

**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**

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Ўқув-услугий мажмуа Андижон давлат университети Кенгашининг 2019 йил “31” августдаги “1” сонли баёни билан тасдиқланган.

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## II . ЎҚУВ МАТЕРИАЛЛАРИ

### 1-LESSON:

#### Adverbial clauses. Physical topic. Does air take up space

##### *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.

##### ***What Is an Adverb Clause?***

Adverb clauses are clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the other clause. This will help you recognize an adverb clause.

Subordinating conjunctions can be [arranged](#) according to the purpose of the clause they begin. Here are some examples of subordinating conjunctions:

Time: after, when, until, soon, before, once, while, as soon as, whenever, by the time

Condition: if, whether or not, provided, in case, unless, even if, in the event

Cause and effect: because, as, since, so, in order that, now that, inasmuch as

Contrast: though, although, while, whereas, even though

Most of the time, an adverb clause will be separated from the other clause with a comma. Here are examples of sentences with and without commas:

Whether you like it or not, you have to go. (The adverb clause “Whether you like it or not” puts a condition on the action.)

She enjoyed the party more than he did. (The adverb clause 'than he did' modifies the adverb “more.”)

After my car is fixed, we can take a trip to the coast. (The adverb clause "After my car is fixed" puts a time on the action.)

##### ***Functions of Adverbs***

Since adverb clauses [function as adverbs](#), let's look at the functions of adverbs.

Adverbs modify verbs, adjectives, and other adverbs, and give more information.

They tell why, when, where, how, how much, and how often an action occurs.

They can move around in a sentence.

These examples show what the adverb is modifying (the adverb is underlined).

Verbs:

We eat pizza weekly.

She watched the wild animal carefully.

Adjectives:

That is a very nice person.

The dog is extremely hyperactive.

Adverbs:

She sings quite beautifully.

My dog is almost always starving.

### ***Examples of Adverb Clauses***

Adverb clauses can modify by telling the place, time, cause, and purpose of an action. They can also show concession and condition. Basically they answer the questions: where?, when?, why?, and under what conditions? Here are some examples with the adverb clause underlined:

Place:

Wherever there is music, people will often dance.

If you know where they live, you can drop in for a visit.

Time:

After the chores are done, we will eat ice cream.

When the clock strikes midnight, she has to leave.

Cause:

She passed the course because she worked hard.

Since he has long hair, he wears a ponytail.

Purpose:

So that he would not ruin the carpet, he took off his shoes.

He ate vegetables in order to stay healthy.

Concession:

Even though you are 13, you can't go to that movie.

Although you gave it your best, you did not win the match.

Condition:

If you save some money, you can buy a new game.

Unless you hurry, you will be late for school.

While adverb clauses are a little more complicated than simple adverbs, they are worth learning about. If you'd like to see more examples of adverb clauses YourDictionary has more available at [Examples of Adverb Clauses](#).

What Are Adverbial Clauses? (with Examples)

An adverbial clause is a group of words which plays the role of an adverb. (Like all clauses, an adverbial clause will contain a subject and a verb.) For example:

Keep hitting the gong **hourly**.

(normal adverb)

Keep hitting the gong **until I tell you to stop**.

(adverbial clause)

In the examples above, the normal adverb and adverbial clause both tell us when the gong is to be hit. They are both adverbs of time. All adverbs (including adverbial clauses) can usually be categorized as one of the following:

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.)

You are taller than me. ✓

(This is the colloquial version. This version might irk some of your grammar-savvy readers, but it is acceptable.)

[Read more about choosing between than I and than me.](#)

### Adverbs of Condition

An adverb of condition states the condition for the main idea to come into effect. An adverb of condition often starts with if or unless. Here are some examples:

**If the facts don't fit the theory, change the facts**. (Albert Einstein)

**If the English language made any sense, a catastrophe would be an apostrophe with fur**. (Doug Larson)

**If all the rich people in the world divided up their money among themselves, there wouldn't be enough to go around**. (Christina Stead, 1903-1983)

### Adverbs of Concession

An adverb of concession offers a statement which contrasts with the main idea. An adverb of concession often starts with one of the following subordinating conjunctions: though, although, even though, while, whereas, or even if. Here are some examples:

**Although golf was originally restricted to wealthy, overweight Protestants, today it's open to anybody who owns hideous clothing**. (Dave Barry)

A loud voice cannot compete with a clear voice, **even if it's a whisper**. (Barry Neil Kaufman)

### Adverbs of Reason

An adverb of reason offers a reason for the main idea. An adverb of reason often starts with one of the following subordinating conjunctions: as, because, given, or since. Here are some examples:

I don't have a bank account, **because I don't know my mother's maiden name**. (Paula Poundstone)

**Since you are like no other being ever created since the beginning of time, you are incomparable**. (Brenda Ueland)

### Properties of an Adverbial Clause

Here are the properties of an adverbial clause:

An adverbial clause is an [adjunct](#). This means it can be removed without the sentence being grammatically wrong.

An adverbial clause is a [dependent clause](#). This means it cannot stand alone as meaningful sentence in its own right.

An adverbial clause usually starts with a [subordinating conjunction](#) (e.g., although, because, if, until, when)

An adverbial clause will contain a subject and a verb. (This is what makes it a [clause](#) as opposed to a [phrase](#).)

### Reading and translating

#### Does air take up space

Stuff a large handkerchief or some crumpled newspaper into an empty glass or jar. Make sure the handkerchief won't fall out when you turn the glass upside down.

Then, fill a pot with water. Holding the glass so that its mouth is down, put the glass deep into the pot of water and hold it there. After a minute or two, pull the glass out of the water and remove the handkerchief.

You will see that: The handkerchief is dry.

Explanation: Water cannot fill the glass because the glass is already filled with air. The empty glass is full of air. So, air takes up space.

Air is a gas. It has no size or shape of its own but will fill every space it can.

#### UNKNOWN WORDS

stuff – to'ldirmoq  
handkerchief – ro'molcha  
crumple – g'ijimlamoq  
hold – ushlamog, tutmoq  
shape - shakl  
fall - tushmoq  
full – to'la  
fill – to'ldirmoq  
takes up – ko'tarmoq  
explanation - izoh

#### COMPREHENSION QUESTIONS

1. What is the handkerchief used for?
2. Can you tell the reason how the handkerchief could keep its dryness?

#### HOMEWORK:

1. Yangi matnni o'qish, tarjima qilish va gapirib berish.
-

## 2-LESSON:

**Physical topic. Can you fill the empty bottle? A floating object displaces own weight.**

### Reading

#### Can you fill the empty bottle?

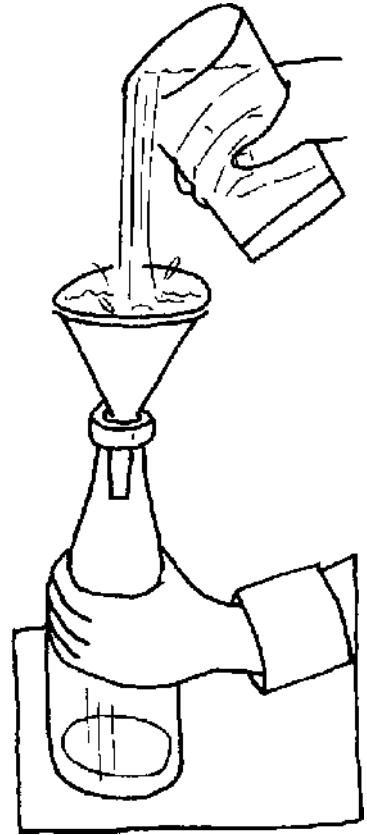
Place a funnel in the neck of an empty soda bottle. Pack clay around the neck of the bottle so that there is no space between the bottle and the funnel.

Pour water into the funnel. Notice what happens.

Then take the clay off the bottle and funnel.

You will see that: While the clay is there, the water remains in the funnel or enters the bottle only in slow spurts. When the clay is removed, the water flows freely into the bottle.

Explanation: The clay seals the neck of the bottle outside of the funnel. When water flows into the funnel, the air cannot escape except by going through the water very slowly. The air in the bottle takes up space and prevents the water from coming in. When the clay is removed and air is able to leave around the neck of the bottle, then water can flow in. This proves that air takes up space.



### UNKNOWN WORDS

funnel - voronka

pour - quymoq

clay - loy

around - atrofiga

flow - oqmoq

except - ...dan tashqari

through - ichidan

seal - mahkamlamoq

prevent – to'sqinlik qilmoq

remove – olib tashlamoq

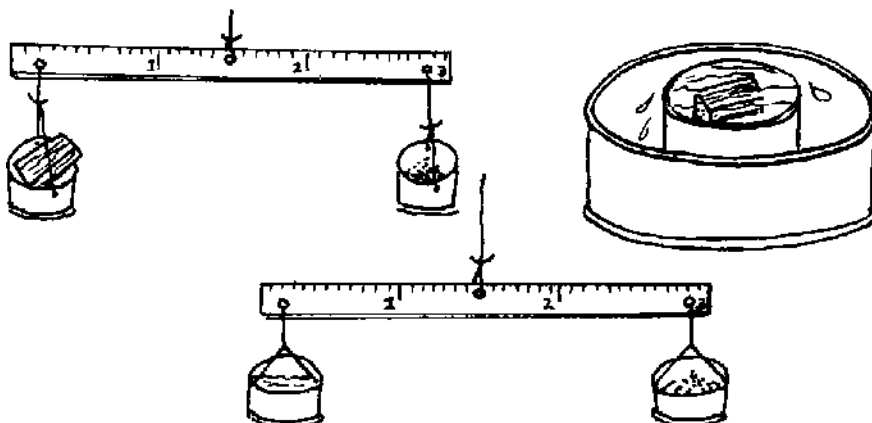
prove - isbotlamoq

### COMPREHENSION QUESTIONS

- 1.Can you tell the steps above?
- 2.What did you learn from the experiment?

### Reading and translating

**A floating object displaces own weight**





Weigh a small block of wood in a large dry can. You can use the yardstick balance described earlier. Then take out the wood and place a smaller can into the larger one. Fill the small can to the brim with water. Carefully push the wood block into the water until no more flows over into the larger can. Remove the small can carefully.

Weigh the large can with its overflowed water on the yardstick balance.

You will see that: The weight of the water in the large can equals the weight of the wood in the large can.

Explanation: An object that floats displaces its own weight of water. A boat floats because it displaces water that weighs as much as it does.

### UNKNOWN WORDS

balance - muvozanat  
described - tasvirlangan  
yardstick - o'lchov chizg'ichi  
block - to'nka, g'o'la  
equal - teng, barobar  
displace - surib chiqarmoq

### COMPREHENSION QUESTIONS

1. What did you see in this experiment?
2. What is the reason for a floating object displaces own weight?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 3-LESSON:

**Adverbial clauses of reason.** Doing exercises. **Physical topic.** Does air weigh anything?

**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.

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.**

### Speaking

#### **Physical topic. Does air weigh anything?**

Drill holes (or make notches) 6 inches from each end of a narrow 3-foot length of wood, such as a

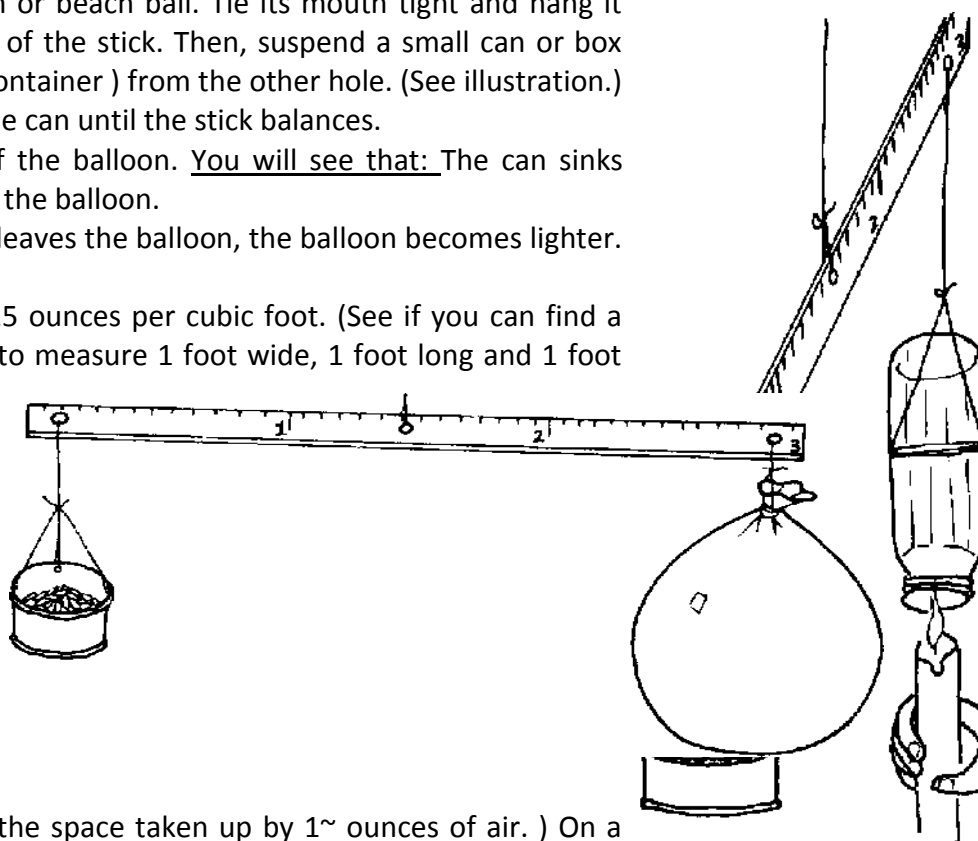
yardstick. Then, make a hole in the exact center of the stick, 18 inches from each end. Place a cord or wire through the center hole and suspend the stick from a chair back or a rod.

Blow up a large balloon or beach ball. Tie its mouth tight and hang it from one of the end holes of the stick. Then, suspend a small can or box (such as a baking powder container ) from the other hole. (See illustration.) Put a little sand or rice in the can until the stick balances.

Then, let the air out of the balloon. You will see that: The can sinks down as the air is let out of the balloon.

**Explanation:** When the air leaves the balloon, the balloon becomes lighter. Air has weight.

At sea level, air weighs 1.25 ounces per cubic foot. (See if you can find a carton, or stack up books, to measure 1 foot wide, 1 foot long and 1 foot



deep. Then you will know the space taken up by 1~ ounces of air. ) On a mountaintop, air is a little thinner and weighs less.

### UNKNOWN WORDS

drill - teshik ochmoq

length - uzunlik

exact- aniq

suspend – ilmoq, osmoq

contain - o'z ichiga olmoq

measure - o'lchamoq

weigh- tortmoq(torozida)

weight – og'irlik

### COMPREHENSION QUESTIONS

1.What things done need for this experiment?

2.How can we see that air also weighs?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 4-LESSON:

**Branches of the subject History. Physical topic. Which is heavier, hot air or cold?**

**Philosophy of history** is the theoretical aspect of [history](#). It is customary to distinguish **critical philosophy of history** from **speculative philosophy of history**. Critical philosophy of history is the "theory" aspect of the discipline of academic history, and deals with questions such as the nature of historical evidence, the degree to which [objectivity](#) is possible, etc. Speculative philosophy of history is an

area of [philosophy](#) concerning the eventual significance, if any, of human history.<sup>[1]</sup> Furthermore, it speculates as to a possible [teleological](#) end to its development—that is, it asks if there is a design, purpose, directive principle, or finality in the processes of human history. Part of [Marxism](#), for example, is speculative philosophy of history. Another example is "historiosophy", the term coined in 1838 by [August Cieszkowski](#) to describe his understanding of history.<sup>[2]</sup> Though there is some overlap between the two aspects, they can usually be distinguished; modern professional historians tend to be skeptical about speculative philosophy of history.

Sometimes critical philosophy of history is included under [historiography](#). Philosophy of history should not be confused with the [history of philosophy](#), which is the study of the development of philosophical ideas in their historical context.<sup>[3]</sup>

Speculative philosophy of history asks several basic questions:

- What is the proper unit for the study of the human past—the individual [subject](#)? The [family](#), [polis](#) ("city") or [sovereign](#) territory? The [civilization](#) or culture? Or the whole of the human species?
- Are there any broad patterns that we can discern through the study of the human past? Are there, for example, patterns of [progress](#)? Or cycles? Is history deterministic? Or are there no patterns or cycles, and is human history regulated by irregularity? Related to this is the study of individual agency and its impact in history, functioning within, or opposed to, larger trends and patterns.
- If history can indeed be said to progress or cycle, what is its ultimate direction or pattern? What (if any) is the driving force of the progress or of the cycles?
- What does it mean to know, explain and write history?

## Speaking

### Physical topic. Which is heavier, hot air or cold?

Balance an empty baby bottle on one end of your yardstick and a tin can on the other. Put sand or rice in the can if needed.

Hold a candle flame for one minute near the mouth of the bottle. Remove the flame and balance the scale again.

You will see that: The bottle goes up when heat is applied to the air in it. You must remove sand or rice from the can on the other end to balance the scale.

Explanation: Warm air weighs less than cold air occupying the same space.

### UNKNOWN WORDS

candle - sham

empty – bo'sh

occupy - egallamoq

flame -alanga, olov

scale - tangacha

remove – chiqarib olmoq

### COMPREHENSION QUESTIONS

1. Where can we do this experiment?
2. Why is warm air heavier?

### HOMEWORK:

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## 5-LESSON:

Adverbial clauses of time. Doing ex-ses. Physical topic. What happens to warm air?

**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.

#### f) Adverb Clause of Purpose

We use adverb clause of purpose to modify verb in main clause and to tell the aim that someone does something or something happens.

**Subordinating Conjunctions:** *so that, in order that,*

##### Example:

- I tell him everyday in order that he can remember.
- In order that he can remember, I tell him everyday.

#### REMEMBER:

Sometimes we can use “*so as to, in order to*” to stand instead of “*so that, in order that*”.

Sentence + <i>so that / in order that</i> + subject + verb + complement.
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Sentence + <i>so as to / in order to</i> + verb + complement.
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##### Example:

- I bring my dictionary with me in order that I can check.
- I bring my dictionary with me in order to check.

### g) Adverb Clause of Result/Consequence

We use adverb clause of result/consequence to modify verb in main clause and to tell the result that someone does something or something happens.

**Subordinating Conjunctions:** “*that*” is used to recognize adverb clause of result

Subject + verb + so + adjective/adverb + that + subject + verb + comp
--

#### Example:

- She is so hungry that she has lunch early.
- That she has lunch early, she is so hungry.

Subject + verb + such + noun(s) + that + subject + verb + complement
---

#### Example:

- She acts such a rude manner that no man loves her.
- That no man loves her, she acts such a rude manner.

### h) Adverb Clause of Concession/Contrast

We use adverb clause of concession/contrast to modify verb in main clause and it is introduced by the below-written subordinating conjunctions:

**Subordinating Conjunctions:** *though, however, even though, even if, although, so, in spite of the fact that, the fact that, despite that, whether or, granted that, whoever, whatever, whichever, no matter what, whereas, while*

#### Example:

- I have never committed crime although I am poor.
- Although I am poor, I have never committed crime.

### i) Adverb Clause of Degree

We use adverb clause of degree to modify verb in main clause.

**Subordinating Conjunctions:** *according to as, according to how*

#### Example:

- She will be paid according to how she works.
- According to how she works, she will be paid.

### j) Adverb Clause of Means

We use adverb clause of means to modify verb in main clause.

**Subordinating Conjunctions:** *by the fact that, by whatever means, by what means.*

#### Example:

- You can recognize her easily by the fact that she speaks loudly.
- By the fact that she speaks loudly, you can recognize her easily.

### k) Adverb Clause of Comparison

We use adverb clause of comparison to modify verb in main clause.

**Subordinating Conjunctions:** *small, fast, hard, slow, late...*

Subject + verb + as + adjective/adverb + as + subject + verb + comp
--

#### Example:

- Your book is as small as my book is.
- You speak as fast as she does.

Sub + verb + adj/adv-er /more-adj/adv + than + sub + verb + comp
---

#### Example:

- She runs faster than I do.
- They speak more fluently than he does.

**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.

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

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

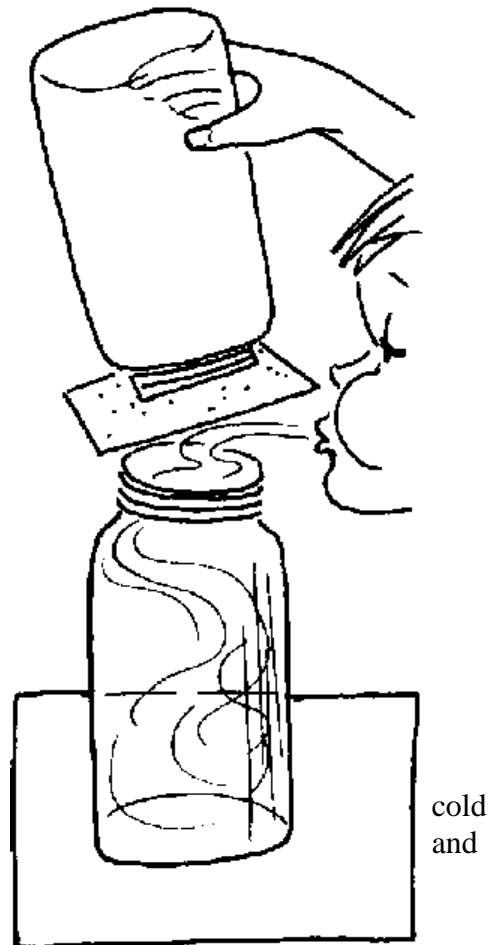
### Reading and translating

#### Physical topic. What happens to warm air?

Rinse one jar with very cold water, and rinse another jar with hot water. Dry them both thoroughly.

With a cardboard between them, place the jars mouth to mouth with the warm jar on the bottom. Ask someone to blow a puff of cigarette smoke into the bottom bottle, as you lift the cardboard. Let the smoke fill the bottom jar, and then pull out the cardboard. You will see that: The smoke will rise from the lower to the upper jar.

Explanation: The smoke rises as the warm light air rises and the heavier air sinks. Try the experiment with the cold jar on the bottom the warm one on top. What happens this time?



### UNKNOWN WORDS

- rinse – chayqamoq
- cardboard – karton
- place – joylashtirmoq
- smoke – tutun
- rise – ko'tarilmoq
- sink – cho'kmoq



## COMPREHENSION QUESTIONS

1. When does the smoke rise?
2. What did you learn from this experiment?

### HOMEWORK:

1. Grammatik tushunchalarni o'rganish. Gaplar tuzish.

## 6-LESSON:

### What is wind? Float an egg.

#### Speaking

#### WHAT IS WIND?

Sprinkle talcum powder on a cloth. Shake a little of the powder off near lamp with a light bulb which is not lighted. Notice what happens to the powder.

Then light the bulb and give it a few minutes to get hot. Shake some more powder off the cloth.

You will see that: Before the bulb is turned on, the powder sinks slowly down through the air. After the bulb is hot, the powder rises.

Explanation: When the air gets warmed by the lighted bulb, it rises, carrying the lightweight talcum powder with it. The cooler heavier air is pushed down. This flowing of cooler air to take the place of hot air happens outdoors too. We know it as wind.

#### UNKNOWN WORDS



sprinkle - sochmoq  
powder - kukun  
bulb - lampochka  
shake- tebratmoq, silkitmoq  
cloth - gazlama, mato  
outdoors - tashqarida

### COMPREHENSION QUESTIONS

1. What happens when is the bulb lighted?
2. Why does the powder rise after the bulb is hot?

#### Writing

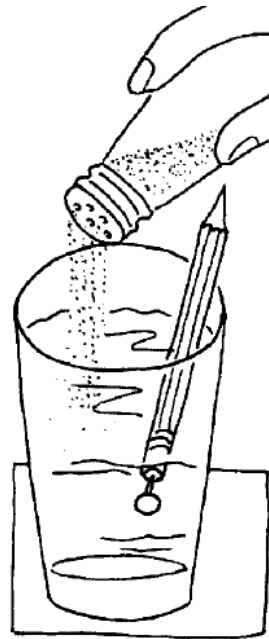
#### FLOAT AN EGG

Place an egg in a glass of fresh water. Notice what happens. Add the water, stir gently, and observe what happens.

Put a tack in the eraser end of a pencil and place the pencil in a fresh water. Add salt, stir gently, and notice what happens.

You will see that: In the fresh water the egg and the pencil sink. add salt, they float higher and higher.

Explanation: A denser liquid has a greater upward lift or buoyancy. Salt makes water denser. Now you know why ships higher in ocean water than in fresh water, and why you find it to swim in the ocean than in a lake.



salt to  
glass of  
As you  
ride  
easier

#### UNKNOWN WORDS

fresh - toza, sof  
salt - tuz  
denser - zich  
lake - ko'l  
ocean - okean  
greater - kattaroq

### COMPREHENSION QUESTIONS

1. What do you need for this experiment?
2. Why do egg and pencil sink when add salt?

#### **HOMEWORK:**

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## 7-LESSON:

**Adverbial clauses of place. Doing ex-ses. Physical topic. Air presses in all directions.**

### **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.
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**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.

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. Find the adverb clauses in these sentences. What are their meanings (time, place...)? If it is a reduced adverb clause, add the missing words.**

1. You seem very happy when you help other people.
2. While you wait, we will detail your car.
3. I am happier than I ever was before.
4. That horse is more obstinate than a mule.
5. The woman took notes while being taught to cook with broccoli.
6. Ben fields baseballs better than he hits.
7. As the lions approached the carcass, the cheetahs retreated once more.
8. While eating, I choked on a bone.

### **Reading and translating**

#### **Air presses in all directions**

Cover the wide mouth of a funnel with a piece of rubber from a balloon or from a rubber sheet. Tie the rubber on tightly.

Suck some air from the narrow end of the funnel and notice what happens to the rubber. Turn the funnel upside down and suck in again. Then turn the funnel side- ways and suck in.

You will see that: When you suck in the air, the rubber is pulled in. The same thing happens whatever the direction of the funnel.

Explanation: You are removing air from the inside of the funnel by sucking in. The outside push of air is then greater than the push inside, even when the funnel is held upside down or sideways. Air pushes equally in all directions. The push-or pressure— of air is almost 15 pounds per square inch at sea level. (There are 15 pounds of air pressing on this picture of a square inch.)

## UNKNOWN WORDS

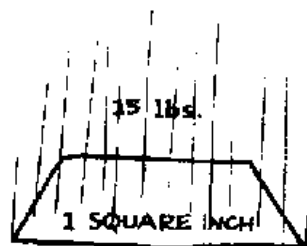
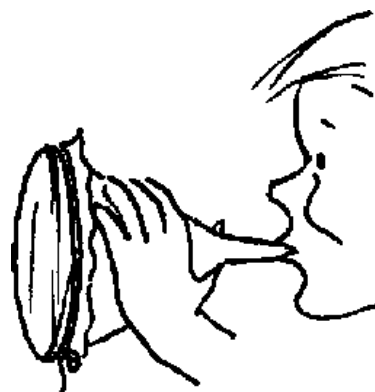
tight - qalin, zich, tig'iz  
narrow - tor, ensiz, ingichka  
equally- teng, bir xil  
square - kvadrat  
rubber – rezina  
suck – so'rmoq

## COMPREHENSION QUESTIONS

1. When is the rubber pulled in?
2. What is the reason for pushing equally of air?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.



## 8-LESSON:

### Famous physicist: Newton. Electricity can produce heat

#### Speaking

Isaac Newton

Isaac Newton was born in Lincolnshire, England in 1643, where he grew up on a farm. When he was a boy, he made lots of brilliant inventions like a windmill to grind corn, a water clock and a sundial.

However, Isaac didn't get brilliant marks at school. When he was 18, Isaac went to study at Cambridge University. He was very interested in physics, mathematics and astronomy. But in 1665 the Great Plague, which was a terrible disease, spread in England, and Cambridge University had to close down. Isaac returned home to the farm.

Isaac continued studying and experimenting at home. One day he was drinking a cup of tea in the garden. He saw an apple fall from a tree.

'Why do apples fall down instead of up?'

From this, he formed the theory of gravity. Gravity is an invisible force which pulls objects towards the Earth and keeps the planets moving around the Sun.

Isaac was fascinated by light. He discovered that white light is in fact made up of all the colours of the rainbow. Isaac also invented a special reflecting telescope, using mirrors. It was much more powerful than other telescopes.

Isaac made another very important discovery, which he called his 'Three Laws of Motion'. These laws explain how objects move. Isaac's laws are still used today for sending rockets into space.

Thanks to his discoveries, Isaac became rich and famous. However, he had a bad temper and often argued with other scientists.

‘You stole my discovery!’

Sir Isaac Newton died in 1727 aged 85. He was buried along with English kings and queens in Westminster Abbey in London. He was one of the greatest scientists and mathematicians who has ever lived.

### UNKNOWN WORDS

discover - kashfiyot  
upside-down - to'ntarib  
bubble - ko'pik  
against - qarama-qarshi  
brim - liq to'ldirib quymoq  
enter - kirmoq  
light – yoruqlik

### COMPREHENSION QUESTIONS

1. Why did he return home?
2. What discovers are belong to Isaac Newton?

### Reading and translating

#### ELECTRICITY CAN PRODUCE HEAT

You know from your toaster, heater, iron, electric stove, and other electrical devices that electricity can be used to produce heat. If you would like to do your own changing of electrical energy to heat, you can try this simple experiment.

Use a short length of thin bare iron wire-one thin strand of picture frame wire do. Connect one end to a dry cell. Then wrap the other end around a pencil and hold it to the other cell terminal, as in the illustration.

You will see that: The wire will get red hot and possibly even break if you don't disconnect it in time.

Explanation: Different kinds of wire act differently when electricity flows through them. The iron wire that we used in the experiment gets hot because it resists electric current. It does not conduct as well as copper or aluminum but instead changes the energy to heat. When the same current flows through two wires, the wire with the greater resistance to electricity gets hotter.

Thicker wire permits a larger current, for thin wire has more resistance than thick. Similarly, a long wire allows less of the current being applied to flow than a short wire does.

Heating elements in toasters and irons are made of alloys with a higher resistance than the copper wire in the insulated cord.



### UNKNOWN WORDS

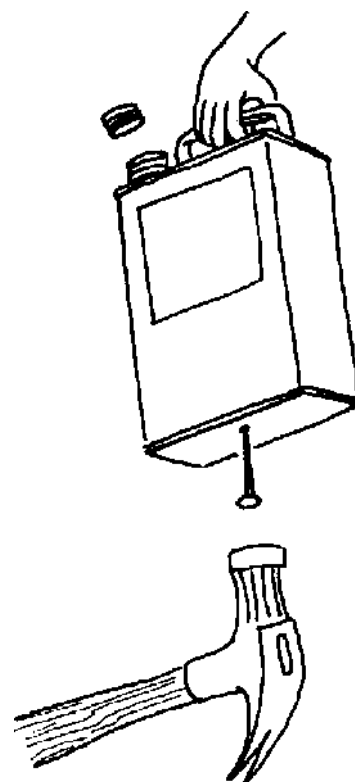
device - qurilma  
frame - ramka  
break - sinmoq  
resist - qarshilik ko'rsatmoq  
current - oqim

### COMPREHENSION QUESTIONS

- 1.What happens unless we connect the wire in time?
- 2.Can you share your understanding?

### **HOMEWORK:**

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.



### **9-LESSON:**

#### **A trick bottle. Conductors and insulators**

### **Writing**

#### **A TRICK BOTTLE**

Punch a small hole near the bottom of an empty can that has a screw top (a floor-wax can, for instance).

Fill the can with water and cap it quickly. Notice what happens. Then remove the top.

You will see that: As long as the top is on, the water will not flow from the hole. When you take off the top, the water flows freely.

Explanation: Air presses up harder than the water presses down until you remove the top. Then the air pressure on top plus the pressure of the water make the downward pressure greater.

### **UNKNOWN WORDS**

screw - burama  
top - qopqoq  
quickly - tezda, darrov  
flow - oqmoq  
hole – teshik

floor-wax – polni mumlovchi

### COMPREHENSION QUESTIONS

1. What is the reason for not flowing from the hole?
2. Can you add things like a floor-wax can?

#### Reading and translating

### CONDUCTORS AND INSULATORS

Connect a dry cell to a flashlight bulb and socket, leaving two bare ends of copper wire, as shown in the illustration. Briefly touch these ends together to make sure that the bulb lights. You now have a tester with which you can find out whether certain materials allow electricity to flow.

Touch the two bare ends of wire to two points on any of the following objects you have available: a clip, fork, key, coin, piece of cloth, wood, glass, rubber band, leather heel, nails, pins, paper, chalk, covered wire.

You can also try a number of solutions: salted water, lemon juice, vinegar. (You may need more than one battery to provide the current for these.)

Also try different kinds of wire-copper, iron, aluminum.

You will see that: Metals are generally good conductors and will light the bulb. Non-metals will not conduct electric current. (They are called "insulators.") Solutions made with salts, acids or alkalis will conduct. Notice that the various kinds of wire differ in effectiveness. The lamp burns brightest with the copper wire.

Explanation: In producing static electricity, we used insulating materials such as glass and rubber which do not permit electricity to move freely. These insulators are valuable in helping us keep electricity from going where it is not wanted. This is why we cover wire with rubber, cloth or thread. Electricity will flow only if it makes the return trip to its source; it flows in a circuit. When we want electricity to move along a path, or circuit, we use conductors.

### UNKNOWN WORDS

connect - ulamoq

socket - patron

solution - eritma

provide - taminlamoq

conduct - o'tkazmoq

circuit - zanjir, sxema

### COMPREHENSION QUESTIONS

1. What are the main steps of the experiment?
2. When do we use conductors?

#### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
  2. Yangi so'z va so'z birliklarini yod olish.
-



## 10-LESSON:

### Sequences of Tenses. Doing ex-ses. Physical topic. How does a straw work.

#### Sequences of Tenses

The rules governing verb tenses are dictated by logic; an action in the future obviously cannot happen before an action in the past. In writing, it's a matter of looking at your clauses and sentences and determining when each action is happening relative to everything else. The past must come before the present, and the present before the future, etc. Pay particular attention to the verb sequence when you have a dependent clause before an independent clause, or a result clause before the if-clause.

When an independent clause is in the past tense, any dependent clauses must also be written in the past tense, *not* the present tense or the future tense. Consider the example below for an illustration of this rule:

*The cat was bathing because his feet are dirty.*

*The cat was bathing because his feet will be dirty.*

Because the tense of the independent clause is in the past (was bathing), the verb in the dependent clause should also be in the past, as illustrated in the sentence below:

*The cat was bathing because his feet were dirty.*

As with many rules in English, however, there is an exception. In cases where a universal truth is conveyed, the present tense may be used after the past tense. Consider this example:

*Even the early doctors knew that washing hands prevents infection.*

The fact that handwashing prevents infection is a universal truth that doesn't change with time, so it can be expressed in the present tense. Of course, the rule regarding the sequence of tenses doesn't mean

that the actual verbs have to be in chronological order, just the actions. We can put the dependent clause at the beginning of the sentence, as illustrated below:

*Athena will continue to learn English when she gets to the States.*

It's alright to have the future tense (will continue) before the present tense (gets) because the temporal conjunction (when) shows that the second action actually happens first.

**Complete the following sentences using an appropriate form of the verb.**

1. Suddenly she gave a loud scream and ..... to the ground. (fell / had fallen / has fallen)
2. After questioning he ..... to go home. (allowed / was allowed / had allowed)
3. They would have won if they ..... a bit harder. (played / had played / play)
4. She ..... to say that she disagreed. (heard / was heard / had heard)
5. Although they ..... defeated, they did not lose heart. (were / are / have been)
6. Our teacher taught us that virtue ..... its own reward. (is / are / will be)
7. The teacher asked the boys whether they ..... the problems. (had solved / have solved / will solve)
8. He declared that he would not believe it even if he ..... it with his own eyes. (see / saw / would see)
9. The room ..... but the police failed to find anything suspicious. (searched / was searched / had searched)
10. The government has announced that taxes ..... (would be raised / will be raised / will raise)

**Answers**

1. Suddenly she gave a loud scream and **fell** to the ground.
2. After questioning he **was allowed** to go home.
3. They would have won if they **had played** a bit harder.
4. She **was heard** to say that she disagreed.
5. Although they **were** defeated, they did not lose heart.
6. Our teacher taught us that virtue **is** its own reward.
7. The teacher asked the boys whether they **had solved** the problems.
8. He declared that he would not believe it even if he **saw** it with his own eyes.
9. The room **was searched** but the police failed to find anything suspicious.
10. The government has announced that taxes **will be raised**.

**Speaking**

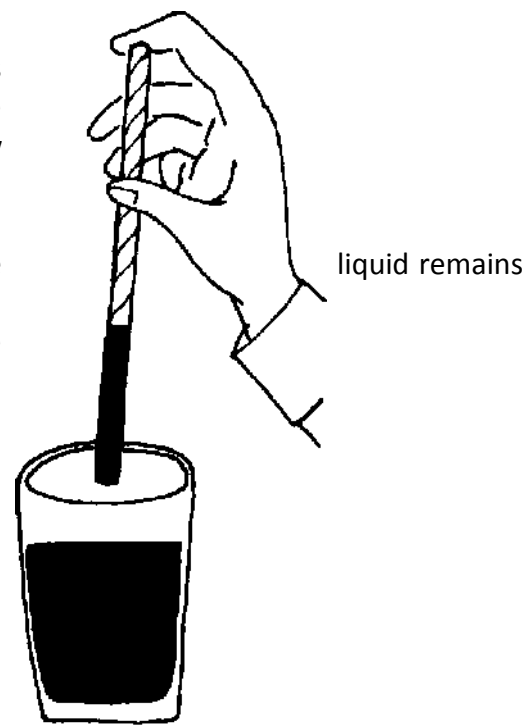
**How does a straw work.**

Color a few ounces of water with vegetable dye. Place a paper or glass straw in a glass with the colored water. Suck up a little of the water into the straw. Then hold your finger across the top of the straw and pull the straw out of the liquid. What happens?

Then remove your finger from the top of the straw.

You will see that: While your finger covers the top of the straw, the the straw. When you remove the finger, the water flows out.

Explanation: With your finger you are lessening the pressure of air over the straw. The greater pressure of air under the straw can hold the liquid inside the straw.



**UNKNOWN WORDS**

ounce - unsiya (og'irlik o'lchov birligi)  
straw - naycha  
remain - qolmoq  
liquid - suyuqlik  
across - ko'ndalang, eniga  
cover - yopmoq

### COMPREHENSION QUESTIONS

1. What did you see in the experiment?
2. Did you learn the reasons?
3. Where can we do this experiment?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 11-LESSON:

**Physical topic. How do suction cups work? Making an electric lamp**

#### Reading and translating

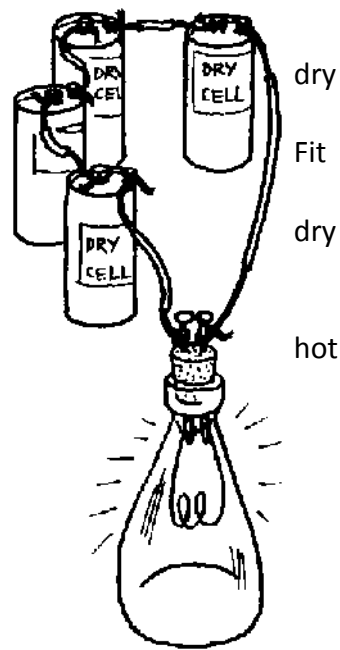
#### MAKING AN ELECTRIC LAMP

You can make your own electric lamp and get a bright, though brief, glow. You'll need two nails, a short length of thin iron wire (a strand of picture frame wire), an ordinary bottle or jar, a cork to fit the bottle, and about four cell batteries with a length of covered copper wire.

Stick the two nails through the cork. Attach the iron wire to the nail points. Fit the cork into the neck of the bottle, allowing the nail heads to remain outside and the iron wire to go inside. With the covered wire, connect the cells to the heads of the nails, as shown in the illustration.

You will see that: The thin iron wire gets hot enough to glow and you have made an electric lamp of the bottle. Soon, however, the iron wire gets so hot that it burns in the air of the bottle. The iron breaks and the lamp goes out.

Explanation: In our modern electric lamp, nitrogen (which doesn't support



burning) is substituted for the air within the bulb. Tungsten is used for the inner (filament) wire because this metal can get white hot and glow without melting. Since it requires less heat to make a thin wire glow, an extremely thin tungsten wire is used.

### UNKNOWN WORDS

ordinary - oddiy  
stick - suqmoq, sanchmoq  
nail - mix  
burn - yonmoq  
substitute - o'rnini bosmoq  
inner - ichki

### COMPREHENSION QUESTIONS

- 1.What do we do first?
- 2.Why does the iron break and lamps go out?

### Reading and translating

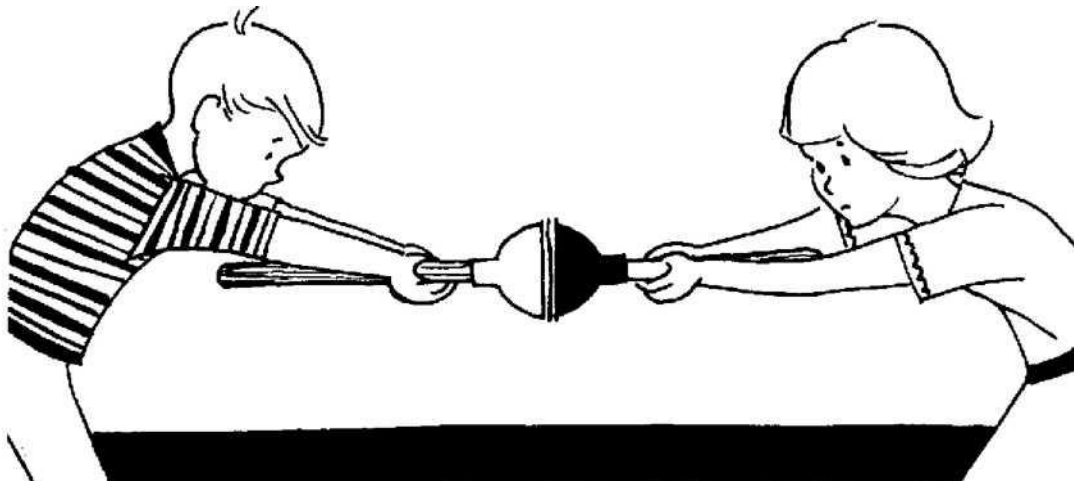
#### How do suction cups work

You will need two sink plungers for this experiment. Ask a friend to bring a sink plunger from his kitchen when he comes to visit you. Using your own, too, press the cups together. Now try to separate them. Each of you can pull hard.

You will see that: It takes great effort to separate the plungers. Press one of the plungers against a smooth kitchen chair. Try to lift it. You will see that: The chair can be lifted with the plunger.

Explanation: You have forced out the air from the inside of the plunger and thus reduced the air pressure from within. The pressure from the out- side is then more powerful. Suction is actually a difference in air pressures.

Now you know why suction-capped arrows stick to a smooth board or wall. Try to press a suction cup to a window screen or to a grate. Why doesn't it hold?



### UNKNOWN WORDS

plunger - plunjer  
experiment - tajriba  
separate - ajratmoq  
inside - ichki tomon, ichi

suction - so'rish  
arrow - kamon o'qi

## COMPREHENSION QUESTIONS

1. What happens when we try to lift plungers?
2. Do you know the reason?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## 12-LESSON: Texts on speciality. Physical topic .The siphon

**Pedagogy** is the discipline that deals with the theory and practice of teaching.<sup>[1][2]</sup> Pedagogy informs teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration [theories of learning](#), understandings of students and their needs, and the backgrounds and interests of individual students. Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish.<sup>[3][4]</sup> Spanning a broad range of practice, its aims range from furthering [liberal education](#) (the general development of human potential) to the narrower specifics of [vocational education](#) (the imparting and acquisition of specific skills).

Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as [learning goals](#) set by the student and teacher. One example would be the [Socratic schools of thought](#).

The teaching of adults, as a specific group, is referred to as [andragogy](#).

### Abstract

Interest in story in teaching has been linked to teacher research (Carter, 1993; Elbaz, 1991), to teacher education (Connelly & Clandinin, 1994), to curriculum (Britzman, 1989; Gudmundsdottir, 1991c), and to school change (Giltin, 1990). I wish to argue here for a link between story and one form of teacher reflection, for portfolio construction, unlike more conventional forms of teacher development, encourages teachers to tell the story of their classrooms and to frame that story in particular ways. I wish to argue here for a view that constructing a portfolio shifts the ownership of learning to the portfolio-maker and that in this constructing, we can trace a teacher's developing understanding of pedagogy. Specifically, my aim is to illustrate the narrative dimensions of a self-generated portfolio question — its interpretations, the reflections upon its meaning, and its transformations of pedagogical understanding — as this text becomes pedagogy and pedagogy becomes text.

This interpretive process is illustrated through a case study of Ellen Nicol, a secondary English as a Second Language teacher, in her graduate teacher education year and her first 2 years of classroom teaching. Ellen's pedagogical text, her question, is reinterpreted with major changes each time she comes to understand more completely the richness and complexity of her classroom. Each new transformation and reinterpretation serve as guide for selection of materials, for selection of pedagogy, and for assessment of success. Each new collection of pedagogical information serves as impetus for possible reframing and transformation of the text.

## Speaking

### The siphon

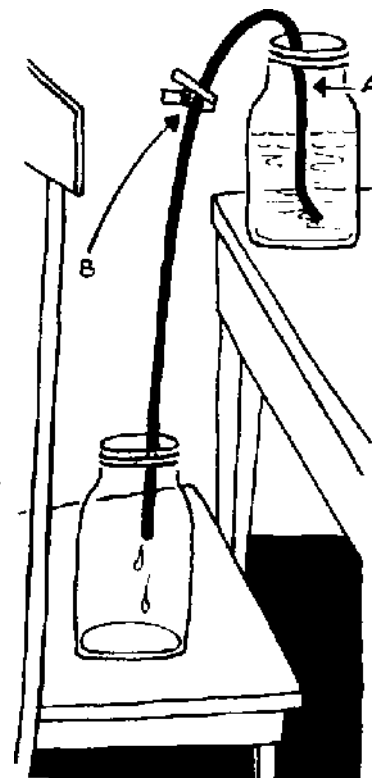
Place a tall jar almost full of water on the table and an empty jar of about the same size on a chair alongside the table. Fill a rubber tube or shower hose with water and hold the water in by pinching both ends of the tube or by using clothespins as clamps. Stick one end of the tube into the jar on the table and place the other in the jar on the chair. Remove the clothespins, or open the tube ends. Notice what happens.

When the water stops flowing, reverse the position of the jars. Then try both jars on the table.

You will see that: The water will flow as long as the level of water in one jar is lower than the level of water in the other

Explanation: Gravity-the pull to the center of the earth- causes water to flow from the hose and reduces the pressure within it (at B). The air pressure is greater at A and water is forced into the hose.

A siphon, then, is a tube which uses air pressure and gravity to run water up over a high place. Try to use the siphon without filling the hose with water. Does it work?



### UNKNOWN WORDS

siphon	- sifon (bukik naycha)
reverse	- teskari tomoni
position	- holat
gravity	- yerning tortishish kuchi
greater	- kattaroq
reduce	- qisqartirmoq

### COMPREHENSION QUESTIONS

1. What is the text about?
2. What did you learn from it?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 13-LESSON:

#### Passive Voice. Physical topic. How to compress air.

#### *Use of Passive*

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

**Example: My bike was stolen.**

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it. Sometimes a statement in passive is more polite than active voice, as the following example shows:

**Example: A mistake was made.**

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

#### *Form of Passive*

Subject + finite form of to be + Past Participle (3rd column of [irregular verbs](#))

**Example: A letter was written.**

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence

- the finite form of the verb is changed (to be + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

*Examples of Passive*

Tense		Subject	Verb	Object
<b>Simple Present</b>	Active:	Rita	writes	a letter.
	Passive:	A letter	is written	by Rita.
<b>Simple Past</b>	Active:	Rita	Wrote	a letter.
	Passive:	A letter	was written	by Rita.
<b>Present Perfect</b>	Active:	Rita	has written	a letter.
	Passive:	A letter	has been written	by Rita.
<b>Future I</b>	Active:	Rita	will write	a letter.
	Passive:	A letter	will be written	by Rita.
<b>Hilfsverben</b>	Active:	Rita	can write	a letter.
	Passive:	A letter	can be written	by Rita.

*Examples of Passive*

Tense		Subject	Verb	Object
<b>Present Progressive</b>	Active:	Rita	is writing	a letter.
	Passive:	A letter	is being written	by Rita.
<b>Past Progressive</b>	Active:	Rita	was writing	a letter.
	Passive:	A letter	was being written	by Rita.
<b>Past Perfect</b>	Active:	Rita	had written	a letter.
	Passive:	A letter	had been written	by Rita.
<b>Future II</b>	Active:	Rita	will have written	a letter.
	Passive:	A letter	will have been written	by Rita.
<b>Conditional I</b>	Active:	Rita	would write	a letter.
	Passive:	A letter	would be written	by Rita.
<b>Conditional II</b>	Active:	Rita	would have written	a letter.
	Passive:	A letter	would have been written	by Rita.

*Passive Sentences with Two Objects*

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

	Subject	Verb	Object 1	Object 2
Active:	Rita	wrote	a letter	to me.
Passive:	A letter	was written	to me	by Rita.
Passive:	I	was written	a letter	by Rita.

1-jadval 1

As you can see in the examples, adding by Rita does not sound very elegant. That's why it is usually dropped.

### *Personal and Impersonal Passive*

Personal Passive simply means that the object of the active sentence becomes the subject of the passive sentence. So every verb that needs an object (transitive verb) can form a personal passive.

**Example: They build houses. – Houses are built.**

Verbs without an object (intransitive verb) normally cannot form a personal passive sentence (as there is no object that can become the subject of the passive sentence). If you want to use an intransitive verb in passive voice, you need an impersonal construction – therefore this passive is called Impersonal Passive.

**Example: he says – it is said**

Impersonal Passive is not as common in English as in some other languages (e.g. German, Latin). In English, Impersonal Passive is only possible with verbs of perception (e. g. say, think, know).

**Example: They say that women live longer than men. – It is said that women live longer than men.**

Although Impersonal Passive is possible here, Personal Passive is more common.

**Example: They say that women live longer than men. – Women are said to live longer than men.**

The subject of the subordinate clause (women) goes to the beginning of the sentence; the verb of perception is put into passive voice. The rest of the sentence is added using an infinitive construction with 'to' (certain auxiliary verbs and that are dropped).

Sometimes the term Personal Passive is used in English lessons if the indirect object of an active sentence is to become the subject of the passive sentence.

## **Reading and translating**

### **How to compress air.**

down and push it into a deep bowl of water.

You will see that: The water enters the glass a little way. No bubbles of air escape.

Explanation: The water forces the air into a smaller space. The small particles of air—the air molecules—are forced closer together, or compressed. Releasing compressed air furnishes power, and many machines work on this principle.

### **UNKNOWN WORDS**

compress - siqmoq

deep - chuqur

escape - qochmoq

molecule - molekula

release - ozod qilmoq, chiqarmoq

principle - tamoyil

### **COMPREHENSION QUESTIONS**

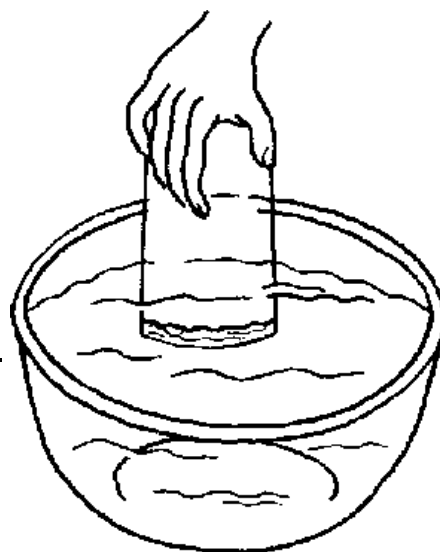
1. Why do no bubbles of air escape?

2. Can you also do this experiment?

#### **HOMEWORK:**

1. Grammatik LESSONga oid misollar tuzish.

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.





#### **14-LESSON:**

**Physical topic. Air slows things down. What: causes a shadow**

#### **Reading and translating**

##### **Air can hold a stick down**

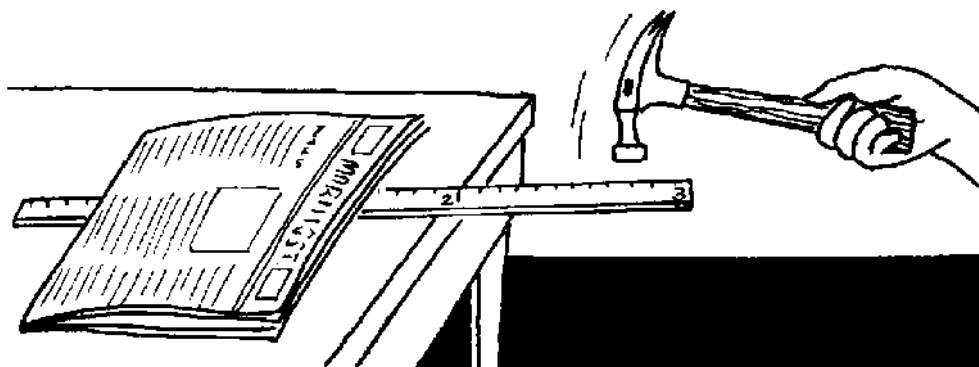
Place a stick about the size of a yardstick on the table so that about a foot extends beyond the edge. Strike down on the free end. Notice that the other end of the stick pops up into the air.

Then lay a sheet or two of newspaper over the section of the stick that rests on the table. Smooth down the newspaper carefully by stroking from the center of the paper to the edges.

Hit the uncovered end of the stick a sharp glancing blow with a hammer.

You will see that: The covered stick won't move up. If you hit the end of the stick hard, it will break.

Explanation: When you smooth down the newspaper, you press all the air out from under the paper. The portion of the stick covered by the newspaper is held down by the air pressing down from above.



### UNKNOWN WORDS

extend - cho'zmoq, uzaytirmoq  
 beyond - uzoqda, orqasida  
 section - qism, bo'lak  
 uncovered - yopilmagan  
 glancing blow - sirg'aluvchi zarba  
 portion - bo'lak, ulush  
 smooth - tekis, ravon, silliq

### COMPREHENSION QUESTIONS

1. What things do we need?
2. Why does not stick move?

#### Speaking

#### What: causes a shadow

In a darkened room, shine a strong flashlight or a shaded lamp on a white wall, or on a sheet tacked to the wall, as in the illustration. Place the lamp 5 to 10 feet from the wall.

Stand behind the lamp. Do you make a shadow?

Hold up your hand, or stand between the lamp and the wall. What happens? Move farther away from the light and closer to the wall. What happens to the shadow?

You will see that: You do not cast a shadow when you stand behind the light. You cast a big shadow when you stand near the light and far from the wall. As you move farther from the light, the shadow becomes smaller.

Explanation : You cast a shadow by blocking the rays of light. As you move away from the source of light, your shadow becomes smaller because you cut off fewer of the light rays. Any object that won't permit light to pass through creates a shadow, an area of lessened light.



bulb

### UNKNOWN WORDS

shadow - soya, ko'lanka  
 blocking - to'sish  
 an area - maydon, hudud  
 lessened - kamaytirilgan

### COMPREHENSION QUESTIONS

1. Tell about the steps in the experiment?

2. Why does the shadow become smaller when you move farther the light?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 15-LESSON: Texts on speciality. Physical topic. Where is a magnet the strongest?

There is a diverse range of alternatives for the term "active learning" like learning through play, technology-based learning, activity-based learning, group work, project method, etc. the underlying factor behind these are some significant qualities and characteristics of active learning. Active learning is the opposite of [passive learning](#); it is [learner-centered](#), not teacher-centered, and requires more than just listening; the active participation of each and every student is a necessary aspect in active learning. Students must be doing things and simultaneously think about the work done and the purpose behind it so that they can enhance their higher order thinking capabilities. Many research studies have proven that active learning as a strategy has promoted achievement levels and some others say that content mastery is possible through active learning strategies. However, some students as well as teachers find it difficult to adapt to the new learning technique. Active learning should transform students from passive listeners to active participants and helps students understand the subject through inquiry, gathering and analyzing data to solving higher order cognitive problems. There is intensive use of scientific and quantitative literacy across the curriculum and technology-based learning is also in high demand in concern with active learning. Barnes suggested principles of active learning:

1. **Purposive:** the relevance of the task to the students' concerns.
2. **Reflective:** students' reflection on the meaning of what is learned.
3. **Negotiated:** negotiation of goals and methods of learning between students and teachers.
4. **Critical:** students appreciate different ways and means of learning the content.
5. **Complex:** students compare learning tasks with complexities existing in real life and making reflective analysis.
6. **Situation-driven:** the need of the situation is considered in order to establish learning tasks.
7. **Engaged:** real life tasks are reflected in the activities conducted for learning.

Active learning requires appropriate [learning environments](#) through the implementation of correct strategy. Characteristics of learning environment are:

1. Aligned with constructivist strategies and evolved from traditional philosophies.
2. Promoting research based learning through investigation and contains authentic scholarly content.
3. Encouraging leadership skills of the students through self-development activities.
4. Creating atmosphere suitable for collaborative learning for building knowledgeable learning communities.
5. Cultivating a dynamic environment through interdisciplinary learning and generating high-profile activities for a better learning experience.
6. Integration of prior with new knowledge to incur a rich structure of knowledge among the students.
7. Task-based performance enhancement by giving the students a realistic practical sense of the subject matter learnt in the classroom.

### Reading and translating

#### Where is a magnet the strongest?

Lower a magnet of any type into a pile of nails or clips or pins. Try picking up the nails with the different parts of the magnet.

You will see that: The nails cling to the ends of the magnet.

Explanation: A magnet has the strongest attraction at its ends. These are known as the north and south poles of the magnet. In the horseshoe, or U magnet, the bar has been bent so that the poles or strongest parts are close together. This increases its lifting power.

### UNKNOWN WORDS



attraction - tortish  
increases - oshirmoq  
polis - qutb  
end - oxiri

### COMPREHENSION QUESTIONS

1. Why do the nails cling the ends of the magnet?
2. What did you learn from the experiment?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 16-LESSON:

#### Texts: Physics in our daily life

Bonwell and Eison (1991) suggested learners work collaboratively, discuss materials while [role-playing](#), [debate](#), engage in [case study](#), take part in [cooperative learning](#), or produce short written exercises, etc. The argument is "when should active learning exercises be used during instruction?". Numerous studies have shown that introducing active learning activities (such as simulations, games, contrasting cases, labs,...) before, rather than after lectures or readings, results in [deeper learning](#), understanding, and transfer. The degree of instructor guidance students need while being "active" may vary according to the task and its place in a teaching unit. In an active learning environment learners are immersed in experiences within which they engage in [meaning-making](#) inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection (Cranton 2012).

Examples of "active learning" activities include

- A **class discussion** may be held in person or in an online environment. Discussions can be conducted with any class size, although it is typically more effective in smaller group settings. This environment allows for instructor guidance of the learning experience. Discussion requires the learners to think critically on the subject matter and use logic to evaluate their and others' positions. As learners are expected to discuss material constructively and intelligently, a discussion is a good follow-up activity given the unit has been sufficiently covered already.<sup>[19]</sup> Some of the benefits of using discussion as a method of learning are that it helps students explore a diversity of perspectives, it increases intellectual agility, it shows respect for students' voices and experiences, it develops habits of collaborative learning, it helps students develop skills of synthesis and integration (Brookfield 2005). In addition, by having the teacher actively engage with the students, it allows for them to come to class better prepared and aware of what is taking place in the classroom.<sup>[20]</sup>
- A **think-pair-share** activity is when learners take a minute to ponder the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class as part of a formal discussion. It is during this formal discussion that the instructor should clarify misconceptions. However students need a background in the subject matter to converse in a meaningful way. Therefore, a "think-pair-share" exercise is useful in situations where learners can identify and relate what they already know to others. So preparation is key. Prepare learners with sound instruction before expecting them to discuss it on their own. If properly implemented, it saves instructor time, keeps students prepared, helps students to get more involved in class discussion and participation and provide cumulative assessment of student progress. The "think-pair-share" method is useful for teachers to hear from all students even those who are quiet in class. This teaching method functions as a great way for all the students in the class to get involved and learn to work together and feel comfortable sharing ideas. It can also help teachers or instructors to observe students and see if they understand the material being discussed.<sup>[21]</sup> This is not a good strategy to use in large classes because of time and logistical constraints (Bonwell and Eison, 1991). Think-pair-share is helpful for the instructor as it enables organizing content and tracking students on where they are relative to the topic being discussed in class, saves time so that he/she can move to other topics, helps to make the class more interactive, provides opportunities for students to interact with each other (Radhakrishna, Ewing, and Chikthimmah, 2012).
- A **learning cell** is an effective way for a pair of students to study and learn together. The learning cell was developed by Marcel Goldschmid of the Swiss Federal Institute of Technology in Lausanne (Goldschmid, 1971). A learning cell is a process of learning where two students alternate asking and answering questions on commonly read materials. To prepare for the assignment, the students read the assignment and write down questions that they have about the reading. At the next class meeting, the teacher randomly puts students in pairs. The process begins by designating one student from each group to begin by asking one of their questions to the other. Once the two students discuss the question, the other student ask a question and they alternate accordingly. During this time, the teacher goes from group to group giving feedback and answering questions. This system is also called a *student dyad*.
- A **short written exercise** that is often used is the "one-minute paper." This is a good way to review materials and provide feedback. However a "one-minute paper" does not take one minute and for students to concisely summarize it is suggested<sup>[who?]</sup> that they have at least 10 minutes to work on this exercise. (See also: [Quiz#In education](#).)
- A **collaborative learning group** is a successful way to learn different material for different classes. It is where you assign students in groups of 3-6 people and they are given an assignment or task to work on together. This assignment could be either to answer a question to present to the entire class or a project. Make sure that the students in the group choose a leader and a note-taker to keep them on track with the process. This is a good example of active learning because it causes the students to review the work that is being required at an earlier time to participate. (McKinney, Kathleen. (2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.) To create participation and draw on the wisdom of all the learners the classroom arrangement needs to be flexible seating to allow for the creation of small groups. (Bens, 2005)

- A **student debate** is an active way for students to learn because they allow students the chance to take a position and gather information to support their view and explain it to others. These debates not only give the student a chance to participate in a fun activity but it also lets them gain some experience with giving a verbal presentation. (McKinney, Kathleen. (2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.)
- A **reaction to a video** is also an example of active learning because most students love to watch movies. The video helps the student to understand what they are learning at the time in an alternative presentation mode. Make sure that the video relates to the topic that they are studying at the moment. Try to include a few questions before you start the video so they pay more attention and notice where to focus at during the video. After the video is complete divide the students either into groups or pairs so that they may discuss what they learned and write a review or reaction to the movie. (McKinney, Kathleen. (2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.)
- A **small group discussion** is also an example of active learning because it allows students to express themselves in the classroom. It is more likely for students to participate in small group discussions than in a normal classroom lecture because they are in a more comfortable setting amongst their peers, and from a sheer numbers perspective, by dividing the students up more students get opportunities to speak out. There are so many different ways a teacher can implement small group discussion in to the class, such as making a game out of it, a competition, or an assignment. Statistics show that small group discussions is more beneficial to students than large group discussions when it comes to participation, expressing thoughts, understanding issues, applying issues, and overall status of knowledge.<sup>[22]</sup>
- A **class game** is also considered an energetic way to learn because it not only helps the students to review the course material before a big exam but it helps them to enjoy learning about a topic. Different games such as [Jeopardy!](#) and crossword puzzles always seem to get the students' minds going. (McKinney, Kathleen. (2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.)
- [Learning by teaching](#) is also an example of active learning because students actively research a topic and prepare the information so that they can teach it to the class. This helps students learn their own topic even better and sometimes students learn and communicate better with their peers than their teachers.
- [Gallery Walk](#) is also an example of active learning where students in groups move around the classroom or workshop actively engaging in discussions and contributing to other groups and finally constructing knowledge on a topic and sharing it.

### Guruhlarda ishlash

#### Topshiriqlar

##### Guruh №1

1. Why is teaching a very specific and difficult job?

##### Guruh №2

2 . What would be enough to succeed in your work?

##### Guruh №3

3 . What roads are opened before school leavers?

### Kasbga oid vazifalarni belgilang

- |                  |   |
|------------------|---|
| 1. teacher       | a) who treats our teeth                                       |
| 2. cobbler       | b) who cleans rooms, washes floor                             |
| 3. hacker        | c) who makes children smile in circus                         |
| 4. photographer  | d) who repairs our shoes                                      |
| 5. optician      | e) who participates in films                                  |
| 6. janitor       | f) who sings songs  |
| 7. barrister     | g) who teaches pupils   |
| 8. judge         | h) who helps you to talk with foreigner                       |
| 9. clown         | i) who treats ill-heart                                       |
| 10. pediatrician | j) who observes criminal actions                              |
| 11. actor        | k) who writes songs   |
| 12. pharmacist   | l) who takes photos   |
| 13. singer       | m) who treats ill-eyes  |
| 14. dancer       | n) who defends you in judgment                                |
| 15. nurse        | o) that gives information about tablets                       |
| 16. dentist      | p) who rules the judgments                                    |
| 17. composer     | q) who injects you and assistant of a doc                     |
| 18. interpreter  | r) who treats only young children                             |
| 19. cardiologist | s) that invents virus and can steal money out of your account |
| 20. interrogator | t) who is active with her hands                               |

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 17-LESSON:

#### Some surprises about air pressure. A paper helicopter.

#### Writing

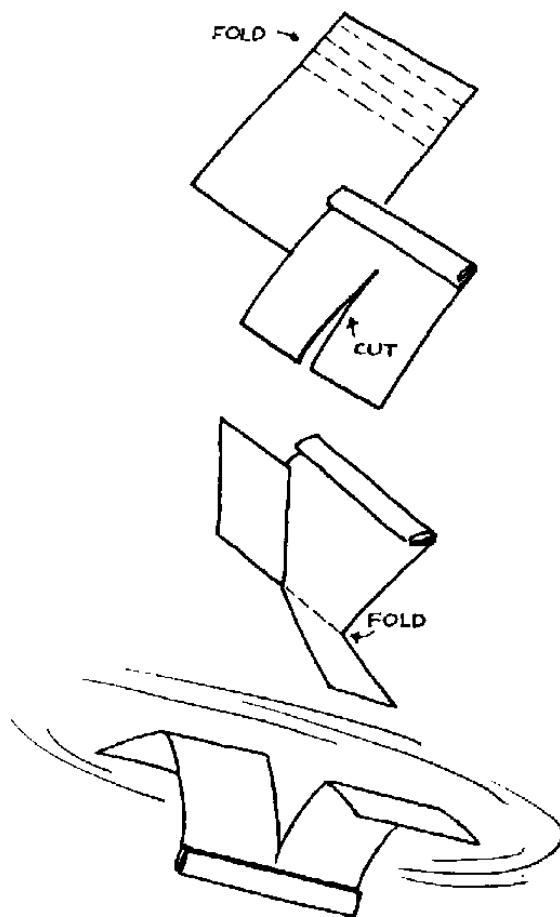
#### A paper helicopter

Cut a sheet of paper so that you have a strip about 2 inches wide and 6 or 7 inches long. Hold the paper lengthwise and fold 10 to 12 narrow (1/4-inch) strips on one end so that this end of the paper is weighted. (See illustration.) Then, starting from the other end, cut the paper in half lengthwise for a distance of 3 inches. Fold one half forward and the other back to make flaps.

Raise the helicopter above your head and holding it by one of the flaps, let go.

You will see that: The helicopter will whirl around until it reaches the ground almost directly beneath the spot from which it was dropped.

Explanation: Air flowing past the blades causes them to whirl. If the motor of a helicopter in flight failed, this is the



way the whirling blades would break its fall.

### UNKNOWN WORDS

helicopter - vertalyot  
beneath- tagida , ostida  
fold - buklamoq  
inch - dyum ( uzunlik o'lchovi 2.5 sm)  
distance - masofa, oraliq  
whirl - aylantirmoq

### COMPREHENSION QUESTIONS

1. How many steps do we have for this experiment?
2. What causes to whirl?

### Reading and translating

#### Some surprises about air pressure

1. Place two books 4 or 5 inches apart, and lay a sheet of paper over the books to cover the space between them. Blow through the space under the paper.

You will see that: The paper sinks between the books.

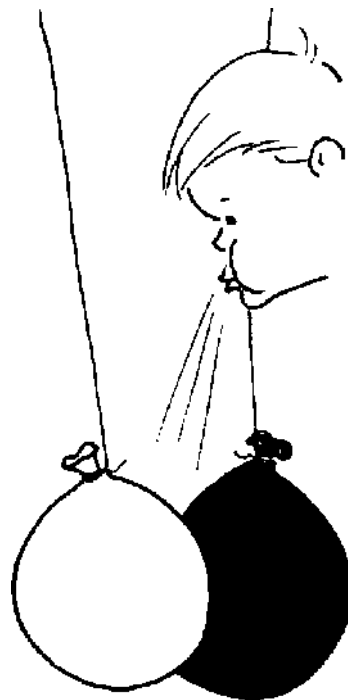
2. Hang two balloons a few inches apart and blow between them.

You will see that: The balloons move together.

Explanation: By causing air to move, you lessen the air pressure. The faster air moves, the less pressure it has. Airplanes can rise from the ground because of this.

### UNKNOWN WORDS

ground - yer, yer qatlami  
through - orasidan, ichidan  
apart - alohida  
between - o`rtasida  
balloon - shar  
blow - puflamoq





### COMPREHENSION QUESTIONS

- 1.What are the main things for this experiment?
- 2.What is the surprise about air pressure?

#### **HOMEWORK:**

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## 18-LESSON:

### Famous physicist: Galileo Galilei Reviewing the whole material.Test.

#### Who Was Galileo Galilei?

Galileo was a man of many interests. Unlike today's scientists who become experts in very specialized areas, Galileo studied a wide range of topics from mathematics to astronomy to physics. He was also a teacher, inventor, and writer.

Galileo may be best known for opposing the Catholic Church's view that Earth was the center of the universe, but he was in fact a religious person. As a teenager, he attended school in a monastery and dreamed of becoming a monk.

In 1581, Galileo's father sent him to the University of Pisa, Italy, to study medicine. He wanted Galileo to become a doctor so he could make a good living and eventually support his younger siblings. Galileo had other ideas. While at the University, he became fascinated with mathematics. He left the University to become a tutor of mathematics and then a professor.

Galileo next became interested in falling bodies. Whether or not he dropped cannonballs from the Leaning Tower of Pisa is not known, but he did discover that the speed at which objects fall depends on air resistance, not on how much they weigh.

At around this time, Galileo's love for tinkering with mechanical things led to his invention of a simple thermometer, a geometric and military compass, and an improved telescope.

He observed the surface of the Moon and found it to be surprisingly similar to Earth; he witnessed four objects circling around Jupiter (four of its moons); and then he sketched pictures of the changing pattern of spots on the Sun.

Unfortunately, one of the books Galileo published included a strong argument that the Sun and not Earth was at the center of the solar system. This went against church teachings, and Galileo was brought before a church organization known as the Inquisition.

#### UNKNOWN WORDS

arrest -

through - orasidan, ichidan

apart - alohida

between - o`rtasida

Inquisition -

attend - qatnashish

#### COMPREHENSION QUESTIONS

1. Who Was Galileo Galilei?

2. Why he was arrested by the church?

1. \_\_\_\_\_ three languages: French, Spanish, and English.

A) I speak

B) I'm speaking

C) I speaking

D) I am speak

2. Where \_\_\_\_\_ from?

A) does Hans come

B) Hans come

C) does Hans coming

D) Hans came

3. What \_\_\_\_\_ tonight?

A) are you doing

B) you do

C) you doing

D) did you do

4. "Where is George?"

"He \_\_\_\_\_ a shower."

A) is having

B) will have

C) is has

D) have

5. "What \_\_\_\_\_?"

"I don't know. Look it up."

A) does this word mean

B) means this word

- C) does mean this word  
D) is meaning this word
6. "Do you want a cigarette?"  
"No, thanks. I \_\_\_\_\_. "  
A) do not smoke  
B) smoke not  
C) am not smoking  
D) do smoke
7. Last year I \_\_\_\_\_ to America.  
A) went  
B) go  
C) was going  
D) was go
8. How long \_\_\_\_\_ in America?  
A) did you stay  
B) you stay  
C) stayed you  
D) you staying
9. The weekend was boring. I \_\_\_\_\_ anything.  
A) didn't do  
B) no do  
C) don't do  
D) wasn't doing
10. "I'm going to university next year"  
"What \_\_\_\_\_ study?"  
A) are you going to  
B) do you  
C) did you  
D) you going to
11. At the weekend, I usually \_\_\_\_\_ go swimming.  
A) to  
B) am  
C) was  
D) want
12. Are you \_\_\_\_\_ the party?  
A) enjoying  
B) enjoyed  
C) enjoy  
D) enjoys
13. How many sisters \_\_\_\_\_ ?  
A) do you have  
B) you have  
C) are you have  
D) do you has
14. I \_\_\_\_\_ understand what you are saying.  
A) do not  
B) not  
C) am not  
D) didn't
15. What time \_\_\_\_\_ home last night?  
A) did you get  
B) you get  
C) do you get  
D) did you got

## VI семестр

### 1-LESSON:

#### **Quote structures. Doing exercises. Physical topic. Food is mostly water**

“When you climb the tower of a cathedral it becomes shorter, as a result of your added weight, by a very, very tiny amount, but it really does become shorter.”

— [J.E. Gordon, Structures: Or Why Things Don't Fall Down](#)

“reduction. Professor J. P. Paul, of the University of Strathclyde, tells me that his researches seem to indicate that a more important cause of fracture in old people is the progressive loss of nervous control over the tensions in the muscles. A sudden alarm may cause a muscular contraction which is enough to break off the neck of the femur, for instance, without the patient having experienced any external blow. When this happens the patient naturally falls to the ground -perhaps on top of some obstacle-so that the fracture is blamed, wrongly, on the fall rather than on the muscular spasm. It is said that similar fracture can occur in the hind leg of certain African deer when they are startled by a lion.”

— [J.E. Gordon, Structures: Or Why Things Don't Fall Down](#)

“structure has been defined as ‘any assemblage of materials which is intended to sustain loads’, and the study of structures is one of the traditional branches of science. If an engineering structure breaks, people are likely to get killed, and so engineers do well to investigate the behaviour of structures with circumspection. But, unfortunately, when they come to tell other people about their subject, something goes badly wrong, for they talk in a strange language, and some of us are left with the conviction that the study of structures and the way in which they carry loads is incomprehensible, irrelevant and very boring indeed. Yet structures are involved in our lives in so many ways that we cannot really afford to ignore them: after all, every plant and animal and nearly all of the works of man have to sustain greater or less mechanical forces without breaking, and so practically everything is a structure of one kind or another. When we talk about structures we shall have to ask, not only why buildings and bridges fall down and why machinery and aeroplanes sometimes break, but also how worms came to be the shape they are and why a bat can fly into a rose-bush without tearing its wings. How do our tendons work? Why do we get ‘lumbago’? How were pterodactyls able to weigh so little? Why do birds have feathers? How do our arteries work? What can we do for crippled children? Why are sailing ships rigged in the way they are? Why did the bow of Odysseus have to be so hard to string? Why did the ancients take the wheels off their chariots at night? How did a Greek catapult work? Why is a reed shaken by the wind and why is the Parthenon so beautiful? Can engineers learn from natural structures? What can doctors and biologists and artists and archaeologists learn from engineers? As it has turned out, the struggle”

— [J.E. Gordon, Structures: Or Why Things Don't Fall Down](#)

“Probably the most important development in materials during the last few years has been that made by the plant geneticists who have been breeding fast-growing varieties of commercial timbers. Thus varieties of *Pinus radiata* (Weymouth pine) are now being planted which, in favourable conditions, will increase in diameter by up to 12 centimetres per year and may be fit for felling, as mature timber, in six years. So there is a good prospect of timber becoming a crop which can be grown on a short time-cycle. Nearly all the energy which is needed to make it grow is provided, free, by the sun. Presumably, when one has finished with a timber structure, it could be burnt to yield up most of the energy which it has collected while it was growing. This is, of course, in no way true of steel or concrete. Again, timber used to need lengthy and expensive seasoning in heated kilns, which used up a good deal of energy. As a result of recent research it is now possible to season sizeable soft-wood scantlings in twenty-four hours, at a very low cost. These are very important developments in relation to structures and to the world energy situation,”

— [J.E. Gordon, Structures: Or Why Things Don't Fall Down](#).1

#### **Reading and translating**

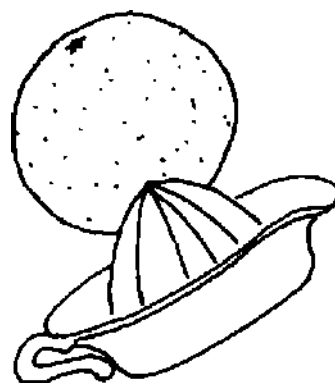
### Food is mostly water

Grate a potato or apple, or squeeze an orange or a piece of raw meat.  
Let a lettuce leaf stand in the air.

You will see that: Water (juice) will be pressed or squeezed out. The lettuce will wilt and grow smaller as the water in it dries up.

Explanation: Most of our foods contain large quantities of water. Potatoes are 3water. Green vegetables, such as lettuce, are 95% water. Beef is more than 3water. Men and animals are made up of 60% to 70% water. Water is necessary to sustain life.

Do you know now why dehydrated foods- foods with the water removed- are used when it is necessary to save space?



### UNKNOWN WORDS

grate - qirqmoq  
lettuce - salat (ko`kat)  
squeeze - siqish  
contain - o`z ichiga olamoq  
dehydrate - suvsizlantirilgan  
sustain - tutib turmoq  
necessary – zarur, kerak  
raw – xom, pishmagan

### COMPREHENSION QUESTIONS

1. What kind of things have water most?
2. Why is water necessary ?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
  2. Yangi matnni o`qish, tarjima qilish va gapirib berish.
-

## **2-LESSON:**

### **The role of motivation in teaching students. Physical topic. Water coming out of the air Motivating Students**

One of the most difficult aspects of [becoming a teacher](#) is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is in need of special attention.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

Here are five effective ways to get your students excited about learning:

#### **1. Encourage Students**

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

#### **2. Get Them Involved**

One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

#### **3. Offer Incentives**

Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

#### **4. Get Creative**

Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

#### **5. Draw Connections to Real Life**

"When will I ever need this?" This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they're learning is important, they won't want to learn, so it's important to demonstrate how the subject relates to them. If you're teaching algebra, take some time to research how it is utilized practically for example, in

engineering and share your findings with your students. Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by “real” people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

### Speaking

#### Physical topic. Water coming out of the air

Remove the label from an empty tin can. Fill it with ice and add water and a few drops of vegetable dye. Let it stand on the table for a short while.

You will see that: The can seems to be sweating, for drops of water form on the outside.

Explanation: The drops are not colored and so they could not come from ice water leaking out of the can. The water comes from the air. Water vapor (water in the form of gas) in the air around the can has been cooled by the ice. The small particles of air, the air molecules, are slowed down when they become cold, so they move closer together and change into liquid form. This is known as condensation.

Clouds are formed when large numbers of these drops of water collect on dust particles as the air is cooled. The drops fall to earth, as rain or snow, when they become too heavy to be held up by the pressure of air.

#### UNKNOWN WORDS

label - yorliq  
dye - rang  
sweat - terlamog  
vapor - bug`  
condensation - zichlanish  
drop - tomchi  
leak out - tashqariga oqmoq

#### COMPREHENSION QUESTIONS

1. What do we do with an empty tin can?
2. How are clouds formed?

#### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

#### 3-LESSON: Countable and uncountable nouns and partitives. Doing exercises. Physical topic. Water going into the air

Partitive expressions make it possible to count things expressed by uncountable nouns. The most common ones include *bit*, *piece* and *item*:

*There was a **bit** of annoyance in his voice.*

*Let me give you a **piece** of advice.*

*Several **items** of jewellery were stolen.*

Other examples of everyday partitive expressions are:

*I'd like a **loaf** of bread, two **bars** of chocolate and a **tube** of toothpaste, please.*

*Can I have another **slice** of cake?*

*Mateusz drank a **glass** of beer.*

Countable or uncountable nouns? These concepts can be frustrating for English learners but it's not as hard as it seems. These explanations will make it easier to understand.

A quick reminder: A **noun** is a word which *names* a person, place, thing, animal or idea.

All **common nouns** are *either* countable or uncountable.

### Countable Nouns

**Countable nouns** are things that you can **count**. When we say "count" we mean adding things together to get a total number such as **three** cats, **five** pencils, **one** train.

*Examples of countable nouns:*

book, magazine, table, chair, sofa, computer, mouse, dog, orange, sand, bottle, car, rug, radio, clock, pen.

Since we can count them, countable nouns can be *either* **singular** (just one single thing) *or* **plural** (more than one thing):

- Star Wars is a great **movie**.
- I watched **two movies** last night.

### Uncountable (also called “uncount” or “mass” nouns)

**Uncountable nouns** are difficult to count or divide into separate parts. Uncountable nouns are also called "mass" nouns. The word *mass* refers to a large amount of a substance that has no particular shape.

#### Uncountable noun types

*Liquids or gases*

*Tiny objects*

*Abstract ideas and concepts*

*Categories / Grouped concepts*

*Materials*

*School subjects*

*Energy related words*

#### Examples

water, coffee, milk, air, oxygen

powder, sand, rice, flour, grain, dirt, dust

love, sadness, safety, freedom, power

furniture, music, luggage, money, currency

wood, metal, plastic

mathematics, chemistry, Italian, economics

electricity, radiation, heat, sunshine

### Articles and Determiners with Countable/Uncountable Nouns

We can use the **indefinite articles** *a / an* with **singular countable nouns**:

- I'd like an apple and a banana. (not: I'd like apple and banana.)

We can use **determiners** (e.g. the, this, these, those, his, my) with **countable nouns**:

- Those are **her children**.
- **His car** is very small.
- **The television** isn't working.

**Uncountable nouns** are *singular*. You cannot make them plural, therefore:

- **Do not add –s** to uncountable nouns. (*wrong*: I have three luggages to check-in)
- **Do not use a / an** or a **number** in front of them.

When a **countable noun is plural**, we **don't need a determiner** if we're talking about something in general.

- I eat **apples** every day.
- **Flowers** are beautiful. (Flowers in general are beautiful. If we say "the flowers" we are talking about some specific flowers).
- Are **girls** more nurturing than **boys** or do we raise them that way? (general: all girls, all boys).

### Quantifiers and Countable / Uncountable Nouns

We can use *many* and *few* with **plural countable nouns**:

- There are **many cars** on the road during rush-hour traffic.
- Since I stopped smoking there are **few problems** with my health.



We can use *some* and *any* with either **plural countable** or **uncountable nouns**:

- There are **some books** on the shelf. (books = countable/ plural noun)
- Do you have **some money** I could borrow? (money = uncountable noun)
- I don't have **any time** to go to the gym today. (time = uncountable noun)

We can use *much* and *little* with **uncountable nouns**.

- There isn't **much** hot **water** left after 9 AM.
- Could I have a **little milk** for my coffee?
- It makes **little sense** to spend money on the lotto.

### Using Partitives with Uncountable Nouns

**Partitive expressions** make it possible to make uncountable nouns countable. What's a partitive?

Partitives are words that express a container or unit of measurement.

*For example:*

glass, bottle, can, box, cup, spoon full, handful, bunch, loaf, piece, slice, scoop, grain, kilo, etc.

Once you put the uncountable nouns inside of these containers, then we can count them. This is why we typically **use the partitive followed by the word "of"**:

- Would you like **another slice of cake**?
- I'll order **a glass of wine** or shall we share **a bottle of wine**?
- I'd like **a kilo of flour** please.
- I drank **10 bottles of beer** last night and I felt terrible.
- Please put **two scoops of rice** in the rice maker.

*NOTE:* Often in English you will hear people use a number before an uncountable noun. This is confusing! For example, although coffee is an uncountable noun. It's a liquid so you can't count it. But you can measure it or put it inside a container and count the number of containers.

So for example you may hear someone say they normally drink **three coffees** a day. What they're really saying is that they drink *three cups* of coffee each day.

### Nouns that can be Countable or Uncountable

To make things a little complicated, **some nouns can be both** countable or uncountable. It depends on the *meaning* you are trying to convey. For example:

#### Uncountable

(conveys a *general* meaning)

You look good with long **hair**. (*general* meaning - all the hair on your head)

My **skin** is very dry.

Do you recycle **paper**?

Remember your friend Ms. Dictionary? She uses the following symbols to tell you whether a noun is **countable [C]** or **uncountable [U]**. I always recommend learners purchase a quality dictionary—there's so much valuable information in them.

#### Countable

(conveys a *specific* meaning)

The police found two **hairs** at the crime scene.

The purse is made of several snake **skins**.

I left some **papers** on the printer.

### Reading and translating

#### Water going into the air

1. Place an equal amount of water in two jars. Cap one of them. Place both on the table overnight.

You will see that: There is less water in the open jar than in the capped jar.

Explanation: Even at room temperature, the tiny particles or molecules of water move fast enough to fly out and escape into the air. When the jar is uncapped, this is exactly what happens. Some of the water turns into an invisible gas and escapes into the air. This process is known as evaporation.

Do you understand now how puddles disappear after the rain stops?

2. Place an equal amount of water in a large flat dish and in a deep narrow jar. Place both, uncovered, on the table to stand.

You will see that: There is less water in the flat dish than in the narrow Explanation : The molecules of water escape only from the surface.

Therefore water evaporates faster from a large surface than from a small one.

Now you know why a large shallow puddle dries more quickly than a deep narrow one.

3. Hang two wet handkerchiefs to dry. Fan one with a cardboard, but let the other dry without fanning. You will see that: The handkerchief that is fanned dries first.

Explanation: By replacing the moist air near the handkerchief with drier air, fanning speeds up evaporation. This is one of the reasons a windy day is a good day for drying clothes.

4. Half fill two dishes with water. Place one in the sun or on the radiator, and the other in the shade or another cool place.

You will see that: The dish in the sun loses its water first.

Explanation: The warmer the water, the greater is the speed of the molecules. The molecules move off into the air faster and speed up the rate of evaporation.

When evaporation takes place very quickly, it is known as boiling. (For more about evaporation and heat, see further pages).

### UNKNOWN WORDS

equal - teng

amount - miqdor

over night – tun bo'yi

invisible - ko'rinmas

evaporation - bug'lanish

speed – tezlatmoq

puddle – ko'lmak

shade - soya

### COMPREHENSION QUESTIONS

1. Why is there less water in the open jar than in the capped jar?

2. Where do water molecules move off into the air faster?

3. What is evaporation?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.



#### 4-LESSON:

**Teaching abilities.(innovative and traditional methods). Physical topic. The strange story of waters size.**

##### **Three teaching abilities**

To be an effective teacher, you need (at least) three abilities:

- [Classroom management](#): the ability to manage discipline.
- Teaching skills: the ability to impart knowledge.
- Subject knowledge: the knowledge to impart.

You need all three of these abilities. Without subject knowledge, you have nothing to teach. Without teaching skills, you will not be able to get it through to the people in your classroom. And without discipline, your class will not give you the attention you need to be able to use your teaching skills.

##### *Classroom management*

[Classroom management](#) is largely about discipline. It is about maintaining order and control, which is based on students acting in ways that support their own learning as well as that of others.

Many young students act in disruptive ways, mostly due to the difficult psychology of maturation and learning to live in society. This knowledge seems little help to the teacher struggling to be heard but getting inside their heads is a powerful process. Just like [negotiation](#), if you can get inside their heads you are most of the way there. If you can go from 'me vs. them' to 'me with them' (not, however, an undifferentiated 'us') then you can make a huge difference.

Classroom management is very difficult for some teachers in some situations. It can, however, be learned. Indeed it must be, if the teacher is to retain sanity and be allowed to teach.

##### *Teaching skills*

Once classroom discipline is established, the next big trick is to transfer what is in your head into theirs. For this there are three key attributes of the teaching skill that you need.

At the minimum teaching is of basic functional skills, showing them how to do things by rote, repeating actions and words until, given a suitable stimulus, they are able to reproduce an effective response.

Beyond learning to do is learning to think. If you can teach them to fish they will never need to be fed. If they know how to go about understanding and solving problems, then teaching has been of a higher order.

Beyond even learning to think is developing a passion for the subject that drives the student to actively learn for themselves. The best teachers thus infect their students with a love of the subject that will sustain their interest for many years to come.

##### *Subject knowledge*

Subject knowledge is a basic for teaching. If you do not know your subject then it is impossible to teach it. Worse, you may impart false knowledge and send out many people into the world with information they believe is true but which may serve them badly in years to come.

In teaching children, it may seem that the teacher only needs to know the child's level of knowledge. Yet one reason a deep subject knowledge is needed is that students ask questions, often very penetrating ones, that require a deep understanding that can reach even to philosophical ideas.

When teaching fractions to a lower-ability class once, I took a circle of card and cut it in half, showing that the two halves were the same as the whole 'pie'. Yet a little girl did not understand and challenged me 'Sir, they are not the same'. I was flummoxed: indeed in cutting the pie I had fundamentally changed it. I changed my presentation from being 'the same' to 'fitting together', which made the lesson work better.

#### **Reading and translating**

### The strange story of water's size

#### 1. WATER EXPANDS WHEN HEATED

Fill a jar with water to the brim. Heat it gently in a saucepan containing an inch or two of boiling water.

You will see that: The water overflows.

Explanation: Water, like other liquids, fills more space when heated. The molecules bounce against one another more rapidly and spread out.

#### 2. WATER CONTRACTS WHEN COOLED TO 390 FAHRENHEIT

Fill a jar (to the brim) and cool it in the refrigerator.

You will see that: The jar is not quite full.

Explanation: Until it goes down to 390 Fahrenheit, water contracts- takes up less space-as it gets colder. The molecules move more slowly and closer together.

#### 3. BUT WATER EXPANDS ON FREEZING

Fill a jar full of water and cap it with a piece of cardboard. Place it in the freezer of your refrigerator until it freezes.

You will see that: The cardboard cap is forced off.

Explanation: When water goes below 39<sup>0</sup> to its freezing temperature of 32<sup>0</sup>, it expands- takes up more room. It is one of the few things to behave this way.

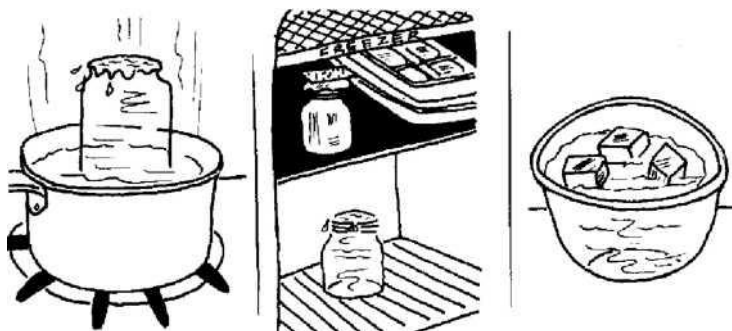
If you use a tight cap on the jar as you freeze it, you will break the jar. Have you ever heard of water pipes busting because water froze inside'?

#### 4. ICE IS LIGHTER THAN WATER

Place an ice cube or two in a glass of water.

You will see that: The ice cubes float.

Explanation : Because water expands as it freezes, ice is actually lighter than water. It is only 10/11<sup>th</sup> as heavy. This lucky fact speeds up the melting of ice in the warm layer of ice on the surface also slows down the freezing of the rest of the water in the lake and pond and protects the fish and other life there.



#### UNKNOWN WORDS

brim - chet, qirg'oq

gently - ehtiyotkorlik bilan

bounce - sakrash, sapchish

space - bo'shliq

float - suzmoq, qalqimoq

cube - bo'lak, kubik

slowly - sekin

expand - kengaymoq

#### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.

2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 5-LESSON:

**Using participles to give additional information. Doing exercises. Physical topic. Water isn't pure**

Participle clauses are a form of adverbial clause which enables us to say information in a more economical way. We can use participle clauses when the participle and the verb in the main clause have the same subject. For example:

Waiting for John, I made some tea.

~~Waiting for John, the kettle boiled.~~ [This would suggest that the kettle was waiting for John!]

### Forming participle clauses

Participle clauses can be formed with the **present participle** (-ing form of the verb) or **past participle** (third form of the verb). Participle clauses with past participles have a passive meaning:

**Shouting** loudly, Peter walked home. [*Peter was shouting*]

**Shouted** at loudly, Peter walked home. [*Someone was shouting at Peter*]

If we wish to emphasise that one action was before another then we can use a **perfect participle** (having + past participle):

**Having won** the match, Susan jumped for joy.

**Having been told** the bad news, Susan sat down and cried.

### The meaning and use of participle clauses

Participle clauses give information about **condition, reason, result** or **time**. For example:

**Condition (in place of an if-condition):**

Looked after carefully, this coat will keep you warm through many winters.

Compare: *If you look after it carefully, this coat will keep you warm through many winters.*

**Reason (in place of words like so or therefore):**

Wanting to speak to him about the contract, I decided to arrange a meeting.

Compare: *I wanted to speak to him about the contract so I decided to arrange a meeting.*

**Result (in place of words like because or as a result):**

I had no time to read my book, having spent so long doing my homework.

Compare: *I had no time to read my book because I had spent so long doing my homework.*

**Time (in place of words like when, while or as soon as):**

Sitting at the cafe with my friends, I suddenly realised that I had left the oven on at home.

Compare: *While I was sitting at the cafe with my friends, I suddenly realised that I had left the oven on at home.*

### Yangi so'z va iboralarni eslab qoling:

moving pictures — harakatlanuvchi rasmlar

Greek — Yunoncha

Latin — Lotincha

commercial station — tijorat stantsiyasi

advertising time — reklama vaqti

profit — foyda

public station — umumiy stantsiya

to broadcast — habar berish

entertainment — ko'ngil ochish

to attract — jalb qilmoq

viewer — tomoshabin

lawyer —huquqshunos  
comedian —komik roller ijrochisi  
quiz show — viktorina  
cartoon — multfilm  
documentary —hujjatli film  
talk show —tok-shou  
drug abuse —giyohvandlik  
host —boshlovchi  
to interview — intervyyu olish  
athlet —sportchi  
summary —sharh  
commercial —reklama roligi  
to focus — fikrni jamlash  
art — san'at

### **Mant bilan tanishing :**

#### **Television**

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name "Television" comes from Greek word meaning "far", and a Latin word meaning "to see", so the word "television" means "to see far".

About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations.

Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action-packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons.

Commercial TV broadcasts also documentaries and talk shows. Documentary is dramatic, but nonfictional presentation of information. It can be programs about people, animals in faraway places or programs on such issues as alcoholism, drug abuse, racial prejudice. On talk shows a host interviews politicians, TV and movie stars, athletes, authors. There are also sport programs and brief summaries of local, national and international news. Advertising is an important part of commercial TV. Commercials appear between and during most programs. They urge viewers to buy different kinds of products — from dog food to hair spray, and from cars to insurance policies.

Public television focuses mainly on education and culture. There are programs on wide range of subjects — from physics and literature to cooking and yoga. Public TV also broadcasts plays, ballets, symphonies as well as programs about art and history. Public TV attracts less viewer than commercial TV.

### **Savollarga javob bering:**

1. What does the word television mean?
2. What kind of stations are there in the US?
3. Why do commercial stations broadcast mostly entertainment programs?
4. What programs are broadcasted on commercial TV?
5. What programs does public TV broadcast?
6. Which kind of TV — commercial or public — attracts more viewers?

### **Guruhlar uchun topshiriqlar.**

#### **Guruh №1**

**Tell me about the last film you saw.**

#### **Guruh №2**

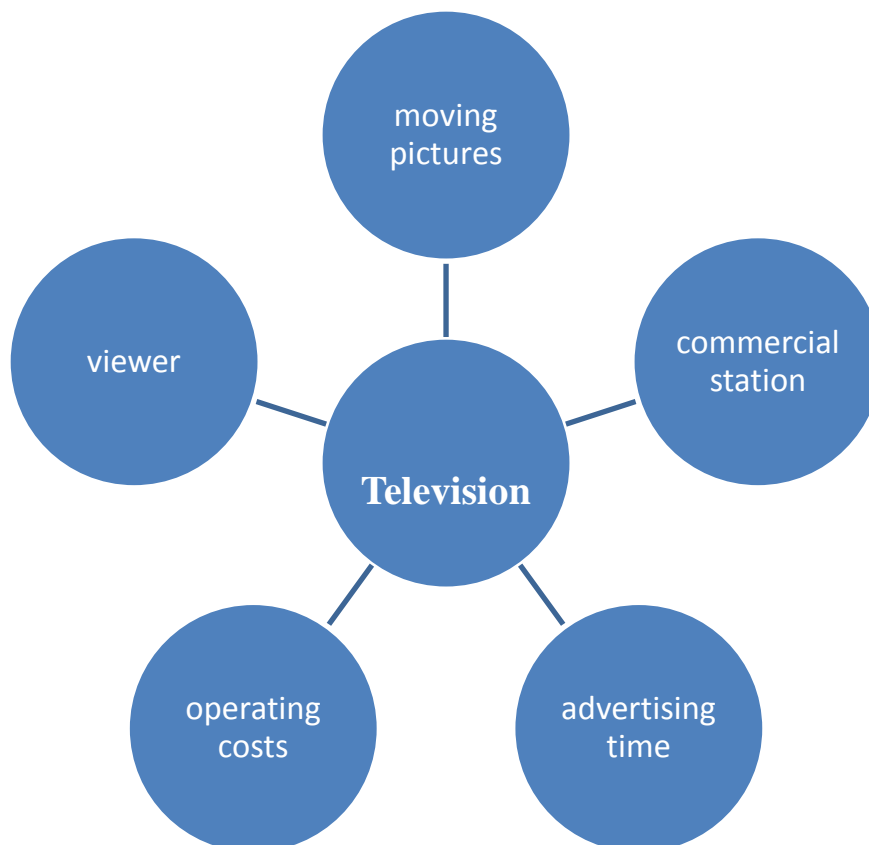
**Tell me about the film you like best of all.**

#### **Guruh №3**

**Tell me about the first film you saw in your childhood.**

### «KLAster» metodi

Aqlingizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang faqat ularni yozing.



### Speaking

#### Water isn't pure

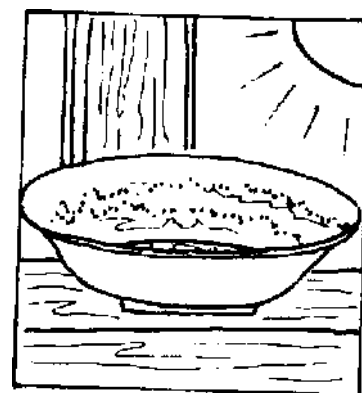
Place 5 tablespoons of tap water in a small glass dish and allow to stand.

You will see that: A white ring is left after the water evaporates.

Explanation: The white ring is formed by minerals which have dissolved in the water as it flowed through the soil.

Look at the inside of an old teakettle. Do you see the mineral deposit? That ring around your bathtub is not so much a ring of dirt as a ring of minerals from the water itself.

Try evaporating rain water. Does it contain minerals?



#### UNKNOWN WORDS

dissolve - eritmoq  
tea-kettle - choynak  
deposit - cho'kindi, qatlam  
tap - kran

contain - o'z ichiga olmoq  
bathtub - vanna

### COMPREHENSION QUESTIONS

1. How to be formed the white ring in a small glass dish?
2. Could you try evaporating rain water?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 6-LESSON:

#### **Ethics in teaching students. Physical topic. What is hard water?**

##### *Teaching Students with Different Abilities*

Teaching students with various learning abilities involves creativity, time and a desire to understand how a student learns best. With the right tools, teachers can reach each of their students no matter how different the styles of learning may be. Here are some examples of how teachers can teach a class of students made up of different learning abilities.

#### **Student Assessments**

One of the best places to start is by assessing students, both formally and informally. A classroom may be filled with students of the same age, but their learning abilities will most likely vary over a broad spectrum. For instance, some students may be visual learners, while others are audio learners. Some students may be able to read exceptionally well, while others may not be able to read at all. Conducting assessments can help teachers identify a student's individual academic skills, learning styles and interests in [mixed-ability classrooms](#).



## **Differentiated Teaching**

Once teachers have a feel for the type of students in their classrooms, they can plan curriculum and course activities accordingly. This process is often referred to as [differentiated instruction](#), which involves teachers purposefully planning for students' different learning abilities. As [author and educator Carol Ann Tomlinson \(Ed.D.\)](#) explains, teachers using differentiated instruction vary their teaching methods 'in order to create the best learning experience possible.'

According to Dr. Tomlinson, differentiated instruction is '[an approach to teaching that advocates active planning](#) for and attention to student differences in classrooms, in the context of high quality curriculums.' Although the term may be new to some, it's actually a concept teachers have been using for quite some time. For instance, most teachers automatically decipher which students learn which ways during the first few weeks of class. The differentiation method just narrows that skill down to the four basic classroom elements that Dr. Tomlinson defines as content, process, products and learning environment.

### **Setting the Methods into Motion**

With a plan of approach and a method to follow, teachers can put their newfound knowledge of their students into practice. This can be done through Dr. Tomlinson's four elements.

### **Content**

Content is the actual material that students need to learn within the curriculum. When looking at new material, teachers should ask themselves how they can present the content in a way that will be accessible to all students. Planning different ways to deliver the material can make this happen.

For instance, teachers can present the material to the class as a whole using a variety of delivery methods, including computer programs, hands-on craft projects, video clips and even visual demonstrations, like cutting a cake or pie to demonstrate fractions. Just make sure the delivery methods used speak to each level of learning found in the classroom.

### **Process**

Process involves the way in which students engage with and learn content. This is key as it allows students to take the time to let newly obtained knowledge sink in. Process also gives students the opportunity to figure out what they may or may not understand.

The process can also be used as a way for teachers to monitor and assess a student's progress. For instance, educational consultant John McCarthy recommends that teachers design '[one or two processing experiences for every 30 minutes of instruction](#)'. These experiences give students a break and teachers time to find out who needs additional instruction and who doesn't.

Ways to implement the process experience can include group time, where students can talk with one another about the material learned. Journaling can also be used as a way for students to process and digest material. Rewriting what they've learned can help them retain the information as well discover parts of the material they may not have understood.

### **Products**

Products are the projects or assignments that encourage students to apply content in situations inside and outside of the classroom. For example, once content is presented and processing time has been given, ask students to develop a project of their own that best exemplifies what was learned. For instance, younger students may create a poster board with pictures and labels, while older students develop a short skit or make drawings. Teachers may want to give students a set of options to choose from and even allow them to work in groups.

### **Learning Environment**

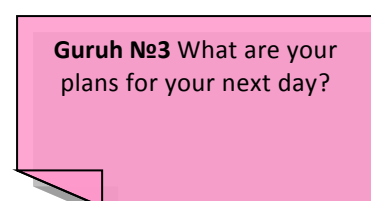
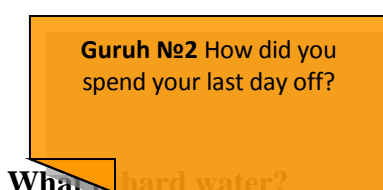
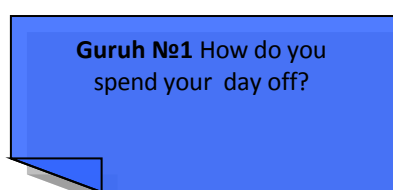
The learning environment simply refers to the classroom environment and how it works or feels to students. It's important that teachers create a classroom that will serve all students, no matter their learning abilities.

For instance, if in-class assignments are given, develop a general list of requirements, and then give students additional instructions on an individual basis so that it addresses their learning abilities. Make sure there are quiet places in the classroom where students can concentrate and focus. Or give them the option to work with partners. Make sure the class understands that the options are provided because each student works best in a different setting. As Dr. Tomlinson points out, 'some learners need to move around to learn, while others do better sitting quietly.'

### Learning Results

Differentiating the various learning abilities within a classroom can take time and often involves extra preparation. However, once teachers have a basic idea of the learning levels within their classrooms, they can create curricula and settings specifically designed for their students. Individually, students will flourish because of the teacher's ability to meet each one on his or her own learning level. As a whole, the class will maintain a sense of unity, as no particular student is singled out or left to catch up on his or her own.

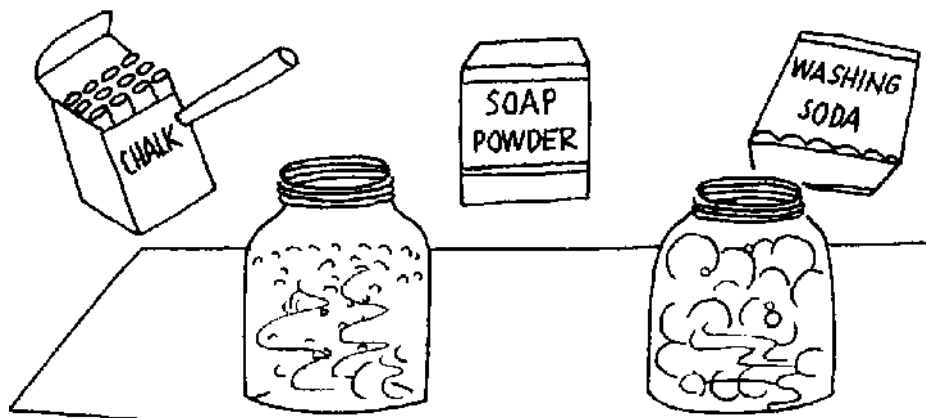
### Guruhlar uchun topshiriqlar.



### Reading and translating

#### WHAT IS HARD WATER?

Make a powder out of a piece of chalk by grinding it with a stone. Add the powdered chalk



to a jar full of water. Stir the mixture and filter it by pouring it through a handkerchief used as a strainer. Pour half of the mixture into another jar and add 1 tablespoon of washing soda or borax.

Add the same amount of soap powder to both jars. Shake them.

You will see that: The water to which you added washing soda produces more suds.

Explanation : You made hard water by adding chalk (or limestone) and then softened part of it with the washing soda. Certain materials such as limestone (the chalk) make water "hard." Hard water does not mix well with soap. The washing soda added to one jar softened the water so that it mixed more easily with soap than the hard water.

The name "hard water" is said to have been given during the Civil War. When soldiers found their beans were hard after being cooked in a particular water, they left behind signs, "Hard Water."

Do you have hard water? You can test your tap water by comparing the amount of suds it produces with that made in the hard and soft waters of this experiment.

### UNKNOWN WORDS

bean - loviya  
grind - maydalamoq  
mixture - aralashma, qorishma  
strainer - elak

borax - bura, tanakur (mineral modda)  
suds - sovun ko'pigi  
soften - yumshatilgan  
compare - solishtirmoq

### COMPREHENSION QUESTIONS

1. What things do we do adding soap powder?
2. What makes water hard?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 7-LESSON:

**Attributive clauses Physical topic. What happens when something dissolves?**

#### Object Clauses

Object clauses present a great variety of patterns but less difficulty on the point of their grammatical analysis.

The simplest case of such clauses are patterns in which a sub-clause can be replaced by a noun which could be then an object in a simple sentence. Familiar examples are:

We could buy **what she liked**.

You may **do whatever you choose**.

Did the accused mention **who this girl friend of his was...**(Gordon)

He suggested **that Bosnian seemed unduly zealous in calling for paper for the statement to be taken down**. (Gordon)

He was anxious **that they should realise he was an Englishman**. (Gordon)

Antony wondered **whether they would ever meet again**. (Gordon)

He remembered **that the waltz was in three-time**, remembered the waltz of olden days — too well — That dance at Rodger's, and Irene, his own wife, waltzing in the arms of young Bosinney. (Galsworthy)

And later, on a sleepless pillow, she puzzled, as she had puzzled of late, as **to how it was** that she loved so strange a man, and loved him despite **the** disapproval of her people. (London)

Synonymic alternatives of object clauses are:

a) Gerundive nominals:

They all **approved of his not being beaten by that cousin of his**, (Galsworthy)

Soames had ever resented **having had to sell the house at Robin Hill**; never forgiven **his uncle for having bought it, or his cousin for living in it.** (Galsworthy)

He's going to begin farming, you know, he'll make an excuse. **Men hate being painted.** (Galsworthy)

...he could not see **Irene shivering**, as though some garment had been torn from her, nor her eyes, black and mournful like the eyes of a beaten child. He could not hear **Bosinney entreating, entreating, always entreating**; could not hear her sudden, soft weeping, nor see that poor, hungry looking devil, awed and trembling, humbly touching her hand. (Galsworthy)

I looked in the door of the big room and saw **the major sitting at the desk**, and **the window open and the sunlight coming into the room.** (Hemingway)

b) Infinitival nominals:

He saw the squirrel's eyes, small and bright **and watched his tail jerk in excitement.** (Hemingway)

The Darties saw **Bosinney spring out, and Irene follow, and hasten up the steps with bent head.** (Galsworthy)

Instances are not few when infinitival and gerundive nominals go in one sentence in close proximity, e. g.:

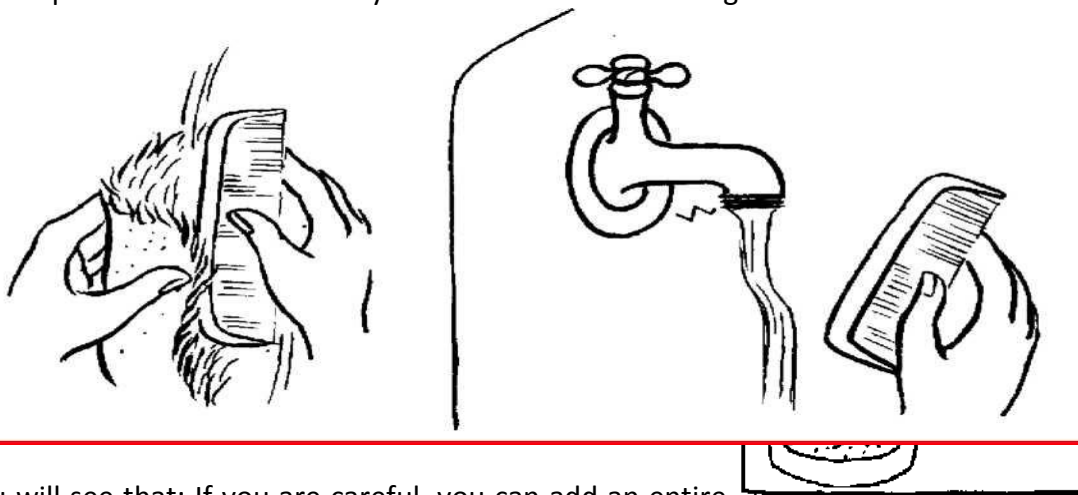
Only vaguely did he **see the judge shake his head in disagreement and hear Turner mumbling something.** (Gordon)

Like attributive adjuncts in a simple sentence, attributive clauses qualify the thing denoted by its head word through some actions, state or situation in which the thing is involved.

## Reading and translating

### What happens when something dissolves?

Fill a glass with water to the brim. Slowly shake in salt, stirring carefully with a thin wire or a toothpick. See how much salt you can add without making the water overflow.



You will see that: If you are careful, you can add an entire shaker of salt to the full glass without spilling any water.

Explanation: You are making a solution of water and salt. It is believed that as the salt dissolves, molecules of salt separate and all the spaces between the molecules of water.

## UNKNOWN WORDS

stir - aralashtirmoq

toothpick - tish kovlagich

overflow - chetidan toshmoq

entire - to`la, butun  
dissolve - eritmoq  
separate - ajratmoq

### COMPREHENSION QUESTIONS

- 1.How much salt can we add if we are careful?
- 2.What happens when the salt dissolves?

#### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o`qish, tarjima qilish va gapirib berish.

### 8-LESSON: Physical topic. Invisible ink. What is a spark?

#### Writing

#### WHAT IS A SPARK?

Rub a comb with a piece of wool or fur. Hold it near a water tap, metal radiator or doorknob.

You will see that: You will produce a small spark.

Explanation: By rubbing the comb, you charge it with electricity. The spark is made when the charge jumps to the uncharged (or neutral) tap. A spark is the passage of an electrical charge between two objects.

You may have seen a similar spark when you rubbed your shoes on a rug and then touched something. Or you may have heard a crackling while combing your hair. These are examples of static electricity.

Lightning is a huge electric spark that results when charges lump from one cloud to another or from a cloud to the ground.

#### UNKNOWN WORDS

spark - uchun  
charge - zaryadlamoq  
passage - yo`l  
similar – o`xshash  
rug - gilamcha

### COMPREHENSION QUESTIONS

- 1.How can we produce a small spark?
- 2.What is lightening?

#### Reading and translating

#### INVISIBLE INK

To a tablespoon or two of salt, gradually add a similar amount of hot water.

Then, dip a clean pen or a small stick (the clean end of a used match is fine) into the solution. Write your message on a sheet



of paper.

At first, your message can be seen. Let the paper stand for half-hour or so and the writing disappears.

Rub over the sheet of paper with the side of a soft pencil.

You will see that: Your message will be clearly visible.

Explanation: The water evaporates from your solution, leaving the small particles of salt clinging to the paper. These make the paper rough and uneven, but they are too small to be seen. When you rub over the paper, the pencil lead darkens them and causes the particles of salt to stand out.

### UNKNOWN WORDS

gradually - sekin- asta

rub over - artmoq, o'chirmoq

solution - eritma

uneven - notekis, g`adir- budur

rough - dag`al

lead - grafit

### COMPREHENSION QUESTIONS

1. What should we do before writing on a sheet of paper?
2. What is the reason for having invisible ink?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 9-LESSON:

#### **Giving advice. Doing exercises. Physical topic. Making a crystal.**

##### *Expressing opinions*

When we are negotiating, expressing opinions or simply chatting with a friend, we often have to agree or disagree with the other person. Also, we don't want to make a fight out of this, so we must know how to show empathy with different opinions and also disagree without sounding aggressive. It is very difficult to convince when they think you are attacking. We need to express our opinions and, at the same time, show that we are listening, understanding and appreciating the other opinions. If they feel comfortable, they will be more open to our ideas, opinions or suggestions. Here are different ways of doing so in a conversation.

**Tip:** It is always a good idea to justify your opinions. Don't just say 'I agree' or 'I disagree', but say 'I agree because I think that ... (explain your reason)', etc.

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Use these lists as a reference, don't try to memorize them. Practise dialogues with another student and try to use expressions from here, you will slowly get familiar with them.

### EXPRESSING OPINION

Personal:

In my opinion...  
In my experience...  
Speaking for myself...  
Personally, I think...  
I (strongly) believe that...  
I really feel that...  
If you ask me...

General:

Some people say that...  
Many/Most people think/believe that...  
Everybody knows that...  
According to scientists...  
The thing is that...  
The point is that...

### **CHECKING IF THEY UNDERSTAND**

Do you know what I mean?  
Does it make sense?  
I don't know if I'm explaining it correctly.

### **EXPLAINING THINGS BETTER**

What I mean is...  
What I'm trying to say is that...

### **ASKING FOR AN OPINION**

What's your idea (on...)?  
What do you think about it?  
Do you agree with that?  
Is that what you think?  
Have you got an opinion about it?  
How do you feel about it?  
Do you have anything to say about it?  
And you? What do you think?  
Is that right?

### **AGREEING**

Of course  
You're absolutely right  
Yes, I agree.  
I think so too.  
That's a (very) good point.  
Oh yes, that's right.  
Exactly.  
I don't think so either.  
That's true.  
That's just what I was thinking.  
I couldn't agree more.  
That's exactly what I think.

I think you're right.  
I hear you.  
Yes, me too / me neither.

### **PROTESTING POLITELY**

That's not what I mean/said.  
No, what I'm trying to say is that...  
You got me wrong.  
I'm probably not making myself very clear.  
That's not exactly what I was trying to say.

### **PROTESTING RUDELY**

You're not listening, are you?  
Did you hear a word I said?  
Can you understand what I say?  
But who said that?

### **DISAGREEING POLITELY**

I see, but that's different.  
Sorry, I don't agree with you.  
I don't see it that way.  
That's not entirely true.  
That's partly true but...  
I see your point but...  
I'm sorry to disagree with you but...  
Yes, but don't you think...?  
I think that's not the same thing at all.  
On the contrary...  
Well, I'm not so sure about that.  
Sorry, I think that's wrong.  
Yeah, but the problem is that...  
Well, I think it's not as simple as that.

### **SHOWING EMPATHY BEFORE DISAGREEING**

Yes, I agree with you but...  
I can see your point, but...  
That's very true, but...  
Of course, you're right, but...  
I know what you mean but...  
I can understand that but...  
Well, that sounds very good but...  
I partly agree, but...  
Yeah, that's true, but on the other hand...  
You could be right but I think that...  
You are probably right but...

### **DISAGREEING IN A RUDE WAY (colloquial)**



Are you crazy or what?  
You must be kidding, right?  
I can't believe you're saying that.  
No way!  
I can't buy that.  
You can't be serious.  
How can you even say that?  
I think you're totally wrong.  
Oh, come on, where's your logic?  
That doesn't make any sense.  
Absolutely wrong.  
That's totally B.S. (=bullshit)

### **AGREEING STRONGLY** (colloquial)

Oh yea, you said it.  
But of course!  
Who can disagree with that?  
Now you're talking.  
Yes, yes, that's the point!  
I totally agree with you  
You're so very right!  
You're reading my mind.

---

### **ACTUALLY**

In English, this word is very important, and very common, when you want to disagree politely or when you want to correct without offending. Let's see a few examples:

- They want to start using uniforms in my son's school. What a stupid thing!
- Well, **actually** I think it's a good idea. Social differences won't be so obvious then.
- They're going to build a motorway through New Forest, that's a disaster!
- **Actually**, it's not through New Forest but around it.
- Oh, that's quite different then.

---

### **PRACTICE TOPICS**

If you have somebody to practise, you can use this list of topics:

University should be free  
We should build more nuclear power stations  
Dogs are better pets than cats  
Television is increasing violence in our society  
Alcohol should be illegal  
Spring is much nicer than autumn  
A weekend in the mountains is better than on the beach  
Breakfast is the most important meal of the day  
Females are better students than males  
When learning English, listening is more difficult than speaking  
Summer is the best season of the year  
Secondary school students should wear uniform  
People should be older than 20 to have a driving license  
Everybody should go to university

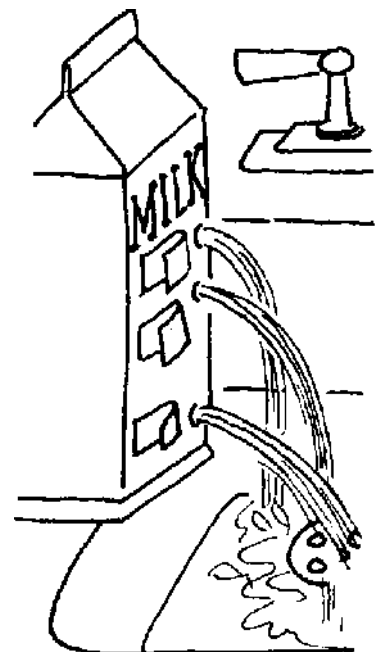
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## SAMPLE CONVERSATIONS

- The city council is going to build a new parking site under the park over there.
- Oh no, why are they going to do that? It's terrible.
- You think so? I think it's a very good idea, actually.
- On the contrary, I think it's a disaster.
- A disaster? I think we need more parking sites.
- Well, I agree with that, but not under the park.
- Why not? It's the best place.
- Do you think so? I totally disagree. Why the park?
- Well, you need a big open space for that.
- I see your point, but don't you think trees are more important than cars?
- Of course I agree, but we all have cars, and we need a place to park them.
- Yes, that's right. But they can do it near the station.
- Oh no, that's too far away, we need a parking site in this area.
- Well, that's true, but maybe walking a bit wouldn't hurt anyone.
- A bit? The station is at least 10 minutes away. Just imagine, on a rainy day...
- You could be right, but I still think trees are more important than cars.
- You've got a point there, but maybe they can plant trees near the station instead.
- Oh, that sounds very good, but we're talking about very old and big trees.
- Yes, but we have to choose, don't we? We can't have everything.
- Yeah, I suppose you're right, but still, I think it's a very bad idea.

### → INFORMAL

- Man, did you hear that? They're gonna build a parking site under the park over there.
- Are you serious? But that's crazy, why do they want to do that?
- Why? Well, because there are too many cars in the area. We need more parking space.
- Nonsense! What we need is more trees. Cars should disappear.
- You can't be serious.
- Yes, I am. They pollute and are too noisy and...
- Come on, man, that's all B.S. Do you think you could live without a car today?
- Of course I could.
- Oh, come on, where's your logic? How would you go to work?
- Obviously, I would work near home, and not an hour away. Or I could take the bus.
- Yea, I know what you mean, but we use the car for so many things.
- That's very true, but we could always find other alternatives.
- Such as...?
- Such as coaches, trains, etc.
- You must be kidding, right? We don't even have a train here, and coaches don't go everywhere.
- Yes, you have a point there, but if we didn't have cars, we would have more and better public transport.
- Yes, I agree. But still, having a car is so comfortable.
- Of course it is, I know. But we can't have everything, can we?
- Exactly. That's what I think. We can't have everything, so I prefer having a car.
- Oh man, you're impossible.



- I know :)

## Reading and translating

### MAKING A CRYSTAL

Gradually stir 1/4 cup of sugar into hot water until the water is too full to accept any more. Then hang a string in the solution and let it stand for several days or a week.

You will see that: A crystal forms on the string.

Explanation: The water evaporates in the air, leaving behind the sugar, in the form of a solid crystal.

### UNKNOWN WORDS

accept - qabul qilmoq  
several - bir qancha  
behind - orqadan  
solid - qattiq, qotib qolgan

### COMPREHENSION QUESTIONS

1. How much time do we have to let it stand?
2. Do you know to make a crystal now?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 10-LESSON:

#### **My project for the future. Physical topic. Water pressure**

My name is Svetlana. I am a student. I study in Donetsk. I am 19 years old. I am a student of the third year of study. I have a lot of plans for future. And my first dream is to graduate from the university and start working as an economist. My future profession is my own choice. I study with pleasure. I would like to earn my own money and become more independent.

Nowadays everyone dreams about a successful career. I also want to become a very good economist. I like to communicate with people, so I will be happy to organize and lead a project in the sphere of economics. I am also fond of foreign languages, English and German. I plan to visit Germany and the USA in order to practice my language skills and learn something new about the customs and traditions of these countries. I want to see the famous Statue of Liberty and other places of historical interest with my own eyes.

When I succeed in my career, I plan to create a family and have children. My parents have three children. I think we are a united and friendly family. Each evening we gather together in our kitchen and discuss our plans for the next day. I also would like to have such family

traditions that will unite my family. If I realize all my plans, I will become happy. And then, perhaps, I will plan something new for future.

So'zlarni yod oling:

to graduate from (the university) — **заканчивать** (высшее учебное заведение)

would like — **хотел бы**

independent — **независимый**

a career — **карьера**

successful — **успешный**

to communicate — **общаться**

to be fond of smth — **увлекаться чем-либо**

customs and traditions — **обычай и традиции**

to realize — **осуществлять**

## Speaking

### WATER PRESSURE

Punch 3 or 4 small holes, one above the other, along the side of an empty milk carton or a large can. Cover the holes with a long strip of adhesive tape and fill the carton with water. Then place the can in the sink or a basin and pull off the tape. You will see that: The stream from the lowest hole travels farthest.

Explanation: The water at the bottom of the carton has the force exerted by the pressure of the water above it.

Like air, water has pressure.

Water pressure depends, as your experiment shows, on the water's depth. Many cities pump water into raised tanks. This is done to give the water enough force to run up into people's homes from pipes beneath the ground.

### UNKNOWN WORDS

stream – oqim

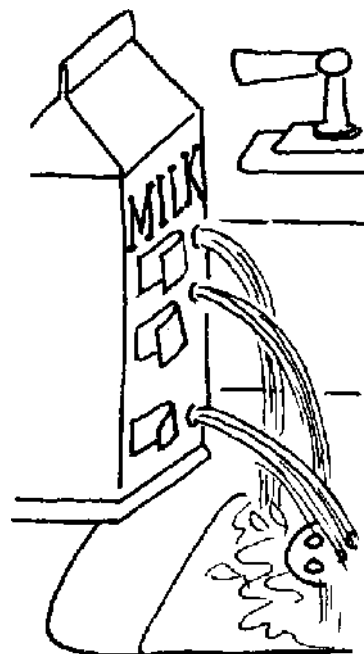
beneath - pastda , tagida

exert - zo`r bermoq, chiranmoq

carton - quti, karton

punch - teshik ochmoq

pressure - bosim



### COMPREHENSION QUESTIONS

1. What do you use for this experiment?
2. What does water pressure depend on?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o`qish, tarjima qilish va gapirib berish.

## 11-LESSON:

**Linking contrasting ideas. Doing exercises. Physical topic. Which way does water run?.**

*This is just my opinion, but...*

This page lists useful expressions for the language function of **giving opinions**.

Elementary

1. I (really) think that ...
2. I believe (that) ...
3. I'm sure that ...
4. In my opinion / My opinion is ...

Pre-intermediate

1. I agree with ...
2. I feel that ...
3. I guess/imagine ...
4. I have no doubt that / I'm certain that ...

5. I strongly believe that ...
6. I've never really thought about this before, but ...
7. My personal opinion is that / Personally, my opinion is that ...
8. To be honest / In my honest opinion, ...

#### Intermediate

1. As far as I know, ...
2. I agree with the opinion of ...
3. I could be wrong, but ...
4. I'd definitely say that ...
5. I'd guess/imagine that ...
6. I'd say that ...
7. I'm absolutely certain that ...
8. I'm fairly confident that ...
9. I'm no expert (on this), but ...
10. I'm positive that ...
11. I'm pretty sure that ...
12. It seems to me that ...
13. It's a complicated/difficult issue, but ...
14. My (point of) view (on this) is ...
15. Obviously, ...
16. Some people may disagree with me, but ...
17. This is just my opinion, but ...
18. Without a doubt, ...
19. You probably won't agree, but ...

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

### Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

### General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

### Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

- Of course.

- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

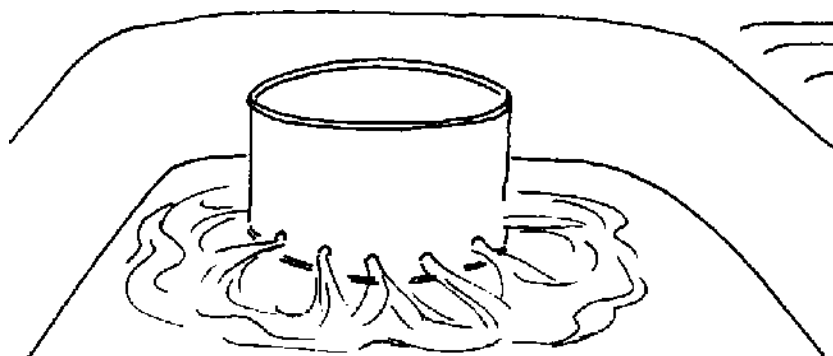
### **Disagreeing with an opinion**

We use these words and phrases to disagree with someone else's point of view:

- That's different.
- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.
- It's unjustifiable to say that...

### **Reading and translating**

#### **WHICH WAY DOES WATER RUN?**



- Remove the cover of a quart-size can. With a nail, punch holes around the can about 2 inches from the bottom. Cover the holes with a circle of adhesive tape.
- Fill the can with water. Center it on a sheet of newspaper in a sink or basin and strip off the tape.
- You will see that: The water travels the same distance from each of the holes. Your streams of water make a circle on the newspaper.
- Explanation: Pressure is the same at the same depth. Water pressure is the same in all directions if the depth is the same.

- **UNKNOWN WORDS**

- 
- sink - rakovina
- quart - kvarta (suyuqlik o'lchov birligi)
- adhesive - yopishqoq
- tape - tasma
- strip - yechmoq, bo'shatmoq
- depth - chuqurlik
- 

- **COMPREHENSION QUESTIONS**

- 
- 1.What is a nail used for?
- 2.Why is water pressure the same?

**HOMEWORK:**

2. Iboralarni yodlash va gaplar tuzish.

**12-LESSON:**

**Careers. Physical topic. Pressure and shape and size**

«What to be» is the most important question young people ask themselves. Your destiny and family relationship depend on it. Many aspects of life should be taken into consideration while answering the question «what to be». Different circumstances can influence our choice, we may follow someone's experience or advice or be encouraged by certain people and events.

At early years of mankind development there were just a few jobs such as farmers, bakers, butchers or carpenters. In 17-th century I Russia it was about 200 professions. Now days exists 40000 varieties of jobs, but new kinds of work appears all the time. There is no doubt that it's difficult to chose correct. We have so many professions to choose of. Challenging, rewarding, exciting, prestigious, professions seem to be attractive. If a job is monotonous, exhausting, messy you will say it doesn't appeal to you. We divide jobs into caring, creative, outdoor, office professions and forces.

We refer nursing, teaching to caring professions. Creative professions include the job of a journalist, designer. To work in the office means to be a bank worker, a secretary, a receptionist. If you work in agriculture, horticulture, conservation you are a representative of the outdoor profession. Those who work in the police, army or navy choose forces. Besides these professions you may make a career in law, finance, international business relations, tourism business, banking and others.



Making the right choice can be rather frustrating. You should know your strengths and weaknesses. You must keep in mind what different jobs can require. Some jobs need accuracy, good imagination, physical strength. Others will require experience, special training, travelling a lot, working long hours from home, working late or even working night shifts.

I wish we had a special subject in career teaching at school. If only there were visits to places of employment and higher education. At the lessons of career teaching we could investigate our good and bad points, our interests and aptitudes, we could relate our knowledge and values to our ambitions and requirements of different occupations. Such lessons would clarify relationship between education and employment.

It is important to realize that if you are practical and organized, like routine that doesn't vary, have a tidy mind then you are suited for an office profession. Creative nature, imaginative mind, sociability and ability to communicate will enable you to be a designer, a tourist agent, an interpreter or a market researcher. Artistic and loving nature, imagination, sensitivity make the occupation of a painter, actor, dancer, florist, architect, beautician suitable for you. Working as a teacher Teacher's demands love for children, perfect experience in subject, and the power of explanation. In matters of future career the priority should be given to education. If you are conscientious, efficient, capable of doing accurate work, responsible — your prospects of getting a good job increase.

Since I was a child I wished to be a programmer. I was interested in working with numbers, bites, structures and finding answers for complex problems. I love Mathematics and I am very good at it. As for my personality, I may say that I am constructive and persistent, I have strong logic, easily solve problems and I prefer teamwork rather than independence. To find a job I like I need to have excellent science knowledge's so I could pass examinations to institute.

And there is another thing to keep in mind, it's creation of correct impression on people, especially, when you apply for a good position. Your possible in the future employer will search for your Curriculum Vitae. It's info about your previous experiences, education and personal qualities. Then he will decide whether to invite you or not for an interview. The way you look, your confidence, correct speech and behavior and knowledge of subject will make good impression on the interviewer.

### **Find out what they're looking for and how to impress them.**

The group exercise is used to see your communication and problem-solving skills in action, and to ensure that you can work effectively in a team. You need to support the group in completing the task that has been set, whether that involves discussing a particular issue, constructing something from bits of stationery or analysing a complex business case study and presenting your findings. The best way to impress the employers is to show yourself as a good team player – flexible, full of ideas but willing to listen to and help expand the ideas of others.

### **Tips on skills to demonstrate in the group exercise**

- You need to contribute, but not to dominate. Be assertive, but not aggressive. If you are aware that you are usually a shy person who does not speak up, do your best to participate. If you know that you can sometimes be overbearing in groups, hold that tendency in check.
- Speak clearly and confidently. Listen and don't interrupt. Be aware of what others in the group are contributing. You could try to draw out quieter members and seek their views.
- Be diplomatic. If one person is behaving in a dominant way, don't shout them down, but try to make sure that everybody gets a chance to share their thoughts. Be prepared to compromise.
- Keep an eye on the time and stay focused on the overall objective. From time to time, try to summarise the group's progress.

### **The group case study exercise**

In this type of exercise the group is given a set period of time to work together to respond to a case study brief, often a set of documents based on a real-life business situation. At some

assessment centres the candidates may have already been interviewed about the case study brief on an individual basis. The group may be invited to present its findings as part of the exercise. The case study scenario is likely to present the sort of challenges that you would encounter on the job and gives the assessors a chance to see how you would perform. Sometimes each candidate is given a different briefing document or role to play, and the group has to reach a conclusion despite the conflicting views of its members.

### **The discussion group**

A discussion group involves the group members sitting round in a circle and being given a topic or topics to discuss. The nature of the topics can vary but usually they involve an issue of current importance to students or something that's been in the news recently. You are not usually given time to prepare so it's not a bad idea to read a quality newspaper in the weeks before the assessment centre. At the end of the discussion each candidate may be invited to comment briefly in turn on one of the group's conclusions, so it's vital to listen as well as to speak up.

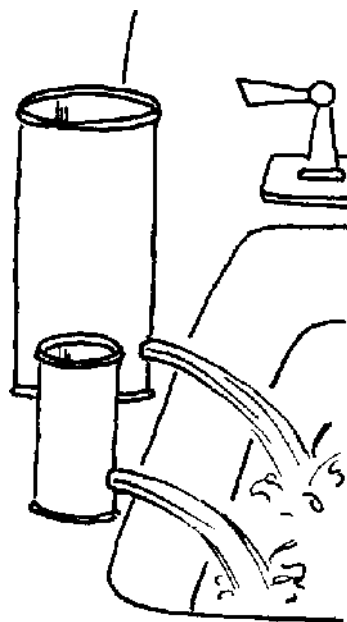
### **The leaderless task**

This involves each member of the group being given an individual briefing document which may or may not be different from other people's. As a group you must come up with a decision acceptable to all within the time limit. No one in the group is designated leader and so the group has to find a compromise solution.

### **The leadership task**

Very occasionally, when the organisation is particularly interested in testing your leadership skills, you will be asked to chair a meeting or act as leader of your group. Once again there will be a set task but this time you will be expected to be in charge and to lead the others to success. This is what the assessors will be looking for:

- A good leader delegates. The task cannot be done by you alone. You must divide up the work between the others.
- A good leader uses the strengths of others. You must identify the strengths of the individuals in your group and use them in appropriate ways.
- A good leader knows what's going on. Don't get too involved in doing things. It's better to monitor what's going on and make changes if things don't work out.



### **The ice-breaker**

Organisations use ice-breakers to help you relax and to help the group to gel. Sometimes they are practical and involve the completion of a task within a tight deadline, or they might be more intellectual. Everyone is expected to play a part and share information. For example, you might be asked to build a tower from straws, paper and pins. If you are asked to make something, try to make sure the group doesn't spend too much time discussing and designing and run out of time for construction.

## **Writing**

### **PRESSURE AND SHAPE AND SIZE**

Punch a hole 1 inch from the bottom of an empty, frozen orange juice can and do the same to a much taller can. Cover each hole with a strip of tape.

Fill both cans with water to the same level. Of course, it will take more water to bring the larger can to the same depth.

Place the cans in a sink or basin and pull off the strips of tape.

You will see that: The streams of water shoot out to the same distance.

Explanation: Hard as it is to believe, the pressure of the water does not depend on

the size or shape of its container but on the depth of the water.

### UNKNOWN WORDS

frozen - muzlatilgan  
depend on - bog'liq bo'lmoq  
container - idish  
size - o'lcham  
shape - shakl  
shoot out - otilib chiqmoq

### COMPREHENSION QUESTIONS

1. How many cans do we need?
2. Where are the cans placed?
3. What did you learn this experiment?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

### 13-LESSON:

**Predicting future. Doing ex. Physical topic. Water seeks its own level.**

#### Predicting the Future

We can say how sure we feel about the future by using modal verbs. There are also other phrases we can use to express our certainty or uncertainty about future events.

#### Modal verbs

We can combine modal verbs with adverbs to show a greater or lesser degree of certainty.

- *People will definitely work longer hours in the future.*
- *People definitely won't work longer hours in the future.*

Both of these sentences show that the speaker is sure.

- *You'll probably enjoy this film.*

- *You probably won't enjoy this film.*

The speaker is thinks (s)he's right but isn't 100% sure.

- *She might pass the exam or she might not pass. I don't know.*

The speaker isn't sure at all. You could also use could or may instead of might.

## Other expressions

Here are some other ways to talk about how certain we are about something in the future.

1 I'm sure

- *Jan is bound to pass the exam. He's worked really hard.*

- *Jan is certain to pass.*

2 I think so but I'm not 100% sure

- *Katka is likely to pass the exam.*

- *Katka may well pass the exam.*

- *There's a good chance that Katka will pass the exam.*

3 I don't think so

- *Juraj is unlikely to pass the exam.*

- *There's not much chance Juraj will pass.*

- *I doubt if Juraj will pass.*

- *There's no chance of Juraj passing the exam.*

### *'Will' and 'Going To' futures: For making predictions*

Sometimes English grammar can be tough! Occasionally, you may think: 'I just can't make head or tail of it!'

Grammar can leave students pulling their hair out! Students often ask: 'Why do you have so many grammatical tenses? In my language we do not have so many tenses!'

When you break the language down you will see that English is a very expressive language and each grammatical structure that you use communicates a very specific idea and time. Each time you say something, the person that you are speaking to interprets your words and creates a very specific mental picture of what you are communicating. Using the correct grammar means that people will know exactly what you are on about every time you communicate!

This blog is dedicated to the future!! It is dedicated to the grammatical future, and to your future as an English language student. The blog will specifically cover the uses of:

**will (+infinitive)** and **to be going to (+infinitive)**

We hope that this blog helps you to understand the differences in meaning between these two structures and how we use them in English.

### *Predictions about the future*

We use both **will** and **to be going to** when we want to make a prediction about the future. A prediction is a statement that we make about the future. When a person makes a prediction they say what they think will happen in the future.

*When do we use the structure to be going to + infinitive?*

We use the structure **to be going to + infinitive** if we make a prediction about the future because we have evidence now that supports us in making that prediction. This means that something now (in the present) tells us what is going to happen in the future.

*Everyday predictions about the future are made. Here are some predictions that we see on a regular basis:*

On television the weather forecast predicts what the weather will be like tomorrow. Weather forecasters use different weather instruments that provide them with information in the present. Weather forecasters use this information to make their predictions about the weather.

### **We use the 'going to' future to make predictions based on evidence we have now**

If you asked a weather forecaster to make a prediction about the weather he/she might say: 'It is going to be sunny tomorrow. Temperatures are going to be between 20 and 22 degrees Celsius. It is going to rain on the east coast in the evening. Tomorrow night is going to be cloudy'.

Economists make predictions regarding the economy in a country, levels of employment and unemployment and the creation of jobs. An economist is someone who has studied economics. Economists use evidence from history and data that has been collected to help them make their predictions. They use this evidence to help them make predictions about economic situations in the future.

If you asked an economist to make a prediction about the economy he/she might say: "Unemployment levels are going to fall next year. The economy of the country is going to grow by 2%. Tax rates are going to decrease slightly. Taxes are not going to increase."

*When do we use the structure will + infinitive?*

We use the structure **will + infinitive** to make a prediction about the future. However, if we use this structure we are guessing. We do not have any evidence in the present telling us what the future is going to be.

Every day, newspapers print horoscopes telling people what will happen in their lives that day. Horoscopes make predictions about people's jobs and careers. Horoscopes also make predictions about people's relationships, their health and their finances. However, when you read a horoscope you are reading a prediction about yourself but this is not based on any evidence. This prediction is guessing what your future is going to be.

If you are very lucky your horoscope might say something like this: "Today you will get a phone call. The person who telephones you will offer you the job of your dreams. Later this afternoon you will win a lot of money on the lottery."

### **I have made some predictions about the future:**

1. I predict that Ireland will win the UEFA European Championship in France in 2016 (I am not a football fan – this prediction is a guess!)
2. I predict that we will have a hot summer in Ireland in 2016. I am not a weather forecaster but I am a very optimistic Irish person!
3. I predict that Justin Bieber will decide to retire from music! (I am not a Justin Bieber fan!)

#### *Vocabulary*

- **Tough:** difficult/hard/not easy
- **Prediction:** A statement that we make about the future
- **To predict:** To make a statement about the future
- **Weather forecaster:** A man/woman who uses weather instruments to predict weather conditions
- **Weather forecast:** A prediction of weather conditions that gives us information about winds, temperatures etc.
- **Economist:** A man/woman who is an expert in the subject of economics
- **Horoscope:** a short prediction for people born under a particular sign, especially found in newspapers and magazines

#### *Idioms*

- **Can't make head or tail of something:** unable to understand something/ unable to make sense of something Example: I really don't like Ikea furniture. I can never make head or tail out of the instructions for putting the furniture together. I always do it wrong!!
- **Pull one's hair out:** To be nervous/anxious or frustrated with a situation Example: English idioms make me want to pull my hair out! They are so confusing!!
- **To be on about:** to mean Example: Did you understand anything he was saying yesterday. I was listening but I have no idea what he was on about!!

#### *Phrasal Verbs*

- **To break down:** To separate out into different parts / to analyze Example: I didn't know how to solve the problem until I broke it down into small parts and solved one piece at a time.

## 2. Make predictions based on the evidence you are given in the sentences below:

1. Andrew is holding a suitcase at the airport. There are shorts and t shirts, sunglasses and a travel guide in his suitcase. What is he going to do?
2. I am putting on my hat, gloves and scarf. I have car keys in my bag. My friend is waiting for me in a restaurant in the city centre. Where am I going?
3. It is December. Mary is shopping. She is standing outside holding something large and green. She is looking for money to pay for her purchase. When she gets home she is going to cover her new purchase in lights and decorations. What is she going to buy?
4. Paul is sitting in a reception area reading a magazine. I am surrounded by sick people. He feels very unwell. Who is he going to see?
5. Maria is wearing a white dress. She is walking into a church. What is she going to do?
6. Complete the following sentences using the idioms and phrasal verbs from the blog

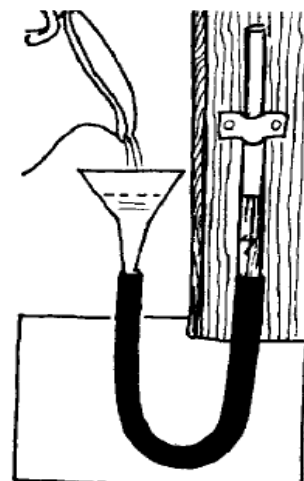
### Reading and translating

#### WATER SEEKS ITS OWN LEVEL

Insert a funnel into one end of a 2- or 3-foot strip of rubber tubing or a narrow hose. Into the other end of the tubing, insert a glass straw or tube. Holding both the funnel and the glass tubing upright, as in the illustration, pour water into the funnel.

You will see that: The level of the water in the funnel and in the glass tube will be the same.

Explanation : The same pressure pushes on both and so the depth of the water is the same. Try raising and lowering the funnel a little and notice what happens.



#### UNKNOWN WORDS

insert - kiritmoq  
tube - quvur  
level - sath  
upright - to`g`ri, tikka  
seek - izlamoq, harakat qilmoq  
push on - oldga itarmoq

#### COMPREHENSION QUESTIONS

1. When do we pour water into the funnel?
2. Why is the level of the water the same ?
3. How do we organize it?

#### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o`qish, tarjima qilish va gapirib berish.

#### 14-LESSON:

Physical topic. Measuring water pressure. Reading glass

#### Reading and translating

##### READING GLASS

Pour water into a clean glass or jar. Hold it close to this page and read through the side of the glass.

You will find that: The print appears larger.



Explanation: Because the glass is curved, the light rays enter it on a slant and change direction as they go through the water. This is how a magnifying lens works.

### UNKNOWN WORDS

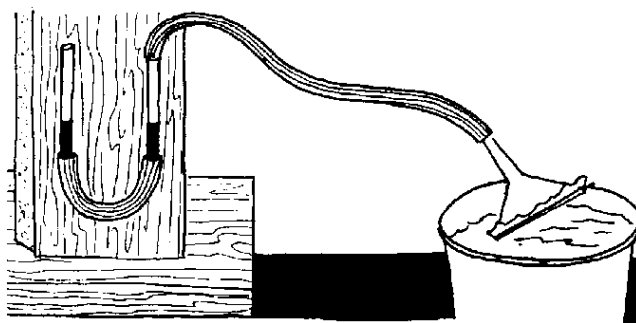
through - orqali  
lens - linza  
curve - egmoq, bukmoq  
print - harf, shrift

### COMPREHENSION QUESTIONS

1. How does print get larger?
2. Do you think the experiment is useful anything

### Speaking

### MEASURING WATER PRESSURE



Connect two glass or clear plastic straws with a short length of rubber tubing. Attach the straws to a support, as in the illustration. Use adhesive tape to bind them to the block of wood.

Color some water with vegetable dye and pour it into the tubes until the straws have water to their halfway mark.

Cover a funnel with a circle of thin rubber (from a balloon or old rubber sheet). Stretch the rubber taut and tie it tightly with thread or a rubber band. Attach the funnel to one of the straws with a long length of rubber tubing.

With this gauge, or manometer, you can now measure water pressure. Fill a pail with water and test the device. Put the funnel into the pail of water—first just below the surface, then halfway down, then all the way under.

You will see that: The colored water moves lower in the closed straw and higher in the open one, as the funnel goes deeper into the pail.

Explanation: The pressure of the water on the rubber of the funnel forces the movement of the colored water.

With your manometer, compare pressure near the surface and toward the bottom of the water. Compare the pressure of the same depth of water in a milk carton and a frozen-juice can. Compare the pressure of the same depth of water and other liquids about the house—orange juice, rubbing alcohol, oil, milk.....

### UNKNOWN WORDS



connect - bog`lamoq , ulamoq  
length - uzunlik  
taut - tarang  
measure - o`lchamoq  
gauge - o`lchaydigan asbob  
pail - pastak yog`och idish, bak  
stretch - tortmoq, cho`zmoq  
force - tezashtirmoq

### COMPREHENSION QUESTIONS

1. What steps do we go to analyze the result?
2. How does the colored water move in the open straw?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o`qish, tarjima qilish va gapirib berish.

### 15-LESSON: Cause affect linking words and phrases. Doing exercises. Physical topic. A hot water bag lifts books.

**Sentence connectors** improve your writing. They add variety and sophistication to your style of writing.

In this lesson we will learn about words and expressions used to show cause and effect.

In English, we use several different words to show cause and effect. Examples are: **for, because, as, since, therefore, hence, as a result, consequently, due to, because of, as a result of** etc.

He must be asleep **for** there is no light in his room.

I decided to call it a day – **for** I was feeling tired.

I helped him **because** I liked him.

**Since** he had not paid the rent, he was told to vacate the room.

**As** it is raining again, we will have to stay at home.

It was raining, **so** we stayed at home.

### Notes

**So** shows the effect. **As, since** and **because** show the cause.

Compare:

**As** he hasn't arrived yet, we will have to go without him.

He hasn't arrived yet, **so** we will have to go without him.

The poor parents could not support the baby. **Therefore** they sent him to an orphanage.

We had to cancel the trip **due to** my daughter's illness.

**Owing to** bad weather the match was cancelled.

We had to cancel the match **because of** bad weather.

I was late **owing to the fact that** the train broke down.

This structured list of commonly used English **transition words** — approximately 200, can be considered as quasi complete. It can be used (by students and teachers alike) to find the right expression. English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

The transition words and phrases have been assigned only once to somewhat artificial categories, although some words belong to more than one category.

There is some overlapping with [prepositions](#) and postpositions, but for the purpose of usage and completeness of this concise guide, I did not differentiate.

### **Agreement / Addition / Similarity**

The transition words like *also, in addition, and, likewise*, add information, reinforce ideas, and **express agreement** with preceding material.

in the first place  
not only ... but also  
as a matter of fact  
in like manner  
in addition  
coupled with  
in the same fashion / way  
first, second, third  
in the light of  
not to mention  
to say nothing of  
equally important  
by the same token  
again  
to  
and  
also  
then  
equally  
identically  
uniquely  
like  
as  
too

### **Opposition / Limitation / Contradiction**

Transition phrases like *but, rather* and *or*, express that there is evidence to the **contrary** or point out **alternatives**, and thus introduce a change the line of reasoning (**contrast**).

although this may be true  
in contrast  
different from  
of course ..., but  
on the other hand  
on the contrary  
at the same time  
in spite of  
even so / though  
be that as it may  
then again  
above all  
in reality  
after all  
but  
(and) still  
unlike  
or

(and) yet

### **Cause / Condition / Purpose**

These transitional phrases present specific **conditions** or **intentions**.

**in the event that**

**granted (that)**

**as / so long as**

**on (the) condition (that)**

**for the purpose of**

**with this intention**

**with this in mind**

**in the hope that**

**to the end that**

**for fear that**

**in order to**

**seeing / being that**

**in view of**

**If**

**... then**

### **Examples / Support / Emphasis**

These transitional devices (like *especially*) are used to introduce examples as **support**, to indicate **importance** or as an **illustration** so that an idea is cued to the reader.

**in other words**

**to put it differently**

**for one thing**

**as an illustration**

**in this case**

**for this reason**

**to put it another way**

**that is to say**

**with attention to**

**by all means**

**important to realize**

**another key point**

**first thing to remember**

**most compelling evidence**

**must be remembered**

**point often overlooked**

**to point out**

**on the positive side**

**on the negative side**

**with this in mind**

**notably**

**including**

**like**

**to be sure**

### **Effect / Consequence / Result**

Some of these transition words (*thus, then, accordingly, consequently, therefore, henceforth*) are time words that are used to show that *after* a particular time there was a **consequence** or an **effect**.

Note that *for* and *because* are placed before the cause/reason. The other devices are placed before the consequences or effects.

**as a result**

**under those circumstances**

**in that case**

**for this reason**

**in effect**

**for**

**thus**

**because the**

**then**

**hence**

**consequently**

**therefore**

**thereupon**

**forthwith**

**accordingly**

**henceforth**

### **Conclusion / Summary / Restatement**

These transition words and phrases **conclude**, **summarize** and / or **restate** ideas, or indicate a final **general statement**. Also some words (like *therefore*) from the **Effect / Consequence** category can be used to summarize.

**as can be seen**

**generally speaking**

**in the final analysis**

**all things considered**

**as shown above**

**in the long run**

**given these points**

**as has been noted**

**in a word**

**for the most part**

**after all**

**in fact**

**in summary**

**in conclusion**

**in short**

**in brief**

**in essence**

**to summarize**

**on balance**

### **Time / Chronology / Sequence**

These transitional words (like *finally*) have the function of limiting, restricting, and defining **time**. They can be used either alone or as part of *adverbial expressions*.

at the present time  
from time to time  
sooner or later  
at the same time  
up to the present time  
to begin with  
in due time  
as soon as  
as long as  
in the meantime  
in a moment  
without delay  
in the first place  
all of a sudden  
at this instant  
first, second  
immediately  
quickly  
finally

Many transition words in the time category (*consequently; first, second, third; further; hence; henceforth; since; then, when; and whenever*) have other uses.

Except for the numbers (*first, second, third*) and *further* they add a meaning of **time** in expressing conditions, qualifications, or reasons. The numbers are also used to **add information** or **list examples**. *Further* is also used to indicate added space as well as added time.

### **Space / Location / Place**

These transition words are often used as part of *adverbial expressions* and have the function to restrict, limit or qualify **space**. Quite a few of these are also found in the **Time** category and can be used to describe spatial order or spatial reference.

in the middle  
to the left/right  
in front of  
on this side  
in the distance  
here and there  
in the foreground  
in the background  
in the center of  
adjacent to  
opposite to  
here  
there

next  
where  
from  
over  
near

Guruhlar uchun topshiriqlar.

**Guruh №1** Tell me about  
your university.

**Guruh №2** Tell me  
about your family.

**Guruh №3** Tell me  
about your hobbies.

## Reading and translating

### A hot water bag lifts books

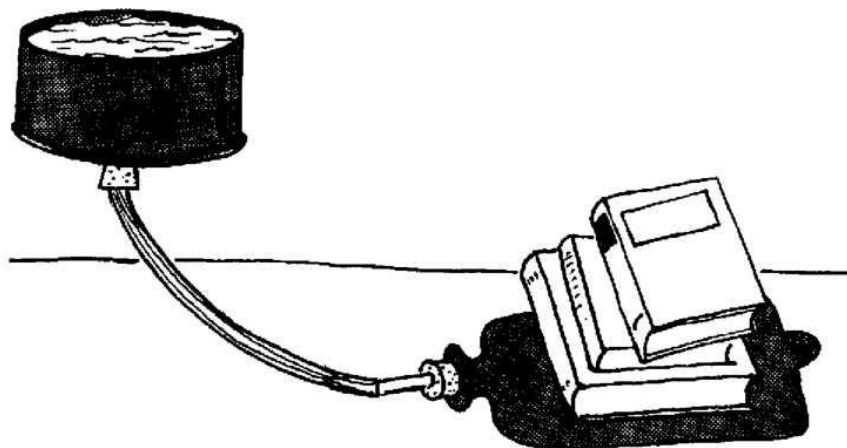
Fit a hot water bag with a 1-hole rubber stopper or cork. Punch a hole in the bottom of an open can or carton and fit the hole with another 1-hole stopper or cork. Place short glass or plastic straws into each of the Stoppers. You will also need 4 to 5 feet of rubber tubing to connect the hot water bag to the can.

Fill the hot water bag with water and stopper it. Fit on the rubber tubing, attaching the other end to the glass tube of the can. Rest the bag on the floor and press it gently until water fills the tube. Then fill the can with water.

Put a large, flat board on the hot water bag and then stack books or blocks on top of it. Raise the can up.

You will see that: As you raise the water, the books move.

Explanation : The pressure increases at the bottom of the tube as you increase the height of the tube. Increased pressure on one part of the enclosed water is carried by the water in all directions equally. This is how the hydraulic press works. A barber chair is raised by a hydraulic press that uses oil as its liquid, and the hydraulic brake in the automobile uses oil and alcohol.



### UNKNOWN WORDS

brake - tormoz  
enclosed - o'ralgan  
cork - po'kak, tiqin

hydraulic - gidravlik  
barber - sartarosh  
stack - g'aramlamoq

## COMPREHENSION QUESTIONS

1. Why is hot water needed?
2. How do you analyze the experiment?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## 16-LESSON:

**English around the world Physical topic. You “weigh” less in water**

### English Around the World

Approximately 375 million people speak English around the world and there are more than 50 English speaking countries, where English is either the official or the primary language. It is the third most common primary language in the world (behind Mandarin Chinese and Spanish). The

English language, which evolved from a combination of Old English and the German Anglo-Saxon tongue, began to be commonly used around the 5th century.

### **English Speaking Countries in North America**

The largest English speaking countries are located in North America--the United States and Canada. Although English and French are both the official languages in Canada, fully 85 percent of that country's population speaks English. In addition to the US and Canada, several Caribbean countries speak English. These are primarily the countries that were colonized by England, and include Antigua and Barbuda, the Bahamas, Barbados, Jamaica, Grenada, and the Turks and Caicos Islands. Bermuda, still a part of Great Britain, speaks primarily English as does the tiny, Central American country of Belize.

### **English Speaking Countries in Europe**

The English language has its roots in northern Europe and so it is fitting that it is widely spoken there. More than 98 percent of the residents of the United Kingdom (England, Scotland, Northern Ireland, and Wales) speak English. In addition, English is the official language in the Republic of Ireland and the Isle of Man.

### **English Speaking Countries in the Rest of the World**

The British Empire of the 19th and early 20th centuries as well as the popularity of American culture since World War II has brought the English language to all corners of the globe. It is rare spot where the population doesn't have at least a working understanding of the language. Major English speaking countries outside of Europe and North America include Australia, Nigeria, New Zealand, and South Africa. English is also the primary language in such diverse locales as Guam, Singapore, and the Philippines. Though only a minority of the people (12 percent) in India speak English, that still amounts to more than 125 millions persons in that densely-populated country.

### **English as a World Language**

1). Today English is the language of the world. 2). It is only in the course of the last hundred years that English has become a world language. 3). In Shakespeare's time it was a «provincial» language of secondary importance with only 6 million native speakers. 4). Nowadays over 300 million people speak it as a mother tongue.

5). English is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. 6). It is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic.

7). English is also spoken as a second language in the former British and US colonies. 8). In a number of speakers (400 million) it is second only to Chinese.

9). English is the major international language of communication in such areas as science, technology and business. 10). It is the language of literature, education, modern music, and international tourism. 11). English is the major language of diplomacy, it is one of the official languages of the United Nation organization and other political organizations.

12). Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today.

13). One should say that English is not an easy language to learn. 14). There is a big problem of spelling, of the large number of exceptions to any rule. 15). This language is very idiomatic and the prepositions are terrible. 16). English is one of those languages which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. 17). But if you cross this bridge it will give you great satisfaction. 18). You will be able to speak to people from other countries, to read foreign authors in the original, which makes your outlook wider. 19). To know English today is absolutely necessary for every educated man, for every good specialist.



### Questions:

1. It is easy to learn foreign languages?
2. Which language in the world is spoken by most people?
3. When did you begin learning English?
4. What was the process of learning?
5. Why is English not an easy language to learn?
6. Why is it necessary to learn English?
7. What advantages have the people who know foreign languages?

### Proverbs

Live and learn. - Век живи, век учись.

No pains, no gains. - Меньше слов — больше дела.

It is never too late to learn. - Учиться никогда не поздно.

Industriousness is the mother of good luck. - Без труда нет плода.

Knowledge is power. - Знания — сила.

All things are difficult before they are easy - Терпение и труд всё перетрут.

### Writing

#### YOU “WEIGH” LESS IN WATER

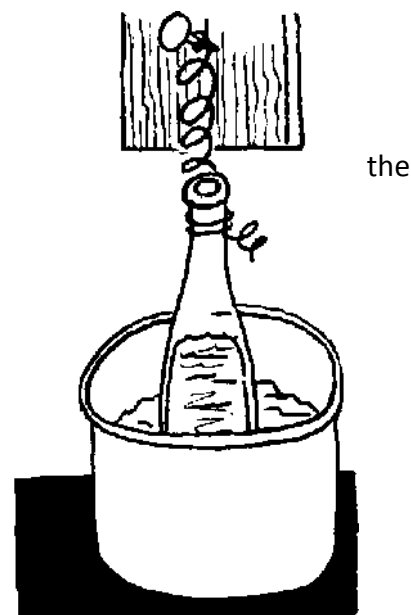
Attach a spring or a rubber band to a nail on a board.

Fill a small bottle or screw-top can with water. Put a string around the bottle and attach it to the rubber band.

Note how much the rubber band stretches. Then lower bottle into a pail of water and notice what happens to the rubber band.

You will see that: The rubber band is stretched less.

Explanation: The bottle appears to weigh less because the water exerts a lifting force, known as buoyancy. An object in water is buoyed up by a force equal to the weight of the water it displaces.



#### UNKNOWN WORDS

screw-top - burama qopqoq

spring - prujina

nail - mix

string - arqon, ip

band - tasma, lenta

buoyancy - suzib yura olish

#### COMPREHENSION QUESTIONS

1. What do we need?.....
2. Why does bottle appear to weigh less?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

#### 17-LESSON:

#### International organizations. Physical topic. What floats

The United Nations Educational, Scientific and Cultural Organization (UNESCO) ([French](#): Organisation des Nations unies pour l'éducation, la science

*et la culture*) is a [specialized agency](#) of the [United Nations](#) (UN) based in [Paris](#). Its declared purpose is to contribute to peace and security by promoting international collaboration through educational, scientific, and cultural reforms in order to increase universal respect for justice, the [rule of law](#), and [human rights](#) along with fundamental [freedom](#) proclaimed in the [United Nations Charter](#). It is the successor of the [League of Nations' International Committee on Intellectual Cooperation](#).

UNESCO has [195 member states](#) and ten associate members. Most of its field offices are "cluster" offices covering three or more countries; national and regional offices also exist.

UNESCO pursues its objectives through five major programs: [education](#), [natural sciences](#), [social/human sciences](#), culture and communication/information. Projects sponsored by UNESCO include [literacy](#), technical, and teacher-training programmes, international science programmes, the promotion of independent media and [freedom of the press](#), regional and cultural history projects, the promotion of [cultural diversity](#), translations of world literature, international cooperation agreements on secure the world [cultural](#) and [natural heritage](#) ([World Heritage Sites](#)) and to preserve human rights, and attempts to bridge the [worldwide digital divide](#). It is also a member of the [United Nations Development Group](#).<sup>[6]</sup>

UNESCO's aim is "to contribute to the building of peace, the [eradication of poverty](#), [sustainable development](#) and intercultural dialogue through education, the sciences, culture, communication and information".<sup>[7]</sup> Other priorities of the organization include attaining quality [Education For All](#) and [lifelong learning](#), addressing emerging social and ethical challenges, fostering [cultural diversity](#), a culture of peace and building inclusive knowledge societies through information and communication.<sup>[8]</sup>

The broad goals and objectives of the international community – as set out in the internationally agreed development goals, including the [Millennium Development Goals](#) (MDGs) – underpin all UNESCO strategies and activities.

### Introducing UNESCO

UNESCO is responsible for coordinating international cooperation in education, science, culture and communication. It strengthens the ties between nations and societies, and mobilizes the wider public so that each child and citizen:

- has access to quality education; a basic human right and an indispensable prerequisite for sustainable development;
- may grow and live in a cultural environment rich in diversity and dialogue, where heritage serves as a bridge between generations and peoples;
- can fully benefit from scientific advances;
- and can enjoy full freedom of expression; the basis of democracy, development and human dignity.

UNESCO's messages are of increasing importance today, in a globalized world where interconnections and diversity must serve as opportunities to build peace in the minds of men and women.

## COMPREHENSION QUESTIONS

1. When does the bottle think?
2. Why do objects float in water?

### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## 18-LESSON:

**Text: What floats. Interesting facts about physics  
Reviewing the whole gr. And lexical materials. Test.**

### Reading and translating

#### WHAT FLOATS

Put an empty stopper medicine bottle in a pan of water. Observe what happens. Half fill the bottle in a pan of water, stopper it, and place it in the pan again. Fill it completely and watch again. You will see that: The empty bottle floats but as you fill it with water it sinks lower and lower. The full bottle sinks.

Explanation: Objects float in water if they are lighter than a quantity of water that would take up an equal amount of space. The bottle continues to take up the same amount of space as it gets heavier. When it is heavier than the water which would occupy an equal amount of space, it sinks. Place wooden, plastic and brass buttons in a glass of water. Which float?

#### UNKNOWN WORDS

quantity - miqdor  
wooden - yog'och  
brass - sariq mis  
observe - kuzatmoq  
button - tugma  
lighter - yengilroq

#### COMPREHENSION QUESTIONS

1. When does the bottle sink?
2. Why do objects float in water?

#### HOMEWORK:

1. Grammatik LESSONga oid misollar tuzish.
2. Yangi matnni o'qish, tarjima qilish va gapirib berish.

## **МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ**

### **Мустақил таълимни ташкил этишнинг шакли ва мазмуни**

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

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

### **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

№	Theme	Hours
16.	Profession skills.	4
17.	Life and creativity of famous people in the studied science.	6
18.	News of the learning science.	6

#### VI-семестр 15 соат

№	Theme	Hours
19.	Working on the text “Professionalism and speciality”.	7
20.	Actual problems on speciality.	8

#### Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

## **САМООБРАЗОВАНИЕ**

### **V-семестр 16 часов**

<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

### **VI-семестр 15 часов**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
19.	Working on the text “Professionalism and speciality”.	7
20.	Actual problems on speciality.	8

Самообразование с использованием научной и справочной литературы позволяет формировать у студентов навыки профессионального прочтения текста, вырабатывает умение анализировать различные аспекты структуры и образной системы произведения.

В процессе выполнения самообразования вырабатываются практические умения и навыки: овладеть речью, критическим мышлением, творческими способностями, написанием.

Рекомендуемые темы самостоятельной работы и самообразования должны быть разработаны в соответствии с темами практических занятий, направлены на выработку умения анализировать и исследовать языковые факты.

Предлагаемые формы работы – реферирование и подготовка слайд-презентаций.

# ГЛОССАРИЙ

English	Ўзбек	Русский
Central similarity symmetry	марказий ўхшашлик симметрия	симметрия центрального подобия
determine	аниқламоқ	определять
*-Algebra	*-алгебра	*-алгебра
2-order cone	2-тартибли конус	конус 2-порядка
2-order silindr	2-тартибли цилиндр	цилиндр 2-порядка
a complement of an event	тескари ходиса	отрицание событий
a fraction	каср	дробь
a intersection of events	ходисалар кўпайтмаси	произведение событий
a proper subset	Хос қисм тўплам	собственное одмножество
A sequence of numbers	Сонлар кетма-кетлиги	Последовательность чисел
a set of values	қийматлар тўплами	множество значений (случайной величины)
a subset	Қисм тўплам	подмножество
A theorem about two police officers	Икки миришаб ҳақидаги теорема	Теорема о двух полицейских
a union of events	ходисалар йиғиндиси	сумма событий
abelian group	Абель группа	Абелева группа
about	нисбатан	приблизительно
abbreviate	қисқартириш	сокращать
absolute convergence	Абсолют яқинлашиш	абсолютная сходимость
absolute value	Абсолют қиймат	абсолютная величина
Absorbing set	ютувчи тўплам	поглашающее множество
abstract mathematics	Соф математика	чистая математика
acceleration	тезланиш	ускорение
accelerator	Тезлаштиргич	ускоритель
accidental	тасодифий	случайный
ACNF	МКНФ	СКНФ
action of group to a set	Группанинг тўпламга таъсири	Действие группы на множестве

actual	<b>ҳақиқий</b>	действительный
acute angle	<b>Ўткир бурчак</b>	острый угол
addend / item;	<b>Қўшилувчи</b>	слагаемое
addition	<b>Қўшиш</b>	сложение
additive group	<b>кушимча группа</b>	аддитивная группа
adjacent angle	<b>Қўшни бурчак</b>	смежный угол
adjacent class	<b>Кушни синф</b>	Смежный класс
Adjoint	<b>қўшма</b>	сопряжение
ADNF	<b>МДНФ</b>	СДНФ
Affine geometry	<b>Аффин геометрия</b>	аффинная геометрия
Affine map	<b>Аффин мослик</b>	аффинное преобразование
Affine perspective map	<b>Аффин перспектив мослик</b>	аффинно-перспективное преобразование
again	<b>бундан ташқари</b>	кроме того
Algebra	<b>алгебра</b>	алгебра
algebraic	<b>алгебраик</b>	алгебраический
algebraic complement of matrix	<b>Матрицанинг алгебраик тўлдирувчиси</b>	алгебраическое дополнение матрицы
algebraic extension	<b>Алгебраик кенгайтма</b>	алгебраическое расширение
algebraically closed field	<b>Алгебраик епик майдон</b>	Алгебраически замкнутое поле
Almost periodic function	<b>деярли даврий функция</b>	почти периодическая функция
amplitude	<b>амплитуда</b>	амплитуда
An isolated singular point of the function	<b>Функциянинг яккаланган махсус нуктаси</b>	Изолированная особая точка функция
analysis	<b>таҳлил</b>	анализ
analytic function	<b>аналитик функция</b>	аналитическая функция
Annihilator	<b>аннулятор</b>	аннулятор
Antiderivatives	<b>Бошланғич функция</b>	Первообразный
Antisymmetric set	<b>антисимметрик тўплам</b>	антисимметрическое множество
application	<b>Қўллаш</b>	применение
applied	<b>Амалий</b>	прикладной
applied mathematiks	<b>Амалий математика</b>	прикладная математика



Appolo circles	<b>аполлоний айланалари</b>	окружности апполония
Approximate identity,	<b>такрибий мос келтириш</b>	приближенная единица
arbitrary	<b>ихтиёрый</b>	произвольный
arccosecant	<b>арккосеканс</b>	арккосеканс
Archimed's axiom	<b>Архимед аксиомаси</b>	Аксиома Архимеда
arcsecant	<b>арксеканс</b>	арксеканс
Areas of plane figures	<b>Текис шаклнинг юзи</b>	Площадь плоский фигуры
Arens-Royden theorem	<b>Аронс-Ройден теоремаси</b>	Теорема Аренса-Ройдена
arm	<b>томон, тараф</b>	сторона
Ascoli's theorem	<b>Асколи теоремаси</b>	Теорема Асколи
asimptota	<b>асймптотис лине</b>	асимптота
assertion	<b>тасдиқ</b>	утверждение
Association (sets)	<b>бирлашма</b>	объединение (множеств)
associative	<b>ассоциатив</b>	ассоциативный
associative law	<b>Ассоциатив конуни</b>	Закон ассоциативности
associativity	<b>ассоциативлик</b>	ассоциативность
assume	<b>фараз қилмоқ</b>	предполагать
asymmetry	<b>асимметрия</b>	асимметрия
attention	<b>диққат қилмоқ</b>	внимание
attractor	<b>аттрактор</b>	аттрактор
automorphism	<b>ўзини-ўзига</b>	себе
auxiliary	<b>ёрдамчи</b>	вспомогательный
A-valued function	<b>А-қийматли функция</b>	А-значная функция
axiom of choice	<b>Танлаш аксиомаси</b>	аксиома выбора
Axiomatic theory	<b>Аксиоматик назария</b>	Аксиоматическая теория

# **ИЛОВАЛАР**

## **5.1. ФАН ДАСТУРИ**

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Руйхатга олинди:

№ БД- 1.08

2017 йил - 18 - 08

Олий ва ўрта махсус таълим  
вазирлиги



2017 йил - 18 - 08

**ХОРИЖИЙ ТИЛ**  
(инглиз тили)  
**ФАН ДАСТУРИ**

(Барча бакалаврият йўналишлари учун)

Тошкент – 2017

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

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

Фан дастури Ўзбекистон Миллий университетида ишлаб чиқилди.

**Тузувчилар:**

Бабаева С.Р. - ЎзМУ "Инглиз тили" кафедраси mudiri, 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 mudiri, ф.ф.д., доцент;  
Икромхонова Ф.И. - Тошкент тўқимачилик ва енгил саноат институти "Тиллар" кафедраси mudiri, доцент.

Фан дастури Ўзбекистон Миллий университети Кенгашида кўриб чиқилган ва тасвир қилинган (2017 йил "14" 08 даги 6 - сонли баённома).

## 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 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 яратили.

## II. Ўқув 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:

- илмий 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 *масавурига 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 олиши*;
- ўз соҳаси доирасида хорижий тилда фикр ифозалай олиш, илмий техник адабиётлардан фойдалана олиш *қўникмаси*га эга бўлиши керак.

### III. Асосий кием (амалий машгулотлар)

#### Нутк мавзулари:

**Кундалик мавзу** (Ўзи хақида, оиласи хақида, иш куни, севган машгулоти, 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 фаиларининг ҳозирда ўқитилиши ва ҳоказо).

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

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

#### 3.1. Умумий босқич

##### Нутк компетенцияси

###### Босқичнинг асосий мақсади:

- узлуксиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-хунар коллежлари)да талабалар инглиз тилида эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларини нутк фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат.

###### Тинглаб тушуниш:

- маъруза, такдимот ва мунозаралар, радио ва телевидение эшиттиришлари, ингеликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- реклама ва эълонлар;
- тил соҳиблари нутк ўлувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ матнунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

###### Гангирини:

###### *Диалог нутк*

- 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 нутк*

- ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- мунозара, далил ва исботларни олға сурини, фикрни асослаб бериш;
- реклама ва маҳсул мавзуларда такдимот тайёрлаш ҳамда чиқиш қилиш;
- маърузотларни умумлаштириш, мақолалар ёзини, муҳокама қилиш.



#### **Ўқиниш:**

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

#### **Ёзма нутқ:**

- 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 қўникмаларини ривожлантириш.

#### **Тинглаб тушуниш:**

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

#### **Гапириш:**

##### *Диджитал нутқ*

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб 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 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 қатнашни учун нутқ фаолияти, қўникма ва малакаларини такомиллаштириш.

##### *Минимал нутқ*

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

- Урганган мавзулар бўйича ахборот бериш;
- Уқиган матнини таҳлил қилиш ва шарҳлаш;
- Уқиган ёки тинглаган матнини қисқача мазмунини баён этиш;
- Урганган мавзуда чиқиш қилиш;
- ижтимоий – сиёсий матнларни ўқиб шарҳлаб бериш.

#### **Ўқиниш:**

##### *Танишув ўқини*

- матнини лугатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқини;
- матн: 10% гача нотаниш сўз бўлган илмий-оммабон, ижтимоий-сиёсий, махсус бадиий матнлар;
- матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топириш.

##### *Синчиклаб (ўрганиб) ўқини*

- матнини асосий ахборотини ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқини.

#### **Ўқиниш тезлиги, ҳажми:**

- лугатдан фойдаланиб 1600 босма белгили матнини 1,0 академик соатда ўқини;
- матн: махсус, илмий оммабон 12% гача нотаниш сўзга эга бўлади.

##### *Қўз қолуртириб ўқини*

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

#### **Ёзма нутқ:**

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билани (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага қўра, қанше ва фразаларни қўлай, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- беришан мавзуда баён, ксс, реюме тузиш, соҳага оид адабийётлар бўйича реферат ёзиш.

### **3.3. Грамматик компетенция**

#### **Актив грамматик минимум:**

- от, отларда сон, келишник, артикл,
- сифат, сифат даражалари,
- олмош;



- феъл;
- мажхуллик нисбати;
- дарак, сўрок, инкор содда гапларнинг қўлланилиши;
- гапларда сўз тартиби;
- сўрок гаплар;
- буйруқ майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчил қўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
- боғловчили эргашган қўшма гапларнинг барча турларини қўлай олиш;
- нборали феълларни қўлланилиши.

#### Пассив грамматик минимум:

- герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши;
- герундий, сифатдош, равишдошли қурилмаларнинг ясаллини.

### 3.4. Сўз яшаш минимуми

Талаба янги нуткий шаклларда ўрганилаётган сўз яшаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиши лозим. Қуйидаги сўз яшаш моделларини такрорлаш лозим: v+er=n, дингатеи белгиси *to design* - лойиҳалаш -designer - лойиҳачи; adj+ness=n (*hard* - каҳраи - hardness -каҳримлик); v+ing=n (*to vary* - оғохлантормок, *varying*-оғохлантириш); *powerful*-adj (*power* - куч, *powerful* - бакуват); adj+ish=adj (*damp* - нам, *dampish* - намчил) adj+ly=adv (*firm* - каттик - *Firmly* - каттик); *un+adj=adj* (*important* - муҳим, *unimportant* - номухим).

Олдин талабалар ўрганган қуйидаги сўз яшаш моделлари ҳам ўнлаштирилиши зарур. V+er=n тувилишидаги ишлаб чиқариш қуроли, асбоби, қурилма ва х.к. ни билдиради (*to heat*-иситиш - *heater* - иситгич); v+able=adj (*to drink*-ичмок-drinkable - ичилдишли); adj+ire=v *circual* - думалок, *circulare* - думалоклаш; adj+en=v (*fast*-каттик-to *fasten*-каттикланиш); *dis+v=v* (*to approve* - маъқуллаш - *to disapprove*-маъқулламаслик); n+n=n *a steam pipe*-буғ қувуриг; конверсия бўйича мослаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз яшаш 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]-adj *coast vepor* - coastal-кирғокка тегишлиг; v+ent=adj *to differ*-фарқланмок -different - фаркли; adj+ify=v - *humid* - намли - *to humidify* -намламок (n+ate=v (*fraction* - фракция *to fractionate* - молдани алоҳида фракцияларга бўлмак) n+ize=v (*rubber* -резина *to tubberize* - резиналаш); d+v=v (*to clutch* - уламок; *to declutch* -узмак); re+v=v (*to colour* - бўямок, - *to recolour* - янги рангга бўямок); over+v=v (*to heat* - иситмок - *to overheat* - кайта

иситмок); en+adj=v -large - катта to enlarge - катталаштирмок; en+p=v (circle - донра - to encircle - донрага олмок3; n+p=v (a boiler - qo'm qorxonona); a'dj+p=n (a loud - speaker - ovozni balandlatuvchi moslamalar); adj+adj=adj Fdark-blue- zangori; n+adj-adj (heat-stable-issiklikka chidamli, rus tilida muntazam strukturat>семантик moslikka zga bulmagani fe'ol va otlar konversiyasi.

#### IV. Amaliy mashg'ulotlar b'yincha kursatma va tavsiyalar

Юкори kurslarda ўқув фани sifatida ingliz tili darslaridan kasbiy maqsadlarda uni amalda q'llashga ўtish b'yincha zarur tushunchalar berilishi kerak. O'ldiga q'iyilgan maqsadga erinishida talabalar:

a) maxsus fanlarni ўrganishda ingliz tilidagi adabietlarini ўqish malakasiga zga bulishi;

b) kurs ishlari va bakalavr bitiruv malakaviy ishlari ingliz tilida b'ishlari mumkin;

в) ingliz tilida ўtkaziladigan konferentsiyalarda katchalishi mumkin;

г) ingliz tilida ma'ruza va ma'lumotlar tay'irashlari mumkin.

Ingliz tili darslarida q'llaniladigan topshiriqlar talabalarining fikrlash faoliyatini rivojlantirishga b'rdam b'rib, maxsus fanlarni ўrganishda ham zaruriy fikrlash faoliyatini shakllantirish uchun zamin yaratadi.

Ingliz tili fanini ўqitish jara'finida ta'limning zamonaviy interfaol usullaridan, pedagogik va axborot-kommunikatsiya texnologiyalaridan keng foydalaniladi. Amaliy mashg'ulotlarda akliy xujum, klaster, bliz-s'urov, kichik guruhlarda ishlash, insert, prezentatsiya, кейс stadi kabi usullarining mavtuga mos tanlanishi va q'llanilishi dars samarasini oshirishga katta hissa q'ishadi.

#### Нутқ faoliyati turarlari ustida ishlash uchun vaqt taksimoti

Q'iyilgan maqsadlariga erinish uchun har bir darsda nутқ faoliyati turarlari quyidagi nisbatda b'lishi maqsadga muvofik:

tinglab tushunish - 25% ;

gapirish - 30%;

ўqish - 25%;

ёзув - 20%.

#### V. Mustaqil ta'limni tashkil etishining shakli va mazmuni

Ingliz tili fanidan mustaqil ishlarning maqsadi - talabalarining kasbiy kommunikativ faoliyatini shakllantirish va rivojlantirish, ularning ijodiy faoliyatini ўstirish, va ingliz tili ustida mustaqil ishlay olish malaka va k'nikmalarini hosil q'lish va rivojlantirishdan iboratdir.

Talabalarining mustaqil ishlari nутқ faoliyatining quyidagi turarlari b'yincha tashkil kilinadi.

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.
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4. Бонк Н. А. Учебник английского языка. Бишкек-1997.
5. Саттаров 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 жиловгарлик- ҳар бир раҳбар фаолиятининг кундалик қондаш бўлиши керак. Т-2016
4. Мирзиёев Ш.М. Буюк келажакимизни мард ва оқилонлиб халқимиз билан бирга курашимиз. Т-2017
5. Бабаева С.Р. Инглиз тили. Биология факультети талабалари учун ўқув қўланма. Тошкент - 2015
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8. Scale up, The authors, Tashkent- 2014
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10. Качалова К. Н. Грамматика английского языка. Бишкек-2007
11. John& Liz Soars «Headway» Oxford University Press - 1999
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## **V.2 ISHCHI O'QUV DASTURI**



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



**“ТАСДИҚЛАНДИ”**

Ўқув ишлари бўйича проректор

б.ф.к.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: 5140200 –Физика**

**Умумий ўқув соати -303 соат**

**Шу жумладан:**

**Амалий машғулотлар –216 соат**

(1-семестр-36, 2-семестр-36, 3-семестр-36, 4-семестр-36, 5-семестр-36, 6-семестр-36)

**Мустақил таълим соати– 87 соат**

(1-семестр-14, 2-семестр-14, 3-семестр-14, 4-семестр-22, 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 иловаси) тасдиқланган “Хорижий тил” фани дастури асосида 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  
А.Маттиев – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси  
А.Атабоев – 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” \_\_\_\_\_ 09 \_\_\_\_\_ А.Маматкулов

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 *билиш ва улардан фойдалана олиш*;
- ўз соҳаси доирасида хорижий тилда фикр ифода қилиш имконияти 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 (амалий 36 соат, 24 соат мустақил таълим)				
1.	Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	50	36	14
II - семестр (амалий 36 соат, 24 соат мустақил таълим)				
2.	Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	50	36	14
III- семестр (амалий 36 соат, 24 соат мустақил таълим)				
3.	Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	50	36	14
IV- семестр (амалий 36 соат, 22 соат мустақил таълим)				
4.	Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	50	36	14
V- семестр (амалий 36 соат, 24 соат мустақил таълим)				
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 (амалий 36 соат, 22 соат мустақил таълим)</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>303</b>	<b>216</b>	<b>87</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 курилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

#### **Монологик нутқ:**

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;

- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

#### **Ўқиш:**

##### **Танишув ўқиш**

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

##### **Синчиклаб (ўрганиб) ўқиш**

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

##### **Ўқиш тезлиги, ҳажми:**

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

##### **Кўз югуртириб ўқиш:**

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

##### **Ёзма нутқ**

##### **Ёзма нутқ бўйича:**

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

### **3.3 Грамматик компетенция**

#### **Актив грамматик минимум**

- от, отларда сон, келишиқ, артикл;
- сифат, сифат даражалари;
- олмош;
- феъл;

- мажхуллик нисбати;
  - дарак, сўрок, инкор содда гапларнинг қўлланилиши;
  - гапларда сўз тартиби;
  - сўрок 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 нутқий 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 - огохлантирмоқ, 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- ичмоқ-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 аниқлай олиши лозим; adj+ity=n (acid-нордон - acidity - нордонлик); v+ment= n (to treat - ишлов бермоқ - 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 - фарқланмоқ - different-фарқли); adj+ify=v (humid - намли - to humidify –намламоқ); n+ate=v (fraction - фракция to fracinate – моддани алоҳида фракцияларга бўлмоқ); n+ize=v (rubber-резина to rubberize – резиналаш); de+ v =v (to clutch - уламоқ; declutch – узмақ); re+v =v ( to colour - бўямоқ - to recolour – янги рангга бўямоқ); 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 қозонхона); 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)**

<b>№</b>	<b>Амалий машғулотлар мавзулари</b>	<b>Соат</b>
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)**

<b>№</b>	<b>Амалий машғулотлар мавзулари</b>	<b>Соат</b>
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	Adverbial clauses. Text : Does air take up space	2
5.2	Text:Can you fill the empty bottle? A floating object displace own weigh.	2
5.3	Adverbial clauses of reason.Doing exersises.Does air weigh anything.	2
5.4	Branches of the subject physics. Text:Which is heavier,hot air or cold?	2
5.5	Adverbial clauses of time.Doing ex-ses. Topic: what happens to warm air?	2
5.6	Text : What is wind? Float an egg	2
5.7	Adverbial clauses of place. Doing ex-ses. Text : Air presses in all directions	2
5.8	Famous physicist: Newton	2
5.9	Direct and Indirect speech.Doing ex-ses. Text : Conductors and insulators	2
5.10	Sequences of Tenses	2

	Doing ex-ses. Text: How does a straw work	
5.11	Sequences of Tenses Doing ex-ses. Text: Making an electric lamp	2
5.12	Texts: The siphon	2
5.13	Passive voice. Text: How to compress air	2
5.14	Texts: Air slows things down	2
5.15	Texts : Where is a magnet the strongest	2
5.16	Texts: Physics in our daily life	2
5.17	Texts: Some surprises about air pressure. A paper helicopter	2
5.18	Famous physicist: Galileo Galilei	2
	<b>Жами:</b>	<b>36</b>

**(VI - семестр)**

<b>№</b>	<b>Амалий машғулотлар мавзулари</b>	<b>Соат</b>
6.1	Quote structures. Doing exercises. Text: Food is mostly water	2
6.2	The role of motivation in teaching students. Text: Water coming out of the air.	2
6.3	Countable and uncountable nouns and partitives. Doing exercises. Text: Water going into the air	2
6.4	Teaching abilities. The strange story of water size	2
6.5	Using participles to give additional information. Doing exercises. Text: Water isn't pure.	2
6.6	Teaching ethics. Text: Water is hard water	2
6.7	Attributive clauses. Doing exercises.	2
6.8	Text: Invisible ink. What is spark	2
6.9	Giving advice. Doing exercises. Text: Making a crystal	2
6.10	My project for the future. Text: Water pressure	2
6.11	Linking contrasting ideas. Doing exercises. Which way does water run?	2
6.12	Careers. Text: Pressure and shape and size	2
6.13	Predicting future. Doing exercises. Text: Water seeks its own level	2
6.14	Measuring water pressure. Reading glass	2
6.15	Cause affect linking words and phrases. Doing exercises. Text: A hot water bag lifts books	2
6.16	English around the world. Text: you weigh less in water	2
6.17	International partners and Foundations.	2
6.18	Text: What floats. Interesting facts about physics.	2
	<b>Жами:</b>	<b>36</b>



#### **IV. Амалий машхулотлар 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 тилидаўутказиладиган 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 зарур бўлган фикрлаш фаолиятини шакллантириш учун замин яратди.

Инглиз тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машхулотларда ақлий хужум, 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:**

19. Ўзи ҳақида тўлиқ маълумот бериш;
20. Орзуимдаги уй;
21. Спорт;
22. Машҳур кишилар
23. Менинг университетим;
24. Байрамлар;
25. Менинг мутахассислигим.
26. Етакчи университетлар
27. Буюк Британия, Америка Қўшма штатлари
28. Ўзбекистон.
29. Инглиз тилида гапирувчи давлатлар
30. Мустақллик куни.
31. Буюк Британия давлат тизими.

32. Ўзбекистон давлат тизими.
33. Давлатлар таълим тизими.
34. Давлатлар маданияти ва тарихи.
35. Ўзбекистон музейлари.
36. Дунёнинг машҳур университетлари ва бошқалар

**“Хорижий (инглиз) тил” фанидан мустақил таълимни ташкил этишнинг  
шакли ва мазмуни**

**Талабалар мустақил таълимнинг мазмуни ва ҳажми**

**I-семестр 14 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.	2

**II-семестр 14соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
5.	Our university. Relative pronouns.	2
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 14 соат**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
10.	Independent of Uzbekistan.	4
11.	Geography, climate and edonomics of England.	4
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 “Professionalism 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	14	14	14	14	16	15	87
	<b>Жами</b>	50	50	50	50	52	51	303

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	ЯН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами		Ёзма	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	20	0-20

	бажарилиши. Мавзулар бўйича уй вазифаларини 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	Оралик 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	Оралик 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 куйидагиларга 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 куйидагиларга 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 куйидагиларга жавоб бериши лозим	Қониқарли	<ul style="list-style-type: none"> <li>✓ Билиш, янги мавзунини қисман айтиб бериш;</li> <li>✓ Мавзунини қисман тушуна билиш.</li> <li>✓ Мавзу ҳақида тушунчага ега бўлиш.</li> </ul>
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарсиз	<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 оралиқ **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

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

**ОН** ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг 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 оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари 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 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.

## **V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари**

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УТВЕРЖАЮ"

Проректор по учебно-

М.С.М. Диниш

3/11

К.б.и. доктор Ш.Маматюсупов

31.08 2019 год

Всего часов - 303  
В том числе:  
Практические-216  
(1-семестр-36, 2-семестр-36, 3-семестр-36, 4-семестр-36, 5-семестр-36, 6-семестр-36)  
Самообразование- 87  
(1-семестр-14, 2-семестр-14, 3-семестр-14, 4-семестр-22, 5-семестр-16, 6- семестр-15)

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Рабочая учебная программа утверждена на заседании совета Андрижанского государственного университета от 31 августа 2019 года, протокол №1.

- Преподаватель межкафедრетской кафедры иностранных языков (точные и естественные науки)

Зависимый катетры, фанетики и индексы  
вспышки, к ф. н. индексу

2019 год - 21 - 08

## **1. Актуальность и место изучаемого предмета в высших учебных заведениях.**

Обучение иностранному языку студентов неязыковых специальностей рассматривается как составная часть вузовской программы гуманитаризации высшего образования, как органическая часть процесса осуществления подготовки высококвалифицированных специалистов, активно владеющих иностранным языком как средством межкультурной и межнациональной коммуникации, как в сферах профессиональных интересов, так и в ситуациях социального общения.

## **2. Цели и задачи изучаемого предмета**

Цель обучения иностранному языку- обучать иностранному языку как средству межкультурной коммуникации, формировать личность, вобравшую в себя ценности родной и иноязычной культур и готовую к межнациональному общению во всех сферах жизни, находит свое отражение в определении новых целей и подходов в обучении иностранному языку в неязыковом вузе.

### **Задачи:**

- Развитие речевой компетенции;
- обеспечить активное владение иностранным языком как средством «формирования и формулирования мыслей» в социально обусловленных и профессионально ориентированных сферах общения.
- Научить работать с новейшими технологиями, открытиями и тенденциями в развитии науки и техники на иностранном языке;
- Обучить владению иностранным языком как средством «формирования и формулирования мыслей» в социально обусловленных и профессионально ориентированных сферах общения
- переориентировать студентов в психологическом плане на понимание иностранного языка как внешнего источника информации и иноязычного средства коммуникации, на усвоение и использование иностранного языка для выражения собственных высказываний и понимания других людей;

## **III. Основная часть(практические занятия)**

Умение простым языком представить людей или описать условия жизни и работы, повседневные занятия, то, что нравится и что не нравится, и т.д. в виде ряда коротких простых фраз и предложений в форме перечня; вести беседу на тему окружающей среды, социально-бытовые вопросы; умение высказать собственное мнение об образовании, учебных заведениях и т.д ; исторические, географические, климатические, социально- культурные сведения об Республике Узбекистан , а также стране изучаемого языка.

### **3.1 Речевая компетенция**

Обобщить полученное в школе умение и навыки чтения на расширенном языковом материале с целью подготовки студентов к различным видам чтения. Научить студентов формулировать мысли на иностранном языке в вопросно-ответной форме и монологических формах речи с привлечением элементов профессионально ориентированного регистра речи.

### **Аудирование:**

Умение понимать основное содержание беседы на знакомую тему, связанную с работой, образованием, отдыхом ; рекламы и новостей; художественных и документальных фильмов; осуществляемой посредством четкого стандартного языка.

### **Говорение:**

Диалогическая речь: умение вести беседу на социальные и профессиональные темы; интервью и обсуждения, телефонный разговор.

Монологическая речь: подготовка речи и презентации к докладам по специальности, умения предоставлять аргументы и факты; написание тезисов и научных статей

### **Чтение:**

Умение работать с письмами, электронной почтой, средствами массовой информации

### **Письмо:**

Уметь заполнить подробную анкету о себе; написать открытки различных функциональных типов; статьи профессионально-ориентированного содержания, сочинения

## **3.2 Профессиональное направление:**

### **Чтение**

1. Умение понимать повседневную информацию и статьи по текущим вопросам, а также общее значение новой информации, входящей в знакомую сферу.

2. Умение понимать практически без затруднений любые тексты, содержащие трудные слова и грамматические конструкции (руководства, специализированные статьи).

3. Умение понимать специальные язык в статьях и технических инструкциях, даже если эти тексты выходят за рамки профессиональной деятельности читающего.

4. Умение читать достаточно бегло, чтобы справиться с учебным курсом, читать публикации в средствах массовой информации для получения сведений и понимать не стандартную переписку. 5. Умение понимать документы, корреспонденцию и доклады, включая тонкие нюансы сложных текстов.

### **Говорение Монологическая речь**

1. Умение давать четкие, подробные описания по широкому кругу интересующих его вопросов, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами.

2. Умение давать четкие подробные описания и делать доклады на сложные профессиональные темы, углубляясь в подтемы, развивая отдельные положения и заканчивая подходящим выводом. 3. Умение пояснить свою точку зрения по актуальному вопросу, указывая на плюсы и минусы различных вариантов.

4. Умение привести ряд обоснованных доводов.

5. Умение разворачивать четкую систему аргументации, развивая и подкрепляя свою точку зрения достаточно развернутыми утверждениями и примерами.

### **Диалогическая речь**

1. Умение вести диалог довольно бегло и без подготовки, что позволяет регулярно и подолгу общаться с носителями языка без особых трудностей для обеих сторон.

2. Умение бегло, точно и эффективно говорить на разнообразные темы: общие, учебные, профессиональные.

3. Умение выбрать наиболее адекватное из имеющихся в его распоряжении средств языка для общения в нетипичных, трудных ситуациях.

4. Умение переключаться на другой регистр общения, гибко реагировать на изменения в теме, направленности, тоне разговора, при необходимости перефразировать высказывание.

5. Соблюдение правил речевого этикета в ситуациях научного диалогического общения.

### **Аудирование**

1. Умение без труда следить за ходом сложных диалогов, которые ведутся третьей стороной в процессе группового обсуждения/дискуссии даже по абстрактной, незнакомой тематике.

2. Умение понимать основные положения по смысловому наполнению речи на конкретные или абстрактные темы, произносимые на нормативном языке, включая технические обсуждения по темам, находящимся в рамках сферы деятельности.

3. Умение понимать основные положения лекций, бесед, докладов и других видов тематически сложных выступлений, касающихся профессиональной деятельности.

4. Умение извлекать конкретную информацию из объявлений в общественных местах, например, на вокзале, на стадионе и др., несмотря на плохую слышимость и помехи. Умение понимать сложную техническую информацию, к примеру, правила эксплуатации, технические условия.

### **Письмо**

1. Умение написать отзыв о статье, тезисы на конференцию.

2. Умение писать четкие тексты (доклады), подробно освещающие разнообразные интересующие студента вопросы, синтезируя и оценивая информацию и аргументы, поступающие из нескольких источников.

3. Умение синтезировать информацию и аргументы из нескольких источников.

4. Умение написать эссе или доклад, в котором доказательства разворачиваются системно, важные моменты подчеркиваются и приводятся детали, подкрепляющие излагаемую точку зрения.

#### **3.3 Грамматическая компетенция**

Активный грамматический минимум:

Существительное (число и падеж), артикль; Прилагательное и его степени;

Местоимение; глагол и его формы; страдательный залог; порядок слов в предложении, вопросительные, повелительные предложения; союзные слова if, that because, when, before, as soon as, till, until;

Пассивный грамматический минимум: Образование и применение герундия, причастия.

### **Распределение тем и часов практических занятий по предмету “Иностранный язык(английский)”:**

№	Название тем	Часы		
		Итог	практич еские	самообр азовани
I - семестр				
1.	Социальные темы	50	36	14
II - семестр				
2.	Социально-культурные темы	50	36	14
III- семестр				
3.	Темы образования	50	36	14
IV- семестр				
4.	Темы об интернете и информационных технологиях	50	36	14
V- семестр				
5.	Темы по специальности	52	36	16
VI- семестр				
6.	Темы по специальности	51	36	15
	Итог	303	216	87

## 2. Календарно- тематический план практических занятий

### (I-семестр)

№	Темы практических занятий	Часы
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	There is / are 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>Всего:</b>	<b>36</b>

**(II-семестр)**

<b>№</b>	<b>Темы практических занятий</b>	<b>Часы</b>
2.1	Pronouns: some, any . Doing ex-ses.	2
2.2	Degree of adj. Text : The univeristy's library system.	2
2.3	Degrees of 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>Всего:</b>	<b>36</b>

**II-курс (III семестр)**

<b>№</b>	<b>Темы практических занятий</b>	<b>Часы</b>
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>Bcero:</b>	<b>36</b>

**(IV-семестр)**

<b>№</b>	<b>Темы практических занятий</b>	<b>Часы</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>Bcero:</b>	<b>36</b>

**III-курс (V-семестр)**

<b>№</b>	<b>Темы практических занятий</b>	<b>Часы</b>
5.1	Adveribial clauses. Text : Does air take up space	2
5.2	Text:Can you fill the empty bottle? A floating object displace own weigh.	2
5.3	Adveribial clauses of reason.Doing exersises.Does air weigh anything.	2
5.4	Branches of the subject physics. Text:Which is heavier,hot air or cold?	2
5.5	Adveribial clauses of time.Doing ex-ses. Topic: what happens to warm air?	2
5.6	Text : What is wind? Float an egg	2
5.7	Adveribial clauses of place. Doing ex-ses. Text : Air presses in all directions	2
5.8	Famous physicist: Newton	2
5.9	Direct and Indirect speech.Doing ex-ses. Text : Conductors and insulators	2
5.10	Sequences of Tenses Doing ex-ses. Text: How does a straw work	2
5.11	Sequences of Tenses	2



	Doing ex-ses. Text: Making an electric lamp	
5.12	Texts: The siphon	2
5.13	Passive voice. Text: How to compress air	2
5.14	Texts: Air slows things down	2
5.15	Texts : Where is a magnet the strongest	2
5.16	Texts: Physics in our daily life	2
5.17	Texts: Some surprises about air pressure. A paper helicopter	2
5.18	Famous physicist: Galileo Galilei	2
	<b>Всего:</b>	<b>36</b>

### (VI - семестр)

№	Темы практических занятий	Часы
6.1	Quote structures. Doing exercises. Text: Food is mostly water	2
6.2	The role of motivation in teaching students. Text: Water coming out of the air.	2
6.3	Countable and uncountable nouns and partitives. Doing exercises. Text: Water going into the air	2
6.4	Teaching abilities. The strange story of water size	2
6.5	Using participles to give additional information. Doing exercises. Text: Water isn't pure.	2
6.6	Teaching ethics. Text: Water is hard water	2
6.7	Attributive clauses. Doing exercises.	2
6.8	Text: Invisible ink. What is spark	2
6.9	Giving advice. Doing exercises. Text: Making a crystal	2
6.10	My project for the future. Text: Water pressure	2
6.11	Linking contrasting ideas. Doing exercises. Which way does water run?	2
6.12	Careers. Text: Pressure and shape and size	2
6.13	Predicting future. Doing exercises. Text: Water seeks its own level	2
6.14	Measuring water pressure. Reading glass	2
6.15	Cause effect linking words and phrases. Doing exercises. Text: A hot water bag lifts books	2
6.16	English around the world. Text: you weigh less in water	2
6.17	International partners and Foundations.	2
6.18	Text: What floats. Interesting facts about physics.	2
	<b>Всего:</b>	<b>36</b>

Практические занятия проводятся в каждой академической группе отдельно в аудиториях, оснащённых мультимедийным оборудованием. Занятия проводятся с помощью активных и интерактивных методов, используется технология. Наглядные материалы представляются при помощи ИКТ.

### 3. Самообразование I-семестр 14 часов

№	Theme	Hours
1.	About Myself. Present tense.	4

2.	My friend's family. Interrogative sentences.	4
3.	My flat. Possessive pronouns.	4
4.	My day.	2

#### **II-семестр 14 часов**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
5.	Our university. Relative pronouns.	2
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 14 часов**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
10.	Independent of Uzbekistan.	4
11.	Geography, climate and economics of England.	4
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	6

#### **IV-семестр 14 часов**

<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 часов**

<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

#### **VI-семестр 15 часов**

<b>№</b>	<b>Theme</b>	<b>Hours</b>
19.	Working on the text "Professionalism and speciality".	7
20.	Actual problems on speciality.	8

Самообразование с использованием научной и справочной литературы позволяет формировать у студентов навыки профессионального прочтения текста, вырабатывает умение анализировать различные аспекты структуры и образной системы произведения.

В процессе выполнения самообразования вырабатываются практические умения и навыки: овладеть речью, критическим мышлением, творческими способностями, написанием.

Рекомендуемые темы самостоятельной работы и самообразования должны быть разработаны в соответствии с темами практических занятий, направлены на выработку умения анализировать и исследовать языковые факты.

Предлагаемые формы работы – реферирование и подготовка слайд-презентаций.

### Учебная нагрузка предмета

№	Тип занятия	Выделенные часы						Итог
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Практические	36	36	36	36	36	36	216
2.	Самообразова- вание	14	14	14	14	16	15	87
	<b>Итог</b>	50	50	50	50	52	51	303

### ПОРЯДОК ПРОВЕДЕНИЯ ВИДОВ КОНТРОЛЯ

#### 1.Порядок проведения текущего контроля:

Этот тип контроля проводится в аудитории с участием всех студентов академической группы в следующих формах:

- проверка домашних заданий;
- решение примеров и задач;
- проведение тестовых испытаний;
- проведение контрольных работ;
- устный опрос.

#### 2. Порядок проведения промежуточного контроля:

Этот тип контроля проводится в аудитории с участием всех студентов потока в следующих формах:

- устный опрос(для осеннего семестра);
- письменная работа(для весеннего семестра).

#### 3. Порядок проведения итогового контроля:

Этот вид контроля проводится в аудиториях с участием всех студентов потока и академических групп в форме письменной работы .

### Критерии оценки знаний на основе рейтинговой системы

Название предмета	рейтинговая система									
	Текущий контроль			Итог	Промежуточный контроль			Итог	И.К.	Итог
	Число	Балл	Итог		Число	Балл	Итог		Писменно	
<b>Иностранный язык</b>	1	60	60	60	1	10	10	10	30	100

### Критерии оценок (баллов) студентов на текущем контроле.

№	Показатели	Баллы ТК	
		Максималь	ТК
1	Посещаемость занятий и уровень успеваемости. Активность на практических занятиях. Состояние тетрадей по практическим занятиям.	20	0-20
2	Своевременное и качественное выполнение	20	0-20

	самостоятельных заданий. Выполнение домашних заданий		
3	Результаты письменных работ или текущего тестового контроля	20	0-20
<b>Всего</b>		<b>60</b>	<b>0-60</b>

### Критерии оценок (баллов) студентов на промежуточной контроле.

№	Показатели	Баллы ПК	
		Максималь	ПК
1	Посещаемость занятий студентами. Активность на лекционных занятиях. Состояние тетрадей по лекционным занятиям.	6	0-6
2	Своевременное и качественное выполнение самостоятельных работ и уровень успеваемости	2	0-2
3	Устный опрос, коллоквиумы, и другие виды опроса	2	0-2
<b>Всего</b>		<b>10</b>	<b>0-10</b>

### Критерий оценки письменной работы в итоговом контроле

№	Показатели	Баллы ИК	
		Максималь	ИК
1	Проверка грамматических компетенций	10	0-10
2	Проверка письменных компетенций	10	0-10
3	Ответы на составленные вопросы	10	0-10
<b>Всего</b>		<b>30</b>	<b>0-30</b>

Итоговый контроль проводится в форме письменной работы и оценивается максимально 30 баллов

### Общие показатели:

Методы оценки	Уровень знаний студентов
Критерии оценки	<ul style="list-style-type: none"> <li>• <b>86 - 100 баллов «отлично»</b></li> <li>• делать выводы и решения;</li> <li>• креативное мышление;</li> <li>• уметь самостоятельно анализировать;</li> <li>• владеть умениями применения полученных знаний;</li> <li>• знать суть темы;</li> <li>• богатое представление, воображение и мышление;</li> <li>• объяснение терминологии и понятий, связанных с курсом «Частная методика преподавания математика»;</li> <li>• решение всех задач и примеров в включенных в курс математики средней курсив обще</li> </ul>

	образовательной школы, академических лицеев;
	<b>71 - 85 баллов "хорошо"</b> <ul style="list-style-type: none"> <li>• способность самостоятельного мышления;</li> <li>• уметь применять полученные знания в аудитории;</li> <li>• знать суть темы;</li> <li>• объяснение терминологии и понятий, связанных с курсом «Частная методика преподавания математики»;</li> <li>• решение всех задач и примеров включенных в курс математики средней общеобразовательной школы, академических лицеев;</li> </ul>
	<b>55 - 70 баллов "удовлетворительно"</b> <ul style="list-style-type: none"> <li>• понимание сути методических ситуаций;</li> <li>• знать суть темы;</li> <li>• объяснение терминологии и понятий, связанных с курсом «Частная методика преподавания математики»;</li> </ul>
	<b>0 - 54 балла "неудовлетворительно"</b> <ul style="list-style-type: none"> <li>• понимать суть методических ситуаций;</li> <li>• отсутствие четкого понимания курса «Частная методика преподавания математики»;</li> <li>• неспособность объяснить термины и понятия, связанные с курсом «Частная методика преподавания математики»;</li> </ul>

### **Критерий оценки письменной работы в итоговом контроле**

Итоговый контроль проводится в форме письменной работы, которая состоит из 15 вариантов. Каждый вариант содержит 2 теоретических вопроса и 3 практических заданий. Теоретические вопросы составлены на основе опорных и фразохватывающих все разделы курса.

Ответы на каждый теоретический вопрос оцениваются в диапазоне 0-6 баллов. Каждое практическое задание также оценивается в диапазоне 0-6 баллов. При этом студент может набрать максимум 30 баллов.

Чтобы определить общий уровень знаний студентов в итоговом контроле баллы полученные за каждый вопрос варианта складываются; их результат (сумма) и будет результатом итогового контроля.

## **6. Основная и дополнительная учебная литература и информационные источники**

### **Основная литература**

6. Дудкина Г.А и др. English for businessmen. 1 ким. Тошкент 2000.
7. Кудрявцева О.Е. и др. English for businessmen. 2- ким. Тошкент-2000.
8. Абдалиева Е.А. Инглиз тили дарслиги". Тошкент-2000 й
9. Бонк Н.А. Учебник английского языка. Бишкек-1997 й.
10. Саттаров Т.К. Английский для студентов-юристов (I часть). Т.ТГЮИ. 2005 й.

## Дополнительная литература

27. Каримов И.А. Юксак маънавият енгилмас куч. - Т.: Ўзбекистон- 2008.
28. Мирзиёев Ш.М. Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз. Т-2016
29. Мирзиёев Ш.М. Танқидий таҳлил қатъий тартиб интизом ва шахсий жавобгарлик - ҳар бир раҳбар фаолиятининг кундалик қондаси бўлиши керак. Т-2016
30. Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халқимиз билан бирга курамиз. Т-2017
31. Бабаева С.Р. Инглиз тили. Биология факультети талабалари учун Ўқув қўлланма. Тошкент - 2015
32. Болибекова М.М. Инглиз тили қисқача грамматикаси ўқув қўлланма. ЎЗМУ. 2008.
33. New Inside Out. Sue Kay & Vaughan Jones. Macmillan 2014
34. Scale up. The authors. Tashkent- 2014
35. Martin Seviour "Word Wise" "SHARQ PUBLISHING HOUSE". 1997
36. Качалова К.Н. Грамматика английского языка. Бишкек-2007
37. John A Liz Soars «Headway» Oxford University Press - 1999
38. Adrian Tennant «Straightforward" Macmillan
39. Обидова Д. English reader. Тошкент - 1998.
40. Бабаева С.Р. The science of life Тошкент - 2014.
41. Болибекова М.М. Инглиз тилида психологиядан кичик матнлар тўплами. ЎЗМУ-2002
42. Болибекова М.М. Инглиз тилида фалсафадан кичик матнлар тўплами ЎЗМУ- 2003.
43. Колодяжная Л. This is Great Britain. Москва- 2000
44. Болибекова М.М. Политология бўлими магистр ва талабалари учун мутахассисликка оид матнлар тўплами ЎЗМУ- 2008.
45. R. Murphy English Grammar in Use. Cambridge University Press T985
46. Болибекова М.М. Инглиз тилида оғзаки мавзулар тўплами. ЎЗМУ 2003.
47. Лутфуллаева М. English in topics Т- 2002
48. Агзамова З.И. Турдисва С.Х. Физика факультети бакалаврият талабалари учун инглиз тилидан матнлар тўплами. НУУЗ. Т. 2007
49. Бабаева С.Р. Иқтисодиёт факультети талабалари учун мутахассисликка оид матнлар тўплами . Т-2013.
50. Назарова Д.О. Famous people of English speaking countries. Тошкент - 2015
51. Болибекова М.М. «Социология» Т-2009
52. Юсупова З.Ш. Сборник английских текстов для неязыковых факультетов. НУУЗ. Т- 2003.

## Интернет сайты

10. <http://iteslj.org/>
11. <http://iteslj.org/Techniques/Yang-Writing.html>
12. <http://iteslj.org/Techniques/Ross-ListeningC> Comprehension .
13. <http://www.teachingenglish.org.uk> think articles/listening http7/
14. [www.usc.edu/dept/education CMMR/CMMRJB 78A home.html#Resources](http://www.usc.edu/dept/education/CMMR/CMMRJB78A/home.html#Resources) B( ginning Teachers
15. <http://www.JMChennentors.com/MCenter%20Site/BegTchrNeeds>.
16. <http://www.inspiringteachers.com/>

17. <http://teachnet.org/ntpi/research/prep/Cooper/>
18. <http://www.alt-leachercert.org/Mentoring.html> [www.examenglish.com](http://www.examenglish.com)

## V.3 TARQATMA MATERIALLAR

### Coloids

Coloids (acc. to charge)

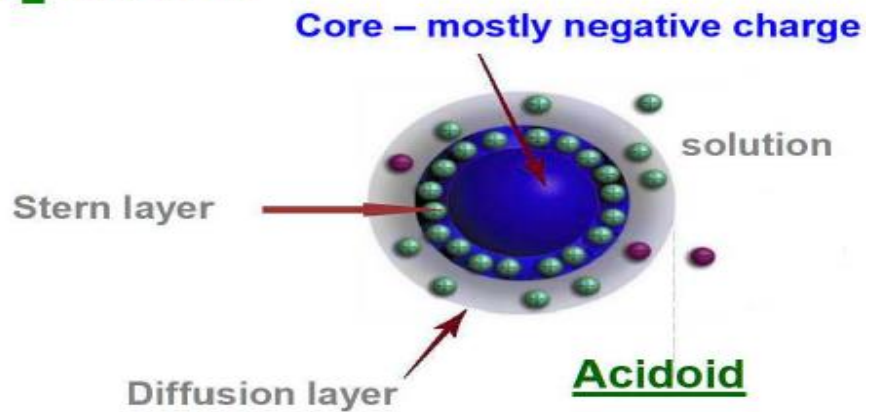
Acidoids (adsorb cations)

Bazoids (adsorb anions)

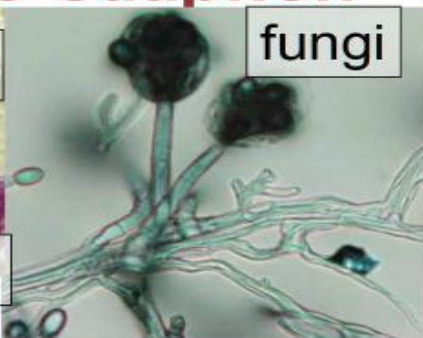
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



### phyto- a zoo-edaphon - examples





# 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

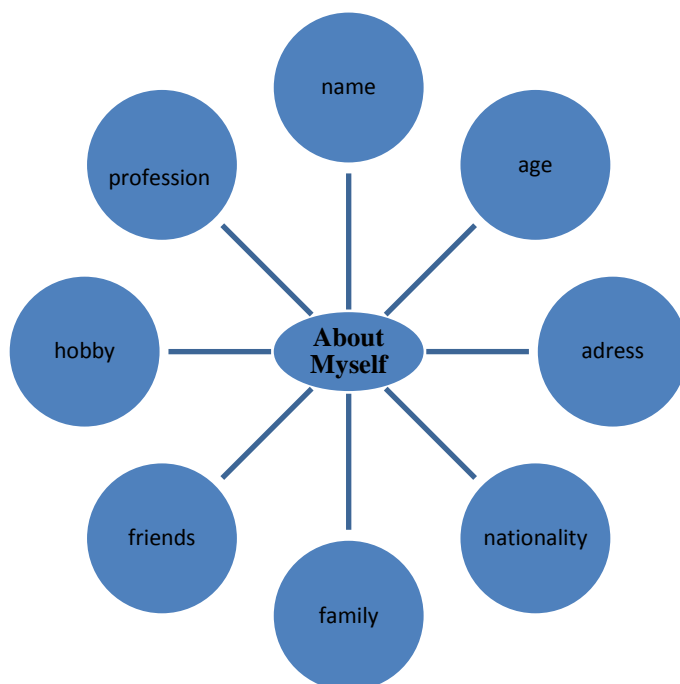


trees – forests, rainforests



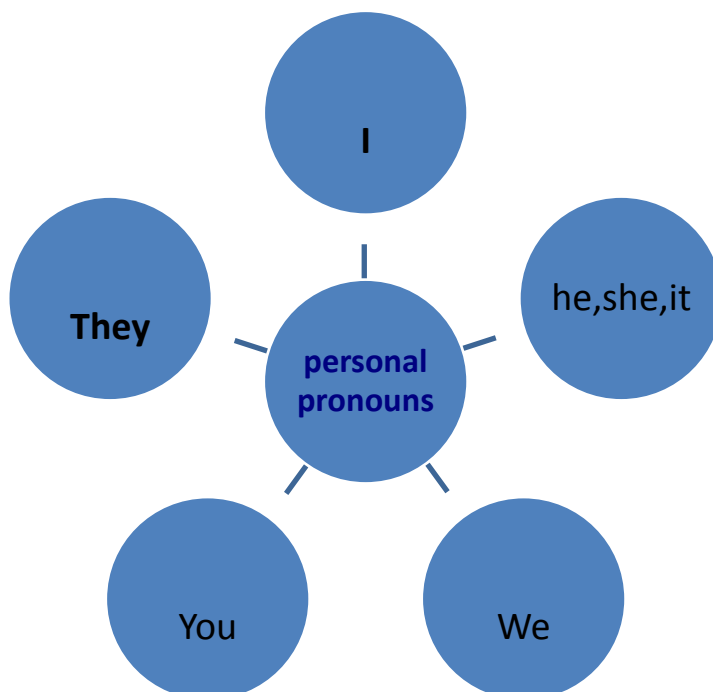
### «KLAster» metodi

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

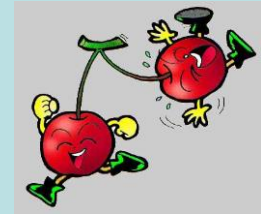
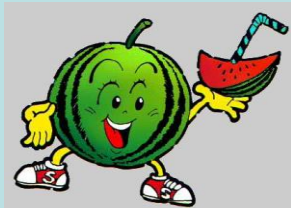


### Grammatika: Personal Pronouns –Kishilik olmoshlari

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

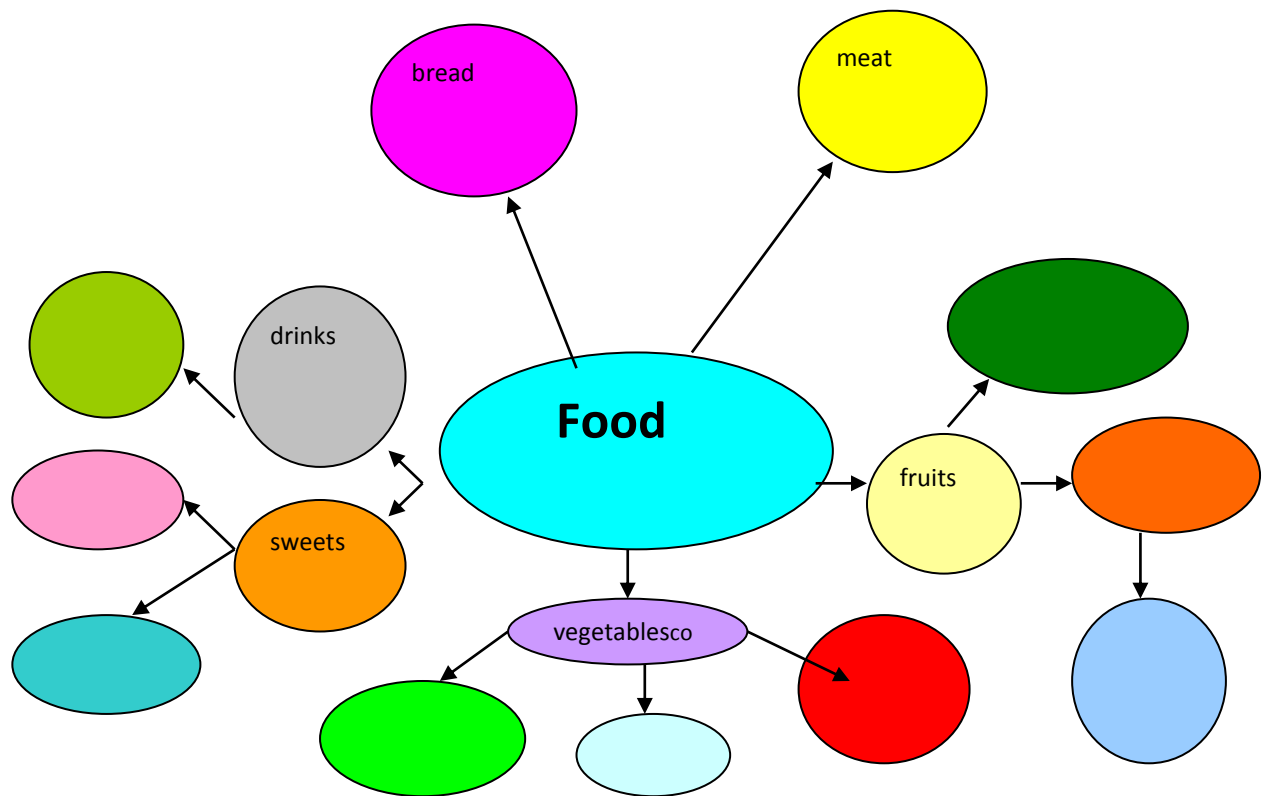


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



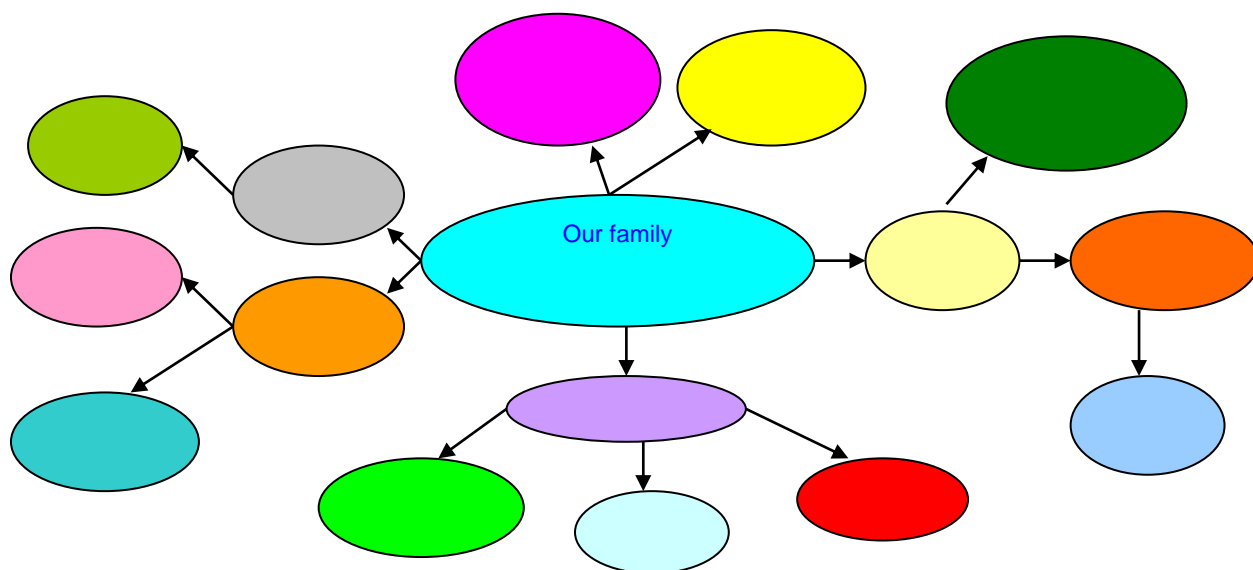
«KLAster» metodi

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:**



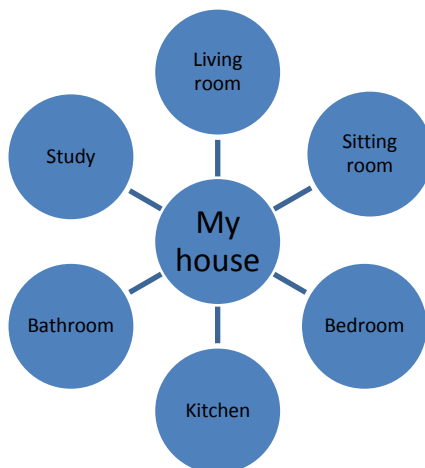
**II- guruh:**



**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)

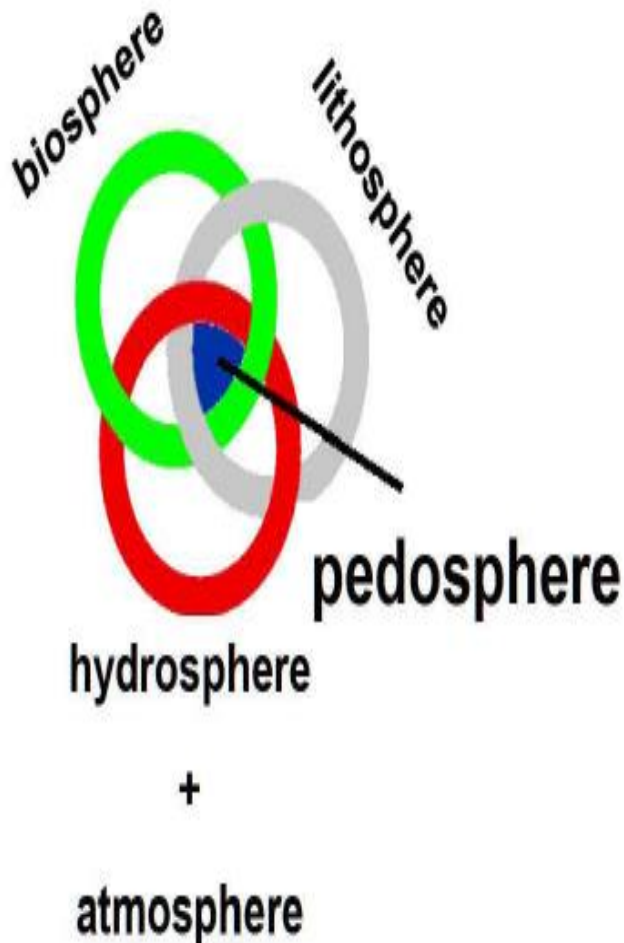
C (bedrock substrate)

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) powerfuller D) more powerful
11. \_\_\_\_\_ rich, he won't be able to afford this equipment.  
A) Being not B) Not being C) Having not been D) Not to be
12. The candidates \_\_\_\_\_ in alphabetical order.  
A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

### Grammar Test 5

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

1. The company launched an advertising campaign \_\_\_\_\_ its market share.  
A) to increase B) that increase C) that it increases D) to be increased
2. The new tax regulations are somewhat \_\_\_\_\_ last year's.  
A) rigorouser than B) more rigorous than C) more rigorous as D) as rigorous than
3. The value of the currency fell, \_\_\_\_\_ foreign holidays more expensive.  
A) having made B) making C) being made D) having been made
4. This area \_\_\_\_\_ by closed circuit cameras.  
A) is monitoring B) has been monitoring C) is being monitored D) is been monitored
5. The firm \_\_\_\_\_ company cars to junior managers since 2002.  
A) gives B) is giving C) has been giving D) has given
6. If the governments involved \_\_\_\_\_ positive action after the 1997 crisis, the current crisis would not have happened.  
A) took B) take C) have taken D) had taken

7. They finish the new motorway next month so we \_\_\_\_\_ get to the coast much more quickly.  
A) can B) will can C) will be able to D) will have to
8. You \_\_\_\_\_ have an international driving license for this country.  
A) don't have to B) must not C) has to D) must not to
9. Our CEO entered his chosen career quite late, \_\_\_\_\_?  
A) isn't it B) didn't he C) did not he D) didn't our CEO
10. The departmental manager \_\_\_\_\_ it was my fault that we had lost the Siemens contract.  
A) told B) said me C) said D) told to me
11. Does the brochure say \_\_\_\_\_ in the villas.  
A) how often is the bed linen changed B) how often the bed linen is changed  
C) how is the bed linen changed often D) how the bed linen often is changed
12. The damage was \_\_\_\_\_ severe that the pilot couldn't regain control.  
A) so B) such C) so a D) such a

### Grammar Test 6

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

1. Much of the forest \_\_\_\_\_ out in the hurricane, as you can see.  
A) has been wiped B) has wiped C) wiped D) was wiped
2. I \_\_\_\_\_ your report yesterday – could I see it now?  
A) have not received B) not received C) did not receive D) did not received
3. Could you look after Mrs White tomorrow – I can't do it because I \_\_\_\_\_ back from the conference when she gets here.  
A) will have travelled B) was travelling C) was going to travel D) will be travelling
4. The telecoms operator \_\_\_\_\_ figures showing that the demand for broadband Internet has grown twice this year.  
A) has been published B) has published C) is being published D) will be published
5. If that package from Neilson's arrives this afternoon, \_\_\_\_\_ it up to my office immediately.  
A) you are bringing B) you would bring C) bring D) you brought
6. No conclusions \_\_\_\_\_ from this chapter.  
A) can be drawn B) can't be drawn C) cannot be drawn D) can be not drawn
7. The files aren't here – I \_\_\_\_\_ them back at the office.  
A) may leave B) must be leaving C) should have left D) must have left
8. Every new discovery seems to widen the horizon and increase the extent of \_\_\_\_\_ contact with unexplored areas.  
A) our B) us C) we D) ours
9. I asked Martha \_\_\_\_\_ the conference had gone well.

- A) what                      B) 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) safier      B) safer      C) more safe      D) more safer

15. The older the formations, \_\_\_\_\_ generally to study.  
A) hard they are      B) they are hard      C) the harder they are      D) harder they are

### Grammar Test 9

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

1. The main advantage of broadband Internet is that files \_\_\_\_\_ by users up to 40 times faster than with a dial-up modem.  
A) can download      B) can be downloaded      C) must be loaded      D) could download
2. How many units \_\_\_\_\_ last year?  
A) sold you      B) have you sell      C) have you sold      D) did you sell
3. If sales continue to do this well, we \_\_\_\_\_ our target by the end of next month.  
A) will have reached      B) are reaching      C) will be reaching      D) were reaching
4. Each year millions of reports on scientific research are published, a great number of \_\_\_\_\_ being in foreign languages.  
A) their      B) theirs      C) them      D) they
5. The device has got a year's guarantee, so you can bring it back if anything \_\_\_\_\_ wrong.  
A) will go      B) would go      C) goes      D) had gone
6. The research group might \_\_\_\_\_ good results.  
A) getting      B) got      C) get      D) not got
7. The detailed study of planets close to the Earth \_\_\_\_\_ in our knowledge concerning the origin of the solar system.  
A) won't filled gaps      B) will fill gaps      C) not fill gaps      D) fill gaps
8. I couldn't find Mrs Arnoux, so I asked her secretary \_\_\_\_\_.  
A) was she there      B) where was she      C) where she was      D) where she was being
9. He rang to ask \_\_\_\_\_ we were still interested in the site or not.  
A) whether      B) when      C) where      D) that
10. I can't wait so you must give me an \_\_\_\_\_ answer.  
A) immediately      B) immediate      C) more immediate      D) most immediate
11. You can't have lost the laboratory key. It's got to be \_\_\_\_\_.  
A) anywhere      B) somewhere      C) everywhere      D) where some
12. The problems that exist with your experiments 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      D) 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.*



1. The buyer wanted the furniture manufacturer to cut his prices.  
A) do away with                      B) make use of                      C) reduce                      D) review
2. The prime ingredient in table salt is sodium.  
A) curious                      B) unexpected                      C) effective                      D) main
3. 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		Ёзма	Жами
Хорижий тил	1	60	60	60	1	10	10	10	30	100

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

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

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгари ш



			<b>оралиғи</b>
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	<b>Оралик назорат баллари</b>	
		<b>Максимал</b>	<b>Ўзгариш оралиғи</b>
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 куйидагиларга 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 куйидагиларга 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 куйидагиларга жавоб бериши лозим	Қониқарли	<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>

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

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

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

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

**ЖН** ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда катнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари 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 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-услубий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

**Якуний назорат** ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

### Критерии оценки знаний на основе рейтинговой системы

<i>Название</i>	рейтинговая система					
	Текущий контроль	<i>Итог</i>	Промежуточный контроль	<i>Итог</i>	<i>И.К.</i>	<i>Итог</i>

<i>предмета</i>	Число	Балл	Итог		Число	Балл	Итог		Писмен но		<b>Критери и оценок (баллов) студенто</b>
<b>Иностранный язык</b>	<b>1</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>100</b>	

**в на текущем контроле.**

№	Показатели	Баллы ТК	
		Максимал	ТК
1	Посещаемость занятий и уровень успеваемости. Активность на практических занятиях. Состояние тетрадей по практическим занятиям.	20	0-20
2	Своевременное и качественное выполнение самостоятельных заданий. Выполнение домашних заданий	20	0-20
3	Результаты письменных работ или текущего тестового контроля	20	0-20
<b>Всего</b>		<b>60</b>	<b>0-60</b>

**Критерии оценок (баллов) студентов на промежуточной контроле.**

№	Показатели	Баллы ПК	
		Максимал	ПК
1	Посещаемость занятий студентами. Активность на лекционных занятиях. Состояние тетрадей по лекционным занятиям.	6	0-6
2	Своевременное и качественное выполнение самостоятельных работ и уровень успеваемости	2	0-2
3	Устный опрос, коллоквиумы, и другие виды опроса	2	0-2
<b>Всего</b>		<b>10</b>	<b>0-10</b>

**Критерий оценки письменной работы в итоговом контроле**

№	Показатели	Баллы ИК	
		Максимал	ИК
1	Проверка грамматических компетенций	10	0-10
2	Проверка письменных компетенций	10	0-10
3	Ответы на составленные вопросы	10	0-10
<b>Всего</b>		<b>30</b>	<b>0-30</b>

Итоговый контроль проводится в форме письменной работы и оценивается максимально 30 баллов

**Общие показатели:**

Методы оценки	Уровень знаний студентов
<b>Критерии оценки</b>	<ul style="list-style-type: none"> <li>• 86 - 100 баллов «отлично»</li> <li>• делать выводы и решения;</li> <li>• креативное мышление;</li> <li>• уметь самостоятельно анализировать;</li> </ul>

	<ul style="list-style-type: none"> <li>• владеть умениями применения полученных знаний;</li> <li>• знать суть темы;</li> <li>• богатое представление, воображение и мышление;</li> <li>• объяснение терминологии и понятий, связанных с курсом «Частная методика преподавания математика»;</li> <li>• решение всех задач и примеров в включенных в курс математики средней курсив общеобразовательной школы, академических лицеев;</li> </ul>
	<p><b>71 - 85 баллов "хорошо"</b></p> <ul style="list-style-type: none"> <li>• способность самостоятельного мышления;</li> <li>• уметь применять полученные знания в аудитории;</li> <li>• знать суть темы;</li> <li>• объяснение терминологии и понятий, связанных с курсом «Частная методика преподавания математики»;</li> <li>• решение всех задач и примеров включенных в курс математики средней общеобразовательной школы, академических лицеев;</li> </ul>
	<p><b>55 - 70 баллов "удовлетворительно"</b></p> <ul style="list-style-type: none"> <li>• понимание сути методических ситуаций;</li> <li>• знать суть темы;</li> <li>• объяснение терминологии и понятий, связанных с курсом «Частная методика преподавания математики»;</li> </ul>
	<p><b>0 - 54 балла "неудовлетворительно"</b></p> <ul style="list-style-type: none"> <li>• понимать суть методических ситуаций;</li> <li>• отсутствие четкого понимания курса «Частная методика преподавания математики»;</li> <li>• неспособность объяснить термины и понятия, связанные с курсом «Частная методика преподавания математики»;</li> </ul>

### **Критерий оценки письменной работы в итоговом контроле**

Итоговый контроль проводится в форме письменной работы, которая состоит из 15 вариантов. Каждый вариант содержит 2 теоретических вопроса и 3 практических задания. Теоретические вопросы составлены на основе опорных и фразохватывающих все разделы курса.

Ответы на каждый теоретический вопрос оцениваются в диапазоне 0-6 баллов. Каждое практическое задание также оценивается в диапазоне 0-6 баллов. При этом студент может набрать максимум 30 баллов.

Чтобы определить общий уровень знаний студентов в итоговом контроле баллы полученные за каждый вопрос варианта складываются; их результат (сумма) и будет результатом итогового контроля.