment relationship became advanced around 19<sup>th</sup> century.

5. The correlation of environment with geography remained a basic element in most of the approaches.

6. Geographers have been distressed with environmental issues.

7. Geography as the study of environment may be determined as the relationship between living organisms and natural environment.

8. Environmental geography examines different components of natural environment systems.

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9. Geography analyzes the dimensional structures of all the phenomena.

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10. Physical environment has the capability of exploring the causes of variations in dissemination.

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**SPEAKING TASK.**

*You should speak from one to two minutes to the following question. You can make some notes if you wish.*

Describe an environmental problem that has occurred in your country. You should say:

- the cause of the problem
- what effect it has had on your country

**WRITING PART.**

*Currently, influence of human beings on the world's ecosystem is leading to the deterioration of environment to a great extent. What are the primary causes of this deterioration? How we can protect environment globally? What measures should be taken to save our environment? Support your viewpoint with relevant examples.*

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**HOMEWORK:**

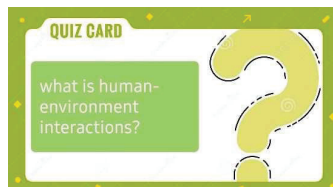
Make a survey in the area you live in. In your survey, ask several questions about people's affection or attitude towards environment. What contribution they are making to ameliorate the quality of environment? Present the results of your survey to you teacher and students.

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## **THEME: MAN-ENVIRONMENT RELATIONSHIPS**

### **Aims:**

- to teach pupils about human-environment relationships.
- to give information about the interconnection between human beings and environment



### **Objectives**

- pupils learn about human-environment interactions.
- pupils will be able to talk about the correlation between nature and people.

### **Warm-up activity**

Teacher gives some questions related to last lesson, asks new words which pupils were given to learn by heart and checks homework.

### **Procedure**

- teacher gives a piece of information connected to new lesson.
- teacher divides pupils into 3 or 4 small groups and distributes some cards that contain questions related to the theme.

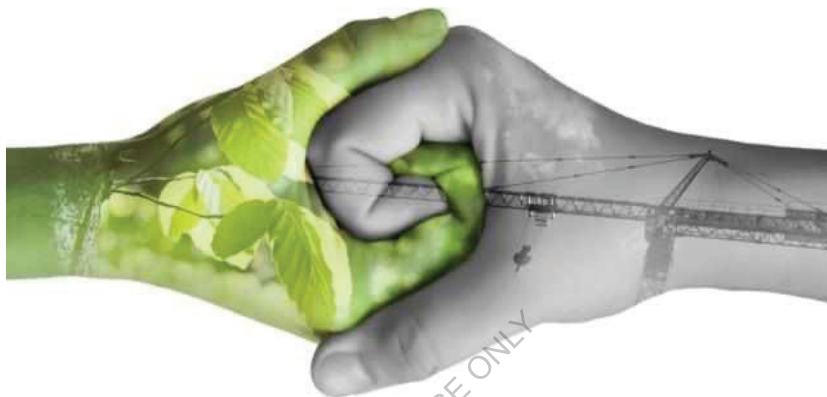
**Exercise 1. There is a text related to man- environment relationships and pupils will read the text, do exercises and write new words on their vocabulary notebook.**

## **HUMAN-ENVIRONMENT RELATIONSHIPS**

1. The environmental approach in geography, history, anthropology, psychology, and other spheres of humanitarian thought remains one of the most alluring and unequivocal since its origin in ancient times. At the beginning of the 21st century, interdisciplinary studies of cultural history using contemporary methods of instrumental analysis are often bringing scientists to the necessity of taking environmental issues into account when conceptualizing local peculiarities of cultural revolution. As a result, an impressive variety of theories and concepts has been elaborated in the framework of scientific and humanitarian thought during the second half of the 20th century.
2. Trying to navigate in this boundless theoretical space, an inquisitive researcher inevitably faces the necessity to create some kind of exploratory structure



encompassing these approaches and notions. Here, comprehension of human agency in natural environment evolution has been chosen as the main criterion of examination of human-nature interaction. On this base, three main directions of environmental thought development can be distinguished in contemporary humanitarian and scientific thought.



3. One of them, known as geographical determinism, concentrates on the environmental impact on human history. The second, concerning human agency in nature development, became popular alongside global reconsideration of the human role in the universe, which took place at the time of the scientific revolution. Adepts of a third direction tend to interpret human-environment interaction as an integrated system, all elements of which are of equal importance and are engaged in complicated reciprocal influence

**Exercise: Write answers to following questions.**

- 1 In what process, interdisciplinary studies of cultural history are often bringing scientists to the necessity of taking environmental issues into account?
- 2 When did it happen?
- 3 When does an inquisitive researcher face the necessity to create exploratory structure?
- 4 How many main direction of environmental thought development can be distinguished in this field?
- 5 What are they?

6 What does geographical determinism concentrate on?

7 What do second and third directions concentrate on?

### **Speaking part.**

Teacher distributes some cue cards for students.

#### ***Cue Card Topic***

**Describe a river or a sea you have visited.**

**You should say:**

Where the river/ sea was

What activities you did there

Who was with you

#### **Cue Card 8**

Describe a problem that affects the environment in the area where you live.

You should say -

- What the problem is
- What causes it
- What people feel about the problem
- Explain what you think could be done to solve it.

### **Homework.**

1. To learn all new words by heart and collocations given during speaking part.

2. To write an essay on the topic:

Nowadays more and more people take an advantage of private cars to commute at expense of public transportation. Some people claim that this leads to air pollution and scarcity of natural resources.

To what extent do you agree or disagree?

## **THEME: ECOLOGY AND GEOGRAPHY**



### **Aims:**

to teach about the connection between ecology and geography

to inform the importance of saving both ecology and geography

to give information about ecological and geographical issues

### **Objectives:**

1

The learners will be able to differentiate what is ecology and what is geography

2

The students will be informed about necessity of saving ecology and geography

3

The students will be able to compare ecological and geographical issues

### **Procedure:**

Students will be divided into 2 groups. First group will present presentation about ecology. And the second group will present about geography. Markers, pencils colored papers and other necessary objects will be given them to represent their topic beautifully. 2 representatives will come to the blackboard and explain their drawing.

### **Questions:**

1. What is the geography?
2. What is the ecology?
3. What kind of ecological and geographical issues do you know?

Geography is the study of the physical Earth as well as the human aspect focusing on language and culture. Ecology, while similar to various aspects of Geography is different as it focuses on the organisms, both plant and animal species that flourish on Earth's surface. Although, in theory the Earth is a living planet. Ecology focuses on the life forms that call Earth home.

## **READING PART.**

### **Seven ways to protect the environment**

We all want to protect our planet, but we're mostly too busy or too lazy to put up big change that would improve our lifestyle and save the environment.

These are 7 simple habits to implement in your everyday life which will make a difference. There is nothing new here but if you follow at least some of these tips, you can be proud of yourself participating in the protection of the environment.

#### **1. Use compact fluorescent light bulbs:**

It is true that these bulbs are more expensive, but they last much longer and they can save energy and in the long run your electricity bill would be reduced.

#### **2. Donate:**

You have tons of clothes or things you want to get rid of. If they are still usable, give them to someone who needs them. You may also choose to give them to associations. These associations may sell them and collect a little money. Not only will you protect the environment, but you will also contribute to a good cause.

#### **3. Turn off your devices:**

When you do not use a house device, turn it off. For example, if you don't watch TV, turn it off. Turn off the light when you leave a room (even if you intend to return.) It's an easy habit to take up which will help you save a lot of money.

#### **4. Walk or cycle:**

Driving is one of the biggest causes of pollution. If you want to use your car, ask yourself the following question: do I really need my car? Walk or use your bike if the journey is a short one.

5. **Detergent:**

Follow the recommended dose of detergent to wash your clothes or dishes.

6. **Leaky faucets:**

Watch leaky faucets, which can cause a significant increase in the water bill. An average of 120 liters of water can be wasted due to a dripping faucet.

7. **Rainwater:**

Think of recovering rainwater. This water can be used for different purposes.

This list is far from being exhaustive but in addition to saving the environment, all these tips will help you save money.

**True/False**

1. Fluorescent light bulbs waste more energy

A True

B False

2. Donate means “ give “

A True

B False

3. The seven tips are suggested to save money and protect the environment

A True

B False

4. Rainwater can be used for only one purpose.

A True

B False

**WRITING PART.**

Write an essay on the topic "Protecting our Earth"

You should write at least 150-180 words.

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## TESTS

1. I understand that you've sent him an e-mail message. I think you ..... him instead.

- A) ought to have phoned
- B) should phone
- C) couldn't have phoned
- D) had phoned
- E) left

2. I promise that I will be here when you come back, but I'm afraid everyone else ..... by then.

- A) were leaving
- B) leave
- C) are leaving
- D) will have left
- E) left

3. Do you have any idea what she ..... at this time tomorrow?

- A) has done
- B) will be doing
- C) was doing
- D) is doing
- E) has been doing

4. We ..... an interesting program before they came.

- A) have been watching
- B) have watched
- C) are going to watch
- D) had been watching
- E) will have watched

5. He ..... from the university in 1995. Then, he ..... two years in the army.

- A) has graduated / has spent
- B) had graduated / has spent
- C) graduated / spent
- D) has graduated / spent
- E) graduated / has spent

6. They ..... together for almost a year at the time.

- A) had been going out
- B) are going out
- C) have been going out
- D) have gone out
- E) go out

7. They ..... each other for a long time before they finally decided to get married.

- A) have known
- B) had been knowing
- C) were knowing



D) had known

E) have been knowing

8. Nobody ..... him for weeks. I wonder where he ..... these days.

A) saw / is hanging about

B) has seen / was hanging about

C) has seen / is hanging about

D) saw / was hanging about

E) had seen / has been hanging about

9. Nobody ..... him for weeks. I wonder where he ..... all this time.

A) saw / had been hanging about

B) had seen / had hung about

C) has seen / has been hanging about

D) is seeing / is hanging about

E) sees / will hang about

10. You ..... when I ..... on you that early, ..... you?

A) won't be sleeping / call / will

B) were sleeping / had called / hadn't

C) are sleeping / am calling / weren't

D) have slept / have called / haven't

E) didn't sleep / have called / did

11. Everyone objected to her coming along with us, ..... ?

A) did no one

- B) didn't he
- C) did someone
- D) did anyone
- E) didn't they

12. The statistics ..... in your article ..... to be incorrect.

- A) giving / appears
- B) are given / appears
- C) given / appear
- D) appearing / are given
- E) are being given / appears

13. I'm not really sure where the cat is, but I think she ..... in the kitchen.

- A) might be playing
- B) might have played
- C) used to play
- D) must play
- E) needs to play

14. I really ..... fishing with my friends, but unfortunately I was down with the 'flu.

- A) must go
- B) would like to go
- C) want to go
- D) had been going

E) would like to have gone

15. I was under the impression that you too ..... along with us.

A) were supposed to come

B) supposed to come

C) supposed to have come

D) came to suppose

E) had supposed to come

16. Jordan, together with six other Arab countries, ..... said to be ready for peace negotiations with Israel.

A) are

B) have been

C) were

D) is

E) -----

17. She is one of those women who ..... you crazy with ..... total lack of interest in men.

A) is driving / her

B) drive / their

C) are driving / her

D) drives / her

E) drives / their

18. Her brothers, ..... lives in Manisa, come to visit her every so often.

A) both of whom

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B) whom both

C) who both

D) either of whom

E) neither of whom

19. If I'd gone down to Bodrum like all my friends did, I, too, ..... scuba diving lessons.

A) had better taken

B) had taken

C) could have taken

D) should take

E) would like to take

20. I asked two people the way to the station, but ..... could help me.

A) both of whom

B) either of them

C) both of them

D) either of whom

E) neither of them

21. Are they going to repair the machine?" "Yes, ..... they have been called in.

A) that's why

B) the reason for it is that

C) it's because

D) it is therefore

E) no matter what

22. The new system is more efficient and ..... than the old one.

A) less expensive

B) cheap

C) cheapest

D) the cheapest

E) the most expensive

23. My friend can climb trees ..... a monkey.

A) as

B) similar to

C) as if

D) like

E) as though

24. The work had ..... under extremely midcult conditions.

A) been doing

B) completed

C) done

D) to complete

E) to be done

25. FARUK: ..... did you two meet last night? FATOŞ: "How many times must I tell you? We didn't!"

A) Where

B) Please explain why

C) Who

D) Tell me when

E) Whom

26. .... crowded place this is!

A) How a

B) What a

C) How

D) What

E) Why a

27. .... beautifully she dances tonight!

A) What

B) Wherever

C) Whomever

D) How

E) Why

28. .... 1999 that somebody first pointed out to the probable future problems this scheme would involve.

A) When it was

B) It was

C) During

D) It was in

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E) In

29. Nobody loves you ..... I do.

A) than

B) more

C) only if

D) like

E) except

30. Oh, I'm exhausted. .... you give me a hand with this heavy box and help me carry it upstairs?

A) Do

B) Should

C) If

D) Would

E) Please

31. Let's forget all about it for the time being, ..... ?

A) won't we

B) will we

C) don't we

D) shall we

E) do we

32. You must all look after ..... on your trip back home.

A) yourselves

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- B) yourself
- C) your self
- D) your selfs
- E) your selves

33. He's surely ..... ill to need a doctor now; you'd better call for the imam.

- A) so
- B) very
- C) critically
- D) too
- E) to

E) too

34. Don't you think she is old ..... to decide on this matter for herself?

- A) so
- B) for
- C) grown girl
- D) too
- E) enough

E) enough

35. May I have a little bit more coffee, ..... ? [Pause]

I may I have a little bit more coffee, ..... ?

- A) I may have / please
- B) mayn't I / mayn't I
- C) please / may I not
- D) haven't I / please



E) please / mayn't have I

36. Did your friend formerly ..... live here?

A) used not to

B) use to

C) was used to

D) used to

E) using to

37. What a fantastic book ..... !

A) which you wrote it

B) that you wrote

C) which you wrote

D) is it

E) this new book of yours is

38. I haven't seen you for such a long time. Where have you ..... all this time?

A) gone

B) being sent

C) yourself had gone

D) been hiding yourself

E) sent

39. My uncle was ..... businessman to fall into that trap.

A) too shrewd a

B) shrewd enough a

C) a too shrewd

D) enough shrewd a

E) an enough shrewd

40. It was definitely ..... that you meant, ..... ?

A) his father / wasn't it

B) right / wasn't it

C) him / wasn't him

D) wrong / didn't you

E) whom / didn't you

41. Oktay is a(n) ..... student. He always gets good grades.

A) elementary

B) standard

C) lazy

D) good-looking

E) hard-working

42. He crashed his car into a tree. It was badly ..... .

A) injured

B) wounded

C) hurt

D) damaged

E) hopeless

43. It was a(n) ..... question. I couldn't understand a word of it.

- A) unnecessary
- B) difficult
- C) necessary
- D) easy
- E) essential

44. Thank you for the dinner last night. I enjoyed it very much. It was .....

- A) expensive
- B) excited
- C) excellent
- D) extreme
- E) experienced

45. He suddenly came face to face with two ..... men and started to run away.

- A) lonely
- B) legless
- C) armed
- D) athletic
- E) unlucky

46. I sat through all those cold and ..... nights, just thinking of you.

- A) certain
- B) daily
- C) selfish
- D) injured

E) lonely

47. Stay away from that park after dark. It's too .....

A) large

B) blind

C) stormy

D) dangerous

E) nervous

48. Believe me I feel truly ..... for your great kindness. How can I ever repay you?

A) cheerful

B) grateful

C) thoughtful

D) beautiful

E) shameful

49. You can't expect every ..... man to become a computer specialist.

A) economic

B) rare

C) effective

D) average

E) interesting

50. You don't know this? How ..... you are!

A) opposite

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- B) ignorant
- C) ungrateful
- D) complicated
- E) foreign

# Answer keys:

## **THEME 2: PROFESSIONAL DEVELOPMENT**

### **Questions 1-13**

#### **Answer key**

- 1. YES
- 2. NOT GIVEN
- 3. NO
- 4. NOT GIVEN
- 5. YES
- 6. NO
- 7. C
- 8. D
- 9. C
- 10. B
- 11. B
- 12. E
- 13. D
- 14. I

## **TESTS**

### **Answer Key:**

1: A 2: D 3: B 4: D 5: C 6: A 7: D 8: C 9: C 10: A 11: E 12: C 13: A 14: E 15: A  
16: D 17: B 18: E 19: C 20: E 21: A 22: A 23: D 24: E 25: A 26: B 27: D 28: D 29:  
D 30: D 31: D 32: A 33: D 34: E 35: C 36: B 37: E 38: D 39: A 40: A 41: E 42: D  
43: B 44: C 45: C 46: E 47: D 48: B 49: D 50: B

## GLOSSARY

**Advantages** - a condition or circumstance that puts one in a favorable or superior position

**Agro ecology** - the science of applying ecological concepts and principles to the design, development, and management of agricultural environments.

**Atmosphere** - earth's atmosphere is composed of gases and water that are retained by earth's gravity and help the earth retain heat and reflect UV radiation.

**Brainstorm** - a moment in which one is suddenly unable to think clearly or act sensibly

**Biological diversity** - Also called biodiversity. A concept recognizing the variety of life forms in an area of the Earth and the ecological interdependence of these life forms.

**Biosphere**- The realm of all living things

**Certification** - the action or process of providing someone or something with an official document attesting to a status or level of achievement

**Climate change** - change in weather conditions such as cloud cover wind speed, temperature, rainfall or humidity in a specific region.

**Competence** – the quality or state of being able or suitable for a particular task

**Concentration** - the action or power of focusing all one's attention

**Contribution** - a gift or payment to a common fund or collection

**Creative** - relating to or involving the use of the imagination or original ideas to create something

**Deliberate** - done consciously and intentionally

**Determine** - cause (something) to occur in a particular way or to have a particular nature

**Development** – the process of developing; growth, directed change

**Disadvantages** - an unfavorable circumstance or condition that reduces the chances of success or effectiveness

**Educational material** - publications, guides, calendars, handouts, pamphlets, reports, or booklets intended to provide information about the public official or governmental office.

**Effective** - successful in producing a desired or intended result

**Etiquette** - the customary code of polite behaviour in society or among members of a particular profession or group

**Habit** - a settled or regular tendency or practice, especially one that is hard to give up

**Global ecology** - examines ecological phenomena at the largest possible scale, addressing macro ecological questions

**Global information system** - an information system which is developed and / or used in a global context

**Importance** - the state or fact of being of great significance or value

**Infrastructure** - the general term for the basic physical systems of a business, region, or nation

**Interpret** - explain the meaning of (information or actions)

**Laptop computer** - A small, portable computer -- small enough that it can sit on your lap

**Learner** - a person who is learning a subject or skill

**Local Area Network**- the smallest of the three network types, consist of PCs connected together within a limited area, such as within the same building, floor or department.

**Logo** - a symbol or other small design adopted by an organization to identify its products, uniform, vehicles, etc.

**Magazine** - a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership

**Management** - a process of planning, decision making, organizing, leading, motivation and controlling the human resources, financial, physical, and information resources of an organization to reach its goals efficiently and effectively

**Memorization** - the process of committing something to memory or learning something by heart

**Mentoring** – a wise and trusted counselor or teacher

**Modem- (Modulator-Demodulator)** The modem is a device that allows a given computer to share data or otherwise a device which let computers exchange information.

**Network Server-** is a powerful computer whose sole purpose is to serve network clients.

**Newspaper** - a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence

**Noticeable** - easily seen or noticed; clear or apparent

**Operating System (Os)** -software that controls the allocation and use of programs and data that a computer uses.

**Professional** – an expert

**Protocol** – refers to the specific standards governing the sending and receiving of data.

**Provide** - make available for use; supply

**Reflective** – something which reflects or redirects back to the source

**Repeater**– a device that strengthen signals and allow than to stay clear overlonger distances.

**Retrieval** - the process of getting something back from somewhere.

**Strategy** – a plan or action intended to accomplish a specific goal

**Security** - the state of being free from danger or threat

**Storage** - the action or method of storing something for future use

**Unavoidable** - not able to be avoided, prevented, or ignored; inevitable

**Virtualization** - the process of creating a software-based, or virtual, representation of something, such as virtual applications, servers, storage and networks. It is the single most effective way to reduce it expenses while boosting efficiency and agility for all size businesses



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