ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР

(аниқ ва табиий фанлар) кафедраси

“АМАЛИЙ ИНГЛИЗ ТИЛИ”
фанидан

4-курс учун

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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1. HISTORY OF SPECIALTY STUDIED
A HISTORY OF CHEMISTRY

1. Answer the following questions?

1. How many periods can the history of chemistry be divided into?
2. What do we know about Alchemy?
3. What do we understand about Modern chemistry?

2. Work in pair. Translate the following text into Uzbek

The history of chemistry can be divided into four periods:

Text - 1

It is possible to fix the second period, the birth of chemistry, as a science in the second half of the eighteenth century, with only one exception, the contribution of Robert Boyle (1627–1691), who lived much earlier. The third period, the foundation of chemical disciplines, started around the early nineteenth century with the development of chemistry along the different sectors or disciplines that are still characteristic of present day chemistry. The era of modern chemistry began at the close of the nineteenth century, when the history of chemistry coincides in great part with that of the contributions of Nobel laureates. This division based on centuries is not formal but is justified by the fact that at the end of the eighteenth and nineteenth centuries many new revolutionary ideas were developed, which changed the course of chemical thought completely. The short history of chemistry presented in this article particularly examines the evolution of concepts developed in the nineteenth century.

Text - 2

Many of these ideas started just at the beginning of the century and reached a certain maturity by its end. Therefore, an analysis of the developments over the period of just 100 years provides an almost complete picture of the course of the evolution of chemistry. In a few cases (the chemical bond, catalysis, and industrial applications), the fundamental concepts were not developed until the first part of the twentieth century. In these cases, in order to show the evolution of the ideas, we also have to take a step into the twentieth century. We have also introduced the experimental facts, developed in the previous centuries, that were the basis of later ideas that contributed towards the transformation of chemistry into a science during the second half of the eighteenth century, when only 17 elements where known and the phlogist theory had many followers. In studying the history of chemistry, it is possible to note some common paradigms through the anecdotes that accompany the description of the lives of several scientists: the fact that each new idea had to wait many years before being accepted, the key role played by the discovery of new instrumentation and by ideas developed outside chemistry (which had a cascade effect on innovation), the fact that many discoveries were made by

very young scientists (during work on their doctoral theses or earlier), and the roles of chance and mistakes that brilliant minds succeeded in interpreting. 2. The Birth of Chemistry as a Science.

2. **Phrases to Be Used in Discussion**

1. It seems to me that …
2. I am not sure about that.
3. As far as I know …
4. Could you be a little more specific?
5. I am afraid, I don`t agree with you here.
6. It`s too time-consuming.
7. It`s a good point.
8. You did a great job.
9. I see your point.
10. Basically I understand what you mean, but I think your conclusions are wrong.
11. I don`t think it will work.
12. I`m sorry to interrupt you, but …
13. Excuse me for interrupting you, but (I don`t think this information is relevant to the subject of our discussion).
14. You misunderstood. Let me explain.

Exercises: 3. Match the words and make up sentences using the following sentences.

1	liquid state	Lavoisier,
2	Mendeleev	suyuq holat,
3	modern chemistry	Mendeleev,
4	molecules	zamonaviy kimyo
5	nitroglycerine	molekulalar,
6	oxygen	nitrogliserin,
7	organic chemistry	kislorod,
8	periodic table	organik kimyo,
9	phlogiston	davriy jadval,
10	plastics pneumatic chemistry polymers	flogiston,
11	solid state	plastmassa pnevmatik
12	sulfur oxide spectroscopic analysis	kimyo, polimerlar,
13	stereochemistry	qattiq holat,
14	thermodynamics	oltingugurt oksidi
		spektroskopik tahlil,
		stereokimyo

LESSON 2. HISTORY OF SPECIALTY STUDIED
A HISTORY OF CHEMISTRY

1. Answer the following questions?

1. What do we understand about Modern chemistry?
2. What do we know about Alchemy?
3. How many periods can the history of chemistry be divided into?

2. Work in pair. Translate the following text into Uzbek

The history of chemistry can be divided into four periods:

Text - 1

In this section we trace the origins of chemistry as a modern science. Without any intention of resuscitating the debate on the defining criteria of science, the term "modern science"—or just "science"—is intended here in its general meaning understood today. Our concept of the meaning of the word "science" was shaped during that crucial period of our history extending over the seventeenth century that is commonly designated with the expression "scientific revolution." This expression conveys the sense of a radical rupture between scientific and pre-scientific investigations, and this is in part the case. Indeed, the birth of modern science required that our investigations of nature enter a qualitatively different dimension from their prescientific antecedents. Even so, the transition was not so sharp as the idea of a "revolution" suggests.

Text - 2

There are, in fact, elements of continuity between the scientific investigations of one century and those of the preceding and following centuries. This is particularly true in the case of the development of chemistry, which had to wait until the end of the eighteenth century (after a long process of accumulation of data, technical equipment, and critiques of the old essentialist theories of matter) before acquiring scientific status. The aim here is to follow in some detail the most significant moments along this process, which is generally considered to culminate in the discovery of the component elements of air and water by the French chemist Antoine-Laurent Lavoisier (1743–1794). Indeed, it is common to use the term "chemical revolution" to refer to his work in recognition of his fundamental contribution in bringing the scientific revolution to chemistry.

Exercises: 2. Translate the following sentences from English into Uzbek

1. We like to read scientific articles. 2. I don‘t like to read newspapers in the morning. 3. Komil does not always watch films on TV. 4. In spring students of our faculty usually spend much time in the field s of our region. 5. We often meet in the library of our University and discuss various problems. 6. Ozoda translates a lot of foreign texts every day. 7. Yesterday we finished our lesson at 5 o‘clock.

Exercises: 3. Match and make up sentences using the following sentences.

№	English active words	Uzbek active words
1	Alchemy,	kimyoviy,

2	Ammonia	ammiak,
3	atoms	atomlar,
4	Boyle	Boyl,
5	catalysis	kataliz,
6	chemical affinity	kimyoviy yaqinlik,
7	chemical revolution	kimyoviy inqilob,
8	Dalton,	Dalton,
9	electrochemistry	elektrokimyo,
10	elements	elementlar,
11	gaseous state	gazsimon holat,
12	history of chemistry inorganic	kimyo tarixi,
13	chemistry	noorganik kimyo,
14	laws of gas	gaz qonunlari,

LESSON 3. AREAS OF SPECIALIZATION STUDIED

1. Answer the following questions.

1. How many type branches are there in chemistry?
2. What do we know about Physical chemistry Organic chemistry?

Inorganic chemistry?

Analytical chemistry?

Biochemistry?

2. Work in pair. Translate into Uzbek.

The study of modern chemistry has many branches, but can generally be broken down into five main disciplines, or areas of study:

1. Physical chemistry
2. Organic chemistry
3. Inorganic chemistry
4. Analytical chemistry
5. Biochemistry

Text - 1
Physical Chemistry

Physical chemistry is the study of macroscopic properties, atomic properties, and phenomena in chemical systems. A physical chemist may study such things as the rates of chemical reactions, the energy transfers that occur in reactions, or the physical structure of materials at the molecular level.

Text - 2

Organic Chemistry

Organic chemistry is the study of chemicals containing carbon. Carbon is one of the most abundant elements on Earth and is capable of forming a tremendously vast number of chemicals (over twenty million so far). Most of the chemicals found in all living organisms are based on carbon.

Text - 3

Inorganic Chemistry

Inorganic chemistry is the study of chemicals that do not, in general, contain carbon. Inorganic chemicals are commonly found in rocks and minerals. One current important area of inorganic chemistry deals with the design and properties of materials involved in energy and information technology.

VI. Find Russian equivalents for the following word combinations

№	English term	Russian equivalent
1.	Such observations may be obtained directly or indirectly.	
2.	To carry out a controlled experiment aimed at producing data.	
3.	Culturing cells outside organisms.	
4.	To refute a hypothesis.	
5.	Dysfunctional organs.	
6.	In addition.	
7.	An essential aspect of a scientific experiment.	
8.	Factors that can vary or may be varied.	
9.	To draw conclusions that accept or reject the hypothesis.	

VII. Read and translate the short text without any dictionary.

Fact of life:

No matter how dramatic it is, any discovery must be shared before it can make a contribution to our scientific knowledge. Biologists communicate with each other mainly by means of concise reports called papers.

Typically, a paper contains the aims of investigation, a description of the method used, the results obtained, and a discussion of the significance of the results. The method is described in enough detail to allow someone else to repeat the investigation. Well over one million original papers are published in the biological sciences each year, in subjects ranging from the behavioural interactions of different animal populations to the analysis of chemical reactions taking place in cells.

VIII. Food for thought.

The life sciences have made an enormous contribution to human welfare, especially through their applied branches of medicine, agriculture, and biotechnology. However, an important part of understanding biology and the other sciences is realising their limitations. Science does not, for example, deal with hypotheses that are not testable. Suggest questions that might not be possible to answer using a scientific method.

IX. Write a letter to your tutor telling him or her which areas of Biology you would like to specialize in and why. Use these notes to help you.

Dear Mr / Mrs (**tutor's surname**),

Writing to tell you choices I have made

Specialize in (**one or two of the main areas**)

Reasons for choosing: interested in (**plants / animals / latest ideas** / **laboratory work / your own ideas**)

Possible career choices: what I hope to do when I graduate
(**medicine / ecology / agriculture / your own idea**)
Offer to meet and discuss choices: I would like your advice and hope we can …….
Yours sincerely,
(**your full name: first name + surname**)
Write 100 – 140 words.

LESSON 4. AREAS OF SPECIALIZATION STUDIED

1. Answer the following questions.

1. How many type branches are there in chemistry?
2. What do we know about Physical chemistry Analytical chemistry?

Biochemistry?

2. Work in pair. Translate into Uzbek.

The study of modern chemistry has many branches, but can generally be broken down into five main disciplines, or areas of study:

2. Physical chemistry
3. Organic chemistry

Text - 1

Analytical Chemistry

Analytical chemistry is the study of the composition of matter. It focuses on separating, identifying, and quantifying chemicals in samples of matter. An analytical chemist may use complex instruments to analyze an unknown material in order to determine its various components.

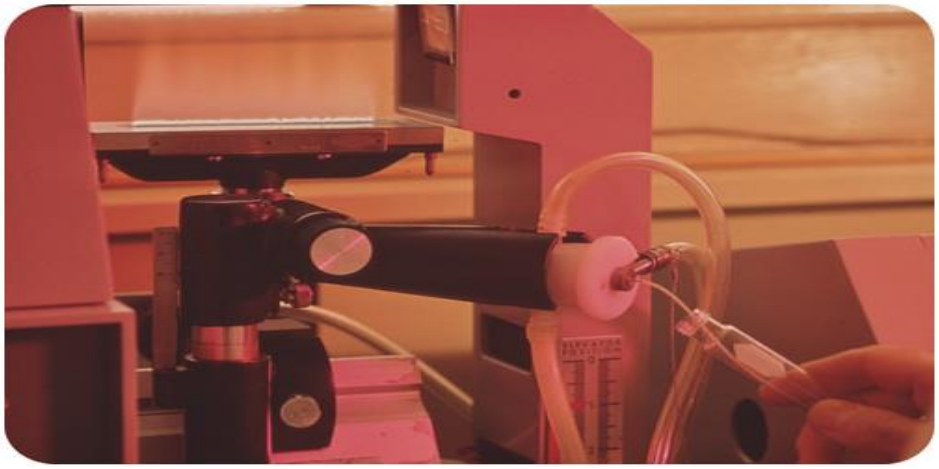

Figure 1.3.11.3.1: Measurement of trace metals using atomic spectroscopy.

Text - 2

Biochemistry

Biochemistry is the study of chemical processes that occur in living things. Research may cover basic cellular processes up to understanding disease states so better treatments can be developed.

Figure 1.3.11.3.1: *Measuring hormone concentrations.*

In practice, chemical research is often not limited to just one of the five major disciplines. A particular chemist may use biochemistry to isolate a particular chemical found in the human body such as hemoglobin, the oxygen carrying component of red blood cells. He or she may then proceed to analyze the hemoglobin using methods that would pertain to the areas of physical or analytical chemistry. Many chemists specialize in areas that are combinations of the main disciplines, such as bioinorganic chemistry or physical organic chemistry.

III. Fill in the missing words:

№	Term (verb)	Noun
1.	employ	……
2.	inherit	……
3.	modify	……
4.	observe	……
5.	measure	……
6.	predict	……
7.	understand	……
8.	discover	……
9.	know	……
10.	contradict	……

IV. Use monolingual English dictionary and write down what could the words given below mean:

inheritance, interpretation, species, hypothesis, to refute.

V. Match the words with their definitions:

№	Word		Definition

1.	Individual	**A.**	very strict and difficult to change
2.	Horticulture	**B.**	the protection of natural environment
3.	Rigid	**C.**	the natural world in which people, animals and plants live
4.	Predict	**D.**	to say that sth a person has said or written is wrong or untruthful
5.	conservation	**E.**	a single person or thing, considered separately from the class or group to which he, she, or it belongs
6.	Contradict	**F.**	to say that sth will happen in the future
7.	Variable	**G.**	the art, practice or science of growing fruit, flowers and vegetables
8.	environment	**H.**	a thing or quantity that can change and be changed

LESSON 5. GREAT REPRESENTATIVES OF THE STUDIED AREA

1. Work in pair. Translate into Uzbek.

Text-1

The Birth of Chemistry as a Science In this section we trace the origins of chemistry as a modern science. Without any intention of resuscitating the debate on the defining criteria of science, the term "modern science"—or just "science"—is intended here in its general meaning understood today. Our concept of the meaning of the word "science" was shaped during that crucial period of our history extending over the seventeenth century that is commonly designated with the expression "scientific revolution." This expression conveys the sense of a radical rupture between scientific and pre-scientific investigations, and this is in part the case. Indeed, the birth of modern science required that our investigations of nature enter a qualitatively different dimension from their pre-scientific antecedents. Even so, the transition was not so sharp as the idea of a "revolution" suggests. There are, in fact, elements of continuity between the scientific investigations of one century and those of the preceding and following centuries. This is particularly true in the case of the development of chemistry, which had to wait until the end of the eighteenth century (after a long process of accumulation of data, technical equipment, and critiques of the old essentialist theories of matter) before acquiring scientific status. The aim here is to follow in some detail the most significant moments along this process, which is generally considered to culminate in the discovery of the component elements of air and water by the French chemist Antoine-Laurent Lavoisier (1743–1794). Indeed, it is common to use the term "chemical revolution" to refer to his work in recognition of his fundamental contribution in bringing the scientific revolution to chemistry.

Text-2

What chemistry acquired with the contribution of Lavoisier was the strict interrelationship between observed facts (experimental data) and theory, which was achieved by astronomy and mechanics a century before with the works of Johannes Kepler (1571–1620), Galileo Galilei (1564–1642), and Isaac Newton (1642–1727). This is the necessary step to close the qualitative gap that divides the pre-scientific from the scientific approach to the investigation of nature. The strict cooperation between observation and theoretical elaboration meant, in fact, that our reflections on the events of nature abandoned the speculative and qualitative dimension to which they had always been relegated by the various mythological, religious, Aristotelian, and magical explanations of those events, to enter the empirical and quantitative dimension of their prediction and control. From that moment, in order to be considered as valid candidates for knowledge, our theories had to refer back to the actual working of nature, as understood from our observations and experimentation, and empty explanations (such as the idea that opium puts us to sleep because of its virtus, dormitiva) were no longer acceptable. This is the conception of science that the scientific revolution brought about.

Text-3

A major role in the promulgation and formation of this conception was played by what is known as "mechanical philosophy." This is an idea about the working of the universe according to which the universe and all things in it work like a clock. It is all a matter of mechanical pushes and pulls, interactions between the parts they are composed of. The explanation of all kinds of events, as the explanation of the working of a clock, is exhausted in terms of the shape, size, and weight of their components. Mechanical explanations, therefore, are not answers to questions of "why," but rather they are interested in telling us how things work. This means that they make it possible to get rid of all the obscure forces and final cause to which Aristotelian and magical conceptions of the universe typically turned to in their attempts to explain natural phenomena.

Text-4

The origins of the Aristotelian and magical traditions, as well as the mechanical philosophy, date back to the beginning of western culture, in its Greek and Hellenic periods. These origins lie in the atomist conception of the world depicted first by Leucippus and his pupil Democritus (around 420 BC) and then made famous by the work of Epicurus (341–270 BC). According to this conception, all the materials of the world are composed of indivisible atoms, and their shape, size, and position account for all the properties of materials. But while by the twelfth century the whole of the Aristotelian and alchemical works had been for the most part recovered from the Arabic world after the period of decadence that darkened Europe from the sixth to the tenth century, the mechanical tradition was not recovered until the first translation of the De Rerum Natura by Lucretius in 1473, and of the work of Archimedes and Hero of Alexandria in the mid-sixteenth century. Until this time, and the first mechanical reinterpretations of the corpuscular theory by Galileo Galilei (1564–1642), Pierre Gassendi (1592–1655), and René Descartes (1596–1650), the two dominant accounts of the phenomena of nature remained the Aristotelian and magical ones.

2. <u>Match these words with their definitions:</u>

1.	Cell	**A.**	a scientific instrument that makes extremely small things look larger
2.	to observe	**B.**	the amount of a substance that is contained in something
3.	microscope	**C.**	the contents consist of a central ball-shaped nucleus surrounded by material
4.	metabolism	**D.**	parts of plants that can you eat but cannot digest, which help food to move quickly through your body
5.	independent	**E.**	the central part of an atom, made up of neutrons, protons, and other elementary particles
6.	contents	**F.**	to watch something or someone carefully
7.	nucleus	**G.**	in something

8.	cytoplasm	**H.**	the act of keeping or putting something in a special place while is not being used
9.	Fibre	**I.**	the chemical reactions of life
10.	inside	**J.**	existing separately and not connecting with or influenced by any others
11.	storage	**K.**	the green-coloured substance in plants
12.	chlorophyll	**L.**	the smallest part of a living thing that can exist independently

3. <u>Give Russian equivalents to the following English terms:</u>

№	English term	Uzbek equivalent
1	a compound light microscope	
2	to serve structures	
3	to have certain features in common	
4	the basic units of life	
5	the cell theory	
6	the functioning unit of life	
7	it takes place in cells	
8	independent existence	
9	a typical animal cell	
10	a cell surface membrane	
11	a ball-shaped nucleus	
12	a fibrous material	
13	inside the cell	
14	small rod-like structures	
15	a food storage	
16	a sap-filled cavity	
17	starch grains	
18	exposed to light	

LESSON 6. GREAT REPRESENTATIVES OF THE STUDIED AREA

1. Work in work. Translate into Uzbek.

Text-1

The Aristotelians accounted for all the properties of all the substances in the world in terms of a primary matter impressed with a form. The form of a substance was the hidden cause of its properties. They also accepted the theory of the four elements—earth, fire, air, and water—first stated by Empedocles (490–ca.435 BC), according to which any substance could be explained on the basis of the proportions in which it contained the four elements. Since these elements could be varied in any degree, it was possible to transform any substance into any other. In particular, they thought that in combining different substances a new substance was formed in which the individuality of the former ones was lost. The theory of the four elements, together with Aristotle's theory of the formation of metals—he thought that metals were formed from the imprisonment in the earth of two kinds of exhalations, a moist vaporous and a dry smoky one, which Arabic alchemists identified later with vapors of mercury and sulfur—exerted a great influence on early chemical investigations. These developed around the search for the philosopher's stone, the substance that allowed the transformation of metals into gold, and this was to set the main goal of alchemy for centuries. Another important source of influence on the alchemical approach to nature was represented by the hermetic tradition dating from about the third century, and based on neo-Platonist writings. The hermetic writing formed the basis of the magical tradition in the investigation of nature, according to which the world was populated by mysterious, occult, personalized forces. Control of these forces required special knowledge and methods far removed from our standards of rationality.

Text-2

The anti-scientific nature of magical disciplines like alchemy and astrology, though, should not make us underestimate the important role they played in the laborious process that prepared the way for the scientific revolution. Indeed, their attempts to exercise control over the events of the world, even if carried out in ways that sound bizarre today, had as a consequence an increased attention to the concrete workings of nature. This, in turn, resulted in the growth of the amount of observable facts known and in the development of technical equipment and devices that were later to form the necessary empirical and technological basis for the growth of modern science

2. <u>Find synonyms among the pool of words:</u>

Pool of words	Synonyms
1) 1.occur /2.scatter /3. take place /4. Spread	
2) 1.cavity /2.sap /3.juice /4.contents /5.hole /6.ingredients	

3) 1.nucleus/2.division/3.core/4.naked/5.separation/6. bare	
4) 1.unit /2.part /3.fluid /4.grain /5.solution /6.corn	

3. Answer the following questions. Use all information given before:

1. When were cells discovered?
2. How did Robert Hooke discover cells?
3. What is called the cell theory?
4. What are the main ideas of the cell theory?
5. What is the structure of a typical animal cell?
6. How do plant cells differ from animal cells?

4. Match the sentence halves. Make complete sentences:

1.	Hooke designed his own compound light microscope	**A.**	a membrane is called the tonoplast.
2.	The concept that cells are the basic units of life	**B.**	of living organisms.
3.	Cells form the building blocks	**C.**	which controls their activities.
4.	Cells arise only by	**D.**	to observe structures too small to be seen with the naked eye.
5.	Cells contain inherited information	**E.**	called chromatin.
6.	The contents consist of a central ball-shaped nucleus	**F**.	the division of existing cells.
7.	The nucleus contains a fibrous material	**G**.	called the vacuole.
8.	Chromatin contains DNA, the material which controls	**H.**	became embodied in a theory called the cell theory.
9.	Most plant cells have a large sap-filled cavity	**I.**	surrounded by material called cytoplasm.
10.	The vacuole surrounded by	**J.**	in the cytoplasm.
11.	Many plant cells have chloroplasts	**K.**	the various activities inside the cell.
12.	Chloroplasts occur only in the parts of plants	**L.**	exposed to light – the green parts.

LESSON 7. ACTUAL PROBLEMS OF THE STUDIED AREA

1. Answer the following questions?

1. How many actual problems do we know about?
2. What do we know about Alchemy?

2. Work in pair. Translate into Uzbek.

Text-1

CONTEMPORARY ISSUES RELATED TO CHEMISTRY

Some areas of great technical interest to chemists are in the public spotlight today. The conference organizers arranged for speakers in many such areas. There were several contributed presentations in these areas as well. The formal publicity of the conference focussed upon the invited energy speakers, but all invited papers were well received, and no one paper in particular received special enthusiasm from the participants.

Text-2

ENERGY

A great emphasis was placed upon nuclear energy sources by the three invited speakers in the energy area. Some speakers used talks in inorganic chemistry to bring the relation of innovative chemistry and energy conservation into focus. Little attention was paid to fossil fuels, solar energy, geothermal energy, or other alternatives. The program commenced Sunday evening with M. J. Lubin's presentation (1, JLS) on fusion. Beginning with a summary of the concepts of fusion, he quickly reviewed progress and came to the current status of fusion as a potential commercial power source. The "pellet" technology wherein a tiny, carefully engineered pellet of fuel is heated rapidly using lasers was described. The special requirements to be met before this approach becomes viable were set forth. Early decisions frequently lock development into unique channels, and Lubin cautioned that it was too soon to limit developmental options at this time. In response to one question, he indicated that a burst of additional funding in this area likely would not be especially fruitful.

Text-3

G. T. Seaborg (2, JLS) reviewed systematically the magnitude of the energy problem, and he enumerated specific mechanisms for dealing with the problem. Conservation alone will not suffice. Fossil reserves in coal and shale must be exploited. Solar energy can be expected to play an Important if limited role, especially in areas such as space heating. Seaborg reviewed the nuclear options, both fission and fusion, and indicated a need to pursue conventional nuclear reactors. Finally, he speculated that hydrogen produced from solar energy may one day make an important contribution to our energy needs.

Text-4

H. A. Bethe (93, JLS) reiterated many thoughts expressed by Seaborg but spent much time on the nuclear energy area. He reviewed issues regarding reactor

safety and the need for special training programs. He argued that nuclear wastes could be disposed of safely. His analysis included a discussion of relative risks of nuclear versus conventional fuels, especially health and environmental risks. During the question and answer period after Dr. Bethe's presentation, Dr. B. Sen of Louisiana State University rose and requested the opportunity to make a statement of several minutes length. Dr. Lubin, the session chair, denied this request, whereupon significant amounts of applause arose from the audience and Dr. Sen left the auditorium in protest. A compromise between Sen and conference organizers was worked out that night (Tuesday), and Sen addressed a group of participants during a special session on Wednesday afternoon. Chemical educators are a conservative group, and our organized meetings have avoided intense debate over current issues. The procedural issue raised here concerned achieving a balance between the respect we feel to be due to an eminent scientist against the opportunity for a simultaneous public airing of points of view contrary to those s/he expresses. In this case, both the Bethe and Sen presentations were standard fare meriting only the courtesy which chemists normally extend to speakers. The incident raised a great deal of excitement and discussion regarding rights of speech at a conference; the "pro/anti nuke" content-based issues were simply not very intensely discussed by participants in spite of the incident.

3. <u>Find synonyms among the pool of words:</u>

Pool of words	Synonyms
1) 1.occur /2.scatter /3. take place /4. Spread	
2) 1.cavity /2.sap /3.juice /4.contents /5.hole /6.ingredients	
3) 1.nucleus/2.division/3.core/4.naked/5.separation/6. bare	
4) 1.unit /2.part /3.fluid /4.grain /5.solution /6.corn	

4. <u>Answer the following questions. Use all information given before:</u>

1. When were cells discovered?
2. How did Robert Hooke discover cells?
3. What is called the cell theory?
4. What are the main ideas of the cell theory?
5. What is the structure of a typical animal cell?
6. How do plant cells differ from animal cells?

LESSON 8. ACTUAL PROBLEMS OF THE STUDIED AREA

1. Answer the following questions?

1. What do we understand about Modern chemistry?
2. How many actual problems do we know about?

2. Work in pair. Translate into Uzbek.

Text-1

R. C, Anderson (29, LSF) dealt with practical issues related to the teaching of energy issues to the broadest conceivable audience including average citizens as well as scientists and engineers. The need for clarification of energy concepts versus those of economics, ecology, and ethics was highlighted. Problems with an overabundance of often misleading units were noted. Specification of the initial and final states of all starting materials and products is important. The expression of these notions in terms readily understood by laymen is a key problem. A. Breyer (100, TET) described the use of thermodynamic data and AH diagrams for reactions and for thermodynamically definable "steps." Although presentations in terms of AG and AS were included, the author feels that AH diagrams are more instructive for our relatively low temperature world.

Text-2

RECOMBINANT DNA

Genetic engineering is reported in the contemporary current events sources from Newsweek to the local newspaper. Reading The Wall Street Journal gives us ideas about which stocks offer a "play" in recombinant DNA application; reading the scientific literature gives us complex technical descriptions of procedures. A basic technical description of recombinant DNA techniques, one oriented toward chemists, was in order. G. Wilson (108, CEO) proclaimed that we are at the "doorstep of the genetic age" as he began to describe recombinant DNA technology in his amusipgly illustrated presentation. A series of discoveries including: plasmids carrying foreign DNA into a bacterial cell; restriction enzymes which recognize certain nucleotide sequences on DNA and cut at these places; techniques for preparing DNA fragments; and insertion enzymes which can help insert new DNA into plasmids. His audience remained skeptical when Wilson suggested that these techniques could soon be used in high school experiments. He summarized the potential benefits of this work. These include: insights into gene function; synthesis of important natural products such as insulin and interferon; and possibly gene therapy. Wilson minimized the risks in this work, one of which is the development of lethal bacterial strains. In addition to physical containment, biological containment involves the use of bacteria which are unable to survive outside of very specialized growth media.

Text-3

PUBLIC UNDERSTANDING OF SCIENCE

W. E. Burrows (127, DWB) gave a delightful talk on press reporting of science. When reporters convey at face value that which is provided to them by

corporations, government agencies, testing laboratories, "supposedly disinterested academicians," etc., their stories are often contradictory and confusing. Interpreting science news leaves reporters open to a range of charges. The problems were amusingly set forth in a satirical description of the fictitious MESSUP controversy. Burrows advocated improved science training for those who would become journalists. In particular, he described a creative and unusual program for science training of reporters which is being considered at NYU.

Text-4

HEALTH AND SAFETY

In spite of the hue and cry of the public and the often talked about threat of OSHA involvement in academic laboratories, Conference participants did not appear to be preoccupied with health and safety issues. Nevertheless, the Conference organizers provided an excellent presentation on toxicology. F. L. Scott (95, DWB) reviewed basic notions of toxicology, and talked about proposed mechanisms of carcinogenesis. Two mechanisms for carcinogenesis are a "single deleterious event which remains veiled" and a threshold mechanism in which repairs are possible until a threshold is exceeded. Scott observed that some enzyme systems detoxify materials but occasionally produce reactive intermediates which may damage genetic material. His presentation was very smoothly delivered and was an excellent scientific updating. In response to a question about thresholds, Scott cited the example of Tylenol®: there is complete safety below a threshold, but once the glutathione pool of an individual is depleted, serious toxic effects may result to that individual. A. M. Tometsko (96, DWB) compared and contrasted the definitions of mutagenicity and carcinogenicity. He described the Ames test for mutagenicity and reported some interesting results. Some chemicals are found to be antimutagenic: they lower the mutagenicity of other chemicals in the Ames test. He speculated that, for workers that are routinely exposed to mutagenic chemicals, it may be possible to raise the threshold for neoplasm formation by treatment with appropriate antimutagens.

3. <u>Match the sentence halves. Make complete sentences:</u>

1.	Hooke designed his own compound light microscope	**A.**	a membrane is called the tonoplast.
2.	The concept that cells are the basic units of life	**B.**	of living organisms.
3.	Cells form the building blocks	**C.**	which controls their activities.
4.	Cells arise only by	**D.**	to observe structures too small to be seen with the naked eye.
5.	Cells contain inherited information	**E.**	called chromatin.
6.	The contents consist of a central ball-shaped nucleus	**F**.	the division of existing cells.

7.	The nucleus contains a fibrous material	**G**.	called the vacuole.
8.	Chromatin contains DNA, the material which controls	**H.**	became embodied in a theory called the cell theory.
9.	Most plant cells have a large sap-filled cavity	**I.**	surrounded by material called cytoplasm.
10.	The vacuole surrounded by	**J.**	in the cytoplasm.
11.	Many plant cells have chloroplasts	**K.**	the various activities inside the cell.
12.	Chloroplasts occur only in the parts of plants	**L.**	exposed to light – the green parts.

4. Read and translate the short text without any dictionary:

Fact of life:

Robert Hooke described his observations of the cork cells: "I counted several lines of these pores, and found that there were usually about three-score of these small Cells placed end-ways in the eighteenth part of an inch in length, whence I concluded that there must be near eleven hundred of them, or somewhat more than a thousand in length of an inch and therefore in a square inch above a Million, or 1 166 400, and in a Cubick Inch, above twelve hundred million, or 1 259 712 000, a thing almost incredible, did not our Microscope assure us of it by ocular demonstration.

LESSON 9. PROFESSIONAL ETHICS

1. Work in group. Read the text and translate into Uzbek.

Text-1

Code of Ethics of the Human Biology Association (HBA) to be circulated to membership prior to a vote by the HBA Membership at the annual business meeting April 13, 2016 Preamble Human biologists are part of many academic and professional communities–including anthropology, public health, medicine, and other disciplines–each with its own moral rules or codes of ethics. Human biologists have obligations to their scholarly disciplines, their colleagues and students, the wider society, and the environment.

Text-2

Furthermore, many human biologists work with living human study participants, whose rights in such roles place obligations upon researchers and with whom researchers may develop close relationships that generate additional ethical considerations. In a field of such complex involvement and obligations, it is inevitable that misunderstandings, conflicts, and the need to make choices among apparently incompatible values will arise. Human biologists are responsible for grappling with such difficulties and struggling to resolve them in ways compatible with the principles stated here.

Text-3

The purpose of this Code is to foster discussion and education. The Human Biology Association (HBA) does not adjudicate claims of unethical behavior. The principles and guidelines in this Code provide human biologists with discipline-relevant tools with which to develop and maintain an ethical framework as they engage in their work. This Code is intended to complement those in place at academic and other institutions, and those formulated by other associations to which a human biologist may belong. Ethical codes and guidelines have and will continue to change, and there are few rules that fit all situations. The sources for this Code are noted in the Acknowledgments, and additional resources to help inform human biologists are listed at the end of this document.

a. Phrases to Be Used in Discussion

1. Could you explain what you mean by …
2. I`m not quite sure I follow you.
3. Well, the point is …
4. It is obvious that …
5. In my opinion …
6. As I see it …
7. Won`t (Would) you agree that …?
8. There is no doubt about that.
9. I couldn`t agree more.
10. I completely agree with you.

11. That`s just what I was thinking.
12. You haven`t convinced me that …
13. I agree with you on the whole but …
14. Perhaps, but …
15. Possibly, but …
16. Oh, but don`t you think that …
17. Look at it in another way …
18. On the contrary.
19. On the one hand …
20. On the other hand …

LESSON 10. PROFESSIONAL ETHICS

1. Work in group. Read the text and translate into Uzbek.

Text-1

Human biologists may choose to move beyond disseminating research results to a position of advocacy. This is an individual decision but not an ethical responsibility. Adopting a position of advocacy, however, can come with additional ethical responsibilities that must be considered. V. Teaching and Mentoring In addition to adhering to ethical and legal codes governing relations between teachers/mentors and students/trainees and junior colleagues at their educational institutions or as members of wider organizations, teachers of human biology should be particularly sensitive to the ways in which such codes apply in their discipline (for example, when teaching involves close contact with students/trainees in field or laboratory situations).

Text-2

Among the widely recognized precepts which human biology teachers, like other teachers and mentors, should follow are: a. Teachers and mentors should conduct their programs in ways that preclude discrimination on the basis of sex, gender, sexual orientation, marital status, reproductive or parental status, "race," social or economic class, political convictions, disability, religion, ethnic background, national origin, age, physical appearance, military/veteran status or other attributes irrelevant to academic performance. b. Teachers' and mentors' duties include continually striving to improve their teaching and training techniques; being available and responsive to student and trainee interests; counseling students and trainees realistically regarding career opportunities; 6 conscientiously supervising, encouraging, and supporting students’ and trainees' studies; being fair, prompt, and reliable in communicating evaluations; assisting students and trainees in securing research support; and helping students and trainees when they seek professional placement. c. Teachers and mentors should impress upon students and trainees the ethical challenges involved in every phase of human biological work; encourage them to reflect upon this and other codes; encourage dialogue with colleagues on ethical issues; and discourage participation in ethically questionable projects or behaviors. d. Teachers and mentors should publicly acknowledge student and trainee assistance in research and preparation of their work; give appropriate credit for co-authorship to students and trainees just as one would to peer colleagues who have participated in the generation, analysis, and/or writing of research findings; encourage publication of worthy student/trainee papers; and compensate students and trainees justly for their participation in all professional activities. e. Teachers and mentors must, at a minimum, adhere to the regulations at their institutions regarding sexual relations with, and sexual harassment of, any student, trainee, or junior colleague.

Text-3

Moreover, teachers and mentors should be aware of the exploitation and serious conflicts of interest which may result if they engage in sexual relations with students, trainees, or junior colleagues. They must avoid sexual liaisons with those whose education and professional training they are in any way directly responsible. These guidelines on sexual relations extend to all contexts (including but not limited to the classroom, laboratory, fieldwork, and professional meetings or events) in which human biologists interact with students/trainees they directly supervise. Among all persons and in all circumstances, sexual harassment is unacceptable. f. Non-sexual forms of harassment (e.g., bullying, intimidation, coercion, threats, demeaning remarks) by teachers/mentors towards students/trainees or junior colleagues are unacceptable.

Text-4

V. Collegiality All human biologists and members of the HBA are expected to treat colleagues with respect and courtesy, based on principles of equality and mutual respect. Respect and courtesy include a number of different elements: a. Sexual and other forms of harassment (including bullying, intimidation, coercion, and threats) in any and all professional contexts (including but not limited to classrooms, laboratories, fieldwork, and professional meetings or events) are prohibited. The term harassment includes but is not limited to verbal conduct such as epithets, derogatory comments, slurs, or jokes; visual conduct, such as deliberately derogatory posters, photography, cartoons, drawings, or gestures; physical conduct such as an assault, unwanted touching, blocking normal movement; interfering with professional activities because of the person’s sex, race, physical appearance or any other attributes irrelevant to 7 scholarly performance; retaliation for having reported or threatened to report prohibited harassment or discrimination; and any other verbal, visual, or physical conduct that unreasonably interferes with a person's work or other professional effort or creates an intimidating and/or hostile environment. Harassment also encompasses threats, demands or subtle pressure for sexual favors as a condition of favorable treatment or offers of benefits in return. Differences of opinion and disagreements that arise in the course of professional life do not in and of themselves necessarily constitute harassment; involved individuals should nonetheless endeavor to be respectful and refrain from ad hominem remarks and, depending on the specific circumstances, perhaps seek conflict resolution assistance from their workplace(s). Neither the professional status nor the personal attributes of individuals (including but not limited to sexual orientation, religion, dress, physical appearance, ancestry) excuse harassment. The risk of experiencing harassment is not necessarily limited to those persons with less stature - an individual may be subjected to harassment from someone of higher, comparable or lower professional standing. In particular, seniority does not confer a prerogative to be disrespectful but rather an obligation to avoid exploiting the vulnerability of junior colleagues.

2. **Phrases to Be Used in Discussion**

1. It seems to me that …
2. I am not sure about that.
3. As far as I know …
4. Could you be a little more specific?
5. I am afraid, I don`t agree with you here.
6. It`s too time-consuming.
7. It`s a good point.
8. You did a great job.
9. I see your point.
10. Basically I understand what you mean, but I think your conclusions are wrong.
11. I don`t think it will work.
12. I`m sorry to interrupt you, but …
13. Excuse me for interrupting you, but (I don`t think this information is relevant to the subject of our discussion).
14. You misunderstood. Let me explain.

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LESSON 11. RELATIVE DISCIPLINES TO CHEMISTRY

1. Work in group. Read the text and translate into Uzbek.

By the end of this text you should be able to:

- describe the main stages of The Scope Of Chemistry
- distinguish between mitosis and meiosis.

Pre-reading

The Scope Of Chemistry
Text-1.

The days are long past when one person could hope to have a detailed knowledge of all areas of chemistry. Those pursuing their interests into specific areas of chemistry communicate with others who share the same interests. Over time a group of chemists with specialized research interests become the founding members of an area of specialization. The areas of specialization that emerged early in the history of chemistry, such as organic, inorganic, physical, analytical, and industrial chemistry, along with biochemistry, remain of greatest general interest. There has been, however, much growth in the areas of polymer, environmental, and medicinal chemistry during the 20th century. Moreover, new specialities continue to appear, as, for example, pesticide, forensic, and computer chemistry.

Crime-scene investigation: forensic chemistryA simulated crime scene is a teaching tool in a university forensic chemistry program.*University College Cork,*

Text-2.
Analytical chemistry

Most of the materials that occur on Earth, such as wood, coal, minerals, or air, are mixtures of many different and distinct chemical substances. Each pure chemical substance (*e.g.,* oxygen, iron, or water) has a characteristic set of properties that gives it its chemical identity. Iron, for example, is a common silver-white metal that melts at 1,535° C, is very malleable, and readily combines with oxygen to form the common substances hematite and magnetite. The detection of iron in a mixture of metals, or in a compound such as magnetite, is a branch of analytical chemistry called qualitative analysis. Measurement of the actual amount of a certain substance in a compound or mixture is termed quantitative analysis. Quantitative analytic measurement has determined, for instance, that iron makes up 72.3 percent, by mass, of magnetite, the mineral commonly seen as black sand along beaches and stream banks. Over the years, chemists have discovered chemical reactions that indicate the presence of such elemental substances by the production of easily visible and identifiable products. Iron can be detected by chemical means if it is present in a sample to an amount of 1 part per million or greater. Some very simple qualitative tests reveal the presence of specific chemical elements in even smaller amounts. The yellow colour imparted to a flame by sodium is visible if the sample being ignited has as little as one-billionth of a gram

of sodium. Such analytic tests have allowed chemists to identify the types and amounts of impurities in various substances and to determine the properties of very pure materials. Substances used in common laboratory experiments generally have impurity levels of less than 0.1 percent. For special applications, one can purchase chemicals that have impurities totaling less than 0.001 percent. The identification of pure substances and the analysis of chemical mixtures enable all other chemical disciplines to flourish.

Text-3.
Inorganic chemistry

Modern chemistry, which dates more or less from the acceptance of the law of conservation of mass in the late 18th century, focused initially on those substances that were not associated with living organisms. Study of such substances, which normally have little or no carbon, constitutes the discipline of inorganic chemistry. Early work sought to identify the simple substances—namely, the elements—that are the constituents of all more complex substances. Some elements, such as gold and carbon, have been known since antiquity, and many others were discovered and studied throughout the 19th and early 20th centuries. Today, more than 100 are known. The study of such simple inorganic compounds as sodium chloride (common salt) has led to some of the fundamental concepts of modern chemistry, the law of definite proportions providing one notable example. This law states that for most pure chemical substances the constituent elements are always present in fixed proportions by mass (*e.g.*, every 100 grams of salt contains 39.3 grams of sodium and 60.7 grams of chlorine). The crystalline form of salt, known as halite, consists of intermingled sodium and chlorine atoms, one sodium atom for each one of chlorine. Such a compound, formed solely by the combination of two elements, is known as a binary compound. Binary compounds are very common in inorganic chemistry, and they exhibit little structural variety. For this reason, the number of inorganic compounds is limited in spite of the large number of elements that may react with each other. If three or more elements are combined in a substance, the structural possibilities become greater.

Text-4.
Organic chemistry

Organic compounds are based on the chemistry of carbon. Carbon is unique in the variety and extent of structures that can result from the three-dimensional connections of its atoms. The process of photosynthesis converts carbon dioxide and water to oxygen and compounds known as carbohydrates. Both cellulose, the substance that gives structural rigidity to plants, and starch, the energy storage product of plants, are polymeric carbohydrates. Simple carbohydrates produced by photosynthesis form the raw material for the myriad organic compounds found in the plant and animal kingdoms. When combined with variable amounts of hydrogen, oxygen, nitrogen, sulfur,

phosphorus, and other elements, the structural possibilities of carbon compounds become limitless, and their number far exceeds the total of all nonorganic compounds. A major focus of organic chemistry is the isolation, purification, and structural study of these naturally occurring substances. Many natural products are simple molecules. Examples include formic acid (HCO_2H) in ants, ethyl alcohol (C_2H_5OH) in fermenting fruit, and oxalic acid ($C_2H_2O_4$) in rhubarb leaves. Other natural products, such as penicillin, vitamin B_{12}, proteins, and nucleic acids, are exceedingly complex.

Text-5.

The isolation of pure natural products from their host organism is made difficult by the low concentrations in which they may be present. Once they are isolated in pure form, however, modern instrumental techniques can reveal structural details for amounts weighing as little as one-millionth of a gram. The correlation of the physical and chemical properties of compounds with their structural features is the domain of physical organic chemistry. Once the properties endowed upon a substance by specific structural units termed functional groups are known, it becomes possible to design novel molecules that may exhibit desired properties. The preparation, under controlled laboratory conditions, of specific compounds is known as synthetic chemistry. Some products are easier to synthesize than to collect and purify from their natural sources. Tons of vitamin C, for example, are synthesized annually. Many synthetic substances have novel properties that make them especially useful. Plastics are a prime example, as are many drugs and agricultural chemicals. A continuing challenge for synthetic chemists is the structural complexity of most organic substances. To synthesize a desired substance, the atoms must be pieced together in the correct order and with the proper three-dimensional relationships. Just as a given pile of lumber and bricks can be assembled in many ways to build houses of several different designs, so too can a fixed number of atoms be connected together in various ways to give different molecules. Only one structural arrangement out of the many possibilities will be identical with a naturally occurring molecule. The antibiotic erythromycin, for example, contains 37 carbon, 67 hydrogen, and 13 oxygen atoms, along with one nitrogen atom. Even when joined together in the proper order, these 118 atoms can give rise to 262,144 different structures, only one of which has the characteristics of natural erythromycin. The great abundance of organic compounds, their fundamental role in the chemistry of life, and their structural diversity have made their study especially challenging and exciting. Organic chemistry is the largest area of specialization among the various fields of chemistry.

2. Match these words with their definitions:

1.	Cell	**A.**	not having sexual organs or having sex
2.	multicellular	**B.**	to make sperm join an egg so that a young baby or

			animal develops
3.	Reproduction	**C.**	a change in the genetic structure of an animal or plant, that makes it different from others of the same type
4.	Gamete	**D.**	the sequence of events that occurs between one cell division and the next cycle
5.	Fertilization	**E.**	the central part of an atom, made up of neutrons, protons, and other elementary particles
6.	chromosome	**F.**	a group of animals or plants which are all similar and can breed together to produce young animals or plants of the same kind as them
7.	Nucleus	**G.**	to become twice
8.	Asexual	**H.**	the act or process of producing young animals or plants
9.	Mutation	**I.**	a part of every living cell that is shaped like a thread which controls the character, shape etc. that a plant or animal has
10.	Species	**J.**	a type of cell which joins with another cell, starting the development of a baby or other young creature
11.	to double	**K.**	more than one cell
12.	cell cycle	**L.**	the smallest part of a living thing that can exist independently

3.Give Uzbek equivalents to the following English terms:

№	English term	Uzbek equivalent
1	to consist of DNA	
2	wrapped in protein	
3	matching pairs	
4	two sets of chromosomes	
5	identical nuclei	
6	to be identical to sth.	
7	without changing the genetic information	
8	for growth of a multicellular organism	
9	nuclear division	
10	human nerve cells	
11	sexual reproduction	
12	fertilized cell	
13	the light microscope	
14	to contain the same genes	
15	can exchange genetic material	
16	genetically different from	

4. <u>Find synonyms among the pool of words:</u>

Pool of words	Synonyms
1) 1.concept /2.damaged /3. injured /4. idea	
2) 1.arise /2.appear /3.vary /4. occur /5.change	
3) 1.sex /2.mutation /3.gender /4.change /5.alteration	
4) 1.essential/2.reproduce/3.important/4.breed/5.necessary	

LESSON 12. ISSUES OF TEACHING AND INTERPRETING TEXT, TERMS AND DEFINITIONS OF SPECIALIZATION

1. Describe the picture

molecular structureA ball-and-stick model of molecular structure, showing atoms bonded together.© asiseeit/iStock.com

2. Work in group. Read the text and translate into Uzbek.

Text-1.
The Methodology Of Chemistry

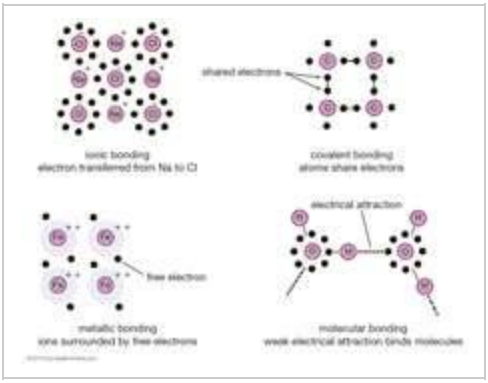
Chemistry is to a large extent a cumulative science. Over time the number and extent of observations and phenomena studied increase. Not all hypotheses and discoveries endure unchallenged, however. Some of them are discarded as new observations or more satisfying explanations appear. Nonetheless, chemistry has a broad spectrum of explanatory models for chemical phenomena that have endured and been extended over time. These now have the status of theories, interconnected sets of explanatory devices that correlate well with observed phenomena. As new discoveries are made, they are incorporated into existing theory whenever possible. However, as the discovery of high-temperature superconductors in 1986 illustrates, accepted theory is never sufficient to predict the course of future discovery. Serendipity, or chance discovery, will continue to play as much a role in the future as will theoretical sophistication.

Text-2.
Studies of molecular structure

The chemical properties of a substance are a function of its structure, and the techniques of X-ray crystallography now enable chemists to determine the precise atomic arrangement of complex molecules. A molecule is an ordered assembly of atoms. Each atom in a molecule is connected to one or more neighbouring atoms by a chemical bond. The length of bonds and the angles between adjacent bonds

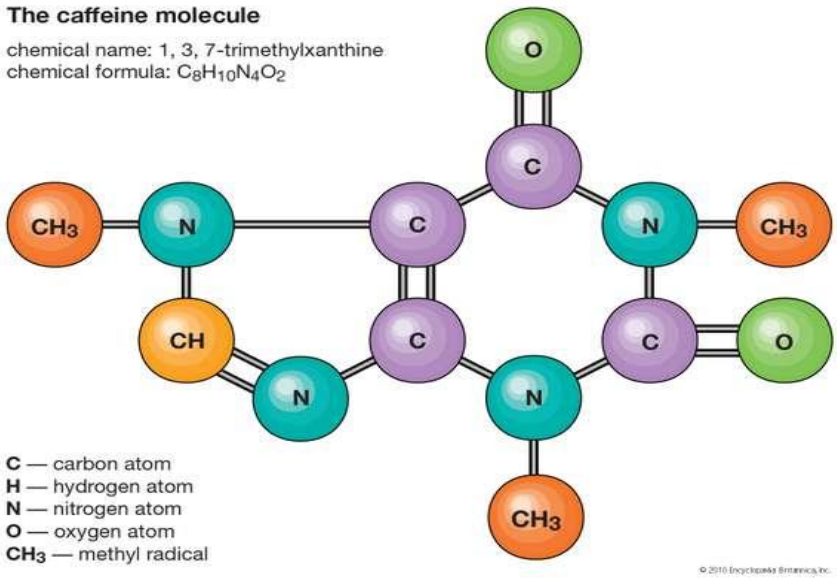
are all important in describing molecular structure, and a comprehensive theory of chemical bonding is one of the major achievements of modern chemistry. Fundamental to bonding theory is the atomic–molecular concept.

Molecule, a group of two or more atoms that form the smallest identifiable unit into which a pure substance can be divided and still retain the composition and chemical properties of that substance.



Text-3.

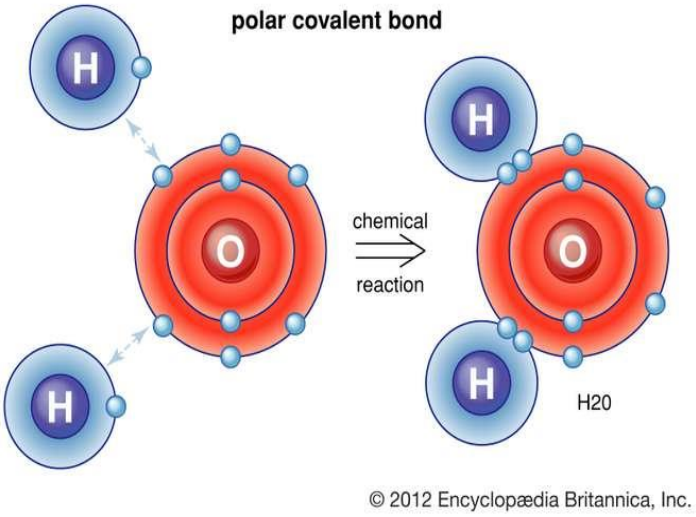
The division of a sample of a substance into progressively smaller parts produces no change in either its composition or its chemical properties until parts consisting of single molecules are reached. Further subdivision of the substance leads to still smaller parts that usually differ from the original substance in composition and always differ from it in chemical properties. In this latter stage of fragmentation the chemical bonds that hold the atoms together in the molecule are broken.



caffeine molecule Caffeine molecule.Encyclopædia Britannica, Inc.

Text-4.

Atoms consist of a single nucleus with a positive charge surrounded by a cloud of negatively charged electrons. When atoms approach one another closely, the electron clouds interact with each other and with the nuclei. If this interaction is such that the total energy of the system is lowered, then the atoms bond together to form a molecule. Thus, from a structural point of view, a molecule consists of an aggregation of atoms held together by valence forces. Diatomic molecules contain two atoms that are chemically bonded. If the two atoms are identical, as in, for example, the oxygen molecule (O_2), they compose a homonuclear diatomic molecule, while if the atoms are different, as in the carbon monoxide molecule (CO), they make up a heteronuclear diatomic molecule. Molecules containing more than two atoms are termed polyatomic molecules, e.g., carbon dioxide (CO_2) and water (H_2O). Polymer molecules may contain many thousands of component atoms.



2. Match the sentence halves. Make complete sentences:

1.	Cell division starts	**A.**	the individual's mother and the other from the father.
2.	Chromosomes are the structures that provide	**B.**	and produces two identical nuclei.
3.	Chromosomes consist of	**C.**	occurring at some point in the life cycle of organisms that reproduce sexually.
4.	One chromosome in each pair comes from	**D.**	DNA, the genetic material of the cell, wrapped in protein.
5.	In mitosis, the nucleus divides once	**E.**	according to conditions such as temperature and the type of cell.
6.	The cell cycle is the sequence of events	**F.**	with the division of the nucleus.

7.	The duration of the cell cycle varies	**G.**	that occurs between one cell division and the next.
8.	Meiosis is the basis of sexual reproduction,	**H.**	would be doubled in each generation.
9.	Without meiosis in the life cycle, the number of chromosomes of a sexually reproducing species	**I.**	continuity between one generation of cells and the next.

LESSON 13. ISSUES OF TEACHING AND INTERPRETING TEXT, TERMS AND DEFINITIONS OF SPECIALIZATION

1. A. Match the words with their definitions:

1	to join	**A**	only one or considered to its own
2	Base	**B**	serious study of a subject that is intended to discover new facts or test new ideas
3	Ring	**C**	to connect or fasten things together
4	support	**D**	the most important part of something from which new ideas develop
5	Bond	**E**	a circular line or mark
6	Single	**F**	sympathetic encouragement and help that you give to someone
7	research	**G**	the chemical force that holds atoms together
8	to discover	**H**	a single thin piece of thread, wire, hair etc.
9	double	**I**	something that is twice the size, quantity, value, or strength of something else
10	strand	**J**	to find something that was hidden or that people did not know about before

2. Work in group. Read the text and translate into Uzbek.

Text-1.

Chemistry, the science that deals with the properties, composition, and structure of substances (defined as elements and compounds), the transformations they undergo, and the energy that is released or absorbed during these processes. Every substance, whether naturally occurring or artificially produced, consists of one or more of the hundred-odd species of atoms that have been identified as elements. Although these atoms, in turn, are composed of more elementary particles, they are the basic building blocks of chemical substances; there is no quantity of oxygen, mercury, or gold, for example, smaller than an atom of that substance. Chemistry, therefore, is concerned not with the subatomic domain but with the properties of atoms and the laws governing their combinations and how the knowledge of these properties can be used to achieve specific purposes.

Text-2.

The great challenge in chemistry is the development of a coherent explanation of the complex behaviour of materials, why they appear as they do, what gives them their enduring properties, and how interactions among different substances can bring about the formation of new substances and the destruction of old ones. From the earliest attempts to understand the material world in rational terms, chemists have struggled to develop theories of matter that satisfactorily explain both permanence and change. The ordered assembly of

indestructible atoms into small and large molecules, or extended networks of intermingled atoms, is generally accepted as the basis of permanence, while the reorganization of atoms or molecules into different arrangements lies behind theories of change. Thus chemistry involves the study of the atomic composition and structural architecture of substances, as well as the varied interactions among substances that can lead to sudden, often violent reactions.

Text-3.

Chemistry also is concerned with the utilization of natural substances and the creation of artificial ones. Cooking, fermentation, glass making, and metallurgy are all chemical processes that date from the beginnings of civilization. Today, vinyl, Teflon, liquid crystals, semiconductors, and superconductors represent the fruits of chemical technology. The 20th century saw dramatic advances in the comprehension of the marvelous and complex chemistry of living organisms, and a molecular interpretation of health and disease holds great promise. Modern chemistry, aided by increasingly sophisticated instruments, studies materials as small as single atoms and as large and complex as DNA (deoxyribonucleic acid), which contains millions of atoms. New substances can even be designed to bear desired characteristics and then synthesized. The rate at which chemical knowledge continues to accumulate is remarkable. Over time more than 8,000,000 different chemical substances, both natural and artificial, have been characterized and produced. The number was less than 500,000 as recently as 1965.

3. Term and definitions of Chemistry.

Science, any system of knowledge that is concerned with the physical world and its phenomena and that entails unbiased observations and systematic experimentation. In general, a science involves a pursuit of knowledge covering general truths or the operations of fundamental laws.

Energy, in physics, the capacity for doing work. It may exist in potential, kinetic, thermal, electrical, chemical, nuclear, or other various forms. There are, moreover, heat and work—i.e., energy in the process of transfer from one body to another. After it has been transferred, energy is always designated according to its nature. Hence, heat transferred may become thermal energy, while work done may manifest itself in the form of mechanical energy.

Atom, smallest unit into which matter can be divided without the release of electrically charged particles. It also is the smallest unit of matter that has the characteristic properties of a chemical element. As such, the atom is the basic building block of chemistry.

Most of the atom is empty space. The rest consists of a positively charged nucleus of protons and neutrons surrounded by a cloud of negatively charged electrons. The nucleus is small and dense compared with the electrons, which are the lightest charged particles in nature. Electrons are attracted to any

positive charge by their electric force; in an atom, electric forces bind the electrons to the nucleus.

Oxygen (O), nonmetallic chemical element of Group 16 (VIa, or the oxygen group) of the periodic table. Oxygen is a colourless, odourless, tasteless gas essential to living organisms, being taken up by animals, which convert it to carbon dioxide; plants, in turn, utilize carbon dioxide as a source of carbon and return the oxygen to the atmosphere. Oxygen forms compounds by reaction with practically any other element, as well as by reactions that displace elements from their combinations with each other; in many cases, these processes are accompanied by the evolution of heat and light and in such cases are called combustions. Its most important compound is water.

LESSON 14. ISSUES OF TEACHING AND INTERPRETING TEXT, TERMS AND DEFINITIONS OF SPECIALIZATION

1. Work in group. Read the text and translate into Uzbek.

Text-1.

Intimately interconnected with the intellectual challenges of chemistry are those associated with industry. In the mid-19th century the German chemist Justus von Liebig commented that the wealth of a nation could be gauged by the amount of sulfuric acid it produced. This acid, essential to many manufacturing processes, remains today the leading chemical product of industrialized countries. As Liebig recognized, a country that produces large amounts of sulfuric acid is one with a strong chemical industry and a strong economy as a whole. The production, distribution, and utilization of a wide range of chemical products is common to all highly developed nations. In fact, one can say that the "iron age" of civilization is being replaced by a "polymer age," for in some countries the total volume of polymers now produced exceeds that of iron.

Text-2.

Biochemistry

As understanding of inanimate chemistry grew during the 19th century, attempts to interpret the physiological processes of living organisms in terms of molecular structure and reactivity gave rise to the discipline of biochemistry. Biochemists employ the techniques and theories of chemistry to probe the molecular basis of life. An organism is investigated on the premise that its physiological processes are the consequence of many thousands of chemical reactions occurring in a highly integrated manner. Biochemists have established, among other things, the principles that underlie energy transfer in cells, the chemical structure of cell membranes, the coding and transmission of hereditary information, muscular and nerve function, and biosynthetic pathways. In fact, related biomolecules have been found to fulfill similar roles in organisms as different as bacteria and human beings. The study of biomolecules, however, presents many difficulties. Such molecules are often very large and exhibit great structural complexity; moreover, the chemical reactions they undergo are usually exceedingly fast. The separation of the two strands of DNA, for instance, occurs in one-millionth of a second. Such rapid rates of reaction are possible only through the intermediary action of biomolecules called enzymes. Enzymes are proteins that owe their remarkable rate-accelerating abilities to their three-dimensional chemical structure. Not surprisingly, biochemical discoveries have had a great impact on the understanding and treatment of disease. Many ailments due to inborn errors of metabolism have been traced to specific genetic defects. Other diseases result from disruptions in normal biochemical pathways.

2. Chemical element:

Mercury (Hg), also called **quicksilver**, chemical element, liquid metal of Group 12 (IIb, or zinc group) of the periodic table.

atomic number	80
atomic weight	200.59
melting point	−38.87 °C (−37.97 °F)
boiling point	356.9 °C (674 °F)
specific gravity	13.5 at 20 °C (68 °F)
valence	1, 2
electron configuration	2-8-18-32-18-2 or (Xe)$4f^{14}5d^{10}6s^2$

Element Properties

3. Properties, Uses, And Occurrence

Mercury was known in Egypt and also probably in the East as early as 1500 BCE. The name *mercury* originated in 6th-century alchemy, in which the symbol of the planet was used to represent the metal; the chemical symbol Hg derives from the Latin *hydrargyrum*, “liquid silver.” Although its toxicity was recognized at an early date, its main application was for medical purposes.

Mercury is the only elemental metal that is liquid at room temperature. (Cesium melts at about 28.5 °C [83 °F], gallium at about 30 °C [86 °F], and rubidium at about 39 °C [102 °F].) Mercury is silvery white, slowly tarnishes in moist air, and freezes into a soft solid like tin or lead at −38.87 °C (−37.97 °F). It boils at 356.9 °C (674 °F).

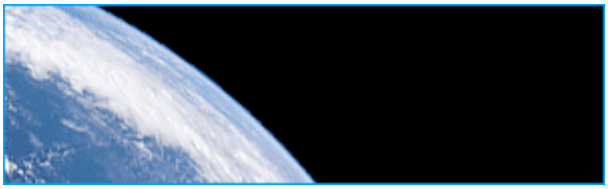
Gold (Au), chemical element, a dense lustrous yellow precious metal of Group 11 (Ib), Period 6, of the periodic table. Gold has several qualities that have made it exceptionally valuable throughout history. It is attractive in colour and brightness, durable to the point of virtual indestructibility, highly malleable, and usually found in nature in a comparatively pure form. The history of gold is unequaled by that of any other metal because of its perceived value from earliest times.

•

panningSorted gold in a pan, Alaska, U.S.*Dennis Garrett*

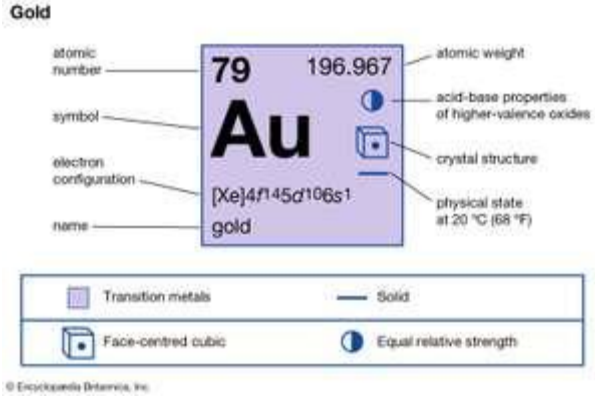
atomic number	79
atomic weight	196.967
melting point	1,063 °C (1,945 °F)
boiling point	2,966 °C (5,371 °F)
specific gravity	19.3 at 20 °C (68 °F)
oxidation states	+1, +3
electron configuration	[Xe]$4f^{14}5d^{10}6s^{1}$

Element Properties



Gold

QUICK FACTS



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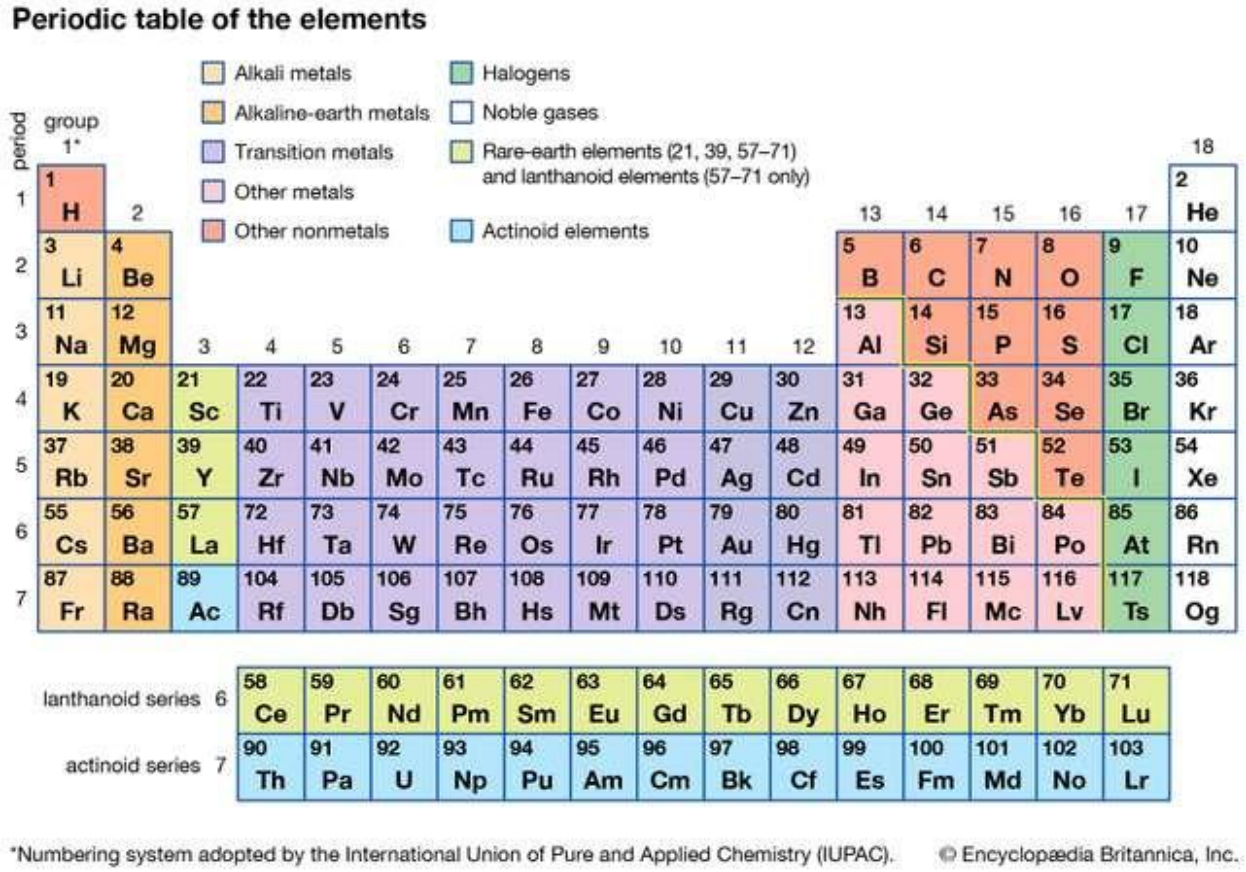
LESSON 15. CURRENTLY BEING TAUGHT OF SPECIAL SUBJECT

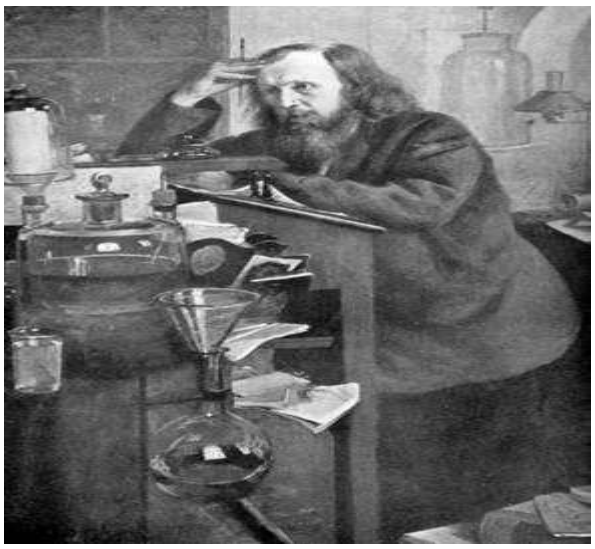
1. What can we see on the picture?



2. Work in group. Read the text and translate into Uzbek.

Text-1.

Kekule's innovations were closely connected with a reform movement that gathered steam in the 1850s, seeking to replace the multiplicity of atomic weight systems with Gerhardt's and Laurent's proposal. Indeed, Kekule could not have succeeded with structure theory if he had not started with the reformed atomic weights. Kekule, Wurtz, and German chemist Carl Weltzien were organizers of the first international chemical conference, held at Karlsruhe in southwestern Germany in September 1860, which was intended to gain unity and understanding across the European chemical community. The Italian chemist Stanislao Cannizzaro played perhaps the most critical role at the conference. The reformers' success was incomplete, but the Karlsruhe Congress can stand as an appropriate symbol of the era when chemistry attained a recognizably modern appearance.



Russian chemist Dmitry Ivanovich Mendeleyev arranged the 63 known elements into a periodic table based on atomic mass, which he published in Principles of Chemistry (1869).© Photos.com/Thinkstock

Text-2.

The widespread adoption of a single reformed set of atomic weights for the 60-odd known elements appears to have prompted renewed speculation on the relationships of the elements to each other, and various proposals for systems of classification were developed in the 1860s. By far the most successful of these systems was that of the Russian chemist Dmitry Mendeleyev. In 1869 he announced that when the elements were arranged horizontally according to increasing atomic weight, and a new horizontal row was begun below the first whenever similar properties in the elements reappear, then the resulting semi-rectangular table revealed consistent periodicities. The vertical columns of similar elements were called groups or families, and the entire array was called the periodic table of the elements. Mendeleyev demonstrated that this manner of looking at the elements was more than mere chance when he was able to use his periodic law to predict the existence of three new elements, later named gallium, scandium, and germanium, which were discovered in the 1870s and ’80s.

Text-3

To be sure, there were still many anomalies. For example, 15 chemically similar rare earth elements had been discovered by the end of the century. These elements were resistant to any periodic system; eventually they were grouped together in a separate category, the lanthanides (later called the lanthanoids; *see* transition element). Then in the 1890s British scientists William Ramsay and Lord Rayleigh discovered the inert, or rare, gases argon, helium, neon, krypton, and xenon. These were all clearly members of a single chemical family, but there were no vacant spaces in the table for them. Soon after the turn of the 20th century, chemists decided simply to create an extra group for them.

4. Suggest Russian equivalents for the following word combinations

№	English term	Russian equivalent
1.	X-ray data	
2.	crucial support to the idea	
3.	double helical structure	
4.	to receive a Nobel Prize for a discovery	
5.	far-reaching consequences	
6.	the nucleotides join together to form long unbranched polynucleotide chains	
7.	removal of a water molecule	
8.	chains coiled around each other	
9.	the double helix is held together	
10.	messenger RNA during protein synthesis	
11	their discovery sparked off a new era	

LESSON 16. CURRENTLY BEING TAUGHT OF SPECIAL SUBJECT

1. A. Match the words with their definitions:

1.	Artificial	**A.**	the act of separating something into different parts
2.	Gene	**B.**	physical harm caused to something or someone
3.	Visible	**C.**	not made of natural materials or substances
4.	Division	**D.**	a series of related events, actions etc. which have a fixed order
5.	Damage	**E.**	something that can be seen
6.	sequence	**F.**	the measurement of something from one end to the other
7.	to attach	**G.**	to be able to recognize and understand the difference between two similar things or people
8.	to distinguish	**H.**	when a battery takes in and stores electricity
9.	to fold	**I.**	to connect one thing to another
10.	to charge	**J.**	to wind or fold cloth, paper around something
11.	length	**K.**	to make something smaller, to bend a piece of paper by laying or pressing one part over another
12.	to wrap	**L.**	a small part of the material inside the nucleus of a cell, that controls the development of the qualities that have been passed on to a living thing from its parents

b. Work in group. Read the text and translate into Uzbek.

Text-1.

Justus, baron von Liebig, (born May 12, 1803, Darmstadt, Hesse-Darmstadt [Germany]—died April 18, 1873, Munich, Bavaria), German chemist who made significant contributions to the analysis of organic compounds, the organization of laboratory-based chemistry education, and the application of chemistry to biology (biochemistry) and agriculture.

Text-2.

Training And Early Career

Liebig was the son of a pigment and chemical manufacturer whose shop contained a small laboratory. As a youth, Liebig borrowed chemistry books from the royal library in Darmstadt and followed their “recipes” in experiments he conducted in his father’s laboratory. At the age of 16, after studying pharmacy for six months under the tutelage of an apothecary at Heppenheim, he persuaded his father that he wanted to pursue chemistry, not the apothecary trade. In 1820 he began his study of chemistry with Karl Kastner at the Prussian University of Bonn, following Kastner to the University of Erlangen in Bavaria, where Liebig ultimately received his doctorate in 1822. His diligence and brilliance was noticed by the Grand Duke of Hesse-Darmstadt and his ministers, who funded his further

chemistry studies under Joseph-Louis Gay-Lussac in Paris between 1822 and 1824. While in Paris, Liebig investigated the dangerous explosive silver fulminate, a salt of fulminic acid. Concurrently, the German chemist Friedrich Wöhler was analyzing cyanic acid. Liebig and Wöhler jointly realized that cyanic acid and fulminic acid represented two different compounds that had the same composition—that is, the same number and kind of atoms—but different chemical properties. This unexpected conclusion, which was later codified under the concept of isomerism by the Swedish chemist Jöns Jacob Berzelius, led to a lifelong friendship between Liebig and Wöhler and to a remarkable collaborative research partnership, frequently conducted via correspondence.

Text-3

Liebig's scientific work with fulminates, together with his fortunate meeting with the influential German naturalist and diplomat Alexander von Humboldt, who was always keen to patronize younger talent, led to Liebig's appointment at the small University of Giessen in May 1824. As Liebig later observed in his fragmentary autobiography, "at a larger university, or in a larger place, my energies would have been divided and dissipated, and it would have been much more difficult, perhaps impossible, to reach the goal at which I aimed."

Text-4
Foundations Of Organic Chemistry

Liebig succeeded in institutionalizing the independent teaching of chemistry, which hitherto in German universities had been taught as an adjunct to pharmacy for apothecaries and physicians. Furthermore, he expanded the realm of chemistry teaching by formalizing a standard of training based upon practical laboratory experience and by focusing attention upon the uncultivated field of organic chemistry. The key to his success proved to be an improvement in the method of organic analysis. Liebig burned an organic compound with copper oxide and identified the oxidation products (water vapour and carbon dioxide) by weighing them, directly after absorption, in a tube of calcium chloride and in a specially designed five-bulb apparatus containing caustic potash. This procedure, perfected in 1831, allowed the carbon content of organic compounds to be determined to a greater precision than previously known. Moreover, his technique was simple and quick, allowing chemists to run six or seven analyses per day as opposed to that number per week with older methods. The rapid progress of organic chemistry witnessed in the early 1830s suggests that Liebig's technical breakthrough, rather than the abandonment of the belief that organic compounds might be under the control of "vital forces," was the key factor in the emergence of biochemistry and clinical chemistry. The five-bulb potash apparatus he designed for carbon dioxide absorption rapidly became, and remains to this day, emblematic of organic chemistry.

c. Phrases to Be Used in Discussion

1. Could you explain what you mean by …
2. I`m not quite sure I follow you.
3. Well, the point is …
4. It is obvious that …
5. In my opinion …
6. As I see it …
7. Won`t (Would) you agree that …?
8. There is no doubt about that.
9. I couldn`t agree more.
10. I completely agree with you.
11. That`s just what I was thinking.
12. You haven`t convinced me that …
13. I agree with you on the whole but …
14. Perhaps, but …
15. Possibly, but …
16. Oh, but don`t you think that …
17. Look at it in another way …
18. On the contrary.
19. On the one hand …
20. On the other hand …

LESSON 17. CURRENTLY BEING TAUGHT OF SPECIAL SUBJECT

1. Work in group. Read the text and translate into Uzbek.

Text-1

Emil Fischer, in full **Emil Hermann Fischer**, (born Oct. 9, 1852, Euskirchen, Prussia [Ger.]—died July 15, 1919, Berlin, Ger.), German chemist who was awarded the 1902 Nobel Prize for Chemistry in recognition of his investigations of the sugar and purine groups of substances.

Education And Early Career

Fischer was the eighth child and only surviving son of Laurenz Fischer and Julie Fischer. Laurenz Fischer was a local businessman and entrepreneur. Emil Fischer studied chemistry at the University of Bonn, where he attended the lectures of August Kekule, but he was disappointed with the practical instruction of analytical chemistry at the school. With his cousin Otto Fischer, he transferred in 1872 to the University of Strasbourg, where Adolph von Baeyer had recently been appointed as director of the chemical institute. Fischer earned a doctorate under Baeyer in 1874, and Baeyer chose Fischer to be a private assistant in his research laboratory. Baeyer retained Fischer as an assistant when he moved to the University of Munich in 1875 and soon recommended Fischer for the position of associate professor in charge of the analytical division. While at Strasbourg and Munich, Fischer quickly earned a reputation as an excellent organic chemist. He discovered the compound phenylhydrazine in 1875, and with his cousin Otto he established the structure of the rosaniline dyes discovered earlier by the German chemist August Wilhelm von Hofmann. On the basis of his work in organic chemistry, Fischer was appointed director of the chemical institutes at the provincial Bavarian universities of Erlangen (1882) and Würzburg (1885).

Text-2
Purine And Sugar Research

After leaving Baeyer's laboratory, Fischer applied the classical chemical methods of organic chemistry to establish the structure of biological compounds such as sugars, purines, and proteins. Fischer began research on the purines in 1882, and during the next 17 years he showed that uric acid, xanthine, caffeine, and other natural compounds were all related to a nitrogen-containing base with a bicyclic structure that he named purine.

In 1884 Fischer began a long study to establish the chemical structure and configuration of the known isomeric sugars—glucose, galactose, fructose, and sorbose—with the goal of ascertaining the source of their isomerism. The key to this study was the reaction of the sugars with phenylhydrazine. The sugars themselves had been difficult to purify and characterize, but they reacted with

phenylhydrazine (an organic compound commonly used in the synthesis of indole) to give osazones that were highly crystalline, easily purified compounds. Fischer soon realized that these sugars were spatial isomers and could be differentiated by applying the theory of the tetrahedral carbon atom, first proposed in 1874 by the Dutch chemist Jacobus Henricus van ’t Hoff. Fischer recognized that the known isomers of glucose represented only 4 out of the 16 possible spatial isomers predicted by van ’t Hoff’s theory. Using the osazone derivatives and synthetic techniques for the sugars developed by the German chemists Bernhard Tollens and Heinrich Kiliani, Fischer was able not only to differentiate the known isomers but to synthesize nine of the predicted isomers. Facts Matter. Support the truth and unlock all of Britannica’s content.

Text-3
Enzyme And Protein Research

In 1892, largely on the basis of his extensive study of sugars and purines, Fischer was chosen to succeed Hofmann as professor of chemistry at the University of Berlin, at the time the largest and most prestigious chemical institute in Germany. Under his direction, the chemical institute in Berlin became one of the most flourishing sites for all areas of chemistry in the world. He directed the research of hundreds of pupils and associates from Europe, North America, and Japan.

In Berlin, Fischer’s research moved to the study of enzymes and proteins. Fischer’s extensive study of the sugars included an investigation of their digestion by yeast, and he found that of the known stereoisomers of glucose, only a few were capable of being digested by the enzymes in yeast. Because these isomers differed only in their spatial properties, Fischer concluded that the enzyme in yeast must also have a specific spatial orientation to receive the sugar molecule and react with it.

Thus, Fischer also became involved in establishing the chemical structure of enzymes and proteins. Proteins were known to be composed of amino acids, but Fischer specifically proposed that the amino acids in proteins were linked together by amide bonds, called peptide bonds by Fischer, who established the presence of this class of molecules in proteins by developing synthetic methods for creating long chains of amino acids held together by peptide bonds to make proteinlike substances. In 1907 he created a polypeptide with 18 amino acids and showed that it could be broken down by enzymes in the same way as a natural protein.

LESSON 18. CURRENTLY BEING TAUGHT OF SPECIAL SUBJECT

1. Work in group. Read the text and translate into Uzbek.

Text-1

Richard E. Smalley, in full **Richard Errett Smalley**, (born June 6, 1943, Akron, Ohio, U.S.—died October 28, 2005, Houston, Texas), American chemist and physicist, who shared the 1996 Nobel Prize for Chemistry with Robert F. Curl, Jr., and Sir Harold W. Kroto for their joint discovery of carbon-60 (C_{60}, or buckminsterfullerene) and the fullerenes.

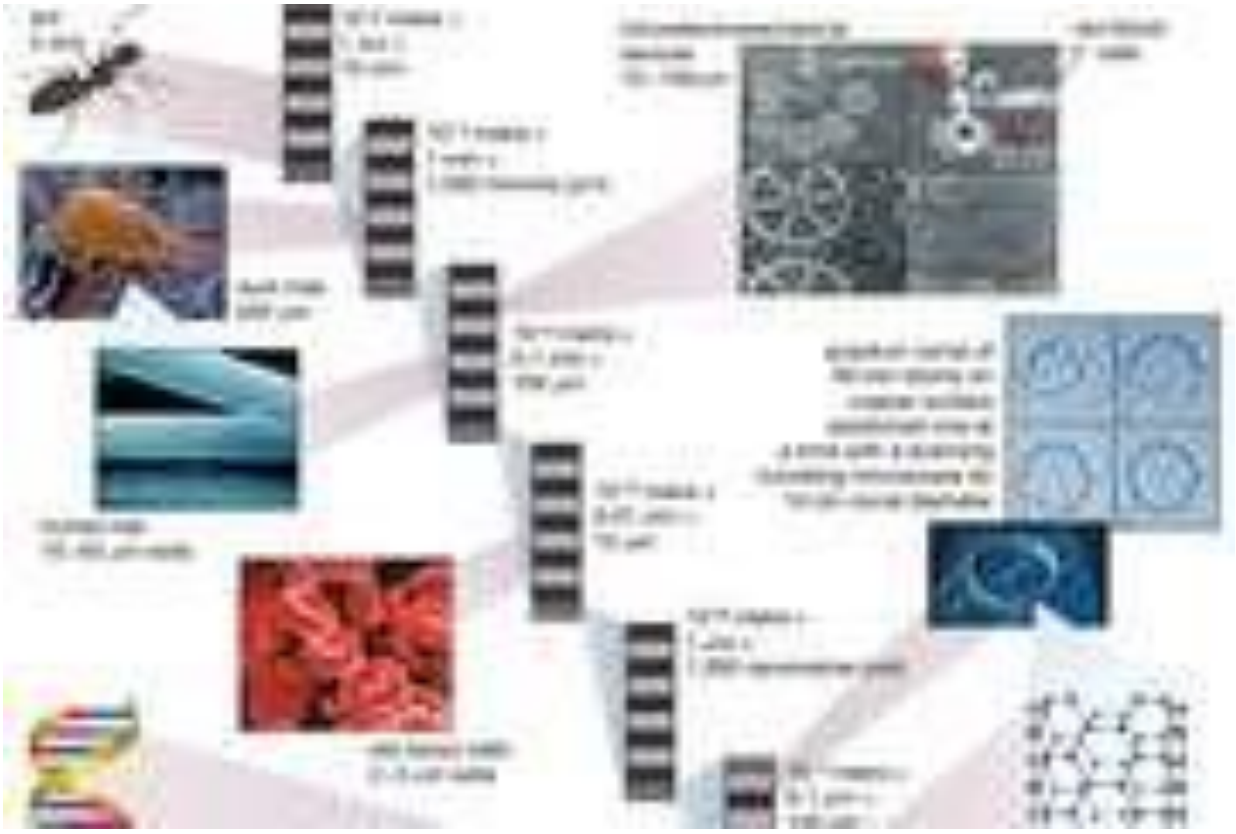
Smalley received a Ph.D. from Princeton University in 1973. After postdoctoral work at the University of Chicago, he began his teaching career at Rice University (Houston, Texas) in 1976. He was named Gene and Norman Hackerman Professor of Chemistry there in 1982 and became a professor of physics in 1990.

It was at Rice University that Smalley and his colleagues discovered fullerenes, the third known form of pure carbon (diamond and graphite are the other two known forms). Smalley had designed a laser supersonic cluster beam apparatus that could vaporize any material into a plasma of atoms and then be used to study the resulting clusters (aggregates of tens to many tens of atoms). On a visit to Smalley's lab, Kroto realized that the technique might be used to simulate the chemical conditions in the atmosphere of carbon stars and so provide compelling evidence for his conjecture that the carbon chains originated in stars.

Text-2

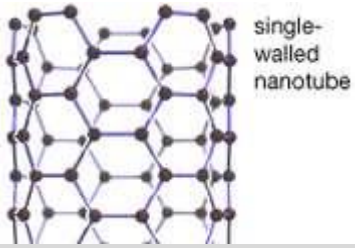
In a now-famous 11-day series of experiments conducted in September 1985 at Rice University by Kroto, Smalley, and Curl and their student coworkers James Heath, Yuan Liu, and Sean O'Brien, Smalley's apparatus was used to simulate the chemistry in the atmosphere of giant stars by turning the vaporization laser onto graphite. The study not only confirmed that carbon chains could be produced but also showed, serendipitously, that a hitherto unknown carbon species containing 60 atoms formed spontaneously in relatively high abundance. The atoms of fullerenes are arranged in a closed shell. C_{60}, the smallest stable fullerene molecule, consists of 60 carbon atoms that fit together to form a cage, with the bonds resembling the pattern of seams on a soccer ball. The molecule was given the name *buckminsterfullerene*, or *buckyball*, because its shape is similar to the geodesic domes designed by the American architect and theorist R. Buckminster Fuller.

A leading supporter of nanotechnology, Smalley played a key role in the establishment in 2000 of the National Nanotechnology Initiative, a federal research and development program.



nanotechnology: Pioneers

Kroto, and **Richard E. Smalley** discovered the first fullerene, the third known form of pure carbon (after diamond and graphite). They named their discovery buckminsterfullerene (“buckyball”) for its resemblance to the geodesic domes promoted by the American architect R. Buckminster Fuller. Technically called C_{60} for the 60…



fullerene

…the United Kingdom and by **Richard E. Smalley** and Robert F. Curl, Jr., of the United States. Using a laser to vaporize graphite rods in an atmosphere of helium

gas, these chemists and their assistants obtained cagelike molecules composed of 60 carbon atoms (C_{60}) joined together by single and double…

Sir Harold W. Kroto

…2016), English chemist who, with **Richard E. Smalley** and Robert F. Curl, Jr., was awarded the 1996 Nobel Prize for Chemistry for their joint discovery of the carbon compounds called fullerenes.…

LESSON 19.
PREPARATION OF THE PRESENTATIONS ON SPECIALIZATION AND FORMATION OF SKILLS OF PRESENTATIONS.

I. PREPARATION AND PLANNING

I.1 ESSENTIAL PREPARATION AND PLANNING CHECKLIST

This is a checklist of the essential elements to consider in preparing and planning an oral presentation. Use it yourself by filling in the boxes on the right under "My Ideas".

QUESTIONS TO ASK YOURSELF	EXAMPLES	MY IDEAS
1. What is the aim?	✓ to buy my product ✓ to adopt my recommendations ✓ to join the club ✓ to give me a job	
2. What is my title?	✓ The new Mokia 2001 ✓ How to reduce production costs ✓ The INT Chess Club	
3. Who am I speaking to?	✓ What are the benefits to the audience of my product/report/speech? ✓ Are these people the decision makers? ✓ What do they know of the subject? ✓ How does this change my approach? ✓ What sort of questions will they ask me? What are the answers? ✓ What aspects will they be interested in?	
4. What are the main points I want to make?	1, 2, 3; first, second, third; point a, point b, point c	
5. What do I want the audience to do after listening to my presentation?	We must invite them: ✓ to buy my product ✓ to accept my findings ✓ to join the club ✓ to give me a job	

I.2 Other questions concerning physical aspects.

Who is the audience?

How many people will there be in the audience?

Check beforehand, if you can, the place where you are going to make your presentation.

Where will it take place?

How big is the room?

What equipment is there in the room? What equipment do I need?

Does the equipment work?

Are you going to need a black or whiteboard?

Have you got chalk and / or a felt tip pen?

Do you need an overhead projector or a screen?

Are they in place? Is there a podium? Where are you going to put your notes /papers /transparencies?

Do you need an adapter or extension lead?

Can the information be seen?

Can you present the information and not get in the way?

Do you need a pointer?

Will you need to dim the lights or draw the curtains?

Are you going to need handouts or any other documents? How many? Do they present a good image of you and your company?

When?
What time of day is it? What day is it? Will the audience be more or less receptive when listening?

How long?
In relation to what the audience knows or time constraints, what can I eliminate if necessary?

Other
Am I dressed appropriately? Shoes polished? Are my hands and fingernails clean?

LESSON 20.
PREPARATION OF THE PRESENTATIONS ON SPECIALIZATION AND FORMATION OF SKILLS OF PRESENTATIONS.

II. STRUCTURE OF AN ORAL PRESENTATION

A good oral presentation is well structured; this makes it easier for the listener to follow.

Basically there are three parts to a typical presentation: the beginning, the middle and the end (or introduction, body and conclusion). We are going to look at each part in turn and present the language needed to express both the structure and the content.

II.1 THE BEGINNING OR THE INTRODUCTION

The beginning of a presentation is the most important part. It is when you establish a rapport with the audience and when you have its attention. More detailed techniques can be found in part IV.

II.1.A Get the audience's attention and signal the beginning.

Right. Well. OK. Erm.	*Let's begin.*
Good. Fine. Great.	*Can we start?*
Shall we start?	*Let's get the ball rolling.*
	Let's get down to business.

In English-speaking countries it is not uncommon for the speaker to begin with a joke, an anecdote, a statement made to surprise or provoke in order to gain the audience's attention, to make people want to listen, to feel relaxed and even to introduce the subject. This may or may not be appropriate in your country; you are probably the best judge. Certainly humour is difficult to convey and would not be appropriate in all contexts.

A good technique is to try to get your audience involved in your talk either by asking direct or rhetorical questions. Ask for a show of hands for example, in response to a question or, present information in such a way that the audience can identify with it. You can give an anecdote, unusual or surprising facts, or an illustration from real life could be employed here.

II.1.B Greet audience.

It is important to greet the audience by saying something like:

Hello	*ladies and gentlemen.*
Good morning	*members of the jury.*
Good afternoon	*esteemed guests*
Good evening	*members of the board*
Fellow colleagues	*Mr. Chairman/Chairwoman*

Thank you for your kind introduction

II.1.C Introduce oneself, (name, position, and company)

Do this not only to give important information so people can identify you but also to establish your authority on the subject and to allow the audience to see your point of view on the subject (you are a student, researcher, responsible for, director of, neophyte, layman).[2]

Good afternoon ladies and gentlemen, let me introduce myself.

Good morning everyone, I'd like to start by introducing myself.
My name is...

I am a student at the INT
I am a doctoral candidate,
I am X. Y. from 3 Com. I'm the manager of...
I am a researcher from ... I've been working on the subject now for X years...
I've had wide experience in the field of ...

Good morning, my name is Lawrence Couderc. I am a student at the INT and I would like to talk to you today about some of my findings in a study I did on...

Sometimes, especially when invited to speak, the host introduces the guest, gives the same information as above and then gives the floor to the guest speaker.

I am very pleased and proud to introduce ...who is.... He/she is known for...
Now I'll turn the floor over to today's speaker. (to take the floor, to have the floor, to give the floor to someone.)

II.1.D Give title and introduce subject

What exactly are you going to speak about? Situate the subject in time and place, in relation to the audience and/or its importance. Give a rough idea or a working definition of the subject.

I plan to speak about...
Today I'm going to talk about...
The subject of my presentation is...
The theme of my talk is...
I've been asked to give you an overview of...

Cultural aspects may be important here; scientists want to demonstrate their work and findings while managers and humanities people want to share ideas and reflections with their audience. It may be the result of a desire to persuade and convince. It may be comparison of two or more products, plans or proposals.

Why are you going to speak about it?
I have chosen to speak about this because...
I was asked to speak about X because...

Have you set any limits on the scope of your talk? What won't you speak about? It may be very useful to eliminate certain areas before you start so as to avoid confusion or deviation from your main task. It also protects you from criticism later for not covering certain aspects or issues.

Have you estimated the time it will take? [3] It is useful to give the listeners some idea of how long you will speak so as to maintain their attention better.

I will not speak about...
I have limited my speech to
My talk will last about 15 minutes

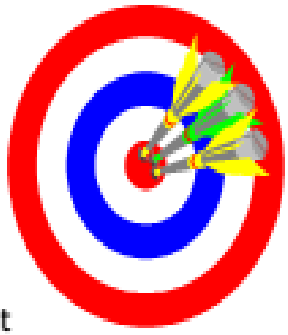
I will speak for 15 minutes.

You may want to give acknowledgements here too. If you have been sponsored, supported or encouraged by a particular firm, organization, professor, etc. you may want to recognise their contribution. Your research and paper may have been the work of a collaborative effort and you should acknowledge this too giving the names of all the participants.

At some point you should ask a question or somehow try to determine the attitude and knowledge of the audience. How do they feel about the subject? You will then have to modify the contents, as you never know exactly what to expect.
Have you ever heard of...?
You may already know...
I feel sure that some of you...
Every day you encounter...

To get the audience's attention and perhaps to find out where they are you could introduce the subject by saying:
Have you ever heard of/seen X?
You've probably seen countless times...
You may have wondered...

II.1.E Give your objectives (purpose, aim, goals)



The main purpose of an informative speech is to have the audience understand and remember a certain amount of information. You should therefore have two purposes: a general purpose and a specific one. The former is to inform: to give an overview, to present, to summarize, to outline; to discuss the current situation or to explain how to do something or how something is done. The latter is what you want the audience to take away with them after listening to you, what you want them to do, what they should remember.

My purpose in doing this paper is to give you a solid background on the subject of oral presentation skills so that in the future, at the INT or elsewhere, you can deliver a successful speech in front of a group.
What I would like to do today is to explain
to illustrate...
to give you the essential background information on...
to outline...
to have a look at...
What I want my listeners to get out of my speech is...
If there is one thing I'd like to get across to you today it is that...

Once you have established your specific objectives you may go on to formulate your content.[4]

II.1.F Announce your outline.

You want to keep the outline simple so 2 or 3 main points are usually enough. Concerning grammar the headings of the outline should be of the same grammatical form.

In the first part I give a few basic definitions.
In the next section I will explain
In part three, I am going to show...
In the last part I would like/want to give a practical example...[5]

II.1. G Questions and comments from the audience.

You should also let the audience know at some point in the introduction when and whether they may ask questions.

I'd ask you to save your questions for the end.
There will be plenty of time at the end of my speech for a discussion.
You may interrupt me at any moment to ask questions or make comments.
Please stop me if you don't understand any thing I say but could you keep any specific questions until after I've finished.

II.1.H Make a transition between the introduction and the body.

You should refer to your transparency or outline.

Now let us turn to point one.
Let us now move on to the second part, which is, as I said earlier....

If you are giving a technical presentation a glossary might be useful and avoid unecessary interuptions. Always explain abbreviations and say acronyms giving their full name when you first mention them and be especially careful with the pronunciation.

LESSON 21.
PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

2.1. ANNOTATION LAYOUT

I. General information about the article

Headline	*The article is headlined/entitled…* OR *The headline/title of the article is…*
Author	*The author of the article is…* OR *The article was written by…* OR *The author of the article is unknown* OR *The name of the author of the article is missing*
Date and place of publication	*The article was published/printed in…* OR *The article is taken from* OR *The date and place of publication are unknown/missing*

II. The main idea of the article (1 – 2 sentences)

The article/author	*Gives* *presents* *offers*	*a brief survey/outline of...* *an in-depth examination of...* *his views on...*

	surveys *outlines* *studies* *investigates* *examines* *analyzes* *tackles* *describes* *discusses* *focuses on* *deals with* *touches upon*	*the important/topical/controversial/thorny problem/topic of...* *such important/topical/controversial/thorny problems/topics/aspects as…*
	has the aim of	*of shedding light on the nature of the relationship between...*
	embarks on	*a detailed discussion of…*
	shows *reveals* *explains*	*the basic/profound issues of...* *the origin of...* *different approaches to...* *the main advantages and disadvantages (pluses and minuses, pros and cons) of...* *the major similarities and differences between...* *correlations between...* *the influence/impact of... on...*
	raises	*the profound issues of …*
	provides	*possible solutions to the problem of...*

III The body of the article

How to start?	*First the author says that.../ reports that.../ states that.../focuses our attention on…* OR *The author starts by telling the reader/us that…/about...*
How to continue?	*The author goes on to say that…* *After that/ further/ next the author points out/ emphasizes/highlights/explains/details…*
How to conclude?	*Finally/ in conclusion it is stated/ stressed that…* OR *The author draws/reaches the conclusion that…*

IV Your opinion of the article

	+	–
What do you think of the problem raised by the author? Is it relevant today? Is the article informative enough? Does the author substantiate his/her view?	*It is greatly to the author's credit that he/she* *raised such a controversial/ topical/pressing problem as…* *provides the reader with useful information about...* *provides the reader with some insights into...* *takes a global view of...* *makes an important contribution to the debate on...* *offers a critical appraisal of...* *unveils some of the myths...* *exposes the drawbacks of...*	*It must be noted that* *the problem raised by the author seems to be farfetched/ no longer relevant today* *the article does not give any new information on…* *the article lacks true information about…* *the article contradicts the main*

	presents an unusual approach to… *substantiates his point with examples/ figures/ statistical data* *presents a truly comprehensive/well-grounded analysis of…*	*ideas of…* *the author failed to substantiate his point of view with any examples, figures or statistical data* *the analysis of …given/presented/provided in this article is far from comprehensive*
Is the article clear enough? Is it logically developed?	*It deserves to be mentioned that the article is clearly and logically developed.*	*It can also be mentioned that the article is confusing and lacks logical structure.*
What is your general impression of the article? What kind of readership can it attract?	*On the whole, the article is an excellent presentation of…/gives a foundation for understanding... / provides a framework for thinking about... and may be of (practical) use to ... students and all those interested in…* *The article provides invaluable guidance to practitioners in this field.* *The article is intended for the general reader wanting to understand the impact of... upon...* *The article is an ideal*	*For all its drawbacks, the article may be of some use to…*

	scholarly text for academics and students, policy makers and practitioners. *The article is ideal as a teaching text for courses on…*	

LESSON 22.
PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

ANNOTATION SAMPLE

(Text 1)

The headline of the article is *The 100-Year Forecast: Very Hot, and Stormy*. It was written by Kendall Hamilton and Kimberly Martineau and published in the *Newsweek* on 18 August 1997.

The article has the aim of shedding light on what the weather might be like in one hundred years.

First, **Kendall Hamilton and Kimberly Martineau** focus our attention on the fact that, according to scientists, the weather in the next millennium will be quite nasty. The authors go on to highlight the weather changes which are expected to take place due to global warming. These include warming of the average global temperature, which will go along with decreasing temperatures in some parts of the world such as Scandinavia and England and an increase in the number of hurricanes, storms, floods and droughts all over the world. The interrelations between warmer temperatures and the mentioned weather phenomena are explained.

This clearly and logically developed article is intended for the general reader wanting to understand the impact global warming is likely to have upon weather in the world and is remarkable for its clear popular scientific explanations, which are accessible even to a non-specialist.

ARTICLES FOR ANNOTATING

Text 1

The 100-Year Forecast: Very Hot, and Stormy

by Kendall Hamilton and Kimberly Martineau

If you want to know what the weather's going to be like this weekend, ask a weatherman. If you want to know what it'll be like in 100 years, ask a scientist. Forecasts are always iffy, but current thinking suggests that as we sail into the next millennium, we may want to batten down the hatches. It looks like we're in for nasty weather.

The most significant influence on the weather of the future is likely to be global warming. The prevailing view among climatologists is that emissions of so-called “greenhouse gases", which trap heat in the earth's atmosphere - are at least partly responsible for warming the average global temperature by about one degree over

the past 100 years. The next hundred years, most scientists agree, will see the earth heat up further.

Precisely what such temperature changes will mean to weather patterns is tricky to predict with certainty, because weather is the product of so many interrelated variables. But at its simplest level, global warming will, for many, mean just that. Has this summer been hot enough for you? Just wait. In time, the number of days that the mercury hits 90 degrees in New York could double, to 30 a year. In Atlanta, the entire summer might be northward of 90. Projected global temperature changes are only averages, though. Some areas could actually get colder. Mark Meier, a glaciologist at the University of Colorado, says that Norway and other parts of Scandinavia seem to be building up glacier mass, even as the world's glaciers on average are thinning. And certainly, temperature changes can affect weather in roundabout ways. An influx of extra water from melting glaciers, for example, might disrupt the Gulf Stream, an Atlantic Ocean current that brings warmth from the tropics to Western Europe. Without the current, England could get as cold as Greenland in winter. Stiff upper lip, indeed.

Between bouts of sweating or shivering, our descendants may while away the time in their basements. Warmer temperatures increase the rate at which water evaporates, priming the atmosphere for all manner of hurricanes and heavy storms. Between 1970 and 1994, the United States and the Caribbean saw a 10 percent increase in the atmospheric-moisture level, which meant a 10 percent boost in precipitation, says Kevin Trenberth of the National Center for Atmospheric Research. Expect more of the same if temperatures climb. Rain-swollen rivers, storm-eroded beaches and sea levels pumped up by melting glaciers could mean more flooding. Paradoxically, drought stands to be a problem as well. Hot weather causes short, heavy bursts of rain, but the water “doesn't soak in nicely," says Adam Markham, a climate expert at the World Wildlife Fund. “You'll get more rain, but also more drying of the soil."

Newsweek, 08/18/97, Issue 7

Text 2

Study Debunks 'Global Cooling' Concern of '70s

by Peter Johnson

The supposed "global cooling" consensus among scientists in the 1970s -- frequently offered by global-warming skeptics as proof that climatologists can't make up their minds -- is a myth, according to a survey of the scientific literature of the era.

The '70s was an unusually cold decade. *Newsweek*, *Time*, *The New York Times* and *National Geographic* published articles at the time speculating on the causes of the unusual cold and about the possibility of a new ice age. But Thomas Peterson of the National Climatic Data Center surveyed dozens of scientific articles from 1965 to 1979 and found that only seven supported global cooling, while 44 predicted warming. Peterson says 20 others were neutral in their assessments of climate trends.

The study reports, "There was no scientific consensus in the 1970s that the Earth was headed into an imminent ice age. "A review of the literature suggests that, to the contrary, greenhouse warming even then dominated scientists' thinking about the most important forces shaping Earth's climate on human time scales." Peterson was also a contributor to the United Nations' Intergovernmental Panel on Climate Change 2007 report.

Scientific reports in the past decade, most notably the U.N. panel's Nobel Prize-winning efforts, have warned that human activities are warming the planet by increasing the release of heat-trapping "greenhouse" gases into the atmosphere. Skeptics have argued that climate change is cyclical, not fueled by the burning of fossil fuels -- coal, oil and natural gas. Peterson notes in the study that concerns over the frigid 1970s subsequently became representative of scientific division over global warming.

That was an unusually cold decade, especially the later years, across the Northern Hemisphere. In the USA, the winters of 1977-79 were three of the 11 coldest since the recording of temperatures began in the 1890s, according to climate center data. The winter of 1978-79 remains the coldest on record in the USA.

Some have doubts about the new survey. "The paper does not place the late '70s in its climatic context," says Pat Michaels, a senior fellow in environmental studies at the Cato Institute in Washington, D.C. "The temperature records we had at the time showed a very sharp cooling from the mid-'40s to the mid-'70s," Michaels says. "And scientists attempted to explain that as a consequence of the pollution that was preventing solar radiation from reaching the surface. "At the time, scientists thought the cooling effect of pollution was greater than the warming effect of carbon dioxide," Michaels adds. "They were attempting to explain the dramatic cooling of the '70s."

USA Today, February 21, 2008

Text 3

Atmosphere

by Gaston Bachelard

The atmosphere is a mixture of several gases. There are about ten chemical elements which remain permanently in gaseous form in the atmosphere under all

natural conditions. Of these permanent gases, oxygen makes up about 21 percent and nitrogen about 78 percent. Several other gases, such as argon, carbon dioxide, hydrogen, neon, krypton, and xenon, comprise the remaining 1 percent of the volume of dry air. The amount of water vapor, and its variations in amount and distribution, are of extraordinary importance in weather changes. Atmospheric gases hold in suspension great quantities of dust, pollen, smoke and other impurities which are always present in considerable, but variable amounts.

The atmosphere has no definite upper limits but gradually thins until it becomes imperceptible. Unit recently it was assumed that the air above the first few miles gradually grew thinner and colder at a constant rate. It was also assumed that upper air had little influence on weather changes. Recent studies of the upper atmosphere, currently being conducted by earth satellites and missile probings, have shown these assumptions to be incorrect. The atmosphere has three well-defined strata.

The layer of the air next to the earth, which extends upward for about 10 miles, is known as the *troposphere*. It is the warmest part of the atmosphere because most of the solar radiation is absorbed by the earth's surface, which warms the air immediately surrounding it. A steady decrease of temperature with increasing elevation is a most striking characteristic. The upper layers are colder because of their greater distance from the earth's surface and rapid radiation of heat into space. The temperatures within the troposphere decrease about 3.5 degrees per 1,000-foot increase in altitude.

Above the troposphere to a height of about 50 miles is a zone called the *stratosphere*. The stratosphere is separated from the troposphere by a zone of uniform temperatures called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases which filters out most of the ultraviolet rays from the sun. The ozone layer varies with air pressure. If this zone were not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atmospheric composition are relatively uniform.

The layer upward of about 50 miles is the most fascinating but the least known of these three strata. It is called the *ionosphere* because it consists of electrically charged particles called ions, thrown from the sun. The northern lights originate within this highly charged portion of the atmosphere. Its effect upon weather conditions, if any, is as yet unknown.

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эхтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

VII-семестр 16 соат

№	Theme	Hours
1.	Profession skills.	4
2.	Life and creativity of famous people in the studied scince.	6
3.	News of the iearning scince.	6

VIII-семестр 18 соат

№	Theme	Hours
1.	Working on the text “Professionality and speciality”.	10
2.	Actual problems on speciality.	8

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил

қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, бахс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

ГЛОССАРИЙ

English	Ўзбек	Русский
semipolary	ярим қутбли	семиполяр
covolent bond	ковалент боғ	ковалентная связь
hydrogen bond	водород боғ	водородная связь
coordination bond	координацион боғ,	координационная связь
electron tendency	электронга мойиллик	сродство к электрону
ionization energy	ионланиш энергияси	энергия ионизации
polysaccharides	полисахаридлар	полисахариды
length chemical bond	кимёвий боғнинг узунлиги	длина химической связи
bronsted–Lowry acid	Бренстенд-Лоури кислотаси	Кислота Бренстенд-Лоури
bronsted–Lowry base	Бренстенд-Лоури асоси	Основание Бренстенд-Лоура
Inductive effect	индукцион таъсир	индукционное влияние
mezomer effect	мезомер таъсири	мезомерные влияние
Bromohydrin	бромгидрин	бромогидрин
Carboxylation	карбоксиллаш	карбоксилирование
Carboxylic acid	карбон кислота	карбоновые кислоты
Conformer	конформер	конформер
Conjugate addition	туташ бирикиш	сопряженного присоединения
Claisen condensation reaction	Кляйзен конденсация реакцияси	Реакции конденсации Кляйзена
Decarboxylation	Декарбоксиллаш	Декарбоксилирование
Mechanisms of organic reactions	органик реакцияларнинг механизмлари	механизми органических реакций
Meisenheimer complex	Мейзенгеймер комплекс	Комплекса Мейзенгеймера
Molozonide	молозонид	молозонид
configuration	конфигурация	конфигурация
isomerism, metamerism	изомерия, метамерия	изомерия, метамерия
tautomerism	таутомерия	таутомерия
stereochemistry	Стереохимия	стереохимия

conformation	конформация	конформация
Vinyl group	винил гуруҳ	винилная группа
Triple bond	учбоғ	тройная связь
Ziegler–Natta catalyst	Циглер Натта катализатори	Катализатор Циглера-Натта
Williamson ether synthesis	Вильямсон эфир синтези	Реакции Вильямсона
nucleophilic substitution	нуклеофиль алмашиниш	нуклеофилная замешения
isomers	Изомерлар.	изомеры
homologues	Гомологлар	гомологи
heyminal	Геминал	геминал
carbocation	Карбокатион	карбокатион
carbanion	Карбанион	Карбанион
homolysis	Гомолиз	гомолиз
heterolis	Гетеролиз	гетеролиз
Hydroboration	Гидроборлаш	Гидроборирование
Hydration	гидратланиш	гидратация
enantiomer	Энантиомер	энантиомер
Diastereomer	Диастереомер	Диастереомер
Diels–Alder cycloaddition reaction	Дильс-Альдер циклобирикиш реакциялари	Реакции Дильс-Алдерса
nucleophile	нуклеофиль	нуклеофиль
nucleophility	Нуклеофиллик	нуклеофилность
hydrogenation	Гидрогенлаш	гидрогенизация
hydration	Гидратлаш.	гидратация
dien	Диен	Диен
dienophile	Диенофил	Диенофиль
Sulfonation	сульфолаш	сульфирирование
chromatography	Хроматография	Хроматография
reactivity	Реакцион қобилият	реакционная способность
regioselectivity	Региоселективлик	Региоселективность
stereoselectivity	Стереоселективлик	Стереоселективность
Grignard reagent	Гриньяр реагенти	Реагент Гриньяра
Epoxide	Эпоксид	Эпоксид
The rules of Popov	Попов қоидаси	Правила Попова
Aldona-crotonic condensation	Альдол-кротон конденсацияси.	Альдона-Кротоновая конденсация
etherification	Этерификация	Этерификация
Transesterification	Переэтерификация	Переэтерификация
Acid halide	Галогенангидрид.	Галогенангидрид

Acid anhydride.	Кислота ангидриди.	Ангидрид кислоты
Acetylide anion.	Ацетилид анион.	Ацетилид анион
Adams catalyst	Адамс катализотари.	Катализатор Адамса.
1,2-Addition	1,2-бирикиш.	1,2-присоединения
Allyl group	Аллил гуруҳ.	Аллильная группа
Aldehyde	Альдегид.	Альдегид.
Amide.	Амид.	Амид.
Amine	Амино бирикмалар.	Амин соединение
Fisher-Speyer reaction	Фишер-Шпейер реакцияси	Реакция Фишера-Шпийера
Mukoyama reaction	Мукояма реакцияси	Реакция Мукояма
Yamaguchi reaction	Ямагучи реакцияси	реакция Ямагучи
Prins reaction	Принс реакцияси	Реакцяия Принса
Prev reaction	Прев реакцияси	Реакция Прева
Woodward reaction	Вудворт реакцияси	Реакция Вудворта
Wacker-process	Вакер жараён	Вакер процесс
Reaktion cross-connection	Кросс бирикиш реакцияси	Реакция Кросс присоеденения
Reaction metatezisa	Метатезис реакцияси	Реакция Метатезиса
Reaction Curry House	Кори-Ҳаус реакцияси	Реакция Кори- Хауса

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

Рўйхатга олинди.

№_____
2019 й. "___" _____

"ТАСДИҚЛАНДИ"
Андижон давлат университети ректори:
_____проф.А.С.Юлдашев
"___" _____2019 йил

АМАЛИЙ ИНГЛИЗ ТИЛИ ФАНИНИНГ

ЎҚУВ ДАСТУРИ

(барча таълим йўналишлари учун)

Билим сохаси: **100000 - Гуманитар соха**
300000 - Ишлаб чиқариш-техник соха

Таълим сохаси: **110000 - Педагогика**
130000 - Математика
140000 - Табиий фанлар
320000 - Ишлаб чиқариш технологиялари

Таълим йўналишлари: **5140200 –Касб таълим (ИАТ)**
5130100 –Математика
5140200 –Физика
5140100 –Биология (турлари бўйича)
5140500 –Кимё
5140600 –География
5140900 - Экология
5140300- Механика
5321000 – Озик-овкат технология (ёғ-мой махсулотлари)
5110700 –Информатика ўқитиш мтодикаси
5110200- Физика ва астраномия ўқитиш методикаси

Андижон – 2019

1

Фаннинг ўқув дастури Андижон давлат университети Кенгаши қарорига мувофиқ, 2019 йил августдаги -сонли буйруги билан тасдикланган.

Фаннинг ўқув дастури Андижон давлат университети Кенгашининг 2019 йилl 31 августдаги 1 сонли баёни билан маъқулланган.

Фан дастури Андижон давлат университетида ишлаб чикилди.

Тузувчилар:

Д.Рустамов – АндДУ, Чет тиллари факультети, Факультетлараро чет тиллар (аниқ ва табий фанлар) кафедраси мудири, ф.ф.ф.д.
Э.Курбанов – АндДУ, Чет тиллари факультети, Факультетлараро чет тиллар (аниқ ва табий фанлар) кафедраси ўқитувчиси

Такризчилар:

С.Солижонов – АндДУ, Чет тиллар факультети, Инглиз тили фонетикаси кафедраси мудири, ф.ф.н. доцент
М. Абдувалиев - АндДУ, Чет тиллар факультети Инглизи тили ва адабиёти кафедраси доценти, ф.ф.н., доцент

Фаннинг ўқув дастури Андижон давлат университети Чет тиллар факультети кенгашининг 2019 йил августдаги 1-сон мажлисида кўриб чиқилган ва тавсия қилинган.

КИРИШ

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

"Амалий инглиз тили" фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур "Амалий инглиз тили" фанини бир босқичга бўлинган ҳолда ўқитишни назарда тутади, яъни **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Курс учун ажратилган ўқув соатлари инглиз тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, "**Инглиз тили махсус мақсадлар учун**" тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

Коммуникатив фаолиятга йўналтирилган ёндашув - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шаклларини қўллаш; талабаларда янги тил малакалари, социо-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шаклларига асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизонтал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

Интегратив ёндашув – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутади.

Таълимда компетентлик ёндашув - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга караб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компентентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий ҳордиқ сохаларда чет тилини қўллашга эришилади.

Фаннинг мақсад ва вазифалари

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция *(унинг таркибий қисмлари ҳисобланувчи лингвистик, социо-лингвистик, прагматиква бошқа компетенциялари)*ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилганнутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма,малака ва шахсий фазилатлар йиғиндисини ифодалайди.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлакати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутади. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

Лингвистик компетенция ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)дакўллай билишни назарда тутади.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нутқий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

Ижтимоий-маданий компетенция аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - ижтимоий-лингвистик ва *социо-маданий компетенцияларни ўз ичига олади. У* ҳозирги кўп маданиятли дунёдатаълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

Прагматик компетенция қуйидагилардан иборат:

Дискурсивкомпетенция (*дискурс – оғзаки ёки ёзма нутқ матни*) матнни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нутқий мулокот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

Стратегик (компенсатор) компетенция чет тили муҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятдатушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан удлабуронлик билан чиқиб кета олиш кобилиятини назарда тутади.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантиқий, методологик ва умумтаълимвазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар"да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар B2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маърузa, суҳбат, мукаммал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

- ✓ бизнесдаги ҳамкори билан музокара олиб бориш;
- ✓ аниқ масалалар бўйича ахборот олиш;
- ✓ узоқ муддатли музокараларда тил соҳиби билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- ✓ кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ✓ ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- ✓ фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- ✓ музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- ✓ вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- ✓ алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ✓ ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- ✓ алоҳида мавзу бўйича оғзаки маърузa тузиш;
- ✓ мақола, маърузa, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- ✓ аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

Ўқиш

- ✓ таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- ✓ диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- ✓ мураккаб бўлган маълумотларни идрок этиш;
- ✓ махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- ✓ касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;
- ✓ керак ёки нокераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- ✓ махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;

- ✓ эссе ва маърузаларни ёза олиш;
- ✓ аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқикот ишларни ёза олиш;
- ✓ ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- ✓ битирув малакавий ишларни зарур бўлганда ёза олиш.
- ✓ **Тил компетенцияси**

Лексик компетенция

- ✓ касбий лексика ва терминларни ишлата олиш;
- ✓ коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- ✓ интернационал сўзларни тушуниш ва қўллай олиш.

Грамматик компетенция

- ✓ мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- ✓ боғловчи сўзларни тўғри қўллаш;
- ✓ мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жихатдан узвийлиги

Хорижий тил фанининг мантиқий давоми сифатида амалий инглиз тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

Амалий инглиз тили фани ишлаб чикариш жараёни билан бевосита боғлаймаган. Талабалар мазкур фандан ўрганган билимларидан бошка ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

Фанни ўкитишда замонавий ахборот ва педагогик технологиялар

"Амалий инглиз тили" фанини ўкитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- ✓ педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- ✓ билимдонлар баҳси;
- ✓ мавкеингизни эгалланг – шиорлар асосидаги баҳс;
- ✓ таълимнинг фаол услублари: "Кейс-услуби" (Гарвард университети бизнес мактаби), ишбоп ўйинлар.

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- ✓ **дельфи услуби** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- ✓ **қора қути услуби** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниклаш;
- ✓ **кундаликлар услуби** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;
- ✓ **"Тўғридан-тўғри жамоавий ақлий ҳужум"** (Дж.Дональд Филлипс) – 20-60 кишилик катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;

- ✓ **"Ақлий ҳужум"** – (Е.А.Александров и Г.Я.Буш) – гурух қатнашчилари ижодий гояларини жамоа, гоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- ✓ **синектика услуби** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг гайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;
- ✓ **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши конуниятларига бўйсундирилган мантиқий операциялар тизими 40 усулдан иборат: "қўшилиш", "матрёшка", "карама-қарши", "зарарни фойдага айлантириш" ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

- ✓ **Таълим мавзуси** (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)
- ✓ **Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).
- ✓ **Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

Амалий машғулот бўйича кўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

1. Ўрганилаётган ихтисослик тарихи;
2. Ўрганилаётган ихтисослик йўналишлари;
3. Ўрганилаётган соҳанинг буюк намоёндалари;
4. Ўрганилаётган соҳанинг долзарб муаммолари;
5. Касбий этика;
6. Ихтисослик фанларининг ҳозирда ўқитилиши;
7. Ихтисосликка оид матнлар, атамалар тушунчаларни ўқитилиши ва таржима қилиш масалалари;
8. Ихтисослик бўйича чет эл тажрибасини ўрганиш, илмий адабиётларни шархлай олиш малакасини шакллантириш;
9. Ихтисосликка оид мавзуда тақдимот тайёрлаш ва уни тақдим қилиш малакасини шакллантириш;
10. Ихтисослик бўйича илмий мақола ва унга аннотация тайёрлаш.

Умумий босқич
Нутқ компетенцияси

Босқичнинг асосий мақсади:

- ✓ узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-ҳунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- ✓ талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

Тинглаб тушуниш:

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадиий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;

- ✓ тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

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

Монолог нутқ

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш

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

Ёзма нутқ

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

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

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

Монологик нутқ:

- ✓ долзарб муаммо юзасида барча "Тарафдор" ва "Қарши" далилларни келтирган ҳолда ўз фикрини баён қилиш;
- ✓ тинглаган ва ўқиган матн мазмунини гапириш;

- ✓ мазмунга баҳо бериш;
- ✓ ўрганилган мавзулар бўйича ахборот бериш
- ✓ ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ✓ ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ✓ ўрганилган мавзуда чиқиш қилиш;
- ✓ ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

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

Кўз югуртириб ўқиш:

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

Ёзма нутқ

Ёзма нутқ бўйича:

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

Лингвистик компетенция

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига турғун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилик, тематик, сўз ясаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минмум 2 турдан иборат:

а) умумтаълимий;

б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича таксимлаб берилган:

Курс	Умумтаълимий минимум		Касбий лексика	Жами
	Актив*	Пассив**	Актив	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.
* Пассив лексикага актив лексика ҳам киради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:
тинглаб тушуниш - 25% ;
гапириш - 25%;
ўқиш – 30%;
ёзув – 20% .

Талабалар билимини назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. **Тинглаб тушуниш бўйича**:

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. **Гапириш бўйича**:

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. **Ўқиш бўйича**:

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

4. **Ёзув буйича**:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий, коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матиларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матилар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва онлайн технологияларини қўлланга асосий эътибор каратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матини бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, бахс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, кидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қискача ахборот олинади. Талаба битта газета мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;

- ўқишга ва ишга кабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима килинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информацион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гурухларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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Қўшимча адабиётлар

1. Агзамова З.И. Турдиева С.Х. Физика факультети бакалавриат талабалари учун инглиз тилидан матнлар тўплами. НУУЗ. Т. 2007
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V.2 ISHCHI O’QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

"ТАСДИҚЛАНДИ"

Ўқув ишлари бўйича проректор

_____ б.ф.н. доц. А.Маматюсупов

2019 йил "31" август

"АМАЛИЙ ИНГЛИЗ ТИЛИ"

фанидан

ИШЧИ ЎҚУВ ДАСТУРИ

(4 курс)

Билим сохаси: **100000 - Гуманитар соха**

Таълим сохаси: **140000 – Табиий фанлар**

Таълим йўналишлари: 5140500 –Кимё

Умумий ўқув соати -76 соат

Шу жумладан:

Амалий машғулотлар –42 соат

(7-семестр-20, 8-семестр-22)

Мустақил таълим соати– 34 соат

(7-семестр-16, 8-семестр-18)

Андижон-2019й.

Фаннинг ишчи ўқув дастури Андижон давлат университети кенгашининг 2019 йил "31" августдаги 1 сонли баённи билан тасдиқланган "Амалий инглиз тили" фанининг ўқув дастури асосида тайёрланган.

Фан дастури Андижон давлат университети Кенгашининг 2019 йил "31" августдаги "1" сонли баённи билан тасдиқланган.

Тузувчилар:

Д.Рустамов– АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири

Э.Курбанов– АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

А.Атажонов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

З.Туракулова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Тақризчилар:

М.Абдувалиев – АндДУ, "Инглиз тили ва адабиёти" кафедраси доценти, филология фанлари номзоди.

С.Солижонов - АндДУ, "Инглиз тили фонетикаси" кафедраси мудири, филология фанлари номзоди.

АндДУ Чет тиллар факультети декани:
2019 йил "31" 08 А.Маматқулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири:
2019 йил "31" 08 Д.Рустамов

К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

“Амалий инглиз тили” фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур “Амалий инглиз тили” фанини бир босқичга бўлинган ҳолда ўқитишни назарда тутади, яъни **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Курс учун ажратилган ўқув соатлари инглиз тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, “**Инглиз тили махсус мақсадлар учун**” тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

Коммуникатив фаолиятга йўналтирилган ёндашув - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шаклларини қўллаш; талабаларда янги тил малакалари, социо-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шаклларига асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал

эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

Интегратив ёндашув – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутади.

Таълимда компетентлик ёндашув - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компентентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

Фаннинг мақсад ва вазифалари

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция *(унинг таркибий қисмлари ҳисобланувчи лингвистик, социо-лингвистик, прагматиква бошқа компетенциялари)*ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилганнутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма,малака ва шахсий фазилатлар йиғиндисини ифодалайди.

Чет тили коммуникатив компетенцияси **–** ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлакати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутади. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

Лингвистик компетенция ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)дақўллай билишни назарда тутади.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нутқий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

Ижтимоий-маданий компетенция аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - ижтимоий-лингвистик ва *социо-маданий компетенцияларни ўз ичига олади. У* ҳозирги кўп маданиятли дунёдатаълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

Прагматик компетенция қуйидагилардан иборат:

Дискурсивкомпетенция (*дискурс – оғзаки ёки ёзма нутқ матни*) матнни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нутқий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

Стратегик (компенсатор) компетенция чет тили муҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятдатушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан уддабуронлик билан чиқиб кета олиш қобилиятини назарда тутади.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантиқий, методологик ва умумтаълимвазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар B2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маърузa, суҳбат, мукаммал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;

- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

- ✓ бизнесдаги ҳамкори билан музокара олиб бориш;
- ✓ аниқ масалалар бўйича ахборот олиш;
- ✓ узоқ муддатли музокараларда тил соҳиби билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- ✓ кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ✓ ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- ✓ фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- ✓ музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- ✓ вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- ✓ алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ✓ ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- ✓ алоҳида мавзу бўйича оғзаки маьруза тузиш;
- ✓ мақола, маьруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- ✓ аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

Ўқиш

- ✓ таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- ✓ диаграмма, схема, чизмаларни қисқача таьрифини тушуниш;
- ✓ мураккаб бўлган маьлумотларни идрок этиш;
- ✓ махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- ✓ касбга оид мақола ва маьрузалардан керакли ахборотни ажратиб олиш;
- ✓ керак ёки нокераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- ✓ махсус маьлумотларни (тил юзасидан бўлган хатларни, маьлумотларни, электрон хатларни) ёза олиш;
- ✓ эссе ва маьрузаларни ёза олиш;
- ✓ аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ✓ ёзма таклифлар, ҳисобот ва резюмелар туза олиш;

- ✓ битирув малакавий ишларни зарур бўлганда ёза олиш.
- ✓ **Тил компетенцияси**

Лексик компетенция

- ✓ касбий лексика ва терминларни ишлата олиш;
- ✓ коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- ✓ интернационал сўзларни тушуниш ва қўллай олиш.

Грамматик компетенция

- ✓ мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- ✓ боғловчи сўзларни тўғри қўллаш;
- ✓ мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Хорижий тил фанининг мантиқий давоми сифатида амалий инглиз тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

Амалий инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

“Амалий инглиз тили” фанини ўқитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- ✓ педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- ✓ билимдонлар баҳси;
- ✓ мавқеингизни эгалланг – шиорлар асосидаги баҳс;
- ✓ таълимнинг фаол услублари: “Кейс-услуби” (Гарвард университети бизнес мактаби), ишбоп ўйинлар.

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- ✓ **дельфи услуби** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- ✓ **қора қути услуби** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;

- ✓ к**ундаликлар услуби** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;
- ✓ "**Тўғридан-тўғри жамоавий ақлий ҳужум**" (Дж.Дональд Филлипс) – 20-60 кишилик катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;
- ✓ "**Ақлий ҳужум**" – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- ✓ **сенектика услуби** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;
- ✓ «**АРИЗ – ТРИЗ**» (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириклари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантиқий операциялар тизими 40 усулдан иборат: "қўшилиш", "матрёшка", "қарама-қарши", "зарарни фойдага айлантириш" ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

- ✓ **Таълим мавзуси** (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)
- ✓ **Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).
- ✓ **Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

"Хорижий (инглиз) тил" фани бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
VII- семестр				
1.	**Таълим мавзуси** (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда	36	20	16

	ўқитилиши ва ҳоказо) ва **Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари)			
VIII- семестр				
2.	**Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо)	40	22	18
	Жами	**76**	**42**	**34**

Амалий машғулот бўйича кўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

1. Ўрганилаётган ихтисослик тарихи;
2. Ўрганилаётган ихтисослик йўналишлари;
3. Ўрганилаётган соҳанинг буюк намоёндалари;
4. Ўрганилаётган соҳанинг долзарб муаммолари;
5. Касбий этика;
6. Ихтисослик фанларининг ҳозирда ўқитилиши;
7. Ихтисосликка оид матнлар, атамалар тушунчаларни ўқитилиши ва таржима қилиш масалалари;
8. Ихтисослик бўйича чет эл тажрибасини ўрганиш, илмий адабиётларни шархлай олиш малакасини шакллантириш;
9. Ихтисосликка оид мавзуда тақдимот тайёрлаш ва уни тақдим қилиш малакасини шакллантириш;
10. Ихтисослик бўйича илмий мақола ва унга аннотация тайёрлаш.

“Амалий инглиз тили” фани бўйича амалий машғулотларнинг календар тематик режаси

(VII-семестр)

№	Амалий машғулотлар мавзулари	Соат
1.1	**Lesson 1** History of the specialty studied	4
1.2	**Lesson 2** Areas of specialization studied	4
1.3	**Lesson 3** Great representatives of the studied area	4
1.4	**Lesson 4** Actual problems of the studied area	4
1.5	**Lesson 5** Professional ethics	4
	Jami:	**20**

(VIII-семестр)

№	Амалий машғулотлар мавзулари	Соат
2.1	**Lesson 1** Relative disciplines to chemistry	2
2.2	**Lesson 2** Issues of teaching and interpreting texts, terms and definitions of specialization	4
2.3	**Lesson 3** Currently being taught of special subjects	4
2.4	**Lesson 4** Studying of foreign experience in the specialty, formation of the ability to interpret scientific literature	4
2.5	**Lesson 5** Preparation of presentations on specialization and formation of skills of presentation	4
2.6	**Lesson 6** Preparation of an article and annotation for the specialty	4
	Жами:	**22**

Умумий босқич
Нутқ компетенцияси

Босқичнинг асосий мақсади:

- ✓ узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-ҳунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- ✓ талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

Тинглаб тушуниш:

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадиий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- ✓ тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

- ✓ ижтимоий мавзуларда суҳбат ва норасмий диалог;
- ✓ касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;

- ✓ мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монолог нутқ

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш

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

Ёзма нутқ

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

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

- ✓ тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзулара ўз фикр ва мулоҳазаларини исботлаб бериш;
- ✓ суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- ✓ матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;

- ✓ ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- ✓ риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- ✓ касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ:

- ✓ долзарб муаммо юзасида барча "Тарафдор" ва "Қарши" далилларни келтирган ҳолда ўз фикрини баён қилиш;
- ✓ тинглаган ва ўқиган матн мазмунини гапириш;
- ✓ мазмунга баҳо бериш;
- ✓ ўрганилган мавзулар бўйича ахборот бериш
- ✓ ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ✓ ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ✓ ўрганилган мавзуда чиқиш қилиш;
- ✓ ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

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

Кўз югуртириб ўқиш:

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

Ёзма нутқ

Ёзма нутқ бўйича:

- ✓ касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- ✓ реферат, аннотация ёзиш техникасини такомиллаштириш;

- ✓ ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, хужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- ✓ берилган мавзуда баён, эссе, резюме тузиш,соҳага оид адабиётлар бўйича реферат ёзиш.

Лингвистик компетенция

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига турғун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилик, тематик, сўз ясаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минмум 2 турдан иборат:

а) умумтаълимий;

б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

Курс	**Умумтаълимий минимум**		**Касбий лексика**	**Жами**
	Актив*	Пассив**	Актив	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам киради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, хар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. **Тинглаб тушуниш бўйича:**

Касбга йуналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. **Гапириш бўйича:**

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. **Ўқиш бўйича:**

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

4. **Ёзув буйича:**

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;

- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эхтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

VII-семестр 16 соат

№	Theme	Hours
1.	Profession skills.	4
2.	Life and creativity of famous people in the studied scince.	6
3.	News of the iearning scince.	6

VIII-семестр 18 соат

№	Theme	Hours
1.	Working on the text “Professionality and speciality”.	10
2.	Actual problems on speciality.	8

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, бахс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информацион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

Талабанинг Амалий инглиз тили фани бўйича ўзлаштириш кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	***Рейтинг назорати***									
	Жорий назорат			***Умумий***	*Мустақил таълим Оралиқ назорат*			***Умумий***	*Я Н*	***Умумий***
	Сони	*Балл*	*Жами*		*Сони*	*Балл*	*Жами*		***Ёзма***	*Жами*
Ҳорижий	*1*	*60*	*60*	***60***	*1*	*10*	*10*	***10***	***30***	***100***

тил										

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Жорий назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		**60**	**0-60**

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		**10**	**0-10**

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10
3	Берилган саволларга жавоб бериш.	10	0-10

Жами ОН баллари	30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Яхши	✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Қониқарли	✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси қуйидаги ҳолатларда баҳоланади	Қониқарсиз	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

Фан бўйича саралаш бали 55 баллни ташкил етади. Талабанинг саралаш балидан паст бўлган ўзлаштириши рейтинг дафтарчасида қайд етилмайди.

Жорий **ЖН** ва оралиқ **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охирги 2 ҳафтаси мобайнида ўтказилади.

ЖН ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апеллятсия комиссияси ташкил етилади.

Апеллятсия комиссияси талабаларнинг аризаларини кўриб чиқиб, шу куннинг ўзида хулосасини билдиради. Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамда расмийлаштирилиши факултет декани, кафедра мудури, ўқув-услубий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

Фойдаланиладиган адабиётлар рўйхати

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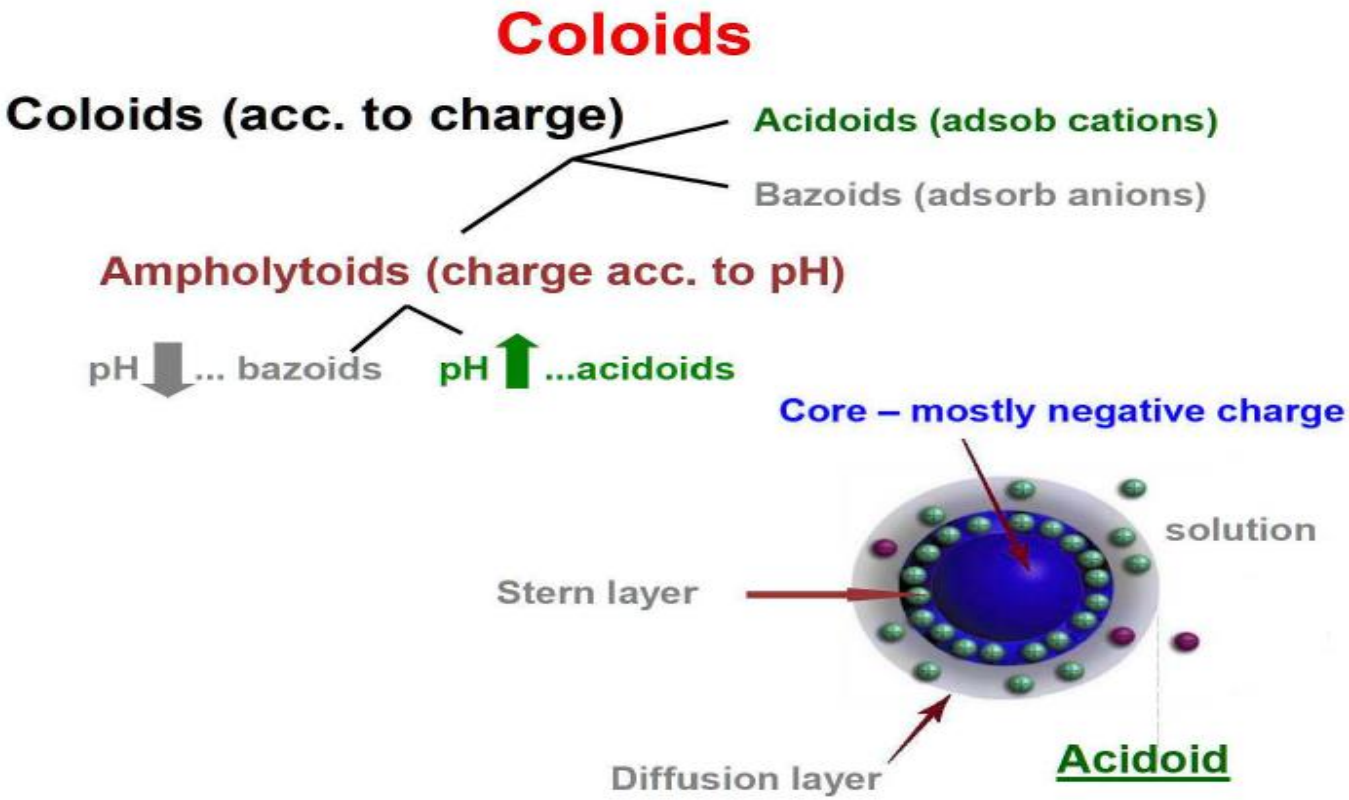
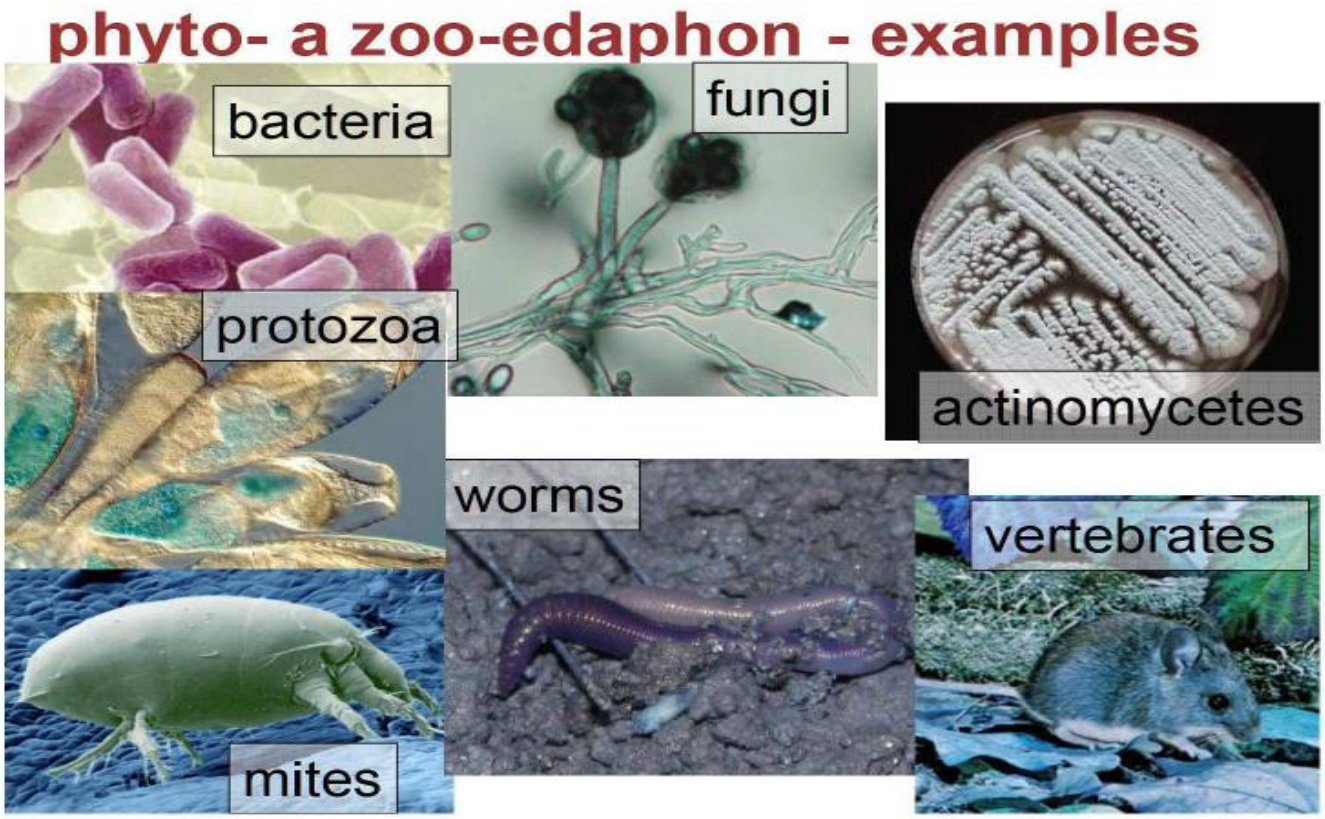
www.examenglish.com
http://www.edufle.net

V.3 TARQATMA MATERIALLAR





Human impact on soils

- **intensive agriculture**
  - ✓fertilization
  - ✓pesticides
  - ✓toxic compounds
- **landfills**
- **urbanization**

- **deserti-fication**
- **erosion**
  - ✓forest clear-cutting
  - ✓agriculture

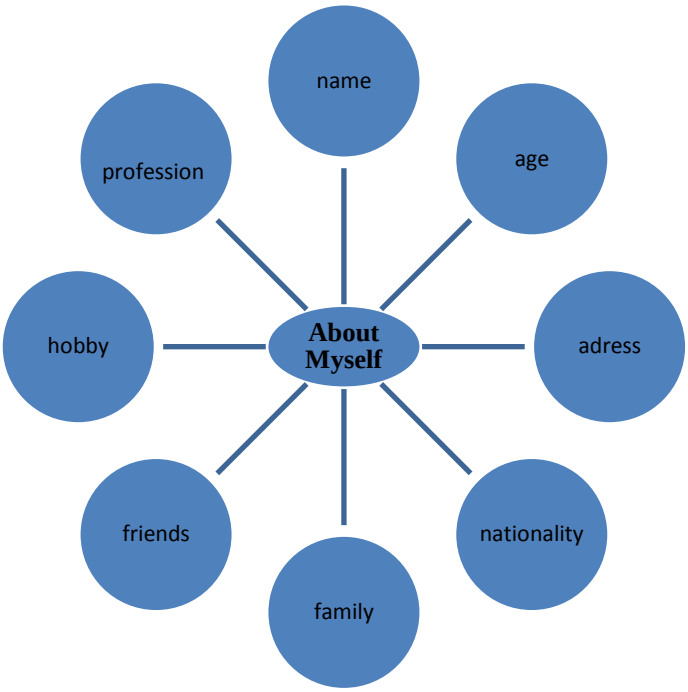
Vegetation

natural plants, agriculture crops:
fields, meadows, pastures, forests

trees – forests, rainforests

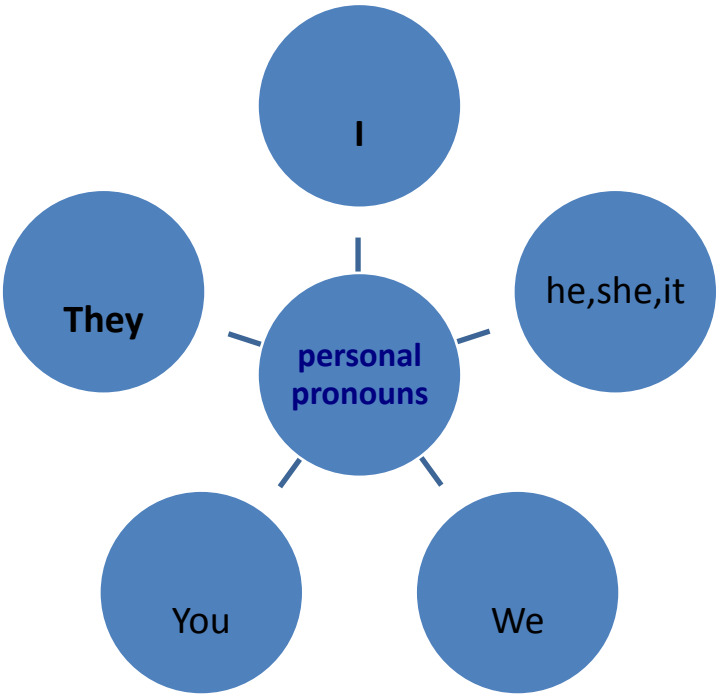
«KLASTER» metodi

Fikringizga nima kelsa, barchasini yozing.G’oyalar sifatini muhokama qilmang faqat ularni yozing.

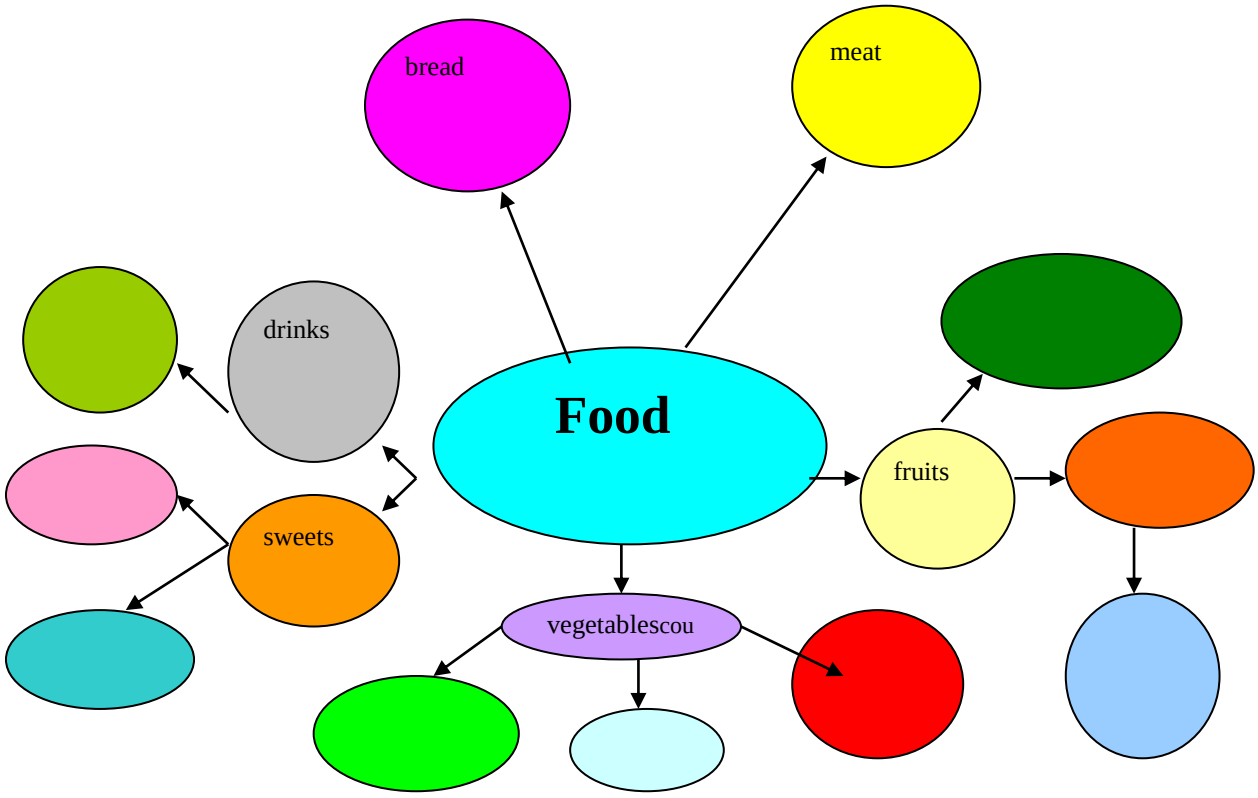


Grammatika: Personal Pronouns –Kishilik olmoshlari

Shaxsni bildiruvchi olmoshlar kishilik olmoshlari deyiladi. Ingliz tilida kishilik olmoshlari quyidagilar

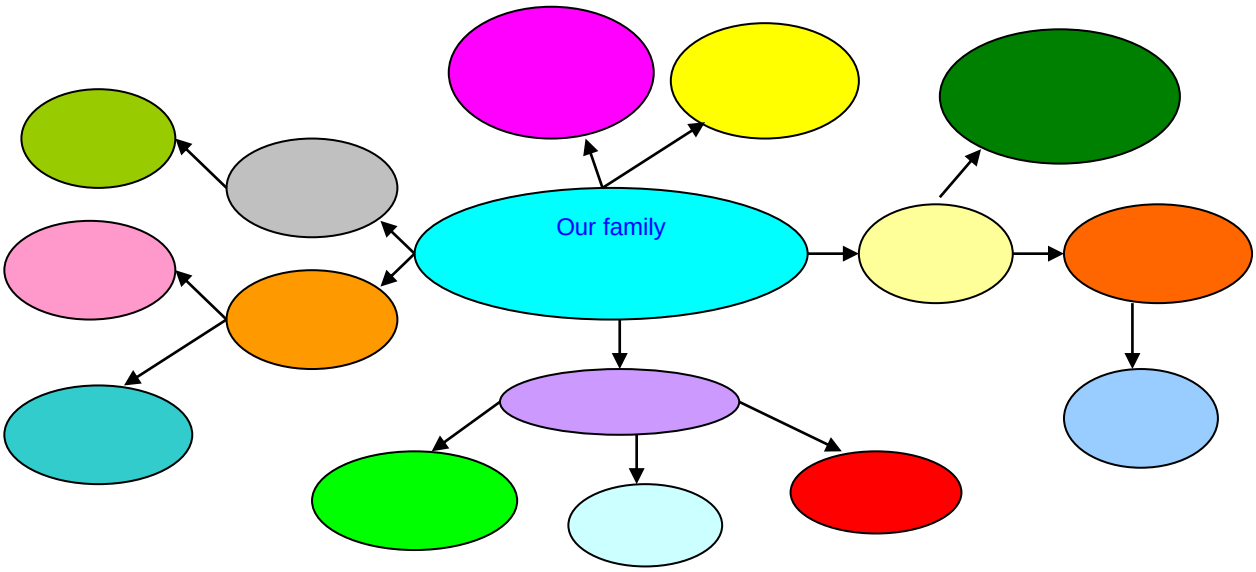


«KLASTER» metodi
Fikringizga nima kelsa, barchasini yozing.G'oyalari sifatini muhokama qilmang



faqat ularni yozing.

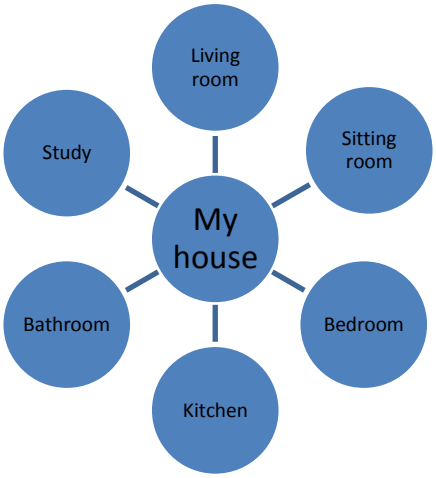
«KLASTER» metodi



Guruhlar uchun topshiriqlar:

Quyidagi rasm asosidayangi so’z va iboralardan foydalanib hikoya tuzing.		
I- guruh:	**II- guruh:**	**III- guruh:**
		

Fikringizga nima kelsa, barchasini yozing. G’oyalar sifatini muhokama qilmang faqat ularni yozing.

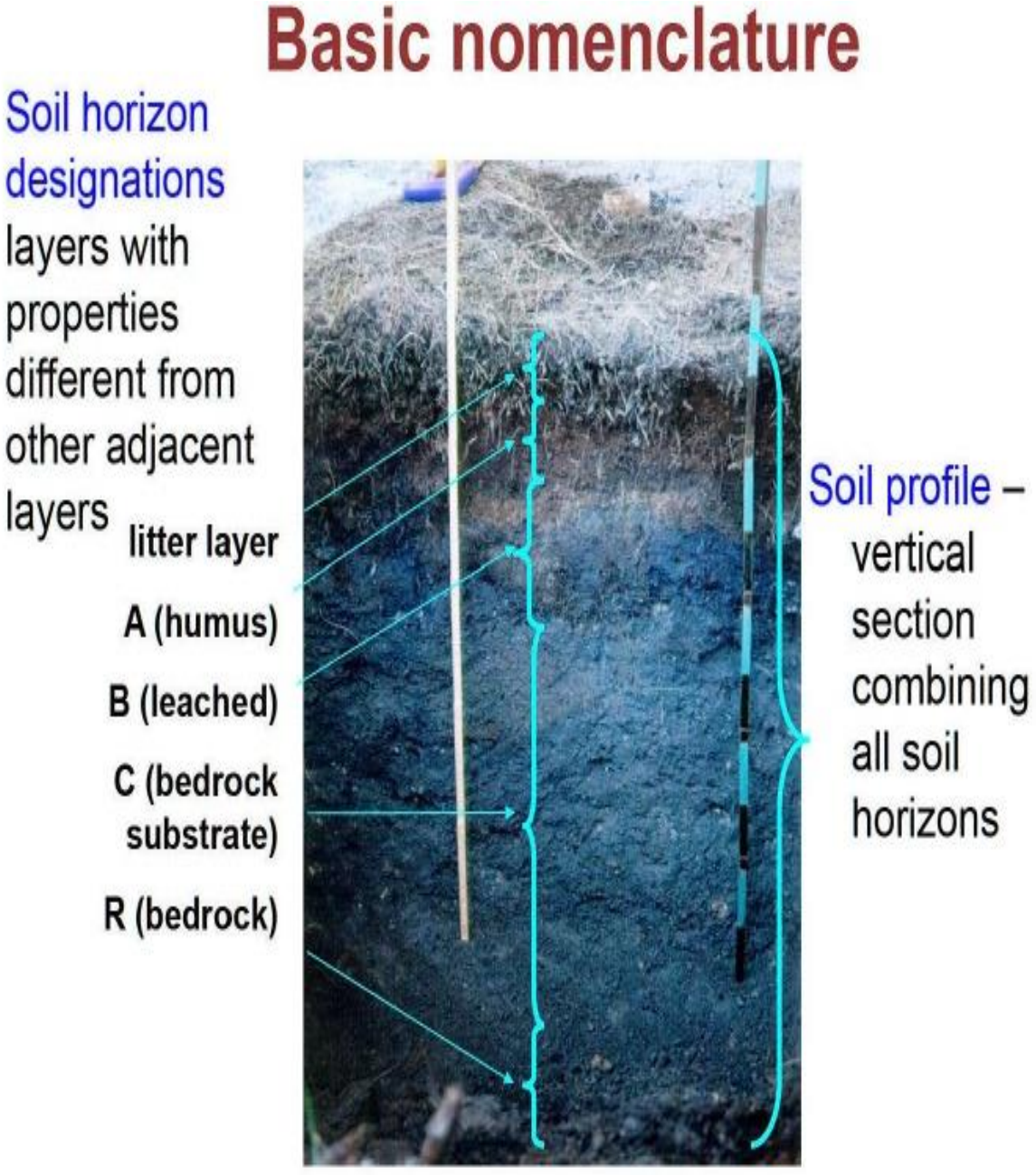


Guruhlar uchun topshiriqlar.

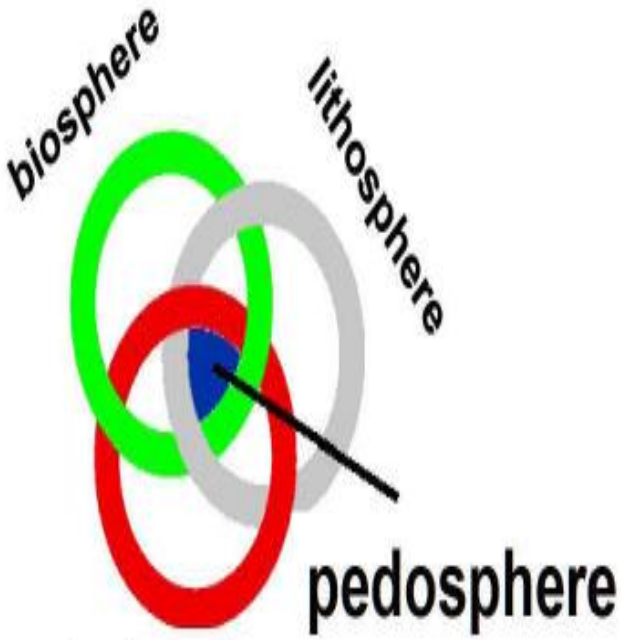
Guruh №1
How do you spend your day off?

Guruh №2
How did you spend your last day off?

Guruh №3
What are your plans for your next day off?



Soil – interface of systems



soil is natural unit generated at the interface of lithosphere and atmosphere under mutual process of pedogenetic factors

soil is binding element in between anorganic and organic matter and live organisms on the Earth

soil is desribed according to soil horizons

V.4 TESTLAR

1. PRACTICE TESTS

1.1. GRAMMAR TESTS

Grammar Test 1

Choose the best answer A, B, C or D.

1. The universe is estimated _____ between 10 billion and 20 billion years old.
A) being B) to be C) which is D) is

2. Genetically, the chimpanzee is more similar to human _____.
A) and than any other animal B) than any other animal C) any other animal is
D) and any other animal is

3. _____ in 1939, the Borne Bridge spans the Cape Cod Canal and is one of the many grand projects of the Depression era.
A) Completed B) Completing C) Completes D) Being completing

4. Like the pyramid, the volume of a cone_____ by multiplying the area of the base by one third the altitude.
A) obtain B) is obtained C) obtaining D) obtains

5. Over the past 40 years, world demand for food_____.
A) triple B) tripled C) have tripled D) has tripled

6. The organizers would have responded positively to proposals if they_____ by 10th June.
A) were submitted B) would be submitted C) had been submitted D) would have been submitted

7. When I finish the course next year I _____ speak perfect French.
A) can B) will can C) was able to D) will be able to

8. You _____ to visit most museums in Britain.
A) mustn't pay B) don't have to pay C) cannot pay D) need not have paid

9. What_____? I can't find it in the dictionary.
A) means the word 'heliotrope' B) mean the word 'heliotrope'
C) does the word 'heliotrope' mean D) do the word 'heliotrope' mean

10. He_____ that his mobile phone had been out of action all day.
A) told B) said C) asked D) wanted to know

11. We asked the travel agent_____ a swimming pool at the villa.

A) is there B) was there C) if there was D) whether there is

12. I've never heard _____ ridiculous speech.
A) a such B) such a C) so a D) a so

Grammar Test 2

Choose the best answer A, B, C or D.

1. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.
A) of B) that C) is that D) which is

2. The basic premise behind all agricultural production is _____ the riches of the soil available for human consumption.
A) to be made B) the making C) making is D) to make

3. So many whales_____ that they are in danger of dying out.
A) were killed B) are killed C) have killed D) have been killed

4. By the third month of the war rebel forces _____ most of the province.
A) takes B) took C) had taken D) were taking

5. If you _____ the 'record' button, the green light will come on.
A) will press B) would press C) press D) should press

6. The council _____ find ways of cutting costs last year.
A) must B) had to C) will have to D) has to

7. Unfortunately, you_____ grow bananas in the British climate.
A) may not B) can't C) must not D) ought not to

8. Who usually_____ the certificates at the graduation ceremony?
A) does present B) do present C) presents D) present

9. The manager told us last Friday evening that he wanted us in at 8 a.m. _____ to start the Saturday sale.
A) tomorrow B) the next day C) today D) the day before

10. The Stanford University survey asked respondents how much time_____ on the Internet.

A) did you spend B) did they spend C) they spend D) they spent

11. Generally_____, our best business comes via our website.
A) to speak B) speaking C) having spoken D) to have spoken

12. I have to say that the hotel wasn't quite _____ the brochure claimed.
A) as luxurious as B) more luxurious as C) so luxurious how D) as luxurious how

Grammar Test 3

Choose the best answer A, B, C or D.

1. Modern skyscrapers have a steel skeleton of beams and columns _____ a three-dimensional grid.
A) forms B) from which forming C) and forming D) that forms

2. In the late 1970s and early 1980s, the United States developed a reusable space shuttle _____ to space cheaper and easier.
A) to make access B) and making access C) which made accessible D) and made accessible

3. When I graduate from college next June, I _____ a student here for five years.
A) has been B) will be C) will have been D) had been

4. No biological life was found, though it_____ by many scientists.
A) had speculated B) have been speculating C) speculated D) had been speculated

5. If the museum had charged money for entry, a lot of people_____ able to use it at that time.
A) would not be B) would not have been C) were not D) had not been

6. Thanks to satellite technology, we _____ now predict hurricanes quite accurately.
A) may B) ought C) can D) must

7. If you think a piece of equipment in the gym isn't working properly and _____ mending, tell the instructor.
A) must B) may be C) should be D) needs

8. The government has broken all its pre-election promises regarding the Health Service, _____?
A) hasn't it B) hasn't the government C) has not it D) isn't it

9. The veterinarian told the farmer_____ the animal sleep.
A) let B) to let C) not let D) to not let

10. Professor Jones rang from Vancouver. He said he_____ to stay another week as the research was still going on there.
A) decides B) has decided C) had decided D) will decide

11. The Hyperlink modem is much _____ than any others in our catalogue.
A) fastest B) the fastest C) more faster D) faster

12. _____ regularly, the engine should last for 200,000 kilometers.
A) Serviced B) Servicing C) Service D) Having been servicing

Grammar Test 4

Choose the best answer A, B, C or D.

1. _____ more than 65,000 described species of protozoa of which more than half are fossils.
A) Being that there are B) There being C) Are there D) There are

2. We are not allowed _____ any arrangements for the conference before talking to him.
A) make B) made C) to make D) had made

3. In recent years, scientific and technological developments_____ human life on our planet.
A) change B) have changed C) have change D) changed

4. If the form had been completed correctly, the transfer _____ only two days.
A) would take B) will take C) took D) would have taken

5. Latecomers _____ to enter the theatre until there is a suitable break.
A) may not B) will not may C) will not be allowed D) will not have

6. Applicants for this desk-top publishing course must have good keyboarding skills but _____ to have prior publishing experience.
A) don't need B) must C) need D) mustn't

7. _____ does it take you to get to the university campus?
A) How quickly B) When C) How long D) How far

8. The manager asked the staff_____ anything in the office before the police arrived.

A) to touch B) not to touch C) to not touch D) don't touch

9. There are so many people here! But that TV programme a few weeks ago said the smaller islands of the archipelago _____ mostly uninhabited and very peaceful.
A) are B) is C) was D) were

10. The scientists said it was one of _____ earthquakes ever.
A) most powerful B) the most powerful C) powerfullest D) more powerful

11. _____ rich, he won't be able to afford this equipment.
A) Being not B) Not being C) Having not been D) Not to be

12. The candidates_____ in alphabetical order.
A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

Grammar Test 5

Choose the best answer A, B, C or D.

1. The company launched an advertising campaign _____ its market share.
A) to increase B) that increase C) that it increases D) to be increased

2. The new tax regulations are somewhat_____ last year's.
A) rigorouser than B) more rigorous than C) more rigorous as D) as rigorous than

3. The value of the currency fell, _____ foreign holidays more expensive.
A) having made B) making C) being made D) having been made

4. This area_____ by closed circuit cameras.
A) is monitoring B) has been monitoring C) is being monitored D) is been monitored

5. The firm _____ company cars to junior managers since 2002.
A) gives B) is giving C) has been giving D) has given

6. If the governments involved_____ positive action after the 1997 crisis, the current crisis would not have happened.
A) took B) take C) have taken D) had taken

7. They finish the new motorway next month so we _____ get to the coast much more quickly.
A) can B) will can C) will be able to D) will have to

8. You _____ have an international driving license for this country.
A) don't have to B) must not C) has to D) must not to

9. Our CEO entered his chosen career quite late, _____?
A) isn't it B) didn't he C) did not he D) didn't our CEO

10. The departmental manager _____ it was my fault that we had lost the Siemens contract.
A) told B) said me C) said D) told to me

11. Does the brochure say _____ in the villas.
A) how often is the bed linen changed B) how often the bed linen is changed
C) how is the bed linen changed often D) how the bed linen often is changed

12. The damage was _____ severe that the pilot couldn't regain control.
A) so B) such C) so a D) such a

Grammar Test 6

Choose the best answer A, B, C or D.

1. Much of the forest_____ out in the hurricane, as you can see.
A) has been wiped B) has wiped C) wiped D) was wiped
2. I _____ your report yesterday – could I see it now?
A) have not received B) not received C) did not receive D) did not received
3. Could you look after Mrs White tomorrow – I can't do it because I _____ back from the conference when she gets here.
A) will have travelled B) was travelling C) was going to travel D) will be travelling
4. The telecoms operator _____ figures showing that the demand for broadband Internet has grown twice this year.
A) has been published B) has published C) is being published D) will be published
5. If that package from Neilson's arrives this afternoon, _____it up to my office immediately.

A) you are bringing B) you would bring C) bring D) you brought

6. No conclusions _____ from this chapter.

A) can be drawn B) can't be drawn C) cannot be drawn D) can be not drawn

7. The files aren't here – I _____ them back at the office.

A) may leave B) must be leaving C) should have left D) must have left

8. Every new discovery seems to widen the horizon and increase the extent of _____ contact with unexplored areas.

A) our B) us C) we D) ours

9. I asked Martha _____ the conference had gone well.

A) what B) didC) if D) that

10. My boss was very supportive and encouraged me _____for the promotion.

A) to apply B) to have applied C) to applying D) to be applied

11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.

A) who B) which C) whose D) where

12. There is hardly _____ to be seen in the city centre after dusk.

A) nobody B) anybody C) everybody D) one

13. The new manager is sure _____ into ways to cut costs.

A) to looking B) to look C) being looked D) to be looked

14. Our new security scheme is much _____ than the previous Government's.

A) generouser B) more generouser C) generousest D) more generous

15. The Black Sea is _____ the North Sea.

A) not so stormy than B) not stormy as C) not so stormy like D) not so stormy as

Grammar Test 7

Choose the best answer A, B, C or D.

1. I_____ for a German laboratory for two years, from 1990 to 1992.

A) work B) have worked C) have been working D) worked

2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.

A) will use B) are going to use C) will be using D) were going to use

3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.

A) shows B) show C) are shown D) were shown

4. Gas is made up of very _____ molecules.

A) few B) less C) much D) a large number

5. They refused to give _____ explanation to the fact.

A) some B) any C) no D) not any

6. We had to get an interpreter in Japan because none of us_____ speak Japanese.

A) knew B) were able C) could D) succeeded

7. The Manager asked me _____ of the new proposal.

A) what did I think B) if I thought C) that I did think D) what I thought

8. He apologized _____ at the meeting late.

A) to arrive B) that he arrived C) of arriving D) for arriving

9. You _____ yet whether to study management or business administration.

A) need decide B) need deciding C) needn't decide D) need to have decided

10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?

A) ourselves B) us C) each other D) our

11. All the problems _____ from both theoretical and experimental viewpoints.
A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
A) convenienter B) convenientest C) more convenienter D) more convenient
13. These _____ are available in current literature.
A) datum B) datums C) datas D) data
14. The atomic weight of sulphur is twice _____ that of oxygen.
A) as large as B) as large than C) larger as D) so large as
15. There will be a repeat of the smog crisis of two years ago here if nothing _____ to control the fires.

A) be done B) will be done C) would be done D) is done

Grammar Test 8

Choose the best answer A, B, C or D.

1. We_____ that the authorities are not doing enough to restore this beautiful lake to its former state.
A) believingB) are believing C) believes D) believe
2. Customers in remote areas do not know whether the phone lines in their areas _____.
A) will be being upgraded B) will upgrade C) will be upgraded D) will have upgraded
3. Monsieur Degas _____ this afternoon, but he rang to change the appointment to next Tuesday.
A) would come B) was going to come C) is going to come D) will have come
4. _____ you those figures yet?
A) Has he sent B) Have he sent C) Has he send D) Did he send

5. Neil's a good administrator, but if he deals with customers, he always _____ problems.
A) creating B) creates C) created D) would create
6. If the temperature _____, the experiment might have been a failure.
A) had been not raised B) had not been raised C) had not raised D) would have been raised
7. I haven't seen Simone for ages - she_____ in a different department.

A) should work B) needn't have worked C) must be working D) ought to have been working

8. _____ these hypotheses can explain the origin of the solar system.

A) Nothing of B) No of C) Nobody of D) None of
9. At the meeting the shareholders asked how the company _____in the previous year.

A) did B) had done C) have done D) has done
10. At present intensive research _____ on the improvement of spaceflight conditions.

A) is done B) is doing C) is being done D) has been done

11. You _____ such a long essay. Three paragraphs would be enough to demonstrate your writing ability. You have written much more than that.
A) need have written B) needn't have written C) need write D) need writing
12. I thought the Government _____ genetically modified food. Didn't the Prime Minister say that himself?
A) is supported B) supported C) have been supported D) will support
13. Electronic devices are in wide use in this _____.
A) laboratory research B) laboratory's researches C) laboratories researches D) laboratories's research
14. The physiologists are rather worried about the side effects of aspirin. Can you recommend a _____ alternative?
A) safier B) safer C) more safe D) more safer
15. The older the formations, _____ generally to study.
A) hard they are B) they are hard C) the harder they are D) harder they are

Grammar Test 9

Choose the best answer A, B, C or D.

1. The main advantage of broadband Internet is that files _____ by users up to 40 times faster than with a dial-up modem.
A) can download B) can be downloaded C) must be loaded D) could download
2. How many units_____ last year?

A) sold you B) have you sell C) have you sold D) did you sell

3. If sales continue to do this well, we _____ our target by the end of next month.

A) will have reached B) are reaching C) will be reaching D) were reaching

4. Each year millions of reports on scientific research are published, a great number of _____ being in foreign languages.

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

5. The device has got a year's guarantee, so you can bring it back if anything _____ wrong.

A) will go B) would go C) goes D) had gone

6. The research group might_____ good results.

A) getting B) got C) get D) not got

7. The detailed study of planets close to the Earth _____ in our knowledge concerning the origin of the solar system.

A) won't filled gaps B) will fill gaps C) not fill gaps D) fill gaps

8. I couldn't find Mrs Arnoux, so I asked her secretary _____.

A) was she there B) where was she C) where she was D) where she was being

9. He rang to ask _____we were still interested in the site or not.

A) whether B) when C) where D) that

10. I can't wait so you must give me an _____ answer.

A) immediately B) immediate C) more immediate D) most immediate

11. You can't have lost the laboratory key. It's got to be _____.

A) anywhere B) somewhere C) everywhere D) where some

12. The problems that exist with your experimetns today should _____ a month or two ago.

A) have been solved B) be solved C) have solved D) have been solving

13. In our study children on a diet high in dairy products tended to be considerably_____ than average.

A) more fat B) fatter C) fater D) more fatter

14. Petrol is _____ it was a few years ago.

A) twice more expensive as B) two times more expensive as C) twice as expensive as D) two times much expensive than

15. They are often confronted with difficult problems which they have to _____.

A) have solved B) solve C) be solving D) have been solving

Grammar Test 10

Choose the best answer A, B, C or D.

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.
A) bring ing B) bring C) brings D) has brought
2. I can't find Ms Brown – _____ to lunch?
A) Have she gone B) Has she gone C) Did she go D) Has she went
3. The materials _____ excessively wet or excessively dry for this purpose.
A) must be not B) must not be C) have not be D) has not be
4. Usually outstanding scientists _____ to give review papers.
A) are being invited B) are invited C) invited D) were being invited
5. If you_____ tomorrow, you'll have problems because of the volcano eruption in Iceland.

A) will travel B) travelled C) would travel D) travel

6. I_____ the contract if I had read it properly.

A) will have signed B) wouldn't have signed C) didn't sign D) signed

7. Sorry, but_____ you give me a hand with these test tubes? They're very fragile.

A) might B) may C) would D) shall
8. We _____them the reminder on Monday morning because the cheque arrived that afternoon.

A) needed to send B) needn't send C) needed to have sent D) needn't have sent
9. I didn't receive the ticket, so I rang the travel agent to find out if they _____it.

A) sent B) had sent C) have sentD) sends

10. I rang to ask when they _____, but in fact they had already relocated.

A) are moving B) will move C) shall move D) were moving

11. Many research scientists are inspired by the hope of _____ diseases by genetic engineering,

A) cure B) having cured C) being cured D) curing

12. The new chess champion from Ukraine is amazing. _____ can beat him!

A) Anyone B) Everyone C) No one D) One

13. He brought a laptop _____ his e-mails when he was travelling.

A) access B) to access C) to have accessed D) to be accessed
14. I don't mind the Mediterranean summer because it's a_____ heat than you find in the tropics.
A) dryer B) drier C) more dry D) more drier
15. It doesn't rain _____ it does in autumn.
A) as much in summer as B) as many in summer as C) so much in summer than D) as much in summer like

Grammar Test 11

Choose the best answer A, B, C or D.

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.
A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.
A) many B) much C) few D) little
4. In recent years, many plans _____ for large 'floating cities' with living accommodation for as many as 50,000 people.
A) have made B) have been making C) have been made D) making
5. The world's oceans contain huge amounts of salt. In fact, if you _____ all the salt from the oceans, you _____ to use it to build a wall about 300 km wide and a kilometer tall all around the Earth!
A) remove/will be able B) removed/would be able
C) had removed/would have been able C) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
A) had better not B) needn't C) don't have to D) mustn't
10. The latest study_____ by these two environmental engineers has produced mixed results.
A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
A) that B) which C) whom D) why

12. It remains to be seen _____ great companies or make them stronger than ever.
A) if the new technology will weaken B) will the new technology weaken
C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.
A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

Choose the best answer A, B, C or D.

1. Although rainforests cover only six per cent of the Earth's land surface, they_____ about 50% of all species of life on the planet.
A) containing B) are containing C) contain D) have been containing
2. When Edouard Benedictus, a French scientist, _____ in his laboratory, he dropped a glass bottle which had some plastic inside – and invented safety glass.
A) was working B) has worked C) works D) worked
3. _____ desert plants store food in their leaves or roots, and some desert plants can live for many years.
A) Many B) A lot C) Lots D) much
4. The passengers of the cruise ship _____ with all kinds of entertainment and sports facilities.
A) will have provided B) will be provided C) will provide D) will be providing
5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.
A) would be/saw B) are/will see
C) had been/would have seen D) were/would see
6. Planets are very far away, and a journey to Mars would take about 9 months, _____ a journey to the Moon (about 3 days).
A) more longer than B) as long as C) much longer than D) longest than
7. John Stuart decided _____ Australia from south to north in 1859.
A) cross B) to cross C) crossing D) in crossing
8. One of the possible reasons for sleeping is that if we didn't sleep and save some energy, we _____ have to eat a lot more food.
A) can't B) will C) may D) must
9. Are you any good at athletics? How fast _____ you run?

A) should B) must C) need D) can
10. Before _____ about the problems caused by large-scale industry, it makes sense to consider small-scale pollution at home.
A) worrying B) worried C) been worried D) having been worried
11. Today, mountain forests and fresh springs surround the rim of the crater's walls, _____ reach an elevation of 2286 km.
A) that B) what C) those D) which
12. Do you happen to know _____ similar in size?
A) are the Arabian Desert and the Gobi Desert B) whether the Arabian Desert and the Gobi Desert are
C) the Arabian Desert and the Gobi Desert are C) if are the Arabian Desert and the Gobi Desert
13. The Managing Director told his secretary _____ anyone in during the staff meeting.
A) not let B) don't let C) not to let D) to not let
14. Old companies always _____ new technology.
A) fear B) are feared C) are being feared D) have been feared
15. Each species of frog has a particular set of sounds, because _____ important that frogs of the same species find each other.
A) it is B) they are C) there is D) there are

Grammar Test 13

Choose the best answer A, B, C or D.

1. While he _____ the Moon through his telescope, Galileo realized that it had mountains and craters.
A) observed B) was observing C) observes D) observing
2. This telescope is excellent! It _____ for fifteen years, and it has produced more than 700,000 images of the universe.
A) works B) have worked C) has been working D) worked
3. You can't swim in the Dead Sea because it contains too _____ salt.
A) many B) a lot of C) lots D) much
4. Worldwide sales of bottled water _____ to reach $72 billion by next year.
A) forecast B) forecasted C) is forecast D) are forecast
5. If a storm _____ Bartolomeu Dias's ship off the coast of Africa in 1487, they _____ in the Indian Ocean by accident.
A) had not hit/would not have arrived B) did not hit/would not arrive
C) would not hit/did not arrive D) would not have hit/had not arrived
6. Hot water can freeze _____ cold water.
A) more easy than B) more easily than C) as easier as
D) easiest as

7. Finally in 1861 Stuart managed _____ at the northern coast of Australia, near the modern city of Darwin.
A) to arrive B) arriving C) in arriving D) arrive
8. Scientists could not understand why Mercury appeared to rotate faster than it should, and some astronomers suggested that there _____ be an undiscovered planet causing this unusual orbit and even gave it the name 'Vulcan'.
A) can not B) might C) need D) mustn't
9. You _____ eat so many sweets. They aren't good for you.
A) had better B) don't have to C) shouldn'tD) needn't
10. The results _____ by our American colleagues are easy to explain if you apply Einstein's theory of relativity.
A) obtaining B) been obtained C) having been obtained D) obtained
11. Millions of years ago, Ngorongoro was an active volcano with a cone _____ some scientists believe was as high as Mount Kilimanjaro.
A) what B) where C) that D) why
12. Do you know _____?
A) how high is Mount Everest B) how Mount Everest is high C) Mount Everest how high is D) how high Mount Everest is
13. The explorer asked his companions _____ fires after dark.
A) not make B) don't make C) to not make D) not to make
14. In many countries in recent years, areas of urban land which were once used for industry _____ for other purposes.
A) have redeveloped B) have been redeveloped C) have redeveloping D) have being redeveloping
15. At the Equator, _____ a lot of rain, on average more than 200 cm per year.
A) it is B) they are C) there is D) there are

Grammar Test 14

Choose the best answer A, B, C or D.
1. In recent years, cable television _____ the power of the broadcasters.
A) has undermined B) undermined C) was undermined D) undermining
2. In 1999, 156 countries _____ the Kyoto protocol, part of a United Nations agreement on climate change.
A) have signed B) signed C) signing D) were signing
3. In geography, a desert is an area which receives little rain and which loses _____ its moisture through evaporation.
A) a lot of B) a lot of C) many D) much
4. Overcrowded classrooms frequently _____ levels of carbon dioxide that would be regarded as unacceptable on board a submarine.
A) are contained B) contain C) contains D) containing

5. If Charles Darwin _____ a voyage to South America between 1831 and 1836, he _____ his famous book *The Origin of Species*, which argued that living creatures evolved over millions of years.
A) did not take/would not write B) would not take/did not write
C) would not have taken/had not written D) had not taken/would not have written
6. Research shows that levels of pollutants are usually _____ indoors than out, even in the most polluted cities.
A) highest B) most high C) more high D) higher
7. On that expedition, Stuart failed _____ the coast, and turned back ill and short of food.
A) to reach B) reaching C) in reaching D) reach
8. Lack of sleep _____ damage the immune system, so people who do not sleep enough tend to fall ill more often.
A) can B) should C) must D) need to
9. I'm really tired, but luckily I _____ get up early in the morning.
A) can't B) don't have to C) had better D) shouldn't
10. Some amateur paleontologists insist that _____ fossils can be really exciting.
A) having collected B) collect C) having been collected D) collecting
11. The Polar Bear, _____ is threatened by global warming, may become extinct by the end of the century.
A) that B) which C) whom D) those
12. We still don't know how many _____ in the earthquake.
A) have people been injured B) if people have been injured
C) people have been injured D) whether have people been injured
13. People once thought that coal and sulphur burning below ground _____ volcanic eruptions
A) cause B) are causing C) caused D) will cause
14. Since the 1980s, $ 10 billion _____ on the project.
A) has been spent B) has spending C) has been spending D) has spent
15. In a tropical forest, _____ difficult for plants on the forest floor to develop, as tall trees (25-35 metres) block the light.
A) they are B) there are C) there is D) it is

Grammar Test 15

Choose the best answer A, B, C or D.

1. News of this technological development _____ some years ago.
A) has been published B) was published C) published D) have been published
2. Since the early 1980s, we_____ aware of the devastating effects of large-scale environmental pollution.

A) areB) have been C) are beingD) will be
3. Reptiles, such as snakes, lizards and tortoises, spend _____ hours in the sun to generate body heat.
A) lots B) a lot C) many D) much
4. New technologies always _____ within them both threats and opportunities.
A) contain B) are contained C) containing D) have been contained
5. If Columbus _____ about Marco Polo's trip to China, he _____ to sail there by crossing the Atlantic.
A) did not read/would not try B) had not read/would not have tried
C) would not have read/had not tried D) would not read/would not try
6. Brazil's Amazon forest is disappearing _____ scientists previously imagined.
A) as fast than B) less faster than C) fastest than D) faster than
7. John Stuart's expedition succeeded _____ a huge desert.
A) to discover B) discovering C) in discovering D) discover
8. Most of us enjoy a good night's sleep, but we _____ not realize just how important sleep is.
A) must B) should C) may D) can
9. I think that was the last bus. _____ look for a taxi.
A) We needn't B) We'd better C) We're able to D) We don't have to
10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.
A) Collected B) Having been collected C) Having collected D) Being collected
11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.
A) which B) where C) that D) whom
12. The researchers are wondering how long _____ in tap water.
A) chlorine stays B) does chlorine stay C) does chlorine stays D) if chlorine stays
13. Scientists predicted when _____ by measuring movements in the Earth.
A) the volcano will erupt B) will the volcano erupt
C) the volcano would erupt D) would the volcano erupt
14. Modern recycling methods _____ to save energy on board the Freedom Ship.
A) will use B) will be using C) will have used D) will be used
15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.
A) they are B) it is C) there is D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

Read the text below and decide which answer A, B, C or D best fits each space.

Sound Advice for Language Learners

A recent (0)…*B*….. of a language learning magazine has consulted a number of experts in the (1)……..of second language acquisition. Their advice may prove invaluable for those (2) ……..a language course. One suggestion is that you (3)…….. whether you are likely to be successful at learning a language. Did you enjoy studying languages at school, for example? Do you have enough time to learn a language? The major (4) …….. will be your own time and effort. Therefore you must make sure that the course on offer leads to a (5) …….. qualification. Also, be realistic in your (6)…… . If you don't set achievable aims you are most likely to give up. Do not be deceived (7)…….. thinking that the most expensive courses are the best. (8)…….. around to get the best possible value for money. You should also bear in mind that the quicker you learn a language the more quickly you forget it. Sandra Miller, a French teacher, tried to teach herself German by enrolling on a (9)…….. course. Already fluent in four languages and with a sound knowledge of teaching methodology her chances of (10)…….. progress were high. Three years (11)…….. she remembers very little. She feels her biggest mistake was not to follow (12)…….. her first experience. "I should have consolidated what I had learnt by continuing to study, even if it were by myself."

0	A series	B issue	C programme	D release
1	A domain	B branch	C field	D area
2	A wondering	B thinking	C looking	D considering
3	A assess	B review	C balance	D survey
4	A charge	B cost	C price	D valuation
5	A recognised	B understood	C valued	D regarded
6	A sights	B ends	C objects	D goals
7	A by	B about	C into	D in
8	A Nose	B Push	C Run	D Shop
9	A rapid	B crash	C quick	D fast
10	A achieving	B doing	C gaining	D making
11	A on	B forward	C from	D onward
12	A up	B on	C through	D out

Vocabulary Test 2

Read the text below and decide which answer A, B, C or D best fits each space.

Improving Your Intellect

A (0)…*B*….. of researchers at the University of California claimed in a recently published report that listening to classical music can actually improve one's level of intelligence. This surprising claim was (1)…….. after groups of volunteers listened to three different tapes and completed IQ tests after listening to each one. The volunteers (2)…….. ten minutes of Mozart, a relaxation tape and a recording of silence. When making the test after listening to Mozart, the subjects' scores were noticeably (3)…….. than after the other two. However, the tape had no (4)…….. effect on any of the volunteers' intelligence levels.

Researchers believe that this kind of music opens certain neural networks which are used when performing intellectual tasks like puzzle (5)…….. . They do not claim that Mozart alone among classical composers is (6)…….. of lifting your spirits and boosting brain-power, but they do believe that this particular composer's distinctive style makes his works ideally suited for stimulating our grey matter. Researchers in New Zealand attempted to (7)…….. these results, but their efforts did not (8)…….. with success. Despite this lack of this outside verification, the Californian team are determined to carry (9)…….. . Further (10)…….. have been planned, this time using a (11)…….. range of audio material. Chris Band, one of the leaders in the UK intelligence research field, has poured cold water on Californian claims. He asserts that their results cannot be (12)…….. seriously until someone else manages to reproduce them.

0	A party	B team	C band	D gang
1	A made	B said	C stated	D done
2	A heard	B listened	C followed	D attended
3	A larger	B more	C greater	D higher
4	A last	B permanent	C final	D constant
5	A solving	B working	C doing	D putting
6	A capable	B able	C competent	D proficient
7	A redo	B copy	C imitate	D reproduce
8	A engage	B welcome	C meet	D accept
9	A off	B on	C along	D out
10	A trials	B experiences	C efforts	D attempts
11	A longer	B richer	C further	D broader
12	A faced	B accepted	C taken	D believed

Vocabulary Test 3

Read the text below and decide which answer A, B, C or D best fits each space.

Environmental Concerns

Earth is the only (0)…*B*….. we know of in the universe that can support human life. (1)…….. human activities are making the planet less fit to live on. As the western world (2)…….. on consuming two-thirds of the world's resources while half of the world's population do so (3)…….. to stay alive we are rapidly destroying the (4)…….. resources we have by which all people can survive and prosper. Everywhere fertile soil is (5)…….. built on or washed into the sea. Renewable resources are exploited so much that they will never be able to recover (6)…….. . We discharge pollutants into the atmosphere without any thought of the consequences. As a (7)…….. the planet's ability to support people is being (8)…….. at the very time when rising human numbers and consumption are (9)…….. increasingly high demands on it.

The Earth's (10)…….. resources are there for us to use. We need food, water, air, energy, medicines, warmth, shelter and minerals to (11)…….. us fed, comfortable, healthy and active. If we are sensible in how we use the resources they will (12)…….. indefinitely. But if we use them wastefully and excessively they will soon run out and everyone will suffer.

0	A situation	B place	C position	D site	
1	A Still	B Even though	C In spite of	D Despite	
2	A continues	B repeats	C carries	D follows	
3	A already	B just	C for	D entirely	
4	A alone	B individual	C lone	D only	
5	A sooner	B neither	C either	D rather	
6	A quite	B greatly	C utterly	D completely	
7	A development	B result	C reaction	D product	
8	A stopped	B narrowed	C reduced	D cut	
9	A doing	B having	C taking	D making	
10	A natural	B real	C living	D genuine	
11	A hold	B maintain	C stay	D keep	
12	A last	B stand	C go	D remain	

Vocabulary Test 4

Read the text below and decide which answer A, B, C or D best fits each space.

No More Classes

The use (0)…*C*….. computers has meant students can study language programmes (1)…….. their own speed when and for how long they want – and no need to worry about the teacher having a favourite or doing (2)…….. another boring lesson. What's more, in the virtual classrooms of the future the student will (3)…….. on their headset, and be transported into an imaginary school, choose

their class, take the books they need off the shelf and (4)…….. conversations with other computerized students.

They might (5)…….. choose to pay a visit to the supermarket or the train station, the bank or the restaurant. At the (6)…….. of a button they would be transported to (7)……..realistic settings where they could practice their English, maybe getting a hand (8)…….. a virtual English companion. All this perhaps, at the computer, from the comfort of their home: no (9)……..to catch the bus to college, or a plane to England.

Exciting? Certainly, and an interesting alternative to traditional classroom lessons. But would it ever (10)…….. the classroom? Hopefully not. (11)…….. the need to relate to real people talking about real issues and generally learning a little more about others will always lead language learners to (12)……..at least a little of their time with real people.

0	A in	B at	C of	D to
1	A with	B for	C at	D in
2	A still	B for	C yet	D already
3	A place	B put	C set	D get
4	A take	B do	C catch	D hold
5	A although	B preferably	C instead	D contrary
6	A force	B hit	C depress	D push
7	A so	B such	C like	D alike
8	A with	B to	C from	D for
9	A role	B duty	C obligation	D need
10	A replace	B restore	C succeed	D recover
11	A definitely	B mainly	C totally	D surely
12	A spend	B make	C have	D do

Vocabulary Test 5

Read the text below and decide which answer A, B, C or D best fits each space.

The Sahara

Around 4,000 BC, the Sahara began to turn (0)…*A*….. a desert. Since that time, it has slowly been growing larger and larger and today it is the world's largest desert. It (1)…….. nine million square kilometers of Africa, that is, as (2)…….. land as the United States. The Sahara is mostly made up of mountains, bare rocky plains and high flatlands (3)…….. plateaus. The rest is a(n) (4)…….. sea of sand which in some (5)…….. piles up into dunes. Very few plants survive more than a few weeks and those that do have adapted deep roots or take in moisture (6)…….. their leaves. The desert is hot and dry during the day but (7)……..cool at night. Many of the two million people who (8)……..in the Sahara are nomads – people

who travel from place to place to (9)…….. food and water for themselves and their animals. This traveling is necessary since the Sahara gets less than ten centimeters of water a year. Other people (10)……., prefer not to travel and live in oases. Oases are places where water comes from wells or springs and where people can (11)…….. their crops and water their animals. This picture of the Sahara is different to how it was over ten thousand years (12)……., when it had lakes and streams and was a fertile place.

0	A into	B to	C from	D out
1	A has	B covers	C takes	D owns
2	A long	B far	C much	D many
3	A said	B named	C told	D called
4	A extreme	B huge	C bulky	D extended
5	A sites	B events	C places	D positions
6	A in	B on	C through	D about
7	A turns	B converts	C changes	D has
8	A inhabit	B live	C stay	D exist
9	A explore	B invent	C find	D supply
10	A although	B but	C and	D however
11	A grow	B raise	C develop	D increase
12	A since	B before	C ago	D after

Vocabulary Test 6

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. The buyer wanted the furniture manufacturer to <u>cut</u> his prices.
A) do away with B) make use of C) reduce D) review
2. The <u>prime</u> ingredient in table salt is sodium.
A) curious B) unexpected C) effective D) main
3. The temperature of water can <u>accelerate</u> a chemical reaction.
A) quicken B) increase C) delay D) stop
4. He is <u>very enthusiastic</u> about his acceptance to the University.
A) excited B) pleased C) passive D) non-committal
5. What is necessary now is a correct <u>balance of</u> the use of coal, gas, oil and nuclear power.
A) method in B) mixture of C) technique D) technology in
6. The cup was filled <u>to the rim</u>.
A) to the brim B) too full C) overflowing D) half way
7. She always <u>avoided</u> her bad-tempered aunt.
A) disliked B) remembered C) took care of D) evaded
8. I was all <u>alone</u> and felt like crying.

A) sad B) unhappy C) lonely D) unloved
9. He looked up just as the sun emerged from the cloud.
A) vanished in B) covered C) appeared out of D) revealed
10.A flying aeroplane maintains its equilibrium as long as there is sufficient support from the pressure of air or wind against its wings.
A) equanimity B) balance C) ability to fly D) flight path

Vocabulary Test 7

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. A conscientious scientist hardly ever bases his research on a guess.
A) probably B) variably C) scarcely D) undeniably
2. The University basketball team is undoubtedly the best one in the city.
A) persistently B) relativelyC) certainly D) practically
3. There is an abundance of ore in the mountain area.
A) a wide variety B) more than sufficient C) a unique type D) a common type
4. Severe criticism does not create a supportive learning environment.
A) harsh B) unfair C) special D) light
5. They adapted slowly because their surroundings were so new to them.
A) warmed up B) adjusted C) frozen D) improved
6. Congress is discussing tax rates tomorrow in a closed session.
A) abolishing B) reducing C) debating about D) revoking
7. He has a fine apartment with all the modern conveniences.
A) house B) flat C) office D) department
8. The child died from lack of care and proper nourishment.
A) excess B) desire C) denial D) absence
9. The basic colours of the spectrum are red, blue and yellow.
A) necessary B) secondary C) exceptional D) primary
10. His attempts to shift the blame for his defeat onto his companion met no response.
A) responsibility B) importance C) reason D) necessity

Vocabulary Test 8

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. Modern technology was not generally available before the 1930s.
A) at the time of B) prior to C) due to D) thanks to

2. A group of geologists explored the caves.
A) isolated B) inscribed C) tested D) examined
3. Ecologists are advocating measures to clean the polluted areas.
A) supporting B) opposing C) discouraging D) believing in
4. The Mississippi River flood in 1994 was devastating.
A) divisible B) crushing C) damaging D) shocking
5. At times the vital balance between animals and plants is upset by man's interference.
A) good intentions B) intrusion C) assistance D) withdrawal
6. Congress is discussing tax rates tomorrow in a closed door session.
A) abolishing B) reducing C) debating about D) revoking
7. Suddenly a cloud appeared on the horizon.
A) emerged B) grew larger C) was hidden D) turned back
8. His enthusiasm for sports affected the results of his school examination.
A) effected B) improved C) influenced D) inspired
9. The population of the town is slightly less than one hundred thousand people.
A) even B) a little C) a lot D) much
10. Gradually the participants of the conference filled the conference hall.
A) all at once B) recently C) suddenly D) little by little

Vocabulary Test 9

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. If water freezes, its volume increases.
A) varies B) expands C) diminishes D) weighs
2. The scientist studied his subject thoroughly before he started the project.
A) incredibly B) in depth C) in vain D) imperceptibly
3. In the laboratory the test tube rack is adjacent to the desk.
A) far from B) within C) behind D) next to
4. The drop in temperature was negligible.
A) unimportant B) average C) needless D) misleading
5. The young engineer had to take upon himself all the blame for the failure of the project.
A) recognition B) praise C) responsibility D) credit
6. The rain was lashing and it was cold in the room without a fire.
A) stuffy B) cosy C) icy D) chilly
7. I am alone and can do more or less whatever I like.
A) solitary B) superior C) among friends D) grown-up
8. The government's failure to establish any sound economic policy was acknowledged by the minister.
A) talked about B) made public C) admitted D) denied

9. Our manufacturing methods will be adapted to conform to the new technology.
A) improved B) renewed C) adjusted D) tolerated
10. The debate about the health care reform seems to go on endlessly.
A) discussion B) complaints C) disquietude D) disagreement

Vocabulary Test 10

Choose the word or phrase (A, B, C or D) that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. The Alps are huge and treacherous mountains.
A) low B) spectacular C) enormous D) solid
2. In colonial times marketing was basically an exchange of goods and services.
A) a harmony B) a collection C) a trade D) a cycle
3. The doctor verified that the disease could be prevented.
A) confirmed B) stated C) believed D) disproved
4. The economic conditions influenced the Ukrainian life style.
A) effected B) affected C) improved D) stabilized
5. We put up tents on the border of the lake.
A) on the edge of the lake B) near the lake C) on the pier of the lake D) in front of the lake
6. We asked a plumber to take a look at our bathroom so he could make an estimate of the repair costs.
A) a hypothesis B) a rough calculation C) a long list D) a proposal
7. We are alone here; you can tell me whatever you've come to tell.
A) among friends B) by ourselves C) close together D) forgotten
8. Want of money forced the old man to go begging.
A) excess B) love C) banishment D) lack
9. He acknowledged his defeat in the chess tournament by failing to appear in the last game.
A) refused B) spoke about C) admitted D) learned about
10. The gallery displayed an authentic picture by da Vinci.
A) genuine B) antique C) expensive D) forgotten

Vocabulary Test 11

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. Technology has indeed had a significant _____ on our lives today.
A) change B) role C) effort D) effect

2. The experiment was successfully _____ by a team of scientists.
A) performed B) created C) operated D) fulfilled
3. The third _____ of the book has not been published yet.
A) report B) publicity C) edition D) issue
4. Since he lost his job last year, he has been _____.
A) unworked B) resting C) sitting D) unemployed
5. This tradition is _____. It is found nowhere else in the world.
A) rare B) individual C) single D) unique
6. Her problem was that she _____ stand losing.
A) couldn't B) wouldn't C) didn't D) shouldn't
7. They decided to _____ the deadline.
A) proceed B) travel C) extend D) continue
8. The management promise to _____ action if a customer has been poorly treated by the staff.
A) take B) get C) make D) do
9. The next generation of telephones in every home will _____ us to see the person we are speaking to.
A) permit B) enable C) assist D) let
10. The repairs will be carried out _____ a week of receipt of your call.
A) with B) for about C) until D) within

Vocabulary Test 12

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. The bigger the memory on your hard disk, the more _____ you can store.
A) details B) money C) data D) transactions
2. Alexander Graham Bell _____ the telephone.
A) invented B) discovered C) founded D) created
3. This job requires certain _____. You have to be good at operating computers and dealing with people.
A) qualifications B) skills C) techniques D) knowledge
4. The pumping of industrial _____ into the sea kills marine life.
A) sewage B) litter C) rubbish D) waste
5. Traffic congestion can _____ to delays in reaching your destinations.
A) lead B) drive C) result D) direct
6. Please make _____ your mind what you what to do.
A) out B) clear C) sure D) up
7. The _____ requirements for British universities is usually three A levels.
A) exit B) reception C) entrance D) coming
8. You ought to take _____ of the great prices in the winter sales.
A) opportunity B) advantage C) profit D) benefit
9. The hang-glider pilot _____ to land safely, despite the strong wind.
A) achieved B) managed C) resulted D) succeeded

10. She's got a new job. She's been put in _____ of the Loans Department in the bank.
A) control B) authority C) power D) charge

Vocabulary Test 13

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.
A) created B) invented C) devised D) discovered
3. Computer services are at the public's _____ in most libraries.
A) availability B) employment C) disposal D) practicality
4. The vegetation in one part of the forest is so _____ that when you look up you cannot see the sky.
A) dense B) dim C) close D) heavy
5. I was under the _____ that you knew how to use this programme.
A) understanding B) impression C) belief D) feeling
6. The famous scientist came _____ against different kinds of problems when he first settled in Spain.
A) out B) in C) off D) up
7. When developing new products, there can be any number of problems that _____.
A) await B) arise C) come D) exist
8. She was going to apply for a new job, but in the end she changed her _____.
A) mind B) heart C) thoughts D) opinion
9. Playing a sport can help people to _____ with the stress of modern life.
A) live B) manage C) cope D) survive
10. There is a _____ relationship between the quality of our employees and the quality of our products.
A) strong B) high C) deep D) sharp

Vocabulary Test 14

Choose the word or phrase (A, B, C or D which best completes each sentence.

1. The computer should be seen as a _____ we use to help us do our work.
A) power B) research C) tool D) source
2. Prices for accommodation _____ greatly depending on location.
A) range B) vary C) adjust D) waver

3. We thought the holiday resort we stayed in had very good _____ for children.
A) services B) equipment C) facilities D) conveniences
4. Due to a/an _____ of cash, the government has cancelled its development plans.
A) decrease B) minus C) absence D) shortage
5. As a _____ of leaving the window open, the laboratory was burgled.
A) cause B) reason C) decision D) result
6. The nurses cleaned the wound to reduce the risk _____ infection.
A) of B) from C) about D) for
7. It's a good thing for young people to be _____ in sport.
A) capable B) occupied C) involved D) good
8. Although the task is difficult, you must try to _____ your best.
A) get B) make C) have D) do
9. The children are more _____ to do well in a school where they are happy.
A) likely B) sure C) definite D) certain
10. He set up his first company while _____ at university.
A) yet B) still C) then D) even

Vocabulary Test 15

Choose the word or phrase (A, B, C or D) which best completes each sentence.

1. Most young people in the Western world have _____ to a decent education.
A) entrance B) reach C) access D) opportunity
2. We are just going to have to _____ the money from a bank.
A) borrow B) loan C) owe D) lend
3. The tourist _____ is very important to the economies of some countries.
A) trade B) industry C) business D) profession
4. Banks pay you _____ if you leave your money in an account.
A) interest B) profit C) value D) income
5. It can be difficult to get used to the _____ of life in another country.
A) kind B) way C) system D) habit
6. At this airport a plane lands or takes off every two minutes _____ average.
A) at B) with C) by D) on
7. They decided to meet and discuss a _____ range of issues.
A) wide B) plentiful C) lasting D) long
8. My computer developed a virus that I just couldn't get _____ of.
A) out B) away C) rid D) free
9. Critics of the post office have _____out that there are still long queues in many branches.
A) spoken B) given C) let D) pointed
10. The award was received by the manager on _____ of his staff.
A) account B) behalf C) place D) honour

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

Grammar Test 1: 1-B, 2-B, 3-A, 4-B, 5-D, 6-C, 7-D, 8-B, 9-C, 10-B, 11-C, 12-B

Grammar Test 2: 1-B, 2-D, 3-D, 4-C, 5-C, 6-B, 7-B, 8-C, 9-B, 10-D, 11-B, 12-A

Grammar Test 3: 1-D, 2-A, 3-C, 4-D, 5-B, 6-C, 7-D, 8-A, 9-B, 10-C, 11-D, 12-A

Grammar Test 4: 1-D, 2-C, 3-B, 4-D, 5-C, 6-A, 7-C, 8-B, 9-D, 10-B, 11-B, 12-A

Grammar Test 5: 1-A, 2-B, 3-B, 4-C, 5-C, 6-D, 7-C, 8-A, 9-B, 10-C, 11-B, 12-A

Grammar Test 6: 1-A, 2-C, 3-D, 4-B, 5-C, 6-A, 7-D, 8-A, 9-C, 10-A, 11-B, 12-B, 13-B, 14-D, 15-D

Grammar Test 7: 1-D, 2-D, 3-B, 4-A, 5-B, 6-C, 7-D, 8-D, 9-C, 10-C, 11-C, 12-D, 13-D, 14-A, 15-D

Grammar Test 8: 1-D, 2-C, 3-B, 4-A, 5-B, 6-B, 7-C, 8-D, 9-B, 10-C, 11-B, 12-B, 13-A, 14-B, 15-C

Grammar Test 9: 1-B, 2-D, 3-A, 4-C, 5-C, 6-C, 7-B, 8-C, 9-A, 10-B, 11-B, 12-A, 13-B, 14-C, 15-B

Grammar Test 10: 1-C, 2-B, 3-B, 4-B, 5-D, 6-B, 7-C, 8-D, 9-B, 10-D, 11-D, 12-C, 13-B, 14-B, 15-A

Grammar Test 11: 1-C, 2-D, 3-C, 4-C, 5-B, 6-A, 7-C, 8-B, 9-D, 10-B, 11-B, 12-A, 13-A, 14-C, 15-D

Grammar Test 12: 1-C, 2-A, 3-A, 4-B, 5-D, 6-C, 7-B, 8-C, 9-D, 10-A, 11-D, 12-B, 13-C, 14-A, 15-A

Grammar Test 13: 1-B, 2-C, 3-D, 4-D, 5-A, 6-B, 7-A, 8-B, 9-C, 10-D, 11-C, 12-D, 13-D, 14-B, 15-C

Grammar Test 14: 1-A, 2-B, 3-A, 4-B, 5-D, 6-D, 7-A, 8-A, 9-B, 10-D, 11-B, 12-C, 13-C, 14-A, 15-D

Grammar Test 15: 1-B, 2-B, 3-C, 4-A, 5-B, 6-D, 7-C, 8-C, 9-B, 10-C, 11-B, 12-A, 13-C, 14-D, 15-B

Vocabulary Tests

Vocabulary Test 1: 1-C, 2-D, 3-A, 4-B, 5-A, 6-D, 7-C, 8-D, 9-B, 10-D, 11-A, 12-A

Vocabulary Test 2: 1-A, 2-A, 3-D, 4-B, 5-A, 6-A, 7-D, 8-C, 9-B, 10-A, 11-D, 12-C

Vocabulary Test 3: 1-A, 2-C, 3-B, 4-D, 5-C, 6-D, 7-B, 8-C, 9-D, 10-A, 11-D, 12-A

Vocabulary Test 4: 1-C, 2-C, 3-B, 4-D, 5-C, 6-D, 7-B, 8-C, 9-D, 10-A, 11-D, 12-A

Vocabulary Test 5: 1-B, 2-C, 3-D, 4-B, 5-C, 6-C, 7-A, 8-B, 9-C, 10-D, 11-A, 12-C

Vocabulary Test 6: 1-C, 2-D, 3-A, 4-A, 5-B, 6-A, 7-D, 8-C, 9-C, 10-B

Vocabulary Test 7: 1-C, 2-C, 3-B, 4-A, 5-B, 6-C, 7-B, 8-D, 9-D, 10-A

Vocabulary Test 8: 1-B, 2-D, 3-A, 4-C, 5-B, 6-C, 7-A, 8-C, 9-B, 10-D

Vocabulary Test 9: 1-B, 2-B, 3-D, 4-A, 5-C, 6-D, 7-A, 8-C, 9-C, 10-A

Vocabulary Test 10: 1-C, 2-C, 3-A, 4-B, 5-A, 6-B, 7-B, 8-D, 9-C, 10-A

Vocabulary Test 11: 1-D, 2-A, 3-C, 4-D, 5-D, 6-A, 7-C, 8-A, 9-B, 10-D

Vocabulary Test 12: 1-C, 2-A, 3-B, 4-D, 5-A, 6-D, 7-C, 8-B, 9-B, 10-D

Vocabulary Test 13: 1-A, 2-D, 3-C, 4-A, 5-B, 6-D, 7-B, 8-A, 9-C, 10-A

Vocabulary Test 14: 1-C, 2-B, 3-C, 4-D, 5-D, 6-A, 7-C, 8-D, 9-A, 10-B

Vocabulary Test 15: 1-C, 2-B, 3-B, 4-A, 5-B, 6-D, 7-A, 8-C, 9-D, 10-B

V.5 БАҲОЛАШ МЕЗОНИ

Талабанинг Амалий инглиз тили фани бўйича ўзлаштириш кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	***Рейтинг назорати***									
	Жорий назорат			***Умумий***	*Мустақил таълим Оралиқ назорат*			***Умумий***	*Я Н*	***Умумий***
	Сони	*Балл*	*Жами*		*Сони*	*Балл*	*Жами*		***Ёзма***	*Жами*
Ҳорижий тил	*1*	*60*	*60*	***60***	*1*	*10*	*10*	***10***	***30***	***100***

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	**Кўрсаткичлар**	**Жорий назорат баллари**	
		Максимал	**Ўзгариш оралиғи**
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		**60**	**0-60**

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		**10**	**0-10**

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10
3	Берилган саволларга жавоб бериш.	10	0-10
Жами ОН баллари		**30**	**0-30**

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Яхши	✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;

55-70 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Қониқарли	✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси қуйидаги ҳолатларда баҳоланади	Қониқарсиз	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

Фан бўйича саралаш бали 55 баллни ташкил етади. Талабанинг саралаш балидан паст бўлган ўзлаштириши рейтинг дафтарчасида қайд етилмайди.

Жорий **ЖН** ва оралиқ **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охирги 2 ҳафтаси мобайнида ўтказилади.

ЖН ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апеллятсия комиссияси ташкил етилади.

Апеллятсия комиссияси талабаларнинг аризаларини кўриб чиқиб, шу куннинг ўзида хулосасини билдиради. Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамда расмийлаштирилиши факултет декани, кафедра мудури, ўқув-услубий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.