

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ**

**ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**  
**АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ**

**ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР**  
**(аниқ ва табиий фанлар) кафедраси**

**“ХОРИЖИЙ ТИЛ”**  
**(Инглиз тили)**  
**фанидан**

**3-курс учун**  
**ЎҚУВ-УСЛУБИЙ МАЖМУА**

Билим соҳаси:	100000	Гуманитар соҳа
Таълим соҳаси:	140000	Табиий фанлар
Таълим йўналишлари:	5140600	География

**Андижон-2019**

Фаннинг ўқув-услубий мажмуа Андижон давлат университети кенгашининг 2019 йил “31” августдаги 1 сонли баёни билан тасдиқланган “Амалий инглиз тили” фанининг ўқув дастури асосида тайёрланган.

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## II . ЎҚУВ МАТЕРИАЛЛАРИ

### LESSON 1

#### Adverbial clauses. Types of Clauses

A clause is a group of words that contains a subject and verb (predicate). This differs from a phrase, which does not have a subject and a verb, like “to the park.” Clauses can be independent or dependent. Independent clauses are called sentences as they can stand alone and express a complete thought. Dependent clauses, or subordinate clauses, are subordinate to something else, usually an independent clause, and depend on it for meaning. Here are some examples with the dependent clause underlined:

Because he has a college degree, he got a great job.

When the storm started, she was at the store.

Bob wore the coat that I gave him.

You can see that each underlined clause cannot stand on its own, but needs a clause to help it make sense or to help it complete a thought.

#### Adverbs of Time

An adverb of time states when something happens or how often. An adverb of time often starts with one of the following subordinating conjunctions: after, as, as long as, as soon as, before, no sooner than, since, until, when, or while. Here are some examples:

After the game has finished, the king and pawn go into the same box. (Italian Proverb)

I stopped believing in Santa Claus when my mother took me to see him in a department store, and he asked for my autograph. (Shirley Temple)

As soon as you trust yourself, you will know how to live. (Johann Wolfgang von Goethe)

#### Adverbs of Place

An adverb of place states where something happens. An adverb of place often starts with a preposition (e.g., in, on, near) or one of the following subordinating conjunctions: anywhere, everywhere, where, or wherever. Here are some examples:

In a world where there is so much to be done, I felt strongly impressed that there must be something for me to do. (Dorothea Dix)

I am not afraid of the pen, the scaffold, or the sword. I will tell the truth wherever I please. (Mother Jones)

#### Adverbs of Manner

An adverb of manner states how something is done. An adverb of manner often starts with one of the following subordinating conjunctions: as, like, or the way. Here are some examples:

He acts like it is a joke.

We don't have conversations. You talk at me the way a teacher talks to a naughty student.

Except for an occasional heart attack, I feel as young as I ever did. (Robert Benchley)

### Adverbs of Degree or Comparison

An adverb of degree states to what degree something is done or offers a comparison. An adverb of degree often starts with one of the following subordinating conjunctions: than, as...as, so...as, or the...the. Here are some examples:

A vacuum is a hell of a lot better than some of the stuff that nature replaces it with. (Tennessee Williams)

He is as smart as he is tall.

She is not so bright as she thinks she is.

Sometimes, the verb in an adverb of degree is understood (i.e., not present). For example:

You are taller than I.

(In this example, the verb am has been omitted. This is permissible.)

You are taller than I am.

(This is the full version.)

### Activity 1 Student A

1 What might you say in these situations? Use a conditional sentence.

You think Emma should book a seat on the train.

The alternative is having to stand.

If Emma doesn't book a seat on the train, she'll have to stand.

1 You didn't know how unpopular Jason was when you invited him to your party.

If.....

2 Warn your friend not to put too many tins into the plastic bag or it'll break.

If.....

3 You haven't got a pen, so you can't write down the address.

If.....

4 You should have started your project earlier. You're so far behind now.

If.....

5 Your friend might need some help. If so, tell her to give you a ring.

If.....

6 The automatic result of the door opening is the fan coming on.

If.....

### Answers for Student B

1 If I'd known how nice Ella was, I would have spoken to her earlier.

2 If you put too many books on to that shelf, it'll fall down.

3 If I knew the answer, I would tell you.

4 If I hadn't gone to bed so late last night, I wouldn't feel so sleepy now.

5 If the phone rings tonight, don't answer it.

6 If you cook nuts for more than a few minutes, they burn.

### Activity 2. Write six more conditional sentences that follow the same patterns as the sentences in the exercise above.

1 If I had known .....

2 If you put .....

3 If I had a/an.....

I wouldn't feel so awful today, don't worry about it.

### Activity 3

Where's Neil?

Student A

At work, Mark is talking to Alan in the corridor. Complete Mark's part of the conversation. Put in the Present Simple or Present Continuous of the verbs. Student B will complete Alan's part of the conversation.

Mark: .... (you / look) for someone?

Alan: Yes, I need to speak to Neil. He isn't in his office.

Mark: (1).....(he / talk) to the boss at the moment.

(2) ..... (I / think) (3).....(they / discuss) money.

Alan: Oh, right. And what about you? (4) Are you looking for someone too?

Mark: Yes, Linda. (5)..... (you / know) where she is?

Alan: Oh, she isn't here. She only (6) works four days a week. (7) She doesn't work on Fridays. She'll be here on Monday.

Mark: Thank you. (8) .....(you / know) a lot about Linda.

Alan: Well, most days (9) I give her a lift, or (10) she gives me one. (11) She lives quite close to me. (12) It saves petrol.

Mark: Yes, of course. Good idea. Yes, (13)..... (I / agree). Well,

(14).....(I / waste) my time here then. I'll get back to my computer.

Check your answers with Student B

Where's Neil?

Student B

1 At work, Alan is talking to Mark in the corridor. Complete Alan's part of the conversation. Put in the Present Simple or Present Continuous of the verbs. Student A will complete Mark's part of the conversation.

Mark: Are you looking for someone?

Alan: Yes, J.. ..... (I need) to speak to Neil.

Mark: (1) He's talking to the boss at the moment. (2) I think (3) they're discussing money.

Alan: Oh, right. And what about you? (4) ..... (you / look) for someone too?

Mark: Yes, Linda. (5) Do you know where she is?

Alan: Oh, she isn't here. She only (6)..... (work) four days a week.

(7) .....(she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8) You know a lot about Linda.

Alan: Well, most days (9) ..... (I / give) her a lift, or

(10) .....(she / give) me one. (11) ..... (she / live) quite close to me. (12) .....(it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13) I agree. Well, (14) I'm wasting my time here then.

I'll get back to my computer.

2. Check your answers with Student A.

**Homework:** 1. Read and translate the topic. To learn by heart new words and word combinations

## LESSON 2

### Working on the text.

#### The Science of Geography

Geography (from Greek geo, "earth", graphein, "to write") is the scientific study of the Earth's surface. The surface of the Earth is the interface of atmosphere,

lithosphere, hydrosphere, and biosphere. It provides the habitat, or environment, in which humans are able to live. This habitable has a number of special characteristics. One of the most important is the complex interaction among many physical, biologic and human elements of the Earth, such as land surface, climate, water, soil, vegetation, agriculture, and urbanization. Another characteristic is the high variability of the environment from place to place - hot tropics to cold polar regions, dry deserts, humid equatorial forests, vast level plains to rugged mountains, and uninhabited ice caps to densely settled metropolitan areas. Yet another is the consistency with which significant patterns occur, which makes possible generalizations about distribution (obvious examples are measurements of temperature and rainfall, which are the most important climatic elements affecting farming and many other human activities).

Geography has been called the mother of sciences, evidently because it is one of the oldest subjects of study (the first work to have the word geography as its title appeared in the 3-rd century B. C.) It would be no exaggeration to say that Geography sprang from human curiosity. Human beings are inherently curious. They wonder how other people differ from their own home and folk.

The first recorded knowledge of such differences came in very early history, mainly from the accounts of the travelers. The ancient Greek writer Herodotus was an outstanding early example of one who carefully recorded his personal observation made during many years of extensive travel. Marco Polo, Christopher Columbus, Jacques Cartier, Amerigo Vespucci - those are only a few of the names of discoverers and explorers whose contribution to the study of the globe can never be overestimated.

Though once associated entirely with mapping and the exploration of the Earth, the discipline of Geography is today a wide-ranging one and requires geographers to be conversant with the principles of the biological, social, and earth sciences.

The discipline of Geography has many uses. It enables individuals to know the basic features of the world in which they live, the great variety of lands and peoples, the complex associations and interrelations of human beings with resources and nature, and the problems faced by inhabitants of other countries and regions. Geographic research provides explanations of the distribution of physical, biological, and human features on Earth and of their interconnection. Applied geographical

analysis has proved useful in managing resources, in understanding problems of the environmental pollution or contamination by discharges of urban, agricultural, and industrial wastes. The analysis of unanticipated environmental effects caused by the construction of large dams and reservoirs has been particularly important. Geographers are engaged in planning land use and housing. They are an important resource in national and international agencies that deal with the study, inventory, development, or administration of natural or human resources.

### **Vocabulary**

<b>interface</b>	<b>to spring</b>	<b>aerial photography</b>
<b>habitat</b>	<b>to overestimate</b>	<b>remote sensing</b>
<b>consistency to enhance</b>		<b>spatial analysis</b>
<b>conversant to utilize</b>		<b>applied analysis</b>
<b>interior</b>	<b>configuration</b>	<b>natural hazards</b>

### **Comprehension Check**

**Exercise I. Scan the text for answers to the following questions:**

1. What is Geography?
2. What does the surface of the Earth consist of?
3. Is there any interaction among physical, biological and human elements of the Earth?
4. Does the environment vary from place to place?
5. How old is Geography?
6. How did Geography appear?
7. What famous travelers do you know?

Is Geography an isolated science or is it connected with some other sciences?

### **Homework:**

1. Read and translate the topic. To learn by heart new words and word combinations
-



## LESSON 3

### Classification of branches of geography

Thus, Geography is divided into subdisciplines which can be grouped under three main headings: **physical geography**, **human geography**, and **regional geography**, each of them comprising branches too. The principal branches of physical geography are geomorphology, climatology, biogeography, and soil geography. As human activity has become more able to affect the landscape and ecology of the world, two more branches have emerged: resource management and environmental studies.

One of the central problems in **human geography** is to explain the distribution and characteristics of people - this is the province of population geography. But this distribution can be understood only if attention is paid to how people satisfy their needs and make a living, the field of economic geography; to their cultural and social values, tools, and organization, which are the fields of cultural and social geography; to their concentrations in cities and metropolitan areas, the object of urban geography; to their political organization, examined by political geography; to their health and to the diseases that affect them, the field of medical geography; and to the evolution of their present patterns, the subject of historical geography.

**Regional geography** studies the distinguishing character of regions which may be surface configuration, ice and snow, vegetation, or type of human activity (pastoral, agricultural, industrial or commercial) and which differs from place to place. High altitudes and steep slopes are the distinctive features of the Himalayas or Andes; forests are the features of the Amazon Basin, Siberia, and northern Canada; dryness and scanty vegetation, of the Sahara, the interior of Australia, and central Asia; highly intensive agriculture, of the rice-producing areas of Monsoonal Asia; commercial agriculture and livestock production, of the American Midwest; ice sheets, of Greenland and Antarctica, etc., etc., etc.

The other approach is called regional geography. It focuses attention upon a particular area or region. Within the region it investigates the distribution and association of elements which give the region its distinctive character.

#### Subdivisions of topical geography

Topical geography may be focused on physical or human phenomena. Analysis of the distribution of landforms, climates, water, soils, minerals, and similar factors is called physical geography. The principal branches of physical geography are geomorphology, climatology, biogeography, oceanology and soil geography. Certain aspects of physical geography, in turn, are sometimes studied separately. These include the plant geography, animal geography, geography of minerals and other aspects. The speciality which treats the form, size, and movements of the earth is called mathematical geography. Human geography analyses the distribution of human phenomenon. Economic geography includes such specialities as the geography of manufacturing, transportation geography, commercial geography. Political geography emphasizes the pattern of the earth's political sovereignties. A specialized field of topical geography known as urban geography, is devoted to analysing of the distribution of cities and things within them. Cartography takes a special place among geographic studies.

## Subdivisions of regional geography

In regional geography analysis is concentrated on associations which give the character to a particular area. The area may be continental in size, or it may be subdivided into units such as countries, states and counties. Subdivisions of the world that are made on the basis of similarities of human life provide culture regions. Subdivisions on the basis of similarities of natural conditions provide physical regions. Thus, there are a geography of North America, a geography of United States, a geography of California, and a geography of Boston.

**Activity 1.** Say whether the following statements are true or false. Use the following: that's right; nothing of the kind; I don't agree; I think that's exactly so; that's true; that's not right.

1. Topical geography may be focused on physical or human phenomena.
2. One of the geographic branches is climatology.
3. The specialty which treat the form, size and movements of the earth is called urban geography.
4. Political geography emphasizes the pattern of the earth's political sovereignties.
5. Subdivisions on the basis of similarities of natural conditions provide culture regions.

**Activity 2.** Answer the following questions

What does topical (regional) geography investigate?

What is called physical geography?

What aspects of physical geography are studied separately?

What can you say about mathematical geography?

What does human (economic, political, urban) geography deal with?

How is regional geography subdivided?

**Activity 3.** Put the verb into the correct form, present perfect or past simple.

- 1 I did German at school, but I ..... most of it now. (forget)
- 2 The police ..... three people, but later they let them go. (arrest)
- 3 What do you think of my English? Do you think it ..... ? (improve)
- 4 A: Are you still reading the paper?  
B: No, I ..... with it. You can have it. (finish)  
I ..... for a job as a tourist guide, but I wasn't successful, (apply)
- 8 Where's my bike? It ..... outside the house, but it's not there now. (be)
- 9 Look! There's an ambulance over there. There ..... an accident, (be)
- 10 A: Have you heard about Ben? He ..... his arm. (break)  
B: Really? How ..... that? (happen)  
A: He ..... off a ladder, (fall)

**Homework:** Read and translate the topic. To learn by heart new words and word combinations

## LESSON 4

### Adverbial clauses of reason. Doing exercises..

**Adverb clauses of cause or reason** are introduced by the subordinating conjunctions **because, as, since** and **that**.

- I sing **because I like singing**.
- He thinks he can get anything **because he is rich**.
- **Since he has apologized** we will take no further action against him.
- **As he was not there** I left a message with his mother.
- I am glad **that you have come**.
- My parents were disappointed **that I didn't get the scholarship**.
- He was furious **that his book was panned by most reviewers**.

#### Notes

The conjunction **that** is often omitted.

- I am glad **you like it**. OR I am glad **that you like it**.
- They were disappointed **you weren't in**. OR They were disappointed **that you weren't in**.

**As** and **since** are used when the reason is already known to the listener.

- **As** it is raining again we will have to cancel the match.

**As and since-clauses** are relatively formal. In an informal style, the same idea can be expressed with **so**.

- It is raining again, **so** we will have to cancel the match.

**Because-clauses** are used to give information which isn't already known to the reader or listener.

- **Because he had not paid the bill**, his electricity was cut off.

Note that a **because-clause** can stand alone. **As** and **since-clauses** cannot be used like this.

- 'Why are you looking at her like that?' '**Because she smiled at me.**' (NOT **As** she smiled at me.) (NOT **Since** she smiled at me.)

Combine each set of simple sentence into one complex sentence containing an adverb clause.

#### Notes

A simple sentence contains one main clause. A complex sentence contains one main clause and one or more subordinate clauses.

### Activity 1

1. I waited for my friend. I waited till he arrived.
2. He hid somewhere. His pursuers could not find him.
3. You are intelligent. I am intelligent.
4. He was not there. I left a message with his mother.
5. We wish to live. We eat for that purpose.
6. She was very tired. She could barely stand.
7. Don't eat too much. You may fall ill.
8. He started early. He finished late.
9. You must tell me everything. Otherwise I will not be able to help you.

10. I will get ready. Do not go till then.

### Answers

1. I waited for my friend until he arrived.
2. He hid where his pursuers could not find him.
3. I am as intelligent as you are.
4. As he was not there, I left a message with his mother.
5. We eat that we may live.
6. She was so tired that she could barely stand.
7. If you eat too much, you may fall ill.
8. Though he started early, he finished late.
9. If you do not tell me everything, I will not be able to help you.
10. Do not go until I get ready.

### Activity 2

#### Student A

*I have done or I did?*

Write the correct form of the verb in brackets ().

Our visitors ..... (arrive). They're sitting in the garden.

There's still a problem with the television. Someone  
(repair) it, but then it broke down again.

The match .....(start). United are playing well.

My sister .....(run) away from home. But she came  
back two days later.

Already spent it all.

#### The news

Four survive in the  
jungle for a week

Footballer in prison

Scientists discover new  
animal

Celebrity agrees to  
teach English class

#### Answers for Student B

We planted an apple tree in the garden. Unfortunately it died. Prices have gone up. Everything is more expensive this year. Someone has turned on the hi-fi. What's that song called? I phoned the office at eleven to speak to the manager, but he isn't there today. I've made a cake. Would you like a piece? The runner Amos Temila broke the world record for the 1500 metres in Frankfurt. Then, two days later

### Activity 3

Student B I have done or I did?

Write the correct form of the verb in brackets ().

1 ..... (we / plant) an apple tree in the garden. Unfortunately it died.

2 Prices.....(go) up. Everything is more expensive this year.

3 Someone .....(turn) on the hi-fi. What's that song called?

1 0..... (I / phone) the office at eleven to speak to the manager, but he isn't there today.

11 .....(I / make) a cake. Would you like a piece?

12 The runner Amos Temila .....(break) the world record for the 1500 metres in Frankfurt. Then, two days later in Helsinki, Lee Williams ran it in an even faster time.

#### Answers for Student A

- 1 Our visitors have arrived. They're sitting in the garden.
- 2 There's still a problem with the television. Someone repaired it, but then it broke down again.
- 3 I've lost my bank card. I can't find it anywhere.
- 4 The match has started. United are playing well.
- 5 My sister ran away from home. But she came back two days later.
- 6 Daniel earned some money last week. But I'm afraid he's already spent it all.

#### The news

Four survive in the jungle for a week  
Footballer in prison  
Scientists discover new animal  
Celebrity agrees to teach English class

**Activity 4. Make sentences from the words in brackets. Use the present perfect or past simple.**

- 1 It / not / rain / this week) .....
- 2 (the weather / be / cold / recently) The weather .....
- 3 it / cold / last week) It.....
- 4 (I / not / read / a newspaper yesterday) I.....
- 5 (I / not / read / a newspaper today) .....
- 6 (Emily / earn / a lot of money / this year) .....
- 7 (she / not / earn / so much / last year) .....
- 8 (you / have / a holiday recently?) .....

#### Homework: Activity 3,4

## LESSON 5

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### GEOGRAPHY AND MAPS

The arrangement of things over the earth and the interactions between two or more areas can be presented with clarity and simplicity on maps. Although maps are used in many other studies, in geography they become the one constantly essential tool.

The ancient Greeks were the first to make accurate maps of the entire world as they knew it, using latitude and longitude. All their knowledge, with many errors, was contained in maps by the Egyptian Ptolemy 1 of Alexandria 2. During the Middle Ages map making was neglected. About the time of Columbus, Europeans obtained Arabian copies of Ptolemy's maps. They revived the use of latitude and longitude on maps. Then came the great voyages of discovery, and map makers soon developed new methods to show the entire world. They were troubled, however, by inability to determine longitude accurately. Invention of the telescope made it possible to do this from astronomical observations. In 1682 J.D. Cassini 3 produced the first really accurate map of the world.

In the 19 th century inexpensive maps were made possible by the invention of photoengraving. The 20 th century brought aerial photography to the aid of map makers. Today maps are employed in countless ways. Schools use them constantly, not only in the study of geography, but as aids for understanding plant and animal life, history and current events. Outside of school we encounter maps in almost every newspaper and magazine.

Three kinds of maps are important. They are (1) the reference maps, may be used like an encyclopedia as a source of information. A road map is a good example of a reference map. Drivers refer to such maps to find out how to get from one place to another; (2) the illustrative maps show the distribution of specific phenomena or the spatial correlation of two or more phenomena on the earth's surface. The weather map reproduced in daily newspapers is a good example of an illustrative map. It shows how temperatures, precipitation, winds and pressure are related in space; (3) the analytical maps suggest ideas that can be tested by mathematical and statistical techniques. This type of map is used mostly by professional geographers in their research.

To make and to read maps involve several abilities. These are the ability to locate places, to ascertain directions, to measure distances and to interpret the map maker's symbols. Exceptional skill in the use of maps is required in many professions, such as geography, civil engineering, geology, navigation and others.

Ptolemy (Claudius Ptolemaeus) - Клавдий Птолемей (ок. 90 - ок. 160), др.-греч. астроном. Написал трактат «География», где дал сводку географических сведений античного мира.

Alexandria - Александрия, столица Египта (305 - 30 д.н.э.)

J.D. Cassini - Джованни Доменико Кассини - (1625 - 1712) французский ученый, астроном и геодезист.

**Activity 1.** Say whether the following statements are true or false

1. Maps show the arrangement of things over the earth.
2. First maps were made by the ancient Romans.

3. During the Middle Ages map making was revived.
4. The invention of the telescope made it possible to determinate longitude accurately.
5. The reference map shows the distribution of specific phenomena on the earth's surface.
6. Exceptional skill in the use of maps is required in many professions.

**Activity 2.** Translate the words and word combinations given in brackets

1. The Egyptian Ptolemy was the first to make maps (используя широту и долготу).
2. (Изобретение телескопа) helped map makers in their work.
3. The first really (точная карта) was produced in 1682.
4. The 20 th century brought (аэрофотосъемка) to the aid of map makers.
5. Maps are used in many professions, such as (география, гражданское строительство, геология, навигация).
6. The weather map shows how (температура, осадки, ветры, давление) are related in space.

**Activity 3.** Read the text and reproduce it in the form of a dialogue

Men have made and used maps since the dawn of history. They have done so because maps serve much better than words for giving information. Even primitive peoples recognize this. When an explorer in a wild land asks directions from a native, the native often answers by drawing a map on the ground, on a shell, or on a piece of bark. Explorers have found the Eskimos to be unusually skilful in doing this.

**Activity 4.** Answer the following questions

What can be presented on maps?

When did people begin to make and use maps?

Who was the first to attempt to make a map of the world?

When was map making revived?

How did the great voyages of discovery influence the development of map making?

What inventions helped map makers in their work?

What are three kinds of maps? Speak about each kind.

What abilities help to make and to read maps?

Homework: Make up the plan of the text “Geography and Maps”. Retell the text



## LESSON 6

### ADVERBIAL CLAUSES OF TIME. DOING EXERCISES.

An adverbial clause is dependent clause introduced by an adverbial subordinator. It is used to modify the verb of the independent clause and tells when (time), where (place), why (reason), for what purpose, how, how long, and how far. It is also used to show contrast and concession.

#### 1) PUNCTUATION RULES

An adverbial clause can come either before or after the independent clause.

Formula:

- Adverbial clause + , + Independent clause (a comma after adverbial clause)
- Independent clause + Adverbial clause (no comma after adverbial clause)

Example:

- As he didn't understand, he asked the teacher to explain.
- He asked the teacher to explain as he didn't understand.

#### 2) TYPES OF ADVERBIAL CLAUSES

There are several different kinds of adverbial clauses; in addition, the subordinators can distinguish the different types of adverbial clauses.

##### a) Adverb Clause of Time

We use adverb clause of time to modify verb in main clause and to tell the time that an action takes place.

Subordinating Conjunctions: *when, whenever, anytime, before, after, till, until, while, since, just as, as soon as, as often as, now that, as long as ...*

Example:

- She ran away while I was sleeping.
- While I was sleeping, she ran away.

##### b) Adverb Clause of Place

We use adverb clause of place to modify verb in main clause and to tell the place that an action takes place.

Subordinating Conjunctions: *where, as far as, as near as, wherever, anywhere...*

Example:

- She is always drunk wherever I meet her.
- Wherever I meet her, she is always drunk.

##### c) Adverb Clause of Manner

We use adverb clause of manner to modify verb in main clause and to tell how an action takes place.

Subordinating Conjunctions: *as if, as though, as*

Example:

- The boy speaks as if he is sick.
- As if he is sick, the boy speaks.

#### d) Adverb Clause of Cause/Reason

We use adverb clause of cause/reason to modify verb in main clause and to tell the cause that an action takes place.

Subordinating Conjunctions: *because, as, for, that*

Example:

- I come here because I want to meet you.
- Because I want to meet you, I come here.

#### e) Adverb Clause of Condition

We use adverb clause of condition to modify verb in main clause and to tell the condition that an action takes place or someone does something.

Subordinating Conjunctions: *if, whether, if ... not, unless, supposing that, provided that, in the condition that, as long as that*

Example:

- I will commit suicide unless you love me.
- Unless you love me, I will commit suicide.

### **Activity 1 Complete the sentences, putting the verbs in the past simple or past continuous.**

- 1 They are *waiting* for me when I arrived at the station, (wait/arrive)
- 2 She was swimming in the sea when I ..*saw*... her. (swim/see)
- 3 'they..... tennis when it ..... raining? (play/start)
- 4 She when she ..... the news. (cry/hear)
- 5 We home from the theatre when the police .....us. (drive/stop)
- 6 Everyone..... quiet when the concert ..... (go/begin)
- 7 When she ..... him, he .....quite ill. (leave/become)
- 8 You .....in a restaurant when I first ..... you. (work/meet)
- 9 I.....very angry when I..... the letter. (feel/read)
- 10 It when I..... (rain/get up)

### **Activity 2**

**Complete these sentences, putting the verbs into the correct tense.**

- 1 If I ..... your book, ..... it to you. (find/give)

- 2 She ..... us if she .....any problems, (phone/have)
- 3 If you .....to the party, I..... with you. (go/come)
- 4 She ..... very happy if she ..... that new job. (not be/not get)
- 5 If you .....with us, you..... a great time. (come/have)
- 6 I for you if you late, (not wait/be)
- 7 That glass .....if you..... it. (break/drop)
- 8 We ..... you if we .....the time, (help/have)
- 9 I Clare the news if I.....her. (tell/see)
- 10 We ..... in the tent if it..... (sleep/not rain)

**Activity 3. Complete the sentences using *and*, *but*, *so* or *because*.**

- 1 It was a lovely day so we decided to go out.
- 2 We walked to the station . *and*.. caught the train.
- 3 I like John very much .....I don't like his brother.
- 4 I'd like to live somewhere by the Mediterranean ..... I love the sun.
- 5 She enjoys learning English .....she finds it very difficult.
- 6 In the end, the restaurant had to close down .....very few people went there.
- 7 I got up.....had my breakfast.
- 8 I'm very busy today.....I can't come and see you.
- 9 It's a very interesting job .....the pay isn't very good.

**Activity 4 Write these sentences, putting the verbs in brackets into the correct tense.**

1. If you drove more carefully, you (not have) so many accidents.  
*If you drove more carefully, you wouldn't have so many accidents.*
2. If he (get up) earlier, he'd get to work on time.
3. If we (have) more time , I could tell you more about it.
4. If you (sell) more products, you'd earn more money.
5. I could help you if you (trust) me more.
6. His car would be a lot safer if he (buy) some new tyres.
7. The children would be better swimmers if they (go) swimming more frequently.

**Homework. Activity 4**

## LESSON 7

### EXHIBIT OF OLD MAPS MORE THAN GEOGRAPHY

The maps in the exhibit, titled “Russia and the Rest of the World”, date from the 16<sup>th</sup> to the beginning of the 20<sup>th</sup> century and give insight into the politics and attitudes of their time.

Russia had maps before Peter the Great, but they were more impressionistic than scientific. They showed approximately where different ethnic groups were located, as opposed to showing rivers, roads and other geographical features. But Europeans who traded Russia needed accurate maps and most of maps in the exhibit were created by foreigners. A map drawn by Dutchmen Gessel Gerrits in 1614 is an excellent illustration of the Western attitudes toward Russia. One corner is dominated by a map of Moscow and Central Russia is drawn in a fair amount of detail. On the right-hand side, the map drops off abruptly, and Gerrits simply wrote the word “Tartar” to depict all of modern day Siberia. This map and the others from the same atlas were used as the basis for most 17<sup>th</sup> – century maps of Russia.

The two most noticeable maps located at the gallery are not actually part of the exhibit but are on permanent display. One depicts Europe in 1914 but has none of the usual borders and geographical features. Instead, a caricature of the tsar represents Russia, while different animals represent other European countries. The other map shows Russia as a large black bear.

**Activity 1.** Make up all possible types of questions to the text 3.10

Read and smile

Teacher: Who helped you to draw this map, Jack?

Jack: Nobody, sir.

Teacher: Didn't your brother help you?

Jack: No, sir. He drew it all himself.

**Activity 2.** Find Russian equivalents to the following word combinations

a source of information	поверхность земли
spatial correlation	аэрофотосъемка
to measure distances	измерять расстояния
the earth's surface	объяснять символы
to find out smth	источник информации
to locate places	определять местонахождение
to interpret symbols	узнавать что-либо
aerial photography	пространственное соотношение
the Middle Ages	составление карт
map making	средние века

**Activity 3.** Read and translate these words and word combinations

accurate – accurately;

constant – constantly;

to refer – reference;

to invent – invention;

to make – makers –map makers – map maker's symbols;  
geography – geographer;  
ability – inability;

**Homework. Make a list of vocabulary, which you have learned today**

## LESSON 8

### ADVERBIAL CLAUSES OF PLACE

An **adverb clause** serves the purpose of an adverb. There are different kinds of adverb clauses.

#### Adverb clauses of time

Adverb clauses of time are introduced by subordinating conjunctions like **when, whenever, before, after, as, since, till, once** and **now that**.

- **Whenever** I get an idea for a story, I jot it down in a notebook.
- **When** you heat ice, it melts.
- **After** the match ended, we left for our homes.
- **As** the chief guest arrived, we all stood up.
- I will wait **until** you have finished dressing.
- Sunday is the day **when** I am least busy.
- **Whenever** I go to London, I stay with my brother.

**Once** and **now that** are sometimes used as conjunctions in adverb clauses of time.

- **Once** you have made a decision, you must stick to it.
- **Now that** winter has come, we must buy some woollen clothes.

#### Adverb clauses of place

Adverb clauses of place are introduced by the conjunctions **where** and **wherever**.

- **Wherever** you go, you will find coca cola.
- **Where** there is a will, there is a way.
- That is the place **where** I was born.
- This is the house **where** I live in.

#### Place and time

Usually the *verb* and the *place* (where?) go together: go home  
live in a city walk to work etc.

If the verb has an *object*, the place comes after the *verb + object*:  
take somebody home meet a friend in the street

*Time* (when? / how often? / how long?) usually goes after *place*:

<i>place +</i>	<i>Time</i>
Ben walks to work	every morning. ( <i>not</i> every morning
Sam has in Canada	since April.
We arrived at the	early.

Study these examples. *Time* goes after *place*:

I'm going to Paris on Monday . (*not* I'm going on Monday to Paris)

1. They have lived in the same house for a long time .
2. Don't be late. Make sure you're here by 8 o'clock .
3. Sarah gave me a lift home after the party .
4. You really shouldn't go to bed so late .

It is often possible to put *time* at the beginning of the sentence:

5. On Monday I'm going to Paris.
6. Every morning Ben walks to work.

Some time words (for example, always/never/often I usually go with the verb in the middle of the sentence. See Unit 110.

1. Is the word order right or wrong? Correct the sentences where necessary.
1. Everybody enjoyed the party very much. ....

In informal English, **everywhere** is sometimes used instead of **wherever**.

- **Everywhere** we went, people greeted us warmly. (= **Wherever** we went, people greeted us warmly.)

***Adverb Clauses Exercises:***

**A. Combine the following sentences using adverb clauses at the end of the sentence.**

1. We watched the robins. They raised their young in our apple tree.
2. Becky read the book. It was recommended by a friend.
3. Dad donates his suits to charity. He has worn them a year.
4. The policemen delayed the drivers. The wrecks were cleared.
5. Ann ate an apple. She studied her vocabulary.

**B. Combine the following sentences using adverb clauses at the beginning of the sentence.**

1. Frank started medical training. He drove a forklift for a living.
2. The rains had started the mud slides. The homes were not safe to live in.
3. Older people love to sit in the park. They feed the birds and visit.
4. I enjoyed camping out. I was much younger.
5. Joe recognised the man. The man had stopped his car to help.

**C. Complete the sentences. Put the parts in the correct order.**

Why.....I ..... (her children / takes / every day / to school)

Sarah..... (been / recently / to the cinema)

I haven't ..... (at the top of the page / your name / write) .

Please..... (her name / after a few minutes / remembered)

I..... (around the town / all morning / walked)

**Homework. Exercise C and make up sentences**

## LESSON 9

### COMPONENTS OF MAPS

Despite their variety, all maps have similar components, or parts. These include a title; a legend or key; a direction indicator; and a scale.

The title of a map identifies what the map is about and what parts of the earth it shows. The title of some maps includes a date. Dates are useful on maps showing features that change over time. A map with the title "Distribution of Population in France: 1920", for example, should not be used when looking for figures on the present population of France.

A legend or key explains the meaning of colors and symbols used on a map. A map with areas shown in green, red, and blue might be misunderstood unless the user knows what the green, red, and blue represent. The legend also explains the meaning of symbols used on a map, such as stars for capital cities.

Every map should have a direction indicator. One such indicator is an arrow that points north. A different way to find directions on a map is to study the parallels and meridians. East and west directions follow parallels, or lines of latitude. North and south directions follow meridians, or lines of longitude. Parallels and meridians cross each other to form an imaginary grid over the earth. Because each degree can be broken into 60 minutes (') and each minute can be broken into 60 seconds ("), this grid can be used to fix the precise location of any point on the earth's surface.

The most important longitude is called the Greenwich Meridian, because it passes through a place called Greenwich in London where there is a famous observatory. The longitude of the Greenwich Meridian is 0 degrees. At Greenwich local time is called Greenwich Mean Time (GMT). All places on the same meridian have the same local time. When it is noon at a given meridian, it is after noon or post meridiem (p.m.) at places which lie to the east of it. This is because the earth rotates from west to east. At the same time the sun will be before noon or ante meridiem (a.m.) at places lying to the west.

Map scales and projections. A map scale provides statistical information used to measure distances on a map. While maps have similar components, they do not always show areas of the world in exactly the same way. The size and shape of North America, for example, may look somewhat different on two different maps. The differences occur because the two maps use different map projections, or methods by which the features of the earth's curved surface are transferred onto a flat map.

No matter which projection is used, every map has some distortions that are inevitable in the process of illustrating the earth's spherical surface on a flat map. Certain distortions, however, are worse on some projections than on others. Mapmakers choose which projection to use depending on what undistorted features, or map properties, are most important to be illustrated. The four most useful map properties are correct shape, correct size, correct distance, and correct direction. No world map can have all four map properties. Maps of smaller areas, however, may have less distortion than maps of larger areas.

**Activity 1.** Say whether the following statements are true or false

1. Every map has a title, legend or key, a direction indicator and a scale.
2. A legend or key identifies what the map is about and what part of the earth it shows.



3. One of the ways to find directions on a map is to study the meridians and parallels.
4. Each degree can be broken into 60 seconds(").
5. The latitude of the Greenwich Meridian is 0 degrees.
6. The earth rotates from east to west.
7. The most useful maps properties are correct size, correct shape, correct distance, correct direction.
8. Maps of larger areas may have less distortion than maps of smaller areas.

**Activity 2.** Guess the words in brackets

1. An important town or city where the central government of a country is. (.....)
2. The relations between the size of a map, drawing, or model and actual size of the place or thing it represents. (.....)
3. An image of something that has been projected, especially an image of the world surface on a map. (.....)
4. An imaginary line drawn from north pole to the south pole over the surface of the Earth, used to show the position of places on a map. (.....)
5. An imaginary line drawn on a map of the Earth, that is parallel to the equator. (.....)
6. The time as measured at Greenwich in London. (.....)
7. It explains the meaning of symbols and colors used on a map. (.....)
8. A sign in the shape of an arrow, used to show direction. (.....)
9. A kind of inaccuracy contained on maps. (.....)

**Activity 3.** Complete the following sentences

1. Despite their variety, all maps have .....
2. The title of some maps includes ..... which are useful on maps showing .....
3. East or west directions follow ..... , the north and south directions follow .....
4. An imaginary grid over the earth can be used to .....
5. The most important longitude is .....
6. When it is noon at Greenwich it is ..... at places which lie to the east of it, and ..... at places lying to the west.
7. .... are inevitable in the process of illustrating the earth's spherical surface on a flat map.
8. Mapmakers choose which projection to use depending on .....

**Activity 4.** Answer the following questions

What are the four major components of all maps?

What does the title identify?

What does the legend explain?

What does the direction indicator identify?

What do we call Greenwich Mean Time?

Explain the meaning of the words post meridiem and ante meridiem.

What does a map scale provide?

Maps always show areas of the world in exactly the same way, don't they?  
What are the most useful map properties?

**Homework.** Give the title to each paragraph of the text "Components of maps".  
Retell the text according to your plan

## LESSON 10

### Sequences of Tenses. If I do .... and If I did

Lisa has lost her watch. She tells Sue:

LISA: I've lost my watch. Have you seen it anywhere?

SUE: No, but if I find it, I'll tell you.

In this example, Sue feels there is a real possibility that she will find the watch.

So she says: if I find ... , I'll ...

(1) Joe says:

If I found a wallet in the street, I'd take it to the police station.

This is a different type of situation. Here, Joe doesn't expect to find a wallet in the street; he is *imagining* a situation that will probably not happen. So he says: if I found ... , I'd (= I would) ... . (*not* if I find ... , I'll ...)

When you imagine something like this, you use if + *past* (if I found / if there was / if we didn't).

But the meaning is *not* past:

□ What would you do if you won a million pounds?

(we don't really expect this to happen)

□ I don't really want to go to their party, but I probably will go. They'd be upset if I didn't go.

□ If there was (or were) an election tomorrow, who would you vote for?

For if ... was/were,

We do not normally use would in the if-part of the sentence:

□ I'd be very frightened if somebody pointed a gun at me. (*not* if somebody would point)

□ If I didn't go to their party, they'd be upset, (*not* If I wouldn't go)

But you can use if ... would when you ask somebody to do something:

□ (*from a formal letter*) I would be grateful if you would let me know your decision as soon as possible.

In the other part of the sentence (not the if-part) we use would ('d) / wouldn't:

□ If you took more exercise, you'd (= you would) feel better.

□ I'm not tired. If I went to bed now, I wouldn't sleep.

□ Would you mind if I used your phone?

Could and might are also possible:

□ If you took more exercise, you might feel better. (= it is possible that you would feel better)

□ If it stopped raining, we could go out. (= we would be able to go out)

Do not use when in sentences like those on this page:

□ They'd be upset if I didn't go to their party, (*not* when I didn't go)

### Activity 1. Put the verb into the correct form.

1 If they offered me the job, I think I... it. (take)

2 A lot of people would be out of work if the car factory ..... (close down)

3 If I sold my car, I.....much money for it. (not / get)

4 ) What would happen if somebody ..... that red button? (press)

5 I don't think there's any chance that Gary and Emma will get married. I'd be absolutely astonished if they ..... (do)

6 Liz gave me this ring. She.....very upset if I lost it. (be)

7 Dave and Kate are expecting us. They would be very disappointed if we .. ..... (not / come)

8 Would Steve mind if I.....his bike without asking him? (borrow)

- 9 What would you do if somebody ..... in here with a gun? (walk)  
 10 I'm sure Sue ..... if you explained the situation to her. (understand)

**Activity 2. Answer the questions in the way shown.**

- 1 A: Shall we catch the 10.30 train?  
 B: No. (arrive too early) ..... If we caught the 10.30 train, we'd arrive too early.  
 2 A: Is Kevin going to take his driving test?  
 B: No. (fail) If he .....  
 3 A: Why don't we stay at a hotel?  
 B: No. (cost too much) If.....  
 4 A: Is Sally going to apply for the job?  
 B: No. (not / get it) If.....  
 5 A: Let's tell them the truth.  
 6 B: No. (not / believe us) If  
 7 A: Why don't we invite Bill to the party?  
 B: No. (have to invite his friends too)

**Activity 3. Use your own ideas to complete these sentences.**

- 1 If you took more exercise, .....  
 2 I'd be very angry if.....  
 3 If I didn't go to work tomorrow, .....  
 4 Would you go to the party if .....  
 5 If you bought some new clothes, .....  
 6 Would you mind if .....

**Activity 4. Read the situations and make sentences from the words in brackets.**

- 1 I was very tired when I arrived home.  
 (I / work / hard all day) .....  
 2 The two boys came into the house. They had a football and they were both very tired.  
 (they / play / football) .....  
 3 I was disappointed when I had to cancel my holiday.  
 (I / look / forward to it) .....  
 4 Ann woke up in the middle of the night. She was frightened and didn't know where she was. (she/dream) .....  
 5 When I got home, Tom was sitting in front of the TV. He had just turned it off.  
 (he / watch / a film) .....

2.

**3. Activity 5. Complete the sentences. Put the parts in the correct order.**

- 1 ....., .....  
 1. (home / did you come / so late)  
 Why .....I .....  
 2. (her children / takes / every day / to school)  
 Sarah.....  
 3. (been / recently / to the cinema)  
 I haven't .....  
 4. (at the top of the page / your name / write) .

Please.....  
(her name / after a few minutes / remembered)

I.....

1. (around the town / all morning / walked)

**Homework. Activity 4,5**

## **LESSON 11**

### **WEATHER AND CLIMATE**

Climatology is concerned with the prevailing state of the atmosphere, including average climatic values, the frequency of values within stated ranges, weather types and their characteristics, and the explanation and distribution of both climatic elements and general climatic types. Of particular geographic interest are the interrelationships of climatic elements and types with other physical and biologic features and with human activity.

The conditions of the atmosphere which determine an area's weather or climate are temperature, precipitation (rain and snow), atmospheric pressure, winds, humidity and percentage of cloudiness and sunshine. The average of these conditions over a period of many years make up an area's climate. Tropical climate reigns over 36.2 per cent of the earth's surface, moderate – over 37.2 per cent, cold – over 18.8 per cent, dry – over 10.5 per cent, snow-bound climate – 7.3 per cent.

Because the combination of climatic conditions differs from place to place, geography is concerned with the classification of areas according to climate. Forests are commonly found where the climate is humid and not too cold for trees to grow. Grasslands generally develop in subhumid or semiarid regions where the rainfall is less than that necessary for trees. Deserts occur in places where there is so little rainfall that even grass has difficulty for growing. Tundras are found where the climate is cool to cold throughout the year.

#### **The climate of the British Isles**

The British Isles which are surrounded by the ocean have an insular climate. The climate is moister and more equable than of Central Europe. The three things that chiefly determine the climate of Britain are: 1) the position of the island in the temperate belt; 2) the fact that the prevailing winds blow from the west and southwest; 3) the warm current – the Gulf Stream that flows from the Gulf of Mexico along the western shores of England.

The British Isles are situated in the parallels on which Moscow and Kiev are situated. The climate is mild and strong frosts are rare. Due to the moderating influences of the sea and the Gulf Stream, the January temperature is higher and the July temperature lower than in any other country of the same latitude.

It's hard to say that Britain has typical weather because of the sudden changes that occur: showers from what was only a few hours before the clear sky; sunshine that makes you want to leave off most of your clothes followed by winds that set your wishing for two other coats. There is an abundance of rainfall in the west. As a result, there are thick fogs, which last for days and weeks at a time during the autumn and winter. The lack of sunshine hinders the cultivation of many species of plants, especially grain crops. However, grasses grow all the year round, providing fodder for cattle.

**Activity 1.** Say whether the following statements are true or false

1. Weather is the conditions of the atmosphere over a period of some years.
2. Deserts are commonly found where the climate is humid and not cold.

3. The position of the island in the temperate belt is one of the facts that determine the climate of Britain.
4. The British Isles are situated on the parallels on which Moscow and Minsk are situated.
5. Weather in Britain is characterized by sudden changes.
6. There is an abundance of sunshine in the west.

**Activity 2.** Translate the words and word combinations given in brackets

1. Geography is concerned with the classification of areas (в соответствии с климатом).
2. What is (средняя температура) here in spring?
3. (Атмосферное давление) was very high last week.
4. The climate of this region is (влажный).
5. The weather map shows how (температура, осадки, ветры и давление) are related in space.
6. The British Isles have (островной климат).
7. (Суровые морозы) are not rare in this part of the country.

**Activity 3.** Answer the following questions

Why is climatology of particular interest to the geographers?  
 What are the conditions of the atmosphere which determine the area's weather and climate?  
 What is weather? What is climate?  
 Give the classification of areas according to climate.  
 What climate have the British Isles?  
 What things determine the climate of the British Isles?  
 The weather in Britain changes very quickly, doesn't it?  
 What hinders the cultivation of many species of plants?  
 Why is sheep-breeding developed in Britain?

### **Homework: Text for written translation**

The only thing you can rely on is that New York weather is entirely unreliable. A temperature change of as much as 40 degrees (Fahrenheit) within a single day is not uncommon. It may be freezing cold one afternoon, and bright, warm and sunny the very next morning, or unfortunately vice versa. According to the US Weather Bureau, New York City has a modified continental climate.

New Yorkers live in a relatively damp climate of cold winters and warm, humid summers. Hot spells can be difficult to bear. During the summer months there are brief but intense thunder storms. Rains which continue for a few days are not uncommon. On an average it will rain or snow 120 days out of the year. New York has many beautiful sunny days, especially during autumn. July is the hottest month of the year, with an average temperature of 73.9 (Fahrenheit) and the coldest months are January and February with an average temperature of 30.8 degrees. Most of the strong winds that visit New York are from the northwest.

2. Make up all possible types of questions to the text 5.11



## LESSON 12

### SEQUENCES OF TENSES. IF I KNEW ... I WISH I KNEW

Study this example situation:

Sarah wants to phone Paul, but she can't do this because she doesn't know his number.

She says:

If I knew his number, I would phone him.

Sarah says: If I knew his number ... This tells us that she *doesn't* know his number. She is imagining the situation.

The *real* situation is that she doesn't know his number.



When you imagine a situation like this, you use *if + past* (if I knew / if you were / if we didn't etc.). But the meaning is present, *not* past:

- Tom would read more if he had more time, (but he doesn't have much time)
- If I didn't want to go to the party, I wouldn't go. (but I want to go)
- We wouldn't have any money if we didn't work, (but we work)
- If you were in my position, what would you do?
- It's a pity you can't drive. It would be useful if you could.

We use the past in the same way after *wish* (I wish I knew / I wish you were etc.). We use *wish* to say that we regret something, that something is not as we would like it to be:

- I wish I knew Paul's phone number.

(= I don't know it and I regret this)

- Do you ever wish you could fly?

(you can't fly)

- It rains a lot here. I wish it didn't rain so often.

- It's very crowded here. I wish there weren't so many people, (there are a lot of people)

- I wish I didn't have to work tomorrow, but unfortunately I do.



If I were / if I was

After *if* and *wish*, you can use *were* instead of *was* (if I were ... / I wish it were etc.). *I was / it was* are also possible. So you can say:

- If I were you, I wouldn't buy that coat. *or* If I was you, ...
- I'd go out if it weren't so cold. *or* ... if it wasn't so cold.
- I wish Carol were here. *or* I wish Carol was here.

We do not normally use *would* in the *if*-part of the sentence or after *wish*:

- If I were rich, I would have a yacht, (*not* If I would be rich)
- I wish I had something to read, (*not* I wish I would have)

Sometimes *wish ... would* is possible: I wish you would listen. See Unit 41.

*Could* sometimes means 'would be able to' and sometimes 'was/were able to':

- You could get a better job (you could get = you would be able to get) if you could use a computer, (you could use = you were able to use)

**Put the verb into the correct form.**

- 1 If I..... (know) his number, I would phone him.
- 2 I..... (help) you if I could, but I'm afraid I can't.
- 3 We would need a car if we..... (live) in the country.
- 4 If we had the choice, we..... (live) in the country.
- 5 This soup isn't very good. It..... (taste) better if it wasn't so salty.
- 6 I wouldn't mind living in England if the weather..... (be) better.

- 7 If I were you, I.. ..... (not / wait). I.....(go) now.  
 8 You're always tired. If you ..... (not / go) to bed so late every night, you wouldn't be tired all the time.  
 9 I think there are too many cars. If there ..... (not / be) so many cars, there ..... (not / be) so much pollution.

**Write a sentence with if ... for each situation.**

- 1 We don't see you very often because you live so far away.  
 .If you didn't live so far (шдм, wed, see you more often. ....  
 2 This book is too expensive, so I'm not going to buy it.  
 I'd .....if.....,,  
 3 We don't go out very often - we can't afford it.  
 We.....,.....  
 4 I can't meet you tomorrow - I have to work late.  
 If .....  
 5 It's raining, so we can't have lunch outside.  
 We .....  
 6 I don't want his advice, and that's why I'm not going to ask for it.  
 If ..1 .....

**Write sentences beginning I wish ....**

- 1 I don't know many people (and I'm lonely) \_\_\_\_ L...!?!^SIft\*\_5!\*ors;\_.peopL&.1.  
 2 I don't have a mobile phone (and I need one). I wish .....  
 3 Helen isn't here (and I need to see her) .....  
 4 It's cold (and I hate cold weather).....  
 5 I live in a big city (and I don't like it).....  
 6 I can't go to the party (and I'd like to).....  
 7 I have to work tomorrow (but I'd like to stay in bed).  
 8 I don't know anything about cars (and my car has just broken down).  
 9. I'm not feeling well (and it's not nice).

**HOMEWORK: Make up sentences**

## LESSON 13

### THE EARTH

Our planet on which we live, the earth seems to be a very large body. But compared with quite an ordinary star, like the sun the earth is only a tiny speck in the universe. The earth is not a true sphere but a spheroid flattened at the poles so that the axis on which it rotates is shorter by 27 miles than the equatorial diameter. The outer layers of the earth are the atmosphere, the hydrosphere, and the lithosphere. The atmosphere, the outermost layer, is the envelope of gases that surrounds the earth.

The hydrosphere includes all the bodies of water on the earth in gaseous, liquid, and solid states. It makes up only 0.02 per cent of the mass of the earth. The three major parts of the earth are the crust, the mantle, and the core. The outermost more or less rigid shell covering the earth constitutes the earth's crust. It includes the rocks of the continents as well as the rocks beneath the ocean floor. The lower boundary of the crust is 20 to 25 miles beneath the surface of the continents and only about 4 miles beneath the ocean. The continents are made up of a rock type known as granite covered by a thin layer of sedimentary rocks, and underlain by basalt, while the floor of all ocean basins is mostly underlain by basalt with a thin layer of sedimentary rocks above.

The mantle composed of materials much denser than those making up the crust extends to a depth of 1800 miles, its density increasing with depth. It is believed to consist of dunite or some closely allied ultrabasic silicate rock.

The core of the earth seems to consist of two parts having different properties. The outer core, more than 1,000 miles thick below the mantle behaves like a liquid. The inner core, 18 times as dense as water, behaves like a solid, although its temperature may be as high as that at the surface of the sun.

How old is the earth? The discovery of radioactivity around 1900 gave the scientists a new means of estimating the age of the earth. All naturally radioactive elements are known to change finally into lead. One gram of uranium will yield 1/7 000 000 000 of a gram of lead a year. Thus by measuring the amount of lead present in rocks containing uranium we can estimate how much radioactive change occurred and what length of time needed for this change. The oldest rock so far discovered has been dated at about 3.7 billion years old. We know the earth was formed earlier than that and astronomers believe it to have been approximately 4.5 billion years ago. a mile – 5,2800 feet – 1,609 kilometres

**Activity 1.** Say whether the following statements are true or false

1. The earth is a spheroid flattened at the poles.
2. The axis on which the earth rotates is longer by 27 miles than the equatorial diameter.
3. The hydrosphere includes all bodies of water in liquid state.
4. The lower boundary of the crust is 20-25 miles beneath the ocean and only about 4 miles beneath the surface of the continents.
5. Materials the mantle composed of, are much denser than those making up the crust.
6. The temperature of the outer core may be as high as that at the surface of the sun.
7. All naturally radioactive elements are known to change finally into lead.

**Activity 2.** Fill in the blanks with the suitable words from the text

1. .... makes up only 0.02 per cent of the mass of the earth.
2. .... is composed of materials much denser than those making up the crust.
3. The atmosphere, the hydrosphere and the lithosphere are the .... layers of the earth.
4. The earth is not a true .... but a .....
5. The discovery of .... gave the scientists a new means of estimating .... of the earth.
6. .... includes the rocks of the continents as well as the rocks beneath the ocean floor.
7. The continents are made up of .... covered by a thin layer of ....., and underlain by .....

**Activity 3** Complete the following sentences

1. Compared with quite an ordinary star, like the sun, the earth .....
2. By measuring the amount of lead present in rocks containing uranium we can .....
3. The atmosphere, the outermost layer, is .....
4. The floor of the ocean basins is mostly underlain by.....
5. The mantle is believed to consist of .....
6. The oldest rock so far discovered has been dated at .....
7. One gram of uranium will yield .....

**Activity 4.** Read and translate the dialogue. Reproduce it

A: We can easily study the outer layer of the earth but how do scientists form theories about the inside of the earth?

B: Well, theories about the structure of the earth are based on facts. Being unable to penetrate into the centre of the earth scientists must collect facts indirectly. Most information comes from studying earthquakes.

A: Perhaps it is the waves caused by earthquakes that are being studied, isn't it?

B: Quite right. A record is kept of the intensity, time and direction of the waves sent from the earthquake centres.

A: Do the waves travel at a uniform speed?

B: No. It seems that the waves bounce off from certain layers and it is this information which shows us that the earth has different layers, that it is not uniform from the surface to the core.

**Activity 5.** Answer the following questions

What are the outer layers of the earth?

What is atmosphere? hydrosphere? lithosphere?

What are the three major parts of the earth?

What kinds of materials are the crust and the mantle composed of?

The core is believed to vary in structure and composition, isn't it?

What method has been used to estimate the age of the earth?

What is the approximate age of the earth?

**Homework:** Write down a summarizing sentence for each paragraph of the text "The Earth". On the basis of the above task, prepare an oral summary of the text



## LESSON 14

### PASSIVE 1 (IS DONE / WAS DONE)

When we use an active verb, we say *what the subject does*:

- My grandfather was a builder. He built this house in 1935.
- It's a big company. It employs two hundred people.

When we use a passive verb, we say *what happens to the subject*:

- This house is quite old. It was built in 1935.
- Two hundred people are employed by the company.

When we use the passive, who or what causes the action is often unknown or unimportant:

- A lot of money was stolen in the robbery, (somebody stole it, but we don't know who)
- Is this room cleaned every day? (does somebody clean it? - it's not important who)

If we want to say who does or what causes the action, we use *by ...* :

- This house was built by my grandfather.
- Two hundred people are employed by the company.

The passive is *be (is/was etc.) + past participle (done/cleaned/seen etc.)*:

(be) done (be) cleaned (be) damaged (be) built (be) seen etc.

For irregular past participles (done/seen/known etc.), see Appendix 1.

Study the active and passive forms of the *present simple* and *past simple*:

#### *Present simple*

*active*: clean(s) / see(s) etc.                      Somebody cleans this room everyday.

*passive*: am/is/are + cleaned/seen etc.      This room is cleaned every day.

- Many accidents are caused by careless driving.
- I'm not often invited to parties.
- How is this word pronounced?

#### *Past simple*

*active*: cleaned/saw etc.                      Somebody cleaned this room yesterday.

*passive*: was/were + cleaned/seen etc.      This room was cleaned yesterday.

- We were woken up by a loud noise during the night.
- 'Did you go to the party?' 'No, I wasn't invited.'
- How much money was stolen in the robbery?

42.1 Complete the sentences using one of these verbs in the correct form, present or past:

hause      damage hold      invite      make  
overtake show      surround translate write

- 1 Many accidents... ..by dangerous driving.
- 2 Cheese.....from milk.
- 3 The roof of the building.....in a storm a few days ago.
- 4 You to the wedding. Why didn't you go?
- 5 A cinema is a place where films.....
- 6 In the United States, elections for president.....every four years.
- 7 Originally the book..... in Spanish, and a few years ago it  
..... into English.
- 8 Although we were driv ing quite fast, we .....by a lot of other cars.
- 9 You can't see the house from the road. It .....by trees.

42.2 Write questions using the passive. Some are present and some are past.

- 1 Ask about glass, (how /make?) .....

- 2 Ask about television, (when / invent?) .....
- 3 Ask about mountains, (how / form?) .....
- 4 Ask about Pluto (*the planet*). (when / discover?) .....
- 5 Ask about silver, (what / use for?) .....
- 42.3 Put the verb into the correct form, present simple or past simple, active or passive.
- 1 It's a big factory. Five hundred people (employ) there.
- 2 . (somebody / clean) this room yesterday?
- 3 Water ..... (cover) most of the earth's surface.
- 4 How much of the earth's surface .....(cover) by water?
- 5 The park gates ..... (lock) at 6.30 p.m. every evening.
- 6 The letter.....(post) a week ago and it..... (arrive) yesterday.
- 7 The boat hit a rock and..... (sink) quickly. Fortunately everybody  
- ..... (rescue).
- 8 Richard's parents .....(die) when he was very young. He and his sister  
(bring up) by their grandparents.
- 9 I was born in London, but I.....(grow up) in Canada.
- 10 While I was on holiday, my camera.....(steal) from my hotel room.
- 11 While I was on holiday, my camera..... (disappear) from my hotel room.
- 12 Why (Sue / resign) from her job? Didn't she enjoy it?
- 13 Why .....(Bill / sack) from his job? What did he do wrong?
- 14 The company is not independent. It ..... (own) by a much larger company.
- 15 I saw an accident last night. Somebody ..... (call) an ambulance but nobody  
(injure), so the ambulance ..... (not / need).
- 16 Where ..... ..(these photographs / take)? In London?  
(you / take) them, or somebody else?
17. Sometimes it's quite noisy living here, but it's not a problem for me - (not /  
bother) by it.

**Homework: Make up sentences**

## LESSON 15

### THE OCEAN

The earth is unusual among the planets of the Solar System in possessing a surface temperature that permits water to exist in all three states: liquid, solid and gas. The earth is also the only body in the solar system, as far as we know, to have oceans. Actually one should say “ocean”, because the Pacific, Atlantic, Indian and Arctic oceans all comprise one connected body of salt water in which the Europe-Asia-Africa mass, the American continents and smaller bodies such as Antarctica and Australia can be considered islands.

The statistics of the world ocean are impressive. It has a total area of 140 million square miles and covers more than 70 per cent of the earth's surface. It contains 98 per cent of all the H<sub>2</sub>O on the earth and is the source of the earth's fresh water supply as well, for 80,000 cubic miles of it are evaporated each year to fall again as rain.

The ocean is of peculiar importance to life. Almost certainly, the first forms of life originated there, and from the standpoint of sheer quantity, the oceans still contain most of our planet's life.

And yet, until recent years mankind has been as ignorant of the oceans and particularly of the ocean floor as of another planet. Even today, astronomers know more about the surface of the moon than geologists know about the surface of the earth under the oceans.

It was once assumed that the deepest levels of the seas would be found farthest from land. But now we do know, that the deepest parts of the ocean are all near land, the Marianas Deep being the deepest of them (36,198 feet deep, south of Japan).

Volcanoes have been found by the hundreds in the deep sea, rising as cones from many parts of the ocean floor, occasionally reaching high enough to jut up above the sea level, as in the Hawaiian Islands.

Sea water is a solution of various salts, sodium chloride being the most abundant of the salts. In addition to salts, seawater contains small amounts of dissolved gases, such as oxygen and carbon dioxide. Most of this content is derived from the atmosphere and some is produced by the life present in the oceans. The natural composition of the sea has been gradually altered by the addition of man-made wastes, chemicals and pollutants of various kinds.

The oceans are a giant depository for elements, including metals, which have been brought from land by rivers and streams. Because it has been found to contain almost all the metals and other elements used by man, sea water can be considered a potential source of the metals to be needed in the future. As much as 20 billion tons of uranium, 500 million tons of silver, 10 million tons of gold, magnesium and bromine, seaweed (an important source of iodine) are contained in the oceans.

**Activity 1.** Say whether the following statements are true or false

1. The earth is unusual among the planets of the Solar System because water can exist in all three states: liquid, solid and gas.
2. Some planets of the Solar System have oceans.
3. The world ocean covers more than 98 per cent of the earth's surface.



4. The deepest parts of the ocean are found far from the land.
5. Sea water is a solution of various substances; the most abundant of them is calcium.
6. Most of the oxygen and carbon dioxide content in the ocean water is derived from the atmosphere.
7. Many various elements, including metals, are contained in the oceans.

**Activity 2.** Fill in the blanks with the suitable words from the text

1. The oceans are a giant ..... for elements.
2. All four oceans comprise one ..... of salt water.
3. .... of the world ocean is 140 million square miles.
4. .... is the deepest part of the ocean.
5. .... have been found by the hundreds in the deep sea, rising as ..... from many parts of the ocean floor.
6. 800,000 cubic miles of water are ..... each year to fall again as .....
7. Sea-water can be considered ..... of the metals to be needed in the future.

**Activity 3.** Complete the following sentences

1. Speaking about the oceans of the earth one should say “ocean” because.....
2. The ocean is the source of the earth’s fresh water supply for.....
3. Even today, astronomers know more about the surface of the moon than geologists .....
4. The world ocean has been gradually altered by the addition of .....
5. The oceans contain various elements, among them .....
6. Sea-water can be considered a potential source of the metals to be needed in the future because .....
7. In addition to salts, sea-water contains .....

**Activity 4.** Read and translate the dialogue. Reproduce it

A: I’ve read a very interesting book about the oceans and the ocean floor.

B: What facts were the most interesting?

A: The greatest geographical discovery made in modern times was that of the mid-oceanic ridge, a great mountain range, some 40,000 miles long, winding its way through every ocean of the world.

B: Why is this discovery considered to be of great importance?

A: We now know that it has a number of branches and that a fracture zone is to be found at the centre of the entire ridge. Most of the earthquakes that take place under the sea are centred along this zone.

**Activity 5.** Answer the following questions

Why is the earth unusual among the other planets?

Give all the data relating to the world ocean.

Why is the ocean of peculiar importance to life?

Where is the deepest part of the ocean situated?

What is the chemical composition of sea water?

Why is the world ocean called “a giant depository for elements”?

**Homework:** Write down a summarizing sentence for each paragraph of the text “The Ocean”. On the basis of the above task prepare an oral summary of the text

# LESSON 16

## PASSIVE VOICE. 2 (BE DONE / BEEN DONE / BEING DONE)

### DOING EXERCISES

Study the following active and passive forms:

*Infinitive*

*active:* (to) do/clean/see etc.

Somebody will clean the room later.

*passive:* (to) be + done/cleaned/seen etc. The room will be cleaned later.

D The situation is serious. Something must be done before it's too late.

- ☐ A mystery is something that can't be explained.
- ☐ The music was very loud and could be heard from a long way away.
- ☐ A new supermarket is going to be built next year.

O Please go away. I want to be left alone.

*Perfect infinitive*

*active:* (to) have + done/cleaned/seen etc. Somebody should have cleaned the room .

*passive:* (to) have been + done/cleaned/seen etc. The room should have been cleaned.

- ☐ I haven't received the letter yet. It might have been sent to the wrong address.
- ☐ If you hadn't left the car unlocked, it wouldn't have been stolen.
- ☐ There were some problems at first, but they seem to have been solved.

*Present perfect*

*active:* have/has + done etc.

The room looks nice. Somebody has cleaned it .

*passive:* have/has been + done etc. The room looks nice. It has been cleaned.

- ☐ Have you heard? The concert has been cancelled.
- ☐ Have you ever been bitten by a dog? .
- ☐ 'Are you going to the party?' 'No, I haven't been invited.'

*Past perfect*

*active:* had + done etc.

The room looked nice. Somebody had cleaned it

*passive:* had been + done etc. The room looked nice. It had been cleaned.

- ☐ The vegetables didn't taste very good. They had been cooked too long.
- ☐ The car was three years old but hadn't been used very much.

*Present continuous*

*active:* am/is/are + (do)ing

Somebody is cleaning the room at the moment.

*passive:* am/is/are + being (done) The room is being cleaned at the moment.

- ☐ There's somebody walking behind us. I think we are being followed.
- ☐ (in a shop) 'Can I help you?' 'No, thank you. I'm being served.'

*Past continuous*

*active:* was/were + (do)ing

Somebody was cleaning the room when I arrived.

*passive:* was/were + being (done) The room was being cleaned when I arrived.

- ☐ There was somebody walking behind us. We were being followed.

43.1 What do these words mean? Use it can ... or it can't... . Use a dictionary if necessary.

If something is

1 washable. ....!£....ЙУ3.\_Б ..... 4

unusable, ..

2 unbreakable, it ..... 5 invisible, .....

3 edible, ..... 6 portable,.....-.....

43.2 Complete these sentences with the following verbs (in the correct form):

arrest carry cause make repair wnd^ spend wake up

Sometimes you need have (might have, should have etc.).

- 1 The situation is serious. Something must be done ... before it's too late.
  - 2 I haven't received the letter. It might B . M . ? - . . . . t o the wrong address.
  - 3 A decision will not ..... until the next meeting.
  - 4 Do you think that more money should ..... on education?
  - 5 This road is in very bad condition. It should..... a long time ago.
  - 6 The injured man couldn't walk and had to .. ..
  - 7 It's not certain how the fire started, but it might ..... by an electrical fault.
  - 8 I told the hotel receptionist I wanted to..... at 6.30 the next morning.
  - 9 If you hadn't pushed the policeman, you wouldn't .....
- 43.3 Rewrite these sentences. Instead of using somebody or they etc., write a passive sentence.
- 1 Somebody has cleaned the room .....
  - 2 They have postponed the meeting. The.....
  - 3 Somebody is using the computer at the moment.  
The computer..... ..

- 4 I didn't realise that somebody was recording our conversation.  
I didn't realise that.....
  - 5 When we got to the stadium, we found that they had cancelled the game.  
When we got to the stadium, we found that.....
  - 6 They are building a new ring road round the city.
  - 7 They have built a new hospital near the airport.
- 43.4 Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.
- 1 There's somebody behind us. (I think / we / follow) .....
  - 2 This room looks different, (you / paint / the walls?) .....
  - 3 My car has disappeared, (it / steal!) It.....
  - 4 My umbrella has disappeared, (somebody / take) Somebody .....
  - 5 Sam gets a higher salary now. (he / promote) He ..... -
  - 6 Ann can't use her office at the moment, (it / redecorate) It.....
  - 7 The photocopier broke down yesterday, but now it's OK. (it / work / again ; it / repair)

- It ..... It.....
- 8 When I went into the room, I saw that the table and chairs were not in the same place. (the furniture / move) The
  - 9 The man next door disappeared six months ago. (he / not / see / since then)  
He.....

**Homework. Make up sentences.**

## LESSON 17

### THE MAP OF THE WORLD

If you look at the map of the world, you will see continents and oceans, seas and islands, rivers and mountains, lakes and deserts, etc. You will see that the greater part of the earth's surface, about 71 percent is occupied by water. The large continuous bodies of water, broken into irregular parts by continents and islands are known as the oceans. Four are commonly recognized – the Pacific, Atlantic, Indian and Arctic. All the oceans are linked up, forming great ocean, the World Ocean.

The continents are the large masses of land stand above the level of the sea. In order of size they are Asia, Africa, North America, South America, Antarctica, Europe and Australia. Together they occupy only about 29 per cent of the earth surface.

The earth's surface can be described as being rough or smooth. The rough lands include the world's mountains and hilly uplands. The flat lands are its plateaus and plains. Each continent has an individual arrangement of landforms, though similarities do exist. For example, high mountain ranges are located along the western part of both North and South America. Each has older, worn-down mountains near its eastern borders. Wide plains drained by great river system fill the spaces between the mountain masses. Both have narrow coastal plains along their western margins and wider plains in the east. The largest river system in North America is the Mississippi - the Missouri. The longest river of South America is the Amazon.

Eurasia (Europe and Asia combined) and Africa differ remarkably from North and South America in their surfaces. A long mountain axis extends across south – central Eurasia. To the north and north-west of this mountain core lies the largest lowland in the world, stretching from the Atlantic ocean far into Asia. The main mountain systems in Eurasia are the Himalayas (Mount Chomolungma (Everest) is the highest in the world, 8,848 metres), the Alps, the Caucasus, the Carpathians, the Altai, the Urals, the Tien Shan. There are a lot of rivers there, for example, the Lena, the Enisei, the Amur, the Ob, the Volga, the Danube, the Brahmaputra, the Ganges. The longest river is the Yangtze.

Africa is not nearly as mountainous as Asia. With the exception of the Atlas Mountains, in the north-west, the highest mountains are in the east-central part of Africa. Most inner Africa is a vast plateau. It is cut and worn by rivers that it has become a hilly or mountainous region. The main rivers are the Nile (the longest river in the world, 6671 km.), the Congo, the Niger, the Orange River, and the Zambezi.

Australia has three dominant landforms. They are the highlands in the east, the plateaus in the west, and a vast plain is covering the east-central part of the continent. The most full-flowing river is the Murray.

Antarctica is a mountainous land, which has many ranges and peaks. Of all continents only Antarctica is uninhabited. Only scientific stations and expeditions from a number of countries are to be found there. And the most populated continent is Eurasia.

**Activity 1.** Say whether the following statements are true or false

1. About seventy-one per cent of the earth's surface is occupied by land.
2. Four oceans form the World Ocean.
3. North America is the biggest continent while Australia is the smallest one.
4. Twenty-nine per cent of the earth's surface is occupied by the seas.
5. Both North and South America have similar surfaces.
6. The longest river of South America is the Missouri.
7. Mount Chomolungma is situated in Africa.
8. The longest river in the world is the Yangtze.
9. Three dominant landforms of Australia are the highlands, the plateaus and the plains.

**Activity 2.** Ask questions to which the following sentences are the answers

1. There is more water than land on our planet.
2. The largest and deepest ocean in the world is the Pacific Ocean.
3. No, Antarctica isn't the largest continent. It's Asia.
4. Yes, the earth surface can be described as being rough or smooth.
5. The rough lands are the world's mountains and hilly uplands and the flat lands are its plateaus and plains.
6. The boundary between Europe and Asia runs along the Ural Mountains.
7. The rivers in Europe are much shorter than the rivers in Asia.
8. The Suez Canal is the shortest waterway connecting Europe with the land washed by the Indian Ocean.
9. Mount Everest is almost 9.000 metres high.
10. Asia is four times the size of Europe.
11. No, Africa is not nearly as mountainous in Asia.
12. Australia is situated in the Southern Hemisphere.

**Activity 3.** Make up the plan of the text "The map of the world". Retell this text.

**Activity 4.** Read the texts. Find the answers to the given questions

Why is the sea between Africa and Arabia called the Red Sea?

We all know from our maps that the Red Sea is the part of ocean between Africa and Arabia. At the top of it is the Suez Canal. But does any reader know why it is called red? After all its water is just like the water of any other sea – it doesn't look like red ink. One of the answers is that much of the bottom of the sea, and much of the land around it is red sandstone. It also has red coral reefs and seaweed. Perhaps it looked red enough to the ancient Greeks and Romans, because it was known as the Red Sea even in those times.

How were the Victoria Falls discovered?

Have you ever seen a really big waterfall? At the Victoria Falls the blue Zambezi River, about two kilometres wide, falls down for over a hundred metres. These Falls were first discovered by an explorer called David Livingstone in 1855. He was trying to follow the Zambezi River to its mouth in a small boat when he came to the fall. At

first he did not see the great waterfall from his boat. But the noise of the falling water made him stop at an island in the river and he was saved. He called it “Livingstone island”. Nowadays there is a road and a railway bridge across the river, but in those days it was very difficult even to walk near the fall because of the thick tropical jungle.

Homework: Answer these geographical questions

1. How many continents/oceans do you know?
2. Which is the smallest ocean? Which is the smallest continent?
3. Which is the largest island in the world? Which is the largest sea?
4. Which is the deepest lake in the world?
5. Where are the Caucasus situated? Where are the Appalachians situated?
6. Great Britain is separated from the continent by the Mediterranean sea, is not it?
7. Which countries do you cross if you travel from Moscow to Holland?
8. Is Teheran the capital of Iran or Iraq?
9. Are the Great Lakes in North or South America?
10. Which river flows through Vienna, Budapest, and Belgrade?

## LESSON 18

### PASSIVE VOICE. 3 (IS DONE/WAS DONE) DOING EXERCISES

I was offered ... / we were given ... etc.

Some verbs can have two objects. For example, give:

- Somebody gave the police the information. (= Somebody gave the information to the police)

object 2

*object 1*

So it is possible to make two passive sentences:

- The police were given the information, *or* The information was given to the police.

Other verbs which can have two objects are:

ask offer pay show teach tell

When we use these verbs in the passive, most often we begin with the *person*:

- I was offered the job, but I refused it. (= they offered me the job)
- You will be given plenty of time to decide. (= we will give you plenty of time)
- Have you been shown the new machine? (= has anybody shown you?)
- The men were paid £400 to do the work. (= somebody paid the men £400)

I don't like being ...

The passive of doing/seeing etc. is being done / being seen etc. Compare:

*active*: I don't like people telling me what to do. *passive*: I don't like being told what to do.

- I remember being taken to the zoo when I was a child.  
(= I remember somebody taking me to the zoo)
- Steve hates being kept waiting. (= he hates people keeping him waiting)
- We managed to climb over the wall without being seen. (= without anybody seeing us)

I was born ...

We say 'I was born ...' (*not* I am born):

- I was born in Chicago. 1
- Where were you born? (*not* Where are you born?) past but
- How many babies are born every day? Present Get

You can use get instead of be in the passive:

- There was a fight at the party, but nobody got hurt. (= nobody was hurt)
- I don't often get invited to parties. (= I'm not often invited)
- I'm surprised Liz didn't get offered the job. (= Liz wasn't offered the job)

You can use get only when things *happen*. For example, you cannot use get in the following sentences:

- Jill is liked by everybody, (*not* gets liked - this is not a 'happening')
- He was a mystery man. Very little was known about him. (*not* got known)

We use get mainly in informal spoken English. You can use be in all situations.

We also use get in the following expressions (which are *not* passive in meaning): get married, get divorced get lost (= not know where you are)  
get dressed (= put on your clothes) get changed (= change your clothes)

**Write these sentences in another way, beginning in the way shown.**

- 1 They didn't give me the information I needed.

I wasn't given the In-fomnaion I needed.....

- 2 They asked me some difficult questions at the interview.

I .....



3 Linda's colleagues gave her a present when she retired.

Linda.....

4 Nobody told me about the meeting.

1 wasn't .....

5 How much will they pay you for your work?

How much will you .....

6 I think they should have offered Tom the job.

1 think Tom ..... -.....

7 Has anybody shown you what to do?

Have you.....

**Complete the sentences using being + the following (in the correct form):**

give invite ~~keep~~ knock down stick treat

1 Steve hates.. ..... waiting.

2 We went to the party without.....

3 I like giving presents and I also like..... them.

4 It's a busy road and I don't like crossing it. I'm afraid of.....

5 I'm an adult. I don't like .....like a child.

6 You can't do anything about ..... in a traffic jam.

**When were they born? Choose five of these people and write a sentence for each.**

(Two of them were born in the same year.)

Beethoven Galileo Elvis Presley 1452 1869 1929

Agatha Christie Mahatma Gandhi Leonardo da Vinci 1564 1890 1935 Martin

Luther King William Shakespeare 1770 -1-904

1 . Watt Disney was bom in 1901.

1 .....

2 .....

3 .....

4 ... ..

5 And you? I

**Complete the sentences using get/got + the following verbs (in the correct form): ask damage ~~hurt~~ pay steal sting stop use**

1 There was a fight at the party, but nobody.....

2 Alex by a bee while he was sitting in the garden.

3 These tennis courts don't .....very often. Not many people want to play.

4 I used to have a bicycle, but it.....a few months ago.

5 Rachel works hard but doesn't.....very much.

6 Last night I ..... by the police as I was driving home. One of the lights on my car wasn't working.

7 Please pack these things very carefully. I don't want them to.....

8 People often want to know what my job is. I often ..... that question.

**Homework. Make up sentences**

## II TERM

### LESSON 1

### REPORTING THE PAST

This lesson clarifies these structures with **direct and indirect objects:**

Structure 1: verb + indirect object + direct object

Structure 2: verb + direct object + to/for + indirect object

Structure 3: verb + object pronoun + direct object.

A report structure is used to report what people say or think. You use the present tense of the reporting verb when you are reporting something that someone says or thinks at the time you are speaking. You often use past tenses in report structures because a reported clause usually reports something that was said or believed in the past.

**1** You use a report structure to report what people say or think. A report structure consists of two parts. One part is the reporting clause, which contains the reporting verb.

*I told him nothing was going to happen to me.*

*I agreed that he should do it.*

The other part is the reported clause.

*He felt that he had to do something.*

*Henry said he wanted to go home.*

**2.** For the verb in the reporting clause, you choose a tense that is appropriate at the time you are speaking.

Because reports are usually about something that was said or believed in the past, both the reporting verb and the verb in the reported clause are often in a past tense.

*Mrs Kaur announced that the lecture had begun.*

*At the time we thought that he was mad.*

**3** Although you normally use past tenses in reports about the past, you can use a present tense in the reported clause if what you are saying is important in the present, for example:

\* because you want to emphasize that it is still true

*Did you tell him that this young woman is looking for a job?*

\* because you want to give advice or a warning, or make a suggestion for the present or future

*I told you they have this class on Friday afternoon, so you should have come a bit earlier.*

**4** You use a present tense for the reporting verb when you are reporting:

\* what someone says or thinks at the time you are speaking

*She says she wants to see you this afternoon.*

*I think there's something wrong.*

Note that, as in the last example, it may be your own thoughts that you are reporting.

\* what someone often says

*He says that no one understands him.*

\* what someone has said in the past, if what they said is still true

*My doctor says it's nothing to worry about.*

**5** If you are predicting what people will say or think, you use a future tense for the reporting verb.

*No doubt he will claim that his car broke down.*

*They will think we are making a fuss.*

**6** You very rarely try to report the exact words of a statement. You usually give a summary of what was said. For example, John might say:

*'I tried to phone you about six times yesterday. I let the phone ring for ages but there was no answer. I couldn't get through at all so I finally gave up.'*

You would probably report this as:

John said he tried to phone several times yesterday, but he couldn't get through.

**7** When you are telling a story of your own, or one that you have heard from someone else, direct speech simply becomes part of the narrative.

In this extract a taxi driver picks up a passenger:

*'What part of London are you headed for?' I asked him.*

*'I'm going to Epsom for the races. It's Derby day today.'*

*'So it is,' I said. 'I wish I were going with you. I love betting on horses.'*

**Somebody says something to you which is the opposite of what they said earlier.**

**Complete the answers.**

**1** A: That restaurant is expensive.

B: Is it? I thought you said .....

**2** A: Sue is coming to the party tonight.

B: Is she? I thought you said she...- ..

**3** A: Sarah likes Paul.

B: Does she? Last week you said .....

**4** A: I know lots of people.

B: Do you? I thought you said .....

**5** A: Jane will be here next week.

B: Will she? But didn't you say .....

**6** A: I'm going out this evening.

B: Are you? But you said .....

**7** A: I can speak a little French.

**Complete the sentences with say or tell (in the correct form). Use only one word each time.**

**1** Ann ..... goodbye to me and left.

**2** us about your holiday. Did you have a nice time?

**3** Don't just stand there! ..... something!

**4** I wonder where Sue is. She ..... she would be here at 8 o'clock.

**5** Dan ..... me that he was bored with his job.

**6** The doctor ..... that I should rest for at least a week.

**7** Don't ..... anybody what I ..... It's a secret just between us.

**8** "Did she ..... you what happened?" "No, she didn't ..... anything to me."

**9** Gary couldn't help me. He ..... me to ask Caroline.

**10** Gary couldn't help me. He ..... to ask Caroline.

**Homework: Make up sentences.**

## LESSON 2

### ASIA

Asia is the world's largest continent. With outlying islands, it covers about one third of the land area on Earth. The mainland is situated between latitude 78 0N and 1 0N and longitude 26 0E and 170 0W; it extends for about 9,700 km from east to west and 6,500 km from north to south. The continent is bounded on the north by the Arctic Ocean, on the east by the Pacific Ocean, and on the south by the Indian Ocean; the western boundary, with Europe, runs roughly north-south along the eastern Ural Mountains, the Emba River, the Caspian Sea, the Mediterranean Sea, the Suez Canal, and the Red Sea. The islands of Sri Lanka and Taiwan and archipelagoes of Indonesia, the Philippines, and Japan also form part of Asia.

Topographically, Asia is a ridge and valley system. The center of Asia is the Himalayas which is nearly 10 kilometers above sea level. Low plains occupy about one fifth of Asia and include the plains of northern and western Siberia, Turan, Mesopotamia, northern India and Southeast Asia. Tablelands and plateaus include the Arabian plateau, the Deccan Plateau, and the Indo-Pacific Plateau. Of the many desert regions, the largest ones include the Thar in India and Pakistan, the Gobi in Mongolia and China. Rivers, including the Euphrates, Tigris, Indus, Ganges, Brahmaputra, and Irrawaddy drain about half of the continent into the Indian Ocean.

The Ob, Lena, Yenisey rivers drain into the Arctic Ocean. The Caspian Sea is the world's largest body of inland water; the Aral and Dead seas are Asia's major saltwater lakes.

Climate ranges from the arctic in the north of Asia and sharp continental in Western Siberia to the equatorial in the Indonesia. Southern Asia is hot, seasonally wet tropical region under the control of the monsoon winds. The monsoon marks the semiannual rhythm of rainfall and drought. The characteristic effects of the monsoon are the seasonal reversal of wind direction, the strong summer maximum of rainfall, and the long winter dry season.

Vegetation types range from Arctic permafrost and tundra meadows along the northern coast in Siberia to tropical rain forests in the south-east. Between these two extremes are extensive coniferous taiga forests (north), deciduous and mixed forests (south), vast steppes (central), and xerophytic vegetation (south-east).

More people live in Asia than in any other region on Earth. Its people account for three fifths of the world's population. In the early 1990s, Asia had more than 3,2 billion inhabitants. All three major races – Mongoloid, Negroid and Caucasoid – make up Asia's population. But its huge population is not spread evenly over its vast lands. Some parts of Asia's interior are cold, too dry, or too mountainous to support people. Four main areas in which the population is highly concentrated are the Ganges River Valley in India and Bangladesh; the island of Java in Indonesia, eastern China; and southern Japan.

Asia is the birth place of all the world's major religions and hundreds of minor ones: Hinduism, Judaism, Islam, Buddhism, Christianity; Taoism and Confucianism.

Words and word combinations to the text

outlying – отдалённый

to extend – простираться

to bound – ограничивать, граничить

archipelago – архипелаг  
tableland – плоскогорье, плато  
monsoon – муссон  
semiannual – полугодовой  
drought – засуха  
maximum of rainfall – максимальное количество осадков  
permafrost – вечная мерзлота  
meadow – луг  
rain forests – дождевые леса / влажно-тропические леса  
coniferous forests – хвойные леса  
deciduous forests – лиственные леса  
mixed forest – смешанные леса  
steppe – степь  
xerophytic vegetation – ксерофитная (ксерофильная) растительность  
to account – насчитывать  
race – раса  
to spread – распространять  
evenly – равномерно  
religion – религия

**Activity 1** Find these Asian countries on the map and name their capitals

Азербайджан – Azerbaijan – Baku  
Армения – Armenia – Erevan  
Афганистан – Afghanistan –  
Бангладеш – Bangladesh –  
Бахрейн – Bahrain (Bahrien) –  
Бирма (Мьянма) – Burma (Myanmar) –  
Бруней – Brunei –  
Бутан – Bhutan –  
Вьетнам – Vietnam –  
Грузия – Georgia –  
Западный берег реки Иордан и Сектор Газа – West Bank and Gaza –  
Израиль – Israel –  
Индия – India –  
Индонезия – Indonesia –  
Иордания – Jordan –  
Иран – Iran –  
Ирак – Iraq –  
Йемен – Yemen –  
Казахстан – Kazakhstan –  
Камбоджа – Cambodia –

**Activity 2.** Say whether the following statements are true or false

1. Asia covers over 30 percent of the land area on Earth.
2. Asia is bounded on the east by the Atlantic Ocean.
3. The surface of Asia includes mountains, low plains, tablelands, deserts regions, etc.
4. The Himalayas are situated in the central part of Asia.

5. The Aral Sea is the world's largest body of inland water.
6. Monsoons occur in South Asia.
7. Vegetation types differ greatly depending on the parts of the continent.
8. The whole territory of Asia is densely populated.
9. Christianity was originated in Europe.

**Activity 3** Practise reading the following words

The Embo River, the Suez Canal, the Red Sea, the Mediterranean Sea, Sri Lanka, Taiwan, Indonesia, the Philippines, Japan, Siberia, Turan, Mesopotamia, India, the Arabian plateau, the Deccan Plateau, the Indo-Pacific plateau, the Thar, Pakistan, the Gobi, Mongolia, China, the Euphrates, Tigris, Indus, Canges, Brahmaputra, Irrawaddy, the Ob, Lena, Yenisey, the Aral sea, the Dead Sea, Mongoloid, Negroid, Caucasoid race, Bangladesh, the island of Java, Hinduism, Judaism, Islam, Buddhism, Christianity.

**Homework. Read and translate the text.**

## LESSON 3

### REPORTED SPEECH II (Questions)

When transforming questions, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use the interrogative or *if / whether*

Type		Example
with interrogative	direct speech	"Why don't you speak English?"
	reported speech	He asked me why I didn't speak English.
without interrogative	direct speech	"Do you speak English?"
	reported speech	He asked me whether / if I spoke English.

#### Reported Speech - Requests

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions

Type	Example
direct speech	"Carol, speak English."
reported speech	He told Carol to speak English.

#### Activity 1. Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

Example: Peter: "Did John clean the black shoes yesterday?"  
Peter asked me \_\_\_\_\_

Answer: Peter asked me if John had cleaned the black shoes the day before.

1) Mandy: "Are the boys reading the book?" Yesterday Mandy asked me.....

2) Jason: "Who gave you the laptop?" Yesterday Jason wanted to know.....

3) Robert: "Is Tim leaving on Friday?" Yesterday Robert asked me.....

4) Daniel: "Will it rain tomorrow?" Yesterday Daniel asked me.....

5) Jennifer: "Where do you play football today?" Yesterday Jennifer wanted to know.....

6) Nancy: "Why didn't Nick go to New York last summer?" Yesterday Nancy wanted to know.....

7) Barbara: "Must I do my homework this afternoon?" Yesterday Barbara asked me.....

- 8) Linda: "Did Max fly to London two weeks ago?" Yesterday Linda wanted to know.....
- 9) Grandmother: "Where are my glasses?" Yesterday Grandmother asked me.....
- 10) A man: "When does the train to Liverpool leave?" Yesterday a man asked me.....
- 11) Marry: "Bring me some coffee, please".....
- 12) John: "Don't take y cards, I don't allow you." .....

**Activity 2. Rewrite the sentences into direct speech:**

1. My friend advised me not to drink alcohol that night since I had to drive back home. ....
2. The teacher remarked that our exams were really well. ....
3. Tony asked me when we would meet for dinner. ....
4. Sally commented that she had travelled to Rome twice the previous year. ....
5. Dan's sister refused to do the washing up for him. ....
6. The passenger wanted to know when the plane would land. ....
7. Adam suggested wearing smart clothes to Tom's party the next Friday. ....
8. Mandy said she had forgotten to lock the garage when she had left that morning. ....
9. The children asked the teacher if they had to bring the dictionary the following day. ....
10. My father remarked that the new laptop didn't work very well. ....
11. Peter wanted to know what time the new TV show began. ....
12. Molly offered to do the shopping for me. ....
13. Pam's mother told her to tidy her room then .....
14. Dave invited Sue to have dinner that night. ....
15. Ted apologized for not having prepared dinner yet. ....

**Homework: activity 2**



## LESSON 4

### ASIA PART II

Despite large expanses of mountainous, Arctic and desert wastelands, more than 15 percent of Asia's land area is arable. At least three fourths of this is developed to basic cereal and tuber crops (rice, wheat). About 1 percent of the continent is pasture or rangeland, supporting nearly a third of the world's cattle. Asia is well endowed with nearly every mineral resources required by modern industrial society: antimony, magnesium, tin, iron, bismuth, titanium, manganese, nickel, two third of the global reserves of both petroleum and natural gas.

Asia is marked by great disparities in wealth between different countries and within those countries. A few parts of the continent, notably Japan, Singapore, and the oil-rich nations of Arabia, have achieved very high standards of living, and such East Asian countries as South Korea and Taiwan are industrializing rapidly. Other parts of Asia, however, such as Bangladesh, Indonesia, Vietnam, Myanmar (Burma) have very low standards of living. Between these two extremes lie Russia and some of the Central Asian nations that once formed part of the USSR. The economies of most Asian countries are not fully industrialized. The economies of most Southwest Asia countries are based largely on traditional agriculture and the production and export of petroleum; the manufacturing sector is limited in large part to traditional artisanship and petrochemical industries. Southwest Asia exports rice and cash crops such as rubber, copra, and kapok; most manufacturing industries centre on processing domestic raw materials and assembling consumer goods.

**Activity 1.** Make up all possible types of questions to the text 10.9

**Activity 2.** Speak on:

1. geographical position of Asia
2. its flora and fauna
3. population
4. agriculture and industry

**Activity 3.** Get ready to speak about any Asian country you like. Make use the following:

1. Geographical position (be located, lie off, longitude, latitude, size, be separated from, be washed by, etc.)
2. Climate and relief (damp, humid, mild, continental, temperature, volcano, plateau, mountain, etc.)
3. Economy (branches of industry, produce, manufacturing, be rich in, agriculture, etc.)
4. State system (constitutional monarchy, empire, parliament, federation, election, consist of, etc.)

**Activity 4.** Fill in the blanks with the suitable words and word combinations from the text

1. Topographically, Asia is ..... system.
2. South Asia is a hot region under the control of ..... .
3. Vast steppes are found in ..... of Asia.

4. .... are Asia's major saltwater lakes.
5. All three major races – ..... – make up Asia's population.
6. .... occupy about one fifth of the continent.
7. Asia is the birth place of .....
8. The continent is situated between ..... 78 0N and 10N and ..... 26 0E and 170 0W.
9. Vegetation types range from the ..... in the north to the ..... in the southeast.

**Activity 5.** Answer the following questions

What percentage of the world's land is occupied by Asia?

Where is Asia situated?

Where does the boundary between Asia and Europe run?

How high are the Himalayas from the sea level?

Which rivers flow into the Arctic Ocean? the Indian Ocean?

How is climate range?

What are the monsoons?

Describe the flora and fauna of Asia.

What regions of Asia are the most populated?

**Homework: Activity 6**

## LESSON 5

## RELATIVE CLAUSES 1: CLAUSES WITH WHO/THAT/WHICH

Look at this example sentence:

The woman who lives next door is a doctor.

■-- relative clause

A *clause* is a part of a sentence. A *relative clause* tells us which person or thing (or what kind of person or thing) the speaker means:

The woman who lives next door ... (‘who lives next door’ tells us which woman)  
People who live in the country ... (‘who live in the country’ tells us what kind of people)

We use **who** in a relative clause when we are talking about people (not things):

the woman - she lives next door - is a

doctor t

—► The woman who lives next door is a doctor.  
we know a lot of people - they live in the  
country We know a lot of people who live in  
the country.

An architect is someone who designs buildings.

What was the name of the person who phoned you?

Anyone who wants to apply for the job must do so by Friday.

You can also use that (instead of who), but you can't use which for people:

The woman that lives next door is a doctor. (*not* the woman which)

Sometimes you must use *who* (*not that*) for people - see Unit 95.

When we are talking about things, we use *that* or *which* (*not who*) in a relative clause: where is the cheese? - it was in the fridge

I                               that, was in the fridge?

Which                      Where is the cheese

I don't like stories that have unhappy endings, (*or* stories which have ...)

Barbara works for a company that makes furniture, (*or* a company which makes furniture)

The machine that broke down is working again now. (*or* The machine which broke down) That is more usual than which, but sometimes you must use which - see Unit 95.

What = ‘the thing(s) that’. Compare what and that:

What happened was my fault. (= the thing that happened)

Everything that happened was my fault, (*not* Everything what happened)

The machine that broke down is now working again, (*not* The machine what broke down

Remember that in relative clauses we use **who/that/which**, not **he/she/they/it**:

I've never spoken to the woman who lives next door, (*not* the woman she lives)

**Activity 1.** In this exercise you have to explain what some words mean. Choose the right meaning from the box and then write a sentence with who. Use a dictionary if necessary.

ne/s he	steals from a shop designs—buildings	ne/s he	buys something from a shop pays rent to live in a house or flat breaks into a house to steal things
------------	--------------------------------------	------------	---

Ian architect) An architect is someone who designs buildings to.....  
 la burglar) A burglar is someone.....:.....

la customer) .....  
 (a shoplifter) ..... - .....  
 la coward) .....  
 (an atheist) .....  
 (a pessimist) .....  
 (a tenant) .....

**Activity 2 Make one sentence from two. Use who/that/which.**

A girl was injured in the accident. She is now in hospital.

. The gtrl who was *injured* tn the. *accident* is now lr> hosptial. .....

A waitress served us. She was impolite and impatient.

The ..... 1 .....

A building was destroyed in the fire. It has now been rebuilt. The.....\*  
 ..... Some people were arrested. They have now been released.

The .....

A bus goes to the airport. It runs every half hour.

The . .....

**Homework: activity 2**

## LESSON 6

### THE CHANGING CLIMATE ON EARTH

Ninety-seven percent of climate scientists agree: we are drastically altering life on Earth and creating global climate change. The cause of this change? Human activities that increase emissions of greenhouse gases such as carbon dioxide, methane and ozone. **Greenhouse gases** are important because, when present in the right amount, they trap heat under the atmosphere and keep Earth hospitable.

However, in the last century, greenhouse gas emissions have risen to unprecedented levels in the atmosphere. The current concentrations are far too high and are trapping too much heat on Earth. This leads to an overall increase in the temperature of the planet, which affects many other components of our global climate system.

Over the past 100 years, the temperature of Earth has increased by an average of 1.5°F. This may not sound like a lot, but think about your body temperature. A healthy temperature is 98.6°F. If you raise this by 1.5 degrees, you would then have a temperature of 100.1°F. That's a fever and a pretty sick person!

If you've ever had a fever like this, you know how awful it feels. You're hot and cold, you don't have an appetite and you just want to lie in bed until you get better. Now, take into account that this is the average temperature change on Earth. That means that some places are experiencing much greater changes than just those 1.5 degrees.

#### *Earth Has Many Climates*

No two places on Earth will have exactly the same **climate**, which is the overall pattern of meteorological conditions, such as temperature, humidity, air pressure, wind and precipitation. If this sounds a lot like weather, it's because climate is basically the long-term weather patterns of an area. While weather is a more day-to-day view of these variables, the climate of an area is these variables over a long period of time.

Though no location on Earth will have exactly the same climate as another, many do have very similar climatic characteristics. In fact, these characteristics were first classified in 1884 by a Russian-German climatologist named Wladimir Köppen. Named after its founder, the **Köppen Climate Classification** system categorizes Earth's climates into five major groups based on the native vegetation present. He based his classification system on plants because he felt that they are the best representative of the local temperature, precipitation and other variables that contribute to climate.

#### *Earth's Five Major Climates*

Though vegetation helps us classify the major climate types on Earth, we tend to describe them in terms of temperature and humidity. The classifications start at the equator and work their way outward, all the way to the Polar Regions. And to make it easy, the classifications are just letters of the alphabet. The first is A, which is along the equator, then B, C, D and finally E at the Polar Regions.

**Group A**, our first climate classification, is also known as 'humid tropical.' This is what you would expect at the equator - a warm, wet climate. Temperatures here stay pretty warm all year round (summer is the only season here!), and we also find the world's rainforests in this region, like the Amazon (you could even think of Group A for Amazon).

**Group B** is the next climate classification, one step away from the equator both north and south. This is also known as the 'dry' group because there is little moisture in the air here. Not surprisingly, we find the world's great deserts in this region, like the Sahara in Africa and the Great Victoria in Australia, so you could even think of Group B as the 'barren' group. Like Group A, temperatures also stay fairly constant in this region, with little seasonal change throughout the year.

**Group C** is our next classification, now two steps away from the equator. This group is also known as the 'humid middle latitude with mild winters' region. So, think of Group C for 'cold' since these regions do have winters (unlike Groups A and B). It's called humid because there's moisture in the air, middle latitude because it is about mid-way between the equator and the polar region (either north or south) and mild winters because while it may get cold and snowy, they are still fairly tolerable conditions. These areas have wonderful seasonal changes and occur in places like the central U.S., southern Europe and central South America.

**Group D** is our second to last classification, so we're getting pretty close to the poles now. You can think of these regions as Group D for 'darn cold!' because the winters are much more severe than in Group C. This group is also known as the 'humid middle latitude with severe winters' region. While closer to the poles, we're still in somewhat middle latitudes here, and the air is still moist, but man, these winters really are cold! Think of places like northern Canada and Siberia and you'll likely understand why these get the 'severe winter' classification.

### **Extreme Weather Patterns**

People tend to associate global climate change with just increasing temperatures, but much like your body goes through cycles of extreme hot and cold during a fever, the earth experiences something very similar. As mentioned before, temperatures on Earth have increased in the past 100 years like never before, and in that period, 10 of the warmest years on record have occurred since 1997.

Not only do temperatures become more extreme, but storms and weather events also increase in severity as temperature rises on Earth. Hurricane Katrina and Superstorm Sandy are both examples of extraordinary hurricanes, while Oklahoma was recently devastated by a mile-wide tornado. Why are these storms so much more intense? They get their energy from warm water and wind, and since both of these are becoming warmer along with the earth, this gives the storms more power and the ability to cause more damage.

**Homework: What do you think about climate?**

**Write about our country's climate.**

## LESSON 7

### RELATIVE CLAUSES 2: CLAUSES WITH AND WITHOUT WHO/THAT/WHICH

Look at these example sentences from

The woman who lives next door is a doctor, (or The woman that lives next door is a doctor, (or The woman who (= the woman) is the *subject*

Where is the cheese that was in the fridge? (or the cheese which was ...) The cheese was in the fridge, that (= the cheese) is the *subject* You must use who/that/which when it is the subject of the relative clause. So you cannot say 'The woman lives next door is a doctor' or 'Where is the cheese was in the fridge?'. Sometimes who/that/which is the *object* of the verb. For example:

□ I  
hol

I wanted to see the woman

who (= the woman) is the *object*  
I is the *subject*

□ Have you found the keys that you lost?

You lost the  
keys.

When who/that/which is the object, you can leave it out. So you can say:

The woman I wanted to see was away, or The woman who I wanted to see ...

Have you found the keys you lost? or ... the keys that you lost?

The dress Liz bought doesn't fit her very well, or The dress that Liz bought ...

Is there anything I can do? or ... anything that I can do?

Note that we say:

the keys you lost (not the keys you lost them) the dress Liz bought (not the dress Liz bought it)

Note the position of prepositions (in/to/for etc.) in relative clauses:

Tom is talking to a woman - do you know her?

Do you know the woman (who/that) Tom is talking to ?

slept in a bed last night - it wasn't very comfortable —► The bed (that/which) I slept in last night wasn't very comfortable.

Are these the books you were looking for? or ... the books that/which you were ...

The woman he fell in love with left him after a month, or The woman who/that he ...

The man I was sitting next to on the plane talked all the time, or The man who/that I was sitting next to ...

Note that we say:

the books you were looking for (not the books you were looking for them)

You cannot use what in sentences like these (see also Unit 92C):

Everything (that) they said was true. (not Everything what they said)

I gave her all the money (that) I had. (not all the money what I had)

**Activity 1. Complete each sentence using a relative clause with a preposition.**

Choose from the box.

we went to a party last night  
to a wedding

you can rely on

Gary we were invited

work with some people

I applied for a job

you told me about a hotel

you were looking-for some books I saw you with a man

Are these the books ..... looking. for ?

Unfortunately we couldn't go to the wedding .....

I enjoy my job. I like the people .....

What's the name of that hotel ..... : ..... ?

The party ..... wasn't very enjoyable.

I didn't get the job .....

Gary is a good person to know. He's somebody .....

Who was that man ..... - ..... in the restaurant?

**Homework: Make up sentences.**



## LESSON 8

### AFRICA

Africa is the second largest continent on Earth, embracing one fifth of its land area and occupying 30,217,000 square kilometers, some 2 percent of which is inland water. The continent is bounded on the north by the Mediterranean Sea, on the west by the Atlantic Ocean, and on the south by the confluence of the Atlantic and the Indian oceans off the Cape of Good Hope. There are a number of islands associated with Africa, the largest of those, lying to the southeast, is Madagascar.

Africa's great area includes a variety of landforms and climates. The vast desertlands of the Sahara separate North Africa from the continent – central lands and southern Africa, which together are called Sub-Saharan Africa. Much of Africa's interior consists of plateaus and hilly uplands. In southern and eastern Africa, high mountains surround the plateaus near the coast. The plateaus in eastern Africa were long ago cracked by a shift in the land that created a huge fault. When the land shifted, a series of deep trenches formed between the cracked surfaces. Lava poured out and built up higher plateaus, sometimes topped volcanic peaks. Mountain Kenya and Mountain Kilimanjaro in eastern Africa are two of the volcanic peaks formed when the land shifted.

The series of trenches extend all the way from Syria in the Middle East to Mozambique in the southern Africa. Together the trenches form the Great Rift Valley. In some places, the trenches are about 60 km wide and 450 m deep. Two of Africa's largest lakes, Nyasa and Tanganyika, lie in Great Rift trenches. Lake Tanganyika, 676 km long, is the longest freshwater lake in the world. Africa's hydrology is dominated by the Nile and the Congo river basins, which together drain nearly one-fourth of the continent's area.

Africa's climate is greatly affected by its position astride the equator. Temperatures are high for most of the year in the northern and the southern tropical zones, but they are modified by elevation in the mountains and by the influence of ocean currents on the coasts – e.g., the cooling Benguela Current (southwest) and the warming Mozambique Current (southeast). Only 6 percent of the African continent is arable while nearly one-fourth is forested or wooded. The continent is well known for its wide variety of animal life. Big-game animals are found roaming the savanna regions. Some of the world's finest national parks were established as game reserves in Kenya, Uganda, Tanzania, South Africa, and other countries.

African countries have abundant minerals resources. They possess some of the world's richest deposits of certain minerals, gold and diamonds are among the most important. Zaire and Zambia supply most of the cobalt and copper used throughout the world. Other minerals important to the modern nations include chromium, platinum, bauxite, iron ore, tin and manganese, oil. Many countries have not yet developed the technology to use these resources efficiently. Africa still has few manufacturing industries and the governments try to set up more processing plants.

Economists classify all the countries of Africa, except South Africa as developing nations. But there are definite signs of the economic growth of the African nations.

**Activity 1.** Say whether the following statements are true or false

1. Madagascar is the largest of islands associated with Africa.
2. Sub-Saharan Africa includes central lands of the continent and its northern part.
3. Plateaus and hilly uplands make up Africa's interior.
4. The plateaus were long ago cracked by a shift and it caused a huge fault.
5. Together the trenches form the Great Barrier Reef.
6. Half of the continent's land is drained by the Nile and the Congo river basins.
7. There is no arable land in Africa.
8. Economists classify all the countries of Africa as developing nations.

**Activity 2.** Complete the following sentences

1. Africa occupies .....
2. The continent is bounded on the south by .....
3. Mountain ..... and Mountain ..... were formed when .....
4. The series of trenches extend all the way from .....
5. Temperatures are modified by .....
6. Kenya, Uganda, South Africa and some other countries have .....

**Activity 3.** Answer the following questions.

Where is Africa situated?

What oceans and seas wash the coasts of Africa?

Where is the boundary between North Africa and the rest of the continent lie?

How were the trenches formed?

What are the largest rivers and lakes of Africa?

What factors affect the climate of the continent?

What mineral resources are found in Africa?

**Homework: Read, translate and retell the text.**

## LESSON 9

### RELATIVE CLAUSES 3: WHOSE/WHOM/WHERE

Whose

We use whose in relative clauses instead of his/her/their:

we saw some people - their car had broken down

I—► We saw some people whose car had broken down.

We use whose mostly for people:

A widow is a woman whose husband is dead, (her husband is dead)

What's the name of the man whose car you borrowed? (you borrowed his car)

I met someone whose brother I went to school with. (I went to school with his/her brother) Compare who and whose:

I met a man who knows you. (he knows you)

I met a man whose sister knows you. (his sister knows you)

Whom

Whom is possible instead of who when it is the *object* of the verb in the relative clause:

The woman whom I wanted to see was away. (I wanted to see her)

You can also use whom with a preposition (to whom / from whom / with whom etc.):

The people with whom I work are very nice. (I work with them)

But we do not often use whom in spoken English. We usually prefer who or that, or nothing. So we usually say:

The woman I wanted to see ... *or* The woman who/that I wanted to see ...

The people I work with ... *or* The people who/that I work with ...

Where You can use where in a relative clause to talk about a place:

the restaurant - we had dinner there - it was near the airport

► The restaurant where we had dinner was near the airport.

I recently went back to the town where I grew up.

(or ... the town I grew up in *or* ... the town that I grew up in)

I would like to live in a place where there is plenty of sunshine.

We say:

Do <sup>the day / the year / the</sup> ~~time etc.~~ something happens *or* that something happens  
you remember the day (that) we went to the zoo?

The last time (that) I saw her, she looked fine.

I haven't seen them since the year (that) they got married.

We say:

The <sup>the</sup> ~~reason~~ something happens *or* that/why something happens  
reason I'm phoning you is to ask your advice.

(or The reason that I'm phoning / The reason why I'm phoning)

**Activity 1 Complete each sentence using who/whom/whose/where.**

What's the name of the man ..... car you borrowed?

A cemetery is a place ..... people are buried.

A pacifist is a person ..... believes that all wars are wrong.

An orphan is a child ..... parents are dead.

What was the name of the person to ..... you spoke on the phone?

The place ..... we spent our holidays was really beautiful.

This school is only for children ..... first language is not English.

The woman with ..... he fell in love left him after a month.

**Activity 2.** Use your own ideas to complete these sentences. They are like the examples.

I'll always remember the day.....

I'll never forget the time .....

The reason..... was that I didn't know your address

Unfortunately I wasn't at home the evening The reason is that they don't need one  
.....was the year .....

**Activity 3. Read the situations and complete the sentences using where.**

You grew up in a small town. You went back there recently. You tell someone this.

..... recently went back to the small town.....

You want to buy some postcards. You ask a friend where you can do this.

Is there a shop near here..... ?

You work in a factory. The factory is going to close down next month. You tell a friend:

The factory.....is going to close down next month.

Sue is staying at a hotel. You want to know the name of the hotel. You ask a friend:

Do you know the name of the hotel..... ?

You play football in a park on Sundays. You show- a friend the park. You say:

This is the park ..... on Sundays.

**Homework: Activity 3.**

## LESSON 10

### EUROPE Part I

Europe, second smallest of the world's continents (after Australia), composed of the westward-projecting peninsulas of Eurasia, occupies nearly one-fifteenth of the world's total area. The territory of Europe – 10,400,000 sq km, population – 718,500,000 people. Europe is bordered on the west by the Atlantic Ocean, on the north by the North Sea, Baltic Sea, and English Channel, on the south by the Mediterranean Sea.

The continent's eastern boundary runs along the eastern Ural Mountains and the Emba River. Europe's islands and archipelagoes include Novaya Zemlya, Iceland, the British Isles, Corsica, Sardinia, Sicily, Crete, Malta. Its major peninsulas include the Scandinavian, Iberian, Italian, Balkan, Jutland.

Europe can be divided into two major parts –western peninsular Europe, and eastern continental Europe. And it can be divided into several distinct physiographic regions - the central uplands and plateaus, the south-central mountains and the southern fringe. The varied landscape includes the majestic beauty of the Alps, the frightening silence of the sparsely populated British uplands, the almost desolate stretches of the northern tundra, and the flat plains that have been reclaimed from the sea. The mountain ranges include (from west to east) the Sierra Nevada, Pyrenees, Alps, Apennines, Carpathians, and the Balkan Mountains.

Europe is well-watered continent with many rivers but relatively few sizable lakes. The river systems may be divided into three groups: the members of the first drain west and north directly into the Atlantic and its marginal seas (the North and Baltic seas); those of the second drain south into the Mediterranean; and those of the third drain east and south-east into the Black and Caspian seas. The Volga River is the longest river (3,529 km). Other major rivers are the Danube, Dnieper, Don, Rhine, Vistula, Elbe and Oder. Lakes covering less than 2 percent of Europe's surface, are mostly of glacial origin (f. ex. Lake Ladoga).

Lying south of the Arctic Circle and north of the tropics, Europe exhibits a wide range of climates: the maritime climate of the west (abundant rainfall, mild temperatures, both in winter and summer); the transitional climate of Central Europe (500 to 1,000 mm of annual rainfall, cold winters, and warm summers); the continental climate of the north-east (250 to 500 mm of annual rainfall, long and cold winters, and hot summers); the Mediterranean climate of southern coastal Europe (moderate rainfall, mild and wet winters, hot and dry summers). Strong winds occasionally blow over the area of Southern Europe. In winter the mistral – a cold dry wind often damage sensitive crops. In summer hot winds called siroccos bring hot, dry, and dusty air from North Africa's deserts.

The continent can be divided into five major vegetation belts; tundra zone, coniferous taiga or boreal zone, deciduous mixed forest zone, the steppe zone, the Mediterranean zone.

**Activity 1.** Find these European countries on the map, name their capitals

Австрия – Austria – Vienna

Албания – Albania –

Андорра – Andorra –

Белоруссия – Belarus –

Бельгия – Belgium –  
Болгария – Bulgaria –  
Босния и Герцеговина – Bosnia and Herzegovina –  
Ватикан – Vatican (Holy See) –  
Великобритания – Great Britain (UK) –  
Венгрия – Hungary –  
Германия – Germany –  
Греция – Greece –  
Дания – Denmark –  
Ирландия – Ireland –  
Исландия – Island –  
Испания – Spain –  
Италия – Italy –  
Латвия – Latvia –  
Литва – Lithuania –

**Activity 2.** Say whether the following statements are true or false

1. Europe is smaller in size than Australia.
2. The Atlantic Ocean washes the western coast of European continent.
3. The continent's southern boundary runs along the Ural Mountains.
4. Europe can be divided into several distinct physiographic regions.
5. The Sierra Nevada and Pyrenees mountains are situated in the west of the continent.
6. Rivers of the first group drain into the Black and Caspian seas.
7. Maritime climate means moderate rainfall, mild and wet winters, hot and dry summers.
8. Siroccos bring hot, dry, and dusty air from North Africa's deserts.

**Activity 1.** Complete the following sentences

1. Europe is composed of ..... and occupies ..... of the world's total area.
2. It's major peninsulas include .....
3. The continent's eastern boundary runs along .....
4. Europe can be divided into two major parts - .....
5. The varied landscape of the continent includes .....
6. Lake Ladoga is of ..... origin.

**Homework: Activity 3. Read, translate and retell the text.**

## LESSON 11

### RELATIVE CLAUSES 4: EXTRA INFORMATION CLAUSES (1)

There are two types of relative clause. In these examples, the relative clauses are underlined. Compare:

Type 1	Type 2
a doctor. □ Barbara works for a company	is a doctor. □ Colin told me about his new job.
□ We stayed at the hotel (that) you recommended.	□ We stayed at the Park Hotel, which a friend of ours recommended.
In these examples, the relative clause tells you which person or thing (or what kind of person or thing) the speaker means: 'The woman who lives next door' tells us <i>which</i> woman. 'A company that makes furniture' tells us <i>what kind</i> of company. 'The hotel (that) Ann recommended' tells us <i>which</i> hotel. We do not use commas (,) with these clauses: □ We know a lot of people who live in London.	In these examples, the relative clauses do not tell you which person or thing the speaker means. We already know which thing or person is meant: 'My brother Rob', 'Colin's new job' and 'the Park Hotel'. The relative clauses in these sentences give us <i>extra information</i> about the person or thing. We use commas (,) with these clauses: □ My brother Rob, who lives in London.

both types of relative clause you can use whose and where:

- |  |   |
|--|---|
| □ We met some people whose car<br>Broken down.<br>□ What's the name of the place<br>went on holiday? | □ Liz, whose car had broken down,<br>a very bad mood.<br>□ Jill has just been to Sweden.<br>daughter lives. |
|--|---|

**Activity 1. Read the information and complete each sentence. Use a relative clause of Type 1 or Type 2. Use commas where necessary.**

There's a woman living next door to me. She's a doctor.

The woman ..... who lives next door to me is a doctor.....

I've got a brother called Rob. He lives in Australia. He's a doctor.

My brother Rob, who lives in Australia, is a doctor.....

There was a strike at the car factory. It began ten days ago. It is now over.

The strike at the car factory.....

I was looking for a book this morning. I've found it now.

I've found.....

London was once the largest city in the world, but the population is now falling.

The population of London.....

A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.

Few of .....

Amy has a son. She showed me a photograph of him. He's a policeman.

Amy showed me .....

Correct the sentences that are wrong and put in commas where necessary. If the sentence is correct, write 'OK'.

Colin told me about his new job what, he's enjoying very much. Colin told me about his new job, which he's enjoying very much.

My office that is on the second floor is very small.

The office I'm using at the moment is very small.

Ben's father that used to be a teacher now works for a TV company.

The doctor that examined me couldn't find anything wrong.

The sun that is one of millions of stars in the universe provides us with heat and light.

**Homework: make up sentences.**



## **LESSON 12**

### **EUROPE                      Part II**

Europe is relatively poor in minerals with the exception of coal and some petroleum, natural gas, iron ore, lead, zinc. Russia, on the other hand, is one of the most favourably endowed nations in the world in terms of mineral reserve. Though being dependent to a large extent on imported raw materials, Europe was the first of the world's major regions to develop a modern economy based on commercial agriculture and industrial development, and it remains one of the world's major industrial regions. Western Europe in particular has progressed beyond basic heavy industries into a post-industrial economic structure reliant on an array of service industries and the manufacture of high-quality machine and metal products, electrical goods, synthetic textiles, petrochemicals, automotive vehicles, aircraft, computers. The economies of Eastern Europe are considerably less advanced; they rely more heavily on basic iron and steel industries, textiles and food processing.

Europe accounts for approximately one-half of the world's international trade. Exports represent more than one-fifth of the aggregate gross national product (GNP) of the EC, which constitutes the world's largest trading bloc. In 1958, six Western European nations founded an organization called the European Economic Community, or the Common Market. Now the EEC comprises 12 countries. The purpose of the organization is to allow goods and workers of the member countries to move free across each other's borders.

The people of Europe constitute about one-seventh of the world's population. The vast majority of Europe's inhabitants belong to the European geographic race. Europe is the most densely populated continent, yet it has the lowest rate of natural increase primarily because of low birth rates. In general, Europe's population is highly urbanized, with the degree of urbanization increasing in proportion to the degree of industrialization. Thus the United Kingdom and Germany are among Europe's most urbanized countries, while Albania and Portugal are among its least urbanized.

Europe's population is overwhelmingly Christian in religion, with all free major divisions of that faith (Roman Catholic, Protestant, Eastern Orthodoxy). There are some Muslims in southeastern Europe.

Europe has been a major source of emigrants for settlement and economic development of America, Australia, South Africa, New Zealand. Since the early 1800s estimated 60 million persons have emigrated overseas.

Politically fragmented Europe contains countries none of which covers much territory. Despite their small sizes their economies rank among the world's most productive. All western European nations have democratic forms of government. Many are constitutional monarchies in which the rulers, whose powers are limited, share the powers of government with elected or appointed officials. The monarchies include kingdoms, such as the United Kingdom; principalities, such as Monaco and Liechtenstein and the Grand Duchy of Luxembourg.

#### **Activity 1.** Answer the following questions

Which continents have a larger area than Europe?

What is the territory? The population of Europe?

What oceans and seas wash the continent?

Name Europe's islands, archipelagoes and peninsulas.  
What are Europe's physical regions?  
What are the major mountain ranges of the continent?  
How are Europe's river systems divided?  
What percentage of continent's area is covered by lakes?  
What climatic types does Europe exhibit?  
What are the five major vegetation belts?

**Activity 2.** Make up all possible types of questions to the text 15.9

**Homework: Read, translate the text and write in your opinion about it.**

## LESSON 13

### RELATIVE CLAUSES 5: EXTRA INFORMATION CLAUSES (2)

*Prepositions* + whom/which

You can use a *preposition* before whom (for people) and which (for things). So you can say: to whom / with whom / about which / without which etc. :

Mr Lee, to whom I spoke at the meeting, is very interested in our proposal.

Fortunately we had a map, without which we would have got lost.

In informal English we often keep the preposition after the verb in the relative clause. When we do this, we normally use who (*not* whom) for people:

This is my friend from Canada, who I was telling you about.

Yesterday we visited the City Museum, which I'd never been to before.

All of / most of etc. + whom/which

Study these examples:

Mary has three brothers. All of them are married. (*12 sentences*)

- Mary has three brothers, all of whom are married. (*1 sentence*)

They asked me a lot of questions. I couldn't answer most of them . (*2 sentences*)

—► They asked me a lot of questions, most of which I couldn't answer. (*1 sentence*)

In the same way you can say:

none of / neither of / any of / either of	+ whom (people)	some of / many of /
much of / (a) few of both of / half of /	+ which (things)	each of / one of /
two of etc.		

Martin tried on three jackets, none of which fitted him.

Two men, neither of whom I had seen before, came into the office.

They've got three cars, two of which they rarely use.

Sue has a lot of friends, many of whom she was at school with.

You can also say the cause of which / the name of which etc. :

The building was destroyed in a fire, the cause of which was never established.

We stayed at a beautiful hotel, the name of which I can't remember now.

Which (*not* what)

Study this example:

Joe got the job. This surprised everybody. (*2 sentences*)

Joe got the job, which surprised everybody. (*1 sentence*)

**Activity 1. Use the information in the First sentence to complete the second sentence. Use all of / most of etc. or the .. of + whom/which.**

All of Mary's brothers are married.

Mary has three brothers,..... ..

Most of the information we were given was useless.

We were given a lot of information .....

Jane has received neither of the letters I sent her.

sent Jane two letters,..... ..

None of the ten people who applied for the job was suitable.

Ten people applied for the job,..... ..

Kate hardly ever uses one of her computers.

Kate has got two computers, .....

Mike gave half of the £50.000 he won to his parents.

Mike won £50,000,..... ..

Both of Julia's sisters are teachers.

Julia has two sisters, .....

    S I went to a party - I knew only a few of the people there.

re were a lot of people at the party, .....

    The sides of the road we drove along were lined with trees.

We drove along the road, the.....

    The aim of the company's new business plan is to save money.

The company has a new business plan,.....

**Homework: make up sentences**

## LESSON 14

### NORTH AMERICA

North America is the third largest continent, the total area of the continent with the adjacent islands is 24,250 thousand sq. km. The population for the entire continent is estimated to be 424,523,000. North America lies in the Northern Hemisphere relative to the equator. Except where the relatively narrow Isthmus of Panama extends southeastward to connect with Colombia in South America, the continent shaped like an inverted triangle, is completely surrounded by water. It is bounded on the east by the Atlantic Ocean, on the west by the Pacific Ocean, and on the north by the Arctic Ocean. The narrow Bering Strait separates North America from Russia. There are big islands off the coasts of North America. In the north lies the world's largest islands, Greenland (2,200 thousands sq. km.) as well as Arctic Canadian Archipelago. To the east of North America is Newfoundland, to the north-east are the Antilles and Bahama Islands. In the north-west and west lie such islands as Aleutian, Queen Charlotte, Vancouver and Alexander Arch (Archipelago).

In the north-central part, mainly in Canada, lies the Canadian Shield made up of ancient rocks. Nearly encircling the Shield and Interior Lowlands are various mountain systems, formed at different times since the Precambrian. On the south-east is the Appalachian system. On the west are the Cordilleran system, extending from Alaska to the Isthmus, and the Rocky Mountains. Between the Rocky Mountains and the Appalachian Mountains are the central lowlands, which are called the prairie, and the eastern lowlands, called the Mississippi valley. The Mississippi River with its far-reaching tributaries is one of the major river systems of the world. The five Great Lakes, between the USA and Canada, are joined together by short rivers or canals, and the Saint Lawrence River joins them to the Atlantic Ocean. In the west there is another lake called the Great Salt Lake.

Looking at the East Coast of the continent, we see that the southern tip of Florida has a tropical savanna climate. This gives way almost immediately to the humid subtropical climate of the southern states. Then the humid subtropical climate changes to humid continental, hot summer climate. Further north, there is humid continental climate with mild summers. Moving still further north, we see that most of Canada has a subarctic climate until we reach a latitude of 55° 0' to 60° 0' N, or 65° 0' to 70° 0' N in the western part of the country. Poleward to these latitudes the climate is described as polar tundra.

The wild life of tundra includes such large mammals as musk oxen and caribou, preyed on by wolves, and sea mammals such as seals and walruses, preyed on by polar bear. Directly to the south of the tundra is the coniferous forest, which is inhabited primarily by moose, black bears, wolves, lynxes and wolverines, as well as numerous kinds of songbirds. South of the coniferous forest lies the great deciduous forest biome. The wild life of these forests include woodland bison, deer, mountain lions, martens, wild turkeys. The grassland covers the heart of the continent. In spite of the severe conditions of the North American deserts, insects population is large. Coyotes, foxes, bob-cats, skunks, wild mice, jack rabbits dwell this region.

**Activity 1.** Find these countries of the North American continent on the map, name their capitals

Антигуа и Барбуда – Antigua and Barbuda – Saint Johns

Багамские острова – Bahamas –  
 Барбадос – Barbados –  
 Белиз – Belize –  
 Бермудские острова – Bermudas –  
 Гаити – Haiti –  
 Гватемала – Guatemala –  
 Гондурас – Honduras –  
 Гренландия – Greenland (Denmark) –  
 Доминика – Dominica –  
 Доминиканская Республика – Dominican Republic –  
 Канада – Canada –  
 Коста-Рика – Costa Rica –  
 Куба – Cuba –  
 Мексика – Mexico –  
 Никарагуа – Nicaragua –  
 Панама – Panama –  
 Пуэрто-Рико – Puerto Rico  
 Сальвадор – El Salvador  
 Сент-Винсент и Гренадины – St Vincent and the Grenadines –  
 Сент-Китс и Невис – St Kitts and Nevis –  
 Сент-Люсия – St Lucia –  
 США – the United States –  
 Тринидад и Тобаго – Trinidad and Tobago  
 Ямайка – Jamaica –

**Activity 2.** Say whether the following statements are true or false

1. North America takes the third place among the continents according to the size of the territory.
2. North America lies in the Northern Hemisphere relative to Greenwich.
3. The largest island in the world, Greenland, is situated in the North.
4. American mountain systems were formed at different times since the Pre-Permian epoch.
5. The eastern lowlands are called the prairie.
6. Most of Canada has a polar climate.
7. The Great Salt Lake is situated in the region of the Great Lakes.
8. Vegetation and wild life of North America vary according to the climatic regions.

**Activity 3.** Complete the following sentences

1. North America is connected with South America by .....
2. .... separates North America from Russia.
3. The Canadian Shield, made of ....., lies in ..... of continent.
4. The Rocky and Appalachian mountains are situated .....
5. .... joins the five Great Lakes to the Atlantic Ocean.
6. Tropical savanna climate can be found in ....., while polar tundra occupies .....
7. The wild life of the deciduous forest includes .....

8. .... dwell the North American deserts.

12.7 Read the text and reproduce it in the form of a dialogue

**Homework: Make up questions on the text**

## LESSON 15

### SOUTH AMERICA

South America, fourth largest continent and southernmost of the two main New World landmasses. It covers an area of some 17,814,000 sq km, or about one-eighth of Earth's land area. The continent, broad in the north and tapering in the south at Tierra del Fuego, extends about 7,600 km from Point Gallinas (Colombia) in the north to Cape Horn (Chile) in the south. Bounded by the Caribbean Sea to the northeast, east and southeast, and the Pacific Ocean to the west, the continent is separated from Antarctica by the Drake Passage. In the northeast it is joined to North America by the Isthmus of Panama, which forms a land bridge narrowing to about 80 km at one point. Some years ago the population of the continent was estimated to be 302,819,000.

The continent may be divided into three topographic sections: the geologically young mountain chains of the Andes in the west; the ancient, crystalline Guiana and Brazilian continental shields in the east and north-centre; and the sedimentary basins peripheral to the shields. The Andes Mountains stretch north - south for about 8,800 km and are second in average height only to Himalayas of Asia. The Andes region is seismically active and prone to earthquakes. The Pampas of eastern Argentina consists of an immense accumulation of loose sediment brought down from Andes by rivers or dust storms. Covering an area of about 707,000 sq km, the Pampas and its fertile soils constitute one of South America's most productive agricultural areas.

South America's hydrology is dominated in the north by the Amazon River basin, which drains a third of the continent's land area into the Atlantic Ocean. Three other important river systems, the Orinoco, the Parana-Paraguay-Rio de la Plata, and Sao Francisco, also empty into the Atlantic Ocean. Most of the lakes of South America are mountain lakes in the Andes or along their foothills. Lake Titicaca, lying at an elevation of about 3,810 m between Peru and Bolivia, is the highest freshwater lake in the world.

South America can be divided into four well-marked climatic regions: tropical, temperate, arid, and cold. One of the features that moderates South American climate is the Peru Current along South America's western coast. The waters of the Peru Current keep temperatures between northern Chile and the equator cooler than average for the low latitudes. The Peru Current also helps to create the Atacama Desert on South America's western coast. Winds crossing the cold current from the west lose all their moisture over the water. Some people in the Atacama have never seen rain.

Over half the total land area is covered by forest, principally the enormous but steadily diminishing Amazon Rain Forest. About 2,500 different species of trees grow in the rain forests. Almost one-fourth of all the world's known species of animals live in the rain forests, plateaus, rivers, and swamps. They include such rare and indigenous forms as the llama, jaguar, alpaca, capybara, sloth, giant ant-eater, manatee, and piranha.

**Activity 1.** Find these South American countries on the map and name their capitals

Аргентина – Argentina – Buenos Aires

Боливия – Bolivia –

Бразилия – Brazil –

Венесуэла – Venezuela –



Гайана – Guyana –  
Гвиана – French Guiana –  
Колумбия – Colombia –  
Парагвай – Paraguay –  
Перу – Peru –  
Суринам – Suriname –  
Уругвай – Uruguay –  
Чили – Chile –  
Эквадор – Ecuador –

**Activity 2.** Say whether the following statements are true or false

1. South America covers an about one-eight of the world's total area.
2. The Drake Passage separates South American continent from North America.
3. The narrowest point of the Isthmus of Panama is about 80 km.
4. Himalayas of Asia are higher than the Andes Mountains of South America.
5. The Amazon River basin drains a third of the continent's land area.
6. The Peru Current influences climate on the western continent.
7. The Atacama Desert is situated on the eastern coast of South America.
8. Enormous Amazon Rain Forest is steadily diminishing.

**Activity 3.** Complete the following sentences

1. South American continent extends about 7,600 km from .....
2. .... separates South America from Antarctica.
3. The ancient Guiana and Brazilian continental shields are situated .....
4. The Pampas of eastern Argentina consists of .....
5. Lake Titicaca lies at ..... between .....
6. The four climatic regions of the continent are .....
7. The Peru Current helps to create .....
8. Plant and animal life of South America include .....

**Activity 4.** Answer the following questions

Where is South America situated?

What is the area? the population of the continent?

How is the continent joined to North America?

What mountain range forms South America's western edge?

What is the Pampas?

What are the major river systems of South America?

Where are most of the lakes situated?

What is unusual about Lake Titicaca?

How can South America be divided according to the climatic regions?

How does the Peru Current influence South America's climate?

What can you say about wild life of the continent?

**Homework: Make up questions on the text**

## LESSON 16

### AUSTRALIA AND OCEANIA

Scattered across the Pacific Ocean are thousands of islands. They range in size from Australia to tiny islands, so small that no one has ever lived on them. Years ago a European geographer thought that he needed a single name for this region. He decided that since the region was located “in the Great Ocean”, he would call it Oceania. Because Oceania is so vast, another geographer divided it into four parts:

Australia, Polynesia, Micronesia, and Melanesia. Australia means “southern island” in Latin. The other three names come from Greek. Polynesia means “many islands”, and Micronesia means “small islands”; and Melanesia, “black islands”, so-called because of the dark-skinned people who live there. Geologically all the islands are of three types: continental islands, volcanic islands and coral islands.

Australia, the smallest continent and one of the largest countries on Earth, lies between the Pacific and Indian oceans in Southern Hemisphere. The continent is bounded by latitudes 100 and 440 S and by longitudes 1120 and 1540 E. Australia is separated from Indonesia by the Timor and the Arafura seas; from Papua New Guinea by the Torres Strait; from the Coral Sea Islands Territory by the Great Barrier Reef; from New Zealand by the Tasman Sea and from Antarctica by the Indian Ocean. The territory of Australia (including Tasmania) is about eight million square kilometers. The western part of Australia forms a plateau which occupies half of the continent. The Central Lowlands, a great part of which is very dry, lie between the Western Australian plateau and Eastern Highlands. Through the eastern part of these central Lowlands run Australia’s greatest rivers, the Murray and the Darling.

Australia has several different climatic regions, from warm to subtropical and tropical. The climate in the west is very dry and more than half of Australia gets very little rain. There are two hot deserts in the central and western parts of the continent. Tropical forests are situated in the north-east because the winds from the sea bring heavy rainfalls. The tropical forests are displaced by savanna or grassland. In the south-east and on the sides of the mountains there are forests of eucalyptus and other ever-green trees.

The native animals of Australia include some of the strangest mammal on the earth, such as the kangaroo, koala, wombat and Tasmanian devil, all of which carry their young in stomach pouches. Australia’s bird life includes a great variety of parrots, the lyrebirds, with its unusual plumage, the brush turkey, and other interesting species.

Australia, officially the Commonwealth of Australia, is the federal state within the Commonwealth of Nations. Formally the head of the state is the King or Queen of England represented by the Governor-General. The Commonwealth of Australia consists of six states and two territories: New South Wales (the capital is Sydney), Victoria (Melbourne), Queensland (Brisbane), South Australia (Adelaide), Western Australia (Perth), Tasmania (Hobart), Northern Territory (Darwin), Australian Capital Territory (Canberra).

**Activity 1.** Find these Pacific Islands on the map and name the capitals of the countries

American Samoa (United States), Australia, Cook Islands, Fiji, French Polynesia

(France), Guam (United States), Kiribati, Micronesia, Marshall Islands, Nauru, New Caledonia (France), New Zealand, Northern Mariana Islands (United States), Palau, Papua New Guinea, Pitcairn Islands (United Kingdom), Samoa, Solomon Islands, Tokelau (New Zealand), Tonga, Tuvalu, Vanuatu, Wallis and Futuna (France).

**Activity 2.** Say whether the following statements are true or false

1. Thousands of islands scattered across the Pacific Ocean were called Oceania.
2. New Zealand is the largest island among the Pacific Islands.
3. Australia has three dominant landforms: the highlands, the lowlands and the plateaus.
4. Central and western parts of the continent are characterized by abundant rainfall.
5. Eucalyptus and other ever-green trees are predominant forest types in the south-east and on the sides of mountains.
6. Australia has animals and plants found nowhere else.
7. Australia is an independent federative state within the Commonwealth of Nations headed by the British Queen.

**Activity 3.** Complete the following sentences

1. Oceania is divided into .....
2. Melanesia is called “black islands” because of .....
3. Geologists describe the Pacific Islands as .....
4. Australia is bounded by .....
5. Australia (including Tasmania) has an area about .....
6. The Central Lowlands are located .....
7. Tropical forests are situated in the north-east of the continent because .....
8. Flora and fauna of Australia include .....
9. The Commonwealth of Australia consists of .....

**Homework:** Make up questions on the text.

## LESSON 17

### THE UNITED STATES OF AMERICA

The United States of America (the main landmass) is situated in central North America, with Canada to the north, Mexico to the south, the Atlantic Ocean to the east and the Pacific Ocean to the west. The two newest states, Alaska and Hawaii, are separated from the continental United States: Alaska **borders on** northwestern Canada, and Hawaii lies in the central Pacific. In 1959 Americans welcomed Alaska (1,5 million square kilometers) into the Union as the 49th state. In 1867 the **peninsula** was purchased from Russia. The same year (1959) the territory of Hawaii (16,7 thousand square kilometers) was admitted to the Union as the 50th state — a state separated from the mainland by about 3,2 thousand kilometers of the ocean.

Americans' **encounter** with their land has been **abrupt** and violent, consuming much of the nation's energies. Americans had **to confront** and **to come to terms with** a huge, wild country. It has been said that America is a nation with an abundance of geography but a shortage of history. It took less than 400 years to **subdue** more than 3 million square miles of territory. It was often a painful process and people had to learn geography from hard experience **by trial and error**. But the geography of the country **played into their hands** and the land allowed Americans to become **self-sufficient** in agriculture and basic minerals.

The United States occupies a favorable geographical position. The Atlantic Ocean is of great importance for the country's **sea communications** with Europe, Africa and South America. The sea routes to Asia and Australia pass over the Pacific Ocean. The **sea route** through the Panama Canal, which connects the two oceans, runs over the Gulf of Mexico and the Caribbean Sea.

The total area of the United States is about 9.4 million square kilometers, the population — over 260 million people. The United States of America is a country of great contrasts and similarities. The diversity of the country **stems from** the fact that it is so large and has so many kinds of land, climate and people. It stretches 2,575 kilometers from north to south, 4,500 kilometers from east to west. It is impossible to generalize about the weather, the landscape, or even the way of living because the nation occupies nearly half of a continent.

There are high mountains and the flattest of prairies, tropical heat and arctic cold, **fertile** valleys and desert areas. All sorts of products are grown, there are industries of every kind. The most densely and most sparsely populated areas of the world are to be found in the United States. In some parts of the country the way of life seems to have happened by accident.

Each region of the United States has characteristics of its own. There are large and modern cities with millions of people, but a great proportion of the country consists of open land marked with farm-houses and small towns. In some regions small communities are still **provincial**. In spite of this, however, and in spite of the size of the country, there are **striking** similarities in the American scene that surprise foreign observers. There is an appearance of the country as a whole that might be said to be typically American.

**The Appalachian Mountains** run along the Atlantic coast of the country. They extend from Georgia and Alabama in the United States to parts of eastern Canada near the St. Lawrence River. Compared with **the Rockies** in the West, they are ancient, strongly destroyed mountains of no great height (2,000 m). They lost much of their height because of the action of glaciers and erosion. Railroad lines run

along the river valleys and over the low mountain passes, thus connecting the Atlantic coast with the interior of the country. The eastern slopes of the Appalachians **merge with the Atlantic Coastal Plain**, which, expanding in the south, **adjoins** the Gulf Coastal Plain and the lowlands of the Peninsula of Florida. The greatest width of the Appalachian belt in the south is nearly 320 kilometers, and in the north — some 100 kilometers.

Another subdivision of the Cordilleras is **the Sierra Nevada — Cascade Range**, which extends from the Canadian border to the Mexican boundary and is part of the Pacific ranges. Most of the major earthquake activity in the region has occurred in the areas along the Pacific ranges. The Sierra Nevada and the Cascade Range form an almost unbroken mountain wall between inland United States and the Pacific coast land. The only east route from the interior to the coast is at the point where the Columbia River cuts through the mountains in a wide pass. There are great forests in the Cascades and large gold deposits in the Sierra Nevada.

The Pacific slope of the Cordillera Mountains includes **the Pacific valleys and the Coast Ranges**. These ranges form two parallel mountain systems stretching along the Pacific coast. The Coast Ranges are known also as **the Maritime Cordilleras**.

Between the Rocky Mountains and the Pacific ranges in the United States lies an area of mixed landforms, which include **the Colorado and Columbia plateaus** and **the Great Basin**. Deep **gorges** cut through parts of the Great Basin. **Mesas** are also found between the Rockies and the Pacific ranges in this area.

### Vocabulary

provincial	to border on	sea communications
fertile	to drain	a sea route
maritime	to bloom	storage facilities
rugged	to adjoin	to extend from ... (in)to
striking	to enclose	to account for
peninsula	to flourish	to merge with
plateau	to irrigate	to evaporate
lakebed	to subdue	to come to terms with
encounter	to confront	to play into one's hands
abrupt	latitude	longitude

### **Activity 1. Scan the text for the answers to the following questions:**

1. What proves the idea that America is an abundance of geography but a shortage of history?
2. What is the general geographic outline of the United States?
3. How are the chief mountain ranges distributed across the country?
4. How do the Appalachians and the Cordillera differ?
5. Describe the Rocky Mountains.

**Activity 2. Guess what is meant by the following definitions:**

- 1) A line where rivers drop sharply from hilly region toward the lowlands.
- 2) A large or small depression, or low spot, in the land surface.
- 3) A relatively flat highland.
- 4) A large mass of land projecting into a body of water.
- 5) A part of a river where the current is very fast.
- 6) A flat tableland with steep edges.
- 7) A narrow deep ravine between mountains (usually with a river running through it).
- 8) Topographically very uneven, rocky and steep.
- 9) A ravine formed by a river in an area with little rainfall.

**Homework:**

**Activity**

**2.**

## LESSON 18

### ANTARCTICA

Antarctica, fifth in size among the world's continent, lies concentrically about the South Pole, with a landmass almost wholly covered by a vast ice sheet. The area of the continent is about 14,200,000 square kilometers. The southern portions of the Atlantic, Indian and Pacific oceans form the Antarctic ocean around Antarctica.

Antarctica is a compact, mountainous plateau having only three pronounced irregularities along the coastline: the Weddell Sea facing the Atlantic; the Antarctic (Palmer) Peninsula thrust northward in the direction of Cape Horn to latitude 63°; and farther west the deep indentation of Ross Sea, which supports on its inner reaches a broad expanse of enduring shelf called 'Ross Barrier'. This is the largest area of persistent, water-born ice, with dimensions of about 300 by 500 miles. From place to place huge glaciers, tongues of inland ice, extend downward through rocky, steep-sided coastal valleys from the interior high plateau to the sea.

All of Antarctica, save a scattering of high, angular peaks and negligible, discontinuous tracts of coastal lowland is covered with a deep mantle of enduring ice and snow. It is estimated that 90 per cent of the world's ice is concentrated in this single, enormous expanse. Most of it stands at high altitude, averaging more than 6,000 feet above the sea. The thickness of the ice cap has been seismically measured to average about 8,000 feet.

Antarctica is a continent almost devoid of lakes, without rivers, marshes, having no soil, no forests, no grasslands, nor any deserts of the sort found in milder latitudes. Its fauna are creatures of the sea, such as certain varieties of whales, giant Weddell seal, flying birds like the albatross, petrel, etc. The most prominent inhabitant of Antarctica is the penguin. A flightless bird, it lives on the pack ice and in the oceans around Antarctica, and breeds on the land or ice surfaces along the coast. Most typical are the Adelie and emperor penguins. Plant life includes over a hundred species of lichens and mosses found on bare rock areas along the coast. Algae often color the snow of coastal tracts and are found in a few freshwater lakes.

The size, latitude, altitude and comparative compactness of Antarctica, the height and steepness of its coastal margins, the broad embayments of Ross Sea and Weddell Sea, and the tapering projection of a single peninsula, all surrounded by the unfrozen sea, combine to establish the essential climatic character of the South Polar ice cap.

Antarctic weather may be described as a combination of very cold air, high winds, and blowing snow. Antarctica's coldest temperatures often reach  $-73^{\circ}\text{C}$ . The almost constant wind intensifies the cold. The snow that falls never melts and the pressure caused by the enormous weight of the snow turns it to ice. Despite the large amounts of ice and snow that cover the continent, geographers regard Antarctica as desert because it receives little precipitation.

Antarctica was a central part of the former supercontinent Gondwanaland. As

Gondwanaland broke apart to form the continents of the southern hemisphere, Antarctica drifted from the tropical zone to its present polar position. Within the mountains are found many coal deposits and fossil remains related to the earlier tropical climate of Antarctica.

The Antarctic region was first penetrated by European explorers in the 18th century. Cook's circumnavigation in 1772–1775, and the resulting awareness of the large population of whales and seals there, ushered in the first era of marine mammal exploitation in the Antarctic waters. Fur seals were massively overexploited, and eliminated from some islands by 1820s. Sealers and whalers become major explorers of Antarctica and Sub-Antarctica in the 19th century while searching for new hunting grounds. National expeditions began to be sent to Antarctica in the middle of the 19th century. The first deliberate overwintering was in 1898 and the South Pole was reached by Roald Amundsen in 1911, although the mapping of Antarctica was only completed in the late 1940s. Permanent human presence in Antarctica dates mainly from the establishment of year-round research station in the 1940s – although the Argentina station «Orcadas» has been continuously operated since 1904.

In 1959, twelve countries, including the United States and the Soviet Union, agreed to allow freedom of scientific investigation on Antarctica. They also agreed not to use the continent for military purposes. This meant that they would not test nuclear weapons there. Later four other nations signed the agreement, called the Antarctic Treaty. Subsequent agreements in what has been termed the Antarctic Treaty System (ATS) include the 1972 Convention for the Conservation of Antarctic Seals (CCAS), the 1980 Convention for the Conservation of Antarctic Marine Living Resources (CCAMLR), and the 1991 Protocol of Environment Protection.

**Activity 1.** Say whether the following statements are true or false

1. Antarctica is larger than Europe and Australia.
2. Ninety per cent of the world's ice is known to be concentrated on the North Pole.
3. The thickness of the ice cap has been measured to average about 800 feet.
4. There are many rivers in Antarctica.
5. Antarctica is devoid of plant and animal life.
6. Many factors influence the climatic character of Antarctica.
7. Antarctica's coldest temperatures often reach  $-730^{\circ}\text{C}$ .
8. Antarctica was a central part of the former supercontinent Gondwanaland.

**Activity 2.** Complete the following sentences

1. Antarctica lies .....
2. Antarctica's three pronounced irregularities are .....
3. All of the continent is covered with .....



4. The largest area of persistent water-born ice is called .....
5. Plant and animal life of Antarctica includes .....
6. Factors that influence the climate character of the continent are the following .....
7. Antarctic weather can be described as .....
8. As Gondwanaland broke apart to form the continents of the southern hemisphere, Antarctica .....

**Activity 3.** Answer the following questions

Where is Antarctica situated?

What pronounced irregularities has Antarctica?

What is the largest area of persistent, water-born ice? Give its dimensions.

Are there any rivers, lakes, marshes, or swamps in Antarctica?

What kinds of plant life are found in Antarctica?

What can you say about Antarctica's fauna?

What factors determine Antarctica's climate?

Why do geographers regard Antarctica as a desert?

What signs of former tropical climate has Antarctica?

**Homework: activity 3**

# **МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ**

## **Мустақил таълимни ташкил этишнинг шакли ва мазмуни**

Инглиз 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 иборатдир.

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.

**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.

#### **Мустақил таълим учун тавсия этиладиган мавзулар:**

1. Ўзи ҳақида тўлиқ маълумот бериш;
2. Орзуимдаги уй;
3. Спорт;
4. Машҳур кишилар
5. Менинг университетим;
6. Байрамлар;
7. Менинг мутахассислигим.
8. Етакчи университетлар
9. Буюк Британия, Америка Қўшма штатлари
10. Ўзбекистон.
11. Инглиз тилида гапирувчи давлатлар
12. Мустақллик куни.
13. Буюк Британия давлат тизими.
14. Ўзбекистон давлат тизими.
15. Давлатлар таълим тизими.
16. Давлатлар маданияти ва тарихи.
17. Ўзбекистон музейлари.
18. Дунёнинг машҳур университетлари ва бошқалар

#### **Талабалар мустақил таълимнинг мазмуни ва ҳажми**

##### **V-семестр 16 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
1.	Profession skills.	4
2.	Life and creativity of famous people in the studied science.	6
3.	News of the learning science.	6

##### **VI-семестр 15 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
4.	Working on the text “Professionality and speciality”.	7
5.	Actual problems on speciality.	8

# ГЛОССАРИЙ

English	Ўзбек	Русский
River	Дарё	Река
Sea	Денгиз	море
Lake	Кўл	озера
Coast	қирғоқ	берег
Strait	Бўғиз	пролив
Stream	Оқим	течения
Recreation	Рекреация	Рекреация
Climate	Иқлим	климат
Rain	Ёмғир	дождь
Snow	Қор	снег
Mount	Тоғ	гора
the plain	Текислик	равнина
Desert	Чўл	пустыня
Lowlands	Пасттекислик	Низменность
Forest	Ўрмон	лес
Grass	Ўтлоқ	Луг
Tundra	Тундра	Тундра
Siberia	Сибир	Сибир
Arctic	Арктика	Арктика
Tropical	Тропик	Тропик
Equator	Экватор	Экватор
Meridian	Меридиан	Меридиан
Map	Харита	Карта
Topography	Топография	Топография
Nature	Табиат	природа
Rocks	тоғ чўққиси	горные породы
Terrain	Рельеф	Рельеф
Folds	Бурмаланиш	Складки
Soil	Тупроқ	почва
Atmosphere	Атмосфера	Атмосфера
Flora	Флора	Флора
Biosphere	Биосфера	Биосфера
Biomass	Биомасса	Биомасса
Wind	Шамол	ветер
Wetlands	Ботқоқлик	болота
Horizon	Уфқ	горизонт
South	Жануб	юг
East	Шарқ	восток

West	<b>Ғарб</b>	запад
Pressure	<b>Босим</b>	давление
Temperature	<b>харорат</b>	температура
Humidity	<b>Намлик</b>	влажность
Wave	<b>Тўлқин</b>	вольна
Curved	<b>Ботиқ</b>	впадина
Space	<b>Коинот</b>	космос
Volcano	<b>Вулқон</b>	Вулкан
lava	<b>Лава</b>	Лава
Erosion	<b>Нураш</b>	эрозия
Ice	<b>Муз</b>	лёдь
Iceberg	<b>Айсберг</b>	Айсберг
Ridge	<b>Тизма</b>	хребет
platform	<b>Платформа</b>	Платформа
Geochronological	<b>Геохронология</b>	Геохронология
Lithosphere	<b>Литосфера</b>	Литосфера
Hydrosphere	<b>Гидросфера</b>	Гидросфера
mainland climbs	<b>Материк ёнбағри</b>	Материковый склон
Stove	<b>Плита</b>	Плита
Muck	<b>Чўкма</b>	впадина
Earth's crust	<b>Ер пўсти</b>	Земная кора
The mantle	<b>Мантия</b>	Мантия
the core	<b>Ядро</b>	Ядро
Sedimentary	<b>Чўкинди</b>	Осадочные
Granite	<b>Гранит</b>	Гранит
Basaltic	<b>Базальт</b>	Базальт
cold Stream	<b>Совуқ Оқим</b>	холодные течения
warm current	<b>Илиқ оқим</b>	теплые течения
Globus	<b>Глобус</b>	Глобус
Ocean	<b>Океан</b>	Океан
Year	<b>Йил</b>	год
Days	<b>Кун</b>	сутка
Dew	<b>Шудринг</b>	Роса
Hail	<b>Дўл</b>	Град
Rimed	<b>Қиров</b>	Иней
Island	<b>Орол</b>	остров
Peninsula	<b>Яриморол</b>	полуостров
Planet	<b>Сайёра</b>	планета
Methyl	<b>Метеор</b>	Метеор
Comet	<b>Комета</b>	Комета
Latitude	<b>Кенглик</b>	широта
Longitude	<b>Узоқлик</b>	Долгота
Degree	<b>Градус</b>	градус
natural Geography	<b>Табиий география</b>	физическая география

local history	<b>Ўлкашунослик</b>	Краеведение
Landscape	<b>Ландшафт</b>	Ландшафт
Urbanization	<b>Урбанизация</b>	Урбанизация
Sintering	<b>Агломерация</b>	Агломерация
Konurbanizatsiya	<b>Конурбанизация</b>	Конурбанизация
City, town	<b>Шахар</b>	город
Village	<b>Қишлоқ</b>	село
Market	<b>Бозор</b>	рынок
Infrastructure	<b>Инфраструктура</b>	Инфраструктура
Production	<b>Ишлаб чиқариш</b>	производства
Industry	<b>Саноат</b>	промышленность
Agriculture	<b>Қишлоқ хўжалиги</b>	сельское хозяйство
Transport	<b>Транспорт</b>	Транспорт
Tourism	<b>Туризм</b>	Туризм
Aborigin	<b>Абориген</b>	Абориген
Autonomous	<b>Автоном</b>	Автоном
social geografical	<b>Социал география</b>	Социальная география
population density	<b>Аҳоли зичлиги</b>	Плотность населения
industrial point	<b>Саноат пункти</b>	промышленный пункт
Poultry	<b>Паррандачилик</b>	Птицеводство
Hogs	<b>Чўчқачилик</b>	свиноводство
Cooperative	<b>Бирлашма</b>	Кооперация
A combination	<b>Комбинация</b>	Комбинация
Specialization	<b>Ихтисослашув</b>	Специализация
Farming	<b>Дехқончилик</b>	Растеводство
Livestock	<b>Чорвачилик</b>	Живодноводство
Beekeeping	<b>Асаларичилик</b>	пчеловодство
Centralized	<b>Марказлашув</b>	Сентрализация
Bareboat	<b>Фрахт</b>	Фрахт
geographical place	<b>Географик ўрин</b>	географическая положения
Economical geography	<b>Иқтисодий география</b>	Экономическая география
Settlements	<b>Аҳоли пункти</b>	Населенные пункт
Transit	<b>Транзит</b>	Транзит
Fuel	<b>Ёқилғи</b>	Горючие
Cascade	<b>Каскад</b>	Каскад
Unitary	<b>Унитар</b>	Унитар
Federal	<b>Федератив</b>	Федератив
The monarchy	<b>Монархия</b>	Монархия
Republic	<b>Республика</b>	Республика
Cuddles	<b>Мужассамлашув</b>	Концентрация
Race	<b>Ирк</b>	раса

# **ИЛОВАЛАР**

## **5.1. ФАН ДАСТУРИ**

ЎЗБЕКИСТОН RESPUBLIKACACI  
ОЛИЙ ВА УРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Руйхатга олинди:

№ БД- 1.08

2017 йил - 18 - 08



**ХОРИЖИЙ ТИЛ**

(инглиз тили)

**ФАН ДАСТУРИ**

(Барча бакалаврият йўналишлари учун)

Тошкент – 2017



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

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

Фан дастури Ўзбекистон Миллий университетида ишлаб чиқилди.

**Тузувчилар:**

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

**Такризчилар:**

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

Фан дастури Ўзбекистон Миллий университети Кенгашида кўриб чиқилган ва тасвир қилинган (2017 йил "14" 08 даги 6 - сонли баённома).

## **I. Уқув фанининг долзарблиги ва олий касбий таълимдаги ўрни**

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

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

## **II. Уқув фанининг мақсади ва вазифаси**

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

**Фанининг вазифалари:**

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

**Талабаларнинг билим, қўникма ва малакаларига қўйиладиган талаблар:**

- хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;
  - хорижий тилларда сўзларнинг услубий қўлланиши тўғрисида *масаввурса эга бўлиши*;
  - хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни;
  - хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;
  - касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини *билиш ва улардан фойдаланиш олишни*;
  - ўз соҳаси доирасида хорижий тилда фикр ифозалай олиш, илмий техник адабиётлардан фойдалана олиш *қўникмаси ва бўлиши керак*.

### III. Асосий қисм (амалий машғулотлар)

#### Нутқ мавзулари:

**Қундалиқ мавзу** (Ўзи хақида, оиласи хақида, иш куни, севган машғулот, бўш вақтни ўтказиши ва ҳоказо).

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

**Таълим мавзуси** (Ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фаолларининг 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 бузук намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

#### 3.1. Умумий босқич

##### Нутқ компетенцияси

###### Босқичнинг асосий мақсади:

- узлуқсиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежлари)да талабалар инглиз тилида эгаллаган малака ва қўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларни нутқ фаоллиги турлари бўйича касбий мулоқотга тайёрлашдан иборат.

###### Тинглаб тушуниш:

- маъруза, тақдирот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби огзаки матнлар;
- реклама ва эълонлар;
- тил соҳиблари нутқ ўзгичлари (бадний, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва қўникмаларини ривожлантириш.

###### Танитиш:

###### *Аналог 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 сурини, фикрни асослаб бериш;
- реклама ва махсус мавзуларда тақдирот тайёрлаш ҳамда чиқиш қилиш;
- маълумотларни узумлаштириш, мақолалар ёзини, муҳокама қилиш.

#### **Ўқиниш:**

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

#### **Ёзма нутк:**

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

### **3.2. Касбга йўналтирилган босқич**

#### **Касбга йўналтирилган босқичнинг асосий максали:**

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

#### **Тинглаб тушуниш:**

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

#### **Ғанириш:**

##### *Диалогик нутқ*

- тил соҳибдари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини ишботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошга таклиф ва маслаҳат бериш, саволларга жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қуриламаларга асосланиб ғанириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан ишботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашини учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

##### *Монологик нутқ*

- долзарб муаммо юзасида барча “Тарафлар” ва “Қарин” далилларини келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини ғанириш;
- мазмунга баҳо бериш;



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

#### **Ўқиш:**

##### *Танишув ўқиш*

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

##### *Синхислаб (ўрганиб) ўқиш*

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

##### **Ўқиш тезлиги, ҳажми:**

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

##### *Қўз қозуртириб ўқиш*

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

##### **Ёзма нутқ:**

- касбга йўналтирилган бўлишда шаклланган малакаларни такомиллаштириш;
- реферат, аниотаниш ёзини техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билниш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага қўра, қлише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- беришан мавзуда баён, ксс, ревоме тузиш, соҳага онд алабчелар бўйича реферат ёзини.

### **3.3. Грамматик компетенция**

#### **Актив грамматик минимум:**

- от, отларда сон, ҳелишнқ , артнқс,
- сифат , сифат даражалари,
- олмош.

- феъл:
- мажхуллик инсбати;
- дарак, сўрок, инкор солда гапларнинг қўлланилиши;
- гапларда сўз тартиби;
- сўрок гаплар;
- буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчилар қўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчилар эргашган қўшма гапларни қўлланилиши;
- боғловчилар эргашган қўшма гапларнинг барча турларини қўллай олиш;
- иборатли феълларни қўлланилиши.

#### Пассив грамматик минимум:

- герундий, сифатдон, равишдошли қурилмаларнинг ишлатилиши;
- герундий, сифатдон, равишдошли қурилмаларнинг ясаллини.

### 3.4. Сўз ясаш минимуми

Талаба янги нуткий шаклларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиши лозим. Қуйидаги сўз ясаш моделларини такрорлаш лозим:  $v+er=n$  дингатеи белгиси  $Flto\ design$  - лойиҳалаш -designer - лойиҳачи;  $adj+ness=n$  (hard - каҳраи - hardness -каҳримлик);  $v+ing=n$  (to vary - оғохлантормок, varying-оғохлантириш);  $n\backslash\backslash ful=adj$  (power - куч, powerful - бакувват);  $adj+ish=adj$  (damp - нам, dampish - намчил)  $adj+ly=adv$  (firm - каттик - firmly - каттик);  $un+adj=adj$  (important - муҳим, unimportant - номуҳим).

Олдин талабалар ўрганган қуйидаги сўз ясаш моделлари ҳам ўлаштирилиши зарур.  $V+er=n$  тувлишидаги ишлаб чиқариш қуроли, асбоби, қурилма ва х.к. ни билдиради (to heat-иситиш - heater - иситтич);  $v+able=adj$  (to drink-ичмок-drinkable - ичилдирилган);  $adj+ire=v$   $Feircual$  - думалок,  $circulire$  - думалоклаш,  $adj+en=v$  (fast-каттик-to fasten-каттикланиш);  $dis+v=v$  (to approve - маъқуллаш - to disapprove-маъқулламаслик);  $n+n=n$   $la\ steam\ pipe$ -буғ қувуриг; конверсия бўйича мослаштирилган ва рус тилида мунтазам тузиллиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил аниқлай олиши лозим;  $adj+ity=n$  (acid-нордон - acidity - нордонлик);  $v+ment=n$  (to treat - ишлов бермок - treatment - ишлов); (grain - дон - grainy - донли);  $n+ed=adj$  (motor - мотор - motored - мотор қўйилган);  $n+a\backslash=adj$   $Feast\ veper$  - coastal-кирғокка тегишлиг;  $v+ent=adj$ to differ-фарқланмок -different - фарқли;  $adj+ify=v$  - humid - намли - to humidify -намлимок ( $n+ate=v$  (fraction - фракция to fractionate - молдани алоҳида фракцияларга бўлмак)  $n+ize=v$  (rubber-резина to rubberize - резинлаш);  $d+v=v$  (to clutch - уламок; to declutch -узмак);  $re+v=v$  (to colour - буямок - to recolour - янги рангга бўлмак);  $over+v=v$  (to heat - иситмок - to overheat - кайта

иситмок); en+adj=v -large - катта to enlarge - катталаштирмок; en+p=v (circle - домра - to^ncircle - домрага олмок3; n+p=v (a boiler - room қозонхона); a^dj+n=n (a loud - speaker - овозни баланслатувчи мосламалар); adj+adj=adj Fdark-blue-зангори; n+adj-adj (heat-stable-иссиқликка чидамли, рус тилида мунтазам структура)^семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

#### IV. Амалий машғулотлар бўйича кўрсатма ва тавсиялар

Юқори курсларда ўқув фани сифатида инглиз тили дарсларидан касбий мақсадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдинга қўйилган мақсадга эришишда талабалар:

а) махсус фанларни ўрганишда инглиз тилидаги адабиётларини ўқиш малакасинга эга бўлиш;

б) курс ишлари ва бакалавр битирув малакавий ишларини инглиз тилида ёзишлари мумкин;

в) инглиз тилида ўтказиладиган конференцияларда катнашиши мумкин;

г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида қўлланиладиган топшириқлар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда ҳам зарурий фикрлаш фаолиятини шакллантириш учун замин яратди.

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

#### Нутқ фаолияти турлари устида ишлаш учун вақт таксимоми

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

тинглаб тушуниш - 25% ;

гапириш - 30%;

ўқиш - 25%;

ёзув - 20%.

#### V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва инглиз тили устида мустақил ишлаш сивни малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.



7. Менинг мутахассислигим.
8. Ётақчи университетлар.
9. Буюк Британия, Америка қўшма штатлари.
10. Ўзбекистон.
11. Инглиз тилида гапирувчи давлатлар.
12. Мустақиллик куни.
13. Буюк Британия давлат тизими.
14. Ўзбекистон давлат тизими.
15. Давлатлар таълим тизими.
16. Давлатлар маданияти ва тарихи.
17. Ўзбекистон музейлари.
18. Дунёнинг машҳур университетлари ва бошқалар.

#### **VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари**

##### **Асосий адабиётлар**

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2. Кудрявцева О. Е. и др. English for businessmen. 2-кнсм. Тошкент-2000.
3. Абдалиева Е. А. "Инглиз тили дарслиги". Тошкент-2000 й.
4. Бонк Н. А. Учебник английского языка. Бишкек-1997.
5. Саггаров Т.К. Английский для студентов-юристов (1 часть). Т.ПТЮИ. 2005 й.

##### **Қўшимча адабиётлар**

1. Каримов И.А. Юксак маънавият – енгилмас куч. – Т.: Ўзбекистон- 2008.
2. Мирзиёев Ш.М. Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз. Т-2016
3. Мирзиёев Ш.М. Таъкидий таҳлил катъий тартиб интизом ва шахсий жавобгарлик- ҳар бир раҳбар фаолиятининг қундалик қондаси бўлиши керак. Т-2016
4. Мирзиёев Ш.М. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга курашимиз. Т-2017
5. Бабаева С.Р. Инглиз тили. Биология факультети талабалари учун ўқув қўлланма. Тошкент - 2015
6. Балибекова М.М. Инглиз тили қисқача грамматикаси ўқув қўлланма. ЎЗМУ. 2008.
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8. Scale up, The authors, Tashkent- 2014
9. Martin Seviour "Word Wise" "SHARQ" PUBLISHING HOUSE, 1997
10. Качалова К. Н. Грамматика английского языка. Бишкек-2007
11. John & Liz Soars «Headway» Oxford University Press . 1999
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13. Ойқодова Д. Englishreader. Тошкент- 1998.
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## **V.2 ISHCHI O'QUV DASTURI**

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

“ТАСДИҚЛАНДИ”



Ўқув йиллари бўйича проректор

О.Б.А. доц. А.Маматосупов

2019 йил “31” август

“ХОРИЖИЙ ТИЛ”

(Инглиз тили) \*

фанининг

ИШЧИ ЎҚУВ ДАСТУРИ

(3 курс)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 140000 – Табiiй фанлар

Таълим йўналишлари: 5140600 –География

Умумий ўқув соати -309 соат

Шу жумладан:

Амалий машгулотлар –216 соат

(1-семестр-36, 2-семестр-36, 3-семестр-36, 4-семестр-36, 5-семестр-36, 6-семестр-36)

Мустақил таълим соати– 93 соат

(1-семестр-16, 2-семестр-16, 3-семестр-16, 4-семестр-14, 5-семестр-16, 6- семестр-15)

Андижон-2019й.

Фаннинг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил "24" августдаги 603 сонли буйруғи билан (буйруқнинг 1-илоҳаси) тасдиқланган "Хорижий тил" фани дастури асосиди тайёрланган.

Фан дастури Андижон давлат университети Кенгашининг 2019 йил "31" августдаги "1" сонли баёни 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  
М.Ахунов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси  
А.Абидова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси  
Д.Умрзаков – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси  
С.Абдукаххоров – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

**Такризчилар:**

- 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

## **I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни**

“Хорижий тил” фани олий маълумотли кадрларни тайёрлаш жараёнининг таркибий қисми бўлиб, замонавий мутахассисларни касбий фаолияти ва кундалик ҳаётида хорижий тилдан фойдаланиш учун уни ўзлаштиришга қаратилган. Олий таълимгача бўлган таълим босқичларида орттирилган билимларга таянган ҳолда олий таълим муассасасида талаба хорижий тилни янада мустаҳкам, чуқурроқ ва танлаган касбига йўналтирилган ҳолда ўзлаштириши кўзда тутилган. Инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган бўлсада талабалар инглиз тилини керакли даражада урганиши ёрдамида ихтисослик фанларининг хорижий манбааларидан тўғридан тўғри фойдаланиш келгусидаги касбий фаолиятида жаҳондаги илғор техника ва технологиялар, илмий ютуқлар ва соҳа янгиликларидан бевосита хабардор бўлишига имкон яратади.

## **II. Ўқув фанининг мақсад ва вазифалари**

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

### **Фаннинг вазифалари:**

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

Талабаларнинг билим, кўнима ва малакаларига қўйиладиган талаблар:

- хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;
- хорижий тилларда сўзларининг услубий қўлланиши тўғрисида *масаввурга эга бўлиши*;
- хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни;
- хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;
- касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини *билиши ва улардан фойдалана олиши*;
- ўз соҳаси доирасида хорижий тилда фикр ифодалай олиш илмий техник алабиётлардан фойдалана олиш кўникмасига эга бўлиши керак.

## **III. Асосий қисм (амалий машғулотлар)**

Нутқ мавзулари:

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

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

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

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

Касбга йуналтирилган 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
I - семестр				
1.	Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	52	36	16
II - семестр				
2.	Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	52	36	16
III- семестр				
3.	Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	52	36	16
IV- семестр				
4.	Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	50	36	14
V- семестр				
5.	Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар,	52	36	16

	инновацион ғоялар ва янгиликлар)			
<b>VI- семестр</b>				
6.	<b>Мутахассислик соҳасига оид мавзулар</b> (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	51	36	15
	<b>Жами</b>	<b>309</b>	<b>216</b>	<b>93</b>

### **3.1 Умумий босқич. Нутқий компетенция**

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 (бадий, 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 хоказо) ёзиш;
- эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

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

#### **Монологик нутқ:**

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

- хужжатларни расмийлаштиришни билиш (тузилиши, услуби, хужжат тили) ва у асосида хужжатларни 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.

### **3.3 Грамматик компетенция**

#### **Актив грамматик минимум**

- от, отларда сон, келишиқ, артикл;
- сифат, сифат даражалари;
- олмош;
- феъл;



- мажхуллик нисбати;
  - дарак, сўроқ, инкор содда гапларнинг қўлланилиши;
  - гапларда сўз тартиби;
  - сўроқ гаплар;
  - буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
  - шарт майлининг қўлланилиши;
  - and, but боғловчили қўшма гапларни қўлланилиши;
  - 1. if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
  - 2. боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
  - 3. иборали феълларни қўлланилиши.
- Пассив грамматик минимум:
- 4. герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши;
  - 5. герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

### 3.4 Сўз яшаш минимуми

Талаба янги нуткий шаклларда ўрганилаётган сўз яшаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиш лозим. Қуйидаги сўз яшаш моделларини такрорлаш лозим:  $v+er=n$  двигател белгиси  $Fto\ design$  - лойихалаш -designer - лойихачи;  $adj+ness=n$  (hard - кахрли - hardness -кахрлилик);  $v+ing=n$  (to varn - огохлантирмок, varning огохлантириш ;  $n+full=adj$  (power - куч, powerful - бакувват);  $adj+ing=adj$  damp – нам damping - намчил)  $adj+ly=adv$  (firm - каттик - Firmly - каттик);  $un+adj$  (important муҳим, unimportant - номуҳим).

Олдин талабалар уўганган қуйидаги яшаш моделлари ҳам ўзлаштирилиши зарур.  $V+er=n$  тузилишидаги ишлаб чиқариш қуроли, асбоб, қурилма ва х.к. ни билдиради (to heat-истиш - heater - иситгич);  $v+able=adj$  (to drink- ичмок-drinkable – ичиладиган)  $adj+ire=v$  circul - думалок, circulire - думалоклаш.  $adj+en=v$  (fast-каттик, fasten-қаттикланиш):  $dis+v=v$  (to approve – маъқуллаш to disapprove- маъқулламаслик);  $n+n=n$  \a steam pipe-буғ қувури; конверсия бўйича «Юслаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз яшаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил англай олиши лозим;  $adj+ity=n$  (acid-нордон - acidity - нордонлик);  $v+ment= n$  (to treat - ишлов бермок - treatment - ишлов): grain - дон – grainy-донли);  $n+ed=adj$  (motor - мотор - motored - мотор қуйилган);  $n+al=adj$  (coast қирғоқ, coastal - қирғоққа тегишли);  $v+ent=adj$  (to differ - фарқланмок - different-фарқли);  $adj+ify=v$  (humid - намли - to humidify –намламок);  $n+ate=v$  (fraction - фракция to fracinate – моддани алоҳида фракцияларга бўлмок);  $n+ize=v$  (rubber-резина to rubberize – резиналаш);  $de+ v =v$  (to clutch - уламок; declutch – узмок);  $re+v =v$  ( to colour - бўямок - to recolour – янги рангга бўямок);  $over+v=v$  (to heat

- иситмоқ - to overheat – қайта иситмоқ); en+adj=v (large-катта, to enlarge – катталаштирмоқ); en+n=v (circle - доира – to encircle - доирага олмоқ); n+n=v (a boiler - room козонхона); adj+n=n (a loud speaker - овозни баландлатувчи мосламалар); adj+adj=adj (dark blue- зангори); n+adj=adj (heat-stable-иссиқликка чидамли); рус тилида мунтазам структураси семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

**“Хорижий тил (Инглиз тили)” фани бўйича амалий машғулотларнинг  
календар тематик режаси  
(I-семестр)**

№	Амалий машғулотлар мавзулари	Соат
1.1	Noun. Articles.	2
1.2	Demonstrative Pronouns.	2
1.3	The verb “to be” in the Pr. Ind.Tense.	2
1.4	Personal pronouns. Imperative Mood.	2
1.5	Prepositions - in- to - by. Numerals. About myself. Doing ex-es.	2
1.6	The plural form of nouns. My working Day.	2
1.7	Possessive and inter-rogative pronouns. Text My family	2
1.8	The verb to have in the Present Ind. tense. Text My friends family.	2
1.9	<i>There is / are</i> construction. Text My flat.	2
1.10	Prepositions –on, -at, -of.	2
1.11	Special question. Dialogue.	2
1.12	Negative Sentences. Doing ex-ses.	2
1.13	Present Simple. General questions. My friend’s Working Day	2
1.14	The Past Indefinite Tense. My Day off	2
1.15	Present Continuous Tense.	2
1.16	Future Simple. Alternative questions. My future profession.	2
1.17	Past Contin. Tense. Tag question	2
1.18	Future Cont. Tense. English and uzbek meals. Writng receipts.	2
	<b>Jami:</b>	<b>36</b>

**(II-семестр)**

№	Амалий машғулотлар мавзулари	Соат
2.1	Pronouns: some, any . Doing ex-ses.	2
2.2	Degree of adj. Text : The univeristy’s library system.	2
2.3	Degreesof Adv. Text : Our university.	2
2.4	Text. At the English Lesson.	2
2.5	Text. My attitude to Homework.	2
2.6	Text. What is school for us.	2

2.7	Text : University canteens.	2
2.8	Text : Students' hostels.	2
2.9	The modal verb ,can' Text : The faculty where I study	2
2.10	The modal verb 'must' Text : Education in Uzbekistan. State Policy.	2
2.11	The modal verb ,may' Text : 'A Day at school' of Uzbekistan.	2
2.12	The modal verb ,could' Text : Education in Great Britain.State policy.	2
2.13	The modal verb ,should' Text : Classroom behaviour rules.	2
2.14	The modal verb ,would' Text : Post-school education in Uzbekistan.	2
2.15	The use of „be going to“ Text : Post-school Education in Great Britain.	2
2.16	Text : World famous universities.	2
2.17	Text : Educational Reform in Uzbekistan	2
2.18	Text : Educational Reform in Uzbekistan	2
	<b>Жами:</b>	<b>36</b>

### II-курс (III семестр)

№	Амалий машғулотлар мавзулари	Соат
3.1	The Present Perfect Tense.Doing ex-ses	2
3.2	Working on the text. Uzbekistan-Independent State	2
3.3	The Present Perfect ContinuousTense. Doing ex-ses	2
3.4	System of Government of Uzbekistan	2
3.5	The Past Perfect Tense. Doing ex-ses	2
3.6	Working on the text Great Britain	2
3.7	The Past Perfect Continuous Tense.Doing ex-ses	2
3.8	The British system of Parliament	2
3.9	The Future Perfect TenseDoing ex-ses	2
3.10	Educational system of Uzbekistan	2
3.11	So am I/Neither am I/ I think so/I hope so. Doing ex-ses	2
3.12	Educational system of Great Britain	2
3.13	Be/get used to iboralari. Doing ex-ses	2
3.14	Famous people of Uzbekistan	2
3.15	Prefer, would prefer. Doing ex-ses	2
3.16	Famous people of Great Britain	2
3.17	Customs and festivals of Uzbekistan	2
3.18	Customs and festivals of Great Britain	2
	<b>Жами:</b>	<b>36</b>

**(IV-семестр)**

<b>№</b>	<b>Амалий машғулотлар мавзулари</b>	<b>Соат</b>
4.1	Infinitiv.Doing ex-ses.	2
4.2	Problems of Environment.	2
4.3.	Gerundiy. Doing ex-ses.	2
4.4.	Tourism	2
4.5.	Sifatdosh . Doing ex-ses	2
4.6.	Human rights	2
4.7.	All/ all of, no/none of, most/most of, both/bot hof, neither/neither of, either/either of iboralari. Doing ex-ses	2
4.8.	Transport services.	2
4.9.	Still and yet, any more/any longer/no longer iboralari. Doing ex-ses	2
4.10.	Linking contrasting ideas.Gr.p.142.Making presentations.	2
4.11.	Filling applications and writing CV	2
4.12.	On time/in time, at the end/in the end. Doing ex-ses	2
4.13.	Newspapers and Broadcasting in Uzbekistan	2
4.14.	Adjective+preposition.,verb+preposition . Doing ex-ses	2
4.15.	Newspapers and Broadcasting in Great Britain.	2
4.16.	Working on the newspaper articles.	2
4.17.	Working on the TV news	2
4.18.	<i>Working on the TV news</i>	2
	<b>Жами:</b>	<b>36</b>

**III-курс (V-семестр)**

<b>№</b>	<b>Амалий машғулотлар мавзулари</b>	<b>Соат</b>
5.1	Adveribial clauses .The history of geography	2
5.2	Information about the subject History .The branches of geography	2
5.3	Adveribial clauses of reason. The world map and it's types	2
5.4	Branches of the subject history. Atmosphere	2
5.5	Adveribial clauses of time .About Biosphere	2
5.6	Branches oft he subject history.The 6 continents of the world	2
5.7	Adveribial clauses of place.The continent of Asia and and it's structure, geographical situation..	2
5.8	Branches of the subject history.The continent of Africa and it's structure, geographical situation.	2
5.9	News of the branches of the subject History.The continent of Antarctica <i>and it's structure</i>	2
5.10	Sequences of Tenses. Doing ex-ses. The continent of Australia and it's structure, geographical situation.	2
5.11	Texts on specialty.The continent of Europe and it's structure,	2

	geographical situation.	
5.12	Texts on specialty. The continent of America and it's structure, geographical situation.	2
5.13	Passive Voice.The four oceans in the world	2
5.14	Texts on specialty. The Pacific ocean	2
5.15	Texts on specialty. The Atlantic ocean	2
5.16	Texts on specialty. The Indian ocean	2
5.17	Texts on specialty The Artic ocean	2
5.18	Texts on specialty Forests are helped by animal	2
	<b>Жами:</b>	<b>36</b>

**(VI - семестр)**

<b>№</b>	<b>Амалий машғулотлар мавзулари</b>	<b>Соат</b>
6.1	Quote structures. Rain-making	2
6.2	The main features of the profession a teacher.The great mountains in the world and their structure, geographical situation.	2
6.3	Countable and uncountable nouns and partitives. The great seas in the world and their structure, geographical situation	2
6.4	Teaching abilities.(innovative and traditional methods) The rivers in the world and their structure, geographical situation	2
6.5	Using participles to give additional information. World population	2
6.6	Ethics in teaching students. Great deserts in the world and their structure, geographical situation	2
6.7	Attributive clauses. Uzbekistan geography	2
6.8	The book we read .Uzbekistan nature(mountain, lakes, deserts, rivers)	2
6.9	Giving advice. The capital of Uzbekistan	2
6.10	My project for the future. Uzbekistan and its ancient cities on the Silk Road	2
6.11	Linking contrasting ideas . Navoiy is the industries city of Uzbekistan	2
6.12	Careers.The biggest cities in the world	2
6.13	Predicting future. Doing ex. The city of London	2
6.14	Clothes sense. The city of hong-kong and it's population	2
6.15	The city of Berlin	2
6.16	The city of Tokyo	2
6.17	The city of Dubai	2
6.18	Reviewing the whole material.Test.	2
	<b>Жами:</b>	<b>36</b>

#### **IV. Амалий машҳулотлар бўйича кўрсатма ва тавсиялар**

Юкори курсларда ўқув фани сифатида инглиз тили дарсларидан касбий мақсадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган мақсадга эришишда талабалар:

- а) махсус фанларни ўрганишда инглиз тилидаги адабиётларни ўқиш малакасига эга бўлиш;
- б) курс ишлари ва бакалавр битирув малакавий ишларини инглиз тилида ёзишлари мумкин;
- в) инглиз тилида ўутказиладиган конференцияларда қатнашиши мумкин;
- г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида қўлланиладиган топшириқлар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда ҳам зарур бўлган фикрлаш фаолиятини шакллантириш учун замин яратади.

Инглиз тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машҳулотларда 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.

#### **Нутқ фаолияти турлари устида ишлаш учун вақт тақсимооти**

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

- тинглаб тушуниш - 25% ;
- гапириш - 30%;
- ўқиш – 25%;
- ёзув – 20% .

#### **V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни**

Инглиз 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 иборатдир.

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.

**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.

#### **Мустақил таълим учун тавсия этиладиган мавзулар:**

1. Ўзи ҳақида тўлиқ маълумот бериш;
2. Орзуимдаги уй;
3. Спорт;
4. Машҳур кишилар
5. Менинг университетим;
6. Байрамлар;
7. Менинг мутахассислигим.
8. Етакчи университетлар
9. Буюк Британия, Америка Қўшма штатлари
10. Ўзбекистон.
11. Инглиз тилида гапирувчи давлатлар
12. Мустақллик куни.
13. Буюк Британия давлат тизими.

14. Ўзбекистон давлат тизими.
15. Давлатлар таълим тизими.
16. Давлатлар маданияти ва тарихи.
17. Ўзбекистон музейлари.
18. Дунёнинг машхур университетлари ва бошқалар

**“Хорижий (инглиз) тил” фанидан мустақил таълимни ташкил этишнинг  
шакли ва мазмуни**

**Талабалар мустақил таълимнинг мазмуни ва ҳажми**

**I-семестр 16 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
1.	About Myself. Present tense.	4
2.	My friend's family. Interrogative sentences.	4
3.	My flat. Possessive pronouns.	4
4.	My day.	4

**II-семестр 16 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
5.	Our university. Relative pronouns.	4
6.	Information Resource Center of University.	4
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	2
9.	Education system.	2

**III-семестр 16 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
10.	Independent of Uzbekistan.	4
11.	Geography, climate and economics of England.	6
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	6

**IV-семестр 14 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	6
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	4
15.	Publishers of Uzbekistan and England.	4

**V-семестр 16 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
16.	Profession skills.	4
17.	Life and creativity of famous people in the studied science.	6



18.	News of the learning science.	6
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#### VI-семестр 15 соат

№	Theme	Hours
19.	Working on the text “Professionality and speciality”.	7
20.	Actual problems on speciality.	8

#### Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат						Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Амалий	36	36	36	36	36	36	216
2.	Мустақил таълим	16	16	16	14	16	15	93
	<b>Жами</b>	52	52	52	50	52	51	309

**Талабанинг “Хорижий тил” 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	ЖН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами			
<b>Хорижий тил</b>	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	20	0-20

	бажарилиш ва ўзлаштириш даражаси.		
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
<b>Жами ЖН баллари</b>		<b>60</b>	<b>0-60</b>

### 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
<b>Жами ОН баллари</b>		<b>10</b>	<b>0-10</b>

### 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
<b>Жами ОН баллари</b>		<b>30</b>	<b>0-30</b>

### Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> <li>✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш;</li> <li>✓ Инглиз тилида ижодий фикрлай олиш;</li> <li>✓ Инглиз тилида мустақил мушоҳада қила олиш;</li> <li>✓ Инглиз тилида оғзаки ахборот бера олиш;</li> <li>✓ Луғат ёрдамида таржима қила олиш;</li> <li>✓ Олган билимларни амалда қўллаш олиш;</li> </ul>
71-85 балл учун	Яхши	✓ Тил ўрганилаётган мамлакат тилида ўз

талабанинг билим даражаси куйидагиларга жавоб бериши лозим		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 куйидагиларга жавоб бериши лозим	Қониқарл и	✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарс из	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

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

Жорий **ЖН** ва оралик **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 охириги 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 оралик 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, оралик ва якуний назорат турлари бўйича тўплаган баллари йиғиндисига 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.

## **V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари**

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5. www usc.edu/dept/education CMMR/CMMRJB Г8А home html#Resourees B( ginningTeachers
6. <http://www.JMChennentors.oom/MCenter%20Site/BegTchrNeeds.>
7. <http://www.inspiringteachers.com/>
8. http://teachnet.org/ntpi/research/prep/Cooper/
9. http://www.alt- leachercert.org/Mentoring.html vvwww.examenglish.com

## V.3 TARQATMA MATERIALLAR

### Coloids

Coloids (acc. to charge)

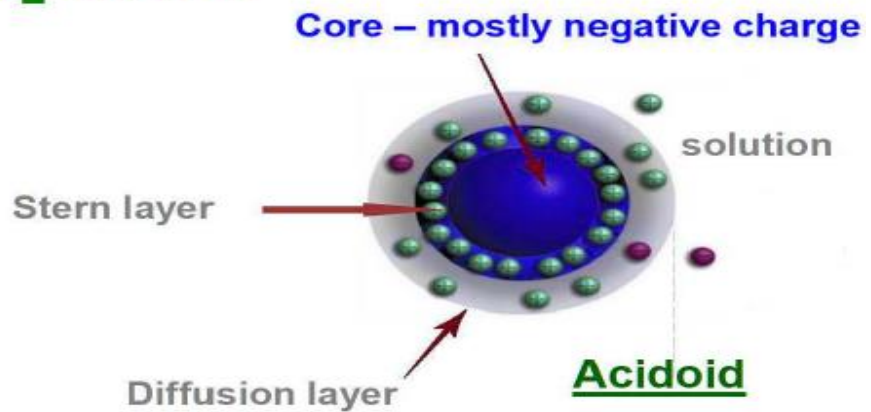
Acidoids (adsorb cations)

Bazoids (adsorb anions)

Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

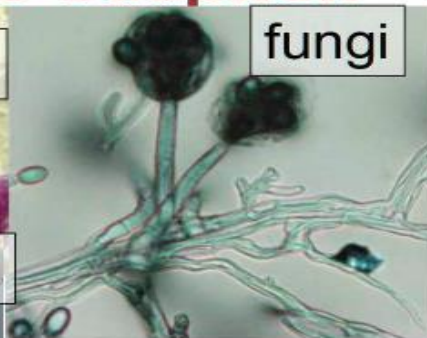
pH ↑ ... acidoids



### phyto- a zoo-edaphon - examples



bacteria



fungi



protozoa



actinomycetes



mites



worms



vertebrates



# Human impact on soils



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



- **desertification**
- **erosion**
  - ✓ forest clear-cutting
  - ✓ agriculture



## Vegetation

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

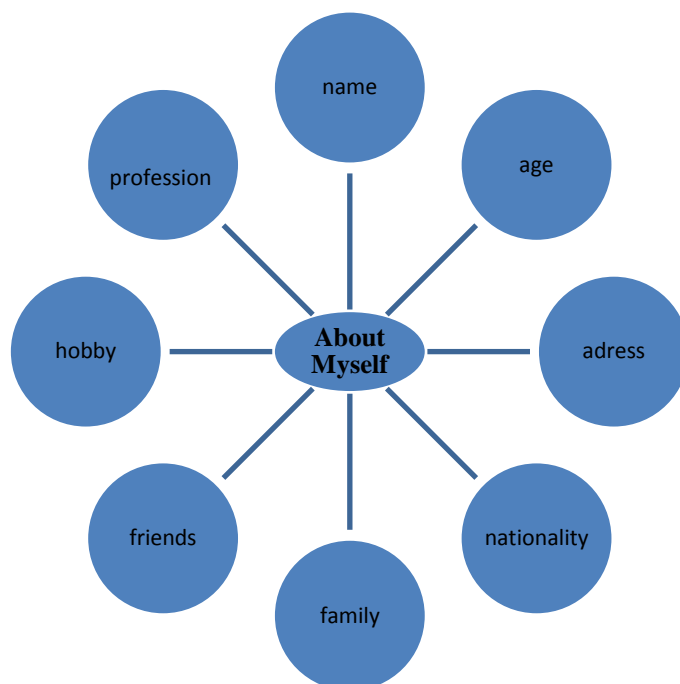


trees – forests, rainforests



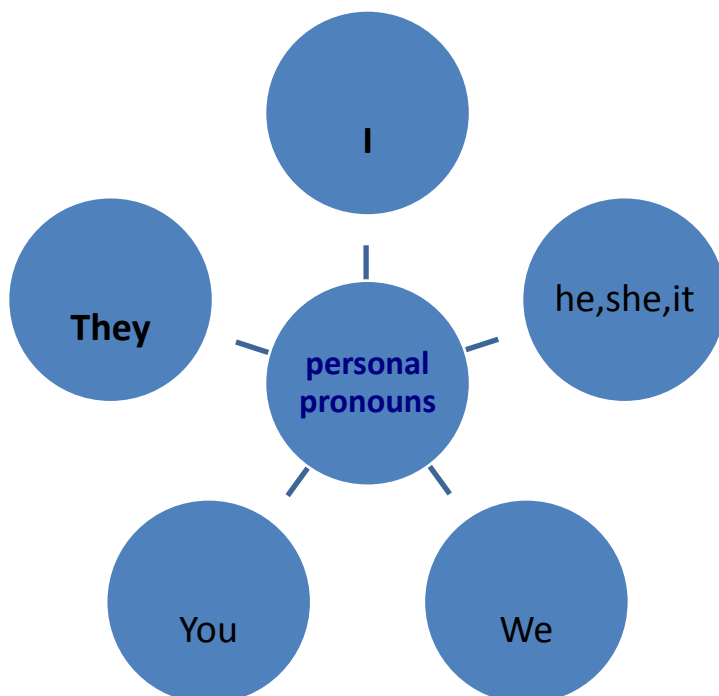
### «KLAster» metodi

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



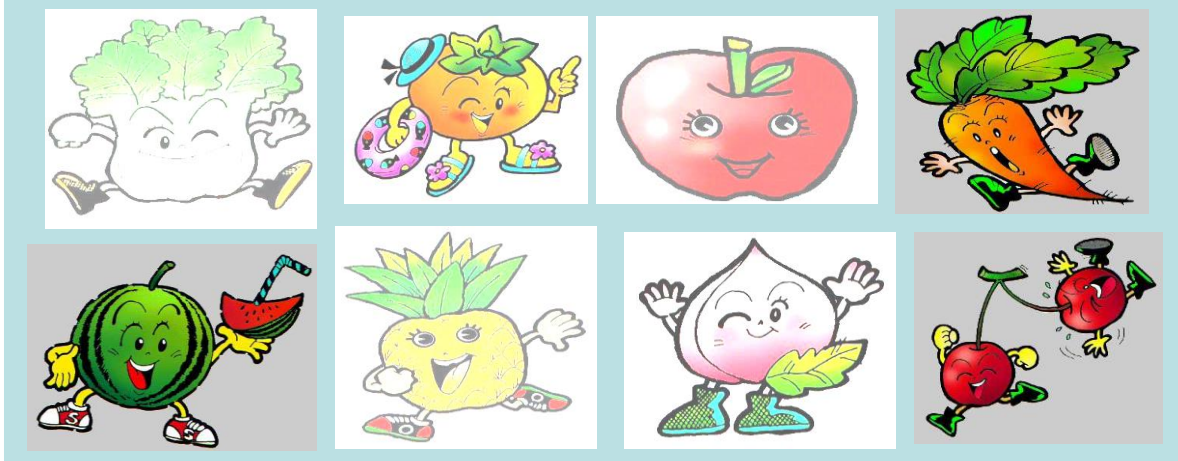
### Grammatika: Personal Pronouns –Kishilik olmoshlari

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



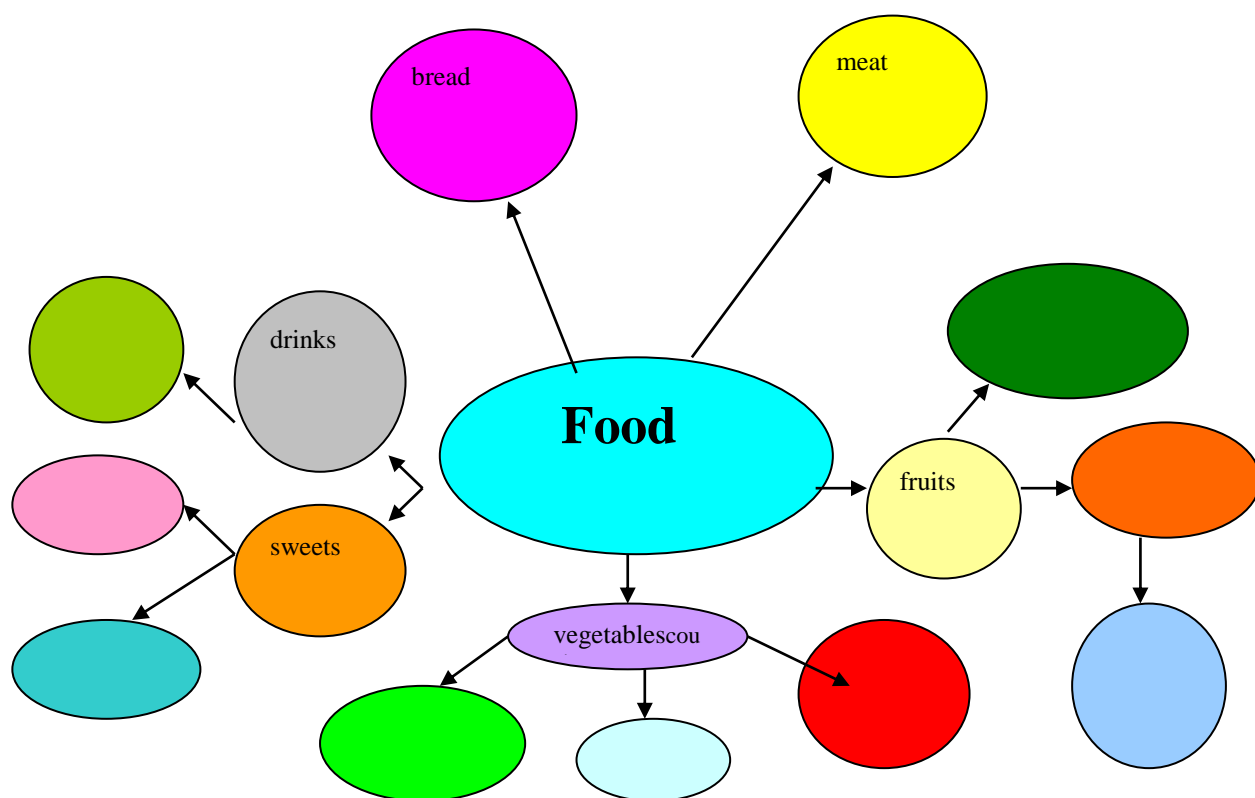


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



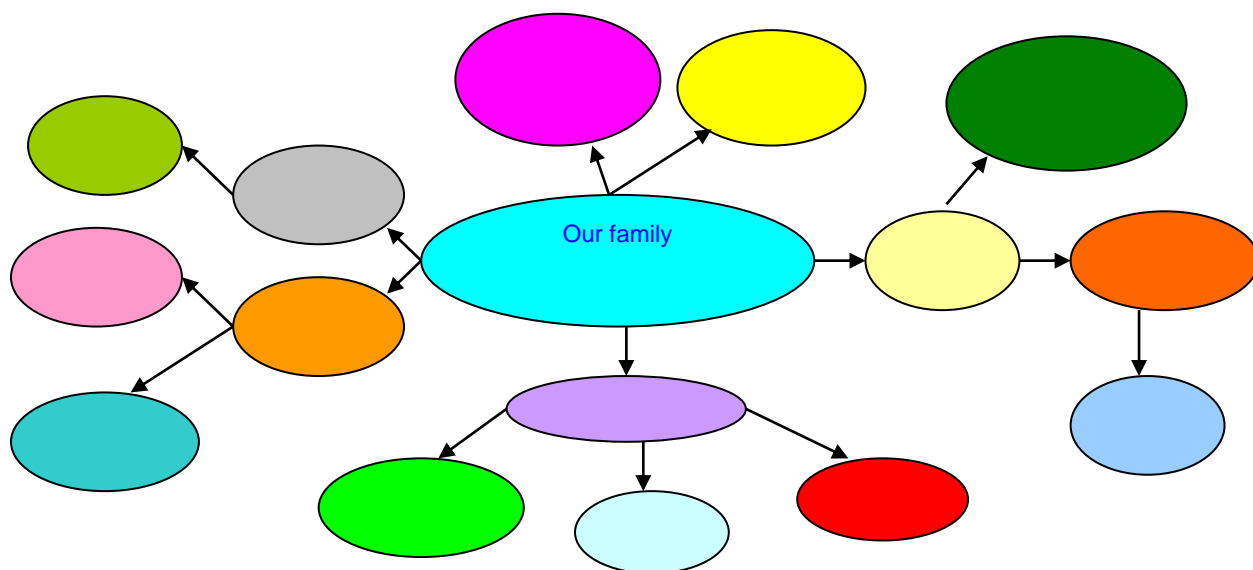
«KLAUSTER» metodi

Fikringizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang



faqat ularni yozing.

«KLAster» metodi



**Guruhlar uchun topshiriqlar:**

Quyidagi rasm asosidagi soʻz va iboralardan foydalanib hikoya tuzing.

**I- guruh:**



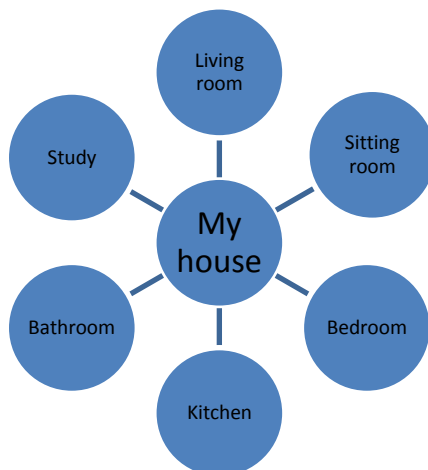
**II- guruh:**



**III- guruh:**



Fikringizga nima kelsa, barchasini yozing. Gʻoyalar 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?

## Basic nomenclature

### Soil horizon designations

layers with properties different from other adjacent layers

litter layer

A (humus)

B (leached)

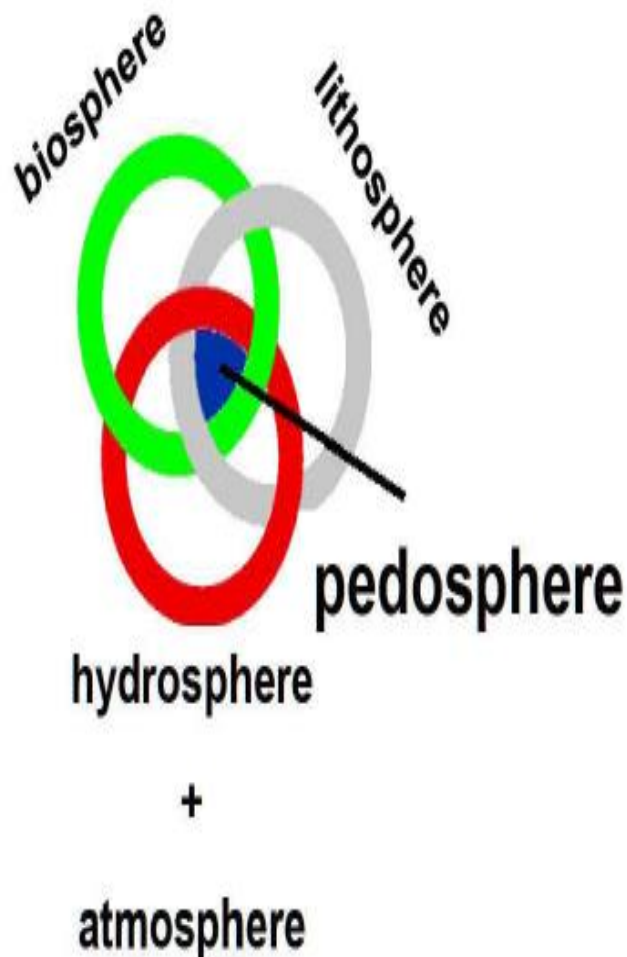
C (bedrock substrate)

R (bedrock)



Soil profile – vertical section combining all soil horizons

# 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 described 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 10<sup>th</sup> 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) powerfulest 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) rigourouser 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) did C) 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) believing    B) 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) safer    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 experimetsns 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 sent D) 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 19<sup>th</sup> 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 D) 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't    D) 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) are B) have been C) are being D) 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.*

- The buyer wanted the furniture manufacturer to cut his prices.  
A) do away with                      B) make use of                      C) reduce                      D) review
- The prime ingredient in table salt is sodium.  
A) curious                      B) unexpected                      C) effective                      D) main
- The temperature of water can accelerate a chemical reaction.

- A) quicken                      B) increase                      C) delay                      D) stop
4. He is very enthusiastic about his acceptance to the University.  
A) excited      B) pleased      C) passive      D) non-committal
5. What is necessary now is a correct balance of 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 to the rim.  
A) to the brim                      B) too full                      C) overflowing                      D) half way
7. She always avoided her bad-tempered aunt.  
A) disliked      B) remembered                      C) took care of                      D) evaded
8. I was all alone 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) relatively                      C) 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	ЯН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами		Ўзма	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
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		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
<b>Жами ОН баллари</b>		<b>10</b>	<b>0-10</b>

### 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
<b>Жами ОН баллари</b>		<b>30</b>	<b>0-30</b>

### Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> <li>✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш;</li> <li>✓ Инглиз тилида ижодий фикрлай олиш;</li> <li>✓ Инглиз тилида мустақил мушоҳада қила олиш;</li> <li>✓ Инглиз тилида оғзаки ахборот бера олиш;</li> <li>✓ Луғат ёрдамида таржима қила олиш;</li> <li>✓ Олган билимларни амалда қўллай олиш;</li> </ul>
71-85 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Яхши	<ul style="list-style-type: none"> <li>✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш;</li> <li>✓ Мустақил мушоҳада юрита олиш;</li> <li>✓ Тасаввурга ега бўлиш;</li> <li>✓ Луғат ёрдамида таржима қила олиш;</li> <li>✓ Матн мазмунини қисқача тушунтира олиш;</li> </ul>
55-70 балл учун талабанинг билим даражаси қуйидагиларга жавоб	Қониқарл и	<ul style="list-style-type: none"> <li>✓ Билиш, янги мавзуни қисман айтиб бериш;</li> <li>✓ Мавзуни қисман тушуна билиш.</li> <li>✓ Мавзу ҳақида тушунчага ега бўлиш.</li> </ul>

бериши лозим		
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарс из	<ul style="list-style-type: none"> <li>✓ Ўқий олмаслик;</li> <li>✓ Гапира олмаслик;</li> <li>✓ Тасаввурга ега бўлмаслик;</li> <li>✓ Билмаслик.</li> </ul>

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

Жорий **ЖН** ва оралик **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 охириги 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 оралик 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, оралик 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 апелляция комиссияси ташкил етилади.

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

**Якуний назорат** ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.