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ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1.

UBIQUITY OF ENGLISH

SPEAKING: Widespread use of English.

LISTENING: English in Tashkent. : Verb forms.

SPEAKING

Starter

Focus student's attention on the photographs and elicit the given questions.

Look at the pictures and answer the following questions.

1. What words come to your mind when you see pictures?
2. What language are these words and do they have any equivalents in your own language?
3. What other examples of English in your daily life can you give?

1 Look at the photos and discuss the places you see with your partner.

- Possible location and services they offer
- Language used on the notes
- Similar places you know

Listening

Possible answers:

Photo A presents a shop with 'The Old Pub' notice, located in Navoi street. "The Old Pub" destination cater cool drinks for customers.

Photo B views 'STEP' shop in the city center. It offers great choice of casual wearing. Photo C shows the 'Beauty Saloon' providing all service available at usual hairdresser's and barber's .

Note that at first sight the views with English notice/title/ announcements/advertisements seem to be photographed in any English speaking cities, in fact, the foreign language stream has already flown into Uzbekistan as well. Moreover, the population is continuously acquiring English words in their colloquial use.

Eg.: carwash, all males in Uzbekistan visually recognize it to be the place offering the cleaning service for automobiles.

2 Look through the following questions. Listen and according to the record choose the right answers. (More than one answer is possible).

1. What makes communication easier?
a) language learning b) words c) Knowledge of English
2. What languages were offered as an alternative international language?
a) Chinese, Russian b) Mandarin, French c) Esperanto
3. In what areas of Tashkent city English signs are less popular?
a) Chorsu, Chupon ota b) Kukcha c) all areas
4. What does she think is a good place to enlarge one's vocabulary?
a) City center b) Chupon ota street c) language centers

2. Focus students' attention on the questions for some seconds. Play the recording and give them some time to circle the correct answer. Check the answers with the whole group.

1	2	3	4
c	c	a,b	a

TAPE SCRIPT

The other day while I was going to the University of World Languages University in Chupon ota street from National University in Beruniy street, I spotted 51 English words on tabloids, posters, ads, and some names of shops, etc. Taking into account the location of these institutions in Tashkent, it's not difficult to understand that the route I followed is not in the city center, where the global language is really ubiquitous. If this area, mostly populated by the so called 'typical Uzbeks' who are believed to be monolingual, shares that much of English words, then what should I think about those who make every day journey to and from their offices, schools or universities through the center. Owing to their possibilities, it's obvious why youngsters master English much easier than elders.

Apart from frequency, the meaning of the words is evident and can easily be assimilated by almost any person, no matter adult or young. Only these representatives of ubiquitous language like service, game, hotel, food & market, study, restaurant, cafe, station, golden and others, which I've mentioned this morning during my 7 min journey to my destination, are able to enlarge any learner's vocabulary up to 51 different words. What if one deliberately takes a downtown direction and makes notes of any piece of English, let's say, somehow clear at that moment, to what extent would a learner enrich his or her vocabulary?

To sum up I would like to mention a sentence made out of a small set of vocabulary I've experienced today: I always go to a supermarket to buy jeans when discounts are announced. Here always go to 'always Coca Cola', 'Jeans', 'Discount', 'Announce' do not require any explanation. What I mean is our environment also encourages learners causing

continuous acquisition out of study time and space.

Here is my story about it: a couple of weeks ago I went to the conference at the National University, you know at Beruniy. And on my way home, for some obscure reasons, perhaps because of boredom, I began counting tabloids, I mean those ads, trade names, services, etc. The whole way home, I was counting those where they used an English word or expression as a trademark. Can you just imagine that on my 7-minute journey from Beruniy to Chupan ota I got 51 of them?

You know what does it mean? It means that if a learner spots them every day and remembers only the third of them, one may pick up at least 5-7 English words. Taking into account the venue, with mainly Uzbek speaking contingent, the owners here are not keen to use western titles. Nevertheless, the amount tells to what extent English is popular among Tashkent citizens. The way I see it is that students shouldn't complain about the lack of English environment. Can you imagine what I could see if I went a way through the city center? For instance Darkhon or Alay bazaar areas, everyone knows that there, not only trade names but also the whole service issues are named in English.

To get back to my story, coming home I tried to collect all those words and make several sentences, using them, you know what, it turned out to be possible, cheers.... Acquiring English is not that tough, on the contrary it can be funny. The only thing is a will, but great will not less. I reckon no need to go so far overseas to speak about ubiquity of English, it's all here around us!!!

3 Complete the sentences using the expressions from the box. Explain their meaning.

*is inevitable; tonal nature; constructed rationally; in the foreseeable future;
to say nothing of; inveterate homemakers;*

1. In order to make it neutral and easily absorbed Esperanto was _____
2. It _____ that English becomes a single international language.
3. A specific _____ of Chinese language hampers its spreading.
4. Popularity of French as a language of diplomacy and exchange is _____

5. English is unlikely to be replaced by any other language

6. Common word and expressions like 'open', 'close', 'enter', 'shop', 'happy' are popular even among

7. English words are frequent enough in all cities and towns touristic centers.

Check the answers.

1. constructed rationally

2. is inevitable

3. tonal nature

4. much less so the case

5. in the foreseeable future

6. inveterate homemakers

7. to say nothing of

4. Groupwork. Students look at the pictures and make a list of some other English words known among particular groups of people such as students, housewives, tradesmen in Uzbekistan. Groups share their findings with the whole group.

Possible options:

Students	Housewives	tradesmen
- i-phone	- supermarket	- credit (bank transfer)
- chips	- blender	- core I 3/4/5 (mobile phone)
dealers)		
- sensor	- mixer	- cargo
- marker	- combiner	- flash card
- interactive board	- freezer	- driver
- megaplanet		- cheque
- playstation		

1. Students match the tense titles in the box with the sentences 1-12. Check the answers.

1. Present Simple

2. Present Continuous

3. Present Perfect

4. Present Perfect Continuous

5. Past Tense

6. Past Continuous

7. Past Perfect

8. Past Perfect Continuous

9. Future with "will"

10. Future with going to

11. Future Continuous

12. Future Perfect

2. Match the labels in the box with the sentences

1-12 below.

1. Diamonds don't have much intrinsic value and their price mostly depends on their scarcity._____

2. Students are spending so much time on learning by heart new words._____

3. I have figured out 51 English words while coming to the university._____

4. The number of English speakers has been increasing recently._____

5. Sailors in Mediterranean Sea used 'lingua franca' for interaction._____

6. Saodat was reading her favorite 'Harry Potter' when her brother interrupted._____

7. They had researched the market carefully before they decided to open a new branch._____

8. We had been confusing things for two days when they finally illuminated the difference. _____
9. I think they will explain everything precisely. _____
10. In my article I'm going to run through some of the main points of the matter. _____
11. Consequently, Umar will be lying on the beach with his family next week. _____
12. Experts will surely have finished their work by the end of the next month.

1. present continuous 2. past simple 3. past perfect 4. present simple 5. future with 'will' 6. past continuous 7. present perfect 8. present perfect continuous 9. future continuous 10. past perfect continuous 11. future with 'going to' 12. future perfect

3. Read the descriptions a-l and decide which sentence in exercise 5 they match.

- a. _____ regular routines and habits.
- b. _____ an action which is happening at the present moment.
- c. _____ something which has happened up to the present moment.
- d. _____ the duration of an activity that begins in the past and continues up to the present moment.
- e. _____ a finished past action which occurs at a specific moment in the past.
- f. _____ something that is happening at a precise moment in the past; an interrupted action.
- g. _____ talking about an action that is finished before another action in the past. This form is especially useful for giving reasons for a decision that was made in the past.
- h. _____ expressing the duration of an activity up to another point in time in the past; stressing that a certain activity had been going on before something important happened.
- i. _____ making a future prediction or express a decision about the future made at the moment.
- j. _____ speaking about future intentions or plans made before the present moment.
- k. _____ discussing an activity that will be in progress at a specific point in time in the future.

a – 4; b – 1; c – 7; d – 8; e – 2; f – 6; g – 3; h – 10; i – 5; j – 11; k – 9.

LESSON 2.
INFORMATION AND SECURITY.
SPEAKING: Infringement of copyright issues.
LISTENING: Intellectual property. GRAMMAR: Adjectives and adverbs.

Objectives:

- analyze the different types of information attacks
- listen to the detailed information
- use adverbs in appropriate places
- learn and practice how to write a pie chart description

Skills to be emphasized: listening, speaking, reading, writing

SPEAKING

1. Students match possible threats to the listed threats.

Allow students to share their understandings about the threat and its treats in real life.

THREATS

- Immune tolerance
- Ideological pressure
- Infringe copyright

TREATS

- Hacking
- Law on Intellectual Property
- Updating Software

Possible explanation:

Hacking - to get into someone else's computer system without permission in order to find out information or do something illegal. (solution: encryption, firewalls)

Eg.: Computer hacking has become very widespread over the last decade.

A programmer has managed to hack into some top-secret government data.

Ideological pressure – (solution: having own ideas, not having ideological gap)

Infringement copyright - an action that breaks a rule, law, etc (solution: taking patent)

2. Groupwork. Students discuss the questions and share their findings with the whole class.

Picture A representing sweets can be a good sample of infringement copyright, as the producer tried to 'own' the product by changing the beginning letters of the famous trademark Raffaello into Chocorello and Fiberello.

LISTENING

3. Give students some seconds to listen to tape. They should list down the University names whose students have been interviewed.

- a. _____
b. _____
c. _____
d. _____

- a) Uzbekistan State National University
b) Tashkent Islamic University
c) Tashkent Law Institute
d) Tashkent University of Information and Technology

4. Students write the student-interviewee names with the listed questions to which they have answered.

Write the names of students with the questions they have answered.

1. How do you understand IT attacks? _____
2. How can we get protected from IT attacks? _____
3. How do you understand Intellectual Property?
4. How can we protect Intellectual Properties?

5. How do you understand Ideological Pressure?
6. How can we protect our youth from Ideological Pressures
 - 1) Sanobar Azimova
 - 2) Sanobar Azimova
 - 3) Sevara Nizomova
 - 4) Sevara Nizomova
 - 5) Shukhrat Jalilov / Oybek Khalilov
 - 6) Shukhrat Jalilov / Oybek Khalilov

TAPE SCRIPT:

1. – Today we are going to check students’ ideas about Information Security and find out whether they know how to avoid information attacks. So, now we are in front of the Uzbekistan National University. Hi, can you answer a couple of questions, please? It’s like a survey.

- Ok.
- Will you introduce yourself, please?
- I’m Shukhrat Jalilov, a second year student of this University.
- Thank you, er, the question is How do you understand Ideological Pressure?
- Er, hmm, let me think... oh, maybe someone tries to make us follow his/her ideas oh, maybe religion, or they may try to persuade us to buy their product, not letting us think properly. Pressure maybe not direct, it can be done by supporting financially. It may have a philosophical impact, making you believe that it is the right way. It is usually with purpose, like political maybe.
- How can we protect our youth from Ideological Pressures?
- Hmmm, first of all the adults who teach him, I mean parents, teachers should know which is the right way, which is not. Some people say that we should protect our youth from ideological pressures. But I think differently, if a person has not immunity to be protected against strange ideologies he can be influenced no matter how old he is. You remember some adults were affected by religious extremism, terrorism and other hostile ideologies. We should have immune tolerance against such er such lets say attacks. Parents should know whom their children communicate via social sites.

2. Now we are in front of Tashkent Islamic University.

Hi, could you spare your precious time for giving an answer to a couple of questions, please? It is like a survey.

- Ok, with pleasure.
- What is your name and specialty?
- Oybek Halilov, a first year student of Informatics and Information Technology faculty.
- How do you understand Ideological Pressure?
- Oh, it has ending “logos” it means subject, so it is a subject which studies ideas. As for the pressure... I know there is a “high blood pressure”, (ha ha), oh here – dictionary says - “the use of persuasion or intimidation to make someone do something”, ahh, it is like making people follow one’s ideas. Err, maybe, like forcing someone to accept one’s religion or tradition or, maybe, a life style. I have been warned against missionary activities, religious extremism, fundamentalism ideas and how they work in our environment.
- How can we protect our youth from Ideological Pressures?
- I think, we have only one way to protect them. It is paying attention to their spirituality seriously. Educational system at secondary schools, colleges, lyceums and high schools must be perfect from spiritual point of view. We should be attentive to secondary school students because they just begin to be independent from constant care and control of teachers and parents. And ‘ideological enemies’ often deal with this group of society. If we choose this way, our youth will have their own ideas. Otherwise, they will be uneducated and have a big ideological gap. We should teach them our traditions, religion, and political point of view.

3. Let me give the floor to the student of Tashkent State Law Institute.

- Your name please?
- I am Sanobar Azimova.
- How do you understand IT attacks?
- It is like securing or protecting information from external attacks. Most vulnerable is a software, viruses, malwares and other spywares can be tools of hackers' attacks. As you know IT threats are rising day by day and it is becoming hard to secure computers, er, not only personal computers but governmental IT systems also, err, banks also suffer from IT attacks. So, they should be secured. Programmers are creating up to date antivirus.
- How can we get protected from IT attacks?
- Err, most prevalent of those methods is antivirus. It is such a program, that has its own bases of all viruses and cure them. It scans our computer and detects dangerous files. Famous of them are Dr.Web, Avast, Kasperskiy, and Eset Nod32. Besides, any computer has its own means of protecting. It is firewall. Firewall is the first "wall" between computer and internet. It doesn't let viruses come into your computer. Then, we should avoid some untrustworthy sites, spams, and use some programs that view all the files of your computer.

4. The survey is on having a step through the doorsteps welcoming into Tashkent University of Information Technology. Can I have some minutes of your time to the valuable survey, please?

- Yes, I am all ears!?
- Your name and title, please?
- I am Sevara Nizomova, a first year student of this University.
- How do you understand Intellectual Property?
- Well generally speaking, it is everything that is created or invented by human intellect. For example, literary works, artistic works, such as books, songs, movies, computer programs, and etc, ah, then there are symbols, trademarks, designs, inventions (they are also called industrial property). Authors take patents if they want and if they are the first, if it is possible and other users copy them only with the agreement of the owners.
- How can we protect Intellectual Property?
- We should protect it somehow, as there are greedy attacks. But stopping infringement copyright is not an easy thing. We have to get special licence or a patent for our inventions till others own it officially. So, then, if someone suddenly copies intellectual property such as books, songs, programs, whatever without authors' agreement, owners would certainly have a just reason of putting the law on them, on that person. And eventually that law breaker obviously must pay a fine or will be sent to prison (ha ha). But it is too difficult to prove. But the law does not work in everywhere, for example, in far villages people can easily make fool of others showing others works as their own masterpieces.

5. Groupwork. Students staying in small teams discuss the infringement of copyright cases of what they have heard or witnessed. Elicit the possible consequences of the illegal cases with the whole group.

GRAMMAR : Adjectives and adverbs.

8. Students form adverbs from adjectives. They use the formed adverbs in sentences. Check the form and usage of adverbs in sentences.

Write adverbs for the given adjectives and make up sentences using them.

Adjective	Adverb	Example
Confidential	e.g. confidentially	His answers were sent confidentially given.
Dramatic		
Critical		
Suspicious		
Traditional		

9. Fill in the gaps with appropriate adverbs from the box. There are more adverbs than the gaps.

Naturally, hardly, rapidly, happily, ideologically, well artificially, openly, spiritually, primarily, dramatically, completely, immediately

1. If somewhere there is an ideological gap, it is _____ ruled over by an alien ideology.
2. We should _____ admit that our goal is to win hearts of people, _____ of the youth.
3. When ideologists affect nation's or people's mentality in a definite country or region, they May change even behaviors _____ .
4. Certain states and political groups try to influence people _____ .
5. Ideological pressure is _____ recognized while economic and political forces are felt _____

Check the appropriateness.

- 1. If somewhere there is an ideological gap, it is naturally ruled over by an alien ideology.*
- 2. Ideologists openly admit that their goal is to win hearts of people, primarily of the youth.*
- 3. When ideologists affect nation's or people's mentality in a definite country or region, they may change even behaviors completely.*
- 4. Certain states and political groups try to influence people ideologically.*
- 5. Ideological pressure is hardly recognized while economic and political forces are felt immediately.*

LESSON 3.
STUDYING WITH MULTIPLE SOURCES
SPEAKING: Studying with multiple sources.
LISTENING: Interview.
GRAMMAR: Comparisons as...as, not so/as...as.

Objectives:

- explore various types of study sources
- learn and use the comparatives with as...as...
- practice how to give appropriate referencing

Skills to be practiced: listening, speaking, reading, writing

SPEAKING

Starter

1. Lead in students focusing their attention on the pictures. Have them tell what the people in photos are doing and what they have in common.

Possible answers:

Picture A presents learning environment in the lecture hall.

Picture B depicts the group of learners in nature working out a project work outline/searching for information via their laptop or mobile phones/ reviewing online or offline information for the meaningful content of their presentation and etc...

Picture C views the scene in which the learners are taking an active involvement in online resources review.

LISTENING

2. Fill in the gaps using the words from the box.

Contend; stumble; undoubtedly; commonalities; conception; route

1. Additional readings and alternative sources *undoubtedly* create a richer understanding.
2. Scientists _____ that working with primary source is more effective than with secondary source.
3. When working with single source you may upon unclear information.
4. Learners should discern the _____ between materials.
5. When surfing through different sources relating materials to the objective helps to form a clear of idea.
6. Secondary source materials are more indirect _____ to the same information than primary source.

Students fill in the gaps using the words from the box.

1	2	3	4	5	6
<i>undoubte</i>	<i>contend</i>	<i>stumble</i>	<i>common</i>	<i>concepti</i>	<i>route</i>
<i>dly</i>			<i>alities</i>	<i>on</i>	

3. Students spend 15 seconds to review the statements. Play the tape. They number the statements putting 1-5 sequencing them according to the listening script.

• L___ recent researches assert that learning with multiple sources is more effective than with single one.

___getting information in less structured text is comparatively more challenging than in well structured texts.

___strategies of working with multiple sources should be taught.

___ it's better to understand connection than to learn detail by heart. one should be able to filter the context.

TAPESCRIPT

Interview with students studying with multiple source experience

Teacher : where do you like to study and find information?

1st student

Durdona: if I look to my experience one of the main types of studying source in my life is internet. Why do I use internet? Because no matter where I am, I can access internet everywhere and everytime. But when I compare library with internet source, library is quite difficult for me, if I need any book or any information I need to review the whole list of books and read them for a long time till I find what I need. Sometimes I need to look through hundreds of pages to find the information. Also there are some disadvantages too, some information is unreliable in internet, and if there is no electricity I cant access internet but still I can access through my mobile if I have balance of course.

2nd student

Guzal: My main learning source is mass media, especially magazines. It doesn't matter which language it is. I found them interesting, realiable and journalists are very responsible for giving their information. They are very reliable. I can use newspapers or magazines everywhere even when I am cooking I can read recipe from magazines and I can use it in the kitchen too. And I find all information useful.

3rd student

Mirzo: I prefer to use a library as a source for my studying because books are friends of students and a library is a very quite place where I can work for a long time, collectng all information for my research. Advantages of books are that a person can work through bookshelves by himself and use them as much as he wants. But there is also disadvanage also here in libraries sometimes books are not available there. Sometimes ebooks are more comfortable, I can read this ebook everywhere. Some doctors say that ebook are not good for eyes. So I used to work with printed books.

4. Students review the recommendations. Play the tape again. Students tick the mentioned information in the listening material.

1. Consider the impact of, and evaluate conflicts ____
2. Try to use a primary source ____
3. Analyze commonalities ____
4. Use in-class or on-line discussion time ____
5. Engage sources with facts ____
6. Refer to a secondary source if primary one is not available ____
7. Practice and familiarize materials ____
8. Practice with multiple texts to improve your evaluative skills ____

5. Students read the sentences and complete the table deciding whom the statements belong to.

Speaker 1	Speaker 2	Speaker 3
a	b	c

6. Pairwork. Students discuss the questions and share their partner's choice with the whole class.

GRAMMAR Comparisons as....as, not so/as....as.

6. Students make up sentences of their own using given comparatives.

Make up sentences using comparatives given below.

Eg.: Studying with single source is **not as effective**

as studying with multiple ones.

a. ___not as important as...

b. ___as comfortable as...

c. ___not nearly as useful as...

d. ___as interesting as...

e. not as quiet as difficult as

f. ___as useful as...

g. ___just as good as...

h. ___as much as possible..

7 Find which words in A column go with the one in B to form common comparative expressions with a sas:

A	B
a. pretty	1. a pancake
b. weak	2. a rake
c. fresh	3. a peacock
d. thin	4. a post
e. stubborn	5. an ox
f. slippery	6. a mule
g. proud	7. a picture
h. strong	8. a daisy
i. dry	9. an eel
j. deaf	10. a bone
k. flat	11. a kitten
l. blind	12. a bat

a	b	c	d	e	f	G	h	i	j	k	l
7	11	8	2	6	9	3	5	10	4	1	12

8 Complete the sentences with the expressions in Ex. 7.

Eg: - The girl entering the library looks very nice, doesn't she? -Oh yes, she is **as pretty as a picture**.

1. Ali is _____ he can't see anything without his glasses.

2. Oh, dear! We will have to change a tyre, it is ____

3. If it doesn't rain soon, they will never grow anything in their garden, it is _____.

4. Shoyad had a good sleep last night, so he is in the morning.

5. Salim's friends wouldn't lend him any money, he is _____.

6. Nabi has been in bed all week with a cold and he was _____.

7. My sister's daughter has been offered a place at the university. She is _____.

She has already told all her relations.

8. Davron has lost a lot of weight. Do you think he is OK? He looks _____ to me.

9. Olim is _____ Once he makes up his mind he does it. Nothing can stop him.

8. *Students complete the sentences with the suitable expressions in Ex. 7.*

1. *as blind as a bat*

6. *as weak as a kitten*

2. *as flat as a pancake*

7. *as proud as a peacock*

3. *as dry as a bone*

8. *as thin as a rake*

4. *as fresh as a daisy*

9. *as stubborn as a mule*

5. *as slippery as an eel*

LESSON 4.
ON-LINE ETIQUETTE/NETIQUETTE
SPEAKING: Problems of working on the net.
LISTENING: Real life and online behavior.
GRAMMAR: Phrasal verbs.

Objectives:

- explore the concept of 'Netiquette'
 - use phrasal verb 'look' with different particles in various practical contexts
 - learn and practice how to write an e-mail
- Skills to be practiced: listening, speaking, reading, writing

SPEAKING

Starter

1.Lead in students drawing their attention to the photos and let them share the differences.

Possible answers:

Photo A represents online communication.

Photo B shows face to face interaction.

LISTENING

2.Students sort out expressions in the box into two columns. Check the sorting results.

Sort out expressions in the box into two columns.

a)shaking hands b) using capital letters c) not mentioning the title in the mail you are sending d) listening attentively when smb. is speaking e) shouting at people f) putting private information to public which can be seen by everyone even criminals, government, future employers g) showing loyalty and good mood h) chain letters i) being very brief and clear j) being emotional k) no one can guess your mood l) citing others' work you use

Real life behaviour

a, d, e, g, j

Online way of behaviour

b, c, f, h, i, k, l

3. Students match the words and phrases with their definitions .

- | | |
|----------------------|---|
| 1. Surf the net | to spend time finding and looking at things on the internet |
| 2. Browse website | to search information on the internet |
| 3. Virtual life | computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world |
| 4. Spam | inappropriate messages send on the internet to a large number of users. |
| 5. Databases | programs which allow you to store, look at or change a large amount of information quickly and easily |
| 6. Computer-literate | have experience of working with computers and know how to use them |
| 7. Crash | stop working |
| 8. A bug | software error |
| 9. Back up | making extra copies of data in case the original is lost or damages |
| 10. Bullying | to be often unkind to someone or hurt other people |
| 11.Addiction | the fact or state of being unable to stop doing something |
| 12.Hacking/cracking | breaking into someone else`s computer system, often on a network to steal |

or change, or destroy information as a form of cyber-terrorism

4. Students review the form for some seconds. Note that information comes at random. Play the tape. Students fill in the forms.

Speaker 1

Name: _____, Age: _____,

Occupation: _____,

Start using internet _____,

Speaker used internet for _____,

Problems: _____,

Speaker's attitude: _____

Speaker 1

Name: _____, Age: _____,

Occupation: _____,

Start using internet _____,

Speaker used internet for _____,

Problems: _____,

Speaker's attitude: _____

Tapescript

Hi, I am Tom. You must be confused to hear me, thinking what problems this little boy can have. Although I am just in form 7, my life has already become a disaster.

Everything started on my 13th birthday. I was so delighted when my father gifted me a laptop full of modern softwares and you know, 26 moreover it was connected to internet via Wi-Fi. Wow, it was exactly the one I was dreaming of for the last years. We are five children in our family and we can't always afford to have everything we want. So you can understand what a laptop meant to me. I dived into net. World wide web whirled me and I started to browse websites looking for something entertaining. Social nets and on-line games attracted my attention most of all. First I started spending hours than whole days sitting in front of a computer getting nervous if I have lost in Counter strike, the game which is popular with teens. Or I've got used to chatting with my on-line friends about all kind nonsense. I was addicted to the net and couldn't imagine a second without it. I ate being on-line, went to school not leaving it, and I fell asleep embracing my laptop. I got along with different guys whom I looked up who lived in our region. Their influence on me was increasing day by day. My virtual life was fascinating. It was much more exciting than a real life. It lasted till I fell out with my chaps. Then the thriller started. Oh my God, it was horrible. They threatened me using impolite words, looking down on me. I was bullied on-line. I logged out, thinking that the nightmare would stop, but I was wrong. Bullying transferred into my real life. Guys chased me picking on me, putting me down and beating me. I didn't know what to do. I was threatened to be killed if I tell something to somebody. They do it on purpose just to entertain themselves. I am afraid... I am scared of them.

Now, I am going to be dropped out of school as I've failed my exams and my dad is called to school. He was so proud of me. But now...(sigh) I need your help...

Hello, Dears. I am Lola, a second year student. Since I entered the University, Internet became my best friend. By surfing the net I got acquainted with various useful sites, created my e-mail account, enlarged my database, improved my computer-literate skills, and expanded my network by making friends not only from our country but also from all over the world. By means of internet I have improved my IT skills and knowledge in my subjects, as I am used to calling up web-based materials I required to know. At the push of button I am able to get anything I need. Huh, (laughter) Just incredible! But... You know guys, on the other day, I got a strange e-mail, that was in my Spam box. I opened it in order to read it considering it a usual message I often deliver or get. At a sudden, my computer crashed and refused to obey me, you know. I didn't catch 27 on what was happening. (voice up) Consequently, I couldn't deal with it. Next day I took my treasure (laughs) to the computer programmer who set out that my kid/laptop had been hacked or cracked, something like that, and it had such a bug that consumed my information. (pity sigh) Oh, my God, being 20 years old I have no idea about cracking and hacking. (laughs with sorrow.) However, because of them I lost all my material I was collecting so long, even my

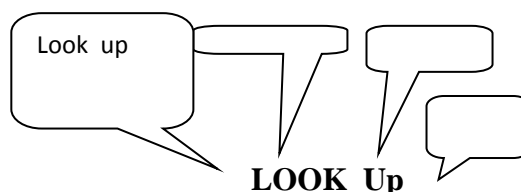
own articles and research work results, as I didn't have a back up copy of my work. (Sigh), I am sure it is illegal for anybody to destroy somebody's information this way. It is unfair! Spamming, cracking, hacking on purpose... (with anger and sorrow for her material) I think we should figure out a solution to cope with these kind of stuff. We should...

5. Students listen to the tape again and fill in the gaps using no more than three words.

1. First I started spending hours then whole days sitting _____ computer
2. Counter strike, the game which is _____ teens.
3. I was _____ the net and couldn't imagine a second without it.
4. I _____ different guys whom I _____ who lived in our region.
5. Their _____ me was increasing day by day.
6. It lasted till I _____ my chaps
7. They threatened me using impolite words, _____ me
8. Guys chased me _____ me, _____ and beating me.
9. Now, I am going to be _____ school
10. By surfing the net I _____ various useful sites
11. I didn't _____ what was happening
12. Consequently, I couldn't _____ it.
13. The computer programmer who _____ that my kid/laptop had been hacked or cracked.
14. I am sure it is _____ to destroy information this way.
15. I think we should _____ a solution to these kind of stuff.

6. Groupwork. Looking at the photos students name the problems. The teams offer solutions.

- a) bullying b) addicting c) hacking/cracking



ahead

to

back

GRAMMAR : Phrasal verb 'Look'

8. Fill in the bubbles with the appropriate letters.

- a. Rely on smb. or smth.
- b. Find the information in a book, on a map or a timetable
- c. Think about what is going to happen in the future and make plans
- d. Think about smth. that happened in the past
- e. Try to find smth.
- f. Feel pleased and excited about smth. that is going to happen.
- g. Visit a person or place for a short time
- h. Watch smth. without taking part
- i. Watch what is happening and be careful
- j. Visit a place and look at the things in it
- k. Read smth. quickly and briefly

<i>Look ahead</i>	<i>c</i>
<i>Look back</i>	<i>d</i>
<i>Look for</i>	<i>e</i>
<i>Look forward to</i>	<i>f</i>
<i>Look in</i>	<i>g</i>
<i>Look on</i>	<i>h</i>
<i>Look out</i>	<i>i</i>
<i>Look round</i>	<i>j</i>
<i>Look through</i>	<i>k</i>
<i>Look to</i>	<i>a</i>

9. Use phrasal verbs from the exercise above to complete the sentences.

1. _____ fledu.uz, Wikipedia and ziyonet.uz for educational purposes is becoming more and more popular with the youth.
2. Nodir has learned _____ E-English-English dictionary in order to improve his vocabulary these days.
3. Great people are used to _____ before acting.
4. Rano was sitting with a book in her hands in the veranda enjoying the view of her big garden and _____.
5. Identify what you really need before starting to _____ it.
6. “ _____ the web-sites you have been recommended for your research work”-said the supervisor.
7. Mirzo _____ having finished playing online game. It was already midnight and his mum had already dropped off.
8. As Zulfiya was browsing the net, a sudden warning sign “ _____!” appeared on her screen preventing her from entering the site.
9. Football amateurs prefer _____ the game rather than playing themselves.
10. I am _____ the opening date of online course “Academic writing”.

- | | |
|-------------------------|------------------------|
| 1. <i>Looking to</i> | 6. <i>Look through</i> |
| 2. <i>to look up</i> | 7. <i>Look around</i> |
| 3. <i>looking ahead</i> | 8. <i>Look out</i> |
| 4. <i>looking back</i> | 9. <i>Look on</i> |
| 5. <i>look for</i> | 10. <i>Look up</i> |

LESSON 5.
LEARNING STRATEGIES
SPEAKING: Discussing meta-cognition.
LISTENING: Types of strategies.
GRAMMAR: Modal verbs.

Objectives:

- listen to the gist and listen to a detailed information
- use the complex modal verb forms in different communicative situations
- enlarge the lexical stock of on the given topic
- get introduced to pre-writing strategies, learn about their techniques.

Skills to be practiced: listening, speaking, reading, writing.

Target vocabulary: to identify, cooperative thinking, to comprehend, an approach, to acquire, to fulfill the task, to monitor, meta-cognitive, multisensory, concepts, notions, to direct to, to manage difficulties, to analyze, to assist, to explicit

Starter

Focus students' attention on the photos. Give them some time to explore learning strategies reflected in them.

Possible answers:

Pictures A and C show people who are building or working out their correct strategies to be a success or achieve something in life.

Picture B is with chess game description in which players should have exact strategy to defeat the enemy. Usually people compare the life with a chess board where men using some strategies can win much.

Questions should be answered by students, their personal ideas on learning strategies. If students face some understanding problems in answering the questions, paraphrase the questions for them.

Eg.: What is your learning strategy? How do you learn things better? / What are the effective ways of learning in your experience?

SPEAKING

1. Answer the following questions.

- a. What is a strategy as a general idea? What is a life strategy and how it affects our behavior?
- b. What is a meta-cognitive learning strategy?
- c. What are some types of meta-cognitive learning strategies? How do they help with our studies?

a) Strategy is an approach, a way, a tool to find out the solutions to problems. Life strategy is some ideas or our plans to achieve something good during our living. Each of us has a special life approach, life plans which are sometimes called life strategies as well.

b) Meta-cognitive learning strategy is a general strategy, where learners reflect on their own thinking, such learning strategies are very effective ones.

c) Organizing or planning strategies, monitoring strategy, personalizing strategy are some types of meta-cognitive learning strategies. They assist learners to get to their studying deeper.

LISTENING

2. Match the words 1-10 with their definitions a-j.

- | | |
|-------------------------|--|
| 1. To identify | A) an instrument or a special technique which helps us to do some work, job; |
| 2. To comprehend | B) a future purpose a person has set; |
| 3. Cooperative thinking | C) to become the owner of something; |
| 4. Teamwork | D) a way of dealing with a situation or a tactics; |
| 5. An approach | E) coming to one conclusion, mind together by discussing or debating in a group; pondering altogether; |
| 6. Explicit | F) to understand; |
| 7. A tool | G) the type of job doing which is fulfilled in a group, together; |
| 8. Prior knowledge | H) vivid, exact, clear; |
| 9. To acquire | I) to find out something suitable by analyzing deeply; |
| 10. A goal | J) the previous set of information usually learnt at the early age; |

1. Students match the words and phrases 1-10 with their definitions a-j.

1	2	3	4	5	6	7	8	9	10
i	f	e	g	d	h	a	j	c	b

Tape script

– In order to find out more information about learning strategies we are going to talk to Professor Brian Johnson who has made a number of inputs to valuable methodology. Mr. Brian, we are glad to meet you at our studio today.

– I am also happy to be here with you, thank you for your invitation.

– Mr. Brian, today we are going to discuss problems of learning strategies.

- Well, it's a good idea.

– Can you tell us what learning strategies there are in general?

– Firstly, we should find out what strategy is. Strategy is a way of doing something; it is a person's own decision to which way to go with this or that strategy; it can be applied to any field, to any job. Everyone has a strategy of living. Our deeds, actions, achievements even falls are controlled or just formulated by our life strategies as well!

– Mr. Brian, as all our most listeners are the youth, mostly students of different specialties, they are eager to understand what are learning strategies are? Why are they so important to be found out?

– Learning strategy is a key to better studying, achieving top results in any sphere, as since it is a person's approach to learning or using information. If learners are not aware of their learning strategies or do not use them at all they may face a number of problems while studying, and in future even while upgrading professional careers as well. Learning strategies assist us to solve problems or avoid them, lead to cooperative thinking.

– Oh, I've never expected that it is such a global issue for studying! As far as I know, there are a lot of types of learning strategies. Which of them are the most important ones?

– All of them are essential and somehow connected with each other. But here I would like to focus on some of them. Let's speak about meta-cognitive ones, they are general learning strategies. Reflecting upon your own thinking and learning is meta-cognitive thinking. They are considered to be one of the most effective for learners. Some types of them: organizing or planning strategy, students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation helps them to cope with any task. Or let's take monitoring strategy, where learners question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down. Personalizing strategy is also important to know, students relate information to their feelings,

opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.

– I came across another type of learning strategy while preparing for the programme: task-based learning strategies. What specific features do they have?

– The «Task-Based Learning Strategies» focus on how students can use their own resources to learn most effectively. By focusing students' attention on their resources, we emphasize their ability to take responsibility for their own learning. There are four different subgroups of them: strategies that use what you know, strategies that use your imagination, strategies that use your organizational skills, strategies that use a variety of resources. They are responsible for (cut down here)

3. Give students some time to review the statements. Play the tape. They listen to the material and decide whether the statement is true (T), false (F).

1 A strategy is the only methodological term.

2 Learning strategies must be studied and then used by students at Educational Institutions.

3 Meta-cognitive learning strategies are general learning strategies.

4 Organizing or planning strategies help learners to fulfill any complicated task.

5 Monitoring learning strategy assists students to manage their anxieties or stresses.

6 Professor Johnson hasn't made any work on methodology but is aware of specific features of it.

7 Personalizing strategy is used for getting information closer to a learner's own conditions.

8 Learning strategies are only useful for foreign language studying.

1) F 2) T 3) T 4) T 5) F 6) F 7) T 8) F

4. Play the tape again. Students fill in the gaps with appropriate words from the audio material.

a. To use _____ knowledge is one of the basic data of task-based strategy.

b. All specific features of learning _____ can help for setting _____ in future language learning process.

c. Personalizing strategy assists students to bring information _____ to his or her personal feelings, ideas.

d. Organizing strategy is responsible for _____ or arranging some educational issues.

e. Effective and important _____ to learning can help a person to develop professionally.

f. There are four various _____ of task-based learning strategies which are closely connected to each other.

a) prior b) strategies/goals c) closer d) organizing e) approach f) subgroups

GRAMMAR: Modal verbs

9. Looking at the pictures students make as many sentences as possible using modal verb forms.

10. Make up sentences using appropriate modal verbs.

a. Students (learn) _____ to set proper goals in their studying.

b. These young learners (know) _____ a lot of things about learning strategies.

c. Ancient warriors (defeat) _____ their enemies after they had selected the right battle strategies.

d. How did Rustam (change) _____ on his own?!

e. Everyone the whole strategies of the group (analyze) _____ their errors with the help of monitoring strategy.

Check the answers.

a) should; b) must or should; c) could ; d) dare; e) can;

11. Remake the following sentences using proper modal verb forms.

- a. It would be morally right if you assist your younger brother to choose a correct learning strategy as he is facing some difficulties in his studying.
- b. They are obliged to do all tasks by Saturday as we have already appointed that date as deadline.
- c. Everybody managed to get out of this complicated situation as we were taught to choose the right way to cope with such situations before.
- d. Life sometimes has an ability to teach something essential for every human being, not everything goes exactly as you have planned to be.
- e. Do you want me to help you to analyze your testing results?

Students paraphrase the sentences using should, must, have to. They can use one and the same modal verb more than once.

- a) You should assist your younger brother with his studying.*
- b) They must fulfill all tasks by Saturday.*
- c) Everyone was able to cope with difficulty as we knew proper strategies.*
- d) Life can teach us unwritten rules we are not intending to face.*
- e) Could I help you to analyze your results?*

LESSON 6.
EFFECTIVE STUDY HABBITS
SPEAKING: Learning styles.
LISTENING: TV interview with a psychologist.
GRAMMAR: Gerund

Objectives:

- find the most effective habit for themselves and improve it
 - differ the usage of “verb+ ing” and “verb+ to” construction with the change of meaning
 - enlarge the lexical stock on the given topic
- Skills to be practiced: listening, speaking, reading, writing.

SPEAKING

Starter

1. Focus students' attention on the photos. Ask them what is described in them and what do these pictures have in common.

Possible answers: pictures show different study habits of different people. Some people work in libraries more effectively while others prefer group study. Some students highlight the main points of the topic in the textbook in order to remember easily, while others find note taking more useful. Some people have the habit of learning in beds and some of others prefer quiet places or study outdoors.

Students look at the list of study habits and choose the most effective one. Answers may vary.

- | | |
|--|--|
| <input type="checkbox"/> Reread / review
<input type="checkbox"/> Wait until the last minute
<input type="checkbox"/> Study when well-rested
<input type="checkbox"/> Study on the bus
<input type="checkbox"/> Study in a quite environment | <input type="checkbox"/> Working environment
<input type="checkbox"/> Use study guides / study buddy
<input type="checkbox"/> Allow plenty of time
<input type="checkbox"/> Cram
<input type="checkbox"/> Study only for taking a test |
|--|--|

LISTENING

2. Students fill in the gaps with appropriate words from the box and form the phrases.

to leave to improve to keep to seem healthy to share to ask for to try out

1. *to ask for* clarification 5. _____ comments
 2. _____ several techniques 6. _____ lifestyle
 3. _____ good study habits 7. _____ experience
 4. _____ an assignment planner 8. _____ overwhelming

1) *to ask for*; 2) *to try out*; 3) *to improve*; 4) *to keep*; 5) *to leave*; 6) *healthy*; 7) *to share*; 8) *to seem*.

3. Play the tape. Students listen to the interview with a psychologist advising parents how to

teach their children to learn. While listening students fill in the table with the advice given by the psychologist.

PHSYCOLOGIST

ADVICE

Advice 1	Getting organized
Advice 2	Following a routine
Advice 3	Getting creative
Advice 4	Determining a set place
Advice 5	Encouraging kids to talk to their teachers out of class
Advice 6	Teaching healthy lifestyle habits for test days
Advice 7	Encouraging them to learn their learning style
Advice 8	Note-taking
Advice 9	Encouraging them to take breaks

Tape script

I- interviewer, P- psychology

Welcome to our TV Show. Today's our guest is famous psychologist Feruza Akbarova and today we are going to have a hot topic "Do you teach your kids HOW to learn?"

I: Good morning Mrs. Feruza. Welcome to our show!

P: Thank you. Good morning.

I: Mrs. Feruza can you give us some pieces of advice how to improve our kids good study habits.

P: -Yes first thing is get organized. Seriously, teach your kids how to organize their binders, bags, etc. Also, if you have older kids, give them the skills to keep an assignment planner. Get them in the habit of writing their tasks down. And next thing is following a routine. Make a hard-fast homework time in your child's schedule. Little ones particularly benefit from predictability. There's less resistance when the time is already built into day. Besides that getting creative is also very helpful. Getting creative isn't just for the little ones. Older children can find what habits are effective for them individually by trying out several techniques: flash cards, rewriting notes, making up songs, making a game out of studying.

I: And I think the place where you are studying is also important?

P: Yes, of course. You should determine a set place for kids to study. It helps them get into the mindset. Maybe it is a desk in their room, your family office, or the dining room table? Make sure their location is

stocked with supplies. My kids never really liked studying in their rooms, so I made them a little tote with pens, pencils, markers, scissors, etc. We pulled it out during homework and then stashed it out of sight until the next day. Encouraging your kids to talk to their teachers is also effective. In a world of email and instant communication, it is important to teach your kids how to email their teacher and ask for clarification. Some kids are too embarrassed to raise their hand in class if they get behind, show them other ways to communicate if that is the case. And don't forget to teach healthy lifestyle habits for test days. Encourage kids to go to sleep on time and eat a healthy breakfast on test days. As they get older, the tests come with higher stakes, so healthy habits will really play into their success. And please, encourage them to learn their learning style. When they bring home an assignment or test with a great grade, ask them what they think helped them the most. A pattern may start to emerge. You can also encourage them note-taking. Note-taking is a learned skill. Either the teacher suggests it or he/she doesn't. Encourage your child to do it anyway. Show them how. And don't forget that older kids have a lot of pressures. Studying from start to finish is too much. Encourage them to take breaks. Depending on the kid, maybe a 10 minute break every 30- 50 minutes will help re-center them. For some people, the prospects of a two hour study session seems so overwhelming, they don't want to begin. Teach them how to recognize their time limits.

I: O.K. Mrs. Feruza, thank you very much for your useful advices. We hope our parents got useful information from today's show. Thank you for being with us.

P: Thank you.

I: Dear parents do you teach your kids HOW to learn? If so, how do you do it? If you want to share with your experience leave your comments on our website www.mtrk.uz. at psychology corner.

4. Students fill in the missing parts of the sentences as it is given in the listening material. Play the tape again and check the answers.

1) resistance 2) rewriting notes; 3) determine; 4) embarrassed; 5) stakes; 6) grade; 7) pressures 8) prospects; 9) overwhelming;

Listen and complete the sentences:

1. There's less *resistance* when the time is already built into day .
2. Older children can find what habits are effective for them individually by trying out several techniques:
flash cards, _____ , making up songs, making a games for studying.
3. You should _____ a set place for kids to study.
4. Some kids are too _____ to raise their hand in class if they get behind, show them other ways to communicate if that is the case.
5. As they get older, the tests come with higher _____, so healthy habits will really play into their success.
6. When they bring home an assignment or test with a great _____, ask them what they think helped them the most.
7. And don't forget that older kids have a lot of _____.
8. For some people, the _____ of a two hour study session seems so _____ they don't want to begin.

5. Pairwork. Find out if students have the similar habits as mentioned by the psychologist. Then direct them to ask the list of questions from their partner. Students tell the whole class about their partner's study habits and decide whether they are effective for them.

1. Are you attentive in the classroom?
2. Do you study just before the exams?
3. How many hours a day do you study?
4. Do you attend classes every day?
5. Do you study with a goal in mind?
6. Do you study in front of TV?
7. Do you prefer studying at nights or mornings?
8. Do you research about a topic discussed in school?
9. Do you prepare for exams alone or in a group with your friends?

GRAMMAR: Verb + ing or verb + to

5. Focus students' attention on grammar part and check their background knowledge if they know the difference between "go on doing" and "go on to do" or "remember doing" and "remember to do".

State that some verbs can be followed by the full infinitive or the -ing form with little or no change in meaning. For example:

The students continued to study in the library all afternoon.

The students continued studying in the library all afternoon.

These verbs are: begin; can't bear/stand; continue; hate; intend; love; prefer; start

Some verbs can be followed by both the full infinitive and the -ing form. The choice depends on the meaning.

I remember my friends at school playing computer games after the lessons. (past memory)

Remember to do your homework before going out. (don't forget)

These verbs are: consider; forget; go on; imagine; learn; like; mean; regret; remember; stop; teach; try;

6. Students read the sentences and decide if both sentences have the same meaning or not.

1 -X; 2-√; 3-√; 4-√; 5-x; 6-x.

6. Read the following sentences and tick (V) if they have same meaning and cross (X) if not.

1. a) I went on listening to tapes of recorded assignments.
b) I went on to listen to tapes of recorded assignments .
2. a) We saw students using their notes in the exam.
b) We saw students use their notes in the exam.
3. a) I hate being interrupted while reading a book.
b) I hate to be interrupted while reading a book
4. a) Komil stopped leaving assignments at home.
b) Komil stopped to leave assignments at home.
5. a) Why don't you try experimenting with objects?
b) Why don't you try to experiment with objects?
6. a) Do you continue taking part on webinars organized by our University?
b) Do you continue to take part on webinars organized by our University?

7 Choose the right forms of the verbs.

People who remember to *do/doing* everything they have planned are usually people who organize their tasks in some way, and avoid to *get/getting* into a muddle. A shopping list is a good example of this technique, provided you remember to *take/taking* the list with you when you go to *shop/shopping*. It's sometimes possible to remember a fact, for example, if first of all you stop to *think/thinking* or a few moments. When you try to *remember/remembering* something, this will be easier if you have learnt it in an organized way. If you are not sure how to do this, try to *write/writing* brief notes about the text you are reading. Many people find this an effective way of learning. After all, it's easy to read something and not understand or remember it, usually because you have stopped to *pay/paying* attention.

LESSON 7.
SUCCEEDING IN LIFE LONG LEARNING (LLL)
SPEAKING: Presentation to the class.
LISTENING: How to succeed in continuous learning.
GRAMMAR: Present Perfect and Present Perfect Continuous.

Objectives:

- explore the successful ways of lifelong learning
- practice Present Perfect and Present Perfect Continuous
- learn how to write reflective autobiography

SPEAKING

Starter

Lead in students concentrating them on the posts. Let them share their understandings about the notes with the whole group.

LISTENING

1.Pairwork. Students read the words and word combinations in the box and guess their meaning.

tremendous enables frustration affluence
fast track neutral accomplish the pay off
working your way towards preferably
start off add up discipline

tremendous – great in amount and level
enable – make someone able to do something
frustration – when you feel annoyed or less confident
affluence – prosperity, abundance
fast track – the quickest, but usually most competitive, route to success or progress
neutral – not noticeable
accomplish - finish something successfully
the pay off – award you get out of your effort
working your way - style
towards - to
preferably – if possible
start off – to make something begin by doing something
add up – to have a particular result or effect
discipline - training which produces obedience

2.Students use the words from the box and complete the sentences.

1. As you continue to grow and grow *towards* the realization of your four potentials.
2. The habit of continuous learning average people to become top performers in their field.
3. It enables people to rise from poverty and to arise and success.
4. It increases your intelligence and puts you on to the . . in your career.
5. Continuous learning, like nature, is . . .
6. Anyone can use it to . . extraordinary things in life.
7. A nd.....from continuous learning will last you all the days of your life.
8. You'll be becoming one of the knowledgeable people in your field.
9. Read 30 to 60 minutes each day in the morning before you . .
10. This w ill.....to about 1 book per week.
11. You must also yourself leave television or radio off, to put the newspaper aside.

1. *towards*
2. *enables*
3. *fast track*

3 Look at the photo and guess: What will the listening be about?

4 Look through the statements below. Listen and decide if they are true or false.

1. Being optimistic and positive is the best reward for continuous development. _T_
2. Top performers enable your continuous learning. _____
3. The payoff from continuous learning will last forever. _____
4. Read at least 30 famous books in your field. _____
5. To earn PHD one should read at least 50 books in his field.
6. Average person in the world reads less than one book per year. _____

5 Choose a heading to the record and prove your choice.

- a. Habits of continuous development.
- b. How to succeed in continuing learning.
- c. Reading is the basis of lifelong learning.

6 In groups of 4 or 5 make a poster illustrating the idea given in the listening activity. Add your own ideas and explain them. Choose one person to present your poster to the class.

In a period of time up to and including the present:

He *has tried* to learn a language by himself.

A situation that is incomplete or ongoing:

I've *been learning* it since 2010. (*dynamic*)

How long have *you known* this person? (*stative*)

He *has lived* in this city all his life. (*permanent, state-like situation*)

He has been living in Tashkent for two years. (*temporary, dynamic*)

GRAMMAR Present Perfect and Present Perfect Continuous

- Students match the beginnings a-d with the endings 1-4 to make four important rules about the use of Present Perfect and Present Perfect Continuous.

-Pairwork. Students read the sentences and choose the most appropriate form of the verb. Check the answers.

-Students complete the sentences

7. Match the beginnings a-d with the endings

1-4 to make four important rules about the use of the present perfect simple and continuous.

- | | |
|--|-----------------------------------|
| a. Dynamic verb + have done
going | 1. The action is incomplete or on |
| b. Stative verb + have done | 2. Not usually used |
| c. Dynamic verb + have been doing | 3. The action is complete |
| d. Stative verb + have been doing
ongoing | 4. The situation is incomplete or |

8. Choose the most appropriate form of the verb. With your partner, answer the following questions.

Have you ever eaten / been eating oysters?

1. How long have you been driving / have you been driven Orlando?
2. How many times have you taken / have you been taking IELTS exam?
3. Have you heard / have you been hearing about Lingua Franca?
4. How many times have you had / have you been having an English course?
5. Have you ever been / Have you ever been going to Khiva?

9. Complete the sentences so they have the same meaning to the first one.

1. When did you start your course? How long have you been attending your training?
2. I've known Bobur since he was ten.
3. I first met _____ he was ten.
4. I didn't like the idea from the very beginning and I still don't. I have _____ from the start.
5. She began learning English when she was a child. She has _____ she was a child.
6. English became ubiquitous in Tashkent more than 15 years ago. English has _____ over 15 years.

LESSON 17.
SOCIAL RESPONSIBILITY
SPEAKING: Case studies.
LISTENING: The song “Man in the mirror”.
GRAMMAR: NARRATIVE TENSES

Objectives:

- have clear idea about one’s personal and social responsibilities;
- use narrative tenses in spoken and written English;
- compose a written or oral form of anecdote;

Skills to be practiced: listening, speaking, reading, writing

Starter

Focus students on life photos and give them some time so that they convey the main message of paired a-b and c-d life photos.

Possible answers:

1. In photo A the littered river is viewed while photo B presents quite opposite scene of it. Photo A is caused by human involvement while photo B is away from human settlement.
2. In photo C people are assisting each other by carrying and lifting heavy boxes and bags while photo D depicts the man fallen on the street who needs some help.

SPEAKING

1. Look at the picture and answer the questions. 2 Guess what is the song “Man in the mirror” is about.

- a. The man becoming conscious of his deeds
- b. The man having an eye on other lives
- c. The man revenging for his past
- d. The man feeling sorry for his community

3 In pairs guess the main message of the song “Man in the Mirror” by Michael Jackson and choose the best option.

Personal responsibility

- Make it right

Social responsibility

- Make the world better

LISTENING

2. Students look at the diagramme and think about the correlation between the parts. Probe them by asking the questions.

3. Pairwork. Students read the title of the song “Man in the Mirror” by Michael Jackson and guess the main message of it. Let them share their choices with the whole group.

- a. The man becoming conscious of his deeds

4. Tell students that they are going to listen to the song. Play the tape. They complete the table columns with relating words classifying into Personal and Social responsibilities. Have students compare their answers in pairs.

Personal responsibility

- Make it right

- Feel good

- Make a difference

- Can’t close your mind

- Take a look at yourself

- Get it right

Social responsibility

- Make the world better

- See their needs

- Follow each other

- Ask him to change his way

Tape Script

“Man in the Mirror”

by Michael Jackson

*I'm gonna make a change, for once in my life
It's gonna feel real good, gonna make a difference, gonna make it right...
As I turn up the collar on my favorite winter coat
This wind is blowin' my mind
I see kids on the street with not enough to eat.
Who am I, to be blind, pretending not to see their needs?
A summer's disregard, a broken bottle top, and a one man's soul
They follow each other on the wind, ya know?
'Cause they got nowhere to go
That's why I want you to know
I'm starting with the man in the mirror, I'm asking him to change his ways.
And no message could have been any clearer.
If you wanna make the world a better place, take a look at yourself, and then make a change.
I've been a victim of a selfish kind of love, it's time that I realize.
That there are some with no home, not a nickel to loan.
Could it be really me, pretending that they're not alone?
A willow deeply scarred, somebody's broken heart, and a washed-out dream.
They follow the pattern of the wind you see, cause they got no place to be.
That's why I'm starting with me.
I'm starting with the man in the mirror, I'm asking him to change his ways.
And no message could have been any clearer.
If you wanna make the world a better place, take a look at yourself, and then make a change.
I'm starting with the man in the mirror, I'm asking him to change his ways.
No message could have been any clearer.
If you wanna make the world a better place, take a look at yourself and make that change.
You gotta get it right, while you got the time, cause when you close your heart,
you can't close your ... your mind.*

5.Listen to the song again and complete the table.

How are the parts connected.

What are the impacts of human involvement in these areas? Think about human obligations in the community, environment, profession and education.

What are your social responsibilities as a student?

Short form

Gonna

b.....

y.....

w.....

g.....

Complete form

going to

blowing

you

want to

get to

6. Team up students. Distribute the case studies on the Handout 1. Give them time to review the case and think about the solutions to the cases in Handout 1. You may use two quite different activities for the task. Refer to a. and b. points.

- Students work out possible solution to the case and present it to the whole class;
- Students act out the situations presenting how they would behave in the 'hero's position.

Note: Students may follow the steps for making ethical decisions given in Student's book to solve the problem.

Handout 1

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 1: Gulbahor is an administrative assistant in the Human Resources Department. Her good friend, Jahongir, is applying for a job with the company and she has agreed to serve as a reference for him. Jahongir approaches her for an advice on preparing for the interview. Gulbahor has the actual interview questions asked of all applicants and considers making him a copy of the list so he can adequately get prepared.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 2: Ezoza works in Quality Control. Once a year, her supervisor gives away the refurbished computers to the local elementary school. No specific records are kept of this type of transaction and Ezoza really needs a computer for her son who is at college. Her supervisor asks her to deliver 12 computer systems to the school.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 3: Marif is the secretary in the Facilities Management Department. He has just received a new computer and wants to try it out. Though his supervisor has a strict policy about computer use for business purposes only, he wants to learn the e-mail software more thoroughly than his training can provide. One good way to do this, he figures, is to write e-mail messages to his friends and relatives until he gets the knack of it. He is caught up on all his work and only has 30 minutes left to work today. His supervisor left early.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 4: Rahim and Kamol are talking in the hallway about the employee benefits program. Kamol, who has had some recent financial trouble, explains to Rahim how the benefits program has a loophole that will allow him to receive some financial assistance that he really needs to help pay health care costs for his mother. Vazira, a fellow worker, overhears the conversation. Later, Vazira is approached by her supervisor who says he heard a rumor that some people were taking advantage of the company benefits program.

Assume you are employed by UzDAEWOO company, a large car manufacturing company with approximately 2000 employees. UzDAEWOO has a subsidiary in a large metropolitan area in Asaka.

CASE 5: Zulayho was recently hired to work as a receptionist for the front lobby. As a receptionist, she is responsible for making copies for the associates. Her son, Begzod, comes in and needs some copies for a school project. He brought his own paper and needs 200 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.

7. Work in groups of three. Read and give solutions to the case. Follow the steps below. Act out the situation showing how you would behave in the character's position.

Steps for making ethical decisions

1. Identify the ethical problem.
2. List the facts that have influence on the decision.

3. Identify anyone who might be affected by your decision and how.
4. Explain what each affected person would want you to do about the issue.
5. List three alternative actions and identify the best and worst case scenario for each alternative, anyone who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative, and any automatic reasons why this alternative should not be selected (legal issues, rules, etc.).

GRAMMAR: NARRATIVE TENSES

7. Match the 'must be followed' components of an anecdote writing with their definitions.

Chronological	the anticipation felt by a reader or viewer in wanting to know what will happen next
Flashback	arranged according to time
Suspense	the feeling that you are present in the immediate area being described
Immediacy	a narrative device in which the author shares an incident from the past
Insight	an important new observation about life or about people

8. Following the leading questions write an anecdote representing someone who was not socially or personally responsible in specific incident. Include the consequences for this irresponsible behavior.

1. What was the time of the year (season, day or night time), weather like? _____
2. What were you doing at the moment? _____
3. What was the place, surrounding people like? _____
4. Did you know the person before? _____
5. Describe the action and emotional state of the character. _____
6. What were the results or consequences of the incident? _____
7. What impact did it make on you? _____
8. What is the moral of the story? _____

9. Fill in the gaps with proper verb forms and compare with your partner's answers.

Cat saved a family from house fire

Damira Nashirova , (be waken up) at 4:45 a.m. by the cries of the family cat, Momiqoy, coming from the garage. Damira _____ (go) down stairs to see what the fuss _____ (be) about. What she(see) was smoke and flames; she quickly _____ (grab) the cat and _____ (rush) back inside to wake up her husband and their children. The fire _____ (destroy) the garage and a bedroom. None of the family _____ (get harmed) thanks to the cat's cries. As an interesting side note, none of the family _____ (be fond of) the cat before this incident. Damira Nashirova (claim) "We love it now. This thing is getting some tuna tonight!" 7 Work in pairs. Fill in the gaps and compare them.

10. Work in pairs. Fill in the gaps and compare them.

Gorilla saved a boy from being attacked

On August 16 1996 in the Brookfield Zoo, a 3 year old boy _____ (fall) into a Gorilla enclosure and (lose) consciousness. Binti Jua a female Lowland Gorilla, _____ (guard) the young boy from the other Gorillas in the enclosure, she then _____ (cradle) him in her arms, while her own 17 month old baby _____ (be) on her back and _____ (carry) the boy 60 feet to an entrance where zoo-keepers _____ (can retrieve) him.

LESSON 9.
SERVICE MANAGEMENT
SPEAKING: Well established service management.
LISTENING: Interview with a successful businessman.
GRAMMAR: Relative clause pronouns.

Objectives:

- analyze the different types of services
- use relative clauses properly
- learn and practice writing a complaint letter

Skills to be practiced: listening, speaking, reading, writing.

Starter

Focus students' attention on the pictures. They give their ideas why people and agencies need business cards and advertisements.

Possible answers: people and agencies use business cards and advertisements to offer their goods and services, to appeal to customers and to increase the number of their consumers.

SPEAKING

1. Pairwork. Students read the questions and give their answers. Ask the students share their views with their mates.

1. What services can you add to those which were mentioned above ?
2. What is the result of well-established service management ?
3. What services would you offer costumers as a qualified specialist of your sphere ?

LISTENING

2. Students read the expressions and give definitions relating to customer service management.

1. Be creative.....
2. Be consistent
3. Stay focused
4. Acquire skills
5. Make decisions

1. *Encourage new ideas and new approaches,*

2. *Being consistent will help you to create positive habits, you have to do the things consistently which are necessary to have a successful day in and day out.*

3. *Stay focused on achieving your short-term goals give your customer a chance and time to realize and assess your advantages.*

4. *Studying and learning your competitors' experience*

5. *Think of downside of the result and analyze it, this will help you to make a favorable decision.*

3. Play the tape. Students listen to the interview of a successful businessman taken by a journalist. While listening students write titles of each tip.

1 (T9) Listen to the interview with a successful businessman . Put the titles from Ex . 3 to the paragraphs.

- a. Create and keep tract of a to- do list and check it each day . Be sure that you don't forget anything and perform all the planned tasks

- b. If you provide better service for your customers , they'll be more inclined to come to you next time.
- c. It takes time to let people know about your service , so stay focused on achieving your short-term goals and give the rest time to come together on its own
- d. It will help you to know where your service stands financially and what potential challenges you could be facing . It gives you time to create strategies , to overcome the obstacles that can prevent you from successful managing and growing your service.
- e. Keep up with your competitors and learn from them things which can be helpful in providing your service.
- f. Take calculated risks which help your business to grow and allow you to take the kinds of calculates risks that can generate great rewards.

a) get organized; b) provide great service; c) stay focused; d) keep detailed records; e) analyze your competition; f) understand the risks and rewards;

Tapescript

International expert gives suggestions in succeeding well-formulated service management.

Providing well-formulated service management in any spheres of life requires flexibility and organizational skills from a person. Success and income won't come immediately as some people think, they will come little by little by setting clear goals, taking time and planning out all your actions closely. There are some tips how to succeed in customer service management.

1. Get organized. Being organized is one of the most important actions in providing successful service management. Organizational skills will help you control all your operations. Creating to-do list each day, completing each item and checking it off your list is a useful thing in organization. It will remind you all actions which must be done during the day.

2. Keep detailed records. Keeping detailed records helps you to be aware of the financial state and condition of your business and allow you to notify about potential challenges and gives an opportunity to think about strategies to overcome difficulties.

3. Analyze your competition. Studying and learning your competitors' experience enables you to use best cases for the success of your actions to make profit.

4. Calculate risks and rewards. Before taking risks you should think of downside of the result and analyze it, this will help you to make favorable decisions, which in turn will lead to rewards for your business.

5. Creativity is one of the best features of managers, always search for ways to improve and enlarge your services and make it stand out from the competition. Encourage new ideas and new approaches, which will lead to the prosperity of your organization.

6. Stay Focused. Give your customer a chance and time to have understanding and assess your advantages, think of achieving your short-term goals, let them make their choice. As I mentioned above, success and income will come little by little.

7. Prepare to Make Sacrifices. The lead-up to a business is a hard work. Success requires sacrifices as well as beauty. You will have to work more, spend less time with family friends and others in order to be successful.

8. Provide Great Service. Providing great customer service is important in business. You will gain your customers' confidence, they'll be more inclined to come to you the next time.

9. Be Consistent. Consistency is an essential component in making money. Being consistent will help you to create positive habits, you have to do the things consistently which are necessary to be successful day in and day out.

Conclusion

Concentration, discipline and perseverance are crucial things in achieving success. However, success will not come over a night as in old saying «Rome was not built in a day» - a long-term focus and consistency in challenging environments will lead to prosperity.

4. Play the tape again. Students number the sequence of tips from 1-9 as it comes in the listening material.

- Stay focused
- Provide great service
- Analyze your competition
- Keep detailed records
- Get organized
- Understand risks and rewards
- Be creative
- Prepare to make sacrifice
- Be consistent

1. *Get organized*
2. *Keep detailed records*
3. *Analyze your competition*
4. *Understand the risks and rewards*
5. *Be creative*
6. *Stay focused*
7. *Prepare to make sacrifice*
8. *Provide great service*
9. *Be consistent*

GRAMMAR: Relative clauses

7. Pairwork. Focus students' attention on the underlined words in the sentences and discuss the differences. Check their background knowledge of relative clauses.

Among all I have found the itinerary **which** has been offered by the Uzbek Tourism Company the most preferable .

Manager at the hotel is the person **who** deals with customers and services .

You can find the client at the cash desk **where** he is waiting for his turn.

Which refers to the objects,

Who refers to the people,

Where refers to the place.

relative pronoun	Use	example
Who	subject or object pronoun for people	I told you about the woman who lives next door.
Which	subject or object pronoun for animals and things	Do you see the cat which is lying on the roof?
Where	referring to a whole sentence	He couldn't read which surprised me.

Whose	possession for people, animals and things	Do you know the boy whose mother is a nurse?
Whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer who)	I was invited by the professor whom I met at the conference
That	subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible)	I don't like the table that stands in the kitchen.

8. Students title the services described in the pictures and define them using relative clauses.

- Uzbekistan airlines is a company, which serves a number of domestic destinations as well as international flights to Asia, Europe and North America.*
- Cookery is an activity, which refers to preparing and cooking food.*
- Wedding service is a service which offers decorations of wedding restaurants, taking videos and photos and karnay-surnay instruments.*
- Health service is a public service which provides medical care.*
- Car wash is a service which provides sanitary service.*
- Banking is a service which deals with receiving money on current or deposit account, paying and collecting cheques drawn by or paid in by customers, making of advances to customers.*

9. Insert relative pronouns which , who , where , when and that in spaces below

- Service management is a system Connects actual company sales and customer .
- The purpose of service management is to conduct measures Lead to reducing high costs by integrating product and services .
- Generally , service management comprises six different for optimization .
- A waiter served you was very polite.
- I'll never forget that day our company won a tender .
- There are a lot of restaurants and cafes in Tashkent

- that*
- that*
- which*
- that*
- who*
- which*
- where*

LESSON 10.
HUMAN RESOURCE MANAGEMENT
SPEAKING: Theoriticians about development of HRM.
LISTENING: Staff management.
GRAMMAR: Reported verbs

Objectives:

- listen to the gist and a detailed information
 - identify the basic concept and functions of human resources management
 - learn and personalize the topic related vocabulary
- Skills to be practiced: listening, speaking, reading, writing
- Target vocabulary: manage, leadership, employee, staff, recruitment, personnel

SPEAKING

Starter

1.Lead in students to focus their attention on the pictures and allow them to explore the hidden message.

Possible answers:

Picture A: Working in collaboration

Picture B: Human resources

Picture C: People are the main source of any company

LISTENING

2. Students line up the synonymic groups to a-l sorting out the words in the box. Say that some words may have more than one synonym.

personnel, achieve, digest, employ, engage ,inspect, reward, progress, investigate, head, evolve,
scan, scrutinize, assurance, compensation, fire, study, run, selection, direction, worker ;
reassign,
premium, tenant, develop, hand, recognize, lead, survey.

- a. manage *e.g. head, run, lead*
- b. staff
- c. leadership
- d. review
- e. employee
- f. remuneration
- g. succeed
- h. recruitment
- i. retire
- j. hire
- k. insurance
- l. learn

possible answers

a. manage	head, run, lead
b. staff	personnel
c. leadership	direction
d. review	recognize, survey, digest
e. employee	worker, hand
f. remuneration	reward, compensation, premium
g. succeed	progress, develop, achieve, evolve

h. recruitment	selection
i. retire	fire, reassign
j. hire	employ, engage, tenant
k. insurance	Assurance
l. learn	inspect, investigate, scan, study, inspect, scrutinize

3. Students rank the words taking into account effective and important work

management sequence in running the staff. Answers may vary.

Hiring____, selection_____ I _____, providing direction_____,
training_____, retirement, recruitment_____2_____, insurance
, survey_____, retraining, team building_____ placement _____,
remuneration_____, creating working conditions_____,
orientation_____,
recognition_____.

*Selection --1---, recruitment ---2---, hiring ---3---, orientation--4---, placement ---5---,
providing direction ---6---, creating working conditions ---7---, insurance--8---, team building --
--9---, survey---10---, recognition --11---, training --12---, retraining ---13---, remuneration ----
14---, retirement__15__.*

4. Students listen to the tape and find out the job title of the interviewee.

Executive director

Tape script

- Hello, Mr. Saborov. Could you share with your experience while you have worked at the credit union?

- With pleasure.

- OK. What did you feel while leading your staff?

-I felt great responsibility, because we used others' resources.

-How did you manage the personnel?

-Each personnel had his or her own duties, that's why the appropriate established scheme of management (made long before us) facilitated our work.

- What points were rather difficult?
- It is amazing, but running my own staff was the most difficult.
- How did you find out strong and weak sides of your staff?
- By means of trials, mistakes and confessing that I wasn't strong in some aspects of my occupation.
- What level of personnel did you need?
- My staff included, of course, young and a little bit passive persons.
- What was interesting while managing?
- Surely the results and achieved targets.
- What should trade union do really?
- Be always aware of the each member of the staff.
- What is the role of remuneration in work process?
- For my personnel material funding had a great significance, but for a while. In my opinion, you should motivate the personnel by other parameters.
- How did you develop leadership in you and in your employees?
- I learned much about relationships not studying this subject (laughing). The personnel improved their knowledge and skills during the process.
- What is most important in prosperity of the company?
- Discipline and equal attitude to all the staff.
- Do you think that you were one family while working in group?
- No, I can't say.
- How would you improve human resources management further?
- Let theoreticians think of it.(again laughing)
- What is your own experience towards the attitude to the personnel?
- Encourage and do compliment everyone and every day.
- Thanks a lot, Mr Sabirov.
- I hope my experience will assist other people.

5. Give students some seconds to review the statements. Play the tape again. Student listen to the tape and decide whether the statements are true (T), false (F) or nor given (NG).

1. The director felt great responsibility, because they used other resources. _____
 2. You should listen to each member of the group _____
 3. Being a good boss means hiring talented people. _____
 4. Running his own staff was the easiest task for the director _____
 5. The appropriate established scheme of management was helpful. _____
 6. Your administration should enhance decision making abilities of the staff. _____
 7. The personnel improved their knowledge and skills during the process. _____
- Discipline and equal attitude to all the staff is very important for prosperity of the company.

1. True

2. True

3. Not given

4. False

5. True

6. Not given

7. True

8. True

6. Pairwork. Students read the statements and prove their position ticking either Agree or Disagree column. Allow some time for peer discussion and some of them share their decision with the whole class. Answers may vary.

- Your employees are motivated through various means. _____
- You should listen to each member of the group. _____
- Encourage and do compliment to everyone and every day. _____
- Theoreticians should think of further development of HRM. _____

7.Groupwork. Case study. Students imagine themselves to be a responsible manager for Human Resources (HR) management of the functioning organization in their field. Allow them time to look through the 10 major Human Resources (HR) functions presented. The teams make a choice of the three most important of the functions considering the organization's development. Teams present and prove their options with the whole class.

- | | |
|------------------------------|--|
| a. Workforce Planning | f. Performance Appraisal and Career Planning |
| b. Recruitment | g. Employee Engagement |
| c. Compensation and Benefits | h. Change Management |
| d. Rewards and Recognition | i. Labour Relations |
| e. Training and Development | j. Satisfaction Surveys |

GRAMMAR: Reported verbs

6.Pairwork. Students look through the speech chunks in the left column. They match them with the statements in the right column keeping the same message. Check the matching results.

- | | |
|------------------------------------|--|
| 1 "OK". ---- | a. He denied rewriting his CV. |
| 2 "Sorry". | b. He offered to have dinner with him. |
| 3 "Well done". | c. She agreed to make a report. |
| 4 "We are getting married". | d. He reminded me not to forget to phone. |
| 5 "It's not true". | e. He promised to be polite with the staff. |
| 6 "It's a brilliant idea". | f. He insisted on going to the cafe. |
| 7 "It was your fault". | g. She persuaded him to do it. |
| 8 "Let's have dinner . | h. He apologized for hurting my leg. |
| 9 "I won't do it!". | i. They accused him of going bankrupt. |
| 10 "Don't forget". | j. They announced that they were getting married. |
| 11 "Why don't we go to the cafe?". | k. He refused to admit that the argument was true. |
| 12 "I'll be polite". | l. He congratulated me on passing the exam. |

- | | |
|--------------------------------|---|
| "OK" | <i>He denied rewriting his CV.</i> |
| Sorry" | <i>He offered to have dinner with him.</i> |
| "Well done" | <i>She agreed to make a report.</i> |
| "We are getting married" | <i>He reminded me not to forget to phone.</i> |
| "It's not true" | <i>He promised to be polite with the staff.</i> |
| "It's a brilliant idea" | <i>He insisted on going to the cafe.</i> |
| "It was your fault" | <i>She persuaded him to do it.</i> |
| "Let's have dinner" | <i>He apologized for hurting my leg.</i> |
| "I won't do it!" | <i>They accused him of going bankrupt.</i> |
| "Don't forget" | <i>They announced that they were getting married.</i> |
| "Why don't we go to the cafe?" | <i>He refused that the argument was true.</i> |
| "I'll be polite" | <i>He congratulated me on passing the exam.</i> |

NOTE: Ask students to outline the differences between the statements of two columns.

Left column: Statements are produced by the first person singular or plural. The actions belong to the speaker.

Right column: Statements are produced by the unknown reporter, whom the action does not belong to, he/she is just reporting the fact.

Have students show in the bold typed words in the right column statements and ask them to give the synonyms to the verbs.

Eg.: deny – refuse; offer-suggest, make a proposal; and etc..

Write the verbs in the statements on the board and state that reported verbs as admit, suggest, agree, advise, persuade, invite, encourage and many others are used in turning direct speech into indirect speech to express various positions towards an exact situation.

7.Students change the direct speech into indirect one using the reporting verbs.

Apologize, remind, blame, threaten, announce, beg, promise

1. “ please, please don’t tell anyone !”
The worker Not to tell anyone
2. “Well, if I were you I’d start saving for my retirement.”
My uncle me to start saving for my retirement.
3. “don’t forget to phone the director of the oil company .”
The secretary me to phone the director of the oil company
4. “I’m sorry I didn’t come to the meeting .”
He..... for not going to the meeting
5. “Yes, believe me ,I’ll be there on time . I won’t be late”.
He not to be late
6. ”If you are late again we’ll start without him “.
They to start without him
7. “ I ‘m afraid I’ve got some bad news . The company’s closing “.
The manager That the company was closing .
8. “ We lost so much money because of the irresponsible manager! ”
The executive director the manager for losing much money.

1. *The worker begged me not to tell anyone.*
2. *My uncle advised me to start saving for my retirement.*
3. *The secretary reminded me to phone the director of the oil company.*
4. *He apologized for not going to the meeting.*
5. *He promised not to be late.*
6. *They threatened to start without him.*
7. *The manager announced that the company was closing.*
8. *The executive director blamed the manager for losing much money*

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

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

Талабалар мустақил таълимининг мазмуни ва ҳажми

I-семестр 44 соат

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family.	8
3.	Interrogative sentence.	8
4.	My flat.	8
5.	Possessive pronouns.	8
6.	My day.	4

II-семестр 44 соат

№	Theme	hours
7.	Our university.	8
8.	Relative pronouns.	8
9.	Information Resource Center of University.	8
10.	Education of Uzbekistan.	8
11.	Working on Dialogue: canteen of University.	8
12.	Education system.	4

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига

боғланган холда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

ГЛОССАРИЙ

№	English	Uzbek	Rus
1	beat	yengmoq, mag`lub etmoq	побеждать
2	board game	taxta o`yini	настольная игра
3	captain	Sardor	капитан
4	challenge	musobaqaga chorlamoq	вызывать, вызывать, трудность
5	cheat	g`irromlik qilmoq	жульничать
6	classical music	mumtoz musiqa	классическое музыка
7	coach	murabbiy	тренер, тренировать
8	competition	musobaqa	соревнование
9	defeat	mag`lubiyat	поражение, наносить поражения, победить
10	entertaining	ko`ngil oluvchi	развлекательный
11	folk music	folkyor musiqa	народное музыка
12	gym	gimnastika zali	спорт зал
13	have fun	ko`ngilxushlik qilmoq, vaqtni chog` o`tkizmoq	хорошо провести время, развлекаться
14	interest	qiziqmoq, qiziqish	интерес, интересоваться
15	member	a`zo	член
16	opponent	raqib	противник
17	organise	uyushtirmoq, tashkil etmoq	организовать
18	pleasure	mamnuniyat	удовольствие
19	referee	hakam	судья
20	rhythm	ritm, maqom	ритм
21	risk	tavakkal, tavakkal qilmoq	риск, рисковать
22	score	gol urmoq	забивать очко
23	support	qo`llab- quvvatlamog	поддержка, поддерживать, болельщик
24	team	jamoat	команда
25	train	shug`ullanmoq	тренироваться
Phrasal verbs			
26	carry on- continue	davom etmoq	продолжать
27	eat out- eat at a restaurant	ko`chada ovqatlanmoq	питаться в кафе
28	give up- stop doing sth you do regularly	tashlamoq, to`xtatmoq	Прекратить
29	join in- participate	qatnashmoq	participate, takt part in
30	send off- make a player leave a game	o`yindan chetlashtirmoq	удалять игрока (споля)
31	take up- start	boshlamoq	начать
32	turn down- lower the volume of	rad etmoq	снизить звук, отказать

turn up- increase the volume of	balandlatmoq	прибавитьзвук,прийти
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Word formations

act	harakat qilmoq, ijro etmoq	играть роль, вести себя
action	harakat,harakatlanish	действия,действовать
active	faol,harakatchan	активный
inactive	harakatsiz,faoliyatsiz	бездейственный,недеятельный
actor	aktyor	Актёр
athlete	atletikachi	Атлет
athletic	atletik,gavdali,atletikaga oid	атлетический
athletics	atletika	атлетика
childhood	bolalik	детство
collect	to`plamoq,yig`moq	собирать
collection	kolleksiya,to`plam	коллекция
collector	kolleksioner	коллекционер
entertain	ko`ngilxushlik qilmoq	развлекаться
entertainment	o`yin- kulgi,sayr- tomosha	развлечение
hero	qahramon	Герой
heroic	qahromonona	героический
heroine	qahramon ayol,geroin	героин,героиня
musical	musiqiy	музыкальный
musician	musiqashunos,mashshoq,sozanda	музыкант
play	o`ynamoq,pyesa,chalmoq	игра,играть,пьесса
player	o`yinchil,aktyor	Игрок
playful	sho`x,o`ynoqi,xushchaqchaq	игривый,шаловливый
sail	yelkan,dengiz safari,suzmoq	парус,плавать,плавание
sailing	yelkanli qayiq sporti,dengiz safari	плавание на корабле
sailor	dengizchi,matros	марьяк
singer	qo`shiqchi	певец
singing	qo`shiq kuylash	петя

Word patterns

to be bored with	Zerikkan	надоедать,скучающий
to be crazy about	ishqiboz bo`lmoq	быть без ума от чего
to be good at	biror narsga usta	искусный
to be interested in	qiziqqan	интересованный
to be keen on	qiziqmoq	сильно заинтересованный
popular with	keng tarqalgan	распространённый
feel like	hohlamq	хотеть
listen to	eshitmoq	слушать
take part in	qatnashmoq	участвовать
a book by sb about	haqidagi kitob	книгао
a fan of	Ishqiboz	фанат
a game against	Qarshi	играпротив

Prepositional phrases

' for a long time	uzoq vaqtdan beri	надолгоевремя
' for fun	zavq uchun	дляразвлечения
' in the middle of	o`rtasida	всередине
' in time for	vaqtida	вовремя
' on stage	sahnada	насцене

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД — _____ — 1.05

2018 йил 26.05

Олий ва ўрта махсус таълим
вазирлиги

2018 йил 24.06

ХОРИЖИЙ ТИЛ

ФАН ДАСТУРИ

(Барча таълим йўналишлари учун)

ТОШКЕНТ - 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги “531”- сонли буйруғининг 1-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашининг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- | | |
|---------------------|--|
| Бокиева Г. Ҳ. | • ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети |
| Саматова Б. Р. | • кафедра мудири, Тошкент давлат юридик университети, Тил ўргатиш маркази |
| Турсунов М. М. | • катта ўқитувчи, Бухоро давлат университети, Инглиз тили ва адабиёти кафедраси |
| Дадаходжаева М.С | • п.ф.и. доцент, Ўзбекистон давлат жаҳон тиллари университети, немис тили ўқитувчиси |
| Мурадқасимова К. Ш. | • ўқитувчи, Ўзбекистон давлат жаҳон тиллари университети |
| Ширинова Р. Х. | • ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори |
| Исраилова Д. Ш. | • Ўзбекистон миллий университети, Немис филологияси кафедраси катта ўқитувчиси |

Такризчилар:

- | | |
|----------------|---|
| Ҳашимова Д. Ў. | • Тошкент давлат юридик университети, Тил ўқитиш маркази профессори, п.ф.д. |
| Собирова Г. С. | • Тошкент ахборот технологиялари университети, Чет тиллар кафедраси катта ўқитувчиси, PhD |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тасвир қилинган (2018 йил “26” апрелдаги 9 - сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Узлуksиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича B2 даражасини эгаллашлари белгиланган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлгуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (B2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорижий тилни ўргатишдан асосий мақсад – бўлгуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантикий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги вазифалар илгари сурлади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маънавий фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва миллий қадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдўстлик ҳисларини шакллантириш;

- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёргарлиги даражасига қўйиладиган талаблар асосида қўйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутқий компетенция:

Тинглаб тушуниш:

кенг қўламли нутқ ёки қатор мураккаб фикрлар баённинг;
маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини;
эълон ва хабарларни;
таниш ва нотаниш контекстдаги мураккаб аутентик нутқни;
ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;
радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гангирш:

Диалог:

ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
олдиндан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;
ўз соҳаларига оид интервьюда иштирок эта олиш;
битимга келишув ёки муаммо ечимини топишда расмийлик ва ҳушмуомалаликдан фойдаланиш;
расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
ўз ҳамкорлари билан мунозара юриштиш;
маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки илтифот сўраш;
муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;
расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда савол-жавоб қилиш.

Монолог:

маълум мавзу бўйича яхши тақдимот қилиш;
ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
маълум мавзу бўйича оғзаки маъруза қилиш;

мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;
таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар
келтириш орқали асослаш.

Ўқиниш:

таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;
ўз соҳалари ва қизиқишларига мос ёзишмаларни;
жадвал, графикларнинг қисқа изохини;
мураккаб номаларни;
махсус ва мураккаб ёзма йўриқнома ва йўналишларни;
тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу
каби матнларни;
касбий соҳаларига оид мақола ва маърузалардан тегиншли маълумотни
ажрата олади.

Ривожлантирилаётган малакалар: Чет тилидаги материалларнинг
умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни
тушуниш ва йўналишни аниқлаш учун ўқиниш (белгилар, кўрсаткичлар ва б).

Ёзуш:

Махсус расмий ва норасмий нома/хатлар;
шаклан ва мазмунан тўғри ташкиллантирилган ишро ва маърузалар;
етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос
услубдаги илмий мақолалар;
таклифлар, хулосалар, аннотациялар ва тезислар;
зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

B2 даражасидаги лексикани эгаллаш;
сўз ясалishi (қўшма сўзлар ва аффиксация), ўзлашма (байналтмилал) ва
ўзакдош сўзлар;
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай
олиш.

Грамматик:

ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва
равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва
ҳокazo)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социалингвистик компетенция

Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари миқолида
(ижтимоий ва таълим доираларида) маданиятлараро мулоқотни чуқурроқ
тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан,
саломлашish, мурожаат шакллари, хушмуомалалик ва ҳокazo;
турли маданиятлардаги коммуникациянинг невербал элементлари: хатти-
ҳаракатлар, имо-ишоралар устида ишлашishи давом эттириш;

электрон мулоқотларининг чет тилида ёзини хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

тақдирот қилиш маҳоратини янада такомиллаштириш;

фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;

турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўлланишни аниглаш;

мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдиритиш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. Асосий қисм (амалий машғулётлар)

Нутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафавутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзини, ўқини ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион гоялар ва янгиликлар)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар – can't have, needn't have;

- ҳикоя феъллари;
- мажҳул нисбатлар;
- ўтган тугалланган;
- ўтган тугалланган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қурилмалар;
- wish;
- would (одатларни ифодалаш, ўтган замон).

Немис тили:

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикъларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wer, wie, was, wogeo боғловчили эргашган қўшма гаплар;
- шарт майлининг ясалиши.

Француз тили:

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- мажҳул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

IV. Амалий машғулотлар бўйича кўрсатма ва тасвирлар

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришида дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб

кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нутқий компетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда интеграцияланган равишда олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралик ва якуний назоратлар воситасида амалга оширилади.

IV. Мустақил таълим ва мустақил ишлар

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустаҳкамлаш ва тақомиллаштиришдан иборат.

Дарс машғулотларида кўтарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.к. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиниш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиниш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари¹

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¹ Адабиётлар рўйхатида ОТМ ахборот-ресурс марказлари имкониятлари, содда оид таълимовий манбалар ва ҳар бир тил хусусиятлари инобатга олинган ҳолда қўшимчалар киритилган мумкин. Киритилган қўшимчалар илмий дастурларда келтирилган.

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V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“СТАСДИКЛАНДИ”

Уқув ишлари бўйича проректор

Д-р А.Маматюсупов

2019 йил “31” август

“ХОРИЖНИЙ ТИЛ”

(ИНГЛИЗ)

фаннинг

ИШЧИ ЎҚУВ ДАСТУРИ

(1 курс Сиртки)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 110000 - Педагогика

Таълим йўналишлари: 5110700 - Информатика ўқитиш методикаси

Умумий ўқув соати -356 соат

Шу жумладан:

Амалий машғулотлар –96 соат

(1-семестр-16, 2-семестр-16, 3-семестр-16, 4-семестр-16, 5-семестр-16, 6-семестр-16)

Мустақил таълим соати– 260 соат

(1-семестр-44, 2-семестр-44, 3-семестр-44, 4-семестр-44, 5-семестр-44, 6-семестр-40)

Андижон-2019й.

Фанининг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил "14" июндаги 531 сонли буйруғи билан (буйруқнинг 1-илоҳиси) тасдиқланган "Хорижий тил" фани дастури асосида тайёрланган.

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

Ўқувчилар:

- Д.Рустамов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири
Э.Курбанов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Д.Умрзаков – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Тақризчилар:

- М.Абдувалиев – АндДУ, "Инглиз тили ва адабиёти" кафедраси доценти, филология фанлари номзоди.
С.Солижонов – АндДУ, "Инглиз тили фонетикаси" кафедраси мудири, филология фанлари номзоди.

АндДУ Чет тиллар факультети
декани:

2019 йил "31" 08  А. Маматкулов

Факультетлараро чет тиллар (а  Др) кафедраси мудири:

2019 йил "31" 08  Д.Рустамов

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Ўзлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича B2 даражасини эгаллашлари белгилаб берилган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлғуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (B2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорижий тилни ўргатишдан асосий мақсад - бўлғуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик хиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантикий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маиший фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва миллий қадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдустлик ҳисларини сингдириш;

- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;

- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёргарлиги даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутрий компетенция:

Тинглаб тушуниш:

– кенг кўламли нутқ ёки қатор мураккаб фикрлар баёнини; маъруза, нутқ, баёнот, тафсилотли йуриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини; эълон ва хабарларни;

– таниш ва нотаниш контекстдаги мураккаб аутентик нутқни; ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;

– радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гапириш:

Диалог:

– ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
– олдиндан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;

– ўз соҳаларига оид интервьюда иштирок эта олиш;
– битимга келишув ёки муаммо ечимини топишда расмийлик ва хушмуомалаликдан фойдаланиш;

– расмий муҳокама доирасида ўз фикр ва мулохазаларини аниқ ифодалаш;

– ўз ҳамкорлари билан мўзокара юриштиш;
– маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки илтифот сораш;

– муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тўзатиш;

– расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда савол - жавоб қилиш.

Монолог:

– маълум мавзу бўйича яхши тақдимот қилиш;

– ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;

- маълум мавзу бўйича оғзаки маърӯза килиш;
- мақола, маърӯза ёки муҳокама юзасидан аниқ умумлашган хулоса килиш;

- таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар келтириш орқали асослаш.

Ўқиш:

- таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;

- ўз соҳалари ва қизиқишларига мос ёзишмаларни;

- жадвал, графикларнинг қисқа изоҳини; мураккаб номаларни;

- махсус ва мураккаб ёзма йўриқнома ва йўналишларни;

- тезислар, маърӯза матнлари, конференция дастурлари, мундарижа ва шу каби матнларни;

- касбий соҳаларига оид мақола ва маърӯзалардан тегишли маълумотни ажрата олади.

Ривожлантириладиган малакалар: Чет тилидаги материалларнинг умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни тушуниш ва йўналишни аниқлаш учун ўқиш (белгилар, кўрсаткичлар ва б).

Ёзув:

- Махсус расмий ва норасмий нома/хатлар;

- шаклан ва мазмунан тўғри ташкиллаштирилган иншо ва маърузалар;

- етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос услубдаги илмий мақолалар;

- таклифлар, хулосалар, аннотациялар ва тезислар;

- зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

- В2 даражасидаги лексикани эгаллаш;

- сўз ясаши (қўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва ўзакдош сўзлар;

- антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай олиш.

Грамматик:

- ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва ҳоказо)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социолингвистик компетенция

- Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари мисолида (ижтимоий ва таълим доираларида) **маданиятлараро мулоқотни** чуқурроқ тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан, саломлашиш, мурожаат шакллари, хушмуомалалик ва ҳоказо;

турли маданиятлардаги коммуникациянинг новербал элементлари: хатти-харакатлар, имо-ишоралар устида ишлашни давом эттириш;

– электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

– тақдимот қилиш маҳоратини янада такомиллаштириш;
– фикрларни оғзаки ва ёзма нутқда мантикан ифодалаш;
– турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўллашни англаш;

– мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тўзатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. Асосий қисм (амалий машғулотлар)

Нутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

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)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давомли феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар - can't have, needn't have;

- хикоя феъллари;
- мажхул нисбатлар;
- утган тугалланган;
- утган тугалланган давом феъллари;
- кушма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли курилмалар;
- wish;
- would (одатларни ифодалаш, утган замон).

**“Хорижий (инглиз) тил” фани бўйича амалий машғулотларнинг
мавзулар ва соатлар бўйича тақсимланиши:**

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
I - семестр				
1.	Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	60	16	44
II - семестр				
2.	Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	60	16	44
III- семестр				
3.	Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	60	16	44
IV- семестр				
4.	Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	60	16	44
V- семестр				
5.	Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	60	16	44
VI- семестр				
6.	Мутахассислик соҳасига оид мавзулар (соҳа	56	16	40

	йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)			
	Жами	356	20 8	148

**“Хорижий тил (Ingliz tili)” фани бўйича амалий машғулотларнинг
календар тематик режаси
(I-семестр)**

№	Амалий машғулот мавзулари	Соат
LESSON 1. Ubiquity of English (2 hours)		
1.1	Speaking: Widespread use of English Listening: English in Tashkent. Grammar: Verb forms.	2
LESSON 2. Information and security (2 hours)		
2.1	Speaking: Infringement of copyright issues Listening: Intellectual property. Grammar: Adjectives and adverbs.	2
LESSON 3. Studying with multiple sources (2 hours)		
3.1	Speaking: Studying with Multiple Source Listening: Interview. Grammar: Comparisons as...as, not so/as...as	2
LESSON 4. Online etiquette (2 hours)		
4.1	Speaking: Problems of working on the net Listening: Real life and online behavior. Grammar: Phrasal verbs	2
LESSON 5. Learning Strategies (2 hours)		
5.1	Speaking: Discussing meta-cognition Listening: Types of strategies. Grammar: Modal verbs	2
	Жами	10

(II-семестр)

№	Амалий машғулот мавзулари	Соат
LESSON 6. Effective study habits (2 hours)		
6.1	Speaking: Learning styles Listening: TV interview with a psychologist. Grammar: Gerund or infinitive	2
LESSON 7. Succeeding in LLL (lifelong learning) (2 hours)		
7.1	Speaking: Presentation to the class Listening: How to succeed in continuous learning. Grammar: Present Perfect and Present Perfect Continuous	2
LESSON 8. Social responsibility (2 hours)		

8.1	Speaking: Case studies Listening: The song "Man in the mirror". Grammar: Narrative tenses	2
LESSON 9. Service management (2 hours)		
9.1	Speaking: Well-established service management Listening: Interview with a successful businessman. Grammar: Relative clause pronouns	2
LESSON 10. Human resource management (2 hours)		
10.1	Speaking: Theoreticians about development of HRM Listening: Staff management. Grammar: Reported verbs	2
	Жами	10

II-курс (III семестр)

№	Амалий машғулоти мавзулари	Соат
LESSON 1. Problem cause (2 hours)		
1.1	Listening: How to Reveal Root Causes of Problems Grammar: Linking words/phrases. Reading: Scientists' Opinion	2
LESSON 2. Unintended consequences (2 hours)		
2.1	Listening: Human Interference Grammar: Passives. Reading: The Hole in the Ozone Layer	2
LESSON 3. Solutions (2 hours)		
3.1	Listening: Song: Hero by Mariah Carey Grammar: Need + to / Need + ing. Reading: Basic Steps of Problem Solution	2
LESSON 4. Motivation and inspiration (4 hours)		
4.1	Listening: Radio Programme: Motivation and its Types Grammar: ... done.../ ... had better... / ... need....	2
4.2	Reading: Are you Enough Motivated? Writing: Proposal Writing	2
LESSON 5. Field of interest (4 hours)		
5.1	Listening: How to Define your Field of Interest Grammar: Future Perfect Continuous	2
5.2	Reading: Interests and Hobbies. Writing: Article Writing	2
LESSON 6. Conference participation (2 hours)		
6.1	Listening: Conversation: Conference Preparation Grammar: Gradable and Non-gradable Adjectives. Reading: Don't Miss an Opportunity	2
	Жами	16

II-курс (IV семестр)

LESSON 7. Investigating skills (2 hours)

7.1	Listening: Farobi, Beruni and Mirzo Ulughbek Grammar: Participles. Reading: Poem: “I keep six honest...” by Rudyard Kipling Thomas Edison	2
LESSON 8. Research issues (2 hours)		
8.1	Listening: Conversation: Undertaking a Research Grammar: Transitions. Reading: Nanina’s Research in Uzbekistan	2
LESSON 9. Social research (2 hours)		
9.1	Listening: Interview: Clear Vision of Some Social Researches Grammar: Phrasal Verb (make). Reading: Environmental Problems	2
LESSON 10. Practical and laboratory work (2 hours)		
10.1	Listening: Practicum: Why is Considered to be a Practical and Laboratory Work? Grammar: Mixed Conditionals	2
LESSON 11. Analyze and report (4 hours)		
11.1	Listening: Conversation: Analyzing Some Social Issues Grammar: Reported Passives	2
11.2	Reading: A Conception of Practical and Laboratory Work. Writing: Compare and Contrast	2
LESSON 12. Top research results (4 hours)		
12.1	Listening: Radio programme “Best Know-hows” Interview Grammar: Reported Questions	2
12.2	Reading: Robot Progress. Writing: Summary Writing	2
	Жами	8

III-курс (V семестр)

№	Амалий машғулоти мавзулари	Соат
LESSON 1. Academic Fields (2 hours)		
1.1	Listening: Academic Disciplines Speaking: The History of Academic Discipline. Grammar: Phrasal Verbs (bring)	2
LESSON 2. Scientific Breakthroughs (2 hours)		
2.1	Listening: Top Scientific Breakthroughs Speaking: Predictions Grammar: Adverbs	2
LESSON 3. Oriental Contribution (2 hours)		
3.1	Listening: Oriental Inventions and Discoveries Speaking: Novelties Grammar: Reporting Verbs	2
LESSON 4. Meeting Society Needs (4 hours)		

4.1	Listening: Social Needs and their Solutions Speaking: Importance of Social Need Analysis	2
4.3	Writing: Report Writing Grammar: Phrasal Verb (Come)	2
LESSON 5. Networking (2 hours)		
5.1	Listening: What is Networking? Speaking: Professional Networking Grammar: Generalizing and Qualifying	2
LESSON 6. Professional Contentment (4 hours)		
6.1	Listening: Job Satisfaction Speaking: Discussing Personal Contentment	2
6.2	Writing: Newspaper Article Grammar: Time Expressions	2
	Жами	16

III-курс (VI семестр)

LESSON 7. Academic Degrees (4 hours)		
7.1	Listening: Earning Academic Degrees Speaking: Earning a Degree	2
7.2	Writing: Rubric Writing Grammar: Wish Sentences	2
LESSON 8. Public Speech (2 hours)		
8.1	Listening: The art of Public Speech Speaking: Preparation vs. Running with What you have Grammar: Quantifiers	2
LESSON 9. Freelance (2 hours)		
9.1	Listening: An Interview with a Freelance Speaking: Why Freelancing Writing: Letter of Certificate Grammar: Phrasal Verbs	2
LESSON 10. Up- To- Date Devices (2 hours)		
10.1	Listening: Top Devices Speaking: Me Gadgets Reading: Agent 007 Gadgets	2
LESSON 11. Immortal Tracks (2 hours)		
11.1	Listening: Inventions that Changed our Lives Speaking: Minor Planet “Samarkand” Grammar: Relative Clauses	2
LESSON 12. Personal Ambition In Science (4 hours)		
12.1	Listening: Akbar’s Story Speaking: Learner’s Ambitions	2

12.2	Reading: A Strong Motivator Writing: Critical Writing Grammar: Tag Questions	2
	Жами	16

IV. Амалий машғулотлар бўйича кўрсатма ва тасиялар

Дастур талабалар учун белгилаб берилган B2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нутқий компетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда **интеграциялашган равишда** олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралиқ ва якуний назоратлар воситасида амалга оширилади.

V. Мустақил таълим ва мустақил ишлар

Талабалар мустақил таълимининг мазмуни ва ҳажми

I-семестр 44 соат

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family.	8
3.	Interrogative sentence.	8
4.	My flat.	8
5.	Possessive pronouns.	8
6.	My day.	4

II-семестр 44 соат

№	Theme	hours
7.	Our university.	8
8.	Relative pronouns.	8
9.	Information Resource Center of University.	8
10.	Education of Uzbekistan.	8
11.	Working on Dialogue: canteen of University.	8
12.	Education system.	4

III-семестр 44 соат

№	Theme	hours
10.	Independent Of Uzbekistan.	16
11.	Geography, climate and economics of England.	16
12.	Culture: customs, celebrations, folk games	12

IV-семестр 44 соат

№	Theme	hours
13.	Culture: writers and poets, composers, dancers, artists and actors.	12
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	16
15.	Publishers of Uzbekistan and England.	16

V-семестр 44 соат

№	Theme	hours
16.	Profession skills.	16
17.	Life and creativity of famous people in the studied science.	16
18.	News of the studied science.	12

VI-семестр 40 соат

№	Theme	hours
19.	Work on the text "Professionalism and specialty".	20
20.	Actual problems of specialist.	20

Чет тили фанидан мустақил ишларнинг мақсади - амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустахкамлаш ва такомиллаштиришдан иборат.

Дарс машғулотларида кутарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиха ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.к. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма хисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат						Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Амалий	16	16	16	16	16	16	96
2.	Мустақил таълим	44	44	44	44	44	40	148
	Жами	60	60	60	60	60	56	356

Хорижий тил (Инглиз тили) фанидан талабалар билимини баҳолаш мезонлари

Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

Талабаларнинг билими куйидаги мезонлар асосида:

- талаба мустақил хулоса ва қарор қабул қилади, ижодий фикрлай олади, мустақил мушоҳада юритади, олган билимини амалда куллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **5 (аъло) баҳо**;
- талаба мустақил мушоҳада юритади, олган билимини амалда куллай олади, фаннинг (мавзунинг) моҳияти тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда- **4 (яхши) баҳо**;
- талаба олган билимини амалда куллай олади, фаннинг (мавзунинг) моҳиятни тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **3 (коникарли) баҳо**;

- талаба фан дастурини узлаштирмаган, фаннинг (мавзунинг) мохиятини тушунмайди ҳамда фан (мавзу) бўйича тасаввурга эга эмас деб топилганда - **2 (коникарсиз) баҳо** билан баҳоланади.

Назорат турларини ўтказиш тартиби

Оралик назорат:

Ушбу назорат тури аудиторияда академик кичик гуруҳларда куйидаги шаклларда ўтказилади:

1-,3- ва 5- семестрларда оғзаки сўров;

2-,4- ва 6-семестрларда ёзма иш.

Оралик назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи томонидан амалга оширилади.

Якуний назорат:

Ёзма иш шаклида ўтказилади. 5 та саволдан иборат 10 вариантда, саволлар фан бўйича ўтилган мавзуларни қамраб олади. Ҳар бир саволга берилган тўғри жавоб учун 1 балл берилади.

Якуний назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш ўқув машғулотларини олиб бормаган профессор-ўқитувчи томонидан амалга оширилади.

Тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи якуний назорат турини ўтказишда иштирок этиши таъкидланади.

Якуний назорат турини ўтказишда келишув асосида бошқа олий таълим муассасаларининг тегишли фан бўйича профессор-ўқитувчилари жалб қилиниши мумкин.

Талаба оралик ва (ёки) якуний назорат турини биринчи марта қайта топширишдан ута олмаган тақдирда, факультет декани томонидан комиссия тузилади. Комиссия таркиби тегишли фан бўйича профессор-ўқитувчи ва соҳа мутахассислари орасидан шакллантирилади.

Иккинчи марта оралик ва (ёки) якуний назорат турини ўтказиш ва талабани баҳолаш мазкур комиссия томонидан амалга оширилади.

Баҳолаш натижасидан норози бўлган талабалар факультет декани томонидан ташкил этиладиган Апелляция комиссиясига апелляция бериш ҳуқуқига эга.

Апелляция комиссияси таркибига талабани баҳолашда иштирок этмаган тегишли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида тўрт нафар аъзо киритилади.

Талаба баҳолаш натижасидан норози булган такдирда, баҳолаш натижаси эълон килинган вақтдан бошлаб 24 соат давомида апелляция бериши мумкин. Талаба томонидан берилган апелляция Апелляция комиссияси томонидан 2 кун ичида куриб чиқилиши лозим.

Талабанинг апелляциясини куриб чиқишда талаба иштирок этиш ҳукукига эга.

Апелляция комиссияси талабанинг апелляциясини куриб чиқиб, унинг натижаси бўйича тегишли қарор қабул қилади. Қарорда талабанинг тегишли фанни узлаштиргани ёки узлаштира олмагани кўрсатилади.

Апелляция комиссияси тегишли қарорни факультет декани ва талабага етказилишини таъминлайди.

Ўзбекистон Республикасининг олий таълим муассасаларида талабалар узлаштиришини баҳолаш тизимини 5 баҳо ёки 100 баллик тизим ва илғор хорижий давлатлар олий таълим тизимида кулланиладиган баҳолаш тизимига киёсий таккослаш ҳамда уларга ўтказиш мазкур Низомнинг иловасига мувофиқ жадваллар асосида амалга оширилади.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

Асосий адабиётлар

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“Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909-сонли қарори

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5. <http://teachnet.org>
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V.3 TARQATMA MATERIALLAR

Coloids

Coloids (acc. to charge)

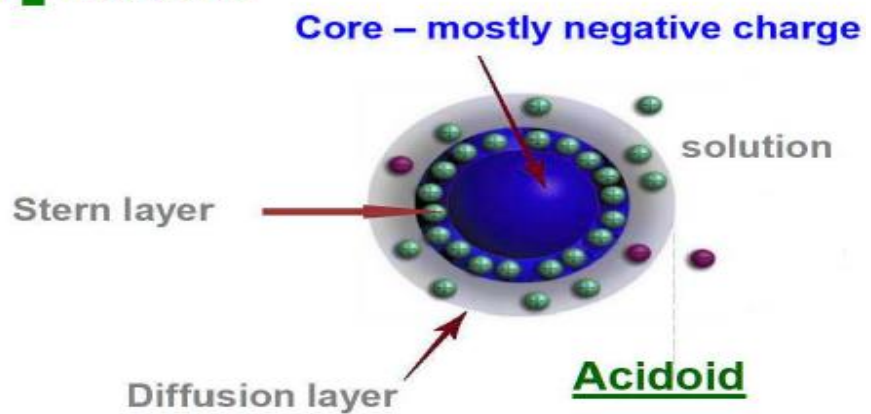
Acidoids (adsorb cations)

Bazoids (adsorb anions)

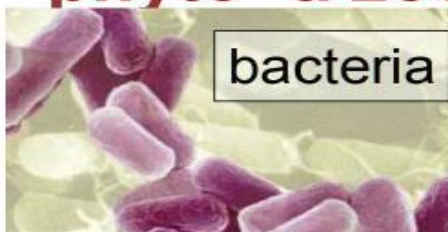
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



phyto- a zoo-edaphon - examples



bacteria



fungi



protozoa



actinomycetes



mites



worms



vertebrates

Human impact on soils



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



- **desertification**
- **erosion**
 - ✓ forest clear-cutting
 - ✓ agriculture



Vegetation

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

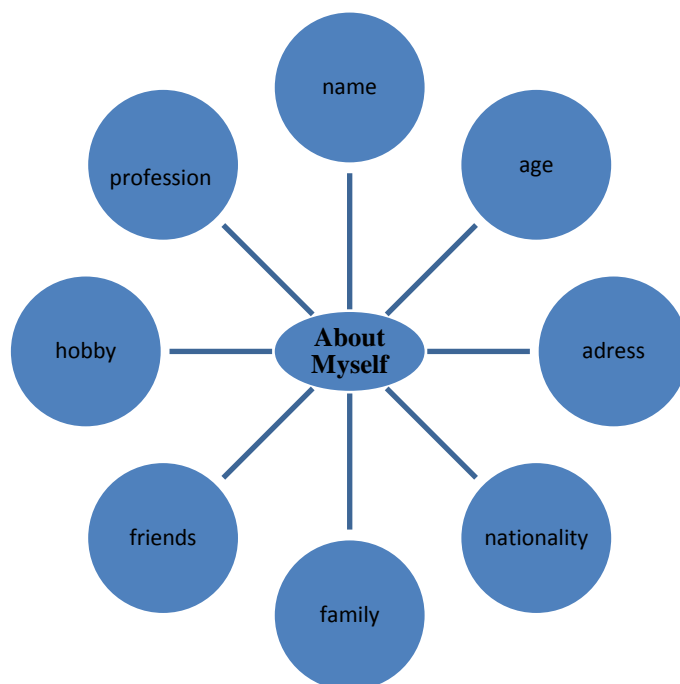


trees – forests, rainforests



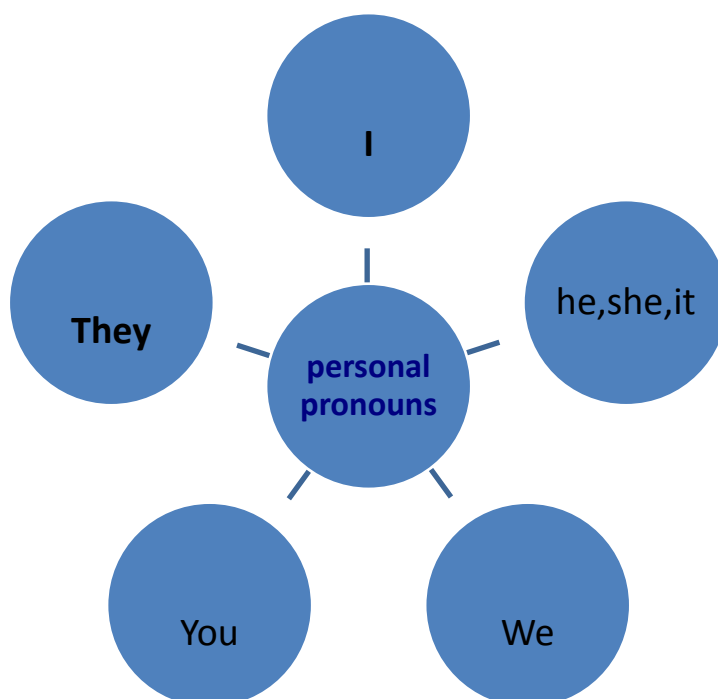
«KLAster» metodi

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

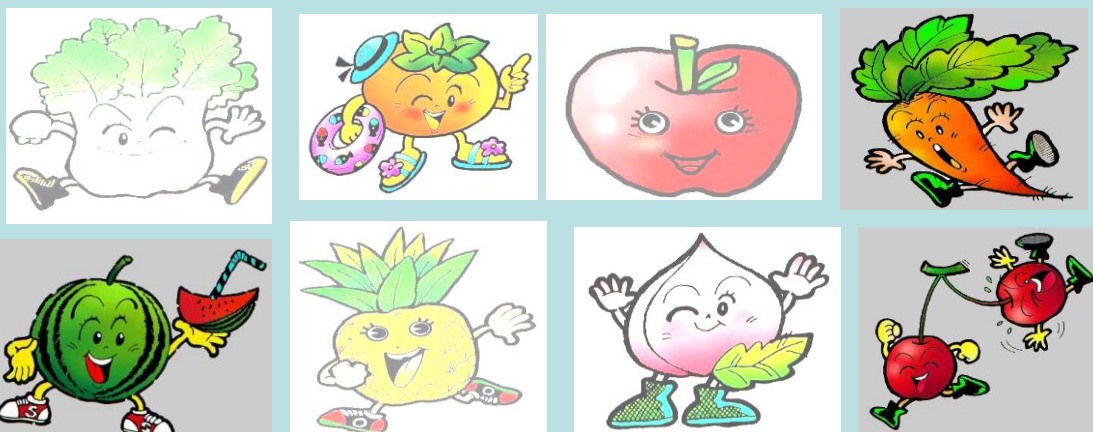


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

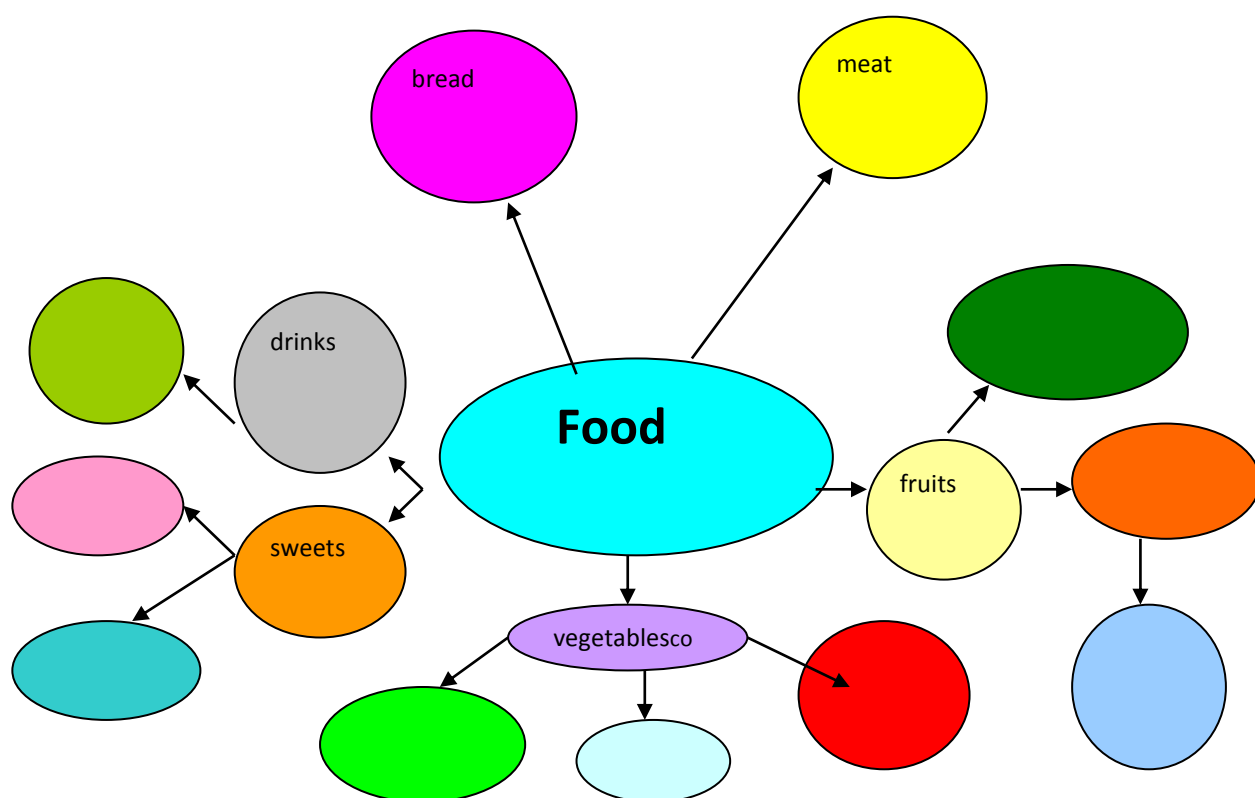


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



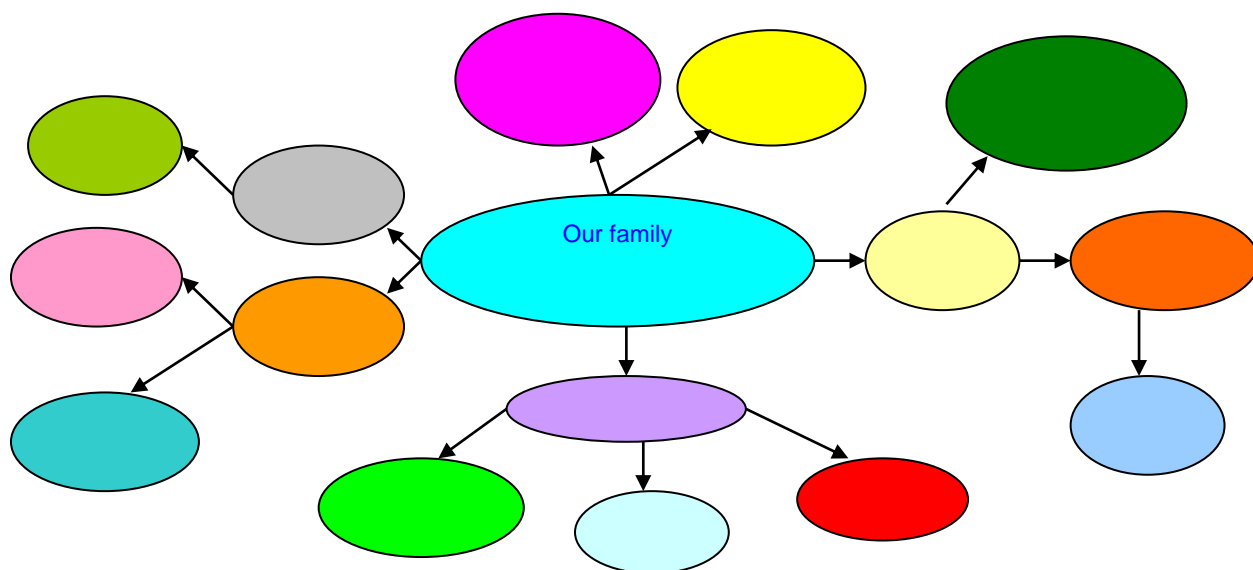
«KLAUSTER» metodi

Fikringizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang



faqat ularni yozing.

«KLAster» metodi



Guruhlar uchun topshiriqlar:

Quyidagi rasm asosidagi soʻz va iboralardan foydalanib hikoya tuzing.

I- guruh:



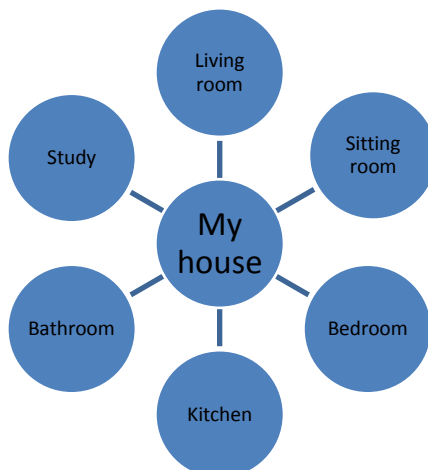
II- guruh:



III- guruh:



Fikringizga nima kelsa, barchasini yozing. Gʻoyalar sifatini muhokama qilmang faqat ularni yozing.



Guruhlar uchun topshiriqlar.

Guruh №1

How do you spend your day off?

Guruh №2

How did you spend your last day off?

Guruh №3

What are your plans for your next day off?

Basic nomenclature

Soil horizon designations

layers with properties different from other adjacent layers

litter layer

A (humus)

B (leached)

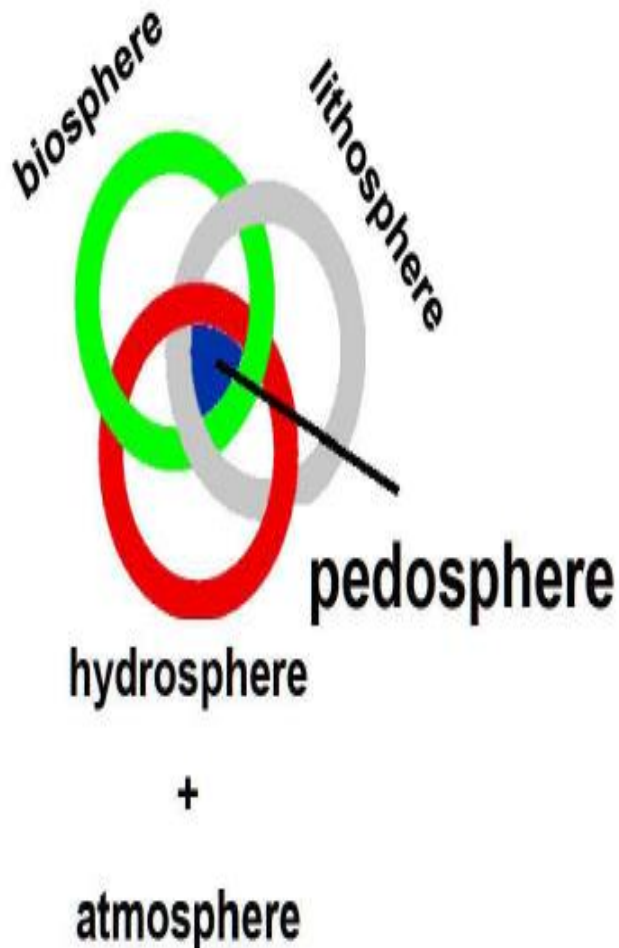
C (bedrock substrate)

R (bedrock)



Soil profile – vertical section combining all soil horizons

Soil – interface of systems



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

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

soil is described according to soil horizons

V.4 TESTLAR

1. PRACTICE TESTS

1.1. GRAMMAR TESTS

Grammar Test 1

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

1. The universe is estimated _____ between 10 billion and 20 billion years old.
A) being B) to be C) which is D) is
2. Genetically, the chimpanzee is more similar to human _____.
A) and than any other animal B) than any other animal C) any other animal is D) and any other animal is
3. _____ in 1939, the Borne Bridge spans the Cape Cod Canal and is one of the many grand projects of the Depression era.
A) Completed B) Completing C) Completes D) Being completing
4. Like the pyramid, the volume of a cone _____ by multiplying the area of the base by one third the altitude.
A) obtain B) is obtained C) obtaining D) obtains
5. Over the past 40 years, world demand for food _____.
A) triple B) tripled C) have tripled D) has tripled
6. The organizers would have responded positively to proposals if they _____ by 10th June.
A) were submitted B) would be submitted C) had been submitted D) would have been submitted
7. When I finish the course next year I _____ speak perfect French.
A) can B) will can C) was able to D) will be able to
8. You _____ to visit most museums in Britain.
A) mustn't pay B) don't have to pay C) cannot pay D) need not have paid
9. What _____? I can't find it in the dictionary.
A) means the word 'heliotrope' B) mean the word 'heliotrope'
C) does the word 'heliotrope' mean D) do the word 'heliotrope' mean
10. He _____ that his mobile phone had been out of action all day.
A) told B) said C) asked D) wanted to know
11. We asked the travel agent _____ a swimming pool at the villa.
A) is there B) was there C) if there was D) whether there is
12. I've never heard _____ ridiculous speech.
A) a such B) such a C) so a D) a so

Grammar Test 2

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

1. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.
A) of B) that C) is that D) which is
2. The basic premise behind all agricultural production is _____ the riches of the soil available for human consumption.
A) to be made B) the making C) making is D) to make
3. So many whales _____ that they are in danger of dying out.
A) were killed B) are killed C) have killed D) have been killed
4. By the third month of the war rebel forces _____ most of the province.
A) takes B) took C) had taken D) were taking
5. If you _____ the 'record' button, the green light will come on.
A) will press B) would press C) press D) should press
6. The council _____ find ways of cutting costs last year.
A) must B) had to C) will have to D) has to
7. Unfortunately, you _____ grow bananas in the British climate.
A) may not B) can't C) must not D) ought not to
8. Who usually _____ the certificates at the graduation ceremony?
A) does present B) do present C) presents D) present
9. The manager told us last Friday evening that he wanted us in at 8 a.m. _____ to start the Saturday sale.
A) tomorrow B) the next day C) today D) the day before
10. The Stanford University survey asked respondents how much time _____ on the Internet.
A) did you spend B) did they spend C) they spend D) they spent
11. Generally _____, our best business comes via our website.
A) to speak B) speaking C) having spoken D) to have spoken
12. I have to say that the hotel wasn't quite _____ the brochure claimed.
A) as luxurious as B) more luxurious as C) so luxurious how D) as luxurious how

Grammar Test 3

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

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

2. In the late 1970s and early 1980s, the United States developed a reusable space shuttle _____ to space cheaper and easier.
A) to make access B) and making access C) which made accessible D) and made accessible
3. When I graduate from college next June, I _____ a student here for five years.
A) has been B) will be C) will have been D) had been
4. No biological life was found, though it _____ by many scientists.
A) had speculated B) have been speculating C) speculated D) had been speculated
5. If the museum had charged money for entry, a lot of people _____ able to use it at that time.
A) would not be B) would not have been C) were not D) had not been
6. Thanks to satellite technology, we _____ now predict hurricanes quite accurately.
A) may B) ought C) can D) must
7. If you think a piece of equipment in the gym isn't working properly and _____ mending, tell the instructor.
A) must B) may be C) should be D) needs
8. The government has broken all its pre-election promises regarding the Health Service, _____?
A) hasn't it B) hasn't the government C) has not it D) isn't it
9. The veterinarian told the farmer _____ the animal sleep.
A) let B) to let C) not let D) to not let
10. Professor Jones rang from Vancouver. He said he _____ to stay another week as the research was still going on there.
A) decides B) has decided C) had decided D) will decide
11. The Hyperlink modem is much _____ than any others in our catalogue.
A) fastest B) the fastest C) more faster D) faster
12. _____ regularly, the engine should last for 200,000 kilometers.
A) Serviced B) Servicing C) Service D) Having been servicing

Grammar Test 4

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

1. _____ more than 65,000 described species of protozoa of which more than half are fossils.
A) Being that there are B) There being C) Are there D) There are
2. We are not allowed _____ any arrangements for the conference before talking to him.
A) make B) made C) to make D) had made
3. In recent years, scientific and technological developments _____ human life on our planet.
A) change B) have changed C) have change D) changed
4. If the form had been completed correctly, the transfer _____ only two days.

- A) would take B) will take C) took D) would have taken
5. Latecomers _____ to enter the theatre until there is a suitable break.
A) may not B) will not may C) will not be allowed D) will not have
6. Applicants for this desk-top publishing course must have good keyboarding skills but _____ to have prior publishing experience.
A) don't need B) must C) need D) mustn't
7. _____ does it take you to get to the university campus?
A) How quickly B) When C) How long D) How far
8. The manager asked the staff _____ anything in the office before the police arrived.
A) to touch B) not to touch C) to not touch D) don't touch
9. There are so many people here! But that TV programme a few weeks ago said the smaller islands of the archipelago _____ mostly uninhabited and very peaceful.
A) are B) is C) was D) were
10. The scientists said it was one of _____ earthquakes ever.
A) most powerful B) the most powerful C) powerfuller D) more powerful
11. _____ rich, he won't be able to afford this equipment.
A) Being not B) Not being C) Having not been D) Not to be
12. The candidates _____ in alphabetical order.
A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

Grammar Test 5

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

1. The company launched an advertising campaign _____ its market share.
A) to increase B) that increase C) that it increases D) to be increased
2. The new tax regulations are somewhat _____ last year's.
A) rigorouser than B) more rigorous than C) more rigorous as D) as rigorous than
3. The value of the currency fell, _____ foreign holidays more expensive.
A) having made B) making C) being made D) having been made
4. This area _____ by closed circuit cameras.
A) is monitoring B) has been monitoring C) is being monitored D) is been monitored
5. The firm _____ company cars to junior managers since 2002.
A) gives B) is giving C) has been giving D) has given
6. If the governments involved _____ positive action after the 1997 crisis, the current crisis would not have happened.
A) took B) take C) have taken D) had taken

7. They finish the new motorway next month so we _____ get to the coast much more quickly.
A) can B) will can C) will be able to D) will have to
8. You _____ have an international driving license for this country.
A) don't have to B) must not C) has to D) must not to
9. Our CEO entered his chosen career quite late, _____?
A) isn't it B) didn't he C) did not he D) didn't our CEO
10. The departmental manager _____ it was my fault that we had lost the Siemens contract.
A) told B) said me C) said D) told to me
11. Does the brochure say _____ in the villas.
A) how often is the bed linen changed B) how often the bed linen is changed
C) how is the bed linen changed often D) how the bed linen often is changed
12. The damage was _____ severe that the pilot couldn't regain control.
A) so B) such C) so a D) such a

Grammar Test 6

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

1. Much of the forest _____ out in the hurricane, as you can see.
A) has been wiped B) has wiped C) wiped D) was wiped
2. I _____ your report yesterday – could I see it now?
A) have not received B) not received C) did not receive D) did not received
3. Could you look after Mrs White tomorrow – I can't do it because I _____ back from the conference when she gets here.
A) will have travelled B) was travelling C) was going to travel D) will be travelling
4. The telecoms operator _____ figures showing that the demand for broadband Internet has grown twice this year.
A) has been published B) has published C) is being published D) will be published
5. If that package from Neilson's arrives this afternoon, _____ it up to my office immediately.
A) you are bringing B) you would bring C) bring D) you brought
6. No conclusions _____ from this chapter.
A) can be drawn B) can't be drawn C) cannot be drawn D) can be not drawn
7. The files aren't here – I _____ them back at the office.
A) may leave B) must be leaving C) should have left D) must have left
8. Every new discovery seems to widen the horizon and increase the extent of _____ contact with unexplored areas.
A) our B) us C) we D) ours
9. I asked Martha _____ the conference had gone well.

- A) what B) did C) if D) that
10. My boss was very supportive and encouraged me _____ for the promotion.
- A) to apply B) to have applied C) to applying D) to be applied
11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.
- A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
- A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
- A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
- A) generouser B) more generouser C) generouser D) more generous
15. The Black Sea is _____ the North Sea.
- A) not so stormy than B) not stormy as C) not so stormy like D) not so stormy as

Grammar Test 7

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

1. I _____ for a German laboratory for two years, from 1990 to 1992.
- A) work B) have worked C) have been working D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
- A) will use B) are going to use C) will be using D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
- A) shows B) show C) are shown D) were shown
4. Gas is made up of very _____ molecules.
- A) few B) less C) much D) a large number
5. They refused to give _____ explanation to the fact.
- A) some B) any C) no D) not any
6. We had to get an interpreter in Japan because none of us _____ speak Japanese.
- A) knew B) were able C) could D) succeeded
7. The Manager asked me _____ of the new proposal.
- A) what did I think B) if I thought C) that I did think D) what I thought
8. He apologized _____ at the meeting late.
- A) to arrive B) that he arrived C) of arriving D) for arriving
9. You _____ yet whether to study management or business administration.
- A) need decide B) need deciding C) needn't decide D) need to have decided
10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?
- A) ourselves B) us C) each other D) our
11. All the problems _____ from both theoretical and experimental viewpoints.
- A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
- A) convenienter B) convenientest C) more convenienter D) more convenient
13. These _____ are available in current literature.

A) datum B) datums C) datas D) data

14. The atomic weight of sulphur is twice _____ that of oxygen.

A) as large as B) as large than C) larger as D) so large as

15. There will be a repeat of the smog crisis of two years ago here if nothing _____ to control the fires.

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

Grammar Test 8

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

1. We _____ that the authorities are not doing enough to restore this beautiful lake to its former state.

A) believing B) are believing C) believes D) believe

2. Customers in remote areas do not know whether the phone lines in their areas _____.

A) will be being upgraded B) will upgrade C) will be upgraded D) will have upgraded

3. Monsieur Degas _____ this afternoon, but he rang to change the appointment to next Tuesday.

A) would come B) was going to come C) is going to come D) will have come

4. _____ you those figures yet?

A) Has he sent B) Have he sent C) Has he send D) Did he send

5. Neil's a good administrator, but if he deals with customers, he always _____ problems.

A) creating B) creates C) created D) would create

6. If the temperature _____, the experiment might have been a failure.

A) had been not raised B) had not been raised C) had not raised D) would have been raised

7. I haven't seen Simone for ages - she _____ in a different department.

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

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

A) Nothing of B) No of C) Nobody of D) None of

9. At the meeting the shareholders asked how the company _____ in the previous year.

A) did B) had done C) have done D) has done

10. At present intensive research _____ on the improvement of spaceflight conditions.

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

11. You _____ such a long essay. Three paragraphs would be enough to demonstrate your writing ability. You have written much more than that.

A) need have written B) needn't have written C) need write D) need writing

12. I thought the Government _____ genetically modified food. Didn't the Prime Minister say that himself?

A) is supported B) supported C) have been supported D) will support

13. Electronic devices are in wide use in this _____.

A) laboratory research B) laboratory's researches C) laboratories researches D) laboratories's research

14. The physiologists are rather worried about the side effects of aspirin. Can you recommend a _____ alternative?

A) safier B) safer C) more safe D) more safer

15. The older the formations, _____ generally to study.
A) hard they are B) they are hard C) the harder they are D) harder they are

Grammar Test 9

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

1. The main advantage of broadband Internet is that files _____ by users up to 40 times faster than with a dial-up modem.
A) can download B) can be downloaded C) must be loaded D) could download
2. How many units _____ last year?
A) sold you B) have you sell C) have you sold D) did you sell
3. If sales continue to do this well, we _____ our target by the end of next month.
A) will have reached B) are reaching C) will be reaching D) were reaching
4. Each year millions of reports on scientific research are published, a great number of _____ being in foreign languages.
A) their B) theirs C) them D) they
5. The device has got a year's guarantee, so you can bring it back if anything _____ wrong.
A) will go B) would go C) goes D) had gone
6. The research group might _____ good results.
A) getting B) got C) get D) not got
7. The detailed study of planets close to the Earth _____ in our knowledge concerning the origin of the solar system.
A) won't filled gaps B) will fill gaps C) not fill gaps D) fill gaps
8. I couldn't find Mrs Arnoux, so I asked her secretary _____.
A) was she there B) where was she C) where she was D) where she was being
9. He rang to ask _____ we were still interested in the site or not.
A) whether B) when C) where D) that
10. I can't wait so you must give me an _____ answer.
A) immediately B) immediate C) more immediate D) most immediate
11. You can't have lost the laboratory key. It's got to be _____.
A) anywhere B) somewhere C) everywhere D) where some
12. The problems that exist with your experiments today should _____ a month or two ago.
A) have been solved B) be solved C) have solved D) have been solving
13. In our study children on a diet high in dairy products tended to be considerably _____ than average.
A) more fat B) fatter C) fater D) more fatter
14. Petrol is _____ it was a few years ago.
A) twice more expensive as B) two times more expensive as C) twice as expensive as D) two times much expensive than
15. They are often confronted with difficult problems which they have to _____.
A) have solved B) solve C) be solving D) have been solving

Grammar Test 10

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

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.
A) bring ing B) bring C) brings D) has brought
2. I can't find Ms Brown – _____ to lunch?
A) Have she gone B) Has she gone C) Did she go D) Has she went
3. The materials _____ excessively wet or excessively dry for this purpose.
A) must be not B) must not be C) have not be D) has not be
4. Usually outstanding scientists _____ to give review papers.
A) are being invited B) are invited C) invited D) were being invited
5. If you _____ tomorrow, you'll have problems because of the volcano eruption in Iceland.
A) will travel B) travelled C) would travel D) travel
6. I _____ the contract if I had read it properly.
A) will have signed B) wouldn't have signed C) didn't sign D) signed
7. Sorry, but _____ you give me a hand with these test tubes? They're very fragile.
A) might B) may C) would D) shall
8. We _____ them the reminder on Monday morning because the cheque arrived that afternoon.
A) needed to send B) needn't send C) needed to have sent D) needn't have sent
9. I didn't receive the ticket, so I rang the travel agent to find out if they _____ it.
A) sent B) had sent C) have sent D) sends
10. I rang to ask when they _____, but in fact they had already relocated.
A) are moving B) will move C) shall move D) were moving
11. Many research scientists are inspired by the hope of _____ diseases by genetic engineering,
A) cure B) having cured C) being cured D) curing
12. The new chess champion from Ukraine is amazing. _____ can beat him!
A) Anyone B) Everyone C) No one D) One
13. He brought a laptop _____ his e-mails when he was travelling.
A) access B) to access C) to have accessed D) to be accessed
14. I don't mind the Mediterranean summer because it's a _____ heat than you find in the tropics.
A) dryer B) drier C) more dry D) more drier
15. It doesn't rain _____ it does in autumn.
A) as much in summer as B) as many in summer as C) so much in summer than D) as much in summer like

Grammar Test 11

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

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.

- A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.
A) many B) much C) few D) little
4. In recent years, many plans _____ for large 'floating cities' with living accommodation for as many as 50,000 people.
A) have made B) have been making C) have been made D) making
5. The world's oceans contain huge amounts of salt. In fact, if you _____ all the salt from the oceans, you _____ to use it to build a wall about 300 km wide and a kilometer tall all around the Earth!
A) remove/will be able B) removed/would be able
C) had removed/would have been able C) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
A) had better not B) needn't C) don't have to D) mustn't
10. The latest study _____ by these two environmental engineers has produced mixed results.
A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
A) that B) which C) whom D) why
12. It remains to be seen _____ great companies or make them stronger than ever.
A) if the new technology will weaken B) will the new technology weaken
C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.
A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

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

1. Although rainforests cover only six per cent of the Earth's land surface, they _____ about 50% of all species of life on the planet.
A) containing B) are containing C) contain D) have been containing
2. When Edouard Benedictus, a French scientist, _____ in his laboratory, he dropped a glass bottle which had some plastic inside – and invented safety glass.
A) was working B) has worked C) works D) worked
3. _____ desert plants store food in their leaves or roots, and some desert plants can live for many years.
A) Many B) A lot C) Lots D) much
4. The passengers of the cruise ship _____ with all kinds of entertainment and sports facilities.

- A) will have provided B) will be provided C) will provide D) will be providing
5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.
A) would be/saw B) are/will see
C) had been/would have seen D) were/would see
6. Planets are very far away, and a journey to Mars would take about 9 months, _____ a journey to the Moon (about 3 days).
A) more longer than B) as long as C) much longer than D) longest than
7. John Stuart decided _____ Australia from south to north in 1859.
A) cross B) to cross C) crossing D) in crossing
8. One of the possible reasons for sleeping is that if we didn't sleep and save some energy, we _____ have to eat a lot more food.
A) can't B) will C) may D) must
9. Are you any good at athletics? How fast _____ you run?
A) should B) must C) need D) can
10. Before _____ about the problems caused by large-scale industry, it makes sense to consider small-scale pollution at home.
A) worrying B) worried C) been worried D) having been worried
11. Today, mountain forests and fresh springs surround the rim of the crater's walls, _____ reach an elevation of 2286 km.
A) that B) what C) those D) which
12. Do you happen to know _____ similar in size?
A) are the Arabian Desert and the Gobi Desert B) whether the Arabian Desert and the Gobi Desert are
C) the Arabian Desert and the Gobi Desert are D) if are the Arabian Desert and the Gobi Desert
13. The Managing Director told his secretary _____ anyone in during the staff meeting.
A) not let B) don't let C) not to let D) to not let
14. Old companies always _____ new technology.
A) fear B) are feared C) are being feared D) have been feared
15. Each species of frog has a particular set of sounds, because _____ important that frogs of the same species find each other.
A) it is B) they are C) there is D) there are

Grammar Test 13

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

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

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

Grammar Test 14

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

1. In recent years, cable television _____ the power of the broadcasters.
 A) has undermined B) undermined C) was undermined D) undermining
2. In 1999, 156 countries _____ the Kyoto protocol, part of a United Nations agreement on climate change.
 A) have signed B) signed C) signing D) were signing
3. In geography, a desert is an area which receives little rain and which loses _____ its moisture through evaporation.
 A) a lot of B) a lot of C) many D) much
4. Overcrowded classrooms frequently _____ levels of carbon dioxide that would be regarded as unacceptable on board a submarine.
 A) are contained B) contain C) contains D) containing
5. If Charles Darwin _____ a voyage to South America between 1831 and 1836, he _____ his famous book *The Origin of Species*, which argued that living creatures evolved over millions of years.
 A) did not take/would not write B) would not take/did not write
 C) would not have taken/had not written D) had not taken/would not have written
6. Research shows that levels of pollutants are usually _____ indoors than out, even in the most polluted cities.
 A) highest B) most high C) more high D) higher

7. On that expedition, Stuart failed _____ the coast, and turned back ill and short of food.
A) to reach B) reaching C) in reaching D) reach
8. Lack of sleep _____ damage the immune system, so people who do not sleep enough tend to fall ill more often.
A) can B) should C) must D) need to
9. I'm really tired, but luckily I _____ get up early in the morning.
A) can't B) don't have to C) had better D) shouldn't
10. Some amateur paleontologists insist that _____ fossils can be really exciting.
A) having collected B) collect C) having been collected D) collecting
11. The Polar Bear, _____ is threatened by global warming, may become extinct by the end of the century.
A) that B) which C) whom D) those
12. We still don't know how many _____ in the earthquake.
A) have people been injured B) if people have been injured
C) people have been injured D) whether have people been injured
13. People once thought that coal and sulphur burning below ground _____ volcanic eruptions
A) cause B) are causing C) caused D) will cause
14. Since the 1980s, \$ 10 billion _____ on the project.
A) has been spent B) has spending C) has been spending D) has spent
15. In a tropical forest, _____ difficult for plants on the forest floor to develop, as tall trees (25-35 metres) block the light.
A) they are B) there are C) there is D) it is

Grammar Test 15

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

1. News of this technological development _____ some years ago.
A) has been published B) was published C) published D) have been published
2. Since the early 1980s, we _____ aware of the devastating effects of large-scale environmental pollution.
A) are B) have been C) are being D) will be
3. Reptiles, such as snakes, lizards and tortoises, spend _____ hours in the sun to generate body heat.
A) lots B) a lot C) many D) much
4. New technologies always _____ within them both threats and opportunities.
A) contain B) are contained C) containing D) have been contained
5. If Columbus _____ about Marco Polo's trip to China, he _____ to sail there by crossing the Atlantic.
A) did not read/would not try B) had not read/would not have tried
C) would not have read/had not tried D) would not read/would not try
6. Brazil's Amazon forest is disappearing _____ scientists previously imagined.
A) as fast than B) less faster than C) fastest than D) faster than
7. John Stuart's expedition succeeded _____ a huge desert.
A) to discover B) discovering C) in discovering D) discover
8. Most of us enjoy a good night's sleep, but we _____ not realize just how important sleep is.
A) must B) should C) may D) can
9. I think that was the last bus. _____ look for a taxi.

- A) We needn't B) We'd better C) We're able to D) We don't have to
10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.
A) Collected B) Having been collected C) Having collected D) Being collected
11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.
A) which B) where C) that D) whom
12. The researchers are wondering how long _____ in tap water.
A) chlorine stays B) does chlorine stay C) does chlorine stays D) if chlorine stays
13. Scientists predicted when _____ by measuring movements in the Earth.
A) the volcano will erupt B) will the volcano erupt
C) the volcano would erupt D) would the volcano erupt
14. Modern recycling methods _____ to save energy on board the Freedom Ship.
A) will use B) will be using C) will have used D) will be used
15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.
A) they are B) it is C) there is D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

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

Sound Advice for Language Learners

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

- | | | | | |
|---|-------------|------------|-------------|---------------|
| 0 | A series | B issue | C programme | D release |
| 1 | A domain | B branch | C field | D area |
| 2 | A wondering | B thinking | C looking | D considering |
| 3 | A assess | B review | C balance | D survey |
| 4 | A charge | B cost | C price | D valuation |

- | | | | | |
|----|--------------|--------------|-----------|------------|
| 5 | A recognised | B understood | C valued | D regarded |
| 6 | A sights | B ends | C objects | D goals |
| 7 | A by | B about | C into | D in |
| 8 | A Nose | B Push | C Run | D Shop |
| 9 | A rapid | B crash | C quick | D fast |
| 10 | A achieving | B doing | C gaining | D making |
| 11 | A on | B forward | C from | D onward |
| 12 | A up | B on | C through | D out |

Vocabulary Test 2

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

Improving Your Intellect

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

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

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

Vocabulary Test 3

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

Environmental Concerns

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

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

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

Vocabulary Test 4

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

No More Classes

The use (0)...*C*..... computers has meant students can study language programmes (1)..... their own speed when and for how long they want – and no need to worry about the teacher having a favourite or doing (2)..... another boring lesson. What's more, in the virtual classrooms of the future the student will (3)..... on their headset, and be transported into an imaginary school, choose their class, take the books they need off the shelf and (4)..... conversations with other computerized students.

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

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

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

Vocabulary Test 5

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

The Sahara

Around 4,000 BC, the Sahara began to turn (0)...A..... a desert. Since that time, it has slowly been growing larger and larger and today it is the world's largest desert. It (1)..... nine million square kilometers of Africa, that is, as (2)..... land as the United States. The Sahara is mostly made up of mountains, bare rocky plains and high flatlands (3)..... plateaus. The rest is a(n) (4)..... sea of sand which in some (5)..... piles up into dunes. Very few plants survive more than a few weeks and those that do have adapted deep roots or take in moisture (6)..... their leaves. The desert is hot and dry during the day but (7).....cool at night. Many of the two million people who (8).....in the Sahara are nomads – people who travel from place to place to (9)..... food and water for themselves and their animals. This traveling is necessary since the Sahara gets less than ten centimeters of water a year. Other people (10)....., prefer not to travel and live in oases. Oases are places where water comes from wells or springs and where people can (11)..... their crops and water their animals. This picture of the Sahara is different to how it was over ten thousand years (12)....., when it had lakes and streams and was a fertile place.

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

Vocabulary Test 6

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

1. The buyer wanted the furniture manufacturer to cut his prices.
A) do away with B) make use of C) reduce D) review
2. The prime ingredient in table salt is sodium.
A) curious B) unexpected C) effective D) main
3. The temperature of water can accelerate a chemical reaction.
A) quicken B) increase C) delay D) stop
4. He is very enthusiastic about his acceptance to the University.
A) excited B) pleased C) passive D) non-committal
5. What is necessary now is a correct balance of the use of coal, gas, oil and nuclear power.
A) method in B) mixture of C) technique D) technology in
6. The cup was filled to the rim.
A) to the brim B) too full C) overflowing D) half way
7. She always avoided her bad-tempered aunt.
A) disliked B) remembered C) took care of D) evaded
8. I was all alone and felt like crying.
A) sad B) unhappy C) lonely D) unloved
9. He looked up just as the sun emerged from the cloud.
A) vanished in B) covered C) appeared out of D) revealed
10. A flying aeroplane maintains its equilibrium as long as there is sufficient support from the pressure of air or wind against its wings.
A) equanimity B) balance C) ability to fly D) flight path

Vocabulary Test 7

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

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

Vocabulary Test 8

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

1. Modern technology was not generally available before the 1930s.
A) at the time of B) prior to C) due to D) thanks to
2. A group of geologists explored the caves.
A) isolated B) inscribed C) tested D) examined
3. Ecologists are advocating measures to clean the polluted areas.
A) supporting B) opposing C) discouraging D) believing in
4. The Mississippi River flood in 1994 was devastating.
A) divisible B) crushing C) damaging D) shocking
5. At times the vital balance between animals and plants is upset by man's interference.
A) good intentions B) intrusion C) assistance D) withdrawal
6. Congress is discussing tax rates tomorrow in a closed door session.
A) abolishing B) reducing C) debating about D) revoking
7. Suddenly a cloud appeared on the horizon.
A) emerged B) grew larger C) was hidden D) turned back
8. His enthusiasm for sports affected the results of his school examination.
A) effected B) improved C) influenced D) inspired
9. The population of the town is slightly less than one hundred thousand people.
A) even B) a little C) a lot D) much
10. Gradually the participants of the conference filled the conference hall.
A) all at once B) recently C) suddenly D) little by little

Vocabulary Test 9

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

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

Vocabulary Test 10

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

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

Vocabulary Test 11

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

1. Technology has indeed had a significant _____ on our lives today.
A) change B) role C) effort D) effect
2. The experiment was successfully _____ by a team of scientists.
A) performed B) created C) operated D) fulfilled
3. The third _____ of the book has not been published yet.
A) report B) publicity C) edition D) issue
4. Since he lost his job last year, he has been _____.
A) unworked B) resting C) sitting D) unemployed
5. This tradition is _____. It is found nowhere else in the world.
A) rare B) individual C) single D) unique
6. Her problem was that she _____ stand losing.
A) couldn't B) wouldn't C) didn't D) shouldn't
7. They decided to _____ the deadline.
A) proceed B) travel C) extend D) continue
8. The management promise to _____ action if a customer has been poorly treated by the staff.
A) take B) get C) make D) do

9. The next generation of telephones in every home will _____ us to see the person we are speaking to.
A) permit B) enable C) assist D) let
10. The repairs will be carried out _____ a week of receipt of your call.
A) with B) for about C) until D) within

Vocabulary Test 12

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

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

Vocabulary Test 13

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

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.
A) created B) invented C) devised D) discovered
3. Computer services are at the public's _____ in most libraries.
A) availability B) employment C) disposal D) practicality
4. The vegetation in one part of the forest is so _____ that when you look up you cannot see the sky.
A) dense B) dim C) close D) heavy
5. I was under the _____ that you knew how to use this programme.
A) understanding B) impression C) belief D) feeling
6. The famous scientist came _____ against different kinds of problems when he first settled in Spain.
A) out B) in C) off D) up

7. When developing new products, there can be any number of problems that _____.
A) await B) arise C) come D) exist
8. She was going to apply for a new job, but in the end she changed her _____.
A) mind B) heart C) thoughts D) opinion
9. Playing a sport can help people to _____ with the stress of modern life.
A) live B) manage C) cope D) survive
10. There is a _____ relationship between the quality of our employees and the quality of our products.
A) strong B) high C) deep D) sharp

Vocabulary Test 14

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

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

Vocabulary Test 15

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

1. Most young people in the Western world have _____ to a decent education.
A) entrance B) reach C) access D) opportunity
2. We are just going to have to _____ the money from a bank.
A) borrow B) loan C) owe D) lend
3. The tourist _____ is very important to the economies of some countries.
A) trade B) industry C) business D) profession
4. Banks pay you _____ if you leave your money in an account.
A) interest B) profit C) value D) income
5. It can be difficult to get used to the _____ of life in another country.
A) kind B) way C) system D) habit
6. At this airport a plane lands or takes off every two minutes _____ average.
A) at B) with C) by D) on

7. They decided to meet and discuss a _____ range of issues.
A) wide B) plentiful C) lasting D) long
8. My computer developed a virus that I just couldn't get _____ of.
A) out B) away C) rid D) free
9. Critics of the post office have _____ out that there are still long queues in many branches.
A) spoken B) given C) let D) pointed
10. The award was received by the manager on _____ of his staff.
A) account B) behalf C) place D) honour

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

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

Vocabulary Tests

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

V.5 БАҲОЛАШ МЕЗОНИ

Хорижий тил (Инглиз тили) фанидан талабалар билимини баҳолаш мезонлари

Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

Талабаларнинг билими куйидаги мезонлар асосида:

- талаба мустакил хулоса ва қарор қабул килади, ижодий фикрлай олади, мустакил мушохада юритади, олган билимини амалда куллай олади, фаннинг (мавзунинг) мохиятини тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **5 (аъло) баҳо**;

- талаба мустакил мушохада юритади, олган билимини амалда куллай олади, фаннинг (мавзунинг) мохияти тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда- **4 (яхши) баҳо**;

- талаба олган билимини амалда куллай олади, фаннинг (мавзунинг) мохиятни тушунади, билади, ифодалай олади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **3 (коникарли) баҳо**;

- талаба фан дастурини узлаштирмаган, фаннинг (мавзунинг) мохиятини тушунмайди ҳамда фан (мавзу) бўйича тасаввурга эга эмас деб топилганда - **2 (коникарсиз) баҳо** билан баҳоланади.

Назорат турларини ўтказиш тартиби

Оралик назорат:

Ушбу назорат тури аудиторияда академик кичик гуруҳларда куйидаги шаклларда ўтказилади:

1-,3- ва 5- семестрларда оғзаки сўров;

2-,4- ва 6-семестрларда ёзма иш.

Оралик назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи томонидан амалга оширилади.

Якуний назорат:

Ёзма иш шаклида ўтказилади. 5 та саволдан иборат 10 вариантда, саволлар фан бўйича ўтилган мавзуларни қамраб олади. Ҳар бир саволга берилган тўғри жавоб учун 1 балл берилади.

Якуний назорат турини ўтказиш ва мазкур назорат тури бўйича талабанинг билимини баҳолаш ўқув машғулотларини олиб бормаган профессор-ўқитувчи томонидан амалга оширилади.

Тегишли фан бўйича ўқув машғулотларини олиб борган профессор-ўқитувчи якуний назорат турини ўтказишда иштирок этиши таъминланади.

Якуний назорат турини ўтказишда келишув асосида бошқа олий таълим муассасаларининг тегишли фан бўйича профессор-ўқитувчилари жалб қилиниши мумкин.

Талаба оралик ва (ёки) якуний назорат турини биринчи марта қайта топширишдан ута олмаган тақдирда, факультет декани томонидан комиссия тузилади. Комиссия таркиби тегишли фан бўйича профессор-ўқитувчи ва соҳа мутахассислари орасидан шакллантирилади.

Иккинчи марта оралик ва (ёки) якуний назорат турини ўтказиш ва талабани баҳолаш мазкур комиссия томонидан амалга оширилади.

Баҳолаш натижасидан норози бўлган талабалар факультет декани томонидан ташкил этиладиган Апелляция комиссиясига апелляция бериш ҳуқуқига эга.

Апелляция комиссияси таркибига талабани баҳолашда иштирок этмаган тегишли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида тўрт нафар аъзо киритилади.

Талаба баҳолаш натижасидан норози бўлган тақдирда, баҳолаш натижаси эълон қилинган вақтдан бошлаб 24 соат давомида апелляция бериши мумкин. Талаба томонидан берилган апелляция Апелляция комиссияси томонидан 2 кун ичида қуриб чиқилиши лозим.

Талабанинг апелляциясини қуриб чиқишда талаба иштирок этиш ҳуқуқига эга.

Апелляция комиссияси талабанинг апелляциясини қуриб чиқиб, унинг натижаси бўйича тегишли қарор қабул қилади. Қарорда талабанинг тегишли фанни ўзлаштиргани ёки ўзлаштира олмагани кўрсатилади.

Апелляция комиссияси тегишли қарорни факультет декани ва талабага етказилишини таъминлайди.

Ўзбекистон Республикасининг олий таълим муассасаларида талабалар ўзлаштиришини баҳолаш тизимини 5 баҳо ёки 100 баллик тизим ва илғор

хорижий давлатлар олий таълим тизимида кулланиладиган баҳолаш тизимига киёсий таккослаш ҳамда уларга ўтказиш мазкур Низомнинг иловасига мувофик жадваллар асосида амалга оширилади.