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O’RTA MAXSUS TA’LIM VAZIRLIGI

ANDIJON DAVLAT UNIVERSITETI

FAKULTETLARARO CHET TILLAR

(ANIQ VA TABIIY FANLAR) KAFEDRASI

Chet (ingliz) tili fanidan

(3-kurs)

O'QUV-USLUBIY MAJMUA

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	600000	**Xizmatlar sohasi**
Ta'lim sohasi:	**130000**	**Matematika**
	140000	**Tabiiy fanlar**
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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1
Adverbial clauses. Types of Clauses

A clause is a group of words that contains a subject and verb (predicate). This differs from a phrase, which does not have a subject and a verb, like "to the park." Clauses can be independent or dependent.

Independent clauses are called sentences as they can stand alone and express a complete thought.

Dependent clauses, or subordinate clauses, are subordinate to something else, usually an independent clause, and depend on it for meaning. Here are some examples with the dependent clause underlined:

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

When the storm started, she was at the store.

Bob wore the coat that I gave him.

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

Adverbs of Time

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

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

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

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

Adverbs of Place

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

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

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

Adverbs of Manner

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

He acts like it is a joke.

We don't have conversations. You talk at me the way a teacher talks to a naughty student.
Except for an occasional heart attack, I feel as young as I ever did. (Robert Benchley)
Adverbs of Degree or Comparison
An adverb of degree states to what degree something is done or offers a comparison. An adverb of degree often starts with one of the following subordinating conjunctions: than, as...as, so...as, or the...the. Here are some examples:
A vacuum is a hell of a lot better than some of the stuff that nature replaces it with. (Tennessee Williams)
He is as smart as he is tall.
She is not so bright as she thinks she is.
Sometimes, the verb in an adverb of degree is understood (i.e., not present). For example:
You are taller than I.
(In this example, the verb am has been omitted. This is permissible.)
You are taller than I am.
(This is the full version.)

Activity 1 Student A

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

You think Emma should book a seat on the train.

The alternative is having to stand.

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

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

If.....

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

If.....

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

If.....

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

If.....

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

If.....

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

If.....

Answers for Student B

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

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

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

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

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

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

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

1 If I had known .....

2 If you put .....

3 If I had a/an……

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

Activity 3

Where's Neil? Student A

At work, Mark is talking to Alan in the corridor. Complete Marks part of the conversation.

Put in the Present Simple or Present Continuous of the verbs.

Student B will complete Alans part of the conversation.

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

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

Mark: (1).....(he / talk) to the boss at the moment.
(2) ..... (I / think) (3).....(they / discuss) money.

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

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

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

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

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

Mark: Yes, of course. Good idea. Yes, (13) ..... (I / agree). Well, (14).....(I / waste) my time here then. I'll get back to my computer.

Check your answers with Student B

Where's Neil? Student B

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

Mark: Are you looking for someone?

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

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

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

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

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

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

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

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

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

I'll get back to my computer.

2. Check your answers with Student A.

Homework:

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

LESSON 2
Working on the text.
The Science of Ecology

Ecology is the study of the «homes» of animals and plants. Ecologists are interested in where animals and plants live and how they interact with each other. They answer such questions as «What would happen to all the oak trees in a forest if the climate becomes drier?» and «Will there be more greenflies on a tree if the ladybirds are all destroyed by a disease?* Today many people are worried about «Global Warming*. They try to predict what will happen to the world, and its animals and plants, if the average temperature of the world goes up. The relationship between man and nature has become one of the major problems facing civilization today. Ecology, a vital philosophical issue, stands at the crossroads of politics, science and economics.

The word «ecology» comes from the Greek words **oiki** ***(oikos,*** «household») and ***(logos,*** «study»); therefore «ecology» means the «study of the household [of nature]*.

The word «ecology» is often used as a synonym for the natural environment or environmentalism. Likewise «ecologic» or «ecological» is often taken in the sense of environmentally friendly. The Greek philosopher Theophrastus was one of the first people to discuss the relationship between living things and their environments. German zoologist Ernst Haeckel coined the term ***oikologie,*** defined as the relationship of an animal to both its organic and inorganic environment, particularly those plants and animals with which it comes in contact.

Human development degraded the environment because people did not understand their relationship with it; that we have as much impact on our surroundings as they do on us.

No single individual did more to change this than Rachel Carson. Her book, "Silent Spring» (1962), warned how the abuse of chemicals was destroying wildlife while also harming the human environment. This raised massive public interest in nature. By the 1970s ecology, formerly an obscure science became a household word.

The modern definition of ecology is:

The scientific discipline, that is concerned with the relationship between organisms and their past, present and future environments, both living and non-living. Science, of course, represents a body of knowledge about the world and all its parts. It is also a method for finding new information.

Thus *Ecology, or ecological science,* is the scientific study of the distribution and abundance of living organisms and how the distribution and abundance are affected by interactions between the organisms and their environment. The word environment refers to everything around us: the air, the water and the land as well as the plants, animals, and microorganisms that inhabit them. The environment of an organism includes both physical properties, which can be described as the sum of local a biotic factors such as solar in

solution, climate and geology, as well as the other organisms that share its habitat.

Ecology is usually considered a branch of biology, the general science that studies living organisms. Organisms can be studied at many different levels, from proteins and nucleic acids (in biochemistry and molecular biology), to cells (in cellular biology), to individuals (in botany, zoology, and other similar disciplines), and finally at the level of populations, communities, and ecosystems, to the biosphere as a whole; these latter strata are the primary subjects of ecological inquiries. Ecology is a multi-disciplinary science. Because of its focus on the higher levels of the organization of life on earth and on the interrelations between organisms and their environment, ecology draws heavily on many other branches of science, especially geology and geography, meteorology, pedology, chemistry, and physics. Thus, ecology is considered by some to be a holistic science, one that over-arches older disciplines such as biology which in this view become sub-disciplines contributing to ecological knowledge.

Agriculture, fisheries, forestry, medicine and urban development are among human activities that would fall within Krebs' explanation of his definition of ecology: «where organisms are found, how many occur t here, and why».

As a scientific discipline, ecology does not dictate what is «right» or «wrong». However, ecological knowledge such as the quantification of biodiversity and population dynamics has provided a scientific basis for expressing the aims of environmentalism and evaluating its goals and policies. Additionally, a holistic view of nature is stressed in both ecology and environmentalism.

Consider the ways an ecologist might approach studying the life of honeybees:

• The behavioral relationship between individuals of a species is behavorial ecology — for example, the study of the queen bee, and how she relates to the worker bees and the drones.

• The organized activity of a species is community ecology; for example, the activity of bees assures the pollination of flowering plants. Bee hives additionally produce honey which is consumed by still other species, such as bears.

• The relationship between the environment and a species is environmental ecology - for example, the consequences of environmental change on bee activity. Bees may die out due to environmental changes (pollinator decline). The environment simultaneously affects and is a consequence of this activity and is thus intertwined with the survival of the species.

Answer these questions.

1. What does the word ecology come from?
2. Have people always understood the importance of their impact on the nature? Prove your opinion.
3. What does the word environment refer to?

4. Is ecology a science? Why?
5. What does ecology study?
6. Which branches of science is ecology connected with?

Decide whether these statements are true or false (T/F).

1. The Greek philosopher Theophrastus coined the term oenology defined as the relationship of an animal to both its organic and inorganic environment.
2. By the 1930s nature science had been part of the curriculum of most schools, and organisms were studied in isolation rather than as communities.
3. Ecology is a branch of biology.
4. The environment of an organism constitutes only the other organisms that share its habitat.
5. As a scientific discipline, ecology does not dictate what is «right» or «wrong».
6. Ecology is the study of how living organisms and their nonliving environment function together.
7. We have not so much impact on our surroundings as they do on us.

Homework:

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

LESSON 3

Classification of branches of ecology

In its turn, all these groups can be studied at the level of an individual or the population or can be studied in water, soil, atmosphere, in outer space. Living organisms inhabit tropical, temperate and polar zones, they live in natural, altered or man-made communities, and in contaminated environments. Currently the environmental studies which relate to pollution of the environment are significantly evolving. Figure 2 shows another classification of branches of ecology.

Currently, the following new branches of ecology have become widespread

Global Ecology - *the* study of interaction with the environment of the biosphere (complex of natural communities).

Human ecology - *the* study of interaction of the natural and social environment. In other words, human ecology is a complex discipline that studies general laws of interrelations of the biosphere and anthropogenic system (structural levels of humanity, its groups and individuals), the influence of the environment (in some cases the social environment as well) on individuals and groups of people.

Social ecology - *the* study of the interaction of human society with the natural environment.

Urban ecology (Ecology of the city) - the study of the structure and functioning of urban ecosystems and the interaction of humans and the urban environment.

Engineering ecology - *the* study of the ways and means to overcome the destruction of the natural environment by public production.

All branches of ecology are based on general (classic) ecology. Ecology as a science is based on different branches of biology (physiology, genetics, biophysics), is connected with non-biological sciences (physics, chemistry, geology, geography, mathematics, etc.), and which methods, concepts and terms serve as a basement for environmental studies. Therefore, in the recent years new ecological concepts have appeared such as "geographical ecology", "global ecology" (or ecology as applied to the biosphere of the Earth), "Chemical Ecology", "Mathematical Ecology", etc.

At present people have exploited not only the near Earth space, but also sufficiently far outer space. This fact raises a number of entirely new problems that are the subject of anthropology of space, closely related to medical ecology.

Humans and machines also have complex and diversified relations in the conditions of industrial plants, where peculiar modes of temperature, noise, light and other ecological factors take place. The science of interaction between a man and machines is called *ergonomics*, and it is a part *of occupational safety.*

It is obvious from the above definitions, that **objectives of ecology as a science are diversified:**

1. Study of patterns of organization of life, including their relation to anthropogenic impacts on natural ecosystems and biosphere as a whole;

2. Establishing a scientific basis for the rational use of biological resources, forecasting environmental changes by human activities and management processes in the biosphere, and preservation of the human environment;

3. Regulation of populations;

4. Development of measures to ensure a minimum use of chemical control agents against harmful species;

5. Environmental indication in determining the properties of landscape components and elements, including the indication of environmental pollution;

6. Restoration of damaged natural systems, including reclamation of obsolete agricultural lands, restoration of grasslands, fertility of depleted soils, productivity of water reservoirs, etc.;

7. Transition from hunting to farming;

8. Preservation (conservation) of standard natural zones of the biosphere.

In recent years a new concept of *the environmental security has been formed that combines ecological security of the society and environmental security of a person* in the presence of environmental pollution that affects health and gene pool of both society and an individual.

It should be emphasized that ecology as a whole including biological (classical), global, social, and human ecology, *is a worldview, synthetic field of study that integrates natural sciences and the humanities knowledge,* human behavior in relation to nature and their health is largely determined by economic and religious considerations and interests.

Thus, ecology is a science that studies the laws of behavior of organic life (in all its forms, at all levels of integration) in their natural habitat subject to any changes made to the environment by human activities.

Questions for self-control

1. Who is the author of the term "ecology"?
2 In what year the term "ecology" was offered
3. What divisions of ecology do you know?
4. What division of ecology has a task to study the structure and dynamics of populations of individual species?

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

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

B: Really? How ..... that? (happen)
A: He ..... off a ladder, (fall)

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

LESSON 4

Adveribial clauses of reason. Doing exersises..

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

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

Notes

The conjunction **that** is often omitted.

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

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

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

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

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

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

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

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

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

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

Notes

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

Activity 1

1. I waited for my friend. I waited till he arrived.
2. He hid somewhere. His pursuers could not find him.
3. You are intelligent. I am intelligent.
4. He was not there. I left a message with his mother.
5. We wish to live. We eat for that purpose.
6. She was very tired. She could barely stand.

7. Don't eat too much. You may fall ill.
8. He started early. He finished late.
9. You must tell me everything. Otherwise I will not be able to help you.
10. I will get ready. Do not go till then.

Answers

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

Activity 2

Student A

1 have done **or** *1 did?*

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

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

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

.....(I / lose) my bank card. I can't find it anywhere.

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

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

Already spent it all.

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

Answers for Student B

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

Activity 3

Student B I have done or I did?

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

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

2 Prices.....(go) up. Everything is more expensive this year.
3 Someone.....(turn) on the hi-fi. What's that song called?
1 0.....(I / phone) the office at eleven to speak to the manager, but he isn't there today.
11 .....(I / make) a cake. Would you like a piece?
12 The runner Amos Temila .....(break) the world record for the 1500 metres in Frankfurt. Then, two days later in Helsinki, Lee Williams ran it in an even faster time.

Answers for Student A

1 Our visitors have arrived. They're sitting in the garden.
2 There's still a problem with the television. Someone repaired it, but then it broke down again.
3 I've lost my bank card. I cant find it anywhere.
4 The match has started. United are playing well.
5 My sister ran away from home. But she came back two days later.
6 Daniel earned some money last week. But I'm afraid he's already spent it all.

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

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

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

Homework: Activity 3,4

LESSON 5

THE HISTORY OF ECOLOGY.

The history of ecology includes many histories of ecology which have differed over time and between different cultural and political groups. In more recent developments ecology has become a distinct academic discipline. The term ecology derives from the greek –geographia, a literal translation of which would be ,,to describe or write about the Earth''. The first person to use the word ,,ecology" was Eratosthene. However , there is evidence for recognizable practices of ecology, such as cartography (or map-making) prior to the use of the term ecology.

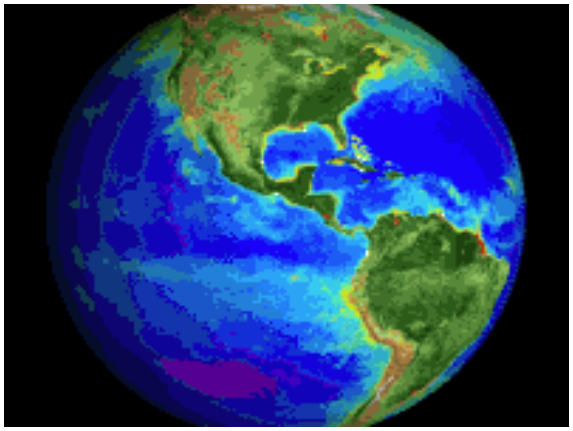
Ecologists study these relationships among organisms and habitats of many different sizes, ranging from the study of microscopic bacteria growing in a fish tank, to the complex interactions between the thousands of plant, animal, and other communities found in a desert.

Ecologists also study many kinds of environments. For example, ecologists may study microbes living in the soil under your feet or animals and plants in a rain forest or the ocean.

Ecology is the study of the relationships between living organisms, including humans, and their physical environment; it seeks to understand the vital connections between plants and animals and the world around them. Ecology also provides information about the benefits of ecosystems and how we can use Earth's resources in ways that leave the environment healthy for future generations.

The many specialties within ecology, such as marine, vegetation, and statistical ecology, provide us with information to better understand the world around us. This information also can help us improve our environment, manage our natural resources, and protect human health. The following examples illustrate just a few of the ways that ecological knowledge has positively influenced our lives.

By the 18^{th} century, ecology had become recognized as a discrete discipline and became part of a typical university curriculum in Europe (especially Paris and Berlin) although not in the United Kingdom where are ecology was generally taught as a subject discipline of other subject.



In 1877,Thomas Henry Huxley pulished his Physiography with the philosophy of universality presented as an integrated approach in the study of natural environment. The philosophy of universality in ecology was not a new one but can be seen as evolving from the works of Alexandra von Humboldt and Immanuel. The publication of Huxley psiography presented a new form of ecology that analyzed and classified cause and effect at the macro-scale (due to the view that the micro was part of the physiographic was soon over taken by Davisian geomorphology. Over the two centuries the quantity of knowledge and the number of tools has exploded. There are strong links between ecology and the sciences of geology and botany, as well as economics, sociology and demographics. The Royal Geographical Society was founded in England 1830, although the United Kingdom did not get its first full Chair of ecology until 1917. The term "biosphere" was coined by geologist Eduard Suess in 1875, which he defined as the place on Earth's surface where life dwells. While the concept has a geological origin, it is an indication of the effect of both Charles Darwin and Matthew F. Maury on the Earth sciences. The biosphere's ecological context comes from the 1920s, preceding the 1935 introduction of the term "ecosystem" by Sir Arthur Tansley Vernadsky defined ecology as the science of the biosphere.

Activity 1. Read and translate following words and word combinations

New words and word combinations

Earth, ecology, human, environment, science, place, planet, century, explore, plant, animal, organism, nature, analyze , classification, botany, biosphere, origin, effect, found, strong, define, geological, quantity, tool, coin, concept, history, cause, approach, context, term, surface, publication, rain, forest, both, ocean.

Activity 2. Answer the following questions.

1.What is the text about ?

2. What does ecology have to do with me?

3. Who are Ecologists?

4.The Role of Ecology in Our Lives?

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

1 I don't know where Lisa is ..... (you / see) her?

2 When I .....(get) home last night, I ..... (be) very tired and I..... .....(go) straight to bed.

3 A: .....(you / finish) painting the bedroom?
B: Not yet. I'll finish it tomorrow.

4 George .....(not / be) very well last week.

5 Mr Clark.....(work) in a bank for 15 years. Then he gave it up.

6 Molly lives in Dublin. She ..... (live) there all her life.

A: .....(you / go) to the cinema last night?
B: Yes, but it ..... (be) a mistake. The film .....(be) awful.

8 My grandfather.....(die) before I was born. I…….. (never / meet) him.

9 I don't know Carol's husband. I ..... (never / meet) him.

10 A: Is Martin here? B: No. he..... ..... (go) out.
A: When exactly .....(he / go) out? B: About ten minutes ago.
11 A: Where do you live? B: In Boston.
A: How long..... (you / live) there? B: Five years.
A: Where .. ..(you / live) before that? B: In Chicago.
A: And how long.....(you / live) in Chicago? B: Two years.

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

LESSON 6
ADVERIBIAL CLAUSES OF TIME. DOING EXERCISES.

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

1) PUNCTUATION RULES

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

Formula:

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

Example:

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

2) TYPES OF ADVERBIAL CLAUSES

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

a) Adverb Clause of Time

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

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

Example:

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

b) Adverb Clause of Place

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

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

Example:

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

c) Adverb Clause of Manner

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

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

Example:

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

d) Adverb Clause of Cause/Reason

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

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

Example:

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

e) Adverb Clause of Condition

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

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

Example:

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

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

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

Activity 2

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

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

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

1 It was a lovely day so we decided to go out.
2 We walked to the station . *and*.. caught the train.
3 I like John very much .....I don't like his brother.
4 I'd like to live somewhere by the Mediterranean …… I love the sun.
5 She enjoys learning English.....she finds it very difficult.
6 In the end, the restaurant had to close down .....very few people went there.

7 I got up.....had my breakfast.
8 I'm very busy today.....I can't come and see you.
9 It's a very interesting job .....the pay isn't very good.

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

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

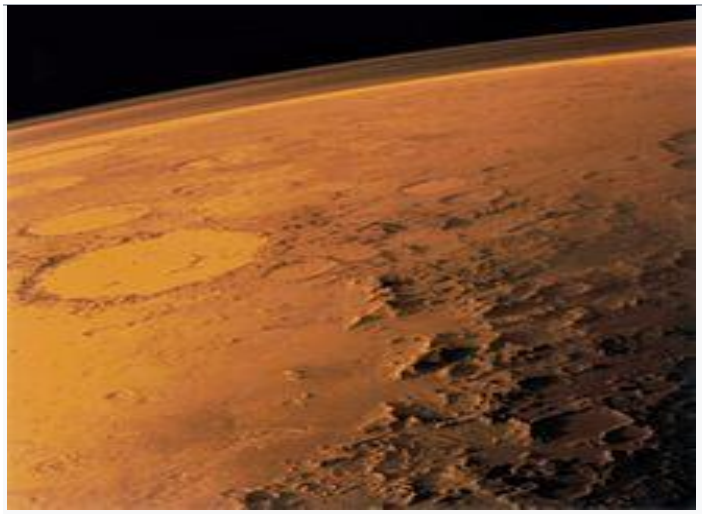
Homework. Activity 4

LESSON 7
About Atmosphere

An **atmosphere** (from Greek ἀτμός *(atmos)*, meaning 'vapour', and σφαῖρα *(sphaira)*, meaning 'sphere'[1][2]) is a layer or a set of layers of gases surrounding a planet or other material body, that is held in place by the gravity of that body. An atmosphere is more likely to be retained if the gravity it is subject to is high and the temperature of the atmosphere is low.

The atmosphere of Earth is composed of nitrogen (about 78%), oxygen (about 21%), argon (about 0.9%) with carbon dioxide and other gases in trace amounts. Oxygen is used by most organisms for respiration; nitrogen is fixed by bacteria and lightning to produceammonia used in the construction of nucleotides and amino acids; and carbon dioxide is used by plants, algae and cyanobacteria forphotosynthesis. The atmosphere helps to protect living organisms from genetic damage by solar ultraviolet radiation, solar wind andcosmic rays. The current composition of the Earth's atmosphere is the product of billions of years of biochemical modification of thepaleoatmosphere by living organisms.

The term stellar atmosphere describes the outer region of a star and typically includes the portion above the opaque photosphere. Stars with sufficiently low temperatures may have outer atmospheres with compound molecules.

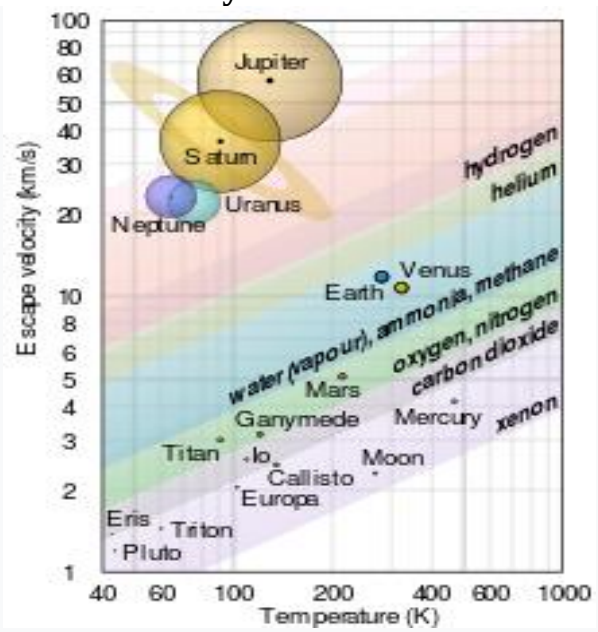


Earth *Atmosphere of Earth*

Earth's atmosphere consists of a number of layers that differ in properties such as composition, temperature and pressure. The lowest layer is the troposphere, which extends from the surface to the bottom of the stratosphere. Three quarters of the atmosphere's mass resides within the troposphere, and is the layer within which the Earth's terrestrial weather develops. The depth of this layer varies between 17 km at the equator to 7 km at the poles. The stratosphere, extending from the top of the troposphere to the bottom of the mesosphere, contains the ozone layer. The ozone layer ranges in altitude between 15 and 35 km, and is where most of the ultraviolet radiation from the Sun is absorbed. The top of the mesosphere, ranges from 50 to 85 km,

and is the layer wherein most meteors burn up. The thermosphere extends from 85 km to the base of the exosphere at 690 km and contains the ionosphere, a region where the atmosphere is ionised by incoming solar radiation. The ionosphere increases in thickness and moves closer to the Earth during daylight and rises at night allowing certain frequencies of radio communication a greater range. The Kármán line, located within the thermosphere at an altitude of 100 km, is commonly used to define the boundary between Earth's atmosphere and outer space. The exosphere begins variously from about 690 to 1,000 km above the surface, where it interacts with the planet's magnetosphere. Each of the layers has a different lapse rate, defining the rate of change in temperature with height.

In the Solar System



Graphs of escape velocity against surface temperature of some Solar System objects showing which gases are retained. The objects are drawn to scale, and their data points are at the black dots in the middle.

Activity 1.Read and find the underlined words, word combinations' meanings from the text.

a) Read and discuss the text with your partner

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

LESSON 8
ADVERIBIAL CLAUSES OF PLACE

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

Adverb clauses of time

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

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

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

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

Adverb clauses of place

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

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

Place and time

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

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

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

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

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

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

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

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

5. On Monday I'm going to Paris.

6. Every morning Ben walks to work.

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

1. Is the word order right or wrong? Correct the sentences where necessary.

1. Everybody enjoyed the party very much. .....

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

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

Adverb Clauses Exercises:

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

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

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

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

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

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

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

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

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

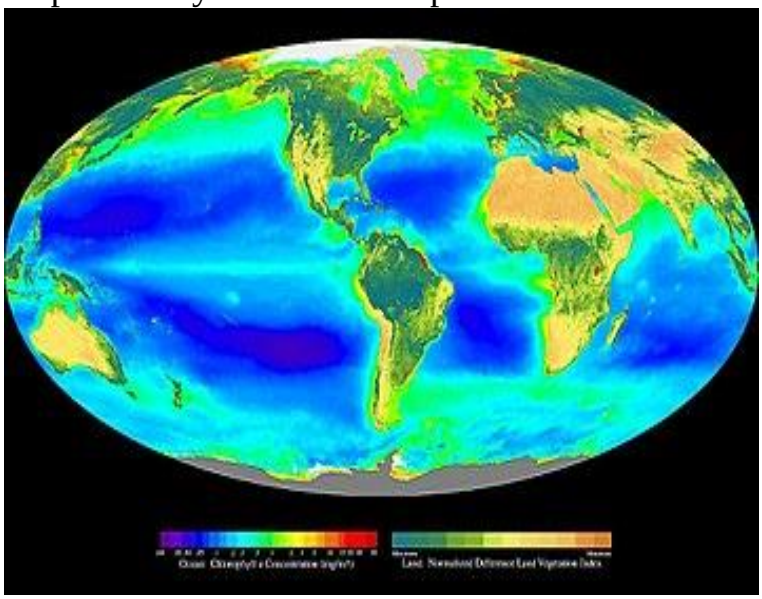
I .... (around the town / all morning / walked)

Homework. Exercise C and make up sentences

LESSON 9
About Biosphere

The **biosphere** (from Greek βίος *bíos* "life" and σφαῖρα *sphaira* "sphere") also known as the **ecosphere** (from Greek οἶκος *oîkos* "environment" and σφαῖρα), is the worldwide sum of all ecosystems. It can also be termed the zone of life on Earth, a closed system (apart from solar and cosmic radiation and heat from the interior of the Earth), and largely self-regulating. By the most general biophysiological definition, the biosphere is the globalecological system integrating all living beings and their relationships, including their interaction with the elements of the lithosphere, geosphere, hydrosphere, and atmosphere. The biosphere is postulated to have evolved, beginning with a process of biopoiesis (life created naturally from non-living matter, such as simple organic compounds) orbiogenesis (life created from living matter), at least some 3.5 billion years ago.

In a general sense, biospheres are any closed, self-regulating systems containing ecosystems. This includes artificial biospheres such as Biosphere 2 and BIOS-3, and potentially ones on other planets or moons.



For modern ecologists, ecology can be studied at several levels: population level (individuals of the same species), biocoenosis level (or community of species), ecosystem level, and biosphere level.

The outer layer of the planet Earth can be divided into several compartments: the hydrosphere (or sphere of water), the lithosphere (or sphere of soils and rocks), and the atmosphere (or sphere of the air). The biosphere (or sphere of life), sometimes described as «the fourth envelope*, is all living matter on the planet or that portion of the planet occupied by life. It reaches well into the other three spheres, although there are no permanent inhabitants of the atmosphere. Relative to the volume of the Earth, the biosphere is only the very thin surface layer which extends from 11,000 meters below sea level to 15,000 meters above.

It is thought that life first developed in the hydrosphere, at shallow depths, in the photic zone. Although recently a competing theory has emerged, that life originated around hydrothermal vents in the deeper ocean. Multicellular organisms then appeared and colonized benthic zones. Photosynthetic organisms gradually produced the chemically unstable oxygen-rich atmosphere that characterizes our planet. Terrestrial life developed later, after the ozone layer protecting living beings from UV rays had been formed. Diversification of terrestrial species is thought to be increased by the continents drifting apart, or alternately, colliding.

The biosphere contains great quantities of elements such as carbon, nitrogen and oxygen. Other elements, such as phosphorus, calcium, and potassium, are also essential to life, yet are present in smaller amounts. At the ecosystem and biosphere levels, there is a continual recycling of all these elements, which alternate between the mineral and organic states.

While there is a slight input of geothermal energy, the bulk of the functioning of the ecosystem is based on the input of solar energy. Plants and photosynthetic microorganisms convert light into chemical energy by the process of photosynthesis, which creates glucose (a simple sugar) and releases free oxygen. Glucose thus becomes the secondary energy source which drives the ecosystem. Some of this glucose is used directly by other organisms for energy. Other sugar molecules can be converted to other molecules such as amino acids. Plants use some of this sugar, concentrated in nectar to entice pollinators to aid them in reproduction.

Cellular respiration is the process by which organisms (like mammals) break the glucose back down into its constituents, water and carbon dioxide, thus regainnig the stored energy the sun originally gave to the plants. The pro-pi)it ion of photosynthetic activity of plants and other photosynthesizers to the **[aspiration** of other organisms determines the specific composition of the Earth atmosphere, particularly its oxygen level. Global air currents mix the atmosphere and maintain nearly the same balance of elements in areas of intense biological activity and areas of slight biological activity.

Water is also exchanged between the hydrosphere, lithosphere, atmosphere and biosphere in regular cycles. The oceans are large tanks, which store water, ensure thermal and climatic stability, as well as the transport of chemical elements thanks to large oceanic currents.

For a better understanding of how the biosphere works, and various dysfunctions related to human activity, American scientists simulated the biosphere in a small-scale model, called Biosphere .

Activity 1

Decide whether these statements are true or false (T/F).

1. The biosphere is sphere of soils and rocks.
2. The ozone layer protects living beings from UV rays.
3. The deep ocean vent communities need sunlight for utilizing the chemistry of the hot volcanic vents.

4. At the ecosystem and biosphere levels, there is a continual recycling of carbon, nitrogen, oxygen and other elements, such as phosphorus, calcium, and potassium.
5. The process of photosynthesis releases carbon.
6. Glucose and other sugar molecules **are** concentrated in nectar and entice pollinators to aid plants in reproduction.
7. Water and carbon dioxide are the two constituents which cause the process of cellular respiration.
8. Water cycles between the hydrosphere, lithosphere, atmosphere and biosphere.

Activity 2.

b) Read and find the underlined words, word combinations' meanings from the text.

c) Read and discuss the text with your partner

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

LESSON 10

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

Lisa has lost her watch. She tells Sue:

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

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

In this example, Sue feels there is a real possibility that she will find the watch. So she savs: if I find ... , I'll ... .

(1) Joe says:

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

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

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

But the meaning is *not* past:

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

(we don't really expect this to happen)

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

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

For if ... was/were,

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

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

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

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

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

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

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

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

□ Would you mind if I used your phone?

Could and might are also possible:

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

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

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

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

Activity 1. Put the verb into the correct form.

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

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

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

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

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

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

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

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

9 W7hat would you do if somebody .....in here with a gun? (walk)

10 I'm sure Sue..... if you explained the situation to her. (understand)

Activity 2. Answer the questions in the way shown.

1 A: Shall we catch the 10.30 train?

B: No. (arrive too early) ..... If we caught the 10.30 trcun, we'd arrive too earlij. .....

2 A: Is Kevin going to take his driving test?

B: No. (fail) If he..... .. ..

3 A: Why don't we stay at a hotel?

B: No. (cost too much) If ....

4 A: Is Sally going to apply for the job?

B: No. (not / get it) If ....

5 A: Let's tell them the truth.

6 B: No. (not / believe us) If

7 . A: Why don't we invite Bill to the parry?

B: No. (have to invite his friends too)

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

1 If you took more exercise, yP.^..d...f^...bett€r

2 I'd be very angry if ....

3 If I didn't go to work tomorrow, ...

4 Would you go to the party if.....

5 If you bought some new clothes, ...

6 Would you mind if.....

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

1 I was very tired when I arrived home.

(I / work / hard all day) .....

.....

2 The two boys came into the house. They had a football and they were both very tired.

(they / play / football) .....

3 I was disappointed when I had to cancel my holiday.

(I / look / forward to it) .....

4 Ann w'oke up in the middle of the night. She was frightened and didn't know where she was. (she/dream) .....

5 When I got home, Tom was sitting in front of the TV'. He had just turned it off.
(he / watch / a film) .....

2. Activity 5. Complete the sentences. Put the parts in the correct order.

1 ....,.....

1. (home / did you come / so late)
   Why .....I ....
2. (her children / takes / every day / to school)
   Sarah.....
3. (been / recently / to the cinema)
   I haven't .....
4. (at the top of the page / your name / write) .
   Please.....
   (her name / after a few minutes / remembered)
   I..... ... ...
1. (around the town / all morning / walked)

Homework. Activity 4,5

LESSON 11
ENVIRONMENTAL PROBLEMS

Some people say that we should invest money in ecology projects, while others believe that nature is doing well by itself. The earth is the only planet that people can live on, but nowadays they seem to be doing everything to make their home unfit for living.
Industrialization has brought us into conflict with the natural environment. Our planet is in danger; air, water and land pollution have disastrous consequences which threaten human life on Earth. I strongly feel that the more money is invested in ecology projects, the better our lives are going to be. People have technologies to make our planet cleaner: we can control pollution, recycle waste materials, protect rare animals and plants and install antipollution equipment. We need more disaster-prevention programs in order to control environmental pollution, fight the destruction of wildlife and preserve woodlands. There should be more organizations like Greenpeace that will help protect the animal world and stop environmental degradation. Such organizations influence public opinion and help form a correct attitude to nature.

There should be more newspaper articles, TV-programs and science-popular films about ecological problems. They help people become environment-educated.
However, many people still believe that nature is doing well by itself. They use natural resources and pollute the environment, but they don't think how awful the consequences may be. I'm sure that nature can't do without our help. If we want to breathe fresh air, to drink clean water and to eat healthy food, we must stop polluting the environment.
To conclude, ecological problems concern everybody and there are ways to solve them. People must always remember that the earth is our home and it depends on us what it will be like.

Many people think that they can't solve the world's environmental problems on their own and that the government and big companies must care about these problems. However, others say that individuals can do much to help the environment.

Our planet is in danger: air, water and land pollution have disastrous consequences which threaten human life on Earth. Most people are convinced that something must be done to stop pollution, but they don't know if they can help.

In my opinion, much can be done by an average citizen. People have to be smart about such things as driving a car or using electricity. Whenever we drive a car, we are adding greenhouse gases to the atmosphere. To make our planet cleaner and to use less energy we can try carpooling. That is when three people ride together in one car instead of driving three cars to work. We can also use public transport, ride a bike, or walk. People can save electricity by turning off lights, our TV-set and computer. We can use less washing up

liquids to keep the water clean. We can also plant trees, collect litter and recycle cans, bottles, plastic bags and newspapers. Besides, we can buy products that don't use much energy.

But a lot of people still think that there is little they can do to help the environment. They are sure that it is the duty of the government and big companies to make our planet cleaner: to recycle waste materials, to protect rare animals and plants, to install antipollution equipment and so on. But they are wrong. Everybody must take part in reducing pollution.

To conclude, if we want to be healthy, to drink clean water and to breathe fresh air, we should take care of the environment and help improve our lives on Earth.

There is a lot of discussion about the destruction of rain forests. Some people don't care about this problem, while others feel that the rain forest must be preserved.

Nowadays rainforests occupy a relatively small area. One can find them in South America and Indonesia, in Thailand and Sri Lanka. Worryingly, rainforests are disappearing at an alarming rate owing to deforestation, river pollution and soil erosion. Quite a lot of people still don't know what effect the destruction of the rainforest may have on the world climate.

To my mind, tropical rainforests are very important for our planet because they are home to a great variety of plants, insects, birds and animals. Tropical rainforests are called the "world's largest pharmacy" because a lot of natural medicines have been discovered there. More than half of the world's species of plants and animals are found in rainforests. They also offer a way of life to many people living in and around the forest. What is more, rainforests are the lungs of our planet because they produce a significant amount of the world's oxygen.

Unfortunately, rainforests continue disappearing. Some people say that we need more land for agriculture and more trees for timber. They continue killing animals and picking up herbs and rare flowers. Rainforests also have value as tourism destinations. But the increasing number of tourists may damage the local environment. I strongly feel that people must be careful with nature.

To conclude, if people want to be healthy and to live happily on Earth, they must preserve rainforests. I think that governments must work together with environmentalists to fight deforestation and to prevent the disappearance of "the lungs of our planet".

Everybody understands that we should recycle our waste. However, most people continue disposing of it in the usual way.Recycling is an important issue nowadays.

Unfortunately, people have always polluted their surroundings. The development of big industrial cities has led to the concentration of huge amounts of waste into small areas. Disposal of waste has become a major problem. When rubbish is burnt, this pollutes the atmosphere. When it is buried in landfill sites, it can cause pollution of water supplies. So the obvious

solution of this problem is recycling. I strongly feel that everybody can help recycle waste by collecting litter and by sorting rubbish into different categories. Paper, glass and plastic can be sold to recycling companies. Recycled waste can be made into new products and it can help save natural resources. Some waste can also be used to produce electricity or to make soil for growing fruit and vegetables. In my opinion, it would be great if recycling centres paid people for the rubbish they brought in. But in spite of all the advantages of recycling, there is still a lot of waste everywhere.

Many people don't want to sort their rubbish. Some areas still have plenty of landfill space and no recycling centres. They find it rather expensive to transport materials for recycling to big cities. To my mind, there must be more recycling centres not only in big cities, but in small towns as well. Besides, people should be educated about the importance of recycling.

In general, recycling is good for the environment. What is more, it is an interesting and profitable business. If everybody made a small effort to improve their local environment, pollution would be reduced gradually and the global situation would improve.

Ecological problems are causing great damage to our environment. Among the most urgent ones are the ozone layer, acid rains, global warming, toxic pollution of atmosphere, disappearance of forests, contamination of underground waters by chemical elements, destruction of soil in some areas, and threat to some flora and fauna representatives.

The Earth is the home to millions of different kinds of living things, which make up the complex world of nature. Nowadays people try to change their habitats to suit their own needs – to create farmlands or build cities. They create pollution and destroy wildlife habitats by digging the ground up for mining, or by building roads through them. A quarter of all the plants in the world are known to be in a danger or threatened with extinction. There are different types of pollution: water pollution, air pollution, ground pollution and nuclear pollution.

Acid rain falls when poisonous gases from power stations and vehicle exhausts mix with oxygen and moisture in the air. These gases become the part of the water cycle and may be carried a long way by the wind before they fall as acid rain, which kills wildlife in lakes, rivers, and forests, and damages the surrounding plant life.

World temperatures are currently rising every year. This so called global warming is caused by the building of gases and water vapour in the atmosphere. As the planet warms up, the polar ice caps will start to melt. This could cause sea levels to rise and many habitats will disappear under water.

Ecological problems have no borders. However, environment disasters can be avoided if people broaden ecological education and every person understands that the beauty of nature is extremely fragile. Governments must take serious actions against pollution.

Choose *true* or *false*:

1. The Earth has never been the home to millions of different kinds of living things.

- false
- true

2. A half of all the plants in the world are known to be in a danger or threatened with extinction.

- true
- false

3. Acid rain falls when harmful gases from power stations mix with oxygen an moisture in the air.

- true
- false

Are the underlined parts of these sentences right or wrong? Correct them where necessary.

1 I've bought a new car. You must come and see it. .....
2 I've bought a new car last week. .....
3 Where have you been yesterday evening? .....
4 Lucy has left school in 1999. .....
5 I'm looking for Mike. Have you seen him? .....
6 'Have you been to Paris?' "Yes, many times.' .....
7 I'm very hungry. I haven't eaten much today. .....
8 When has this book been published? .....

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

1. (I / not / read / a newspaper yesterday) I .....
2. (I / not / read / a newspaper today) . .....
3. (Emily / earn / a lot of money / this year) .....
4. (she / not / earn / so much / last year) .....
5. (you / have / a holiday recently?) .....'
   .....

Homework. Read and retell the topic

LESSON 12
SEQUENCES OF TENSES. IF I KNEW ... I WISH I KNEW

Study this example situation:

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

She says:

If I knew his number, I would phone him.

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

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

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

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

We use the past in the same way after wish (I wish I knew /1 wish you were etc.). We use wish to say that we regret something, that something is not as we would like it to be:

□ I wish I knew Paul's phone number.
(= I don't know it and 1 regret this)

□ Do you ever wish you could fly?
(you can't fly)

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

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

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

If I were / if 1 was

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

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

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

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

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

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

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

Put the verb into the correct form.

1 If I. .....(know) his number, I would phone him.

2 I..... ..(help) you if I could, but I'm afraid I can't.

3 We would need a car if we .....(live) in the country.
4 *If* we had the choice, we ..... (live) in the country.
5 This soup isn't very good. It .....(taste) better if it wasn't so salty.
6 I wouldn't mind living in England if the weather.....(be) better.
7 If I were you, I.. .....(not / wait). I.....(go) now.
8 You're always tired. If you .....(not / go) to bed so late every night, you
wouldn't be tired all the time.
9 I think there are too many cars. If there.....(not / be) so many cars, there ....(not / be) so much pollution.

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

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

Write sentences beginning I wish ....

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

HOMEWORK: Make up sentences

LESSON 13

THE BIGGEST ENVIRONMENTAL PROBLEMS Genetic Modification of Crops

Environmental issues caused by man-made chemicals are becoming clearer. For example, there has been a 90% reduction in the Monarch butterfly population in the United States that can be linked to weed killers that contain glyphosate.

There is also some speculation that genetically-modified plants may leak chemical compounds into soil through their roots, possibly affecting communities of microorganisms.**Waste Production**

The average person produces 4.3 pounds of waste per day, with the United States alone accounting for 220 million tons per year. Much of this waste ends up in landfills, which generate enormous amounts of methane.

Not only does this create explosion hazards, but methane also ranks as one of the worst of the greenhouse gases because of its high global warming potential.**Population Growth**

Many of the issues listed here result from the massive population growth that Earth has experienced in the last century. The planet's population grows by 1.13% per year, which works out to 80 million people.

This results in a number of issues, such as a lack of fresh water, habitat loss for wild animals, overuse of natural resources and even species extinction. The latter is particularly damaging, as the planet is now losing 30,000 species per year.**Water Pollution**

Fresh water is crucial to life on Earth, yet more sources are being polluted through human activities each year. On a global scale, 2 million tons of sewage, agricultural and industrial waste enters the world's water every day.

Water pollution can have harmful effects outside of contamination of the water we drink. It also disrupts marine life, sometimes altering reproductive cycles and increasing mortality rates.**Deforestation**

The demands of an increasing population has resulted in increasing levels of deforestation. Current estimates state that the planet is losing 80,000 acres of tropical forests per day.

This results in loss of habitat for many species, placing many at risk and leading to large-scale extinction. Furthermore, deforestation is estimated to produce 15% of the world's greenhouse gas emissions.**Urban Sprawl**

The continued expansion of urban areas into traditionally rural regions is not without its problems. Urban sprawl has been linked to environmental issues like air and water pollution increases, in addition to the creation of heat-islands.

Satellite images produced by NASA have also shown how urban sprawl contributes to forest fragmentation, which often leads to larger deforestation. **Overfishing**

It is estimated that 63% of global fish stocks are now considered overfished. This has led to many fishing fleets heading to new waters, which will only serve to deplete fish stocks further.

Overfishing leads to a misbalance of ocean life, severely affecting natural ecosystems in the process. Furthermore, it also has negative effects on coastal communities that rely on fishing to support their economies.**Acid Rain**

Acid rain comes as a result of air pollution, mostly through chemicals released into the environment when fuel is burned. Its effects are most clearly seen in aquatic ecosystems, where increasing acidity in the water can lead to animal deaths.

It also causes various issues for trees. Though it doesn't kill trees directly, acid rain does weaken them by damaging leaves, poisoning the trees and limiting their available nutrients.**e Layer Dion**

Ozone depletion is caused by the release of chemicals, primarily chlorine and bromide, into the atmosphere. A single atom of either has the potential to destroy thousands of ozone molecules before leaving the stratosphere.

Ozone depletion results in more UVB radiation reaching the Earth's surface. UVB has been linked to skin cancer and eye disease, plus it affects plant life and has been linked to a reduction of plankton in marine environments.**Ocean Acidification**

Ocean acidification is the term used to describe the continued lowering of the pH levels of the Earth's oceans as a result of carbon dioxide emissions. It is estimated that ocean acidity will increase by 150% by 2100 if efforts aren't made to halt it.

This increase in acidification can have dire effect on calcifying species, such as shellfish. This causes issues throughout the food chain and may lead to reductions in aquatic life that would otherwise not be affected by acidification.

Air Pollution

Air pollution is becoming an increasingly dangerous problem, particularly in heavily-populated cities. The World Health Organization (WHO) has found that 80% of people living in urban areas are exposed to air quality levels deemed unfit by the organization.

It is also directly linked to other environmental issues, such as acid rain and eutrophication. Animals and humans are also at risk of developing a number of health problems due to air pollution.**wered Biodiversity**

Continued human activities and expansion has led to lowered biodiversity. A lack of biodiversity means that future generations will have to deal with increasing vulnerability of plants to pests and fewer sources of fresh water.

Some studies have found that lowered biodiversity has as pronounced an impact as climate change and pollution on ecosystems, particularly in areas with higher amounts of species extinction.**The Nitrogen Cycle**

With most of the focus being placed on the carbon cycle, the effects of human use of nitrogen often slips under the radar. It is estimated that agriculture may be responsible for half of the nitrogen fixation on earth, primarily through the use and production of man-made fertilizers.

Excess levels of nitrogen in water can cause issues in marine ecosystems, primarily through overstimulation of plant and algae growth. This can result in

blocked intakes and less light getting to deeper waters, damaging the rest of the marine population.**Natural Resource Use**

Recent studies have shown that humanity uses so many natural resources that we would need almost 1.5 Earths to cover our needs. This is only set to increase as industrialization continues in nations like China and India.

Increased resource use is linked to a number of other environmental issues, such as air pollution and population growth. Over time, the depletion of these resources will lead to an energy crisis, plus the chemicals emitted by many natural resources are strong contributors to climate change. **Transportation**

An ever-growing population needs transportation, much of which is fueled by the natural resources that emit greenhouse gases, such as petroleum. In 2014, transportation accounted for 26% of all greenhouse gas emissions.

Transportation also contributes to a range of other environmental issues, such as the destruction of natural habitats and increase in air pollution. **Polar Ice Caps**

The issue of the melting of polar ice caps is a contentious one. While NASA studies have shown that the amount of ice in Antarctica is actually increasing, these rises only amount to a third of what is being lost in the Arctic.

There is strong evidence to suggest that sea levels are rising, with the Arctic ice caps melting being a major contributor. Over time, this could lead to extensive flooding, contamination of drinking water and major changes in ecosystems. **Climate Change**

The majority of the issues previously listed contribute or are linked to climate change. Statistics created by NASA state that global temperatures have risen by 1.7 degrees Fahrenheit since 1880, which is directly linked to a reduction in Arctic ice of 13.3% per decade.

The effects of climate change are widespread, as it will cause issues with deforestation, water supplies, oceans and ecosystems. Each of these have widespread implications of their own, marking climate change as the major environmental issue the planet faces today**The Final Word**

The impact that human activities have on the environment around us is undeniable and more studies are being conducted each year to show the extent of the issue.

Climate change and the many factors that contribute to emissions could lead to catastrophic issues in the future.

More needs to be done to remedy the major environmental issues that affect us today. If this doesn't happen, the possibility exists that great swathes of the planet will become uninhabitable in the future.

The good news is that many of these issues can be controlled. By making adjustments, humanity can have a direct and positive impact on the environment.

Please feel free to join the conversation in the comments section below or engage your friends in discussion about the environment on social media.

Activity 1.

Read and find the meanings underlined words and word combinations

Homework: Translate and retell the text.

LESSON 14
PASSIVE 1 (IS DONE / WAS DONE)

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

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

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

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

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

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

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

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

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

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

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

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

Present simple

active: clean(s) / see(s) etc. Somebody cleans this room everyday.
passive: am/is/are + cleaned/seen etc. This room is cleaned every day.

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

Past simple

active: cleaned/saw etc. Somebody cleaned this room yesterday.
passive: was/were + cleaned/seen etc. This room was cleaned yesterday.

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

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

hause damage hold invite make
overtake show surround translate write

1 Many accidents..... by dangerous driving.
2 Cheese .....from milk.
3 The roof of the building ..... in a storm a few days ago.
4 You..... to the wedding. Why didn't you go?
5 A cinema is a place where films .....
6 In the United States, elections for president..... every four years.
7 Originally the book .....in Spanish, and a few years ago it .... into English.

8 Although we were driv ing quite fast, we .....by a lot of other cars.

9 You can't see the house from the road. It .....by trees.

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

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

2 Ask about television, (when / invent?) .....

3 Ask about mountains, (how /form?) .....

4 Ask about Pluto *(the planet*). (when / discover?) .....

5 Ask about silver, (what / use for?) .....

42.3 Put the verb into the correct form, present simple or past simple, active or passive.

1 It's a big factory. Five hundred people (employ) there.

2 . ..... (somebody / clean) this room yesterday?

3 Water .....-..... (cover) most of the earth's surface.

4 How much of the earth's surface.....(cover) by water?

5 The park gates ..... (lock) at 6.30 p.m. every evening.

6 The letter.....(post) a week ago and it..... (arrive) yesterday.

7 The boat hit a rock and ..... (sink) quickly. Fortunately everybody .....-.....(rescue).

8 Richard's parents ..... (die) when he was very young. He and his sister .....(bring up) by their grandparents.

9 I was born in London, but I.....(grow up) in Canada.

10 While I was on holiday, my camera.....(steal) from my hotel room.

11 While I was on holiday, my camera..... (disappear) from my hotel room.

12 Why..... (Sue / resign) from her job? Didn't she enjoy it?

13 Why .....(Bill / sack) from his job? What did he do wrong?

14 The company is not independent. It..... (own) by a much larger company.

15 I saw an accident last night. Somebody.....(call) an ambulance but nobody .....(injure), so the ambulance ..... (not / need).

16 Where ..... . (these photographs / take)? In London? .....(you / take) them, or somebody else?

17 Sometimes it's quite noisy living here, but it's not a problem for me - I ... (not / bother) by it.

Homework: Make up sentences

LESSON 15
MAJOR CURRENT ENVIRONMENTAL PROBLEMS

Pollution: Pollution of air, water and soil require millions of years to recoup. Industry and motor vehicle exhaust are the number one pollutants. Heavy metals, nitrates and plastic are toxins responsible for pollution. While water pollution is caused by oil spill, acid rain, urban runoff; air pollution is caused by various gases and toxins released by industries and factories and combustion of fossil fuels; soil pollution is majorly caused by industrial waste that deprives soil from essential nutrients.

Global Warming: Climate changes like global warming is the result of human practices like emission of Greenhouse gases. Global warming leads to rising temperatures of the oceans and the earth' surface causing melting of polar ice caps, rise in sea levels and also unnatural patterns of precipitation such as flash floods, excessive snow or desertification.

Overpopulation: The population of the planet is reaching unsustainable levels as it faces shortage of resources like water, fuel and food. Population explosion in less developed and developing countries is straining the already scarce resources. Intensive agriculture practiced to produce food damages the environment through use of chemical fertilizer, pesticides and insecticides. Overpopulation is one of the crucial current environmental problem**.**

Natural Resource Depletion: Natural resource depletion is another crucial current environmental problems. Fossil fuel consumption results in emission of Greenhouse gases, which is responsible for global warming and climate change. Globally, people are taking efforts to shift to renewable sources of energy like solar, wind, biogas and geothermal energy. The cost of installing the infrastructure and maintaining these sources has plummeted in the recent years.

Waste Disposal: The over consumption of resources and creation of plastics are creating a global crisis of waste disposal. Developed countries are notorious for producing an excessive amount of waste or garbage and dumping their waste in the oceans and, less developed countries. Nuclear waste disposal has tremendous health hazards associated with it. Plastic, fast food, packaging and cheap electronic wastes threaten the well being of humans. Waste disposal is one of urgent current environmental problem**.**

Climate Change: Climate change is yet another environmental problem that has surfaced in last couple of decades. It occurs due to rise in global warming which occurs due to increase in temperature of atmosphere by burning of fossil fuels and release of harmful gases by industries. Climate change has various harmful effects but not limited to melting of polar ice, change in seasons, occurrence of new diseases, frequent occurrence of floods and change in overall weather scenario.

Loss of Biodiversity: Human activity is leading to the extinction of species and habitats and and loss of bio-diversity. Eco systems, which took millions of years to perfect, are in danger when any species population is decimating. Balance of natural processes like pollination is crucial to the

survival of the eco-system and human activity threatens the same. Another example is the destruction of coral reefs in the various oceans, which support the rich marine life.

Deforestation: Our forests are natural sinks of carbon dioxide and produce fresh oxygen as well as helps in regulating temperature and rainfall. At present forests cover 30% of the land but every year tree cover is lost amounting to the country of Panama due to growing population demand for more food, shelter and cloth. Deforestation simply means clearing of green cover and make that land available for residential, industrial or commercial purpose.

Ocean Acidification: It is a direct impact of excessive production of CO2. 25% of CO2 produced by humans. The ocean acidity has increased by the last 250 years but by 2100, it may shoot up by 150%. The main impact is on shellfish and plankton in the same way as human osteoporosis.

Ozone Layer Depletion: The ozone layer is an invisible layer of protection around the planet that protects us from the sun's harmful rays. Depletion of the crucial Ozone layer of the atmosphere is attributed to pollution caused by Chlorine and Bromide found in Chloro-floro carbons (CFC's). Once these toxic gases reach the upper atmosphere, they cause a hole in the ozone layer, the biggest of which is above the Antarctic. The CFC's are banned in many industries and consumer products. Ozone layer is valuable because it prevents harmful UV radiation from reaching the earth. This is one of the most important current environmental problem.

Acid Rain: Acid rain occurs due to the presence of certain pollutants in the atmosphere. Acid rain can be caused due to combustion of fossil fuels or erupting volcanoes or rotting vegetation which release sulfur dioxide and nitrogen oxides into the atmosphere. Acid rain is a known environmental problem that can have serious effect on human health, wildlife and aquatic species.

Water Pollution: Clean drinking water is becoming a rare commodity. Water is becoming an economic and political issue as the human population fights for this resource. One of the options suggested is using the process of desalinization. Industrial development is filling our rivers seas and oceans with toxic pollutants which are a major threat to human health.

Urban Sprawl: Urban sprawl refers to migration of population from high density urban areas to low density rural areas which results in spreading of city over more and more rural land. Urban sprawl results in land degradation, increased traffic, environmental issues and health issues. The ever growing demand of land displaces natural environment consisting of flora and fauna instead of being replaced.

Public Health Issues: The current environmental problems pose a lot of risk to health of humans, and animals. Dirty water is the biggest health risk of the world and poses threat to the quality of life and public health. Run-off to rivers carries along toxins, chemicals and disease carrying organisms. Pollutants cause respiratory disease like Asthma and cardiac-vascular problems. High temperatures encourage the spread of infectious diseases like Dengue.

Genetic Engineering: Genetic modification of food using biotechnology is called genetic engineering. Genetic modification of food results in increased toxins and diseases as genes from an allergic plant can transfer to target plant. Genetically modified crops can cause serious environmental problems as an engineered gene may prove toxic to wildlife. Another drawback is that increased use of toxins to make insect resistant plant can cause resultant organisms to become resistant to antibiotics.

The need for change in our daily lives and the movements of our government is growing. Because so many different factors come into play; voting, governmental issues, the desire to stick to routine, many people don't consider that what they do will affect future generations. If humans continue moving forward in such a harmful way towards the future, then there will be no future to consider. Although it's true that we cannot physically stop our ozone layer from thinning (and scientists are still having trouble figuring out what is causing it exactly,) there are still so many things we can do to try and put a dent in what we already know. By raising awareness in your local community and within your families about these issues, you can help contribute to a more environmentally conscious and friendly place for you to live.

Homework: Read and translate the topic.

LESSON 16
PASSIVE VOICE. 2 (BE DONE / BEEN DONE / BEING DONE)
DOING EXERCISES

Study the following active and passive forms:

Infinitive

active: (to) do/clean/see etc. Somebody will clean the room later.

_____ i

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

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

□ A mystery is something that can't be explained.

□ The music was very loud and could be heard from a long way away.

□ A new supermarket is going to be built next year.

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

Perfect infinitive

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

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

□ I haven't received the letter yet. It might have been sent to the wrong address.

□ If you hadn't left the car unlocked, it wouldn't have been stolen.

□ There were some problems at first, but they seem to have been solved.

Present perfect

active: have/has + done etc. The room looks nice. Somebody has cleaned it .

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

□ Have you heard? The concert has been cancelled.

□ Have you ever been bitten by a dog? .

□ 'Are you going to the party?' 'No, I haven't been invited.'

Past perfect

active: had + done etc. The room looked nice. Somebody had cleaned it .

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

□ The vegetables didn't taste very good. They had been cooked too long.

□ The car was three years old but hadn't been used very much.

Present continuous

active: am/is/are + (do)ing Somebody is cleaning the room at the moment.

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

□ There's somebody walking behind us. I think we are being followed.

□ *(in a shop)* 'Can I help you?' 'No, thank you. I'm being served.'

Past continuous

active: was/were + (do)ing Somebody was cleaning the room when I arrived.

_____ __j

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

□ There was somebody walking behind us. We were being followed.

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

If something is

1 washable. ..... !£....ЙУз._.Ь..... 4 unusable,..

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

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

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

arrest carry cause make repair wnd^ spend wake up

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

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

2 I haven't received the letter. It might Ь . M . ? - . . . . to the wrong address.

3 A decision will not..... until the next meeting.

4 Do you think that more money should..... on education?

5 This road is in very bad condition. It should..... a long time ago.

6 The injured man couldn't walk and had to.....

7 It's not certain how the fire started, but it might..... .. by an electrical fault.

8 I told the hotel receptionist I wanted to..... at 6.30 the next morning.

9 If you hadn't pushed the policeman, you wouldn't .....

43.3 Rewrite these sentences. Instead of using somebody or they etc., write a passive sentence.

1 Somebody has cleaned the room.....

2 They have postponed the meeting. The .....

3 Somebody is using the computer at the moment.
The computer ....
.....

4 I didn't realise that somebody was recording our conversation.
I didn't realise that ....

5 When we got to the stadium, we found that they had cancelled the game.
When we got to the stadium, we found that .....

6 They are building a new ring road round the city.

7 They have built a new hospital near the airport.

43.4 Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

1 There's somebody behind us. (I think / we / follow) .....

2 This room looks different, (you / paint / the walls?) .....

3 My car has disappeared, (it / steal!) It .....

4 My umbrella has disappeared, (somebody / take) Somebody.....

5 Sam gets a higher salary now. (he / promote) He..... .....-

6 Ann can't use her office at the moment, (it / redecorate) It .....

7 The photocopier broke down yesterday, but now it’s OK. (it / work / again ; it / repair)

It .... It .....

8 When I went into the room, I saw that the table and chairs were not in the same place.

(the furniture / move) The.....

9 The man next door disappeared six months ago. (he / not / see / since then)

He ....

Homework. Make up sentences.

LESSON 17
MODERN ECOLOGICAL THEORY AND RESEARCH

Ecology's Influence in the Social Sciences and Humanities Human Ecology

Human ecology began in the 1920s, through the study of changes in vegetation succession in the city of Chicago. It became a distinct field of study in the 1970s. This marked the first recognition that humans, who had colonized all of the Earth's continents, were a major ecological factor. Humans greatly modify the environment through the development of the habitat (in particular urban planning), by intensive exploitation activities such as logging and fishing, and as side effects of agriculture, mining, and industry. Besides ecology and biology, this discipline involved many other natural and social sciences, such as anthropology and ethnology, economics, demography, architecture and urban planning, medicine and psychology, and many more. The development of human ecology led to the increasing role of ecological science in the design and management of cities. In recent years human ecology has been a topic that has interested organizational researchers. Hannan and Freeman argue that organizations do not only adapt to an environment. Instead it is also the environment that selects or rejects populations of organizations. In any given environment (in equilibrium) there will only be one form of organization (isomorphism). Organizational ecology has been a prominent theory in accounting for diversities of organizations and their changing composition over time.

James Lovelock and the Gaia Hypothesis

The Gaia theory, proposed by James Lovelock, in his work «Gaia: A New Look at Life on Earth», advanced the view that the Earth should be regarded as a single living macro-organism. In particular, it argued that the ensemble of living organisms has jointly evolved an ability to control the global environment — by influencing major physical parameters as the composition of th atmosphere, the evaporation rate, the chemistry of soils and oceans — so as maintain conditions favorable to life. This vision was largely a sign of the times, in particular the growing perception after the Second World War that human activities such as nuclear energy, industrialization, pollution, and overexploitation of natural resources, fueled by exponential population growth, were threatening to create catastrophes on a planetary scale. Thus Lovelock's Gaia hypothesis, while controversial among scientists, was embraced by many environmental movements as an inspiring view: their Earth-mother, Gaia, was «becoming sick from humans and their activities".

Conservation and Environmental Movements

Since the 19th century, environmentalists and other conservationists have used ecology and other sciences (e.g., climatology) to support their advocacy positions. Environmentalist views are often controversial for political or economic reasons. As a result, some scientific work in ecology directly influences policy and political debate; these in turn often direct ecological research.

Ecology and Global Policy

Ecology became a central part of the World's politics as early as 1971, UNESCO launched a research program called Man and Biosphere, with the objective of increasing knowledge about the mutual relationship between humans and nature. A few years later it defined the concept of Biosphere Reserve. In 1972, the United Nations held the first international conference on the human environment in Stockholm, prepared by Rene Dubos and other experts. This conference was the origin of the phrase «Think Globally, Act Locally*. The next major events in ecology were the development of the concept of biosphere and the appearance of terms «biological diversity* — or now more commonly biodiversity — in the 1980s. These terms were developed during the Earth Summit in Rio de Janeiro in 1992, where the concept of the biosphere was recognized by the major international organizations, and risks associated with reductions in biodiversity were publicly acknowledged. Then, in 1997, the dangers the biosphere was facing were recognized from an international point of view at the conference leading to the Kyoto Protocol. In particular, this conference highlighted the increasing dangers of the greenhouse effect — related to the increasing concentration of greenhouse gases in the atmosphere, leading to global changes in climate. In Kyoto, most of the world's nations recognized the importance of looking at ecology from a global point of view, on a worldwide scale, and to take into account the impact of humans on the Earth's environment.

Answer these questions.

1. When was human impact on the environment first recognized?
2. How do humans modify their environment?
3. What was the result of the human ecology development?
4. When did the term «biodiversity» appear and was recognized?
5. What increasing dangers for the biosphere were acknowledged in 1997?

Find in the text English equivalents of the following words and expressions. Translate the sentences which contain them.

1) kesilgan o'rmon вырубка леса;
2) побочный эффект: 3) утверждать, приводить аргументы; 4) отвергать; 5) баланс, равновесие; 6) группа, множество; 7) осознание, понимание; 8) противоречивый; 9) цель; 10) в мировом масштабе; 11) принимать во внимание, в расчет.

LESSON 18

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

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

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

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

object 2 object 1

So it is possible to make two passive sentences:

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

Other verbs which can have two objects are:

ask offer pay show teach tell

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

□ I was offered the job, but I refused it. (= they offered me the job)

□ You will be given plenty of time to decide. (= we will give you plenty of time)

□ Have you been shown the new machine? (= has anybody shown you?)

□ The men were paid £400 to do the work. (= somebody paid the men £400)

I don't like being ...

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

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

□ I remember being taken to the zoo when I was a child.
(= I remember somebody taking me to the zoo)

□ Steve hates being kept waiting. (= he hates people keeping him waiting)

□ We managed to climb over the wall without being seen. (= without anybody seeing us)

ı was born ...

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

□ I was born in Chicago. 1

□ Where were you born? *(not* Where are you born?) past but

□ How many babies are born every day? *Present* Get

You can use get instead of be in the passive:

□ There was a fight at the party, but nobody got hurt. (= nobody was hurt)

□ 1 don't often get invited to parties. (= I'm not often invited)

□ I'm surprised Liz didn't get offered the job. (= Liz wasn't offered the job)

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

□ Jill is liked by everybody, *(not* gets liked - this is not a 'happening')

□ He was a mystery man. Very little was known about him. *(not* got known)

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

We also use get in the following expressions (which are nor passive in meaning): get married, get divorced get lost (= not know where you are)

get dressed (= put on your clothes) get changed (= change your clothes)

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

1 They didn't give me the information I needed.
I...wasn't, given *the.* In-fomnaiion I needed.....

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

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

4 Nobody told me about the meeting.
I wasn't..... .....

5 How much will they pay you for your work?
How much will you .....

6 I think they should have offered Tom the job.
I think Tom ..... -.....

7 Has anybody shown you what to do?
Have vou..... ....

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

give invite ~~keep~~ knock down stick treat

1 Steve hates..... waiting.
2 We went to the party without.....
3 I like giving presents and 1 also like..... them.
4 It's a busy road and I don't like crossing it. I'm afraid of .....
5 I'm an adult. I don't like .....like a child.
6 You can't do anything about.....in a traffic jam.

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

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

Beethoven Galileo Elvis Presley 1452 1869 1929
Agatha Christie Mahatma Gandhi Leonardo da Vinci 1564 1890 1935
Martin Luther King William Shakespeare 1770 -1-904

1 . Watt Disney was bom in 1901.
1 .....
2 .....
3 ....
4 ....
5 And vou? I

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

1 There was a fight at the party, but nobody...
2 Alex.....by a bee while he was sitting in the garden.
3 These tennis courts don't .....very often. Not many people want to play.
4 I used to have a bicycle, but it .....a few months ago.
5 Rachel works hard but doesn't..... very much.
6 Last night I.....by the police as I was driving home. One of

the lights

on my car wasn’t working.

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

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

Homework. Make up sentences

LESSON 1
REPORTING THE PAST

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

Structure 1: verb + indirect object + direct object

- Structure 2: verb + direct object + to/for + indirect object
- Structure 3: verb + object pronoun + direct object.

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

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

I told him nothing was going to happen to me.

I agreed that he should do it.

The other part is the reported clause.

He felt that he had to do something.

Henry said he wanted to go home.

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

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

Mrs Kaur announced that the lecture had begun.

At the time we thought that he was mad.

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

* because you want to emphasize that it is still true

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

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

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

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

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

She says she wants to see you this afternoon.

I think there's something wrong.

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

* what someone often says

He says that no one understands him.

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

My doctor says it's nothing to worry about.

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

No doubt he will claim that his car broke down.

They will think we are making a fuss.

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

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

You would probably report this as:

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

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

In this extract a taxi driver picks up a passenger:

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

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

`So it is,' I said. `I wish I were going with you. I love betting on horses.' **Somebody says something to you which is the opposite of what they said earlier.**

Complete the answers.

1 A: That restaurant is expensive.
B: Is it? I thought you said .....

2 A: Sue is coming to the part)' tonight.
B: Is she? I thought you said she ..-..... .....

3 A: Sarah likes Paul.
B: Does she? Last week you said..... .....

4 A: I know lots of people.
B: Do you? I thought you said ....

5 A: Jane will be here next week.
B: Will she? But didn't you say..... .....

6 A: I'm going out this evening.
B: Are you? But you said..... .....

7 A: I can speak a little French.
B: Can you? But earlier you said ....
....

8 A: I haven't been to the cinema for ages.
B: Haven't you? I thought you said .....

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

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

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

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

4 1 wonder where Sue is. She.....she would be here at 8 o'clock.

5 Dan ..... me that he was bored with his job.
6 The doctor .....that I should rest for at least a week.
7 Don’t ..... anybody what I ..... It's a secret just between us.
8 "Did she ..... you what happened?’ ‘No, she didn’t ..... anything to me.’
9 Gary couldn't help me. He ..... me to ask Caroline.
10 Gary couldn't help me. He ..... to ask Caroline.

Homework: Make up sentences.

LESSON 2
FOREST ECOLOGY

Forest ecology is one branch of a biotic ally-oriented classification of types of ecological study (as opposed to a classification based on organizational level or complexity, for example population or community ecology). Thus, forests are studied at a number of organizational levels, from the individual organism to the ecosystem. However, as the term forest connotes an area inhabited by more than one organism, forest ecology most often concentrates on the level of the population, community or ecosystem. Logically, trees are an important component of forest research, but the wide variety of other life forms and a biotic components in most forests means that other elements, such as wildlife or soil nutrients, are often the focal point. Thus, forest ecology is a highly diverse and important branch of ecological study. Forest ecology studies share characteristics and methodological approaches with other areas of terrestrial plant ecology. However, the presence of trees makes forest ecosystems and their study unique in numerous ways.

Since trees can grow larger than other plant life-forms, there is the potential for a wide variety of forest structures (or physiognomies). The infinite number of possible spatial arrangements of trees of varying size and species makes for a highly intricate and diverse micro-environment in which environmental variables such as solar radiation, temperature, relative humidity, and wind speed can vary considerably over large and small distances. In addition, an important proportion of a forest ecosystem's biomass is often underground, where soil structure, water quality and quantity, and levels of various soil nutrients can vary greatly.[2] Thus, forests are often highly heterogeneous environments compared to other terrestrial plant communities. This heterogeneity in turn can enable great biodiversity of species of both plants and animals. Some structures, such as tree ferns may be keystone species for a diverse range of other species.[3] A number of factors within the forest affect biodiversity; primary factors enhancing wildlife abundance and biodiversity are the presence of diverse tree species within the forest and the absence of even aged timber management.[4] For example, the wild turkey thrives when uneven heights and canopy variations exist and its numbers are diminished by even aged timber management. Forest management techniques that mimic natural disturbance events (variable retention forestry [5]) can allow community diversity to recover rapidly for a variety of groups including beetles.

In 2017, the biologist Dr. Roberto Cazzolla Gatti and his colleagues tested [7] a global correlation between vascular plant species richness and average forest canopy height. They found a significant correlation between the two at both global and macro-climate scales, with the strongest confidence in the tropics. The authors of this study suggested that the higher the forest canopy, the bigger the number of species a forest can host.

Energy flux

Forest ecologists are interested in the effects of large disturbances, such as wildfires. Montana, United States. Forests accumulate large amounts of standing biomass, and many are capable of accumulating it at high rates, i.e. they are highly productive. Such high levels of biomass and tall vertical structures represent large stores of potential energy that can be converted to kinetic energy under the right circumstances. Two such conversions of great importance are fires and treefalls, both of which radically alter the biota and the physical environment where they occur. Also, in forests of high productivity, the rapid growth of the trees themselves induces biotic and environmental changes, although at a slower rate and lower intensity than relatively instantaneous disturbances such as fires.

Woody material, often referred to as coarse woody debris, decays relatively slowly in many forests in comparison to most other organic materials, due to a combination of environmental factors and wood chemistry (see lignin). Trees growing in arid and/or cold environments do so especially slowly. Thus, tree trunks and branches can remain on the forest floor for long periods, affecting such things as wildlife habitat, fire behavior, and tree regeneration processes. Lastly, forest trees store large amounts of water because of their large size and anatomical/physiological characteristics. They are therefore important regulators of hydrological processes, especially those involving groundwater hydrology and local evaporation and rainfall/snowfall patterns.[8] Thus, forest ecological studies are sometimes closely aligned with meteorological and hydrological studies in regional ecosystem or resource planning studies. Perhaps more importantly the duff or leaf litter can form a major repository of water storage. When this litter is removed or compacted (through grazing or human overuse), erosion and flooding are exacerbated as well as deprivation of dry season water for forest organisms.

The ecological potential of a particular species is a measure of its capacity to effectively compete in a given geographical area, ahead of other species, as they all try to occupy a natural space. For some areas it has been quantified, as for instance by Hans-Jürgen Otto, for central Europe.[9] He takes three groups of parameters:

- Related to site requirements: Tolerance to low temperatures, tolerance to dry climate, frugality.
- Specific qualities: Shade tolerance, height growth, stability, longevity, regeneration capacity.

- Specific risks: Resistance to late freezing, resistance to wind/ice storm, resistance to fire, resistance to biotic agents.

Every parameter is scored between 0 and 5 for each considered species, and then a global mean value calculated. A value above 3.5 is considered high, below 3.0 low, and intermediate for those in between. In this study *Fagus sylvatica* has a score of 3.82, *Fraxinus excelsior* 3.08 and *Juglans regia* 2.92; and are examples of the three categories.

Activity 1 Read and translate underlined words and word combinations
Homework. Read and translate the text.

LESSON 3
REPORTED SPEECH II (Questions)

When transforming questions, check whether you have to change:

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

Also note that you have to:

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

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

Reported Speech - Requests

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions

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

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

Example: Peter: "Did John clean the black shoes yesterday?"
Peter asked me _____
Answer: Peter asked me if John had cleaned the black shoes the day before.

1) Mandy: "Are the boys reading the book?"
Yesterday Mandy asked
me……..
2) Jason: "Who gave you the laptop?"
Yesterday Jason wanted to
know……
3) Robert: "Is Tim leaving on Friday?"
Yesterday Robert asked
me……..
4) Daniel: "Will it rain tomorrow?"
Yesterday Daniel asked
me……
5) Jennifer: "Where do you play football today?"
Yesterday Jennifer wanted to
know……

6) Nancy: "Why didn't Nick go to New York last summer?"
Yesterday Nancy wanted to
know……..……
7) Barbara: "Must I do my homework this afternoon?"
Yesterday Barbara asked
me……...
8) Linda: "Did Max fly to London two weeks ago?"
Yesterday Linda wanted to
know……
9) Grandmother: "Where are my glasses?"
Yesterday Grandmother asked
me……..…….
10) A man: "When does the train to Liverpool leave?"
Yesterday a man asked
me……
11) Marry: “Bring me some coffee, please”
……
……
12) John: “Don’t take y cards, I don’t allow you.”
……
……

Activity 2. Rewrite the sentences into direct speech:

1. My friend advised me not to drink alcohol that night since I had to drive back home.
……..……
2. The teacher remarked that our exams were really well.
……..……
3. Tony asked me when we would meet for dinner.
……
4. Sally commented that she had travelled to Rome twice the previous year.
……
5. Dan’s sister refused to do the washing up for him.
…….
6. The passenger wanted to know when the plane would land.
…….
7. Adam suggested wearing smart clothes to Tom’s party the next Friday.
……
8. Mandy said she had forgotten to lock the garage when she had left that morning.
……
9. The children asked the teacher if they had to bring the dictionary the following day.
……
10. My father remarked that the new laptop didn’t work very well.

……
11. Peter wanted to know what time the new TV show began.
……
12. Molly offered to do the shopping for me.
……
13. Pam's mother told her to tidy her room then
……..……
14. Dave invited Sue to have dinner that night.
……
15. Ted apologized for not having prepared dinner yet.
……..……
……

Homework: activity 2

LESSON 4
DEFORESTATION

Deforestation, **clearance**, **clearcutting** or **clearing** is the removal of a forest or stand of trees from land which is then converted to a non-forest use.[2] Deforestation can involve conversion of forest land to farms, ranches, or urban use. The most concentrated deforestation occurs in tropical rainforests.[3] About 31% of Earth's land surface is covered by forests.[4]

Deforestation can occur for several reasons: trees can be cut down to be used for building or sold as fuel (sometimes in the form of charcoal or timber), while cleared land can be used as pasture for livestock and plantation. The removal of trees without sufficient reforestation has resulted in habitat damage, biodiversity loss, and aridity. It has adverse impacts on biosequestration of atmospheric carbon dioxide. Deforestation has also been used in war to deprive the enemy of vital resources and cover for its forces. Modern examples of this were the use of Agent Orange by the British military in Malaya during the Malayan Emergency and by the United States military in Vietnam during the Vietnam War. As of 2005, net deforestation rates had ceased to increase in countries with a per capita GDP of at least US$4,600.[5][6] Deforested regions typically incur significant adverse soil erosion and frequently degrade into wasteland.

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"Deforest" redirects here. For other uses, see DeForest (disambiguation).

Satellite image of deforestation in progress in eastern Bolivia. Worldwide, 10% of wilderness areas were lost between 1990 and 2015.[1]

Disregard of ascribed value, lax forest management, and deficient environmental laws are some of the factors that lead to large-scale deforestation. In many countries, deforestation—both naturally occurring and human-induced—is an ongoing issue.[7] Deforestation causes extinction, changes to climatic conditions, desertification, and displacement of populations, as observed by current conditions and in the past through the fossil record.[8] More than half of all plant and land animal species in the world live in tropical forests.[9]

Between 2000 and 2012, 2.3 million square kilometres (890,000 sq mi) of forests around the world were cut down.[10] As a result of deforestation, only 6.2 million square kilometres (2.4 million square miles) remain of the original 16 million square kilometres (6 million square miles) of tropical rainforest that

formerly covered the Earth.[10] An area the size of a football pitch is cleared from the Amazon rainforest every minute, with 136 million acres (55 million hectares) of rainforest cleared for animal agriculture overall.[11]

Forest management

Efforts to stop or slow deforestation have been attempted for many centuries because it has long been known that deforestation can cause environmental damage sufficient in some cases to cause societies to collapse. In Tonga, paramount rulers developed policies designed to prevent conflicts between short-term gains from converting forest to farmland and long-term problems forest loss would cause,[175] while during the 17th and 18th centuries in Tokugawa, Japan,[176] the shōguns developed a highly sophisticated system of long-term planning to stop and even reverse deforestation of the preceding centuries through substituting timber by other products and more efficient use of land that had been farmed for many centuries. In 16th-century Germany, landowners also developed silviculture to deal with the problem of deforestation. However, these policies tend to be limited to environments with *good rainfall*, *no dry season* and *very young soils* (through volcanism or glaciation). This is because on older and less fertile soils trees grow too slowly for silviculture to be economic, whilst in areas with a strong dry season there is always a risk of forest fires destroying a tree crop before it matures.

In the areas where "slash-and-burn" is practiced, switching to "slash-and-char" would prevent the rapid deforestation and subsequent degradation of soils. The biochar thus created, given back to the soil, is not only a durable carbon sequestration method, but it also is an extremely beneficial amendment to the soil. Mixed with biomass it brings the creation of terra preta, one of the richest soils on the planet and the only one known to regenerate itself.
More than 3.6 million hectares of virgin tropical forest was lost in 2018.[12]

Forest plantations

In order to acquire the world's demand for wood, it is suggested that high yielding forest plantations are suitable according to forest writers Botkins and Sedjo. Plantations that yield 10 cubic meters per hectare a year would supply enough wood for trading of 5% of the world's existing forestland. By contrast, natural forests produce about 1–2 cubic meters per hectare; therefore, 5–10 times more forestland would be required to meet demand. Forester Chad Oliver has suggested a forest mosaic with high-yield forest lands interspersed with conservation land.[187]

Globally, planted forests increased from 4.1% to 7.0% of the total forest area between 1990 and 2015.[188] Plantation forests made up 280 million ha in 2015, an increase of about 40 million ha in the last ten years.[189] Globally, planted forests consist of about 18% exotic or introduced species while the rest are species native to the country where they are planted. In South America, Oceania, and East and Southern Africa, planted forests are dominated by introduced species: 88%, 75% and 65%, respectively. In North America, West and Central Asia, and Europe the proportions of introduced species in

plantations are much lower at 1%, 3% and 8% of the total area planted, respectively.[188]

In the country of Senegal, on the western coast of Africa, a movement headed by youths has helped to plant over 6 million mangrove trees. The trees will protect local villages from storm damages and will provide a habitat for local wildlife. The project started in 2008, and already the Senegalese government has been asked to establish rules and regulations that would protect the new mangrove forests.[190]

Homework: Read, translate and retall the topic.

LESSON 5

RELATIVE CLAUSES 1:
CLAUSES WITH WHO/THAT/WHICH

Look at this example sentence:

The woman who lives next door is a doctor.

■-- relative clause

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

1.The woman who lives next door ... (4vho lives next door' tells us which woman)

2.People who live in the country ... ('who live in the country' tells us what kind of people)

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

the woman - she lives next door - is a
doctor t
—► The woman who lives next door is a doctor.

we know a lot of people - they live in the country We know a lot of people who live in the country.

3.An architect is someone who designs buildings.

4.What was the name of the person who phoned you?

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

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

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

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

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

I
that, was in the fridge?
which

Where is the cheese

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

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

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

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

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

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

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

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

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

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

	steals from a shop		buys something from a shop
	~~design~~s- ~~build~~ings		pays rent to live in a house or flat breaks into a house to steal
he/she	doesn't believe in God is not brave	he/she	things expects the worst to happen

1.

2. Ian architect) An *architect is* someone who *designs* buildings. .....

3. la burglar) A burglar is someone ... :..... .....

4. la customer) ....

5. (a shoplifter) .....-.....

6. la coward) .....

7. (an atheist) ..... .

(a pessimist) ....

1. (a tenant) ....

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

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

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

2. A waitress served us. She was impolite and impatient.

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

A building was destroyed in the fire. It has now been rebuilt.

The..... * ..... Some people were arrested. They have now been released.

The ....

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

The . ...

Homework: activity 2

LESSON 6
THE CHANGING CLIMATE ON EARTH

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

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

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

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

Earth Has Many Climates

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

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

Earth's Five Major Climates

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

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

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

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

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

Extreme Weather Patterns

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

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

Homework: What do you think about climate?
Write about our country's climate.

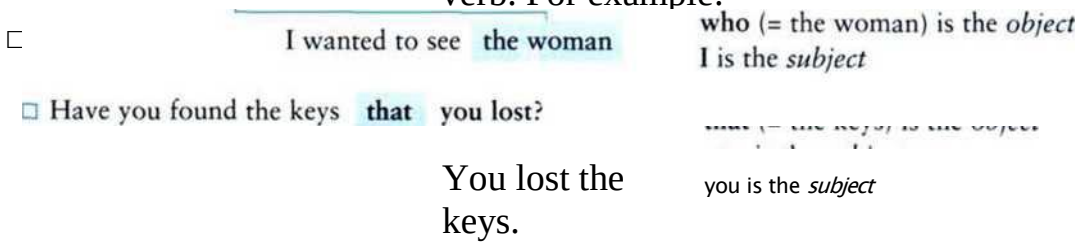
LESSON 7
RELATIVE CLAUSES 2: CLAUSES WITH AND WITHOUT WHO/THAT/WHICH

Look at these example sentences from

4. The woman who lives next door is a doctor, (or
   The woman The woman lives next door. that lives ...)
   who (= the woman) is the *subject*
5. Where is the cheese that was in the fridge? *(or* the cheese which was ...)
   The cheese was in the fridge, that (= the cheese) is the *subject*

You must use who/that/which when it is the subject of the relative clause. So you cannot say 'The woman lives next door is a doctor' or 'Where is the cheese was in the fridge?'.

Sometimes who/that/which is the *object* of the verb. For example:



You lost the keys.

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

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

6. Have you found the keys you lost? *or* ... the keys that you lost?
7. The dress Liz bought doesn't fit her very well, *or* The dress that Liz bought ...

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

Note that we say:

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

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

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

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

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

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

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

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

Note that we say:

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

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

5. Everything (that) they said was true. *(not* Everything what they said)
6. I gave her all the money (that) I had. *(not* all the money what I had)

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

2. Choose from the box.

we went to a party last night you can rely on Gary we were invited to a wedding

1. work with some people I applied for a job you told me about a hotel

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

1. Are these the books ..... looking. for ?
2. Unfortunately we couldn't go to the wedding .....
3. I enjoy my job. I like the people .....
4. What's the name of that hotel ..... :..... ?
5. The party ..... wasn't very enjoyable.
6. I didn't get the job .....
7. Gary is a good person to know. He's somebody.....
8. Who was that man..... - .....in the restaurant?

Homework: Make up sentences.

LESSON 8
POLLUTION

Ask someone to describe pollution, and you will get a variety of answers. For some, their mind turns to factories that spew out black smoke into the atmosphere. Others might think about pollution in rivers and streams that is not easily seen but leads to the loss of fish and other aquatic life. Still others will look at the side of the road and notice litter that was carelessly thrown out. Each of these individuals is correct in their description of pollution, and we see that pollution takes many forms. In this lesson, we will learn about different types of pollution and how they impact the environment.

A **pollutant** is a substance that pollutes the air, water or land. This term is used to describe things in the environment that do not belong. In a broader sense, the term 'pollutant' has even been used to describe undesirable levels of sound or light. For example, the lights and never-ending traffic noise on the Las Vegas Strip are examples of light and noise pollutants.

Pollution is the presence of a pollutant in the environment and is often the result of human actions. Pollution has a detrimental effect on the environment. Animals, fish and other aquatic life, plants and humans all suffer when pollution is not controlled.

Physical Pollution

Of the different types of pollution, physical pollution may be the most recognizable. Simply stated, **physical pollution** is the introduction of discarded materials into the environment. Physical pollution is what you might refer to as trash and is the direct result of human actions. In other words, nature does not produce physical pollution because in natural systems, all byproducts or wastes are eventually recycled back into the environment. For example, in nature, a fallen tree will degrade and eventually return nutrients to the soil.

However, physical pollutants, such as discarded water bottles and plastic bags along with waste materials from industrial or manufacturing processes, do not naturally degrade and can accumulate or leach chemicals into the ground or water supplies as they breakdown. Physical pollutants are often sent to **landfills**, which are designated areas for trash disposal in which the waste is dumped and then covered by soil.Landfills keep physical pollutants confined to one area, and many modern landfills are lined with layers of clay or plastic to prevent leakage. However, as buried waste products and organic matter decompose, they can release methane gas, carbon dioxide and other gases that are harmful to the environment.

Chemical Pollution

Chemical pollution is another type of pollution. It is defined as the introduction of chemicals into the environment. Chemicals may not be seen by the naked eye, but they can cause problems in all areas of the environment, from the air we breathe to the freshwater we drink to the soil we use for growing crops.Agricultural practices are one example of a chemical pollution source. Pesticides used to control insects and fertilizers used to make soil more fertile contain nitrogen, phosphorus and other chemicals. These chemicals can run off

of a farmer's field and enter waterways. Nitrogen and phosphorus fertilize tiny plant life in the body of water, causing rapid growth and eventually depleting oxygen levels in the water to the point where fish and other species of life cannot survive. Chemical pollution from pesticides and fertilizers can also contaminate soil if used in excess. Other sources of soil contamination include the leaking of chemicals from mines and landfills.Chemical pollution is also seen in the air. The burning of fossil fuels, such as coal, oil and natural gas, release chemical pollutants into the atmosphere. These fossil fuels may be used in our vehicles or by utilities or industries. These chemical pollutants are referred to as greenhouse gases, which are gases in the atmosphere that absorb infrared radiation and trap heat.

Homework: Read, translate and retell the text.

LESSON 9
RELATIVE CLAUSES 3: WHOSE/WHOM/WHERE

Whose

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

we saw some people - their car had broken down

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

We use whose mostly for people:

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

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

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

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

13. 1 met a man whose sister knows you. (his sister knows you)

Whom

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

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

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

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

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

16. The woman 1 wanted to see ... *or* The woman who/that 1 wanted to see ...

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

Where

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

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

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

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

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

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

We	say:
the day / the year / the time etc.	something happens *or* that something happens

20. Do you remember the day (that) we went to the zoo?

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

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

We	say:
the reason	something happens or that/why something happens

23. The reason I'm phoning you is to ask your advice.

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

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

1. Whafs the name of the man ..... car you borrowed?
2. A cemetery is a place ..... people are buried.
3. A pacifist is a person..... believes that all wars are wrong.
4. An orphan is a child .....parents are dead.
5. What was the name of the person to .....you spoke on the phone?
6. The place ..... we spent our holidays was really beautiful.
7. This school is only for children ..... first language is not English.
8. The woman with .....he fell in love left him after a month.

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

1. I'll always remember the day.....
2. I'll never forget the time .....
3. The reason .....was that I didn't know your address
4. Unfortunately I wasn't at home the evening .....
5. The reason .....is that they don't need one
6. .....was the year .....

7. **Activity 3. Read the situations and complete the sentences using where.**
8.

1. You grew up in a small town. You went back there recently. You tell someone this.
   1. recently went back ro the small town .....
2. You want to buy some postcards. You ask a friend where you can do this.
   Is there a shop near here .... ?
3. You work in a factory. The factory is going to close down next month. You tell a friend:

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

4. Sue is staying at a hotel. You want to know the name of the hotel. You ask a friend:
   Do you know the name of the hotel..... ?
5. You play football in a park on Sundays. You show- a friend the park. You say:

This is the park .... on Sundays.

Homework: Activity 3.

LESSON 10
WHAT IS AIR POLLUTION?

Being sick is pretty lousy, isn't it? If you know someone who has a cold, you tend to steer clear of them because you don't want to catch their germs. Every time that person coughs or sneezes, their germs get put into the air and are then free to travel to the next person. Can you imagine trying to contain something like that in the air? It would be pretty difficult because, not only are the germs invisible, but they expand outward as they enter the air.

We don't think of germs as air pollution, but it really is the same idea. **Air pollutants** are gases and particles in the atmosphere that harm organisms and affect climate. **Air pollution**, then, is the release of these particles and gases into the air. For the previous example, the germs would be the pollutants, but the air wouldn't be polluted until those germs are sneezed out.

Sources of Air Pollution

When you think of air pollution, you likely think of human activities, such as coal-burning plants and emissions from cars, planes and boats. But, air pollution also comes from natural sources. Volcanoes are a great example of a natural pollution source; they produce large amounts of particles and gases, and the eruptions send them up into the atmosphere. Forest fires are a natural process that also produce large amounts of potentially harmful gas and particulate matter.

No matter the source, there are two ways pollution can enter the air. **Point source pollution** is when the air pollutants come from a single source of origin, such as smokestacks at a single factory. **Non-point source pollution** is when the air pollutants come from many sources, such as all of the cars in the U.S.

Just like not all sources of pollution are the same, pollutants also vary in their effects. **Primary pollutants** are those that cause direct harm or that can react to form harmful substances in the atmosphere. **Secondary pollutants** are those harmful substances that are created from the reactions between primary pollutants and the components of the atmosphere.

Types of Air Pollutants

In another lesson, we learned about the **Clean Air Act of 1970**, which set limits on emissions and standards for air quality, provided funding for pollution control research and made it possible for citizens to sue those who violate the standards. The standards set forth in this legislation by the Environmental Protection Agency, or EPA, identified six pollutants as those that posed the greatest threat to human health. Let's look at each one.

Carbon monoxide is both odorless and colorless, and it's produced through combustion. Most carbon monoxide emissions come from vehicles, about 62%, but they also come from forest fires, lawn equipment and the burning of industrial waste. This pollutant is dangerous to human health because, even in very small concentrations, it can prevent oxygen from being delivered through your body to major organs. At higher levels, it can cause death.

Sulfur dioxide is also a colorless gas, and it's highly reactive. About 70% of sulfur dioxide emissions come from combustion at industrial power plants, like those that generate electricity from coal. Sulfur in the coal reacts with atmospheric oxygen in the air and forms the compound sulfur dioxide. Once in the air it may react further to create sulfur acid, which can fall back to Earth as acid rain. Sulfur dioxide can also cause respiratory illnesses when it's breathed in.

Activity 1. Fill in the text with the appropriate word from the box

sources, destroys, circulate, acid rain, industrialized, pollutants, harmful, inversion, smog, erupt, occurs.

Air pollution

In the past, air pollution in (1) _____ countries caused a visible haze called smog. (2) _____ is a mixture of different pollutants (mainly sulphur dioxide gas and particles of soot) and water vapor in still, cold air. It occurs in unusual weather conditions when there is temperature (3) _____ that is, a layer of cold air close to the ground with a layer of warmer air above it. With temperature inversion the air does not (4) _____ so pollutants become trapped close to the ground.

When these (5) _____ combine with fog, they form a visible suspension in the air; this is known as smog. The main (6) _____ of sulphur dioxide and soot are fossil fuels, particularly coal. Oil, natural gas and hard, black coal produce much less sulphur dioxide than soft, brown coal. Sulphur-based smog rarely (7) _____ in developed countries today, but it is a major source of pollution in newly-industrializing countries such as India and China. Sulphur dioxide is, incidentally also emitted from volcanoes when they (8) _____ . Air pollution in the upper atmosphere does not cause smog, but it has other (9) _____ effects. Sulphuric and nitric acids are carried long distances with air currents and become (10) _____ . Acid rain damages crops and forests, destroys aquatic life in lakes and rivers, and ruins buildings.

It (11) _____ buildings by corroding metal and dissolving stone; some important historical monuments are being washed away by acid rain.

Homework: Read, translate and retell the text.

LESSON 11

RELATIVE CLAUSES 4: EXTRA INFORMATION CLAUSES (1)

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

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

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

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

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

1. There's a woman living next door to me. She's a doctor.
The woman ..... who lives next door to me is a. doctor.....
2. I've got a brother called Rob. He lives in Australia. He's a doctor.
Mv brother Rob , who Lives in Australia., is a. doctor.....
3. There was a strike at the car factory. It began ten days ago. It is now over.
The strike at the car factory.....
4. I was looking for a book this morning. I've found it now.

I've found..... .....

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

The population of London.....

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

Few of.....

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

Amy showed me..... .....

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

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

Colin told me about his new job, which he's enjotjinj vertj much. .....

2. My office that is on the second floor is very small.
3. The office I'm using at the moment is very small.
4. Ben's father that used to be a teacher now works for a TV company.
5. The doctor that examined me couldn't find anything wrong.
6. The sun that is one of millions of stars in the universe provides us with heat and light.

Homework: make up sentences.

LESSON 12
TYPES OF ENVIRONMENTAL HAZARDS

We face countless environmental hazards every day. To better understand them, we can think of them as falling into four categories: physical, chemical, biological, and cultural.

Physical hazards are physical processes that occur naturally in the environment. These include natural disaster events such as earthquakes, tornadoes, volcanoes, blizzards, landslides, and droughts. Not all physical hazards are discrete events - some are ongoing, like ultraviolet radiation. UV radiation is considered a hazard because it damages DNA and can cause human health issues like skin cancer and cataracts.

Chemical hazards can be both natural and human-made chemicals in the environment. Human-made chemical hazards include many of the synthetic chemicals we produce, like disinfectants, pesticides and plastics. Some chemical hazards occur naturally in the environment, like the heavy metals lead and mercury. Some organisms even produce natural chemicals that are an environmental hazard, such as the compounds in peanuts and dairy that cause allergic reactions in humans.

Biological hazards come from ecological interactions between organisms. Viruses, bacterial infections, malaria, and tuberculosis are all examples of biological hazards. When these pathogens and diseases are transferred between organisms, it's called an **infectious disease**. We suffer from these diseases and pathogens because we're being parasitized by another organism, which, while hazardous, is also a natural process.

Cultural hazards, also known as **social hazards**, result from your location, socioeconomic status, occupation, and behavioral choices. For example, smoking cigarettes is hazardous to your health, and this is a behavioral choice. If you live in a neighborhood with lots of crime, this is a hazard based on your location. Similarly, your diet, exercise habits, and primary mode of transportation all influence your health and the health of the environment around you.

Indoor Environmental Hazards

As you can see, environmental hazards can come from a variety of sources. While many hazards come from outdoor sources, indoor sources are especially important to understand because we spend so much of our time inside. Your home, office, and car are all part of your environment, and can all be sources of environmental hazards.

For example, radon gas is a very toxic indoor hazard. Radon is a colorless and odorless radioactive gas that seeps into homes from rocks, soil and water underneath. It is the second leading cause of lung cancer in the U.S., coming in just behind tobacco smoke.

Lead is another indoor environmental hazard. Lead is a toxic heavy metal that can cause damage to major organs like your brain, liver, kidneys and stomach. Lead also causes mental retardation, anemia, and hearing loss. Lead is found in homes in old pipes and paint. When water passes through

lead pipes, it contaminates the water and causes lead poising. Lead in paint is especially dangerous to children because babies and young children like to peel paint from walls and then eat or inhale the lead from the paint.

Activity 1. Fill in the text with the appropriate word from the box.

across, existing, sculpture, constructed, stainless, lands, scholar, accurate, exists

The first globes were built by ancient Greeks. The earliest known globe was said to have been (1) _____ by the (2) _____ Crates about 150 B.C. An ancient celestial globe that still (3) _____ was made about 150 A.D. as part of a (4) _____ , called the Farnese Atlas, in the Naples Museum, Italy. The oldest (5) _____ terrestrial globe was built in Germany, in 1492. This globe does not show the Americas. As new (6) _____ were discovered in the 16^{th} and 17^{th} centuries, globes became more (7) _____ . The world's largest globe is the Unisphere, which was built for the 1964 New York World's Fair. This (8) _____ steel globe is 37 m (9) _____ and weighs 408,000 kg, including its base.

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

LESSON 13
RELATIVE CLAUSES 5: EXTRA INFORMATION CLAUSES (2)

Prepositions + whom/which

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

7. Mr Lee, to whom I spoke at the meeting, is very interested in our proposal.
8. Fortunately we had a map, without which we would have got lost.

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

9. This is my friend from Canada, who I was telling you about.
10. Yesterday we visited the City Museum, which I'd never been to before.

All of / most of etc. + whom/which

Study these examples:

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

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

They asked me a lot of questions. I couldn't answer most of them . *(2 sentencesI* —► They asked me a lot of questions, most of which I couldn't answer. *(I sentence)*

In the same way you can say:

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

11. Martin tried on three jackets, none of which fitted him.
12. Two men, neither of whom I had seen before, came into the office.
13. They've got three cars, two of which they rarely use.
14. Sue has a lot of friends, many of whom she was at school with.

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

15. The building was destroyed in a fire, the cause of which was never established.
16. We stayed at a beautiful hotel, the name of which I can't remember now.

Which *(not* what)

Study this example:

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

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

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

1. All of Mary's brothers are married.

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

2. Most of the information we were given was useless.

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

3. Jane has received neither of the letters I sent her.

1. sent Jane two letters, ...

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

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

3. Kate hardly ever uses one of her computers.

Kate has got two computers, ...

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

Mike won £50,000,.....

Both of Julia's sisters are teachers.

Julia has two sisters, ...

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

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

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

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

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

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

Homework: make up sentences

LESSON 14
FIVE FACTORS THAT DETERMINE WEATHER

First of all, what is meant by the term **weather**? Weather is simply the current state of the atmosphere at a specific location at any given point in time. We use this term correctly when we ask a friend in another part of the world 'What is the weather like there?' Weather can change very rapidly at times, varying hour to hour or even minute to minute. We have all heard the saying, 'If you don't like the weather, wait five minutes, and it will change.' This is different than climate, which refers to the long-term average of the daily weather for that location.

There are five factors that determine the state and condition of the atmosphere and, therefore, influence and determine the weather. They include:

1. **temperature**
2. **air pressure**
3. **humidity**
4. **cloudiness**
5. **wind**

These factors can cause different properties in sections of the atmosphere or air masses. We often might think of the atmosphere as a large ball of air that encircles the Earth. While that is true, it is broken up into distinct sections with different physical properties. These properties are determined by the five factors just mentioned, and the differences in the properties between air masses are what cause the changes in our weather.

When we say WEATHER, we refer to daily changes in temperatures, winds, clouds and rains, etc. CLIMATE expresses the average of the atmospheric conditions of a given place, as recorded over a great many years.

There are several factors which determine climate. They are:

1. Latitude – the angle at which the sun's rays strike the earth. It influences the amount of heat received by different parts of the earth. The general rule says: the higher the latitude the colder the climate. It's usual to divide the earth into five climatic zones: two frigid, two temperate and one torrid, or tropical. Generally speaking, places in the temperate zones have a cool climate, and those in the frigid zones – a cold climate.
2. Influence of seas and oceans. Water warms less fast than land, but it gives up its heat much more slowly than land, that's why the proximity of the sea has a great effect on the climate of a place. Areas situated close to the sea are said to have an insular or a maritime climate, and those which are far inland are said to have a continental climate. The main difference between these climates is the range of temperatures (that is the difference between the warmest and the coldest months of the year). The seasonal range of temperatures in places with continental climates is much greater than in places with insular or maritime climates.
3. Influence of ocean currents. E.g. The Gulf-Stream flows across the north Atlantic and affects the climate of the British Isles and Europe, bringing warmth and moisture in winter. In summer it has a cooling effect.

4. Influence of relief. With increasing altitude, temperature decreases (it falls by 1 degree Centigrade every 165 metres of height). Relative humidity increases with height, and so mountainous areas are more cloudy and damper. They have heavier precipitation than lowlands. Mountain ranges often form climatic barriers protecting plains from cold north winds.
5. Prevailing winds. Different types of winds (trade winds, monsoons, westerly, easterly winds, etc.) affect climate moving air masses in different directions (from high pressure areas to low pressure areas), bringing all types of weather.

Temperature

The first of these air mass factors that determines weather is **temperature**. Temperature is the amount of heat contained in an object, in this case, the air. The amount of heat in the air determines the speed of the molecules in the air. The more heat, the faster the molecules move, raising the temperature. The heat in the atmosphere comes from the sun and varies at different levels in the atmosphere. The layers of the atmosphere are determined generally by their temperature. Near the surface of the Earth, the temperature is a factor of how much sunlight an area receives, how much is changed into heat at the Earth's surface and how much of that heat is held near the surface by greenhouse gases or cloud cover. The higher the elevation above the ground, the cooler the air is. Temperature is measured using a thermometer in degrees Fahrenheit or Celsius.

Pressure

The next factor that influences the kind of weather we might have is the amount of **air pressure** in an air mass. Air pressure is the amount of pressure exerted by the air in a particular air mass. If you have ever traveled in an elevator up a very tall building, driven a car up a mountain or flew in an airplane, you probably noticed the change in the air pressure affecting your ears. Air pressure is determined by the amount of air that is pushing down on you from the atmosphere. The higher you are, the less air is pushing on you, so there is less pressure. Air pressure is also called barometric pressure because it is measured using a barometer and commonly measured in inches of mercury.

Just as altitude determines the amount of pressure on you, air masses can have differing amounts of pressure. Some air masses have high pressure, where air is piled up and exerts more pressure, and some have air that is thinner or more spread out to produce low pressure. When the air mass where you are is under high pressure, it is clearer because air sinks and warms, absorbing more moisture, while low-pressure systems are cooler and cloudier, often producing storms. In this image taken from space, the area of high pressure is the clear sky, surrounded by the clouds, where there is low pressure.

Activity 1 Answer the following questions:

1. What is weather and climate? Explain the difference between two terms.
2. List all the factors which determine climate. Enlarge upon each of them. Give your own examples.
3. What is altitude?
4. What types of precipitation do you know? Name them.

5. What types of prevailing winds do you know? Name them and give your examples.
6. What winds determine the climate of Uzbekistan?
7. What type of climate does Great Britain enjoy?

Homework: Make up questions on the text

LESSON 15
SOURCES OF WATER

We use water for many purposes, such as for cleaning, drinking, agricultural irrigation and generating electricity from hydroelectric power. There are many sources for this water, but they generally fall into two main categories: **groundwater**, which is water below the surface of the ground, and **surface water**, which is water above ground.

Groundwater can be found just below the soil, or it may be found in an aquifer. An **aquifer** is an underground water reservoir made of permeable rock. These are like large spongy areas, and they can hold water for many, many years. Aquifers do not fill quickly, and can take a really long time to recharge.

Surface waters are what most people are familiar with: streams and rivers. These are very dynamic systems that can move a lot of water and transport sediment and nutrients downstream.

With all of the activities we use water for every day, we end up consuming a lot of water. Think about how much water you use on a daily basis, and then multiply that by the more than seven billion people on the planet - that's a lot of water!

Removal of Groundwater

As mentioned before, some of our water comes from groundwater in aquifers. Aquifers are found all over Earth, and the water in them is removed through wells. The water from aquifers is an important supply for agricultural irrigation, drinking water, municipalities and commercial and industrial uses.

As you now know, aquifers take a very, very long time to recharge. **Aquifer depletion** is when more water is pumped from the aquifer than is allowed to recharge, and this can cause serious problems in the landscape.

If too much groundwater is pumped from the aquifer, the land may **subside**. This is when gravity pulls the land down into the space that the groundwater previously occupied. Land subsidence may create dangerous **sinkholes**, which are cavities in the ground that are funnel shaped and open to the sky. Subsidence is also responsible for the Leaning Tower of Pisa, which was built on unstable ground that compacted from extreme groundwater pumping, causing the tower to sink and tilt.

Other issues that may arise from aquifer depletion include less water reaching streams, rivers and lakes, dried up wells, a lowered water table and salt water entering the groundwater supply.

Removal of Surface Water

Just like aquifers, surface waters also provide a necessary source of drinking water, crop irrigation and energy. And, just like aquifers, streams, lakes and rivers can also be overdrawn.

Water in the Colorado River has been diverted and withdrawn for human needs for many decades. Because of the redirection and depletion of this water supply, it no longer reaches the Gulf of California, though it used to be a strong and steady supply of water, sediment and nutrients to this area. Similarly, the

Rio Grande, the Nile and the Yellow River in China all run dry in areas that used to be flush with fresh water.

The Aral Sea in Central Asia is one of the most extreme examples of overdrawing surface water. What used to be the fourth largest lake on Earth is now only one-fifth of its original volume, a change that happened over only 40 years! The cause of this depletion was massive withdrawal for irrigation. What remains of the Aral Sea is a hostile environment of stranded boats, dust contaminated with pesticides and an economic disaster from the loss of agriculture and fishing jobs.

Activity 1. Do you remember? The number of minerals that are important constituents of ordinary rocks is surprisingly small. Complete the following paragraph using the words in brackets.

Clay is an (especial) _____ (interesting) _____ material because of its ability to absorb (large) _____ amounts of water. This ability can be traced to the layered structures of the clay minerals. In many of these minerals, each layer is (electrical) _____ polarised, with one side exhibiting a (slight) _____ (positive) _____ charge and the other a (slight) _____ (negative) _____ charge. (Adjacent) _____ layers are held together, by the attractions of the (opposite) _____ charges that face each other; since the layers are only (weak) _____ polarised, the bonds between the layers are (feeble) _____, and (dry) _____ clay crumbles (easy) _____.

Activity 2. Answer the questions?

1.Where does the water that forms rain come from?

3.How about fog? Where does that come from? Have you ever been asked these questions by people, especially those kids who keep asking, 'Why?'

4. Has someone ever told you that the water falling as snow has always been here, or that the water we use was once dinosaur blood, or that we are drinking someone's sweat, or, worse yet, drinking someone else's… *gulp*?

5. How can this be possible? Is it possible? How does water move around the Earth, and where does it come from?

Homework: Make up questions on the text

LESSON 16
OZONE LAYER

Ozone layer or ozonosphere, region of the stratosphere containing relatively high concentrations of ozone , located at altitudes of 12-30 mi (19-48 km) above the earth's surface. Ozone in the ozone layer is formed by the action of solar ultraviolet light on oxygen.

The ozone layer prevents most ultraviolet (UV) and other high-energy radiation from penetrating to the earth's surface but does allow through sufficient ultraviolet rays to support the activation of vitamin D in humans. The full radiation, if unhindered by this filtering effect, would destroy animal tissue. Higher levels of radiation resulting from the depletion of the ozone layer have been linked with increases in skin cancers and cataracts and have been implicated in the decline of certain amphibian species.

In 1974 scientists warned that certain industrial chemicals, e.g., chlorofluorocarbons (CFCs) and to a lesser extent, halons and carbon tetrachloride, could migrate to the stratosphere. There, sunlight could free the chlorine or bromine atoms to form chlorine monoxide or other chemicals, which would deplete upper-atmospheric ozone. A seasonal decrease, or "hole," discovered in 1985 in the ozone layer above Antarctica was the first confirmation of a thinning of the layer. The hole occurs over Antarctica because the extreme cold helps the very high clouds characteristic of that area form tiny ice particles of water and nitric acid, which facilitate the chemical reactions involved. In addition, the polar winds, which follow a swirling pattern, create a confined vortex, trapping the chemicals. When the Antarctic sun rises in August or September and hits the trapped chemicals, a chain reaction begins in which chlorine, bromine (from the halons), and ice crystals react with the ozone and destroy it very quickly. The effect usually lasts through November. There is a corresponding hole over the Arctic that similarly appears in the spring, although in some years warmer winters there do not result in a major depletion of the ozone layer. A global thinning of the ozone layer results as ozone-rich air from the remaining ozone layer flows into the ozone-poor areas.

Minimum ozone levels in the Antarctic decreased steadily throughout the 1990s, and less dramatic decreases have been found above other areas of the world. In 2000 (and again in 2003) the hole reached a record size, extending over 10.8 million sq mi (28 million sq km), an area greater than that of North America. In 1987 an international agreement, the Montreal Protocol , was reached on reducing the production of ozone-depleting compounds. Revisions in 1992 called for an end to the production of the worst of such compounds by 1996, and CFC emissions dropped dramatically by 1993. Recovery of the ozone layer, however, is expected to take 50 to 100 years. Damage to the ozone layer can also be caused by sulfuric acid droplets produced by volcanic eruptions.

Ex. 10. Fill in the missing words in the sentences. Choose from the words given in the box.

Expedition, trades, discovery, travellers, included, route, trade, seekers, space,

voyages, set out, traders, ice desert, travel, exploration.

1. The Ancient Egyptians made … down the Red Sea nearly 6000 years ago.
2. The real story of … and … began with civilization.
3. The Arabs were great … and … of knowledge.
4. Salt … transported salt from the coasts, and island deposits, to areas where it was scarce and valuable.
5. The climbers had tried to find a new … to the top of the mountain.
6. Travel through … to other planets interests many people today.
7. Belarus … with many European countries.
8. Ferdinand Magellan's … across the Pacific made Europe aware of the vastness of the ocean on the far side of the world.
9. Earlier explorers had travelled in the hope of finding gold mines, valuable … . fame, and land for their countries.
10. Explorers added the hope of new scientific discoveries and their expeditions … scientists as well as sailors, soldiers, merchants, and adventurers.
11. The first great scientist expedition to South America … to record the shape and size of the Earth – the science known as geodesy.
12. … in the Arctic was both difficult and dangerous.
13. The last place on Earth to be explored was the cold, hostile … of the Antarctic.

Homework: Make up questions on the text.

LESSON 17
AN ECOSYSTEM ENGINEER

An ecosystem engineer is an organism that creates, modifies and maintains habitats. Most organisms alter their physical environments in some way, so the term ecosystem engineer is applied only to certain key species that have a profound and wide-ranging influence, changing the distribution and diversity of flora and fauna in their locality. Scientists describe two types of ecosystem engineers.

Autogenic engineers modify the environment using their own physical structures. Trees and corals are two important examples.

Allogenic engineers transform living or non-living material from one form to another using mechanical or other means. The beaver is second only to humans in this capacity.

The beaver engineers its environment in several ways, most obviously by cutting trees and building dams, but the building of lodges and canals is also important.

It is the only species besides humans that is capable of cutting down mature trees. Beaver activity changes the forest structure and diversity of tree species. The animal will use a wide range of trees, but when given a choice will cut its preferred foods, particularly poplar and willow. Willows and maples send up shoots from the cut stumps, but poplars and some other tree species do not. Beavers often clear-cut the areas around their ponds. In other cases, mature trees may become replaced by a dense undergrowth of willow or other shoots. Other tree species become scarce and may be replaced by ones that the beaver does not favour, such as ash. Other timber along the watercourse may be killed by flooding.

In one year a family of six can consume 0.4 hectares (1 acre) of poplar trees, and is estimated to fell one metric ton of wood. If the family exhausts its food source, it will move to anew location.

The tree-cutting alters forest succession. If the beaver creates forest opening sun-loving plants may take hold, converting a mature forest to an early succussional stand. Sometimes, however, the beaver hastens forest maturity by selecting willows and poplars, which are early succession trees, allowing the repid development of understory saplings such as fir and spruce.

Dam-building changes the flow of water through the stream. Beaver require deep slow-moving water for storing food, constructing lodges and moving around safely. This is why they build dams. The still water in a beaver pond

attracts species normally associated with lakes rather than streams, while species dependent on fast water die out or move elsewhere.

Give Russian equivalents of the following expressions:

to c reate to modify to maintain

profound wide-ranging influence autogenic

allogenic most obviously coral

lod|ge poplar willow

mature tree stump undergrowth
timber to hasten rapid development
understory sapling spruce
pond to store food stream

Find synonyms of these expressions among the words and word combinations in the previous exercise.

1) pool, lake;
2) wood;
3) base, remnant of a tree;
4) to change, transform;
5) brushwood, bushes, undergrowth;
6) small house;
7) to speed up, to rush, to hurry;
8) extensive, comprehensive, all-embracing effect or impact;
9) to make, produce, generate;
10) deep, insightful;
11) to stock up, amass, save;
12) plantlet, sprout, seedling;
13) fully grown tree;
14) quick, fast progress;
15) fur tree;
16) to preserve, uphold, keep up.

LESSON 18
THE ECOSYSTEM CONCEPT

The first principle of ecology is that each living organism has an ongoing and continual relationship with every other element that makes up its environment. An ecosystem can be defined as any situation where there is
interaction on between organisms and their environment.

An ecosystem, a contraction of «ecological» and «system», refers to the collection of components and processes that comprise, and govern the behavior of some defined subset of the biosphere. The term is generally understood to refer to all biotic and abiotic components, and their interactions with each other, in some defined area, with no conceptual restrictions on how large or small that area can be.

There are two main components of all ecosystems: abiotic and biotic. Abiotic, or nonliving, components of an ecosystem are its physical and chemical components, for example, rainfall, temperature, sunlight, and nutrient supplies.

One of the problems with modern society is that it changes environmental conditions, making regions hotter or drier, for example. Such changes can make life more difficult, if not impossible, for other organisms.

Biotic components of an ecosystem are its living things — fungi, plants, animals, and microorganisms. Organisms live in populations, groups of the same species occupying a given region. Populations never live alone in an **ecosystem.** They always share resources with others, forming a community (a group of organisms living in the given area).

The ecosystem is composed of two entities, the entirety of life, the biocoenosis and the medium that life exists in, the biotope. Within the ecosystem, species are connected by food chains or food webs. Energy from the sun, captured by primary producers via photosynthesis, flows upward through the chain to primary consumers (herbivores), and then to secondary and tertiary consumers (carnivores), before ultimately being lost to the system as waste heat. In the process, matter is incorporated into living organisms, which return their nutrients to the system via decomposition, forming biogeochemical cycles such as the carbon and nitrogen cycles.

The concept of an ecosystem can be applied to units of variable size, such as a pond, a field, or a piece of deadwood. A unit of smaller size is called a *microecosystem.* For example, an ecosystem can be a stone and all the life under it. A *mesoecosystem* could be a forest, and a *macroecosystem* a whole ecoregion, with its drainage basin.

The main questions when studying an ecosystem are:

• Whether the colonization of a barren area could be carried out.
• Investigation of the ecosystem's dynamics and changes.
• The methods of which an ecosystem interacts at local, regional and global scale.
• Whether the current state is stable.

• Investigating the value of an ecosystem and the ways and means that interaction of ecological systems provide benefit to humans, especially in the provision of healthy water.

Ecosystems have become particularly important politically, since the Convention on Biological Diversity - ratified by more than 175 countries - defines «the protection of ecosystems, natural habitats and the maintenance of viable populations of species in natural surroundings* as one of the binding commitments of the ratifying countries. This has created the political necessity to spatially identify ecosystems and somehow distinguish among them. The CBD defines an «ecosystem» as a «dynamic complex of plant, animal and micro-organism communities and their non-living environment interacting as a functional unit».

For this purpose, ecosystems can be characterized and mapped as physiognomic ecological units, originally developed for vegetation classification. Each vegetation structure reflects ecological conditions. Each ecosystem thus defined, hosts assemblages of species with survival strategies that can survive under its conditions. This is not only true for plant species, but for all species, flora, fauna and fungi alike, as each species responds to the characteristic ecological conditions of each location. This principle allows us to map ecosystems using the UNESCO physiognomic ecological classification system, the Land Cover Classification Systems (LCCS) developed by the FAO and the United States National Vegetation Classification system (USNVC). The size and scale of an ecosystem can vary widely. It may be a whole forest, a community of bacteria and algae in a drop of water, or even the geobiosphere itself. As most of these borders are not rigid, ecosystems tend to blend into each other. As a result, the whole earth can be seen as a single ecosystem, while a lake can be divided into several ecosystems, depending on the scale used.

Early conceptions of this unit showed a structured functional unit in equilibrium of energy and matter flows between its constituent elements. Others considered this vision limited, and preferred to understand an ecosystem in terms of cybernetics. From this point of view an ecological system is functional dynamic organization, or what was also called «steady*state».

Study state is understood as the phase of an ecological system's evolution when the organisms are «balanced» with each other and their environment. This balance is achieved or «regulated» through various types of interactions, such as predation parasitism, mutualism, commensalism, competition, and amensalism. Introduction of new elements, whether abiotic or biotic, into an ecosystem tend to have a disruptive effect. In some cases, this can lead to ecological collapse and the death of many native species. The branch of ecology that gave rise to this view has become known as systems ecology. Under this deterministic vision, the abstract notion of ecological health attempts to measure the robustness and recovery capacity for an ecosystem; that is, how far the ecosystem is away from steady state.

Ecosystems are often classified by reference to the biotopes concerned. The following ecosystems may be defined:

• As continental ecosystems, such as forest ecosystems, meadow ecosystems such as steppes or savannas), or agro-ecosystems
• As ecosystems of inland waters, such as lentic ecosystems such as lakes of **ponds;** or lotic ecosystems such as rivers
• As oceanic ecosystems.

Another classification can be done by reference to its communities, such as in the case of a human ecosystem.

Activity 1. Give Uzbek equivalents of the following expressions:

biotic; abiotic; rainfall; nutrient supplies; fungi; population; food chain; entity; primary consumer; steady state; predation; mutualism; ecological collapse; to share resources; to compose; pond; to apply; abstract notion; ecological health; to measure the robustness and recovery capacity; to attempt; meadow; steppe; lentic; lotic.

Activity 2. Answer these questions.

1. What are main components of all ecosystems?
2. What size units can the concept of an ecosystem be applied to?
3. How have ecosystems gained political importance?
4. Can an ecological system be called a steady state? Why?

MUSTAQIL TA’LIM MATERIALLARI

“Хорижий (инглиз) тил” фанидан мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабалар мустақил таълимининг мазмуни ва хажми

V-семестр 16 соат

№	Theme	Hours
16.	Profession skills.	4
17.	Life and creativity of famous people in the studied scince.	6
18.	News of the iearning scince.	6

VI-семестр 15 соат

№	Theme	Hours
19.	Working on the text “Professionality and speciality”.	7
20.	Actual problems on speciality.	8

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат		Жами
		5 -сем.	6 -сем.	
1.	Амалий	**36**	**36**	216
2.	Мустақил таълим	**16**	**15**	87
	Жами	**52**	**51**	303

GLOSSARY

English	Ўзбек	Русский
River	**Дарё**	Река
Sea	**Денгиз**	море
Lake	**Кўл**	озера
Coast	**қирғоқ**	берег
Strait	**Бўғиз**	пролив
Stream	**Оқим**	течения
Recreation	**Рекреация**	Рекреация
Climate	**Иқлим**	климат
Rain	**Ёмғир**	дождь
Snow	**Қор**	снег
Mount	**Тоғ**	гора
the plain	**Текислик**	равнина
Desert	**Чўл**	пустыня
Lowlands	**Пасттекислик**	Низменность
Forest	**Ўрмон**	лес
Grass	**Ўтлоқ**	Луг
Tundra	**Тундра**	Тундра
Siberia	**Сибир**	Сибир
Arctic	**Арктика**	Арктика
Tropical	**Тропик**	Тропик
Equator	**Экватор**	Экватор
Meridian	**Меридиан**	Меридиан
Map	**Харита**	Карта
Topography	**Топография**	Топография

Nature	**Табиат**	природа
Rocks	**тоғ чўққиси**	горные породы
Terrain	**Релъеф**	Релъеф
Folds	**Бурмаланиш**	Складки
Soil	**Тупроқ**	почва
Atmosphere	**Атмосфера**	Атмосфера
Flora	**Флора**	Флора
Biosphere	**Биосфера**	Биосфера
Biomass	**Биомасса**	Биомасса
Wind	**Шамол**	ветер
Wetlands	**Ботқоқлик**	болота
Horizon	**Уфқ**	горизонт
South	**Жануб**	юг
East	**Шарқ**	восток
West	**Ғарб**	запад
Pressure	**Босим**	давление
Temperature	**ҳарорат**	темпратура
Humidity	**Намлик**	влажност
Wave	**Тўлқин**	вольна
Curved	**Ботиқ**	впадина
Space	**Коинот**	космос
Volcano	**Вулқон**	Вулкан
lava	**Лава**	Лава
Erosion	**Нураш**	эрозия
Ice	**Муз**	лёдь
Iceberg	**Айсберг**	Айсберг
Ridge	**Тизма**	хребеть
platform	**Платформа**	Платформа
Geochronological	**Геохронология**	Геохронология

Lithosphere	**Литосфера**	Литосфера
Hydrosphere	**Гидросфера**	Гидросфера
mainland climbs	**Материк ёнбағри**	Материковый склон
Stove	**Плита**	Плита
Muck	**Чўкма**	впадина
Earth's crust	**Ер пўсти**	Земная кора
The mantle	**Мантия**	Мантия
the core	**Ядро**	Ядро
Sedimentary	**Чўкинди**	Осадочные
Granite	**Гранит**	Гранит
Basaltic	**Базальт**	Базальт
cold Stream	**Совуқ Оқим**	холодьные течения
warm current	**Илиқ оқим**	теплые течения
Globus	**Глобус**	Глобус
Ocean	**Океан**	Океан
Year	**Йил**	год
Days	**Кун**	сутка
Dew	**Шудринг**	Роса
Hail	**Дўл**	Град
Rimed	**Қиров**	Иней
Island	**Орол**	остров
Peninsula	**Яриморол**	полуостров
Planet	**Сайёра**	планета
Methyl	**Метеор**	Метеор
Comet	**Комета**	Комета
Latitude	**Кенглик**	широта
Longitude	**Узоқлик**	Долгота
Degree	**Градус**	гардус
natural Geography	**Табиий география**	физическая география

local history	**Ўлкашунослик**	Краеведение
Landscape	**Ландшафт**	Ландшафт
Urbanization	**Урбанизация**	Урбанизация
Sintering	**Агломерация**	Агломерация
Konurbanizatsiya	**Конурбанизация**	Конурбанизация
City, town	**Шаҳар**	город
Village	**Қишлоқ**	село
Market	**Бозор**	рынок
Infrastructure	**Инфраструктура**	Инфраструктура
Production	**Ишлаб чиқариш**	производства
Industry	**Саноат**	промыщленност
Agriculture	**Қишлоқ хўжалиги**	сельское хозяйтво
Transport	**Транспорт**	Транспорт
Tourism	**Туризм**	Туризм
Aborigen	**Абориген**	Абориген
Autonomous	**Автоном**	Автоном
social geografiyacial	**Социал география**	Социальная география
population density	**Аҳоли зичлиги**	Плотьност население
industrial point	**Саноат пункти**	промыщленное пункт
Poultry	**Паррандачилик**	Птицеводства
Hogs	**Чўчқачилик**	свинаводство
Cooperative	**Бирлашма**	Кооперация
A combination	**Комбинация**	Комбинация
Specialization	**Ихтисослашув**	Специальизация
Farming	**Деҳқончилик**	Растееводства
Livestock	**Чорвачилик**	Живодноводство
Beekeeping	**Асаларичилик**	пчеловодство
Centralized	**Марказлашув**	Сентралицазия
Bareboat	**Фрахт**	Фрахт

geographical place	**Географик ўрин**	географическая пложения
Economical geography	**Иқтисодий география**	Экономическая география
Settlements	**Аҳоли пункти**	Населенные пункт
Transit	**Транзит**	Транзит
Fuel	**Ёқилғи**	Горючие
Cascade	**Каскад**	Каскад
Unitary	**Унитар**	Унитар
Federal	**Федератив**	Федератив
The monarchy	**Монархия**	Монархия
Republic	**Республика**	Республика
Cuddles	**Мужассамлашув**	Концентрация
Race	**Ирқ**	раса

ILOVALAR

5.1. ФАН ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№ БД-108
2017 йил "18" 08

Олий ва ўрта махсус таълим вазирлиги
2017 йил "24" 08

ХОРИЖИЙ ТИЛ
(инглиз тили)
ФАН ДАСТУРИ
(Барча бакалавриат йўналишлари учун)

Тошкент – 2017

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил "14" 08 даги "603" -сонли буйруги билан фан дастури рўйхати тасдикланган.

Фан дастури Олий ва ўрта махсус касб-хунар таълими йўналишлари бўйича Ўкув-услубий бирлашмалар фаолиятини Мувофиклаштирувчи кенгашининг 2017 йил "18" 08 даги 4 - сонли баённомаси билан маъкулланган.

Фан дастури Ўзбекистон Миллий университетида ишлаб чикилди.

Тузувчилар:

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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 хаётида хорижий тилдан фойдаланиш учун уни ўзлаштиришга каратилган. Олий таълимгача бўлган таълим босқичларида орттирилган 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 жахондаги илғор техника ва технологиялар, илмий ютуқлар ва соҳа янгиликларидан бевосита хабардор бўлишига имкон яратади.

II. Ўқув фанининг мақсади ва вазифаси

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, кўникма ва малакаларига қўйиладиган талаблар:

– хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;

– хорижий тилларда сўзларнинг услубий қўлланиши тўғрисида ***тасаввурга эга бўлиши;***

– хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни;

– хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;

– касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини ***билиши ва улардан фойдалана олиши;***

– ўз соҳаси доирасида хорижий тилда фикр ифодалай олиш, илмий техник адабиётлардан фойдалана олиш ***кўникмасига эга бўлиши керак.***

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

Кундалик мавзу (ўзи ҳақида, оиласи ҳақида, иш куни, севган машғулоти, бўш вактни ўтказиши ва ҳоказо).

Ижтимоий мавзу (атроф-мухит, маиший ва касбий йўналишда ижтимоий муносабат).

Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)

Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).

Касбга йўналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

3.1. Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

– узлуксиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежлари)да талабалар инглиз тилида эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;

– талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат.

Тинглаб тушуниш:

– маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;

– реклама ва эълонлар;

– тил соҳиблари нутқ ёзувлари (бадиий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);

– тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;

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

Гапириш:

Диалог нутқ

– ижтимоий мавзуларда суҳбат ва норасмий диалог;

– касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;

– мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулокот 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 доклалар (эслатма CVs ва ҳоказо) ёзиш;

– эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

3.2. Касбга йўналтирилган боскич

Касбга йўналтирилган боскичнинг асосий максади:

– нутк турлари бўйича касбий соҳада инглиз тилини амалий эгаллаш;

– талабани ижодий шахс сифатида ривожлантириш;

– соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш.

Тинглаб тушуниш:

– касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;

– кундалик вокеалар хакида янгиликлар, репортажларни тушуниш, фильм кахрамонлари нуткини тушуниш.

Гапириш:

Диалогик нутқ

– тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзулара ўз фикр ва мулоҳазаларини исботлаб бериш;

– суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслахат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;

– матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;

– ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нуткини тузиш;

– риторик характерга эга диалог нутқ малакаларини такомиллаштириш;

– касбий мулокотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ

– долзарб муаммо юзасида барча "Тарафлар" 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 ўқиши

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

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

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

Ёзма нутқ:

– касбга йўналтирилган бўлсинчда 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, келишик , артикл,
– сифат , сифат даражалари,
– олмош;

– феъл;
– мажҳуллик нисбати;
– дарак, сўроқ, инкор содда гапларнинг қўлланилиши;
– гапларда сўз тартиби;
– сўроқ гаплар;
– буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
– шарт майлининг қўлланилиши,
– and, but боғловчили қўшма гапларни қўлланилиши;
– if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
– боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
– иборали феъларни қўлланилиши.

Пассив грамматик минимум:

– герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши;
– герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

3.4. Сўз ясаш минимуми

Талаба янги нутқий шаклларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиш лозим. Қуйидаги сўз ясаш моделларини такрорлаш лозим: v+er=n. двигател белгиси Ex design - лойиҳалаш -designer - лойиҳачи; adj+ness=n (hard - қаҳрли - hardness -қаҳрлилик); v+ing=n (to warn - огоҳлантирмоқ, warning-огоҳлантириш); *n\fil=adj* (power - куч, powerful - бақувват); adj+ish=adj (damp - нам, dampish - намчил) adj+ly=adv (firm - қаттиқ - Firmly - қаттиқ); un+adj=adj (important - муҳим, unimportant - номуҳим).

Олдин талабалар ўрганган қуйидаги сўз ясаш моделлари ҳам ўзлаштирилиши зарур. V+er=n турлишидаги ишлаб чиқариш қуроли, асбоб, қурилма ва ҳ.к. ни билдиради (to heat-иситиш - heater - иситгич); v+able=adj (to drink-ичмоқ-drinkable - ичиладиган); adj+ire=v Fcircual - думалоқ, circulire - думалоқлаш, adj+en=v (fast-қаттиқ-to fasten-қаттиқланиш); dis+v=v (to approve - маъқуллаш - to disapprove-маъқулламаслик); n+n=n (a steam pipe-буғ қувури; конверсия бўйича мослаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг конуний маъносини мустақил англай 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 қўйилган); n+a]=adj Fcoast veper - coastal-қирғоққа тегишли; v+ent=adj(to differ-фарқланмоқ -different - фаркли; adj+ify=v - humid - намли - to humidify -намламоқ (n+ate-v (fraction - фракция to fraccinate - моддани алоҳида фракцияларга бўлмоқ n+ize=v (rubber -резина to tubberize - резинламоқ); d+v=v (to clutch - уламоқ; to declutch -ўламоқ]; re+v=v (to colour - буямоқ - to recolour - янги рангга бўямоқ); over+v=v (to heat - иситмоқ - to overheat - қайта

иситмок); en+adj=v -large - катта to enlarge - катталаштирмок; en+n=v (circle - доира - to^ncircle - доирага олмокЗ; n+n=v (a boiler - room қозонхона); a'dj+n=n (a loid - speaker - овозни баландлатувчи мосламалар); adj+adj=adj Fdark-blue-зангори; n+adj-adj (heat-stable-иссикликка чидамли. рус тилида мунтазам структурат>семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

IV. Амалий машғулотлар бўйича кўрсатма ва тавсиялар

Юкори курсларда ўкув фани сифатида инглиз тили дарсларидан касбий максадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган максадга эришишда талабалар:

а) махсус фанларни ўрганишда инглиз илидаги алабиётларни ўкиш малакасига эга бўлиш;

б) курс ишлари ва бакалавр битирув малакавий ишларини инглиз тилида ёзишлари мумкин;

в) инглиз тилида ўтказиладиган конференцияларда катнашиши мумкин;

г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида қўлланиладиган топшириклар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда ҳам зарурий фикрлаш фаолиятини шакллантириш учун замин яратади.

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

Нутқ фаолияти турлари устида ишлаш учун вакт таксимоти

Қўйилган максадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши максадга мувофик:

тинглаб тушуниш	- 25%;
гапириш	- 30%;
ўкиш	- 25%;
ёзув	- 20%.

V. Мустакил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустакил ишларининг максади – талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва инглиз тили устида мустакил ишлай олиш малака ва кўникмаларини хосил қилиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустакил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил килинади.

7. Менинг мутахассислигим.
8. Етакчи 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 машхур университетлари ва бошкалар.

VI. Асосий ва қўшимча ўқув адабиётлар хамда ахборот манбалари

Асосий адабиётлар

1. Дудкина Г. А. и др. English for businessmen.1 қисм, Тошкент-2000.
2. Кудрявцева О. Е. и др. English for businessmen. 2- қисм.Тошкент-2000.
3. Абдалина Е. А. "Инглиз тили дарслиги". Тошкент -2000 й.
4. Бонк Н. А. Учебник английского языка. Бишкек-1997.
5. Саттаров Т.К. Английский для студентов-юристов (1 часть). Т.ТГЮИ. 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. Танқидий тахлил қатъий тартиб интизом ва шахсий жавобгарлик- хар бир рахбар фаолиятининг кундалик коидаси бўлиши керак. Т-2016
4. Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халқимиз билан бирга курамиз. Т-2017
5. Бабаева С.Р. Инглиз тили. Биология факультети талабалари учун ўқув қўлланма. Тошкент - 2015
6. Болибекова М.М. Инглиз тили кискача грамматикаси ўқув қўлланма. ЎзМУ. 2008.
7. New Inside Out..Sue Kay & Vaughan Jones. Macmillan 2014
8. Scale up. The authors. Tashkent- 2014
9. Martin Sevious "Word Wise" "SHARQ" PUBLISHING HOUSE. 1997
10. Качалова К. Н. Грамматика английского языка. Бишкек-2007
11. John& Liz Soars «Headway» Oxford University Press - 1999
12. Adrian Tennant «Straightforward» Macmillian
13. Обидова Д. Englishreader.Тошкент- 1998.
14. Бабаева С.Р. The science of life Тошкент- 2014.

V.2 ISHCHI O’QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

"ТАСДИҚЛАНДИ"

Ўқув ишлари бўйича проректор

_____ доц. А.Маматюсупов

2019 йил "31" август

"ХОРИЖИЙ ТИЛ"

(Инглиз тили)

фанининг

ИШЧИ ЎҚУВ ДАСТУРИ

(3 курс)

Билим сохаси: **100000 - Гуманитар соха**

Таълим сохаси: **140000 – Табиий фанлар**

Таълим йўналишлари: 5140900- Экология

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)

Мустакил таълим соати– 87 соат

(1-семестр-14, 2-семестр-14, 3-семестр-14, 4-семестр-22, 5-семестр-16, 6- семестр-15)

Андижон-2019й.

1

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

М.Ахунов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

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

Тақризчилар:

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

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

АндДУ Чет тиллар факультети
декани:
2019 йил “___” _____ _____А.Маматқулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар)
кафедраси мудири:
2019 йил “____” _____ _____ 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 чикариш жараёни билан бевосита богланмаган булсада 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 тахрир ва тахлил қилиш малакалрини ҳосил қилиш;

Талабаларнинг билим, кўнима ва малакаларига қўйиладиган талаблар:

- хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;
- хорижий тилларда сўзларининг услубий қўлланиши тўғрисида тасаввурга 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 ифодалай олиш илмий техник алабиётлардан фойдалана олиш кўникмасига эга бўлиши керак.

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

Кундалик мавзу (ўзи ҳақида, оиласи ҳақида, иш куни, севган машғулоти, бўш вақтни ўтказиши ва ҳоказо).

Ижтимоий мавзу (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат)

Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг хозирда ўқитилиши ва ҳоказо)

Ижтимоий маданий Ўзбекистан Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иклимий, маданий, маиший хусусиятлари).

Касбга йуналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва хоказо).

“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, инновацион ғоялар ва янгиликлар)	52	36	16
VI- семестр (амалий 36 соат, 22 соат мустақил таълим)				
6.	**Мутахассислик соҳасига оид мавзулар** (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
	Жами	**303**	**216**	**87**

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 (бадиий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

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

Монолог нутқ

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

Ўқиш

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

Ёзма нутқ

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

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

Монологик нутқ:

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

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

- луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.

- матн**:** махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

Кўз югуртириб ўқиш:

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

Ёзма нутқ

Ёзма нутқ бўйича:

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

3.3 Грамматик компетенция

Актив грамматик минимум

- от, отларда сон, келишик, артикл;
- сифат, сифат даражалари;
- олмош;
- феъл;
- мажхуллик нисбати;
- дарак, сўроқ, 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;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
- боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
- иборали феъларни қўлланилиши.

Пассив грамматик минимум:

- герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши;
- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

3.4 Сўз ясаш минимуми

Талаба янги нутқий шаклларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиш лозим. Қуйидаги сўз ясаш моделларини такрорлаш лозим: v+er=n

двигател белгиси Fto design - лойихалаш -designer - лойихачи; adj+ness=n (hard - каҳрли - hardness -каҳрлилик); v+ing=n (to varn - огохлантирмок, varning огоҳлантириш ; *n+-full=adj* (power - куч, powerful - бакувват); adj+ing=adj damp – нам damping - намчил) adj+ly=adv (firm - каттик - Firmly - каттик); un+adj (important мухим, unimportant - номухим).

Олдин талабалар уўганган қуйидаги ясаш 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 буйича «Юслаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил англай олиши лозим; adj+ity=n (acid-нордон - acidity - нордонлик); v+ment= n (to treat - ишлов бермок - tieatment - ишлов): grain - дон – grainy-донли); n+ed=adj (motor - мотор - motored - мотор куйилган); 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 - уламок; declutch – узмоқ); 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 – катталаштирмок); en+n=v (circle - доира – to encircle - доирага олмок); n+n=v (a boiler - room козонхона); adj+n=n (a loid speaker - овозни баландлатувчи мосламалар); adj+adi=adj (dark blue- зангори); n+adj=adj (heat-stable-иссикликка чидамли); рус тилида мунтазам структураси семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

“Хорижий тил (Инглиз тили)” фани бўйича амалий машғулотларнинг календар тематик режаси

(I-семестр)

№	Амалий машғулотлар мавзулари	Соат
1.1	Noun. Articles.	2
1.2	Demonstrative Pronouns.	2
1.3	The verb *“to be”* in the Pr. Ind.Tense.	2
1.4	Personal pronouns. Imperative Mood.	2
1.5	Prepositions - in- to - by. Numerals. About myself. Doing ex-es.	2
1.6	The plural form of nouns. My working Day.	2
1.7	Possessive and inter-rogative pronouns. Text My family	2
1.8	The verb to have in the Present Ind. tense. Text My friends family.	2
1.9	*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
	Jami:	**36**

(II-семестр)

№	Амалий машғулотлар мавзулари	Соат
2.1	Pronouns: some, any . Doing ex-ses.	2
2.2	Degree of adj. Text : The univeristy's library system.	2
2.3	Degreesof Adv. Text : Our university.	2
2.4	Text. At the English Lesson.	2
2.5	Text. My attitude to Homework.	2
2.6	Text. What is school for us.	2
2.7	Text : University canteens.	2
2.8	Text : Students' hostels.	2
2.9	The modal verb ‚can' Text : The faculty where I study	2
2.10	The modal verb 'must' Text : Education in Uzbekistan. State Policy.	2
2.11	The modal verb ‚may' Text : 'A Day at school' of Uzbekistan.	2
2.12	The modal verb ‚could' Text : Education in Great Britain.State policy.	2
2.13	The modal verb ‚should' Text : Classroom behaviour rules.	2
2.14	The modal verb ‚would' Text : Post-school education in Uzbekistan.	2
2.15	The use of „be going to" Text : Post-school Education in Great Britain.	2
2.16	Text : World famous universities.	2
2.17	Text : Eductional Reform in Uzbekistan	2
2.18	Text : Eductional Reform in Uzbekistan	2
	Жами:	**36**

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
	Жами:	**36**

(IV-семестр)

№	Амалий машғулотлар мавзулари	Соат
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.	*Working on the TV news*	2
	Жами:	**36**

III-курс (V-семестр)

№	Амалий машғулотлар мавзулари	Соат
5.1	Adverbial clauses. Types of Clauses	2
5.2	The Science of Ecology	2
5.3	Classification of branches of ecology	2
5.4	Adveribial clauses of reason.	2
5.5	The history of ecology	2
5.6	Adveribial clauses of time	2
5.7	About atmosphere	2
5.8	Adveribial clauses of place	2
5.9	*About biosphere*	2

5.10	Sequences of Tenses. If I do …. And If I did	2
5.11	Environmental problems	2
5.12	Sequences of tenses. If i knew ... I wish i knew	2
5.13	THE BIGGEST ENVIRONMENTAL PROBLEMS Genetic Modification of Crops	2
5.14	Passive 1 (is done / was done)	2
5.15	Major current environmental problems	2
5.16	Passive voice. 2 (be done / been done / being done)	2
5.17	Modern ecological theory and research	2
5.18	Passive voice. 3 (is done / was done) doing exercises	2
	Жами:	**36**

(VI - семестр)

№	Амалий машғулотлар мавзулари	Соат
6.1	Reporting the past	2
6.2	Forest ecology	2
6.3	Reported speech ii (questions)	2
6.4	Deforestation	2
6.5	Relative clauses 1: Clauses with who/that/which	2
6.6	The changing climate on earth	2
6.7	Relative clauses 2: clauses with and without who/that/which	2
6.8	Pollution	2
6.9	Relative clauses 3: whose/whom/where	2
6.10	What is air pollution?	2
6.11	Relative clauses 4: extra information clauses (1)	2
6.12	*Types of environmental hazards*	2
6.13	Relative clauses 5: extra information clauses (2)	2
6.14	Five factors that determine weather	2
6.15	Sources of water	2
6.16	Ozone layer	2
6.17	An ecosystem engineer	2
6.18	The ecosystem concept	2
	Жами:	**36**

IV. Амалий машҳулотлар бўйича кўрсатма ва тавсиялар

Юкори курсларда ўқув фани сифатида инглиз тили дарсларидан касбий максадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган максадга 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 тилидаўтказиладиган конференцияларда қатнашиши мумкин;

г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида қўлланиладиган топшириқлар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда ҳам зарурнй фикрлаш фаолиятини шакллантириш учун замин яратади.

Инглиз тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда 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 тақсимоти

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

тинглаб тушуниш - 25% ;

гапириш - 30%;

ўқиш – 25%;

ёзув – 20% .

V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим.

Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил

қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Мустақил таълим учун тавсия этиладиган мавзулар:

1. Ўзи ҳақида тўлиқ маълумот бериш;
2. Орзуимдаги уй;
3. Спорт;
4. Машҳур кишилар
5. Менинг университетим;
6. Байрамлар;
7. Менинг мутахассислигим.
8. Етакчи университетлар
9. Буюк Британия, Америка Қўшма штатлари
10. Ўзбекистон.
11. Инглиз тилида гапирувчи давлатлар
12. Мустақллик куни.
13. Буюк Британия давлат тизими.
14. Ўзбекистон давлат тизими.
15. Давлатлар таьлим тизими.
16. Давлатлар маданияти ва тарихи.
17. Ўзбекистон музейлари.
18. Дунёнинг машҳур университетлари ва бошкалар

“Хорижий (инглиз) тил” фанидан мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабалар мустақил таълимининг мазмуни ва хажми

I-семестр 14 соат

№	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 14соат

№	Theme	Hours
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.	Edication system.	2

III-семестр 14 соат

№	Theme	Hours
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

№	Theme	Hours
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

№	Theme	Hours
16.	Profession skills.	4
17.	Life and creativity of famous people in the studied scince.	6
18.	News of the iearning scince.	6

VI-семестр 15 соат

№	Theme	Hours
19.	Working on the text “Professionality and speciality”.	7
20.	Actual problems on speciality.	8

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат						Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Амалий	36	36	36	36	**36**	**36**	216
2.	Мустақил таълим	14	14	14	14	**16**	**15**	87
	Жами	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***	*Я Н*	***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	**Ўзгариш оралиғи**
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		**60**	**0-60**

Талабалар ОН дан тўплайдиган балларнинг мезонлари

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

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Умумий кўрсаткич:

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

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

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

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

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

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

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

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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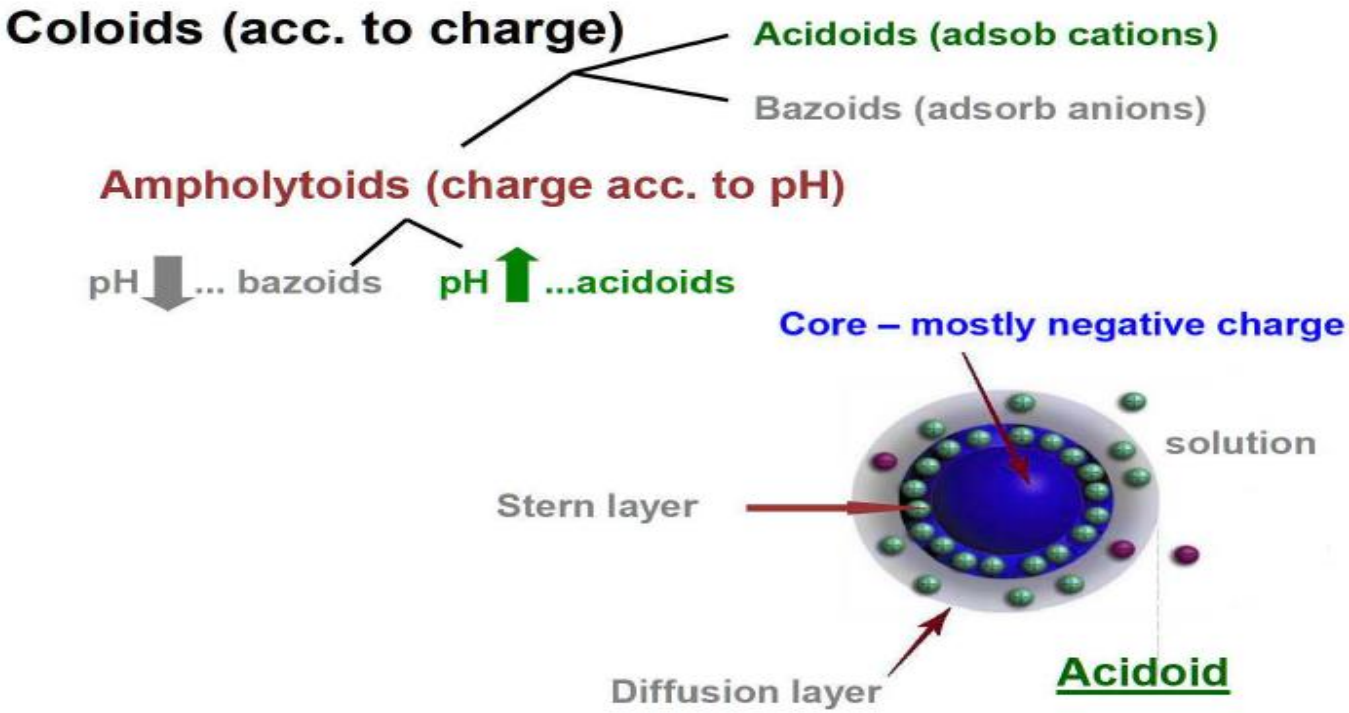
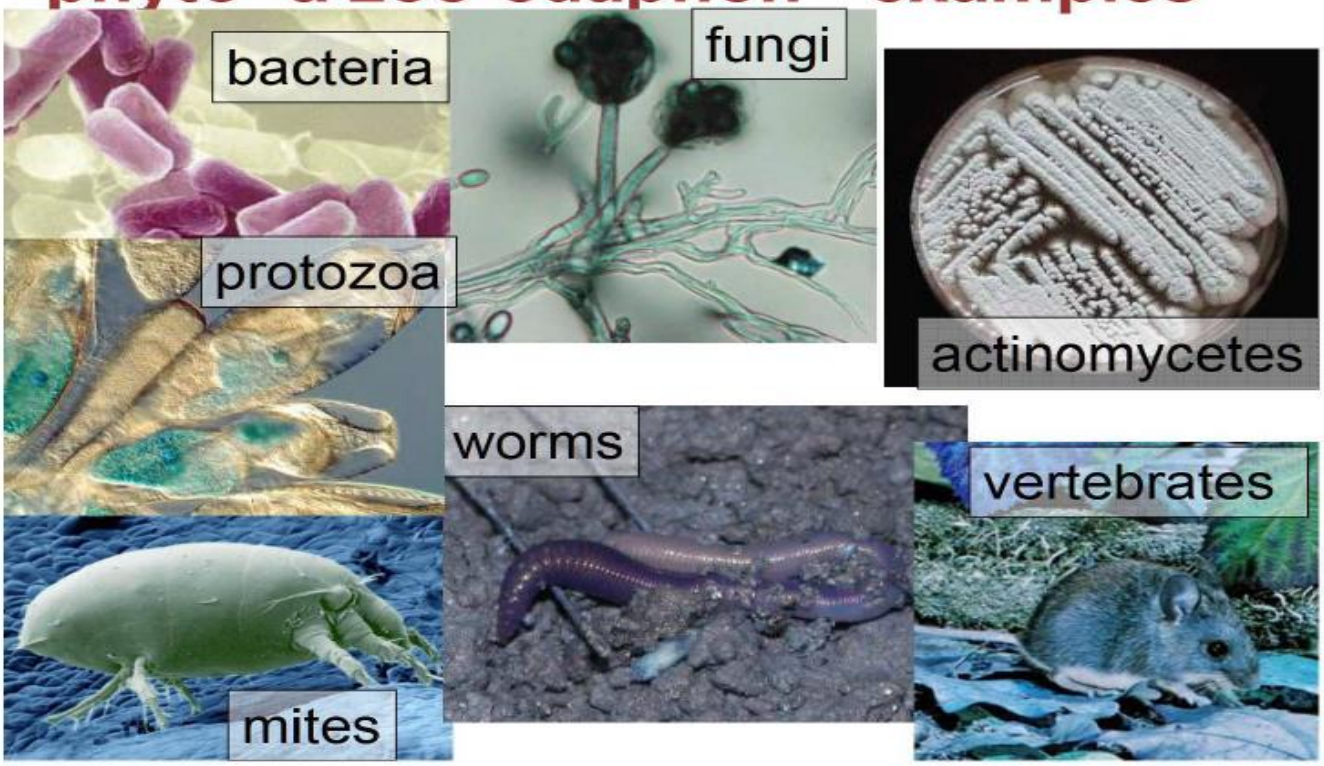
V.3 TARQATMA MATERIALLAR

Coloids



phyto- a zoo-edaphon - examples



Human impact on soils

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

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

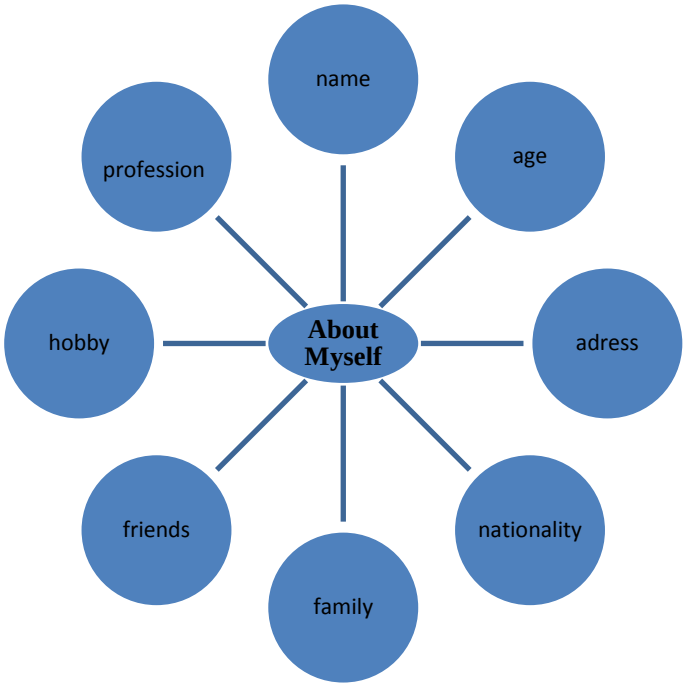
Vegetation

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

trees – forests, rainforests

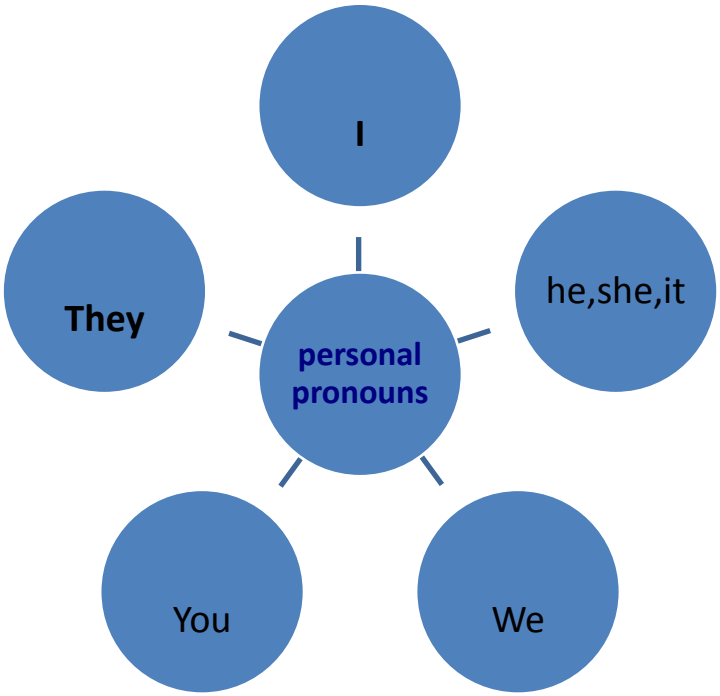
«KLASTER» metodi

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

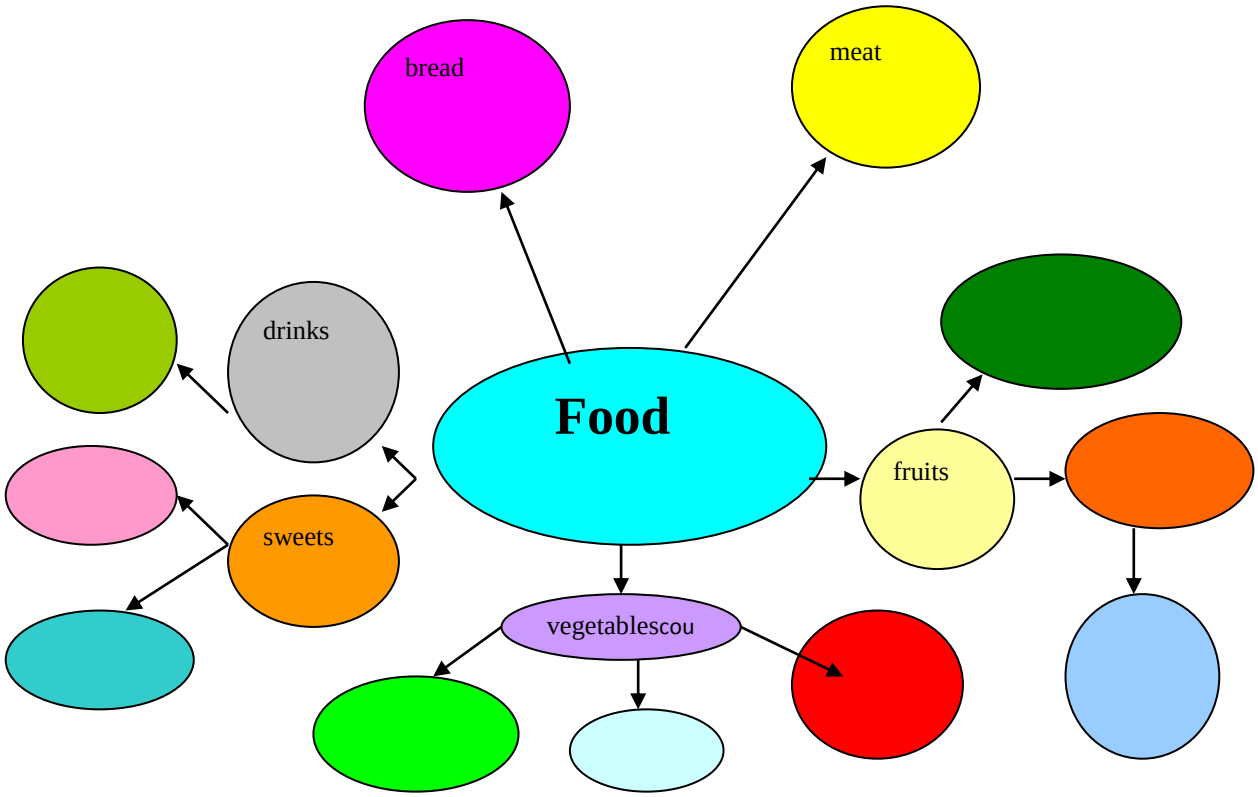


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

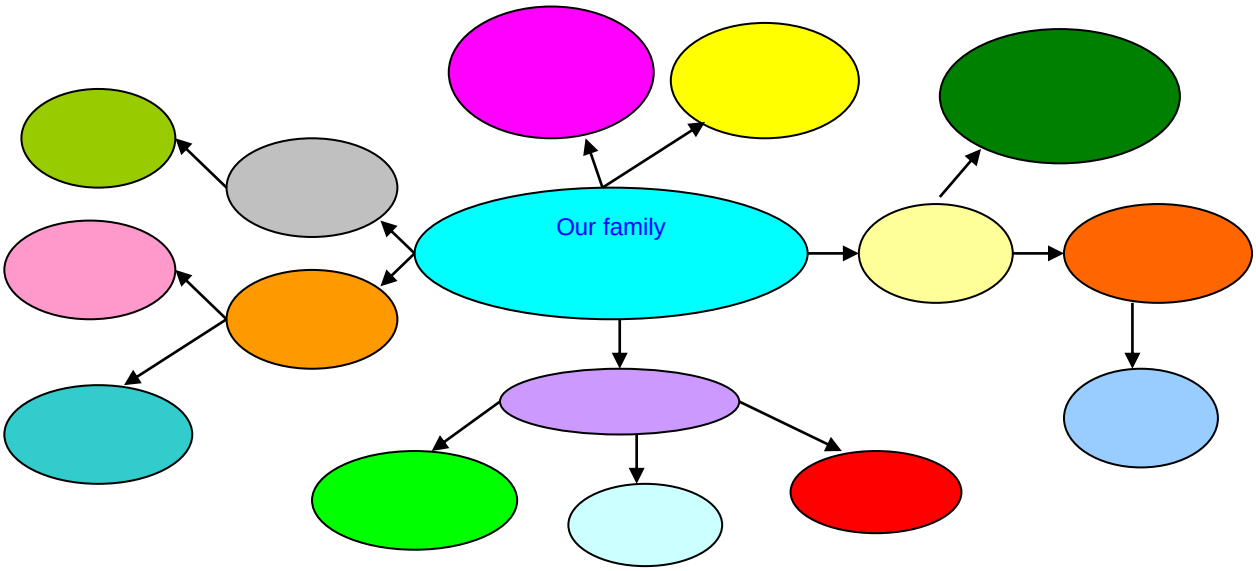


«KLASTER» metodi
Fikringizga nima kelsa, barchasini yozing.G'oyalari sifatini muhokama qilmang



faqat ularni yozing.

«KLASTER» metodi



Guruhlar uchun topshiriqlar:

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

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

Guruhlar uchun topshiriqlar.

Guruh №1

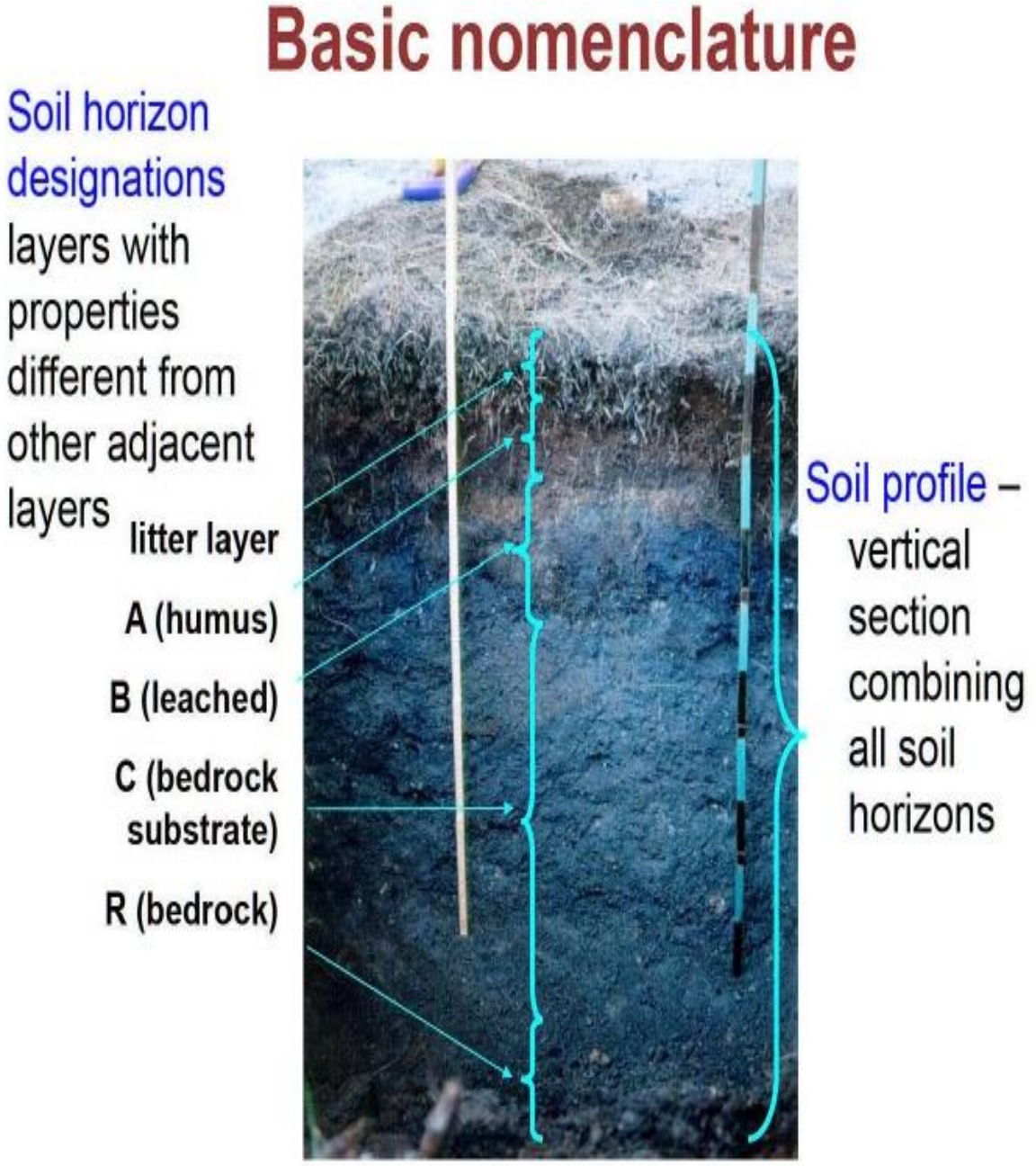
How do you spend your

Guruh №2

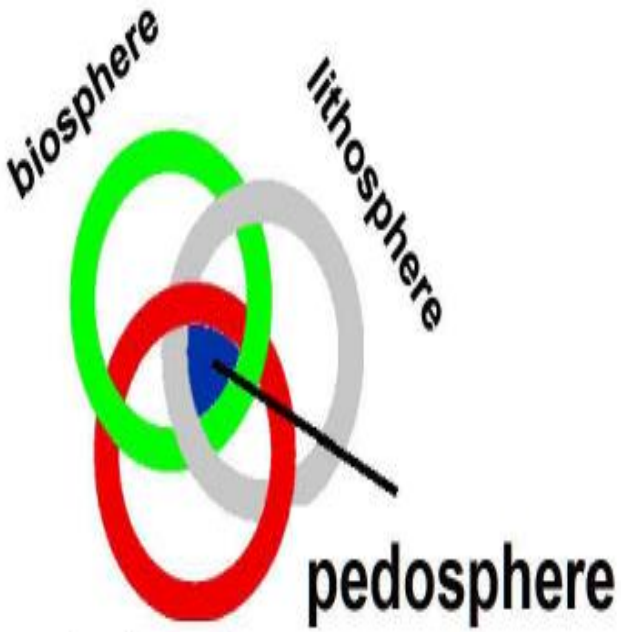
How did you spend your

Guruh №3

What are your plans for your next day off?



Soil – interface of systems



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

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

soil is desribed according to soil horizons

V.4 TESTLAR

Choose the best alternative to complete the following sentences.

1. Land and sea are very unevenly … .
a) composed
b) divided
c) distributed

2. The continents … above ocean basins.
a) appear
b) rise
c) merge

3. Eurasia and North America were once a … land mass.
a) large
b) single
c) uneven

4. Narrow necks of land are called … .
a) isthmuses
b) islands
c) hills

5. Most continents are triangular in … .
a) size
b) length
c) shape

6. Tongues of land that extend from continents into bodies of water are called … .
a) straits
b) peninsulas
c) necks

7. In many cases there is a large area offshore where the ocean water is quite … .
a) shallow
b) wide
c) narrow

8. The land under such shallow water is called … .
a) a strait

b) a continental shelf
c) a plain

9. An island is a body of land … surrounded by water.
a) almost
b) partially
c) entirely
10. An elevation above the surface of the earth with a small summit area is called … .
a) a valley
b) a mountain
c) a plateau.

Choose the best alternative to complete the following sentences.

1. The existence of different climates is due to …
a) different precipitation levels
b) proximity to the equator
c) the variation with latitude
2. The second element affecting climate is …
a) the influence of the oceans
b) duration of sunshine
c) amount of rainfall
3. Oceans act as reservoirs of heat which … the temperature extremes of the seasons.
a) increase
b) moderate
c) influence
4. Continental interiors … lower winter temperatures and higher summer temperatures than those of coastal communities.
a) provide
b) receive
c) experience
5. In Canada, temperatures in the city of Victoria on the Pacific Coast … from an average January minimum of 36^0F to an average July maximum of 68^0F.
a) change
b) range
c) minimize
6. The growers of citrus crops in Florida have concentrated in the central lake district to take advantage of the moderating influence of nearby …
a) ocean currents
b) water bodies
c) water reservoir
7. Like other highland areas of the British Isles, Wales is a region of heavy …
a) rainfall
b) gales
c) hurricanes

8. In Britain one can experience any kind of weather except …
a) the most extreme
b) the coldest
c) the hottest
9. The word *clima* was used by the Greek and meant a change of …
a) longitude
b) latitude
c) altitude
10. Ocean currents minimize … in water surface temperature.
a) climatic conditions
b) extreme heat
c) seasonal variations
11. The point is that British never can be sure when the different types of weather will…
a) appear
b) come
c) occur

Complete the text with a preposition or a negative form. Choose from the alternatives below.

(1) ___ recent years there has been increasing interest (2) ___global warming, and there is (3) ___doubt that man's activities are partly responsible (4) ___it (5)___can we afford to ignore warnings of its possible effects (6) ___ climate. Forecasts of a warmer, wetter world suggest, (7) ___ instance, that the sea may rise by as much as five metres (8) ___ 2050. (9) ___ that case, large areas of London and many other coastal towns would be (10) ___ water.

1. a) in b) on c) for d) no
2. a) with b) on c) to d) in
3. a) any b) no c) not d)none
4. a) to b) by c) for d) with
5. a) never b) nor c) none d) nobody
6. a) for b) at c) in d) on
7. a) for b)on c) with d) no
8. a) until b) for c) by d) with
9. a) on b) in c) by d) with
10. a) on b) under c) over d) in

Complete the sentences below with the most suitable word in the context. Only one answer is correct.

1. I am going to listen to the weather ... .
a) forecast
b) prediction
c) prevision
d) prospect
2. There will be occasional ... of rain in the north.
a) drizzles

b) occurrences
c) outbreaks
d) storms
3. There is evidence that the weather has become more ... in recent years.
a) seasonal
b) unequal
c) unsteady
d) unstable
4. In some parts of the country there has been no rain for five years, the longest period of ... we have ever known.
a) desert
b) drought
c) drought
d) famine
5. ... showers are expected in western districts.
a) Dispersed
b) Scattered
c) Spread
d) Separated
6. It's an ... situation. I've never known anything like it.
a) inexperienced
b) initial
c) unprepared
d) unprecedented
7. It was impossible to work in the ... heat.
a) stifling
b) strangling
c) sweating
d) suppressing
8. We didn't feel the cold, because we were well ... up.
a) clothed
b) dressed
c) packed
d) wrapped
9. I was out in the pouring rain all evening. When I got home I was ... to the skin.
a) dripped
b) drowned
c) soaked
d) sunk
10. When we had visited all the neighbours, we ... back to the village.
a) aimed
b) directed
c) headed
d) set

V.5 BAHOLASH ME’ZONI

АСОСИЙ ҚОИДАЛАР

Ушбу услубий кўрсатмадан 140000 – Ўқитувчилар тайёрлаш ва педагогика фани” таълим соҳаси бакалавриат босқичининг таълим йўналишлари (1-курс) талабаларининг “Чет (инглиз) тили” фанидан билимини назорат қилиш ва баҳолашда фойдаланиш тавсия этилади.

Шунингдек, услубий кўрсатмада “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”да келтирилган асосий вазифаларнинг қуйидагилари қамраб олинган:

- ❖ талабаларда Давлат таълим стандартларига мувофиқ тегишли билим, кўникма ва малакалар шаклланганлиги даражасини назорат қилиш ва таҳлил қилиш;
- ❖ талабалар билими, кўникма ва малакаларини ҳаққонийлик, ишончлилик ва қулай шаклда баҳолашни таъминлаш;
- ❖ фанни талабалар томонидан тизимли тарзда ва белгиланган муддатларда ўзлаштирилишини ташкил этиш;
- ❖ талабаларда мустақил ишлаш кўникмаларини ривожлантириш, ахборот ресурслари манбаларидан самарали фойдаланишни ташкил этиш;
- ❖ талабаларнинг фан бўйича комплекс ҳамда узлуксиз тайёргарлигини таъминлаш.

И. Назорат турлари ва уни амалга ошириш тартиби

“Чет(инглиз) тили” фани бўйича талабаларнинг билим савияси, кўникма ва малакаларини аниқлаш ҳамда уларнинг ўзлаштириш даражаларини Давлат таълим стандартларига мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:

1) Жорий назорат – талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Жорий назорат мазкур фан хусусиятидан келиб чиққан ҳолда, машғулотларда қуйидагича амалга оширилади.

Талабанинг:

❖ мавзу бўйича қўйилган оғзаки саволларга (интерфаол шаклда) берган жавоби ва фаоллигини баҳолаш;

❖ олаётган билими, ўрганаётган ўқув материаллари ва вазифаларни бажариб бораётганлигини қайд қилиш мақсадида юритаётган конспектини текшириш;

❖ мавзулар бўйича мантиқий боғланган уй вазифаси ва топшириқларнинг бажарилганлигини текшириш;

❖ мустақил фикрлашга ҳамда аналитик қобилиятни шакллантиришга хизмат қиладиган ёзма эссе ва рефератларни ҳимоя қилдириш;

❖ тестлар олиш;

❖ муаммоли вазият (кейс-стади), ўқув лойиҳалари ёхуд амалий топшириқ (масалалар)ларнинг ечими ва тақдимотини амалга ошириш.

2) Якуний назорат – семестр якунида муайян фан бўйича назарий ва амалий кўникмаларни талабалар томонидан ўзлаштирганлик даражасини баҳолаш усули. Мазкур фан бўйича якуний назорат семестрнинг охирги икки ҳафтаси мобайнида Ўқув-услубий бошқарма томонидан тузилган қатъий жадвал асосида АРМда ёки белгиланган аудиторияда “Электрон тест” шаклида ўтказилади.

ИИ. Баҳолаш тартиби ва меъзонлари

“Чет(инглиз) тили” фани бўйича талабаларнинг билим савияси, кўникма ва малакалари назорат қилишнинг рейтинг тизими асосида балларда ифодаланади.

Талаба мазкур фан бўйича йиғиши мумкин бўлган максимал балл – 100 балл бўлиб, у қуйидагича тақсимот қилинади:

– **жорий назорат – 70 балл;**

– **якуний назорат – 30 балл.**

Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий баллнинг 55 фоизи саралаш балл ҳисобланади. Ушбу фоиздан (55 фоиз) кам балл тўплаган талабалар якуний назоратга қўйилмайди.

Жорий ва оралиқ назорат турлари бўйича 55 ва ундан юқори бални тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига ҳам йўл қўйилади.

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

Назорат турларидаги баллар тақсимоти (ўзлаштириш кўрсаткичлари бўйича баҳолаш меъзонлари):

Рейтинг жадвали.

V-semestr

Fanning nomi	***Soatlar***		***Reyting nazorati***								
	Amaliy	*Mustaqil*	*Joriy nazorat*			***Umumiy***	*Mustaqil ta'lim Oraliq nazorat*			***Umumiy***	*Ya N*
			Soni	*Ball*	*Jami*		*Soni*	*Ball*	*Jami*		
Ingliz tili	*40*	*10*	*1*	*60*	*60*	***60***	*1*	*10*	*10*	***10***	***30***

VI-semestr

Fanning nomi	***Soatlar***		***Reyting nazorati***								
	Amaliy	*Mustaqil*	*Joriy nazorat*			***Umumiy***	*Mustaqil ta'lim Oraliq nazorat*			***Umumiy***	*Ya N*
			Soni	*Ball*	*Jami*		*Soni*	*Ball*	*Jami*		
Ingliz tili	*38*	*10*	*1*	*60*	*60*	***60***	*1*	*10*	*10*	***10***	***30***

Nazorat turlarini o’tkazish tartibi

Joriy nazoratni o`tkazish tartibi:

Ushbu nazorat turi auditoriyada akademik guruhning barcha talabalari ishtirokida og`zaki so`rov shaklida o`tkaziladi. Har bir og’zaki variyant 3ta savoldan: 1. Matnni o’qib tarjima qilish; 2. Grammatik material yuzasidan savollar; 3.Berilgan mavzu yuzasidan bayon qilish kabi savollardan iborat. Jami: 15 ta variant.

Oraliq nazoratni o`tkazish tartibi:

Ushbu nazorat turi auditoriyada potok yoki akademik guruhdagi barcha talabalar ishtirokida yozma ish shaklida o`tkaziladi. Bunda har bir variant 3ta savoldan: 1.Tinglab tushunish; 2.Oqib tushunish; 3.Berilgan mavzu yuzasidan insho yozish.

Yakuniy nazoratni o`tkazish tartibi:

Ushbu nazorat turi auditoriyada akademik guruhning barcha talabalari ishtirokida: 1-semestr, 2-semestr, 3-semestr, 4-semestrlarda “yozma”, 5-semestr va 6-semestrlarda “test” tartibida o`tkaziladi. Jami variantlar soni 15 ta. Har bir yozma variant 1 ta nazariy va 2 ta amaliy savoldan iborat. Test barcha otilgan mavzular yuzasidan tuzilib, har bir variantda 30 ta savollardan iborat. Jami testlar soni 300 ta.

Talabaning “Chet tili”(Ingliz tili) fani bo`yicha o`zlashtirish ko`rsatkichi quyidagi mezonlar asosida baholanadi

Ball	Baho	Talabalarning bilim darajasi
86-100 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim	A’lo	✓ Yangi mavzuni Ingliz tilida tushuntirish va mazmunini og’zaki erkin bayon qila olish; ✓ Ingliz tilida ijodiy fikrlay olish; ✓ Ingliz tilida mustaqil mushohada qila olish; ✓ Ingliz tilida og’zaki axborot bera olish; ✓ Lug’at yordamida tarjima qila olish; ✓ Olgan bilimlarni amalda qo’llay olish;
71-85 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim	Yaxshi	✓ Til o’rganilayotgan mamlakat tilida o’z fikrini tushuntira bilish; ✓ Mustaqil mushohada yurita olish; ✓ Tasavvurga ega bo’lish; ✓ Lug’at yordamida tarjima qila olish;

		✓ Matn mazmunini qisqacha tushuntira olish;
55-70 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim	Qoniqarli	✓ Bilish, yangi mavzuni qisman aytib berish; ✓ Mavzuni qisman tushuna bilish. ✓ Mavzu haqida tushunchaga ega bo'lish.
0-54 ball bilan talabaning bilim darajasi quyidagi holatlarda baholanadi	Qoniqarsiz	✓ O'qiy olmaslik; ✓ Gapira olmaslik; ✓ Tasavvurga ega bo'lmaslik; ✓ Bilmaslik.

Fan bo‘yicha saralash bali 55 ballni tashkil etadi. Talabaning saralash balidan past bo‘lgan o‘zlashtirishi reyting daftarchasida qayd etilmaydi.

Talabalarning o‘quv fani bo‘yicha mustaqil ishi joriy, oraliq va yakuniy nazoratlar jarayonida tegishli topshiriqlarni bajarishi va unga ajratilgan ballardan kelib chiqqan holda baholanadi.

Talabaning fan bo‘yicha reytingi quyidagicha aniqlanadi: $R = \frac{V \cdot Q}{100}$ bu yerda:

V - semestrda fanga ajratilgan umumiy o‘quv yuklamasi (soatlarda);

Q -fan bo‘yicha o‘zlashtirish darajasi (ballarda).

Fan bo‘yicha joriy va oraliq nazoratlarga ajratilgan umumiy ballning 55 foizi saralash ball hisoblanib, ushbu foizdan kam ball to‘plagan talaba yakuniy nazoratga kiritilmaydi.

Joriy **JN** va oraliq **ON** turlari bo‘yicha 55 ball va undan yuqori ballni to‘plagan talaba fanni o‘zlashtirgan deb hisoblanadi va ushbu fan bo‘yicha yakuniy nazoratga kirmasligiga yo‘l qo‘yiladi.

Talabaning semestr davomida fan bo‘yicha to‘plagan umumiy balli har bir nazorat turidan belgilangan qoidalarga muvofiq to‘plagan ballari yig‘indisiga teng.

ON va **YaN** turlari kalendar tematik rejaga muvofiq dekanat tomonidan tuzilgan reyting nazorat jadvallari asosida o‘tkaziladi. **YaN** semestrning oxirgi 2 haftasi mobaynida o‘tkaziladi.

JN va **ON** nazoratlarda saralash balidan kam ball to‘plagan va uzrli sabablarga ko‘ra nazoratlarda qatnasha olmagan talabaga qayta topshirish uchun, navbatdagi shu nazorat turigacha, so‘nggi joriy va oraliq nazoratlar uchun esa yakuniy nazoratgacha bo‘lgan muddat beriladi. Talabaning semestrda **JN** va **ON** turlari bo‘yicha to‘plagan ballari ushbu nazorat turlari umumiy balining 55 foizidan kam bo‘lsa yoki semestr yakuniy joriy, oraliq va yakuniy nazorat turlari bo‘yicha to‘plagan ballari yig‘indisi 55 baldan kam bo‘lsa, u akademik qarzdor deb hisoblanadi. Talaba nazorat natijalaridan norozi bo‘lsa, fan bo‘yicha nazorat turi natijalari e’lon qilingan vaqtdan boshlab bir kun mobaynida fakultet dekaniga ariza bilan murojaat etishi mumkin. Bunday holda fakultet dekanining taqdimnomasiga ko‘ra

rektor buyrug‘i bilan 3 (uch) a’zodan kam bo‘lmagan tarkibda apellyatsiya komissiyasi tashkil etiladi.

Apellyatsiya komissiyasi talabalarning arizalarini ko‘rib chiqib, shu kunning o‘zida xulosasini bildiradi. Baholashning o‘rnatilgan talablar asosida belgilangan muddatlarda o‘tkazilishi hamda rasmiylashtirilishi fakultet dekani, kafedra muduri, o‘quv-uslubiy boshqarma hamda ichki nazorat va monitoring bo‘limi tomonidan nazorat qilinadi.

Yakuniy nazorat fan ikki semestrda o‘tilganligi uchun birinchi semestrda og‘zaki shaklda, ikkinchi semestrda esa “yozma ish” shaklida o’tkaziladi.

Yakuniy nazorat maksimal 30 ballik tizimda o‘tkaziladi.

Yakuniy nazoratda “Og’zaki” javoblarnilarni baholash mezoni

“Chet tili”(Ingliz tili) fani bo`yicha talabaning og’zaki javoblari bo’yicha o`zlashtirish ko`rsatkichi yuqorida ko’rsatilgan mezonlar asosida baholanadi.

Yakuniy nazoratda “Yozma ish”larni baholash mezoni

Yakuniy nazorat “Yozma ish” shaklida amalga oshirilib, sinov 15 variantli usulda o’tkaziladi. Har bir variant 4 ta amaliy topshiriqdan iborat. Nazariy savollar fan bo’yicha tayanch so’z, iboralar va eshitish, o’qish, yozma nutq, gapirish talablari asosida tuzilgan bo’lib fanning barcha mavzularini o’z ichiga qamrab olgan.

Har bir savolga yozilgan javoblar bo’yicha o’zlashtirish ko’rsatkichi 1, 2, 3, savollarga 0-10 ball oralig’ida baholanadi. Talaba maksimal 30 ball to’playdi.

Yozma sinov bo’yicha umumiy o’zlashtirish ko’rsatkichini aniqlash uchun variantda berilgan savollarning har biri uchun yozilgan javoblarga qo’yilgan o’zlashtirish ballari qo’shiladi va yig’indi talabaning yakuniy nazorat bo’yicha o’zlashtirish bali hisoblanadi.