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ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

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II . ЎҚУВ МАТЕРИАЛЛАРИ

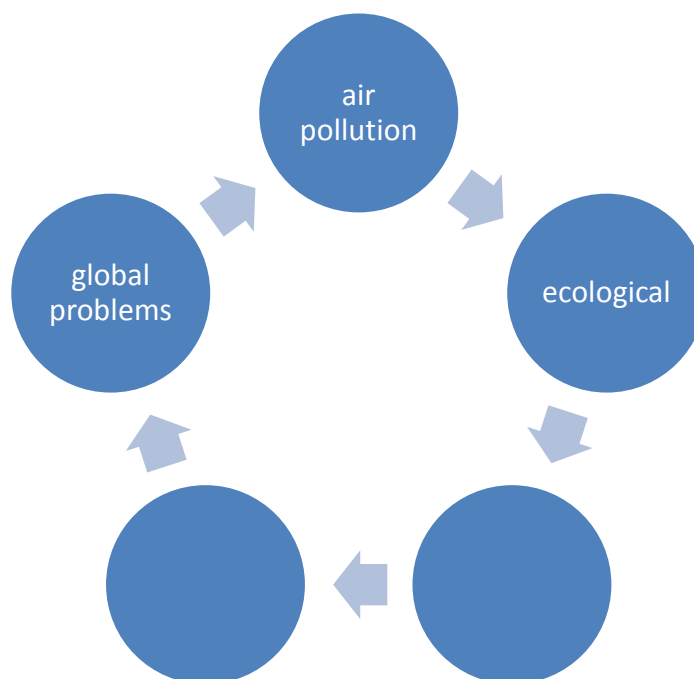
LESSON 1.

Listening: How to Reveal Root Causes of Problems

Focus students' attention on the quotes and let them share their opinion with the whole class. They may personalize the sayings citing with life examples:

1. "Every problem is a gift- without problems we wouldn't grow"(Anthony Robbins)
2. Most of the problems are because of two reasons. We act without thinking or we keep thinking without acting (Unknown)
3. " The difficult problems in life always start off being simple. Great affairs always start off being small.(Lao Tzu)

- I. Group work. Filling in the cluster with global problems and their root cause factors.



- II. Focus students' attention on the chart of the words with their descriptions:

Superficial	Not thorough, deep, or complete; cursory
To fix	A solution to a problem, especially one that is hastily devised or makeshift
Repeatedly	If you do something repeatedly, you do it many times
To figure out	If you figure out a solution to a

	problem or the reason for something, you succeed in solving it or understanding it
An incident	An instance of something happening; an event or occurrence
A reason	A cause, explanation, or justification for an action or event
A likelihood	The state or fact of something being likely; probability
To trigger	An event that is the cause of a particular action, process, or situation
To trace (back)	If you trace the origin of development of something, you find out or describe how it started or developed

Listening:

Student: Professor, may I ask you for some suggestions for my library-research paper?

Tutor: Yes, of course. What is the problem?

Student: You know I am writing a research paper about arising problems. I am really confused, what should I to begin with?

Tutor: Oh, the way I see it, you should begin with analyzing root causes of problems.

Student: How to analyze roots of problems? For example, in medicine it's clear to understand the difference between treating symptoms and healing an illness. If you're in pain because of your broken leg, you WANT to have your symptoms treated first! However, taking painkillers won't cure your leg, and you need true treatment to get well. How should I approach, How should I act, as far as it is concerned a problem at work or study?

Tutor: If you only set a problem going superficially- the problem will happen again... which will lead to reiteration of action concerning the same problem. In my opinion, you should look deeper to reveal root anises of the problem arising, fix the underlying systems and processes.

Student: How to understand to reveal root cause of the problem?

Tutor: To reveal root cause of problems is identifying the origin of problems.

Student: Well, are there any peculiarities of identifying the origin of problems?

Tutor: Certainly. There is a specific set of steps to find the initial cause of the problem, so the first thing you do is: determining the incident, its reasons and ways of reducing the likelihood in case it happens again. The way I see it, all systems and events are interconnected. Actions trigger one another and so on until they become a problem. By tracing back these actions, you can clarify the root of the problem and how it becomes I he problem you're now facing.

Student: Usually problems are quite different. Are there any common types of causes

Tutor: Well yes. Causes are classified into three basic types: Physical causes, which depend on tangible, material items failed in some way (for example, a car's engines stopped working), Human causes, when people did something wrong, or did not do something that was needed. Human causes typically lead to physical causes (for example, no one filled the brake fluid, which led to the brakes failing) and Organizational causes, which arise because of a system, process, or policy that people use to make decisions or do their work is faulty (for example, no one person was responsible for vehicle maintenance, and everyone assumed someone else had filled the brake fluid).

Student: Yeah, I see. Is it necessary to clarify all types of causes?

Tutor: It is desirable to look at all three types of causes. It involves investigating the patterns of negative effects, finding hidden flaws in the system, and discovering specific actions that contributed to the problem. Thus, you can reveal more than one root cause. You can do such kind of analysis almost in any situation. Be careful to understand when you've found a significant cause that can, in fact, be changed.

Student: Oh, thank you for your good advice, professor. I will do my best in preparing my paper. May I ask you to check my paper after I finish it?

Tutor: Oh, yes with pleasure, of course "No problem."

Ex.5 p.7. Let students listen to the tape again and fill in the gaps with suitable words from the box.

1. If you only set a problem - what you see on the surface - the problem will almost certainly happen again... which will lead you to fix it, again, and again, and again.

e.g. If you only set a problem going superficially— the problem will happen again... which will lead to reiteration of action concerning the same problem.

2. Look deeper to figure out why the problem is occurring, you can fix the underlying systems and processes that cause the problem. You should look deeper to reveal root causes of the problem arising, fix the underlying systems and processes.

3. A specific set of steps to find the primary cause of the problem are:

There is a specific set of steps to find the initial cause of the problem:

- Determine what happened.
- Determine why it happened.
- Figure out what to do to reduce the likelihood that it will happen again.

determining the incident, its reasons and ways of reducing the likelihood in case it happens again.


4. An action in one area triggers an action in another, and another, and so on. Actions trigger one another and so on.

5. By tracing back these actions, you can discover where the problem started and how it grew into the symptom you're now facing.

Ex. 6 p.7. Draw Ss attention to the anecdotes. Ask them to read them individually and write their problem cause types. 1. Organizational cause 2. Human cause 3. Physical cause

Ex.8 p.8. Discuss with the whole class the presented question. Ask them to think about the possible problems which might arise in their field of specialty. Let them give examples for all three types of problem cause.

Grammar: Linking words/phrases

 LINKING WORDS in English			
Order	Time	Addition	Contrast
First/firstly Second/secondly Third/thirdly Finally Above all Before Subsequently Previously Following At this time After During Soon Since While	Meanwhile Presently At last Finally Immediately Thereafter At that time Subsequently Currently Eventually In the meantime In the past	Moreover Too Also Besides In addition Not only ... but also Apart from this Along with Further Furthermore Additionally Again Equally First, second...	However Nevertheless On the other hand On the contrary Conversely Nonetheless Instead Though Even so Notwithstanding Alternatively At the same time Unlike While Whereas Differing from

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Exercise: Fill in the blanks with appropriate linking words. Each question is followed by three suggested answers. Choose the most appropriate one.

1. She was unable to attend the meeting.
 a) in particular b) therefore c) as well as
2., we are satisfied with your performance.
 a) For example b) In general c) As well as
3. I am not quite sure what time I will arrive,
 maybe half past eight or a quarter to nine. I will be there before
 nine o'clock.
 a) Anyhow b) In particular c) In general
4. It is a small house and requires a lot of repairs., it is a long
 way from the center.
 a) Nonetheless b) In particular c) Moreover
5. Everybody had heard of Einstein,hardly anyone could understand his
 theory of relativity.
 a) and b) but c) of course
6. He was always popular with women and even got married twice.
, the women closest to him were invariably unhappy.
 a) Certainly b) All the same c) Even so

7. It is true that the British did some good in India., colonialism is basically bad.

a) **Even so** b) **of course** c) **in particular**

8. Can you help me in?

a) **Anyway** b) **any way** c) **by the way**

9. The car broke down on the way., I managed to reach in time.

a) **Certainly** b) **Therefore** c) **In spite of this**

10. 'Interesting movie?' '....., it was a complete waste of time'.

a) **However** b) **On the contrary** c) **Certainly**

Homework: Ex. 7 p.7. Give Ss a minute to look back and think about 3 problems they faced last week, ask them to list them down and explain their root causes. Elicit students' answers and let them decide which type of root causes their problems refer to. Answers may vary.

LESSON 2

Reading: Scientists' opinion. Writing: Opinion Essay

Typescript 2

Host: Good morning, dear listeners. Today again we are in the radio program

When people want to have more changes in their lives by a wish to make it happier, they try to experiment something extraordinary or even incorrect, unnatural which may sometimes bring to different disasters. Those issues can be done by not wanting to damage nature or social structure but anyway those faults may harm some spheres in life, society. Not being aware of negative, harmful consequences, they can change a lot of things to worse.

Today we are going to speak about a terrible event when a human being's interruption in environmental issue altered the whole eco-system of the region.

People think that the nature should be fully exploited by humans for production purposes. But the story to be told today, we hope, will be a lesson for what can happen when changes are made to an ecosystem. We invited Mrs. Park Lee, a professor in history at the Chinese State University of Diplomacy.

Host: Good morning, Mrs Lee. Mrs: Good morning. Host: Mrs. Lee, would you like to tell the whole tragic story happened in China to our listeners? Mrs. Park Lee: Oh, sure. Just now, let me remember, it was in 1957, no no no it was in 1958 the Chinese farmers had less harvest than it was expected. They reasoned that sparrows ate grain seeds. The country was particularly suffering from sparrow. Chinese scientists calculated that each sparrow consumed 4.5 kg of grain annually (Host: Wow); that meant every million sparrows were eating food which could feed 60,000 people. On hearing that information Chinese leader Mao Zedong ordered the extermination of sparrows. This was a shockingly irresponsible idea for the ecosystem you know. He didn't want to discuss his plan or listen to experts (Host: Oh, my God). Yes Mao launched the Great Sparrow Campaign to solve the problem.

To accomplish this task, Chinese citizens were mobilize in massive numbers to eradicate the birds by forcing them to fly until they fell from exhaustion. On December 13, it was that day yes, from the early morning, the birds were terrorized by Chinese people who took to the streets clanging their pots and pans or beating drums to prevent them from landing. Nests were torn down, eggs were broken, chicks killed, and sparrows were shot down from the sky. By 8 pm of that night, it was estimated that a total of about 200000 sparrows were killed. As a result of these efforts, the sparrow became nearly extinct in China. And that's when the problems started. A large type of grasshopper, mainly tropical called Locust populations occurred. They swarmed the countryside as there were no sparrows in sight. And without the sparrows to curb the insect population, the crops productivity reduced drastically in a way far worse than if birds had been allowed to hang around. Consequently, agricultural yields that year were disastrously low. Rice production in particular was hit the hardest. Host: Oh that's awful

By April of 1960, it started to become painfully obvious to the Chinese leaders that

the sparrows, in addition to eating grains, ate insects. On the advice of the Chinese Academy of Sciences, Mao declared full-stop to the Great Sparrow Campaign. But it was very late, the damage was done and the situation got progressively worse. The overflow of insects, plus the added effects of widespread deforestation and misuse of poisons were a significant contributor to the Great Chinese Famine (1958-1961) in which an estimated, can you imagine 30 million people died of starvation. Things got so bad that the Chinese government started importing sparrows from other countries.

Host: Oh, from your story we can see that human disturb into environmental issues brought so many disasters, It brought tragic unintended consequences to the whole country. Humanity did a lot of mistakes in past but they should serve us as a good lesson. Thank you for your attention. Good bye.

4. Ask students to read the statements. Let them listen to the interview again and number the statements 1-10 following the order in the tape. Check the results.

1. Humanity did a lot of mistakes in past but they should serve us as a good lesson.
 2. But the story to be told today, we hope, will be a lesson for what can happen when changes are made to an ecosystem.
 3. They reasoned that sparrows ate grain seeds.
 4. On hearing that information Chinese leader Mao Zedong ordered the extermination of sparrows.
 5. Nests were torn down, eggs were broken, chicks killed, and sparrows were shot down from the sky.
 6. By 8 pm of that night, it was estimated that a total of 194,432 sparrows were killed.
 7. They swarmed the countryside as there were no sparrows in sight.
 8. The overflow of insects, plus the added effects of widespread deforestation and misuse of poisons were a significant contributor to the Great Chinese Famine (1958-1961) in which an estimated 30 million people died of starvation.
 9. Consequently, agricultural yields that year were disastrously low.
 10. On the advice of the Chinese Academy of Sciences, Mao declared full-stop to the Great Sparrow Campaign.
- 5. Listen to the tape and fill in the blanks with appropriate words and phrases.**

Chinese farmers were not (a)_____ with the little harvest they gathered in 1958. Calculation showed that (b)_____kg of grain was eaten by each sparrow. Under the influence of sparrow grain seed eating habit a Chinese leader Mao Zedong ordered the (c)_____ of sparrows. The whole (d) _____killed hundreds of millions of sparrows. Ways of (e)_____included breaking eggs, killing chicks as well as shooting sparrows down from the sky. On December 13, sparrows were terrorized by children, workers, farmers holding their pots and pans (f)_____birds' landing. Result of these efforts was a nearly (g)_____of sparrows in China. Sparrows were replaced with another type of crop eater, a large type of grasshopper population (h)_____. In 1960, it became known that sparrows ate also (i)_____.

Which made Mao Zedong order to stop Great Sparrow War.

Key words: (a) satisfied (b) 4,5 (c) extermination (d) anti sparrow war (e) terminating (f) to prevent (g) extinction (h) locust (i) insects

Writing: Opinion Essay

Opinion essays are formal in style. They require your opinion on a topic which must be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) an Introductory paragraph in which you state the topic and your opinion;
- b) a main body which consists of two or more paragraphs. Each paragraph should present a separate viewpoint supported by your reasons. Another paragraph giving the opposing viewpoint and reasons may be included; and
- c) a conclusion in which you restate your opinion using different words.

Points to consider first decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.

Write well-developed paragraphs consisting of more than one sentence. Begin each paragraph with a topic sentence, which summarizes what the paragraph is about.

Linking words should be used throughout your composition.

Use the techniques shown on p. 66 to begin and end your essay.

Useful Language

To express opinion: I believe, In my opinion, I think, In my view, I strongly believe, The

way I see it, It seems to me (that)

To list points: In the first place, first of all, to start with, Firstly, to begin with

To add more points: what is more, another major reason, also, furthermore, moreover, in addition to this/that, besides, apart from this, not to mention the fact that

To Introduce contrasting viewpoints: It is argued that, People argue that, Opponents of this view say, There are people who oppose, Contrary to what most people believe, As opposed to the above ideas

To introduce examples: for example, for instance, such as, in particular, especially

To conclude: To sum up, All in all, All things considered, Taking everything into account

Introduction

Paragraph / state the topic and your opinion clearly

Main body

Paragraph 2

viewpoint 1 and reason

Paragraph 3 *

viewpoint 2 and reason

Paragraph 4

give the opposing view point and reasons

conclusion

Final Paragraph

restate your opinion, using different words

* you may include more viewpoints, and therefore more paragraphs in the main body

Read the model composition and write down the topic of each paragraph.

Underline any linking words or phrases and replace them with other similar ones. How else could you start this essay?

Are you in favour of or against exams being abolished?"

Is too much emphasis placed on examinations results today? In my view, their role needs to be re-examined if they are to continue to play a part in the educational system.

In the first place, exams do not actually test a person's knowledge of a subject but rather how much they can remember on the day of the exam. In addition, facts such as students feeling unwell or suffering from a case of nerves on the day of the exams are not taken into consideration.

Furthermore, the exam system is unfair to people who have studied hard but have a poor memory for facts and figures. Also, it is often the case that people who have not studied can copy from someone else who has.

It is argued that exams are the most efficient way of comparing the abilities of a group of people and that an exam will often encourage people to compete to get better grades. Making grades and exam results the main point of learning though, gives students the wrong idea of what education is all about.

In conclusion, it seems to me unfair to give a person only one chance to show what they are capable of. I think that the whole educational system needs to be changed so that exams are not the only way of assessing a student's knowledge.

- III. **First give your opinions and reasons concerning the topic below**, then read the model and give the topic of each paragraph. Next, replace the highlighted linking words with similar ones. Finally, underline the reason given for each viewpoint.

People spend too much time and money on fashion.

Do you agree or disagree?

Every season, the great fashion houses of Europe and America present their new collections in the hope of persuading people to renew their wardrobes by purchasing the latest designs. In my opinion, one does not have to be a slave to fashion in order to look smart. To start with, following the latest trends in fashion can be extremely expensive. This is especially true for those who buy costly designer clothing.

There is also the risk of getting into debt in order to keep up with the latest fashions. In addition to this, followers of fashion often give up their individuality for the sake of fashion. They choose clothes which suit neither their figures nor their personalities.

This is unfortunate, as the way we dress should reflect who we really are.

On the other hand, some people argue that it is necessary to dress fashionably in order to create the correct image for their careers. This is particularly true of those

who work with the public, as they reflect the image of their company. This does not mean that the latest fashions are the most appropriate, however. Simple but well-made clothes are almost always the best choice for business wear.

To conclude, I strongly believe that it is advisable to dress with style by choosing good quality clothes which suit you as an individual and have lasting elegance. As the famous designer Coco Chanel put it , "Fashion is made to become unfashionable. " So instead of changing your wardrobe constantly, isn 't it better to build up a collection of clothes which you can always wear?

Home work:

Complete parts of the essay below using facts and your personal opinion:

1. Nowadays global problems are getting more and more essential. I personally believe that the world as a whole currently faces several dramatic problems. Examples of these world problems include terrorism, desertification, overpopulation, deforestation, pollution and poverty. Of all these world problems the two that should currently be focused on are poverty and pollution.
2. In addition,_____
3. Apart from this,_____
4. On the other hand_____
5. To sum up,_____

LESSON 3.

Listening: Human Interference Grammar: Passives

What is the passive voice?

In general we tend to use the active voice. That is when a subject does an action to an object.

1. Somebody stole my laptop. (subject = Somebody / action(verb) = stole / object = my laptop)

The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

1. My laptop **was stolen**. (The object – now the subject = My laptop / action= was stolen)
1. Passive: Napa Valley **is known** for its excellent wines.
2. Active: [Many people] know Napa Valley for its excellent wines.
1. Passive: Twenty civilians **were killed** in the bomb explosion.
2. Active: Someone killed twenty civilians in the bomb explosion.

The passive agent

When we know who the subject is, we put it at the end with by. We call this an agent.

1. Passive: The Mona Lisa was painted **by Leonardo Da Vinci**. (agent =Leonardo Da Vinci)
2. Active: Leonaro Da Vinci painted the Mona Lisa.

Most writing instructors and editors recommend against using the passive voice, when possible. The reason for this is that when you use the active voice, your writing is clearer and less complicated.

1. Active: While Mr. Taylor was driving down Highway 101, a police officer pulled him over and gave him a speeding ticket.
2. Passive: While Mr. Taylor was driving down Highway 101, he was pulled over and given a ticket by a police officer.

If it's a long sentence and you know who the subject is, it's best to use the active voice.

The passive is often used to report something or to state a fact.

1. Highway 15 was closed yesterday due to a serious road accident.
2. A lot of corn is grown in Iowa.

Forming the passive voice

The passive voice is not a tense in English. Each tense has its own passive voice which is created by using a form of the **auxiliary verb** to be + V3 (past participle)

The passive voice in each tense:

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Present simple	am, is, are + made	Wine is made from grapes. Many cars are made in Japan.

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Present progressive	am, is, are + being + sent	The document is being sent right now. I am being sent to work in the London office.
Past simple	was, were + invited	John was invited to speak at the conference. We were invited to Daniel and Mary's wedding.
Past progressive	was, were + being + washed	The dog was being washed when I got home. Their cars were being washed while they were in the mall shopping.
Future (will)	will be + signed	The contract will be signed tomorrow. The documents will all be signed by next week.
Future (going to)	am, is, are + going to be + built	A bridge is going to be built within the next two years. New houses are going to be built in our neighborhood.
Present perfect	has, have + been + sold	That start-up has been sold for \$5 million. The rights to his book have been sold for \$250,000.
Past perfect	had + been + hired	The new manager had been hired before John left the company. All the employees had hired before the store opened.
Future perfect	will + have been + finished	The car will have been loaded by the time he gets home. The crates will have been loaded by then.

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Modals: can/could	can, could + be + issued	A passport can only be issued at the embassy. He said the documents could be issued within the week.
Modal: have to	have to, has to, had to + be + arranged	A babysitter has to be arranged for this evening. Joan's travel plans have to be arranged by December.
Modal: must	must + be + stopped	Criminals must be stopped before they commit crimes.

All of the rules for passive negatives and questions are the same as for the active voice.

Note: **Verbs** that have no object (no one to "receive" the action) cannot be put into the passive, such as, arrive, come, die, exist, go, happen, have, live, occur sleep, etc.

Passive Voice – Exercises

Fill in the correct passive form of the verb in parentheses.

1. After the earthquake, aid was sent to the people of Haiti. (sent)
2. The electricity was cut off because the bill hadn't been paid. (not pay)
1. Penicillin _____ by Alexander Fleming in 1928. (discover)
2. Statements _____ from all the witnesses at this moment. (take)
3. Whales _____ by an international ban on whaling. (must protect)
4. Both weddings _____ by Good Taste. (cater)
5. A Picasso _____ from the Metropolitan Museum of Art. (steal)
6. _____ this washing machine _____ in Germany? (make)
7. Tea _____ in China. (grow)
8. When we reached the airport, we found that all the flights _____ due to the storm. (cancel)
9. The fax _____ until tomorrow morning. (not send)
10. The soundtrack of a movie _____ always _____ after the filming is finished. (is/add)

Answers: 1. was discovered 2. are being taken 3. must be protected 4. were catered 5. was stolen 6. Was/made 7. is grown 8. had been cancelled 9. won't be sent 10. is/added

Human interference:

Groupwork : divide SS into groups of 3-4 people, distribute them paragraphs from the text " 10 Ways Humans Impact the Environment" and then discuss.

1. Overpopulation. Overpopulation has grown into an epidemic since mortality rates have decreased, medicine has improved, and methods of industrial farming

were introduced, thus keeping humans alive for much longer and increasing the total population. The effects of overpopulation are quite severe, with one of the most severe being the degradation of the environment. Humans require space, and lots of it whether it is for farmland, or industries which also takes up tons of space. An increased population results in more clear-cutting, resulting in severely damaged ecosystems. Without enough trees to filter the air, CO₂ levels increase which carries the potential to damage every single organism on Earth.

2. Pollution. Pollution is everywhere. From the trash thrown out on the freeway, to the millions of metric tons of pollution pumped into the atmosphere every year- it's obvious, pollution and waste are inescapable. Pollution is so bad that to date, 2.4 billion people do not have access to clean water sources. Humanity is continuously polluting indispensable resources like air, water, and soil which requires millions of years to replenish. Air is arguably the most polluted with the US producing **147 million metric tons** of air pollution each year alone.

3. Global Warming. Global warming is arguably the greatest cause of impact to the environment. The largest of causes emanating through CO₂ levels from respiration to more detrimental causes like burning fossil fuels and deforestation. At any rate, humans are consistently increasing CO₂ levels globally- *every year*. The highest level of CO₂ in recorded history before 1950 was about 300 parts per million. However, current measurements of CO₂ levels have exceeded above 400 PPM, abolishing every record dating back **400,000 years**. The increase of CO₂ emissions has contributed to the planet's average temperature increasing almost a whole degree. As the Temperature increases, arctic land ice and glaciers melt which causes the ocean levels to rise at a rate of 3.42mm per year, allowing more water to absorb more heat, which melts more ice, creating a positive feedback loop which will cause the oceans to rise 1-4 feet by 2100.

4. Climate Change. Climate change is closely connected to historical development of industry and technology. As global temperatures increase, Earth's weather patterns will drastically change. While some areas will experience longer growing seasons, others will become barren wastelands as water will **deplete** in vast areas, turning once floral regions into deserts. The increase will impact weather patterns, promising more intense hurricanes in both size and frequency, as well as intensifying and prolonging droughts and heat waves. But air pollution does not just affect the environment. The evidence is mounting that poor air quality and rising temperatures are ruining delicate ecosystems, even leading to increased asthma and cancer rates in humans.

5. Genetic Modification. Genetically modified organisms (GMOs) have been a major contributor to the survival and prosperity of humans. GMO's are selected bred crops or crops that have had DNA directly implanted into it in order to give an advantage to the crop, whether that be to sustain colder temperatures, require less water, or yield more product.

6. Ocean Acidification .Ocean acidification is caused when CO₂ dissolves into the ocean bonding with sea water creating carbonic acid. The acid reduces the pH levels in the water, essentially changing the Ocean acidity by 30% in the last 200

years according to analysis - a level that the ocean has not been at in over 20 million years.

7. Water Pollution. Every year over 8 millions tons of garbage dumped into the ocean. Not only is garbage introduced into the oceans, but also the excessive amounts of fertilizer that finds its way into the ocean through rains, floods, winds, or dumped in excess right into the largest producer of oxygen we have. Fertilizer contains nitrogen, an element essential for the growth of plants- but that does not limit it to what it was intended for. Since the garbage mainly consists of plastics, it is largely indissoluble. The garbage accumulates in large vortexes across the ocean. Pollution is the number one threat to all aquatic life and is lead cause of reduced biodiversity. This is really sad given that water and water life-forms are some of the most important natural resources at our disposal.

8. Deforestation. With an exponential expansion in human beings, more food, materials, and shelter are being manufactured at stupendous rates, mostly stemming from forestry. With trees being one of the largest producers of oxygen, clearly that is not a good thing for humans- and especially not for the animals that call the forest home. With millions of different species that live in forests, deforestation is a major threat to their survival and a big conservation issue. It also increases the greenhouse gases within the atmosphere which leads to further global warming. Such human activities need to stop if we wish to survive.

9. Acid Rain. When humans burn coal, sulphur dioxide and nitrogen oxides are released into the atmosphere where they rise up and accumulate in the clouds until the clouds become saturated and rain acid, causing havoc on the ground beneath. When the rain falls, it accumulates in water bodies which are especially harmful to lakes and small bodies of water. The ground surrounding the water soaks up the acid, depleting the soil of essential nutrients. Trees that absorb the acid accumulate toxins that damage leaves and slowly kills large areas of forest.

10. Ozone Depletion The ozone layer is renowned for its ability to absorb harmful UV rays that would otherwise be detrimental to the health of all walks of life. Without an ozone layer, walking outside would be unbearable. Ozone is made up of three bonded oxygen's that float up to the stratosphere where they absorb a substantial amount of UV radiation, protecting all life down below. However "ozone-depleting substances" (or ODS) primarily made up of chlorine and bromine find their way up to the stratosphere where they strip the O₃ of an oxygen, destroying its capabilities of absorbing UV light.

Homework : 1. Make up 10 sentences in passives.

3. Prepare for speaking: what can I do to save my planet?

LESSON 4

Reading: The hole in the ozone layer. Writing: Cause and effect essay

The Ozone Layer

The Earth's atmosphere is composed of several layers. The lowest layer, the troposphere, extends from the Earth's surface up to about 6 miles or 10 kilometers (km) in altitude. Virtually all human activities occur in the troposphere. Mt. Everest, the tallest mountain on the planet, is only about 5.6 miles (9 km) high. The next layer, the stratosphere, continues from 6 miles (10 km) to about 31 miles (50 km). Most commercial airplanes fly in the lower part of the stratosphere.

Most atmospheric ozone is concentrated in a layer in the stratosphere, about 9 to 18 miles (15 to 30 km) above the Earth's surface (see the figure below). Ozone is a molecule that contains three oxygen atoms. At any given time, ozone molecules are constantly formed and destroyed in the stratosphere. The total amount has remained relatively stable during the decades that it has been measured.

The ozone layer in the stratosphere absorbs a portion of the radiation from the sun, preventing it from reaching the planet's surface. Most importantly, it absorbs the portion of UV light called UVB. UVB has been linked to many harmful effects, including skin cancers, cataracts, and harm to some crops and marine life.

Ex.1 Read the text and fill in the blanks with the appropriate verbs in passive

Key words: deplete, bring, destroy, call, release, emit, use, consider, produce

The Hole in the Ozone Layer

Since existing of humanity they tried to make their life much easier, happier, so they invented cars, air-conditioners, fire extinguishers and many others. As a result the ozone layer_____. Ozone itself is a useful protective layer high above our heads. Scientific evidence indicates that the damage of the ozone in the stratosphere high above the planet's surface_____ as the result of the widespread use of chemicals. The stratospheric ozone _____ by manufactured chemicals, containing chlorine and/ or bromine. These chemicals_____ «ozone- depleting substances» (ODS) which under normal conditions are chemically harmless. Stratosphere is about 15-50 kilometers above the Earth surface.

What's more, ODS have a long lifetime in our atmosphere - up to several centuries. This means most of the ODS_____ over the last 80 years and they are still making their way to the stratosphere, where they will add to the ozone destruction. For example, large amounts of gas called CFCs_____ in the twentieth century for use in everyday appliances like fridges, aerosol spray cans, and fire extinguishers.

One type of ODS is Halons. They_____ in specialized fire extinguishers. Halons can destroy up to 10 times as much ozone as CFCs can. For this reason, halons_____ to be the most serious ozone-depleting group of chemicals.

Ozone layer holds harmful ultraviolet radiation which_____ by the Sun ultraviolet radiation. It can damage cells of living, affect the growth of plants. The worst is the generation of “green house”, or “global warming”.

Work in groups of 4/5. Discuss the “seen today and may occur in the future” unintended consequences of the issues listed below.

- | | |
|---------------|------------------------|
| 1. Diet | 2. Tax from income |
| 3. Internet | 4. Bluetooth 5. Robots |
| 6. Technology | 7. Nuclear power |
| 8. Computer | 9. Medicine |

Writing: Cause and effect essay

An essay in which we suggest solutions to a problem is a formal piece of writing. For each suggestion made, we should mention any expected results or consequences.

A good essay providing solutions to problems should consist of:

- a) an **Introductory paragraph** which states the problem (reasons why it has arisen can also be included);
- b) a **main body** in which we present our suggestions and results/consequences (remember to begin a new paragraph for each suggestion made); and
- b) a **closing paragraph** in which we summarise our opinion.

Useful Language

To introduce suggestions: To begin/start with, One way to, Another solution would be....

Another way to ... would be ...

To express cause: because of/owing to/due to the fact that, for this reason

To express effect: thus, therefore, as a result, consequently, so, as a consequence

To express reality: in fact, as a matter of fact, actually, in practice

To emphasise what you say: obviously, clearly, needless to say, in particular

To conclude: All in all, To sum up, All things considered

- I. Read the following essay and give the topic of each paragraph. Then replace the underlined words/phrases with other similar ones.**

"What can we do to reduce global litter?"

Global litter is an ongoing concern which many nations have to deal with. Fortunately, there are a number of possible solutions which could lead to a permanent reduction in the waste that has mounted up in countries around the world.

One way would be to encourage companies to use bio-degradable packaging for their products.

Bio-degradable items decompose naturally and therefore they do not add to the problem of litter.

Another solution would be to save scrap metal in order to put it to further use. As a result, all discarded metal products such as vehicles, water tanks and machine parts could be melted down and used to make other products.

The most effective method of reducing litter, however, is to educate people to recycle their household waste products. In fact, schemes such as paper saving, bottle banks and aluminium can collections have all been successful in reducing litter in many countries.

All things considered, there are many solutions to the problem of global litter. The sooner these solutions are put into action, the more significant the reduction in global litter will be.

II. Match each suggestion with the corresponding result and link them with an appropriate word/phrase from the list below.

thus, therefore, so, as a result, consequently

Suggestions	Results
1. One way to solve famine disasters in third-world countries is for the rest of the world to provide them with the financial aid they need in order to build extensive irrigation systems.	a They would have a secure base from which to rebuild their lives and perhaps find jobs,
2. One way to help reduce pollution in large cities would be to encourage people to only drive vehicles which run on lead-free fuel.	b They would be more relaxed and suffer less stress,
3. It has been suggested that one way of helping homeless people is for authorities to accommodate them in low-cost hostels.	c They would be able to grow their own crops successfully and increase their food supplies,
4. Another solution would be for the social services to pay unemployment benefit for a limited time only.	d There would be less air pollution due to the reduction in harmful exhaust fumes.
5. One way for people to use up excess energy is to take up a sport of some kind.	e More people would be encouraged to enter the workforce as soon as possible.

III. Work in pairs. Look through the tips in the box. Read the statements and underline the “cause” part and circle the “effect” part.

Cause answers to “Why did smth happen?”

Effect answers to “What happened because of smth.?”

Example: All the schools were closed, because the storm damaged the city **or**

As the storm damaged the city, all the schools were closed.

Cause: the storm damaged the city

Effect: all the school were closed

1. As the technology has been advancing, the number of unemployed is becoming large day by day.
2. Deforestation is massively spreading as the number of population is growing speedily.
3. Pesticides that farmers spray on their crops kill pests both to protect and nurture the harvest but they can also damage people’s health.
4. Modern technical appliances are turning the young generation into “digital” ones which may somehow be supposed as the present demand but they seem to becoming more and more addicted to them.

Homework: 1. Learn new words by heart.

LESSON 5

Listening: "Hero" (song by Mariah Carey)

1. Listen to the song. Fill in the gaps

"**Hero**" There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on

There will be tomorrow

In time

You'll find the way

2. Tell the students to work in pairs and look through the word combinations from the lyrics and discuss what the singer messages via them

3. Ask students to reflect on their past and remember any of their either academic or personal problems. Tell them to retell how they overcame the obstacle using the word combinations in Ex.4 to express their emotional state on those "rainy days".

Grammar: need + to / need + ing

Need to and Needs-ing

We use '**need**' to talk about things we think are necessary to do. We can use two different structures - **need / needs to** and **need / needs -ing**

Need to

We use this form when we want to talk about something that's necessary for someone to do. We usually mention who is going to do it. For example: "**I need to go** to the dentist" means "It's **necessary for me** to visit the dentist".

We form this structure with:

Subject	need or needs to	Verb
Ellie	needs to	Practice
Alice	needs to	wear a uniform
They	need to	go shopping
We	need to	post the letters

We form the negative with:

subject	don't or doesn't need to	Verb
Paul	doesn't need to	take Ellie riding
She	doesn't need to	drive
We	don't need to	pay to go to the park
They	don't need to	buy a present

Need –ing

We can use this form when we want to talk about something that is necessary for someone to do. We don't have to say **who** is going to do it. For example, when the instructor said "**Dusty needs untacking**" she meant "The horse needs to be untacked by **you, Ellie**".

This is a **passive structure** where the usual **subject + verb + object** form changes to **object + need + verb+ing**.

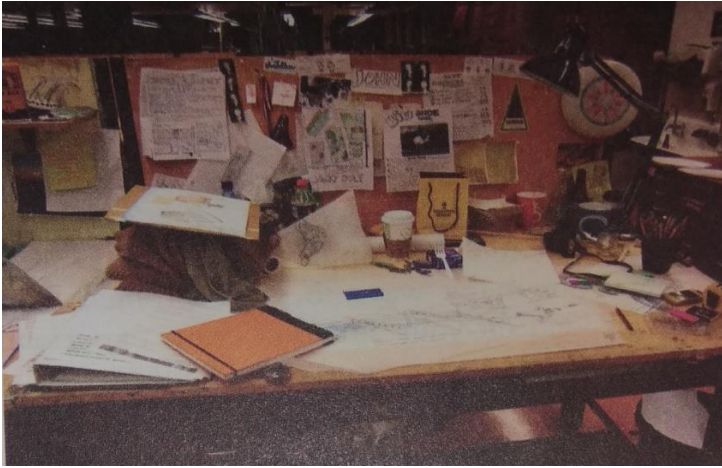
We form this structure with:

Object	need or needs	verb+ing
The horse	needs	untacking
The house	needs	tidying
The stables	Need	mucking out
These letters	Need	posting

We form the negative with:

Object	don't or doesn't need	verb + ing
The car	doesn't need	washing
The plant	doesn't need	watering
The stables	don't need	painting
The horses	don't need	feeding

1. Look at the photo in which the messy study room is depicted. Make up several possible sentences using **need+to** and **need+ing** to tidy the room. Share them without partner.



LESSON 6.

Reading: Basic Steps of Problem Solution. Writing: providing solutions to a problem essay.

Focus students attention on the famous quote by ‘Great Minds’. Allow them some time to highlight the message of the quotes with life-taken examples. Let some students share their explanations with the whole group. Possible answer: Einstein is quoted as having said that if he had one hour to solve the problem he would spend fifty-five minutes defining the problem and only five minutes finding the solution. This quote does illustrate an important point: before jumping right into solving a problem, we should step back and invest time and effort to improve our understanding of it. Some strategies can be used to see problems from many different perspectives and master what is the most important step in problem solving. **1. Tell students to work in pairs and give their ideas about problem and solution. Let them share with the whole group. Encourage students to work in pairs.** Ask them to list down the stages that they usually follow up in solving any problem. All options are acceptable.

2. Read the text. Match the four basic steps of problem solutions 1-4 in the frame.(ex.10 p.16)

Problem solving is one of the most essential skills in life. Regardless of who you are or what you do, you will face obstacles. How you deal with such challenges will often be a determining factor in how successful you are at life. While problems come in a wide variety of shapes and sizes, this article will give you some tools to help find solutions.

There are many ways to solve problems, and will depend on your situation, your experience, your knowledge, your attitude, and your problem to determine the best approach. Use logic to arrive at a conclusion. To solve virtually any problem, you can use a process of elimination – dividing the issue down until all you have left is the problem. There are four basic steps of this process:

1. define the problem
2. develop a plan
3. implement the plan
4. evaluate the results

Until there's an acceptable answer, you will repeat steps 2 through 4 until that answer has been reached. We'll use a common problem to illustrate this scenario

The easiest solution!

A large cosmetics company had a problem that some of the soap boxes coming off the production lines were empty. The problem was quickly isolated to the assembly line, which transported the packaged boxes of soap to the delivery department: some soap boxes went through the assembly line empty.

The management asked its engineers to solve the problem. They spent much

time and money in devising an X-ray machine with high- res monitors manned by staff to watch all the boxes on the line to make sure they weren't empty.

A workman hearing about this, came up with another solution. He got a powerful industrial fan and pointed it at the assembly line. As each soap box passed the fan, the empty boxes were blown off the line.

Moral: the simplest solution is usually the best!

3. Let students read the text and match the four basic steps of problem solution 1-4 with the context passages in the frame.

1. Define the problem	A large cosmetics company had a problem that some of the soap boxes coming off the production lines were empty. The problem was quickly isolated to the assembly line, which transported the packaged boxes of soap to the delivery department: some soap boxes went through ,the assembly line empty.
2. Develop a plan	The management asked its engineers to solve the problem. They spent much time and money in devising an X-ray machine with high-res monitors manned by staff to watch all the boxes on the line to make sure they weren't empty.
3. Implement the plan	A workman hearing about this, came up with another solution. He got a powerful industrial fan and pointed it at the assembly line. As each soap box passed the fan, the empty boxes were blown off the line.
4. Evaluate the results	Moral: the simplest solution is usually the best!

4. Work in pairs. List down the stages that you usually follow in solving any problem.(ex.9 p.16)

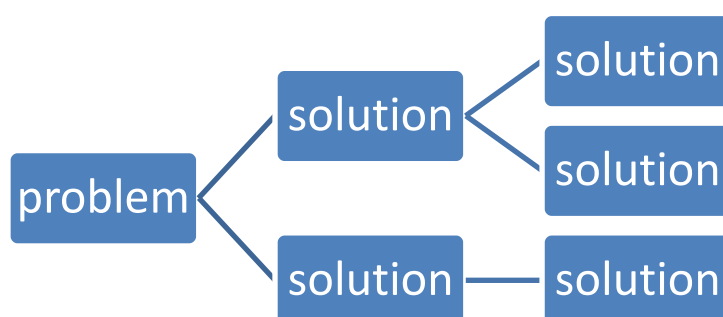
a. _____ b. _____ c. _____
d. _____

Writing: providing solutions to a problem essay

- 1. look at the problems (1-5) and write possible suggestions and coming results from them. The first has been done (ex.11 p.16)**

Problems	Suggestions	Results
1. pollution	Daily rubbish collection	Reduce the amount of rubbish to be collected and save natural resources
2. computer addiction		
3. lack of play grounds		
4. traffic jam		
5. human trafficking		

3. Make your own mind map to solve any problem



4. Read the conjunctions *a-w* and find in what part of cause and problem and solution they can be used

<ol style="list-style-type: none"> 1. To introduce suggestions (c, g, m, s) 2. To express cause (f, p, w) 3. To express effect (a, j, k, o, t, v) 4. To express reality (d, I, l) 5. To emphasize what you say (e, h, q, u) 6. To conclude (b, n, r) 	<p>a)thus b)all in all c) to begin/start with d) in fact e) obviously f) because of/ owing to g) one way to h) clearly i) actually j) as a consequence k) therefore l) in practice m) another solution would be n)to sum up o) as a result p) due to the fact that q) needless to say r) all things considered s) another way to....would be..., t) so u) in particular v) consequently w) for this reason</p>
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Providing solutions to a problem essay

An essay in which we suggest solutions to a problem is a formal piece of writing. For each suggestion made, we should mention any expected results or consequences.

A good essay providing solutions to problems should consist of:

a) **an Introductory paragraph** which states the problem (reasons why it has arisen can also be included);

b) **a main body** in which we present our suggestions and results/consequences (remember to begin a new paragraph for each suggestion made); and

c) **a closing paragraph** in which we summarize our opinion.

Useful Language

To introduce suggestions: To begin/start with, One way to, Another solution would be....

Another way to ... would be ...

To express cause: because of/owing to/due to the fact that, for this reason

To express effect: thus, therefore, as a result, consequently, so, as a consequence

To express reality: in fact, as a matter of fact, actually, in practice

To emphasize what you say: obviously, clearly, needless to say, in particular

To conclude: All in all, To sum up, All things considered

1. Read the following essay and give the topic of each paragraph. Then replace the underlined words/phrases with other similar ones.

"What can we do to reduce global litter?"

Global litter is an ongoing concern which many nations have to deal with. Fortunately, there are a number of possible solutions which could lead to a permanent reduction in the waste that has mounted up in countries around the world.

One way would be to encourage companies to use bio-degradable packaging for their products. Bio-degradable items decompose naturally and therefore they do not add to the problem of litter.

Another solution would be to save scrap metal in order to put it to further use. /Is a result, all discarded metal products such as vehicles, water tanks and machine parts could be melted down and used to make other products.

The most effective method of reducing litter, however, is to educate people to recycle their household waste products. In fact, schemes such as paper saving, bottle banks and aluminium can collections have all been successful in reducing litter in many countries.

All things considered, there are many solutions to the problem of global litter. The sooner these solutions are put into action, the more significant the reduction in global litter will be.

2. Read the following essay and fill in the gaps with the appropriate topic sentences.

A. An additional technique is to use the movement of the ocean tides to generate power.

B. One alternative which is already widely used is nuclear power.

C. All things considered, the need to develop alternative energy sources is of vital importance.

D. A nother alternative source of energy is solar power.

Coal will not last forever. What alternative sources of energy can we use ? Coal is a “non-renewable” resource. This means that once it has been used up, it is gone forever. The use of coal is also environmentally harmful. Consequently, the development of alternative sources of energy is very important.

[1] A single power station of this type can satisfy the energy needs of a whole city and does not pollute the air. Therefore, air quality is improved in countries which use this technology. However, it does produce radioactive waste which is difficult to dispose of.

[2] It is a very low-cost source of energy, therefore more and more countries have started using the sun’s energy to produce electricity.

[3] Incoming and outgoing tides can turn huge pieces of machinery to create electricity.

As a result, the forces of nature are used to provide a clean, renewable source of energy.

[4] There are some promising techniques already in use, but more research needs to be done before we can stop being dependent on fossil fuels.

LESSON 7

Listening (radio programme): Motivation and its types

TAPESCRIPT 4

Host: Good morning, dear listeners! Today in our radio programme we are going to speak about motivation and its types. To have a clear idea about what motivation is and find out something more of its types we have invited a psychologist Mrs. Dilbar Saidova to our talk show. So, let's start then. Dilbar, first of all, can you explain us what motivation is?

Psychologist: Good morning. Motivation! Is usually described differently by various specialists, but they come to nearly the same conclusion about its being really positive, driver and pusher. It is a power or that 's better to say a force which compels us to action, to move. It assists us to fulfill set tasks, leads to success not only in personal life but to career development as well. It influences our behavior, usually changes people into a positive attitude towards life.

Host: Can you tell us about types of motivation? Psychologist: Sure. There are a number of motivation types. Not each of them may fit one, a person should analyze and select a motivation type which can really suit him, assist in developing. Now let me count all types of it then. The first type of motivation is incentive, a form of motivation that involves rewards, both monetary and nonmonetary. Bonuses and promotions are good examples of the type of incentives that are used for motivation. The second is fear motivation that involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the, "carrot and stick" , incentive is the carrot and fear is the stick.

Punishment or negative consequences are a form of fear motivation. Next one is achievement motivation that also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves. Generally, this feeling-of accomplishment and achievement is intrinsic in nature. However, in certain circumstances be motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well done. Growth motivation is the following: the need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing to constantly seek a change in either our external or internal environment or knowledge. The motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future. We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to

harmful, immoral, or illegal behavior. The last type of motivation is called social one. Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation. A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used.....

1. **Match the words 1-8 and their definitions a-j**

1. To utilize	f) use something
2. Competence	c)the ability to do something in a satisfactory way
3. To tackle	j)make an organized and determined attempt to deal with a problem, often a social one
4. Wired	g)feeling nervous or excited
5. to unfold	i)happen or develop in this or that way
6. to aspire	b)want to achieve something especially in career
7. to crave	e)want something very much and in a way that is very hard to control
8. innate	d)quality or ability is one you have always had
9. affiliation	h)a connection with a religious or political organization
10.immoral	a)something which is considered to be morally wrong

2. **Tell the students to sort out the words in ex.1 deciding if they carry positive or negative meaning.**

Positive	Negative
1,2,3,6,8,9	4,5,7,9,10

Grammar : ...done.../... had better.../...need...

I'd better do something = it is advisable to do it. If I don't do it, there will be a problem or a danger:

- ☐ I have to meet Ann in ten minutes. **I'd better go now** or I'll be late.
- ☐ 'Shall I take an umbrella?' 'Yes, **you'd better**. It might rain.'
- ☐ **We'd better stop** for petrol soon. The tank is almost empty.

The negative is **I'd better not** (= I had better not):

- ☐ 'Are you going out tonight?' 'I'd **better not**. I've got a lot to do.'
- ☐ You don't look very well. **You'd better not go** to work today.

Remember that:

The form is 'had better' (usually 'I'd better / you'd better' etc. in spoken English).

- ☐ I'd **better** phone Carol, **hadn't I**?

Had is normally past, but the meaning of **had better** is present or future, *not* past.

- ☐ I'd **better go** to the bank **now / tomorrow**.

We say 'I'd better **do**' (*not* to do).

- ☐ It might rain. We'd **better take** an umbrella. (*not* We'd better to take)

Had better and should

Had better is similar to **should** but not exactly the same. We use **had better** only for a specific situation (not for things in general). You can use **should** in all types of situations to give an opinion or give advice:

- ☐ It's late. **You'd better go.** / **You should go.** (a specific situation)
- ☐ You're always at home. **You should go** out more often. (in general – *not* 'had better go')

Also, with **had better**, there is always a danger or a problem if you don't follow the advice.

Should only means 'it is a good thing to do'. Compare:

- ☐ It's a great film. **You should go** and see it. (but no problem if you don't)
- ☐ The film starts at 8.30. **You'd better go now** or you'll be late.

Ex. 7 p.21 Complete the sentences. Match the pictures and the sentences (done, had better, need)

e.g. We needn't have prepared the sitting room; the guests are not coming to us

- a. You ____ have a rest a little bit, you seem to feel terrible. (had better)
- b. The student ____ worked so hard, he is having a terrible headache. (must have)
- c. Young students ____ to keep motivated while making research works. (need)
- d. I ____ to have my research work finished in laptop until tomorrow. (need)
- e. You ____ participate in all scientific lectures like this. (had better)
- f. All students ____ to listen scientific lectures carefully. (need)
- g. We ____ have dinner in such a cosy room. (had better)

Ex.8 p.22 Complete the sentences;

1. The great poets and writers _____ inspiration to create their famous pieces of art.
a) Had better get b) needed to have c) needn't have got d) should have
2. You _____ harder at your scientific research last year, you could have a rest now.
a) Had better have b) need to have worked c) should work d) should have worked
3. You _____ a taxi if you do not want others to wait for you.

- a) Had better get b) should have got c) needn't have got d) needs getting
4. The young learners of science college ____ environmental controversial matters in order to start research work.
a) Should have investigated b) had better began c) needn't have got d) should investigate.
5. Abror and Nargiza failed their exams. They ____ on their testing more.
a) Need to pay attention to b) had better study c) should have focused d) should focus
6. Ancient Greeks supposed inspiration to be filled with God's spirits; the Gods were the muses of ancient Greece, the scientists ____ that ideas coming to their minds thanks to Gods.
a) Had better confess b) should have confessed c) needed to confess d) needn't have confess.

1 – b	2 –d	3 –a	4 –d	5 – c	6 –b
-------	------	------	------	-------	------

LESSON 8

Reading: Are you enough motivated?

Read the text and define highlighted words:

1. Human beings are the only conscious creatures, that is to say we can think, ponder, realize, and comprehend all events, situations occurring around us. People can mentally find out solutions to some problems, answers to probable mysteries of the nature referring to science as well. All of us study when we start to comprehend things consciously; neither animals nor plants are capable of thinking. Human beings have always been tending to new innovations, discoveries, theories. But have you ever thought why? There can be the only answer to this question: because of inspiration and motivation existence which never let us stop or postpone, give up or delay ideas or goals we have already set.

2. Motivation and inspiration are not new terms for humanity. Ancient Greeks, Egyptians, Arabs, Indians have always referred to them as basic development factors of social, industrial, scientific progress. Great scientists, philosophers, writers, psychologists, orators have also claimed that motivation and inspiration are the main pushers of their minds, whatever they have created or done are fruits of them.

3. The greatest personalities of our motherland Uzbekistan also focused on wish, aim, goals, motivation and inspiration for creating something! modern or extraordinary. Could Mirzo Ulughbek create a map of stars without motivation? Could Avicenna write his famous medicine book without having inspiration or motivation? Of course, no, the great grandfathers of us got new ideas, thoughts, and inspirations from watching daily life of common people, from just a great view of architectural masterpieces. In short words! greatness of our ancestors should awaken our inner strength and power; the youth must be inspired by deeds of prominent Uzbek personalities, it should] motivate the youth to get into deep scientific research works, to have theoretical and practical approach to science, to create something modern, innovative in any sphere, technology, agriculture, medicine, economics, politics, education, engineering, philosophy etc. If there is motivation and inspiration in you it is easy to achieve anything you want. Remember that “you have no idea what you are capable of until you try”.

4. Now, dear student, to what extent are you motivated or inspired? How active, strong-willed courageous, energetic, enthusiastic, persistent, initiative learner are you? What are your aims and goals for future? Do you have inspiration and motivation to create something exactly yours for development of your sphere? Keep motivated, you can do anything!

New words:

Conscious- awake and able to understand what is happening around us; knowing that smth exists or is happening

Comprehend- to understand (smth., such as a difficult or complex subject)

Ponder- to think about or consider (smth) carefully

Postpone- to decide that smth which had been planned for a particular time will be done at a late time instead

Refer- to send (someone or smth) to a particular person or place for treatment, help, advice, etc.

Extraordinary- very unusual :very different from what is normal or ordinary; extremely good or impressive

Deeds- smth that is done; an act or action

Prominent- important and well-known

Approach- a way of dealing with smth; a way of doing or thinking about smth

strong-willed- having a will especially of a specified kind

courageous- a very brave; having or showing a courage

persistent – continuing to do smth or try to do smth even though it is difficult or other people want you to stop

Exercise 10 p.23 Read the following statements and find in what paragraph they were mentioned.

- a. our great ancestors left numerous creations for future generations.
- b. Even ancient people tried to discover something new to ease their social lives.
- c. Ancient people's creations were harvest of motivation and inspiration.
- d. Ancient people considered motivation a to be real pusher of development.
- e. Motivation does not let us give up the jobs we have started.
- f. People can be able to manage if they keep on being motivated.
- g. Neither flora nor fauna have conscious but humanity has.
- h. Unless you test, you cannot be aware of what you are able to do.

(Possible answers: a-3; b-1; c-3; d-3; e-1; f-4; g-1; h-3)

Lesson 12 Writing: Proposal writing

Proposals are written when people need to ask permission to make a purchase, do a project, or write a paper; the proposal is a formal way of putting forth an idea and asking for action to be taken on that idea. When writing a proposal, consider who will read the proposal and what that person may or may not already know about what you are proposing. Follow these steps when writing a proposal:

1. State your purpose. Do this clearly and concisely so that the reader knows immediately why you are writing;
2. Give some background information about why you are proposing your suggestion so that the reader has a better understanding of the problem;
3. State a solution to the problem; this is where you give specifics about your suggestion.
4. Continue with any costs that will be involved.
5. Conclude by restating the problem and proposed solution.

Solution to the Problem (sample)

I propose that we purchase electric pencil sharpeners for each classroom. These work quickly and effectively, and take only a few seconds to sharpen a pencil.

Office World carries several pencil sharpeners designed specifically for schools and the high volume of use the sharpeners get in classrooms.

I propose we purchase 12 of the Used-All-Day Pro Student Electric Pencil Sharpeners. These sharpeners have received strong reviews on the Office World web site. In addition, Central Elementary School purchased these for all their classrooms four years ago, and their principal has told me how well they still work. Commentary on the solution: The goal of this section is to convince the pastor that acting on the proposed solution will reap immediate benefits in the classroom. The proposal is specific in the solution; it does not suggest purchasing just any pencil sharpeners, but specific ones that have been researched. It also includes the recommendation of a friend who is a principal at another school to show that other people say this solution works well for them.

Ex.11 p.23. Look at the following steps of writing a scientific paper and match them according to their proper order.

- | | |
|-------------------|------------------------------|
| a. Abstract (2) | d. Introduction (3) |
| b. Discussion (6) | e. Title (1) |
| c. Results (5) | f. Methods and materials (4) |

Ex.12 p.23 Read the parts of scientific paper and match them with their functions **(handout 2)**

- "Abstract" is a general part of the scientific paper, where probable outcomes of the work are described. _____
- "Discussion" is an important part of scientific paper where results should be analyzed critically.

- "Results" are the main harvest of the scientific paper, what was found in the work should be described here. _____
- In "Introduction" we focus on the reason why the study was undertaken.

- Title is responsible for subject choice and what aspect of the subject was studied. _____
- "Methods and materials" part is engaged in the question how the study was undertaken. _____

(handout 2)

1. Function whereas the _____ can only make the simplest statement about the content of your article.

2. Function: The function of the _____ is to:

- Establish the context of the work being reported. This is accomplished by discussing the relevant primary research literature (with citations) and summarizing our current understanding of the problem you are investigating;
- State the purpose of the work in the form of the hypothesis, question, or problem you investigated; and,
- Briefly explain your rationale and approach and, whenever possible, the

possible outcomes your study can reveal.

3. Function: The function of the _____ section is to objectively present your key results, without interpretation, in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). The results section always begins with text, reporting the key results and referring to your figures and tables as you proceed. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures (in the legend or as footnotes to the Table or Figure). The Results section should be organized around Tables and/or Figures that should be sequenced to present your key findings in a logical order. The text of the Results section should be crafted to follow this sequence and highlight the evidence needed to answer the questions/hypotheses you investigated. Important negative results should be reported, too. Authors usually write the text of the results section based upon the sequence of Tables and Figures.

4. Function: In this section you explain clearly how you carried out your study in the following general structure and organization (details follow below):

- the organism(s) studied (plant, animal, human, etc) and, when relevant, their pre-experiment handling and care, and when and where the study was carried out (only if location and time are important factors); note that the term <<subject> is used ONLY for human studies.

If you did a field study, provide a description of the study site, including the significant physical and biological features, and the precise location (latitude and longitude, map. etc):

- the experimental OR sampling design (i.e., how the experiment or study was structured. For example, controls, treatments, what variable(s) were measured, how many samples were collected, replication, the final form of the data, etc.);
 - the protocol for collecting data. i.e., how the experimental procedures were carried out, and,
 - how the data were analyzed (qualitative analyses and/or statistical procedures used to determine significance, data transformations used, what probability was used to decide significance, etc).
-
-

5. Function: The function of the _____ is to interpret your results in light of what was already known about the subject of the investigation, and to explain our new understanding of the problem after taking your results into consideration. The Discussion will always connect to the Introduction by way of the question(s) or hypotheses you posed and

the literature you cited, but it does not simply repeat or rearrange the Introduction. Instead, it tells how your study has moved us forward from the place you left us at the end of the Introduction.

6. Function:_____ summarizes, in one paragraph (usually), the major aspects of the entire paper in the following prescribed sequence:
- the question(s) you investigated (or purpose), (from Introduction)
state the purpose every clearly in the first or second sentence.
 - the experimental design and methods used, (from Methods)
clearly express the basic design of the study.
Name or briefly describe the basic methodology used without going into excessive detail-be sure to indicate the key techniques used.
 - the major findings including key quantitative results, or trends (from Results)
report those results which answer the questions you were asking
identify trends, relative change or differences, etc.
 - a brief summary of your interpretations and conclusions. (from Discussion)
clearly state the implications of the answers your results gave you.

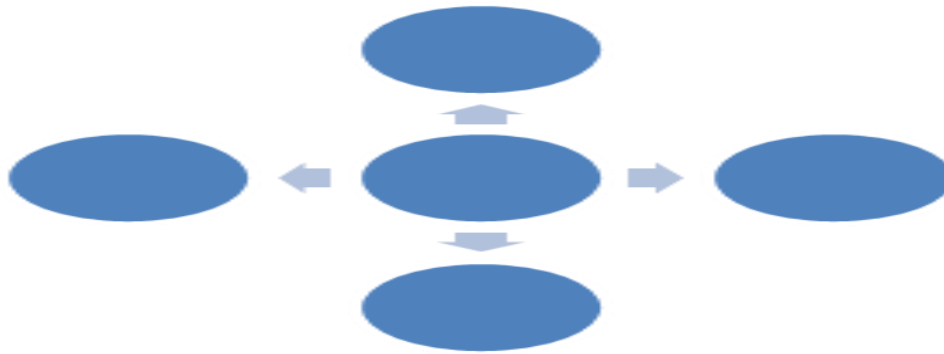
Answers:

1	2	3	4	5	6
6	5	3	2	1	4

LESSON 9

Listening: How to define your field of interest

(T5) Listen to the tape. Follow the instructions of the speaker and fill in the chart below.



Dear sophomores!

Within a 5-minute talk of mine I am going to give you a very short and clear guideline about how to define your own field of interest. Before listening to the useful tips prepare a sheet of paper with either pen or pencil and give an ear to each of my instructions and follow properly.

Now I can see all of you are already having the needed equipment to start being guided towards to your area. It is clearly stated that by the end of the bachelor degree you will have submitted your research paper investigating a specific as well as problematic topic in a bit narrowed area. However, the majority of students feel hesitated in defining the topic of research and it causes the late research delivery.

Well, I'll help you today, let's get to the practical part of the topic.

First, draw a coin sized circle in the center of the sheet of the paper. Done?! Very good. Now write your study field. For example, the students of Medical Universities should symbolize the circle with Medicine, as for the students of Agriculture University can jot down Agriculture. You have 10 seconds to think and put the major field down into the circle.

Now, map the circle out writing the related subfields. In sample of Medicine the figure could be branched with sub areas like Dentistry, Human Medicine, Optometry, Pharmacy, Public Health, Veterinary Medicine, Health Management. Your mapping should consist of at least 5 sub fields. You have 20 second to accomplish this task.

Well done. Let's keep on the actions. The next step is based on your Math, in particular, calculating skill. Imagine, the field of medicine contains 100% of theory and practice base knowledge. This 100% should be divided into the total number of subfields. For instance, in Medicine I have listed out 7 subfields and the outcome is equal around 14. Distribute the approximate knowledge of yours in each subfields out of maximum percent. Let's say I have good knowledge in Dentistry required for

Bachelor degree and out of 14% I can give 9%, similar distributions will be done in your sheet as well. You have 20 seconds to fulfill the distributing.

Now it is the time for summarizing. The highest point is your field of interest which is strongly suggested to carry your research in. You should consult with the teacher-professor in narrowing down field into the specific topic. Then, you can get the primary stages of your investigation.

Ex.3 p.25 Discuss the chart with your partner. Answer the following question:

- Did the chart indicators meet your expectations and your future intentions of your further research?

Grammar : Future Perfect and Future Perfect Continuous tense:

The **future perfect** is a verb tense used for actions that will be completed before some other point in the future. The future perfect tense is only for actions that will be complete before a specified point in the future. In other words, the action you're talking about must have a deadline. If you don't mention a deadline, use the simple future tense instead of the future perfect tense.

The formula for the future perfect tense is pretty simple: It doesn't matter if the subject of your sentence is singular or plural. The formula doesn't change.
will have + [past participle].

The formula for asking a question in the future perfect tense is
will + [subject] + have + [past participle]

For negative form:

will have +not + [past participle].

Ex: 1. They will not have finished decorating the float before the parade.
2. At eight o'clock Linda will have left. (**This means Linda will leave before 8 o'clock.**)

Future Perfect Continuous Tense

The future perfect continuous, also sometimes called the future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future. The future perfect continuous consists of:

will + have + been + the verb's present participle (verb root + -ing).

When we describe an action in the future perfect continuous tense, we are projecting ourselves forward in time and looking back at the duration of that activity. The activity will have begun sometime in the past, present, or in the future, and is expected to continue in the future.

Example: In November, I will have been working at my company for three years.

Example: At five o'clock, I will have been waiting for thirty minutes.

Example: When I turn thirty, I will have been playing piano for twenty-one years

Nonaction Verbs Do Not Use the Future Perfect Continuous

Remember that nonaction verbs like to be, to seem, or to know are not suited to the future perfect continuous tense. Instead, these verbs take the future perfect tense, which is formed with **will + have + past** participle.

Incorrect: On Thursday, I will have been knowing you for a week.

Correct: On Thursday, I will have known you for a week.

Incorrect: I will have been reading forty-five books by Christmas.

Correct: I will have read forty-five books by Christmas.

Ex.5 p.25 Work in pairs. Discuss your predictions in the following areas

What changes will have occurred or happened...	In	Sport Art and culture Business Technology Medicine and health Your own field	By 2100
--	----	---	---------

Ex.6 p.25 Write answers to the question “What will life be in the year 2100?”

Complete the sentences using the *will have done*.

- By 2050, the world’s population ____ (increase) to around 30.000 million.
- Life ____ (become) more automated.
- Computers ____ (take over) many of the jobs that people do today.
- The Earth supplies of oil, coal and gas ____ (run out).
- Scientist _____ (find) other sources of energy?
- How _____ (education) _____ (change) ?
- We _____ (find) a way to feed all people in the world?

Ex.7 p. 25 Complete the sentences with either the Future Perfect or the Future Perfect Continuous, for each situation.

- Shavkat started learning English when he was 25. He is still learning English. When he is 40 he will have been learning English for 15 years.
- Every day Laziz reads thirty pages of a book on the way home from the university. Before he gets home from the university tonight Laziz (will have read).
- So many people enter Marathon in Tashkent that the last runners start several minutes after the ones at the front. By the time the last runners start the ones at the front (so many people will have entered)
- I started writing this book three years ago. By the next month I (will have finished writing it;)

The company decided to spend \$5 million on developing the software before it goes on sale.

By the time the software goes on sale, the company (will have spent)

e. I am going to study at Westminster University I'll graduate from it before you get back.

When you get back, I (will have graduated).

f. A group of scientists are designing a new material for higher institutions. They will finish its testing before students go on holiday.

By the time students go on holiday a group of scientists (will have finished testing).

Ex. 8 p. 26 Put the words in the brackets

1. By 2 o'clock the applicants will have been writing an essay for 40 minutes.

2. We will have flown across the ocean by tomorrow morning.

3. Our regional representatives will have been living here for a month by next Monday.

4. By 5 o'clock they will have been translating the article for two hours.

5. By the end of the week the team will have been working on project for a month.

LESSON 10

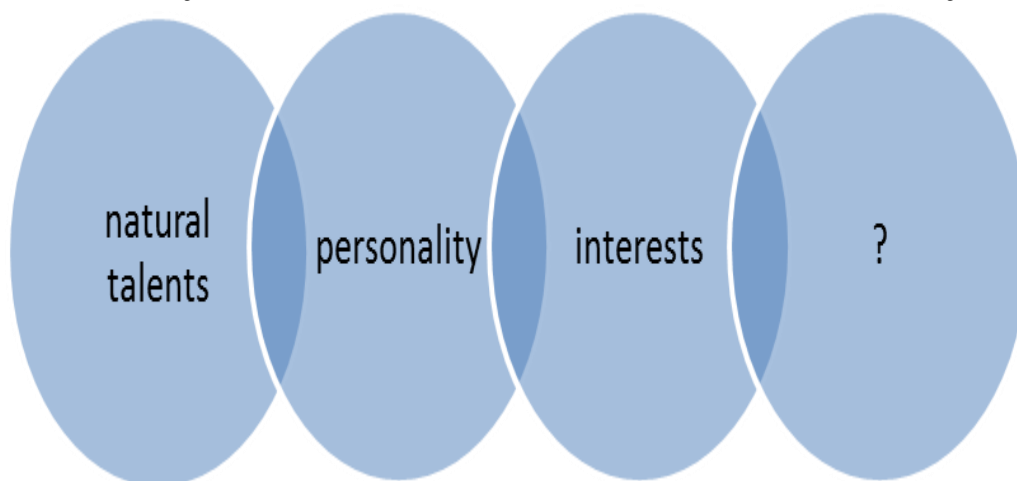
Reading : Interests and hobbies. Writing: Article writing

Focus students' attention on the photos A-H. Allow them some time to name the interests of children in them and relate the activities with 'might be followed future fields' fitting the given table. Check the results.

Arts and entertainment	Law and public policy	Health and medicine	Sciences biological and physical	Communications	environment	Architecture, planning and environmental designing	Engineering and computer science	
b	e	h	F	L	g	a	c	d

Ex.4 p.25 Read the quote. Do you agree with the idea? Prove your opinion with specific examples. Complete the “calculation” .

Each one of us has the talent to be remarkable. The secret is finding that talent.



Ex. 9 p.26 Work in pairs. Discuss the following questions.

- How can basic interests of a person affect his future career?
- Do you know any famous person who has developed his interests into a professional career?

Listening:

- Every person has got some interests and hobbies from the childhood which can turn into a major activity or job in future. Due to these issues parents should focus on interests of their children which can a great role in their intellectual grows and development. Whatever a person's interest is it should be worked at and developed. The greatest art, cultural, business, technological spheres' representatives were supported by their family members, teachers and friends resulting in brilliant works in different fields.

2. Uzbekistan is also rich in great people of science, art, culture, sport and other social, technical life fields. We can name a lot of people whose interests in this or that field grew into bigger positions. As a result their contributions to social development of the state were remarkable.
3. Rustam Akramov is a well-known Uzbek football manager who contributed a lot to the development of this type of sport in Uzbekistan. He is famous not only throughout Uzbekistan but in the whole Asian football world. Rustam Akramov is often called a "Football Professor" How could he achieve this great respect? As Rustam Akramov claims, from his childhood he took a keen interest in football. He was so fond of this game that could not help playing, watching, admiring it- These childish interests led him to further decision to choose football as his future job. After finishing a footballer career he could not give up this game and started an occupation of a football manager. He managed to win Asian Games Cup in football in Japan in 1994 being a manager of Uzbek football team.
4. Yokub Ahmedov , a famous Uzbek actor, is another example of a person whose interests grew into a more serious rank. He became so deeply involved into a cinematography that cannot imagine his life without it. Simple affection and respect to great actors and actresses of Uzbekistan from past urged him to choose this profession as well. Now he has become one of the best actors in the country.
5. So, interests should not be just common keenness, it must be something more, as if you really like the job you are doing, you can never get exhausted. Interests should not get stuck to one destination; it must always try to reach new ways, roads to excellence As a great philosopher in history said once, interest is a foundation stone to every best deeds or creations of a human being.

Ex. 10 p. Read the text and match the statements a-h and paragraphs 1-5

- a. He achieved these results by his ability, hard work and study. _____
- b. Because he made his interests grow into a real job.
- c. No interest no progress! _____
- d. Here are some outlines of various fields representatives' first interests and further professional careers. _____
- e. That is why developing an interest in time is an essential matter.

_____ Possible answers (a-3; b-4; c-5; d-2; e-1)

Writing: Article writing

Writing

Encourage students to look back any recent events happened with them and their group.

Allow them some time to write the event titles on the board using the tips for planning and writing an article.

Tell students to read the listings on the board made up in ex. 13 and write 3 topics that they would like to write a newspaper article about.

Ex.14. Ask students to read the text and write the answers to the listed questions below the text. Let students exchange their answers in pairs.

Anniversary of Amir Temur

Amir Temur's birthday is annually celebrated in Uzbekistan. A traditional ceremony is held in the park of Amir Temur in the center of Tashkent every year. On April 9, 2014 Uzbekistan celebrated 678th anniversary of great statesman and commander Amir Temur. On this day a traditional ceremony was held in honour of Amir Temur in the center of the capital city. As UzA reported, it was attended by members of the Parliament, representatives of ministries, departments and public organizations, writers, poets, scholars, and students. President of the International Fund of Amir Temur, director of the State Museum of History of Timurids Nozim Habibullaev, Ambassador of the Republic of Korea Lee Hyun, national poet of Uzbekistan Sirozhiddin Sayyid, scientist Sattori Hakim and others participated in the ceremony. It was mentioned that interest in the study of the rich heritage of Amir Temur and his dynasty in nationhood, science, culture, creativity and other areas is increasing worldwide. Many artistic, journalistic works have been created on the contribution of the Temurids.

HEADLINE: Anniversary of Tamerlane

What – Amir Temur's birthday

When – April 9, 2014

Where – in the park of Amir Temur

Why – In honor of a great statesman and commander

Ex.15. Give an assignment to students to compose a newspaper article under the one of the topics they have selected in Ex.13

LESSON 11

Listening: Conference preparation

Ex.1. Let students read the sentences and fill in the blanks with suitable phrases from the box.

1	2	3	4	5	6
d	e	b	C	f	a

Ex.2. Let students listen to the conversation between a student and the teacher talking about the conference participation. Ask them to number the sentences ordering them 1-10 according to the listened material.

1. Most research presentations can be successfully accomplished in 10-15 minutes.
2. Shorten the bulk of the introductory part.
3. End with a brief summary of the findings and suggestions for future research.
4. Usually audience members want to support the student presenters and ask helpful questions and make positive remarks
5. It is an active environment where participants can walk around and look at different displays.
6. But not every conference offers it.
7. You can find other students from your organization or country who is also traveling.
8. These kinds of events bring together the participants of the conference.
9. You will hear many good ideas from presenters.
10. Take a few minutes at the end of the day to think what you might be able to apply to your own research.

Ex.3. Listening: Conference preparation

TAPESCRIPT 6

Student: Good morning, Mrs. Barno.

Teacher: Oh, good morning Rukhsora. How are your studies?

S: Not bad, thank you. I need your advice Mrs. Barno. Can we have a talk for half of an hour or so?

T: Oh, yes, of course. What would you like to ask about?

S: International students' scientific society is organizing a conference. I would like to attend but have no idea of what to start with.

T: Attending the conference is a really good idea. Besides you will meet students and professionals who are interested in the same topic of research and discuss theoretical ideas. Most presentations can inspire you with new ideas.

S: Can you give me some guidelines of how to prepare my own presentation?

T: Yes of course. Most paper presentations can be successfully accomplished in 10-15 minutes. As for me, I usually plan mine for 10 minutes, not more. You should start it with your research paper. Shorten the bulk of the introductory part. Main points and findings of your paper should be given explicitly. In the main body stress the most interesting

aspects of the study to the audience. And it would be better if you end with a brief summary of the findings and suggestions for future research.

S: Probably there will be questions and comments by the audience, won't there?

T: Certainly, there is! Usually audience raises the mood to support the student presenters and ask helpful questions and make positive remarks. But it's better to be prepared for the possible questions beforehand. The best way to do this is, to ask your peers to critique your presentation and ask the most difficult questions.

S: Are there any other types of presenting my work?

T: Yes, you know, some conferences have poster areas, where professionals and students put together summaries of their work for people to look at. I want to mention that it is an active environment where participants can walk around and look at different displays and share the ideas. Posters are the best thing to stroll through if one get bored after some sessions.

S: What about the other paper sessions?

T: These are usually authors of some selected paper submissions who give 15-20 minutes talks about their papers and these are often at more academic conferences.

S: And how to arrange my travel?

T: Aha, good question! Some conferences offer scholarships and you may apply for it. If you are successful, and become a scholarship holder your travel expenses and lodging will be covered by the organizers. But

not every conference offers it. In this case you have to plan your travel beforehand and book the hotel near to the conference site. Usually you can find other international students with diverse culture and common interests. You can share the accommodation to reduce the costs.

S: O.K. I think this is the last question. can you give me brief information about social events of the conference?

T: Oh usually different social events are arranged by the organizers. Always try to take part in them because these kinds of events bring together the participants of the conference and it's the great opportunity to be close with the scholars of this field.

S: Thank you, Mrs Shamsimatova. I got the most useful information which will be helpful.

T: Fill free to ask questions. And my last advice, you will hear many good ideas from presenters, some of which might be applicable in your own research. Take a few minutes at the end of the day to reflect what might be applied, moreover things that colleagues at your institution

might be interested to hear. I'm sure the conference will bring positive outcomes and it could become the point of interest! Good luck!

S: Thank you, very much.

Ex. 3. Let students listen to the conversation again. Ask them to identify the differences in Sentences and cross out the ones which need changing writing down the correct version above them.

International conference

1. National scientific society of students' is organizing a congress.
2. Shorten the bulk of the introductory part
3. It's better to be prepared for the possible questions beforehand.
4. Ask your peers to critique your presentation and ask the most difficult questions.
5. It is an active environment where participants can walk around and look at different displays and share the ideas'
6. Usually authors of some selected paper submissions give 15-20 minutes talks about their papers.
7. If you become a scholarship holder your travel expenses and lodging will be covered by the organizers.
8. Usually you can find other students from your institution or country who is also traveling.
9. These kinds of events bring together the participants of the conference and it's the great opportunity to be close with the scholars of this field.
10. Take a few minutes at the end of the day to think what you might be able to apply to your own research

Ex.4. Encourage students to work in groups and discuss the questions. Invite some representatives to share team discussion of main points to the whole group.

Ex.5. Explain the difference of Gradable and Non-gradable adjectives and their usage to the students and ask them to put the adjectives in the box into the correct column.

Adjectives describe qualities (characteristics) of nouns.

Some qualities can vary in intensity or grade (for example: rather hot, hot, very hot; hot, hotter, the hottest). The adjective hot is gradable. Other qualities cannot vary in intensity or grade because they are:

- 1 extremes (for example: freezing)
- 2) absolutes (for example: dead)
- 3) classifying (for example: nuclear) The adjectives freezing, dead and nuclear are non-gradable.

Gradable adjectives

A gradable adjective can have comparative and superlative forms and can be used with “grading adverbs” that vary the adjective's grade or intensity.

Look at these examples:

grading adverbs a little, dreadfully, extremely, fairly, hugely, immensely, intensely, rather, reasonably, slightly, unusually, very	+	gradable adjectives angry, big, busy, clever, cold, deep, fast, friendly, good, happy, high, hot, important, long, popular, rich, strong, tall, warm, weak, young
---	---	---

Karim said that Italy was a little cold and Denmark was rather cold. But Sweden was the coldest.

Non-gradable adjectives

A non-gradable adjective cannot be used with grading adverbs and they do not have comparative and superlative forms:

Not: It was rather freezing outside. Or dead, deader, the deadest

Often, non-gradable adjectives are used alone:

It was freezing outside.

However, a non-gradable adjective can be used with “non-grading Adverbs” (which usually just give the adjective extra impact), for example:

Non-grading adverbs	Non-gradable adjectives	
Absolutely	Awful	Extreme
Utterly	Excellent	
Completely	Terrified	
Totally	Dead	Absolute
Nearly	Impossible	
Virtually	Unique	
Essentially	Chemical	Classifying
Mainly	Digital	
Almost	Domestic	

Here are some example sentences with non-gradable adjectives:

Her exam results were absolutely awful. She will have to take the exam again.

Is there anything like it in the world? It must be virtually unique.

The adverbs really (very much) and fairly and pretty (both meaning “to a significant degree, but less than very”) can often be used with gradable and non-gradable adjectives:

He's a fairly rich man. (gradable)

It's a fairly impossible job. (non-gradable)

The meaning of the adverb “quite” changes according to the type of adjective we use it with:

It's quite warm today. (gradable) quite = fairly, rather

Are you quite certain?(non-gradable) quite= completely, absolutely

Check the results.

Gradable: tasty; ugly; tired; thirsty; important; difficult; nice;

Non- gradable: amazing; devastated; delicious; enormous; furious; impossible; exhausted ; vital; terrible;

Ex.6. Let students read the sentences and decide if the adjectives are gradable or non-gradable.

- | | |
|------------------|--------------|
| 1) non-gradable; | 5) gradable; |
| 2) non-gradable; | 6) gradable; |
| 3) gradable; | 7) gradable; |
| 4) non-gradable; | 8) gradable; |

Ex.7. Tell students to read the sentence and fill in the blanks with proper adjectives. Check the results.

- | | |
|----------------|---------------|
| 1) Freezing | 6) Exhausted |
| 2) Enormous | 7) Delicious |
| 3) Fascinating | 8) Terrified |
| 4) Starving | 9) Gorgeous |
| 5) Delighted | 10) Excellent |

LESSON 12

Reading: Don't miss an opportunity

(R2)1. You will listen to your peer who shares his/her experience.

Guess the best two titles which appropriately suit the text.

1. The Things which Were Very Useful to him/her
2. The Life Issues s/he Experienced
3. Motivation and Inspiration
4. Advice on Improving One's Life Style
5. Acknowledgment of Personal Life Issues and their solution

2. Listen to the conversation and identify the five words used in the context:

Emotion, pretend, embarrass, enroll, solitude, confident, benefit, influence, extremely observe (**tape**) You will listen to your peer who shares his experience on motivation and inspiration.

We are all emotional beings. The emotions we feel will either get us motivated or not. I can't always put my finger on it why it's there or why it's not. Often I wake up euphoric and everything just seems so easy (and it's not always because the sun is shining or because I had a good night's rest) and some days I feel tired, lazy and unfocused. (and not because I had too much to do). It's just the way we are and we have to deal with it.

So we have to learn how to trigger motivation and inspiration. Ultimately it is up to us to change that emotion, to get back on our feet and start preparing and learning beautiful language.

So here are 10 tips to get you motivated and inspired:

1. Experience life. Do things you normally wouldn't do, things that make your heartbeat go faster. Meet new people, go places, challenge yourself, go out with friends, talk to strangers and listen to their stories. Experiences are great for inspiration.
2. Solitude outside. Go somewhere to a quiet place, a bank of the river and behold the sunrise or sunset. Go to the park and bring your paper and pen with you. Sit down on a bench and let the tasks come to your mind and think about their possible solutions.
3. Meet fellow learners often. Their study skills and creativity can push your boundaries and expand your learning horizon. Observe and reflect on your peers work . Enjoy and learn how your peers make their study. Observe how they organize ,practice and perform. This can give you an enormous productivity boost to work on your own study or to work harder on your chops.
5. Participate in working group's debates or start your own. This is the best way to learn what study is all about. In a group you'll start listening with different ears. Your attempt will benefit from this. This is the real thing!
6. Read about famous people. Read magazines or (auto) biographies. Learn how they got to where they are now. what drives them and where do they find their inspiration. How much do they practice? What do they practice? What are their

study secrets? How do they record and produce their achievement? Learn and take it all in.

7. Watch DVD's. There are a lot of great tutorial DVD's' DVD's with lessons from the masters themselves or search for documentaries. Watch them several times. Study the material and put it into practice. Be influenced, be inspired.

8. Take lessons, workshops and master classes. Do whatever you need to expand your horizon. Practice lessons and workshops are the fastest way to learn which tools you need to become a better language user. Workshops and master classes can give you fresh ideas and other perspectives to take it to another level.

9. Leave it alone. When you are stuck and your reading or writing leads to nowhere let it go. Take a break. Leave the room. Go outside. Put on Some music or do one of the things I mentioned earlier. Don't try to force it. If you try to acquire and feel it's getting worse with every minute, go back to what you had in the first place. Usually the first thing you came up with is probably the best. Keep that basic idea you begin with and leave it alone for a moment. Come back later with a fresh mind. It works!

10. Practice more. Allocate ample time to your study. Just sit down and do some practice. Read the texts and check -Your comprehension or listen to the tape and revise your listening skills. Use sample paragraphs and endeavor to write similar one, practice your speaking looking at the mirror several times and record them. Try something your normally wouldn't do, think outside the box. have fun. Study has rules and logic to make things easier, but once you know the rules they are there to be broken. That's where originality comes in!

Ex.3 p.32. Fill in the gaps using the words from the conversation.(1. Behold; 2.enormous; 3. Practice; 4.acquire; 5. Outside the box)

1. Go somewhere to a quiet place, a bank of the river and _____ the sunrise or sunset.

2. This can give you an _____ productivity boost to work on your own study or to work harder on your chops.

3. Study the material and put it into_____. Be always inspired and motivated.

4. If you try to _____ getting worse with every minute, go back to what you had in the first place.

5. Try something you normally wouldn't do, think _____ , have fun.

Ex.4 p. 33 Read the text. Choose the best title:

1. How to encourage participation in a web conference
2. Some ways of participating in a conference
3. How to deal with conference participants

The advent of broadband Internet in offices around the world means that holding a meeting online is becoming increasingly common. While there are a number of advantages to web conferencing, like saving money on travelling and bringing all your colleagues together with the touch of a button, there is one disadvantage that could discourage those not raised in the digital age from ever conducting a meeting on-line- the fact that you can't always see your attendees.

This not only means that you can't always be sure that your attendees are paying attention, but also that those present in the meeting might feel free to work on other projects at the same time they're attending the meeting. If this is something that you are concerned about, there are a number of things you can do to ensure that your participants are completely involved in your web conference. The tips below can help you be fully engaging with your attendees, making your web conference interesting and productive.

- Make each participant responsible for some of the presentation. This will ensure that your attendees have researched the topic they are presenting, which will make them feel more involved in the meeting to begin with. This also helps to get everyone talking and interacting during the meeting, so even those people who are shy and don't usually participate will make a contribution. And once the ice has been broken, it could lead to great discussions that will give you the result you need.
- Use your web conference tools features. After all, they're there to help you make the best of your meeting. Familiarize yourself with them thoroughly and prepare polls, let your participants "raise their hands" and ask questions, and use the video feature if your software allows for video conferencing. This makes your web meeting more personal and engaging, increasing participation levels. Also think of creative ways you could use each tool. For example, you could use the poll feature to create a game with multiple-choice answers and reward your attendees for getting answers right. This could be a good ice breaker for the beginning of the meeting.
- Take advantage of all multimedia options available. Power Point presentations are useful, but they aren't your only option. For example, you can create a video and put it on YouTube to share with your attendees, or you can use a whiteboard feature to brainstorm as you would in a 'real' conference room. The key is to make your attendees feel that they're in the same room, which will increase the sense of responsibility for participating in the meeting and also camaraderie
- Choose a small group. Smaller meetings tend to encourage more participation since people usually know (and are comfortable with) each other. This makes for more interesting and meaningful conversations, resulting in a more productive meeting. Pick people who you know work well together for the best results. When this isn't possible, try to break people down into groups (the sales team and the marketing team, for example), and introduce them to each other.

This will help all of those in your web conference feel more comfortable with each other and more willing to participate.

- Enjoy your meeting. Meetings are a necessary part of doing business. While they might not always be fun, and sometimes just add to your workload, you should make it a point to enjoy your meeting - this is especially good for making sure that the meeting produces results. Your enthusiasm will be noticed by the participants, who will also feel better about being in the meeting and will be more willing to cooperate and give their full attention to the meeting. In turn, this leads to more productivity.

Ex.5 p.33 Find the words in the text with the similar meaning.

1. the arrival of an event _____
2. worry _____
3. assure _____
4. voting _____
5. friendliness _____
6. to care for something _____
7. the amount of work _____
8. realize _____
9. carefully _____
10. refund _____

Ex.6 p.33 Decide if the given statements are true or false.

1. There is one advantage that could encourage those not raised in the digital age from ever conducting a meeting online - the fact that you can always see your attendees.

2. You can't always notice that all attendees are participating equally, therefore they can engage in working on other projects at the same time they're attending the meeting. _____
3. Using poll technique isn't always successful and you can benefit from it little. _____
4. You can make a video and share it via You tube with your attendees, or you can use a whiteboard feature to brainstorm as you do in a 'real' conference room. _____
5. Meetings aren't such an important part of running business and they make people laugh at each other. _____

Key answers to exercises: (ex.4,5,6 p.33)

#4. 1.How to encourage participation in a web conference

#5. 1.advent 2. concern 3. ensure 4. poll 5. camaraderie 6. tend .7.workload (adj) 8. notice 9. thoroughly 10. reward

#6. 1.T 2.F 3.F 4.T 5.7

Writing: Reporting experience

Match the verbs and the words they collocate:

1. to submit
 2. to stay
 3. to gather
 4. to deliver
 5. to recognize
 6. to get
 7. to improve
 - a. by reputation
 - b. one's ability
 - c. a paper
 - d. in touch
 - e. people's contact information
 - f. the theory component
 - g. value
- key : 1-c; 2-d; 3-e; 4-f; 5-a; 6-g; 7-b;

Ex.9 p.30 Read the paragraphs and match them and the headings. (1-d; 2-c; 3-a; 4-e; 5-b;)

1. submitting a proposal
 2. talking to people
 3. workshop environment
 4. business cards
 5. scholars of the field of your interest
- a. It's also important to introduce yourself to unknown people correctly at conferences. I'm not very extroverted, and it has been one of the hardest tasks for me, but introducing myself to others and making myself meet new people has made the experience of attending conferences richer, and assisted in developing my career through the new relationships I've made.
 - b. Consists of smaller groups of between 10-30 participants, allows facilitators to deliver the theory component whilst allowing delegates, to engage in practical exercises. This type of learning process can be very effective when used over short periods of time for example two to three days. They create an effective learning opportunity for those participants who learn more effectively from direct interaction.
 - c. This may seem old school. but unless everyone has the app where you bump smart phones and share numbers, it is still the best way to gather people's contact information. Then, when you're back in the office. email and say hello. Mention something about when you met and suggest how you can work together or stay in touch in the future!

- d. Anyone can submit a paper, panel session idea, or workshop proposal. The process of submitting something is rewarding. You should spend some time trying to express your ideas in a way that others can value, that improves your ability to think and communicate. Even if your submission isn't accepted, you will have some benefit.
- e. When you attend a conference related to your area of expertise, you will get opportunities to communicate with nationally known experts in your profession-colleagues you recognize by reputation and through their articles and books. It may be a scary trying to some people to meet "famous" people. It's usually best to get an adviser or a colleague to introduce you to others. If you meet with people you want to listen to or to have a conversation, feel free to move on up to them and ask questions you are interested in. This may help you to build a strong relationship bridge between you and other participants.

Ex. 10 p.31 Work in pairs. Think of other three advantages of conference attendance. Share your ideas with the group.

Ex. 11 p.31 Before starting your report, think who the report is addressed to' This will help you decide on the style of the report' Read and decide whether the style should be formal (f) or informal (i).

To the rector _____
 To the university newsletter _____
 To your mother _____
 To the dean _____
 To your friend _____
 To your peer _____
 To your supervisor _____
 To your pen-friend _____

Ex.12 p.31 Imagine you went to Samarkand to attend an English language contest and were asked to write a report on your experience for the University newsletter'

Introduction
 State topic and set the scene (what-when-where -who -why)
 Main body
 Information in chronological order under suitable subheadings
 Conclusion
 Summarize points, refer to feelings/moods/ consequences

Arrival to Samarkand _____
Three days contest _____

Outcomes_____

Social events_____

Time to leave_____

IV- TERM

LESSON 1

Listening: Farobi, Beruni and Mirzo Ulughbek

Activity.1. Focus students' attention on the inventions. Give them some time to name the items and match them with their inventors. Check the results.

- | | |
|--------------------|--------------------|
| a) Galileo Galilei | d) Hans Lippershey |
| b) Felix Hoffman | e) Charles Babbage |
| c) Elias Howe | |

TAPESCRIPT 7

Because of my work as an academic, I have had the opportunity to work in quite a number of different projects and investigations, and explored quite a great number of ancient scientists' lives and their investigating skills. Today I would like to talk a bit about Farobi. Beruni and Mirzo Ulughbek's science skills that will help you in your further investigations. First of all I should mention that all of the scientists of ancient were devoted to their work, hard- working, curious. possessed creative and analytical mind, developed wide outlook and inquiry-mind. and of course acquired a lot of foreign languages that gave them the opportunity to perceive the knowledge existing in the world database. You may not believe, but Beruni and Ulughbek were able to speak and understand more than ten languages, while Farobi was fluent in 70.

Ss girl: fascinating!

Another Ss: fabulous!

Furthermore, they were keen on different spheres such as philosophy, mathematics, logics, rhetoric, astronomy, law, medicine, literature, music, politics, metaphysics, geography, geology and science which includes biology, chemistry and physics.

Ss: Wow, so many spheres for a person. How did they manage to learn so different subjects and reach the tiptop in each one?

Teacher: good question, Salim. On the front side of Ulughbek Madrasah in Bukhara, there is an inscription: "The pursuit of knowledge is the duty of every man and woman." That is to say, they devoted their lives searching wisdom and exploring nature, human being, society and the universe. Becoming a governor of Samarkand in 1409 at the age of 15, Ulughbek, the grandson of Temur started to develop science and education in the country and turned the city into an intellectual centre of the empire. He built madrasa in Samarkand where he invited more than 100 outstanding scientists of that period. Even being the leader of the country in 1411, he didn't miss a chance to deliver lectures himself and to investigate the issues on astronomy. Having built one of the first observatories in Samarkand, Ulughbek spent his days learning the stars and planets.

Though each explorer has his own method of carrying out investigation, observation is key one in any investigation. And medieval scientists were brilliant at observing with full of their attention, that helped them to define problems which needed to be questioned. Questioning means to collect data and analyze ideas, after which hypothesis arises and scientists propose on the issues burning their heads. In this way Beruni predicted the existence of land on the today's America territory.

Ss: Did Ulughbek and other scientist perform experiments in Samarkand observatory or madrasa to find out whether the predictions were right or wrong?

T: Of course. By carrying out experiments the scientists of the observatory and madrasa made attempts to work out solutions to the problems. Usually their experiments took place in the laboratories equipped with modern tools of that time which sometimes were constructed by the scientists themselves. You are already aware of the fact that they all were very skillful and knowledgeable in different spheres of science, craftwork, and art.

Ss: and what did they do after doing the experiments?

T: Having reached the solution to the inquiry, the scientists usually held discussions where the investigator demonstrated the results to other scientists and he had to explain, defend as well as justify the conclusion he had come up with during his research. During such discussions some works were trashed, but the ones which were reasoned, explained, clarified, and proved apparently/properly served to the human being for several centuries as they made possible the impossible and enlightened

the life of the people for many years.

Ss: Did Zij of Ulughbek prove its appropriateness in such kind of discussions?

T: Sure! “Zij-Guragan” or “Star Table of Ulughbek” contains the coordinates of 1018,stars with incredibly accuracy and considered an outstanding contribution to the treasury of the world of astronomical science. Moreover, Ulughbek's calculation of the length of star year was equal to 365 days 6 hours 10 minutes 8 seconds while actual length of star year by modern data is 365 days 6 hours 9 minutes 9,6 seconds. Thus the mistake is only less than one minute.

Ss: so accurate calculation in that time without modern technologies ...

Ss to Ss: You are so excited

Ss: How can't I stand being excited knowing how clever and smart was Ulughbek that he was able to do the work that is hardly done nowadays using so developed technologies.

T: ____Ulughbek as well as other scientists of that period had enlightened minds and performed the investigation following the steps

: observing, questioning, hypothesizing, predicting, experimenting, defending and justifying data and then drawing a conclusion. So...

Ex.2.(page34) Listen to the tape and answer the following questions

1. What does a lecturer do?
2. What does the lecturer expect from students?
3. Which scientists is the lecturer going to mention in the speech?
4. How does the lecturer describe the scientists?

Ex.3. Play the tape again. Give students some time o match the parts of the sentences 1-6 with a-f. let students compare the results in pairs.

1. Beruni spoke
2. Farobi was fluent in

3. The pursuit of knowledge
 4. Ulughbek became a governor
 5. Even being the leader of the country
 6. Scientists of ancient times were very skillful and knowledgeable
- a. Is a duty of every man and woman
 - b. He didn't miss a chance to deliver lectures
 - c. Seventy languages
 - d. In different spheres
 - e. And understood more than 10 languages
 - f. In 1409vat the age of 15, he started to develop science and education

1	2	3	4	5	6
E	C	A	f	b	D

GRAMMAR: Participles

1. Present participle. The present participle is often used when we want to express an active action. In English we add **-ing** to the infinitive of the verb.

1.1. Use of the present participle.

Progressive Tenses	Gerund	Adjective	Together with other words
He is reading a book. He was reading a book.	Reading books is fun. He likes reading books.	Look at the reading boy.	He came reading around the corner. He sat reading in the corner. I saw him reading .

2. Past participle

The past participle is often used when we want to express a passive action. In English we add **-ed** to the infinitive of regular verbs. We use the 3rd column of the table of the irregular verbs.

2.1. Use of the past participle

Perfect Tenses	Passive voice	Adjective	Together with other words
He has forgotten the pencil. He	A house is built .	Look at the washed car.	The car washed yesterday is blue. He had his

had forgotten the pencil.			car washed .
----------------------------------	--	--	---------------------

3. Compounds with the past participle

This combination is also known as perfect participle. It is used to form an active sentence with the past participle. There is a time gap between the actions.

3.1. Past participle and having

- **Having read** the book the boy came out of the room.

One action happened after the other.

3.2. Present participle

- The boy **came reading** out of the room.

Both actions happened at the same time.

Ex. 9 p.36 Ask students to read and match the rules A-F with examples below them. Tell them that the rules could present more than one sample.

__c__ Imagine being the creator running a huge power company!

__a__ By working passionately, scientists investigate the issues of their research.

__e__ Having observed the nature, medieval scientists performed their researches

__c__ Being able to speak more than five languages, Guljahon works as an interpreter.

__c__ Sitting in the lobby by the window, I was watching people running to the bus stop in the rain.

__f__ The topic chosen for the experiment will be discussed tomorrow.

__a__ After developing/having developed my project, I applied to work.

__d__ Having made to wait, Gavhar was annoying.

__b__ Having seen the horror movie before going to bed, Laura couldn't sleep for a long time.

Home work ex.9 p.36

Tell the students match the words with their definitions.

1	2	3	4	5	6	7	8	9	10	11	12
c	J	b	f	g	h	k	l	e	a	d	I

LESSON 2

Reading: Rudyard Kipling. Writing: Thesis statement

Ex.1. (page35) Read the poem by Rudyard Kipling “I keep six honest...” and share with your partner how they can help you in your further investigation

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me, I
I give them all a rest.
I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!
She sends them abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

Ex.2. Read the text and decide what the following numbers stand for.

1. 1876_____
2. 1847_____
3. 1,093_____
4. 9000_____
5. 1882_____
6. 1928_____

Thomas Edison is considered to be one of history's most well-known inventors, whose contributions to the modern era transformed the lives of people all over the world. He is the one who is the author of creations like electric light bulb, typewriter, electric pen, phonograph, motion picture camera and alkaline storage battery – to the talking doll. Moreover, in 1876 he built his famous laboratory in Menta Park, New Jersey to conduct experimentations. Edison and his wife Mary had a house which was near his work place, Edison often became so involved in his work that

he stayed overnight in the lab as he considered "Genius is one percent inspiration and ninety nine percent perspiration."

The father of the creations of XIX century was born in Milan, Ohio on February 11, 1847. He attended a formal school for only a short time when he was seven years old. His mother was a tutor and taught him to be fond of reading. Love for experimenting and mechanical things developed when Edison received his first chemistry set. Edison was mostly deaf. He lost most of his hearing at the age of twelve when a conductor pulled him onto a train by his ears. But, he did not let his disability stop his love of learning. Creating experiments was Thomas Edison's passion. Astonishingly, in all he held 1,093 patents for his inventions.

It took him 9,000 experiments to perfect the light bulb. He believed that people's greatest

weakness lies in giving up and the most certain way to succeed is always to try just one more time.

He never quit. After inventing a lighting bulb in September 4, 1882, he kept working on the idea of

lightening the world, as he believed there is always away to do the work better and he tried to find it.

As a result, Edison's Pearl Street Station delivered power to a one square mile section of Manhattan for the first time.

Edison continued to work on several projects and experiments till the end of his life. In 1928, he was awarded with the Congressional Gold Medal, presented to him at the Edison Laboratory.

Ex. 8. Read the statements and decide whether the statements are true, false or not given .

1. Edison created a television ____
2. Edison thought that a person wouldn't achieve anything until he worked enough. ____
3. Edison couldn't hear at all. ____
4. He usually broke down the investigation if he confronted with challenges. ____
5. He is the one due to whom we have chandeliers full of lighting bulbs. ____
6. His last words were "it is beautiful over there" ____

Homework :

Ex.10. Complete the sentences so that the meaning remains the same

1. I was struggling to remember what the scientists had been arguing about at the last discussion when I was waiting for my bus.
Waiting for my bus I was struggling to remember what the scientists had been arguing about at the last discussion.
2. I felt asleep because research for two days I was working hard on my day and night.

- Having worked hard on my research for two days and night I felt asleep.
3. I assumed that the hypothesis when I saw presented results of the conducted investigation.
Seeing presented results of the conducted investigation I assumed that the hypothesis was quite proved.
 4. The reason great people are brilliant at different spheres is that they are passionately devoted to the work they do.
Being passionately devoted to the work they do is the reason great people are brilliant at different spheres .
 5. Lola didnt know any foreign languages so she had some difficulty when she was invited to deliver a speech at the international conference.
Not knowing any foreign languages Lola she had some difficulty when she was invited to deliver a speech at the international conference.
 6. I experimented a lot before I justified the hypothesis. Having experimented a lot before I justified the hypothesis.
 7. James heard the noise in the laboratory and ran to find out what was on there. Having heard the noise in the laboratory James ran to investigate.

Writing: Thesis statement

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence near the beginning of your paper (most often, at the end of the first paragraph) that presents your argument to the reader.
The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

When reviewing your first draft and its working thesis, ask yourself the following:

- **Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.

- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful,” see if you could be more specific: why is something “good”; what specifically makes something “successful”?
- **Does my thesis pass the “So what?” test?** If a reader’s first response is likely to be “So what?” then you need to clarify, to forge a relationship, or to connect to a larger issue.
- **Does my essay support my thesis specifically and without wandering?** If your thesis and the body of your essay do not seem to go together, one of them has to change. It’s okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- **Does my thesis pass the “how and why?” test?** If a reader’s first response is “how?” or “why?” your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

- cause (reasons or problems)
- effect (results, consequences, or solutions)
- Cause answers to " Why did smth. happen?"
- Effect answers to "What happened because of smth.?"
- Cause: The storm damaged the city. Effect: All the schools were closed
- As the storm damaged the city, all the schools were closed.
- All the schools were closed because the storm damaged the city.

Ex.11 p.37 Read the linking words in the box and sort them out into "cause" and "effect" columns.

Because, one result is, on a cause is, since, for, reason for, as a consequence, because of, the consequence of, reason, outcomes, explanation, So, thus, one reason why, as, one of the most important reasons why .., the main reasons why, owing to, cause, lead to, result in, to be caused by, the cause of, bring about, therefore, consequently, due to, as a result, thanks to, likely that, the result of.

<p>Cause: because, on a cause is, since, for, because of, cause, to be caused by, the cause of, bring about therefore, consequently,</p>	<p>Effect: one result is, reason for, as a consequence, the consequence of, reason, outcomes, explanation, so, thus, one reason why, owing to, lead to, result in, due to, as a result, the result of</p>
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Ex.12 p.37 Ask students to separate the cause from the effect. Remind them that the cause is not necessarily given first.

1. cause: most mothers with children under a year of age work

Effect: need for daycare in the country

2. the same with the first

3. Problem: less time for children

Solution: changed jobs or cut back on their hours

4. Cause: Mothers feel that their children need the supervision of a parent.

Effect: they work only when their children are in school

5. Problem: a conflict between the financial obligation at home and emotional needs as parents

Result : they experience deep emotional crises.

Homework: compose a cause and effect essay.

LESSON 3

Listening conversation: Undertaking a research

Student: Good afternoon. Let me present myself. I am Marjona Boboeva, a sophomore of Jizzakh State pedagogical institute. Having some of the future intentions about having a research in my field I have several questions concerning research issues. And I found you to be one of the science with stable background in research doing.

Scientist: Oh, thank you, it's my pleasure.

Student: Will you please, tell me your field of research?

Scientist: I am Bahodir Odilov a Professor. Linguistics is my field of research.

Student: How long did it occupy you to carry the research?

Scientist: How long it took my time?! Actually I started it in 2007 and in 2011 I did the defence.

Student: what do you think the important research issues: time scale, existing resources, existing knowledge, manpower, man hours, support, sample, funding, or any other suggestions? Could you be more specific, please?

Scientist: Hmmm, curious question let me start with three points mentioned by you to be of prior. They are existing knowledge, existing resources, and sample. Without having background knowledge no way forward as it is a fundament like any future built house "must" have. As for the resources, I would substitute it with the word "reference" is of much importance, because it footnotes the earlier carried out research works, especially when forwarding the similar ideas or quoting. And samples are like templates to learn the process with different content. Here, I'd like to mention one point the time scale- I think it shouldn't have its limit, because, the human researches when gets motivated and inspired and stimulated.

Student: Generally, what does research tell us?

Scientist: To my mind, it shapes our scientific thinking ability.

Student: Can you tell me your understanding, please, what do we do with research?

Scientist: Most researches guide us to implement the practical part in real life based on its theory. In research the actuality and novelty of it is of high appreciation.

Student: Well, I hope, the explanations presented by you will be very essential in my future research. Thank you for time considering.

Ex. 2 p.38 Listen and decide whether the sentence are true (T) or false (F).

	True	False
1. The interviewer is a senior student of one of the Higher Educational Establishments of Jizzakh city.		■
2. The interviewee is a professor who carried out his research in the area of Pedagogy.		■
3. Within three years dating to 2007 the interviewee	■	

accomplished his research		
4. The scientist points out that experience, resources and samples are important issues of the research.	▪	
5. The scientist says that reference is needed to show where the source idea is taken.	▪	
6. The interviewee states that the samples are like frames which acquaint the reader with the whole process of the research.	▪	
7. The scientist says that with the time limit the researcher gets stimulated		▪
8. The interviewee mentions that the research works form our thoughts from scientific point of view.	▪	
9. The scientist says that only few of the researches direct us to implement the practical part of the research in real life.		▪
10. The interview infers that the student is going to follow the scientist's explanations in her future research.	▪	

Ex.4 p.39 put students in small groups. Allow students some time to think about the well-known scientists who did the research in their field of study. Let them prepare a two-minute report about the "Great minds"

Use leading questions:

Who and what are they?

What were their fields of research?

How long did they research last?

To what extent their researches were of actuality of its time?

What novelty did they bring to the community?

Do you tend to continue similar researches?

Grammar: Transitions

As a "part of speech" **transition words** are used to link words, phrases or sentences. They help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up coherent relationships within the text. All English **transition words** and **phrases** (sometimes also called 'conjunctive adverbs') do the same work as **coordinating conjunctions**: they connect two words, phrases or clauses together and thus the text is easier to read and the coherence is improved.

Categories of Transition Words and Phrases

Causation

Chronology

Combinations

Contrast

Example

Importance

Location

Similarity

Clarification

Concession

Conclusion

Intensification

Purpose

Summary

Usage: transition words are used with a special rule for punctuation: a semicolon or a period is used after the first “sentence”, and a comma is almost always used to set off the transition word from the second “sentence”. When a semicolon is used instead of a period, a comma will still be used to separate the transition word from the rest of the sentence. This rule is also shown in the examples below.

Independent clause+ semicolon+ transition word+ comma+ independent clause

Ex.6 p.39 Ask students to connect the pairs of sentences in written using proper transition words.

- a. Undergraduate students are usually too immature to live away from home. Moreover, they are too irresponsible.
- b. Sophomores should practice short-term research actions at the prior stage of their education. Also, they should acquire the presenting skills.
- c. Scientists encourage their apprenticeships to be more creative and imaginative towards to the field of exploration. In addition, they are likely to feel inspired by being piloted via the projects.
- d. People use 43 muscles when they frown. However they use only 28 muscles when they smile.

Homework: ex.4 p.39 Outstanding people of Uzbekistan.

LESSON 4

Reading: Nanina's research in Uzbekistan.

Read the story below and point out to conducting research process mentioned in the text.

Research conducting process	Example
1. Identify the problem or question	
2. Review the literature	
3. Clarify the problem specifically identify the purpose of the study	
4. Clearly define terms and concepts.	
5. Define the student age.	
6. Develop an instrumental Plan	
7. Collect data.	
8. Analyze the data	

Ex.9. Work in teams of three and work out a possible future research process for a specific issue that interests you.

Research process: From dependant to autonomous researcher-student

On one of the autumn days of the year Nanina, a girl from Switzerland, was informed to be staying in my house. I had initiated with an official request for becoming a host family for foreign students. After her arrival I did my best to create real Uzbek atmosphere because I got to know that overseas people tend to discover quite different lifestyle, habits and mannerism when visiting abroad. On the next morning during the breakfast she said that the mission of her visit was to accomplish her short-term research paper. According to Swiss education system students have to carry out their research projects based on conducting surveys, mostly, planned for summer holidays. Thus, Nanina came to Uzbekistan to explore what the Uzbek soil was and its productivity factors. Every early morning she used to go to the extended fields of cotton. Only the late evenings she could hardly catch up with the dinner together with my family, and right after the main course went to her room excusing she needed to jot down her evidences. To my understanding, she would compose her either diary or daily report for her research paper. Moreover, she was a very good photographer to take scenery photos of each her stepped area....

Ex.11. Develop a hypothesis or thesis statement focusing on one of your field of study issues following the steps below.
Topic: Research in Uzbekistan

Issue: Changes in Research in Uzbekistan _____

Research Question: How has research carrying changed since Uzbekistan got its independence?

Hypothesis/Thesis statement: As education has been reformed over the last two decades, current system guarantees the youth of Uzbekistan to be prioritized for staying in partnership together with international scientific projects.

Topic: _____

Issue: _____

Research Question: _____

Hypothesis/Thesis statement:

Ex.13

In October, 2073, during the archaeological research the Mammoth (Ice Age Elephant) remains were discovered under the soil layers of the Ahangaran River canyons near Tashkent. According to the reports the remains to be 1.6 million

years of antiquity. Uzbekistan has been listed as the fourth world's country after Serbia, Russia, Italy with the same fossil findings dating to the Ice Era.

Develop your own research thesis narrowing a theme in your field of investigation

Ex.12 Underline the thesis statement in the following passage

His name is Maksud. In his senior year of high school, he was considered to be one of the most talented young people at his school. He was heavily qualified at the college and university, and his future seemed bright indeed. Within a few years, his brightness had blackened for one reason: drugs.

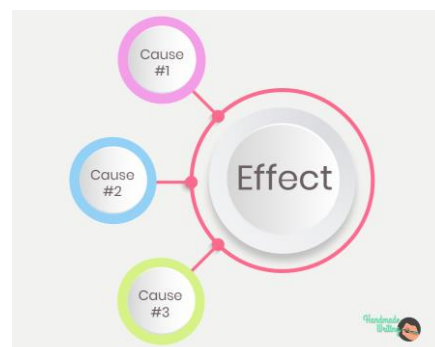
Writing: Cause and effect essay

There are **three types** of cause and effect essays. We usually differentiate them by the number of and relationships between the different causes and the effects. Let's take a quick look at these three different cases:

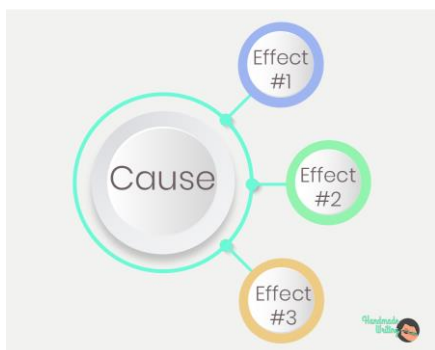
1. Many causes, one effect:

This kind of essay illustrates how different causes can lead to one effect. The idea here is to try and examine a variety of causes, preferably ones that come from different fields, and prove how they contributed to a particular effect. If you are writing about World War I, for example, mention the political, cultural, and historical factors that led to the great war. Here is how to structure this type of essay:

- Introduction
- Body
 - Cause #1
 - Cause #2
 - Cause #3 (and so on...)
 - The effect of the causes
- Conclusion



2. One cause, many effects



This type of cause and effect essay is constructed to show the *various effects* of a particular event, problem, or decision. Once again, you will have to demonstrate your comprehensive knowledge and analytical mastery of the field. There is no need to persuade the reader or present your argument. When writing this kind of essay, in-depth knowledge of the problem or event's roots will be of great benefit. If you know why it happened, it will be much easier to write about its effects.

Here is the structure for this kind of essay:

- Introduction
- Body
 - The Cause
 - Effect #1
 - Effect #2
 - Effect #3 (and so on...)

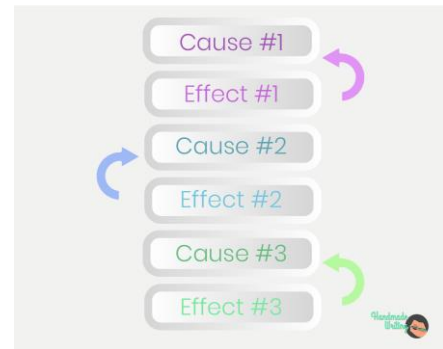
- Conclusion

3. Chain of causes and effects

This is the most challenging type. You need to maintain a chain of logic that demonstrates a sequence of actions and consequences, leading to the end of the chain. Although this is usually the most interesting kind of cause and effect essay, it can also be the most difficult to write.

Here is the outline structure:

- Introduction
- Body
 - Cause #1
 - Effect #1 = Cause #2
 - Effect #2 = Cause #3
 - Effect #3 = Cause #4 (and so on...)
- Conclusion



Do's:

Pay attention to the language you use. Informal writing is not the best choice for this type of essay because they are academic works. But be aware that using an obscure vocabulary and complicated constructions can make your essay difficult to read.

Express your own opinions on a topic, not ones that belong to a researcher. The best way to do this is to be familiar with all the different research on the theme and use your critical thinking skills to construct your own arguments about the problem.

Don'ts:

Don't think you can write an excellent essay if you haven't investigated the topic thoroughly. Dedicate time to reading the works of researchers who have studied the problem before you. If you do this, your readers will see that your essay is well-researched, and you will look more professional.

Don't let the essay become illogical. This can happen to both beginners and advanced students. Beginners often don't know enough to make the essay exciting and convincing, while more advanced students sometimes try to write everything that they know (ideas, history, theory, or facts). Make sure that your essay is logical, clear, and concise.

(sample) EFFECTS OF WATCHING TOO MUCH TV

Discoveries and invention of devices are always welcome till we, humans, find a way to abuse its benefits and be adversely affected by it. This was the case when Wilhelm Roentgen discovered x-ray and within five years, the British Army was using a mobile x-ray unit to locate bullets and shrapnel in wounded soldiers in the Sudan. TV was also invented with positive thoughts in mind – there would be no national borders, education and communication would be worldwide, etc. However, we are now trying to overcome its physiological and psychological adverse effects on human beings. One of the physiological effects of watching TV in excessive amounts is eye-strain. It is true that there are specifications for watching TV; TV should be 5 m. away from the eye, the room should be adequately lit, TV should be placed at the same height with our eyes, etc. However, these do not prevent our eyes from getting tired if we keep watching TV for a long time. Another effect is obesity, which is widely observed in people who like watching TV and eating snacks everyday (there is even a term “TV snacks” to refer to fast food that is suitable for eating in front of the TV). TV is such a powerful machine that people cannot get away from it – it is addictive. Apart from the physiological effects, TV also causes psychological effects. One is a result of being exposed to violence. After seeing so many violent scenes on TV, people start considering violent actions normal and they lose their sensitivity to their environment. Partly connected to this effect, the interpersonal communication among people decreases. Being insensitive to the suffering of other people causes people to become alienated. Also, after coming home from work people seek to relax in front of the TV, and generally people prefer watching TV to talking to each other. This issue is very important since lack of interpersonal relationships mostly end with divorces. Shortly, inventions are meant to be beneficial for human beings, if we know how to benefit from them. TV is one of such inventions that need to be used for the right purpose only – being educated and entertained for a reasonable (according to age) period of time. We may, then, be safe from or at least reduce the adverse physiological and psychological effects of watching too much TV. Discoveries and invention of devices are always welcome till we, humans, find a way to abuse its benefits and be adversely affected by it. This was the case when Wilhelm Roentgen discovered x-ray and within five years, the British Army was using a mobile x-ray unit to locate bullets and shrapnel in wounded soldiers in the Sudan. TV was also invented with positive thoughts in mind – there would be no national borders, education and communication would be worldwide, etc. However, we are now trying to overcome its physiological and psychological adverse effects on human beings. One of the physiological effects of watching TV in excessive amounts is eye-strain. It is true that there are specifications for watching TV; TV should be 5 m. away from the eye, the room should be adequately lit, TV should be placed at the same height with our eyes, etc. However, these do not prevent our eyes from getting tired if we keep watching TV for a long time. Another effect is obesity, which is widely observed in people who like watching TV and eating snacks everyday (there is even a term “TV snacks” to refer to fast food that is suitable for eating in front of the TV). TV is such a

powerful machine that people cannot get away from it – it is addictive. Apart from the physiological effects, TV also causes psychological effects. One is a result of being exposed to violence. After seeing so many violent scenes on TV, people start considering violent actions normal and they lose their sensitivity to their environment. Partly connected to this effect, the interpersonal communication among people decreases. Being insensitive to the suffering of other people causes people to become alienated. Also, after coming home from work people seek to relax in front of the TV, and generally people prefer watching TV to talking to each other. This issue is very important since lack of interpersonal relationships mostly end with divorces. Shortly, inventions are meant to be beneficial for human beings, if we know how to benefit from them. TV is one of such inventions that need to be used for the right purpose only – being educated and entertained for a reasonable (according to age) period of time. We may, then, be safe from or at least reduce the adverse physiological and psychological effects of watching too much TV.

Homework: read and translate the composition. Underline linking words

LESSON 5

Listening: Interview: Clear vision of some social researches.

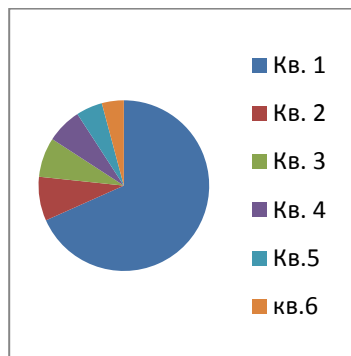
Grammar: Phrasal verb(make)

Ex.1. Match the words 1-10 and the appropriate definitions a-k

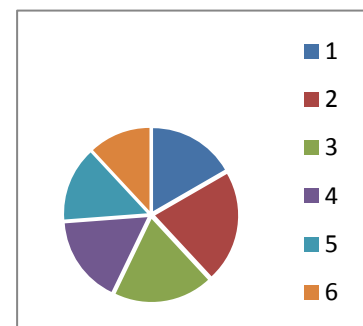
1	Prospering	a) To live permanently or for a considerable time (in a place)
2	To cooperate	b) A quantity or amount considered in relation to or measured against another quantity or amount
3	A factor	c) the total value of all goods and services produced domestically by a nation during a year;
4	To reside	d) a special peculiarity or a feature of a matter or point;
5	A fertilizer	e) disclose, divulge this or that information, secret and others;
6	To conduct	f) of or containing iron in the divalent state; designating an iron;
7	To reveal	g) blossoming, developing, progressing, thriving;
8	A rate	h) carry out, do;
9	Ferrous	i) an element or cause that contributes to a result;
10	A specificity	j) any substance, such as manure or a mixture of nitrates, added to soil or water to increase its productivity;
11	GPR	to work or act together; to engage in economic partnership

Ex.2. listen to the tape and fill in the pie charts below

**Nationality rate
of Uzbekistan
of Uzbekistan**



The main export partners



1-chart:

Uzbeks -81%;

Russians-5,4%;

Tajiks- 4%;

Kazakhs- 3%; Karakalpaks- 2,5%; Tatars- 1,5%;

2-chart:

China - 21.2 % ; Kazakhstan – 15.9%; Turkey – 15.8%;
Russia -14.7 %; Bangladesh – 9.5%; Kyrgyzstan - 4% ;

Ex.3. Listen to the tape again and fill in the blanks with the appropriate words or numbers in the box.

Companions	Dwell	Get to	4,9%	Proportion
e	c	a	B	D

a) The latest information showed that the total population of Uzbekistan has _____ 30 million people. b) The elderly people who are at the age of 65 and over make up about _____ percent of the total population of the country. c) It is interesting that more than 100 nationalities, ethnic groups _____ in the territory of Uzbekistan. d) Education system in Uzbekistan is one of the best in the world; that results in the highest _____ of more than 99 percent among adults older than 15. c) The closest _____ of Uzbekistan in import from Asian countries are considered to be China and South Korea.

Grammar: Phrasal verb(make)

Phrasal Verbs with DO		
Do away with	•	to throw something away, get rid of it
	•	or stop using it
Do someone good	•	when it is of benefit to a person to
	•	experience or do something.
Do in	•	to kill or to break something or
	•	someone
Do out	•	to tidy and decorate an area to look
	•	nice

Ex.8. Encourage students to work in pairs. Ask them to read the phrasal verbs in the box and given examples. Allow them some time to think about the meaning of the phrases and write it in the mid column

Phrasal verb	Meaning	Example
--------------	---------------	---------------

Do with	Need/want	I could do with something to eat. I could do with social research in the field of medicine.
Do without	Manage without	They will have to do without a holiday this year as they have lots of work to do.
Do away with	Abolish	Women who think about their health must do away with bad habit.
Do out of	Prevent from having (by deceit)	He did me out of my rightful inheritance
Make for	Move in the direction of	Let's make for the city centre and find a restaurant on the way.
Make of	Think (opinion)	What do you make of the latest survey report?
Make off	Leave hurriedly	He made off as soon as he heard their car turn into the drive.
Make up for	Compensate for	The superb food at the hotel made up for the uncomfortable rooms.
Make up to	To be nice in order to get smth	He made up to her until she agreed to help.

Ex.9. Add necessary prepositions to complete sentences.

Some gardening, an agreement, the washing up, a decision, homework, love, a loss, a face, a good or bad impression, your best/ the shopping, allowances for, the cooking, business with, a suggestion, a cup of tea, profit, the most of a noise, a success of, a point of, a gesture, fun of, a fuss of.., a go (a success) of.

- a) I can do ___ your complains first thing in the morning
- b) That's a practice that should be done _____
- c) When he graduated from the university he made _____ his native town
- d) What do you make _____ their invention?
- e) They made _____ without paying.
- f) He's always making _____ to influential people

Home work: Ex.5. page 43;

Work in small groups of three or four and discuss the following questions.

1. Why are social researches held? What is the use of them?

2. What issue of your specialty would you like to investigate with the help of social researches?
why?
3. What specific features should a perfect society obtain?
4. How can a society keep on developing constantly?

Ex.10 page 45

Find other meanings of phrasal verbs and make up sentences of your own.

Do up – fasten, _____, _____, _____, _____,

Make out – claim, to manage see, _____, _____, _____

Make up – compos, constitute, form, _____, _____, _____

LESSON 6

Reading :Environmental problems

What is a Social Research?

i) _____ It greatly differs from the one in past in its different aspects and issues. Nowadays humanity has already faced a global social affect in people's personal or professional lives and activities. No state can survive without formulated, civilized society. Unless society is studied thoroughly in a number of levels, it may become a 'hard stone' to rule over. That is why it is an essential matter to hold special social researches to find out the demands or needs of society. Social researches are specific methods of investigation, scrutinizing, involving which aim at getting proper solutions to various problematic, complicated, decrepit, disputable questions. Social research involved the interaction between ideas and evidences. 2) _____. Social research thus attempts to create or validate theories through data collection and data analysis, and its goal is exploration, description, explanation, and prediction. It should never lead or be mistaken with philosophy or belief. Social research aims to find social patterns of regularity in social life and usually deals with social groups (aggregates of individuals), not individuals themselves. Research can also be divided into pure research and applied research. Pure research has no application to real life, whereas applied research attempts to influence the real world. Social researches are conducted by social scientists that are responsible not only for holding them but tor the content, objectiveness, appropriateness. Social researches should be envisaging future development. 3) _ Social research methods can generally vary along a quantitative/qualitative dimension. Quantitative designs approach social phenomena through quantifiable evidence, and often rely on statistical analysis of many cases (or across intentionally designed treatments in an experiment) to create valid and reliable general claims, related to quantity. Qualitative designs emphasize understanding of social phenomena through direct observation, communication with participants, or analysis of texts, and may stress contextual subjective accuracy over generality, related to quality. 4)_____

ex.6 p.44

Read the text and complete the gaps 1-4 with the correct sentences a-d

- a) Besides, they should follow the systematic plan.
- b) Both types of social researches are often used by a

number of social conductors throughout the world.

- c) They help social researchers make sense of evidence, and researchers use evidence to extend revise and test them
- d) Today a modern society has change a lot.

1	2	3	4
d	c	a	B

Ex.4. p.46

Read the text. Chose the best title for it.

- 1) Importance of social research
- 2) Changes in social life of people
- 3) Pros and cons of social research

More specifically, social research examines a society's attitudes, assumptions, beliefs, trends, stratifications and rules. The scope of social research can be small or large, ranging from the self or a single individual to spanning an entire race or country. Popular topics of social research include poverty, racism, class issues, voting behavior, gender constructs, policing and criminal behavior.

Social research determines the relationship between one or more variables. For example, gender and income level are variables. Social scientists will look for underlying concepts and cause-and effect relationships of a social issue. Before even beginning research, scientists must formulate a research question. For example, a researcher might ask if there is a relationship between a person's gender and his or her income level. Do men have higher incomes than women? Are women most likely to be poor?

A third variable, race, can be added to the question. Then the social scientist can pose a research question: Does race and gender affect a person's income level? Social scientists will then collect data, organize and analyze information and create a report of their findings. People conducting social research must also consider ethics, biases and the reliability and validity of the research they're conducting. They must decide which form of sampling to use, how to measure information, how to analyze data and present their findings.

Research can be conducted using surveys, reports, observation, questionnaires, focus groups, historical accounts, personal diaries and census statistics. There are two types of research: qualitative research and quantitative research. Qualitative research is inductive, meaning the researcher creates hypotheses and abstractions from collected data. Most data is collected via words or pictures and mostly from people. Researchers are interested in how people make sense of their lives and in the research process itself.

Quantitative research is the complete opposite and most often involves numbers and set data.

Quantitative data is efficient but focuses only on the end result, not the process itself, as qualitative research does. Quantitative data is precise and is often the result of surveys or questionnaires.

Even though social research is most often conducted by social scientists or sociologists, it is an interdisciplinary study crossing into subjects like criminology, the study of crime; politics, the study of power; economics, the study of money and business; psychology, study of the mind; philosophy, study of beliefs and morals; and anthropology, the study of culture.

Ex.5. p.46

Find the words in the text with the similar meaning

1. Stand _____
2. supposition _____
3. the process leading to the formation

4. inadequacy _____
5. changeable _____
6. profit _____
7. carry on _____
8. durability _____
9. legality _____
10. involving two or more subjects

Writing: Survey report

USEFUL LANGUAGE FOR SURVEY REPORT

To introduce:

(state purpose and content of your report)

The purpose/ aim of this report

As requested,

This survey was carried out,

Development

(summarize your information under suitable subheadings)

To generalize: In general, Generally, On the whole

To introduce other people's opinions: Many people consider, Some people argue/believe/claim

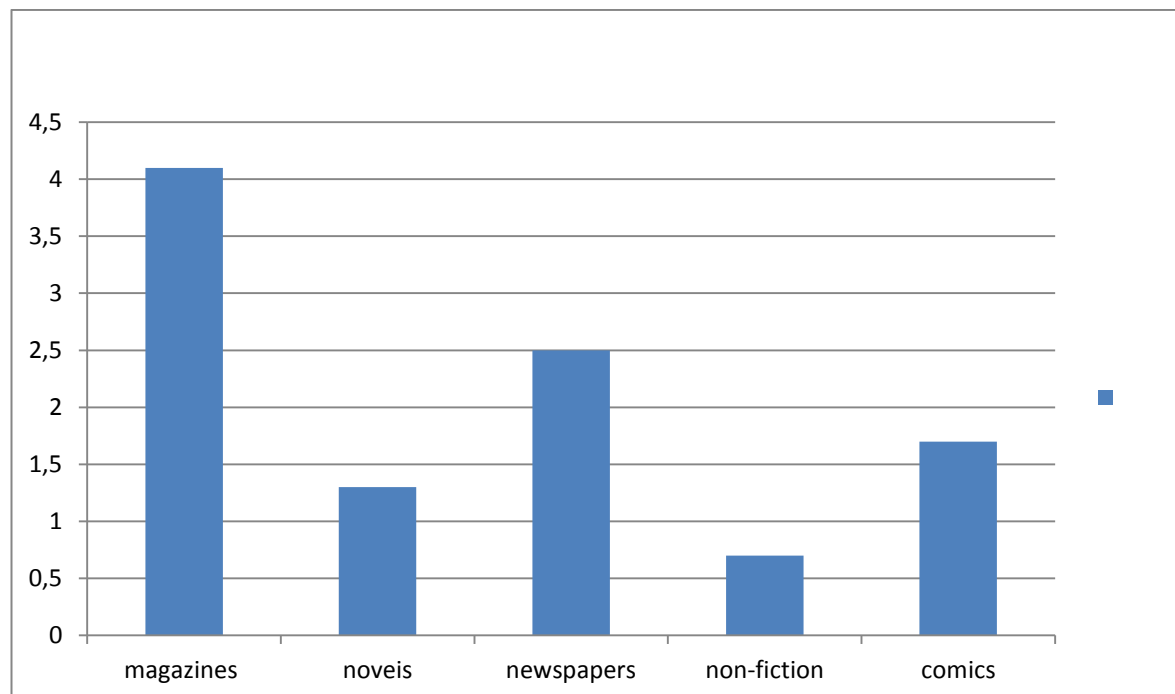
Conclusion

(end with a general conclusion and if necessary, make recommendations or suggestions):

In conclusion, To sum up, All in all.

Ex.11. p.45

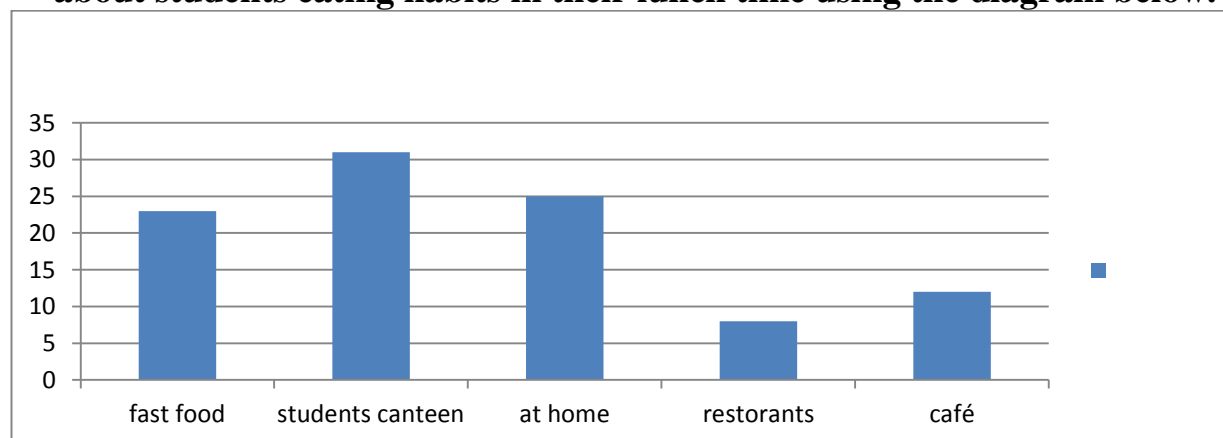
Look at the diagram and use the expressions below to complete the sentences about the result of the survey regarding young peoples reading preferences.



1. Slightly more than _____ of the surveyed prefer reading magazines.
2. A _____ of young people surveyed read comics in free time.
3. _____ of young people choose to read non-fiction.
4. _____ of the surveyed read fiction.
5. Only eight _____ of the people surveyed prefer to read non-fiction.
6. The _____ of the young people surveyed read magazines.

Home work Ex.12. p.45

Read the introductory part of the report and write developmental part of it about students eating habits in their lunch time using the diagram below.



SURVEY REPORT

Introduction

The aim of this report is to analyze the results of a survey in which 50 students were questioned about part-time job influence on student life and study.

Development

Of the respondents, 30% currently had part-time jobs, 20 % had had part time work, but half had never done any work during university semesters. Interviewees who were working or who had worked were next asked about the reasons for taking the jobs. The most common reason was lack of money (56%), but many students said that they found the work useful experience 32% and others mentioned social benefits (12%) .The 25 students with work experience were next asked about the effects of the work on their studies. A significant majority (64%) stated that there were only positive effects of part-time work, as they gained some experience while working. However, 24% said that their academic work suffered slightly while a small minority (12%) reported serious adverse results, such as tiredness in lectures and falling marks.

The final question offered students to comment on their experience of part-time work. Many (44%) made the point that students should be given larger grants so that they could concentrate on their studies full-time, but others felt that they gained something from the experience.

Conclusions

It is clear that part-time work is now a common aspect of student life. Many students find jobs at some point in their studies, but a large number of students who participated (88%) deny that it has a damaging effect on their studies. Most students work for only 2-3 hours per day on average, and a significant number claim some positive results from their employment.

From: Ibragimova Dilnoza

To: Rano Turaeva

Subject: Eating habits of students

The aim of this report is to analyze results of a survey in which 500 students were questioned about their eating habits in their lunch time.

LESSON 7

Listening : Practicum: Why is considered to be a practical and laboratory work?

Ex.1 p.48 Match the words or expressions in B and those in A or C so that they make a combination

A	B	C
engaged in violate one's physical	Concurrently fieldwork undertakings to come to grips with unidirectional downgrade toil, obscure, existential	provided problems printing one's value reason mafter

Read the statements and discuss their their meaning. Listen to three people presenting the idea of practical and laboratory work and decide which speaker they belong to:

Speaker 1: b,d

Speaker 2: b,f

Speaker 3: c,e

- a. Theory and practice shouldn't substitute each other, but coexist.
- b. Internship is not necessarily a part of a syllabus.
- c. Words laboratory and practice have similarities in their meaning and origin.
- d. Included seminars using learners, experience as a text.
- e. It is trying to find out unknown ways of solving existing questions both mentally and physically.
- f. It helps knowledgeable students to become professionals.

You are going to listen to 3 speakers presenting the idea about practical and laboratory work.

Practicum

According to most dictionaries, practicum is a practical section of a course of study in a particular field, usually comes at graduate level and is designed to give students supervised practical application of a previously or concurrently studied theory. In some cases, it is confused with internship; however, this is not always excepted as a part of the educational program.

Students are engaged in fieldwork consistent with the subject of the course, or a research project, with a teacher practicing in the field. Besides, it includes seminars that employ the students' experience as text, familiarizing them with the relevant substantive frameworks, as well as the skills they need. Students reflect on their work experiences in a supportive classroom environment with tutors and peers with similar professional undertakings.

Why do we need it?

The exorbitant cost of equipping schools and universities with laboratories and practical kits is surely a great contribution for further development but a real

experience, coming out of practicum, is right thing if you don't want to fail to come to grips with science. Some students tend to favor theory over practice and others wholly neglect the theory, but unidirectional approach can cause an inconsistent professional development and downgrade learners' science basis, making them less competitive. Here is the reason why we need it? It is said that there is no education without any experience. In addition, practical and laboratory work in education provides smooth conversion of a literate student to a competent employee, teaching soft skills like independent problem solving, working collegially with fellow staff and developing professional values and attitudes.

Why is it considered as practical and laboratory work?

The word laboratory stems from Latin 'labor' - to work, to make effort, challenge or toil, which points to the conception related to employing intellectual and physical efforts on inquisition of an obscure method and medium for resolution of scientific and existential questions.

The word practicum is applied to designate a particular practical or laboratory work, expresses the same idea with laboratory in Greek - act, move, try that, in its turn, means the activity when learners are supposed to have intensified practice.

You can see that both practice and laboratory works have the same objective, to provide opportunities to become involved with and actively participate in all aspects of professional activities, to link theory and practice, and to acquire the understanding and skills necessary for operating effectively in a range of situations

Ex.3 p.49 Work in groups of four or five. Answer the questions

1. What is practical and laboratory work and how do they appear in your specialty?
2. What is your practicum utopia?

4 Choose correct verb forms for sentences in passive. Pay attention to their usage.(correct answers are underlined)

1. It is believed that Nodir has been doing / to have been doing by himself.
2. Nodir was believed have been doing / to have been doing progress by himself.
3. It was estimated that his grandmother's jewelry is worth / to be worth millions.
4. His grandmother's jewelry was estimated is worth / to be worth millions.
5. Scholars are thought to be / are great people.
6. It is thought that scholars to be / are great people.
7. Jasur is said to have been / was very modest.
8. It is said that Jasur to have been / was very modest.
9. Barno is claimed to have had / has had a great influence on others.
10. It is claimed that Barno to have had / has had a great influence on others.

Reference

Reported passives are used to express opinion in a formal style.

Two special forms:

It is said that learners

Learners are said to ...

They can be used with number of reporting verbs. **Say, believe, think, claim, estimate, insist, etc**

Argue, suggest, calculate, etc. are usually used only with the second form.

Ex.4 p.49 Ask students to choose correct verb forms in passive. Let them explain their usage.

- a. It is believed that Nodir has been doing progress by himself.
- b. Nodir was believed to have been doing progress by himself.
- c. It was estimated that his grandmother's jewelry is worth millions.
- d. His grandmother's jewelry was estimated to be worth millions.
- e. Scholars are thought to be great people.
- f. It is thought that scholars are great people.
- g. Jasur is said to have been very modest.
- h. It is said that Jasur was very modest.
- i. Barno is claimed to have had a great influence on others.
- j It is claimed that Barno to have had a great influence on others.

Grammar: mixed conditionals

Condition shows the past but result in present		
He would be well now	If...	he had taken a medicine

Represents a situation which=is never real, refers to an action in the past		
The laboratory wouldn't have been destroyed	If...	you had been very careful

10 Complete the sentence using the verbs in the brackets.

1. If you _____ me then, I _____ winner now.
(encourage/be(not))
2. I _____ my laboratory work last term in time if our instructor _ proper clarification on the theme. (fulfill/Igive (not))
3. If the scientist _____ practical work in time, he _____ with a Nobel Prize last month. (conduct/award)
4. There _____ inventions if the laboratory _____ in the past.
(be/create(not)).

Homework: ex.5 p.49

Rewrite these sentences in the passive starting with the words given.

1. People say that learning English is important nowadays.
It is said that learning English is important
nowadays_____
2. People generally think that life won't be so meaningful without science.
It_____
3. It is generally said that computer addiction is harmful.
Computer addiction_____
4. Teachers have suggested that learners should get used to work independently.
It_____
5. They say Beruniy used to know 20 languages.
It_____
6. It is said that successful people are extremely curious.
Successful people_____
7. People think that problems are caused by indifferent.
Problems_____

Answers:

- a. People say that learning English is important nowadays. It is said that learning English is important nowadays.
- b. People generally think that life won't be so meaningful without science. It is thought that life won't be so meaningful without science.
- c. It is generally said that computer addiction is harmful. Computer addiction is generally said to be harmful.
- d. Teachers have suggested that learners should get used to work independently. It have been suggested that learners should get used to work independently.
- e. They say Beruniy used to know 20 languages. It is said that Beruniy used to know 20 languages.
- f. It is said that successful people are extremely curious. Successful people are said to be extremely curious
- g. People think that problems are caused by being indifferent. Problems are thought to be caused by being indifferent

LESSON 8

Writing : Laboratory report writing

Ex.6 p.50 Read the following quotation and discuss it with your partner

He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.(Leonardo da Vinci)

7 Read the text and choose an appropriate heading for each paragraph.

- a) Involves application and deals with real life situations (6)
- b) It is more interesting (7)
- c) Can motivate team work (9)
- d) Interactive Education creates a Deeper Impact(10)
- e) It does not require mugging up (1)
- f) Includes practice (4)
- g) Improves skills (5)
- h) Knowledge retains in our mind (2)
- i) Develops a better Understanding (3)
- j) Interesting:> Easy (8)

Text: 10 Reasons why practical education is important

-When we are practically looking at things and experiencing it, we do not need to cram it from a book. You might spend hours learning the climatic conditions of Africa but a visit to Africa can stick the picture in your mind instantly and very effectively. Not mugging up takes off loads of pressure from a student's brain thus helping in the learning process and also for relieving stress from over their heads.

- When we are cramming a lesson for a test, our brain tends to remember it for a short while which can be shorter than the duration of your test thus not serving that purpose also because our brain forgets it easily. While doing it practically, it can be in form of experiments, real life projects or educational trips, the knowledge and the whole learning experience stays in our mind for long.

- Just by reading about a phenomenon or a lesson, it cannot get straight to your mind even though it may be explained in the best manner. You actually got to see it happening in front of your eyes and not by hearing it in somebody else's words. Practical knowledge can help a lot over here because it is all there.

- Reading a lesson over and over again can be of little help. But performing activities or experiments based on it involves practice and you have heard it right, "Practice makes a man perfect". So just sitting in a corner with a book or listening to a lecture has no practice involved unless the theoretical teaching is converted into practical activities.

- Training and exercise are meant to improve your skills which cannot be obtained by just theoretical knowledge. Theory can provide one with oodles of expertise and proficiency but it can never deliver those kinds of results and improved skills that you can get from practical education.

-I spent whole of my middle school wondering that what purpose it solves by knowing $\sin^2 \theta + \cos^2 \theta = 1$. But when introduced to its applications I realized what importance trigonometry holds in architecture and its related fields. So unless you are applying your theoretical knowledge to real life situations through practical experiments theory doesn't hold much good and you will keep wondering that why you are studying that particular topic.

-Field trips, projects, experiments, don't they interest you more than books, assignments and lectures? I am sure they do, because they are so much more interesting and engrossing than reading your regular bookish material. I manage to survive through a one hour long chemistry class but give me an experiment and I can stay busy in it for hours.

- This is pretty obvious. When you find something interesting and have got your heart in it does seem easy. And especially when learning through practical sources instead of conventional theoretical ones, the learning process does become comparatively easier. Also while you are doing something practically, it reaches your brain more effectively making it easier to understand, apply and remember.

-While imparting practical knowledge to students, most of the activities involve team projects or programs where students are required to work in a group or as a team. On one hand it improves a student's ability to interact with his/her fellow students and encourage them all for team work. On the other hand it also makes the learning process more fun as students are able to grasp more while learning it in a group. And you learn more while having fun.

-Whereas in practical works, inputs from students are not just invited but are also necessary. Interactive sessions, experiments, interactive exercises, are important features of practical education which ensure the involvement of students, making them learn and understand more. And learning is the fundamental purpose of education, so in order to improve the learning level, more importance should be given to practical education as well.

Ex.8 p.50 Tell students to read the definitions and find equal words or phrases for them in the text

a. If you mug up a subject or mug up on it, you study it quickly, so that you can remember the main facts about it.	When we are cramming a lesson for a test" our brain tends to remember it for a short while which can be shorter than the duration of your test thus not serving that purpose also because our brain forgets it easily.
b.A phenomenon is something that is observed to happen or exist.	Just by reading about a phenomenon or a lesson, it cannot get straight to your mind even though it may be explained in the best manner.
c.If one thing is converted into another,	So just sitting in a corner with a book or

it is hanged into a different form.	listening to a lecture has no practice involved unless the theoretical teaching is converted into practical activities
d.If you say that there is oodles of something, you are emphasizing that there is a very large quantity of it.	Theory can provide one with oodles of expertise and proficiency but it can never deliver those kinds of results and improved skills that you can get from practical education
e. Something that is engrossing is very interesting and holds your attention completely.	Field trips, projects, experiments, don't they interest you more than books, assignments and lectures?
f. If you impart information to people, you tell it to them	While imparting practical knowledge to students, most of the activities involve team projects or programs where students are required to work in a group or as a team.

Ex.9 p.51 discuss in pairs the following questions:

- 1.What other features can be included as valuable (except above-mentioned) for practical and laboratory lessons?
- 2.What can you say about benefits of practical and laboratory activities?
- 3.What is meant by practical and laboratory work skills?
- 4.What laboratory equipment is used in your field of speciality?

Homework :Think about any laboratory work you have recently made and write a report using the template below.

1. Title _____

2. Abstract

Introduction

3. Materials & methods

4. Results

5. Figures & tables

6. Discussion/conclusions

Reference

LESSON 9

Listening: Conversation : Analyzing Some Social Issues

Ex.1. Match the words a-l and their appropriate definitions 1-12.

A. data	1 I examine something very carefully in order to discover information
B. report	2. talk or write about someone or something especially in a few words
C. concerning	3. pieces of information
D. scrutinize	4 being exact or correct;
E. assemble	5 connected with something happening or being discussed;
F. refer	6 necessary, needed;
G. accuracy	7 a factor situation which influences the result of something;
H. sample	8 bring parts together in a single group;
I. factor	9 an example of a done job or product;
J. relevant	10 a short, clear description that gives the main facts or ideas
K. essential	11 a. description of an event or situation;
L. summary	12 about, of;

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

Ex.2. Listen to a conversation between a student and her supervisor. Fill in the table with proper activities and tasks mentioned by them.

Good morning,

Hello, Aziza. How are You?

I am well. Do you have free time? Could I ask for help?

Yes, of course.

Do you remember that I was going to study needs of students of our institute? I prepared some information you have told me. I learned the role of different languages in everyday life. I prepared a questionnaire where I asked about the languages the students are learning and their skills, what motivates them for learning and their satisfaction and wishes.

I wonder what about control group?

Oh, yes. The control group of 15 members helped me a lot.

What about outside factors?

I scrutinized the teachers' lessons and students' attitude towards their lessons. I tried not to miss any detail. Besides' I learned library attendance and service. I took some interviews from my control group. I recorded them. I took photos too. (shows some photos) what to do then? I need your help. (smiles). So, how should I give my materials? Here they are.

You have done the most difficult work. You have audible and visual materials. Now you have to organize your data so that it will be easy to analyze Oh, let me

make some notes.(takes her pen and notebook) First of all, examine your data. Check it for accuracy. Develop a sampling plan. It'll be your first step. You should pick up the relevant information and subgroup the information you got. Do the percentage of learning languages, the skills used to do it, motivating factors and satisfaction ways of the control group to the whole class. Put them in tables.

OK.

If you have any holes, go back to finding missing information.

Well.

Make short summaries after each sample. Then enter your information into computer. I'll check your work when it is ready. OK?

I'll do my best. Thank You.

Well. Hope to see you soon.

STUDENTS' ACTIVITIES	SUPERVISORS' TASKS
Prepare a questionnaire	Analyze your data
Studied the teachers' sessions	Organize data to analyze it
Learned library attendance and service	Check data for accuracy
Took interviews	Develop a sampling plan
Recorded the information	Pick up the relevant information and subgroup it
Took photos	Do the percentage
	Put the information in tables
	Go back to find a missing information
	Make short summaries
	Put the material into computer

3. Listen to the tape again. Write whether the following statements are true or false.

- Aziza's research work is connected with investigating, surveying community matters.
- A student informed her supervisor of having collected enough information on social issues.
- Aziza said that she has interviewed two professors about students' language learning.
- The supervisor thinks the most difficult part of the research has not been done yet.
- The supervisor says collecting data is so important in research work.
- After each sample the student should make short outlines.
- The student has not finished working at her research work at language learning social issues.

A	b	c	D	E	f	g
False	true	false	false	true	false	true

Grammar : Reported Passives

4 Finish the sentences using reported speech. Change the tense if necessary.

1. "How much pocket money does Lola get?"

I wanted to know how much pocket money Lola gets.

2. "Why did you do the research work?"

Could you tell me _____

3. "Can I use your equipment for analysis?"

Do you think _____

4. "Is she married? "

I wonder if _____

5. "Where were you born?"

I wanted to know _____

6. "Where do you work?"

I wonder where _____

7. "How long have you worked for this company?"

Can you tell me _____

8. "Could you help me with this problem?"

I wonder if _____

9. "When is the next seminar being held?"

Do you know when _____

10. "May I ask you some questions?"

Would you mind if _____

Answers

1. I wanted to know how much pocket money Lola gets.

2. Could you tell me why you did the research work?

3. Do you think I could use this equipment for analysis?

4. I wonder if she is married.

5. I wanted to know where you were born.

6. I wonder where you work.

7. Can you tell me how long you have worked for this company?

8. I wonder if you could help with this problem.

9. Do you know when the next seminar will be held?

10. Would you mind if I ask some questions.

LESSON 10

Reading:

Conception of Practical and Laboratory Work

What is the Purpose of Practical Work?

The main purposes of practical work are to engage students, aiding them to develop many important skills. In fact, practical work can support learning in a multitude of ways ranging from 'Personal learning and thinking skills' to 'How science works'. The overriding principle, however is 'to make links between the concrete and abstract worlds'. (Reflecting on practical work). From reading the literature, it is clear that the different reasons and rationales for carrying out practical work in science can be classified into three main areas

1). Cognitive arguments: It is thought that practical activities can relate to knowledge and understanding (the cognitive domain) by helping to strengthen students' conceptual understanding of science by enabling them to visualize and make sense of different scientific laws and theories, often supporting learnt theory work.

2). Affective domains: This relates to the enjoyment and motivational aspects of practical work. Practical work is often used to generate interest and enthusiasm amongst students, and is thought to aid students in remembering things; 'making things stick'. In fact, reports show that in terms of how students rate the enjoyability of school science activities, the three top rated were: 'going on a science trip (85%), looking at videos (75%) and doing a science experiment (71%)', supporting the view that practical work is indeed highly motivational.

3). Skills argument: The last of the three main rationales for practical work is that it can help develop many transferable skills.

Discussion:

- What does practical work mean?
- What is the effectiveness of practical work in science?
- What are the advantages and disadvantages of practical or laboratory work?

Writing:

Compare and Contrast

7. Work in pairs and answer the following questions.

What stages did you follow while writing your paper?

What was the order and structure of your paper?

What tense and sentences did you use?

How did your supervisor assist you in writing your paper?

8. Aziza analyzed the data within two days. She wrote the first draft and her supervisor looked through it. Then he gave some pieces of advice. Read the feedback and summarize it.

I have looked through your paper. Firstly, I would like to mention that it is a research paper, not a literary; that is why mostly you should focus on scientific outcomes. You've done a good job that reported properly your conducted experiment. You have enough supporting evidence for each point. But first write down an abstract and state the main goal why you have done your experiment. Do not forget to write down about the methods you used and sources of materials you collected. You used unofficial style in your research paper mostly which is prohibited. You had better use formal, scientific language in the work. I want to mention that you've written your paper in present simple. Use past tense for your text, because you analyzed the data you've got. There is some confusion in logical order. Look through the paper once more. Do you remember the logical order of research paper I showed you. I would like to ask you to follow that order completely. By the way I would like to remind you that it is recommended to avoid using personal pronoun "I" in research papers. Will you use generally "we" expressions or passive voice? It's right that you put direct quotes in quotation marks. But you should give it with author's name, the title of the literature, and a page number. It's better if you have more citations in your text. It proves how many sources you have studied and makes your report more scientific and reliable. Place the tables within the text. You've forgotten to number and title the tables and figures. You presented the data on needs of language learning twice. Take one away. It's redundant. Make your entries precise and legible. Write down the full date in the fifth paragraph. By the way, your summary is too long and not distinguished. It is desirable to illustrate the summary in a table. Give the tasks you've put in the first column, your results in the second column and give the relevant observations in the third one. I liked the way you presented the reference list. You followed the order. Well done.

9. Work in small groups. List out the stages of a research paper following the order below.

Choose a topic

Conduct research

Determine methodology

10. Following the structure below compose and write your final draft.

Title _____

Table of contents (with page numbers for each section) _____

Introduction _____

Methodology _____
Materials _____
Results and Outcomes _____
Conclusion _____
References _____

Homework : Ex.11. p. 55 Write down a report paper on any topic of your professional field following the instructions given below:

- Find a question what to write about .
- Find out what has already been written about your question
- Find information with which to answer your question
- Decide if the question is answerable
- Find a new question to write about
- Find patterns in your research paper
- Write your paper
- Cite your sources
- Prepare references

LESSON 11
Listening :
“Best Know-hows” interview
Reported Questions

Ex.1. Tell students to work in pairs. Ask them to look through the words and phrases in the box and classify them as certain fields of top researches

Field of top researches	Items
Medical top research results :	Maximum screening able; easily functioned; clear x-ray image;
Agricultural top research results :	weight lifting power; enormous torque back up; a super speed; wheelbase; water purifier;
Educational top research results :	mind controlled computer; a smart board; full HD format projector; visualizer; testing kit;
Popular music field top research results :	noise reduction microphone; sound rental;

Ex.2. Tell students that they are going to listen to the interview dealing with temporary researches and their results. Ask them to complete the sentences with appropriate words or phrases as they listen. Play the tape.

Top know how	Their features	Detailed descriptions
New Holland T5.115 tractors	Gross engine horse power	About 114
New Holland T5.115 tractors	Cylinder diesel lift capacity the weight of the tractor wheelbase	4 about 2900 kg About 4250 kg 2350 mm
Emergency and clinics apparatus Angel 1600	Filling factor of an apparatus pixel matrix Vertical movement of the apparatus	100% 16 million pixels 400-1600 mm

Tapescript 12

Host: Development of humanity has never stopped even for a second. It is like unstoppable mechanism which keeps on working, moving, progressing constantly. Lots of scientists have invented so many new items for social and career issues of a human being that today people needn't spend much time

to get most of them available. In our today's radio programme called "best know-how" we will touch several remarkable innovative items, discoveries made by researchers lately in different fields. Today our guest a famous sociologist Mr. Jamshid Akobirov will share with some of best know how in various fields. Good morning, Jamshid, will you tell us about best items you have selected for today's programme?

Jamshid Akobirov: Morning. Sure. Firstly, I will start from agricultural top know how. A new era for agricultural tractors has already come. New Holland T5.115 tractor has outshined most machines working in the fields. How? First of all, with its super speeding! It can speed up as fast as a simple automobile! It has 4-cylinder diesel, gross engine horsepower is about 114, lift capacity is about 2,900 kg., the weight of the tractor itself is about 4250 kg, wheelbase is 2350 mm. When you ask for more power, your F5D engine will give it to you with an enormous torque backup of 35%. So, when you're working in demanding conditions, like round baling high-moisture hay in uneven swaths, you'll maintain both your forward speed and PTO speed while these large portions are fed into your baler. Besides, it is universal, it can do a number of field works if you change its combination, it means you needn't purchase 5 different

functioning machines; one is enough for doing various field works.

Host: So fascinating! What is the second top know how which must be in medical sphere?

Jamshid: Yeah, it is an astonishing item in medicine which impressed most scientists in the world. That is emergency and clinics apparatus called Angel 1600 made in China. It can easily scan any patient's any part of body in whatever condition he is. Filling factor of an apparatus is 100%, pixel matrix is 16 million pixels. Can you imagine this number?! Pixel size is 108 um, it takes only 5 seconds to take image, and also the size of the pixel can be doubled and the dose will be reduced. Vertical movement of the apparatus is 400-1600 mm., it is also suitable for digital upgrading of traditional screen, film x-ray imaging equipment as well.

Host: I am sure that such a multi-functional apparatus is very useful for patients.

Jamshid: Sure. And the third top know-how in today's radio programme is a majestic ball containing a chip inside! After a number of disputable decisions of football referees whether this or that team scored

a goal or no, FIFA decided to adopt a chip ball which has special set indicators warning the referees that it crossed the gate line by signaling in head phones of them. From now no football team will suffer from dishonesty, the whole stadium and TV watchers will witness if they score a goal or no. That is super know-how!

Host: I am very glad for football fans that can be happy seeing signal when their favorites score a goal! Thank you for top know-hows you have informed of today. See you again!

Ex.3 p 57. Listen to the tape again and decide whether these statements are true or false.

№	Statements	T	F	NG
1	A fast speed is the main factor or characteristic feature why a field machine is considered to be as latest best know-how.	+		
2	New Holland T5.115 tractor is a multifunctioning machine.	+		
3	Nearly each Chinese hospital is equipped with a top innovative emergency and clinics apparatus named Angel 1600.			+
4	Angel 1600 cannot fit digital upgrading of traditional screen.		+	
5	The chip ball will make a special signal to the match referee to inform him of a scored goal.	+		
6	All European top championships are already using chip balls.			+

Homework: Ex 6 p.57. Complete the sentences with proper complex modal verb forms.

1. Nigora and Temur have been doing research work in chemistry for about five years, They_____ tired after hard work.
2. A lot of problems in heating system occur at this old house regularly, special measurements based on science_____ last year.
3. This latest model of airplane _____ out of fuel; it can be filled with it even in the air nowadays.
4. The popular sports competition organization Formula _____ interested in holding sports car competition with electro mobile cars.
5. These super robots _____ a wrong calculation.
6. The latest models of ultra books are really able to comprehend any owner's orders by their brain moves; scientists _____ at development in this sphere.

LESSON 12

Reading: Robot progress

Ex. 7 p58. Look at the title of the text and discuss what the text can be about.

Ex.8 p.58. Read the text and fill in the gaps with proper words or phrases from the box.

Unemployed(7); sensational issue(1); warning about(2); study
(8); esthetic pleasure (6)
Crash into(3) ; calculations(5) ; act (4);

Today it is not a (1)_____ if people are served by robots in restaurants in Japan. Top research, scientific productions have already covered nearly all spheres of life. You can meet different types, shapes, functions of them. Today in Japan thousands of researches are being done to invent the most intelligent, effective human-like robots. Year by year the influence of computer technology, robot controlled systems is rising; sociologists, psychologists are (2)_____ negative sides of this great impact on modern Japanese society. Japanese are divided into two parts supporting robot influence and being against it. It is doubtless that robots make people's lives easier; a disabled man can have a free assistant, a person can talk to a robot friend for hours, robot drivers do not (3)_____ into a wall or another car. The Japanese robots can percept, understand, (4)_____ independently nowadays, they can do nearly anything people order. Can you imagine how accountants are happy with a robot that makes all (5)_____ instead of them! Today sometimes it is somehow difficult to differentiate a human being from a person, robots' shapes are really as human beings'. This factor can give (6)_____ to people as well. The robot in Japan has become as a magician in tales, ask robots to dance, sing, cry, weep, beat, make tea, nearly anything, they will obey and do! But as every coin has two sides, there are people who do want robots to get lost from public places (as they claim they should be only in laboratories). The first reason they present is people are becoming (7)_____ as robots are getting their jobs it may sound strange but a recent (8)_____ showed that about 3 million people have got jobs in robot researching field worldwide), the young are getting absorbed into robot life forgetting real social environment.

Ex. Write down unknown words and translate them.

Ex.4 p.57. Work in groups of four or five. Think about the other top research results in your field of study. Answer the questions below.

. How useful is the item in the development of the sphere?

- . Do you think that in future this item will be redeveloped?
- . What other extraordinary inventions may assist your sphere's rapid progress?

Homework : Find information about the first robot invention.

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 хажми

III -семестр 82 соат

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family. Interrogative sentence.	8
3.	My flat. Possessive pronouns.	8
4.	My day.	8
5.	Our university. Relative pronouns.	10
6.	Information Resource Center of University.	10
7.	Education of Uzbekistan.	10
8.	Working on Dialogue: canteen of University.	10
9.	Education system.	10

IV-семестр 82 соат

№	Theme	hours
10.	Independent Of Uzbekistan.	12
11.	Geography, climate and economics of England.	14

12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	14
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	14
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	14
15.	Publishers of Uzbekistan and England.	14

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.

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 айtilган 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
	beat	yengmoq, mag`lub etmoq	побеждать
	board game	taxta o`yini	настольная игра
	captain	Sardor	капитан
	challenge	musobaqaga chorlamoq	вызов. вызывать, трудность
	cheat	g`irromlik qilmoq	жульничать
	classical music	mumtoz musiqa	классическое музыка
	coach	murabbiy	тренер, тренировать
	competition	musobaqa	соревнование
	defeat	mag`lubiyat	поражение, наносить поражения, победить
	entertaining	ko`ngil oluvchi	развлекательный
	folk music	folkyor musiqa	народное музыка
	gym	gimnastika zali	спорт зал
	have fun	ko`ngilxushlik qilmoq, vaqtni chog` o`tkizmoq	хорошо провести время, развлекаться
	interest	qiziqmoq, qiziqish	интерес, интересоваться
	member	a`zo	член
	opponent	raqib	противник
	organise	uyushtirmoq, tashkil etmoq	организовать
	pleasure	mamnuniyat	удовольствие
	referee	hakam	судья
	rhythm	ritm, maqom	ритм
	risk	tavakkal, tavakkal qilmoq	риск, рисковать
	score	gol urmoq	забивать очко
	support	qo`llab- quvvatlamoq	поддержка, поддерживать, болельщик
	team	jamo'a	команда
	train	shug`ullanmoq	тренироваться
Phrasal verbs			
	carry on- continue	davom etmoq	продолжать
	eat out- eat at a restaurant	ko`chada ovqatlanmoq	питаться вне дома
	give up- stop doing sth you do regularly	tashlamoq, to`xtatmoq	Прекратить
	join in- participate	qatnashmoq	participate, takt part in
	send off-make a player leave a game	o`yindan chetlashtirmoq	удалять игрока (споля)
	take up-start	boshlamoq	начать
	turn down-	rad etmoq	снизить звук, отказать

	lower the volume of		
	turn up- increase the volume of	balandlatmoq	прибавить звук, прийти
Word formations			
	act	harakat qilmoq, ijro etmoq	играть роль, вести себя
	action	harakat, harakatlanish	действия, действовать
	active	faol, harakatchan	активный
	inactive	harakatsiz, faoliyatsiz	бездейственный, не деятельный
	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	kollektsiya, to`plam	коллекция
	collector	kollektsioner	коллекционер
	entertain	ko`ngilxushlik qilmoq	развлекаться
	entertainment	o`yin- kulgi, sayr- tomosha	развлечение
	hero	qahramon	Герой
	heroic	qahromonona	героический
	heroine	qahramon ayol, heroin	героин, героиня
	musical	musiqiy	музыкальный
	musician	musiqashunos, mashshoq, sozanda	музыкант
	play	o`ynamoq, pyesa, chalmoq	игра, играть, пьеса
	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	петь
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 narsaga usta	искусный
	to be interested in	qiziqqan	интересованный
	to be keen on	qiziqmoq	сильно заинтересованный
	popular with	keng tarqalgan	распространённый
	feel like	hohlammoq	хотеть
	listen to	eshitmoq	слушать
	take part in	qatnashmoq	участвовать
	a book by sb about	haqidagi kitob	книга о
	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-хунар 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:

- | | |
|---------------------|--|
| Боқиева Г. Ҳ. | • ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети |
| Саматова Б. Р. | • кафедра мудир, 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 тавсия 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 сурилади:

- талабаларнинг иутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маиший фаолиятта 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 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

Нутқий компетенция:

Тиллаб тушуниш:

кенг қўламли нутқ ёки қатор мураккаб фикрлар баёнини;
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.

Гангирини:

Диалог:

ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришини;
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 музокара юритиш;
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 ҳокимлар) 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 қизқишларига 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 тегинчи маълумотни
ажрата олади.

Ривожлантириладиган 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 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 ясаллини (қўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва
ўзакдош сўзлар;
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай
олиш.

Грамматик:

ўтилган грамматик материал (фeyл замонлари, модал фeyллар, сифат ва
равишларнинг қийёсий даражалари, детерминатив сўзлар, предлоглар ва
ҳокazo)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,
саломлашнинг, мурожаат шакллари, хушмуомалалик ва ҳоказо;
турли маданиятлардаги коммуникациянинг невербал элементлари: хатти-
ҳаракатлар, имо-ишоралар устида ишлашни давом эттириш;

электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллаш олиш.

Прагматик компетенция

тақдирот қилиш маҳоратини янада такомиллаштириш;
фикрларни огзаки ва ёзма нутқда лантиқан ифодалани;
турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилини тегишли расмий шаклда қўлланишни англаш;
мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллаш олиш.

III. Асосий қисм (амалий машгулотлар)

Нутқий мавзулар

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

Ижтимоий-маданий мавзулар (илмий ва соҳага онд вазиятларда маданий тафонулар, 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 онд мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига онд 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).

Немец тили:

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

Француз тили:

- дарак, сўрок, инкор шаклдаги феъл ва от-кесими 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 тасиялар

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 ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб

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

Нутқий компетенциянинг тинглаб тушуниш, гапирини, 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, оралиқ 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 такомиллаштиришдан 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.

Гапириниш: 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 талабаларига 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 рўйхатига ОТМ ахборот-ресурс марказлари нусхавотлари, соҳага оид замонвий манбалар ва ҳар бир тил хусусиятлари алоҳида соҳага хос ҳақда қўшимчалар киритилиши мумкин. Киритилган қўшимчалар илмий дастурларда келтирилади.

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V.2 ISHCHI O'QUV DASTURI

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

“ТАСДИҚЛАНДИ”

Ўқув ишлари бўйича проректор

_____ б.ф.н.доц. А.Маматюсупов

2019 йил “___” август

**“ХОРИЖИЙ ТИЛ”
(ИНГЛИЗ)
фанининг**

**ИШЧИ ЎҚУВ ДАСТУРИ
(2 курс 2-Мутахассислик)**

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 110000 - Педагогика

**Таълим йўналишлари: 5110700 –Информатика ўқитиш
методикаси**

Умумий ўқув соати -212 соат

Шу жумладан:

Амалий машғулотлар –48 соат

(3-семестр-24, 4-семестр-24)

Мустақил таълим соати– 164 соат

(3-семестр-82, 4-семестр-82)

Андижон-2019й.

Фаннинг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги 531 сонли буйруғи билан (буйруқнинг 1 иловаси) тасдиқланган “Хорижий тил” фани дастури асосида тайёрланган.

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

Тузувчилар:

- Д.Рустамов– АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири
Э.Курбанов– АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
М.Ахунов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Н.Абдурахмонова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
Р.Собирова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
З.Туракулова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Такризчилар:

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

АндДУ Чет тиллар факультети

декани:

2019 йил “___” _____ А.Маматқулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар)

кафедраси мудири:

2019 йил “___” _____ 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 В2 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 (В2) 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

қуйиладиган 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 сораши;

– 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 маъруза қилиш;
– мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;

– 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, маъруза матнлари, конференция дастурлари, мундарижа ва шу каби матнларни;
- касбий соҳаларига оид мақола ва маърузалардан 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 ясалиши (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;
- ўзлаштирама 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

III- семестр (амалий 36 соат, 24 соат мустақил таълим)				
3.	Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	106	24	82
IV- семестр (амалий 36 соат, 22 соат мустақил таълим)				
4.	Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	106	24	82

“Хорижий тил (Ingliz tili)” фани бўйича амалий машғулотларнинг календар тематик режаси

II-курс (III семестр)

№	Амалий машғулот мавзулари	Соат
LESSON 1. Problem cause		
1.1	Listening: How to Reveal Root Causes of Problems Grammar: Linking words/phrases	2
1.2	Reading: Scientists’ Opinion Writing: Opinion Essay	2
LESSON 2. Unintended consequences		
2.1	Listening: Human Interference Grammar: Passives	2
2.2	Reading: The Hole in the Ozone Layer Writing: Cause and Effect Essay	2
LESSON 3. Solutions		
3.1	Listening: Song: Hero by Mariah Carey Grammar: Need + to / Need + ing	2
3.2	Reading: Basic Steps of Problem Solution Writing: Providing Solutions to a Problem Essay	2
LESSON 4. Motivation and inspiration		
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		
5.1	Listening: How to Define your Field of Interest Grammar: Future Perfect Continious	2
5.2	Reading: Interests and Hobbies Writing: Article Writing	2
LESSON 6. Conference participation		
6.1	Listening: Conversation: Conference Preparation Grammar: Gradable and Non-gradable Adjectives	2
6.2	Reading: Don’t Miss an Opportunity Writing: Reporting Experience	2

	Жами	24
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II-курс (IV семестр)

LESSON 7. Investigating skills		
7.1	Listening: Farobi, Beruni and Mirzo Ulughbek Grammar: Participles	2
7.2	Reading: Poem: "I keep six honest..." by Rudyard Kipling Thomas Edison Writing: Thesis Statement	2
LESSON 8. Research issues		
8.1	Listening: Conversation: Undertaking a Research Grammar: Transitions	2
8.2	Reading: Nanina's Research in Uzbekistan Writing: Cause and Effect Essay	2
LESSON 9. Social research		
9.1	Listening: Interview: Clear Vision of Some Social Researches Grammar: Phrasal Verb (make)	2
9.2	Reading: Environmental Problems Writing: Survey Report	2
LESSON 10. Practical and laboratory work		
10.1	Listening: Practicum: Why is Considered to be a Practical and Laboratory Work? Grammar: Mixed Conditionals	2
10.2	Writing: Laboratory Report Writing	2
LESSON 11. Analyze and report		
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		
12.1	Listening: Radio programme "Best Know-hows" Interview Grammar: Reported Questions	2
12.2	Reading: Robot Progress Writing: Summary Writing	2
	Жами	24

IV. Амалий машғулотлар бўйича кўрсатма ва тасиялар

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 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, оралик ва якуний назоратлар воситасида амалга оширилади.

V. Мустақил таълим ва мустақил ишлар

Талабалар мустақил таълимнинг мазмуни ва хажми

Талабалар мустақил таълимнинг мазмуни ва хажми

III -семестр 82 соат

№	Theme	hours
1.	About Myself. Present tense.	8
2.	My friend's family. Interrogative sentence.	8
3.	My flat. Possessive pronouns.	8
4.	My day.	8
5.	Our university. Relative pronouns.	10
6.	Information Resource Center of University.	10
7.	Education of Uzbekistan.	10
8.	Working on Dialogue: canteen of University.	10
9.	Education system.	10

IV-семестр 82 соат

№	Theme	hours
10.	Independent Of Uzbekistan.	12
11.	Geography, climate and economics of England.	14
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	14
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	14
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	14
15.	Publishers of Uzbekistan and England.	14

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 ҳз. 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 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.

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат		Жами
		3- сем.	4 -сем.	
1.	Амалий	24	24	48
2.	Мустақил таълим	82	82	164
	Жами	106	106	212

Хорижий тил (Инглиз тили) фанидан талабалар билимини баҳолаш мезонлари

Талабалар билимини баҳолаш 5 баҳолик тизимда амалга оширилади.

Талабаларнинг билими куйидаги мезонлар асосида:

- талаба мустақил ҳулоса ва қарор қабул қилади, ижодий фикрлай олади, мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифода қилади, айтиб беради ҳамда фан (мавзу) бўйича тасаввурга эга деб топилганда - **5 (аъло) баҳо**;

- талаба мустақил мушоҳада юритади, олган билимини амалда қўллай олади, фаннинг (мавзунинг) моҳиятини тушунади, билади, ифода қилади,

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.

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

Якуний назорат турини ўтказишда келишув асосида бошка олий таълим муассасаларининг тегисли 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 тегисли 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 тегисли фан профессор-ўқитувчилари орасидан комиссия раиси ва камида турт 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 чикилиши 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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Қўшимча адабиётлар

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5. <http://teachnet.org>
6. [www. examenglish. com](http://www.examenglish.com)

V.3 TARQATMA MATERIALLAR

Coloids

Coloids (acc. to charge)

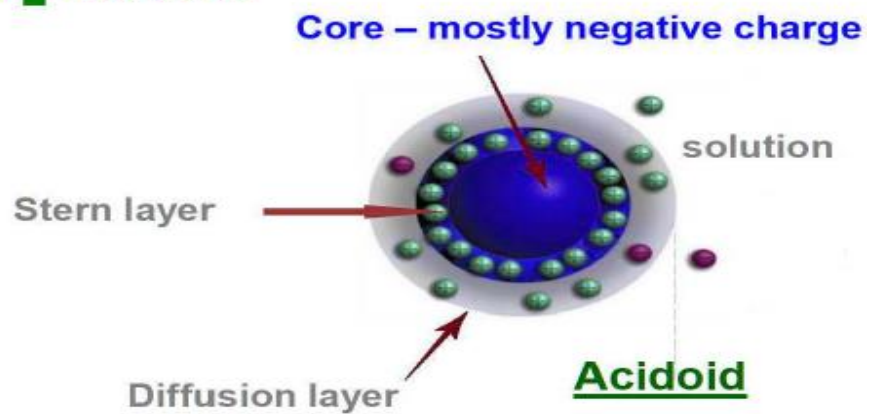
Acidoids (adsorb cations)

Bazoids (adsorb anions)

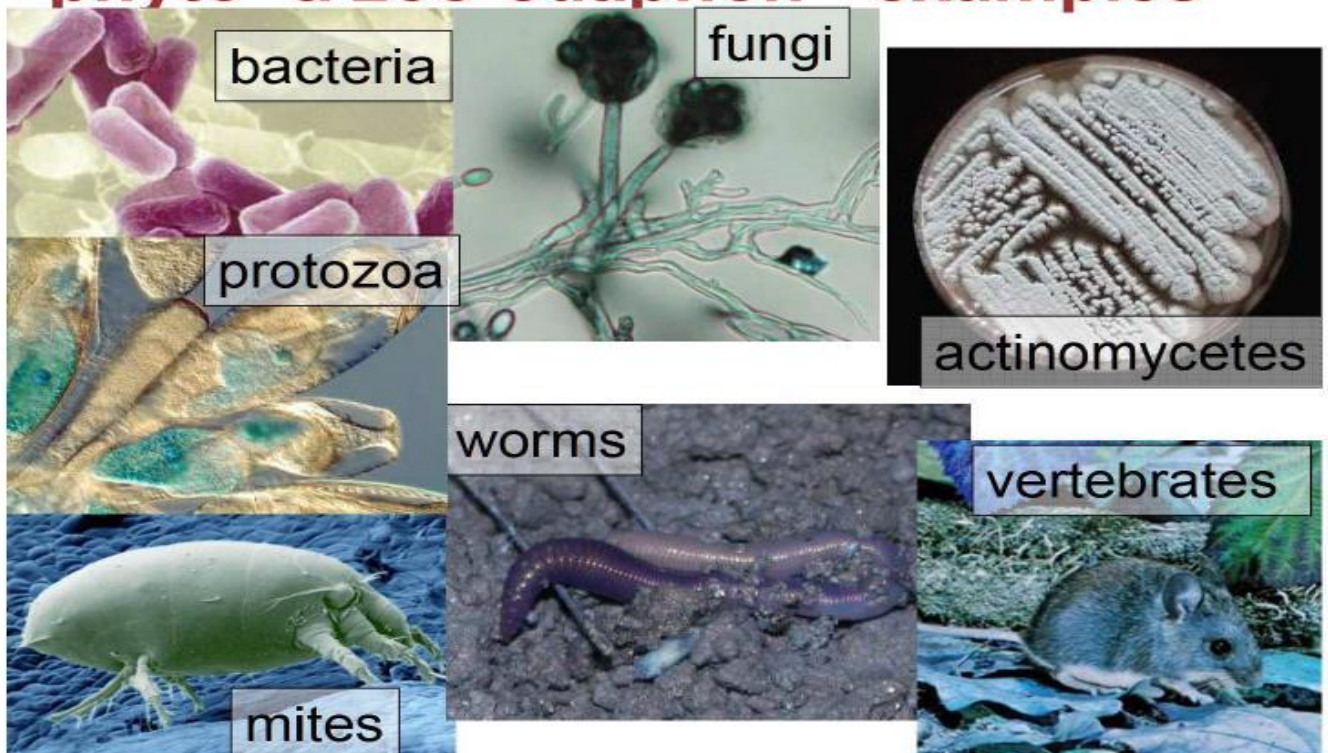
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



phyto- a zoo-edaphon - examples



Human impact on soils



- intensive agriculture

- ✓ fertilization
- ✓ pesticides
- ✓ toxic compounds

- landfills

- urbanization



- desertification

- erosion

- ✓ forest clear-cutting
- ✓ agriculture



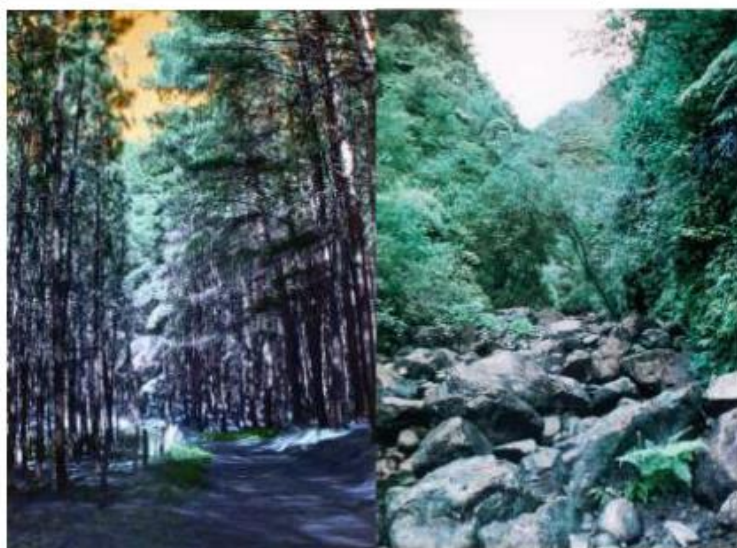
Vegetation

natural plants, agriculture crops:

fields, meadows, pastures, forests



trees – forests, rainforests



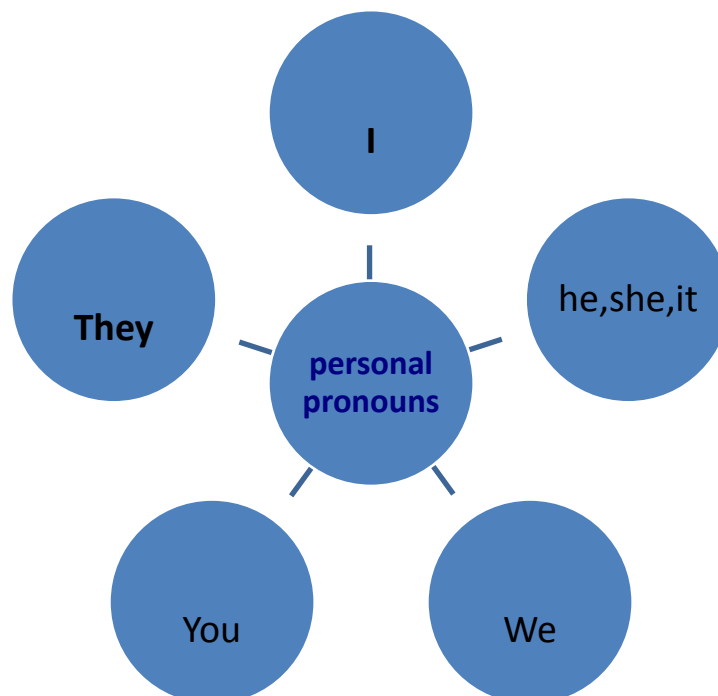
«*KLASTER*» metodi

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

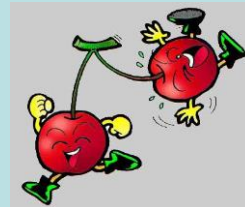
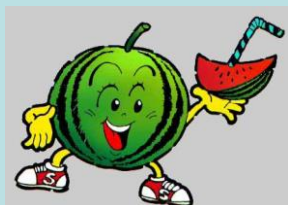


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

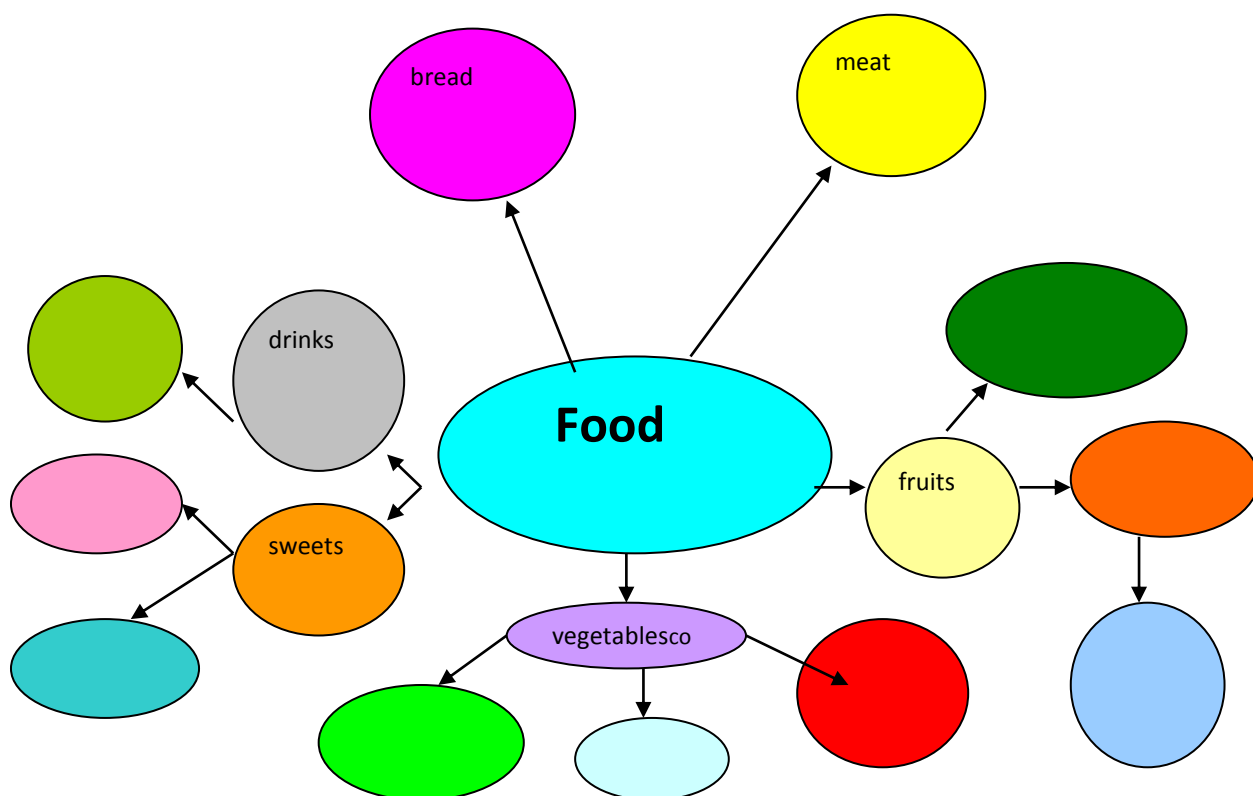


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



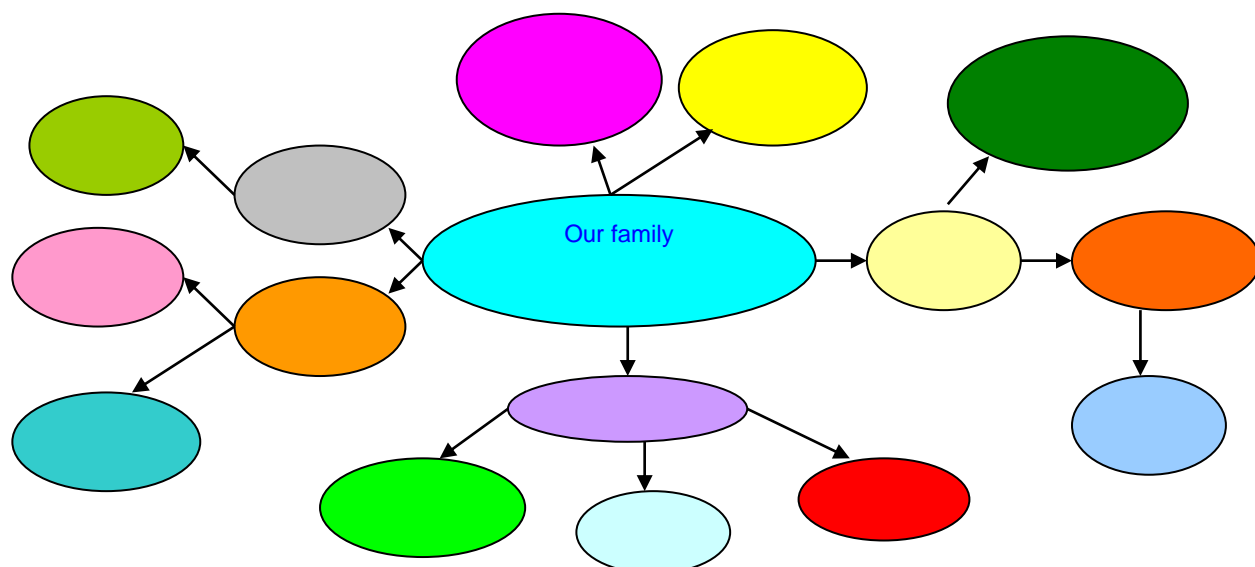
«KLAUSTER» metodi

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:



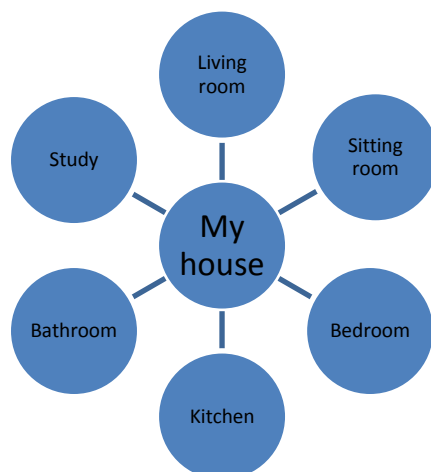
II- guruh:



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

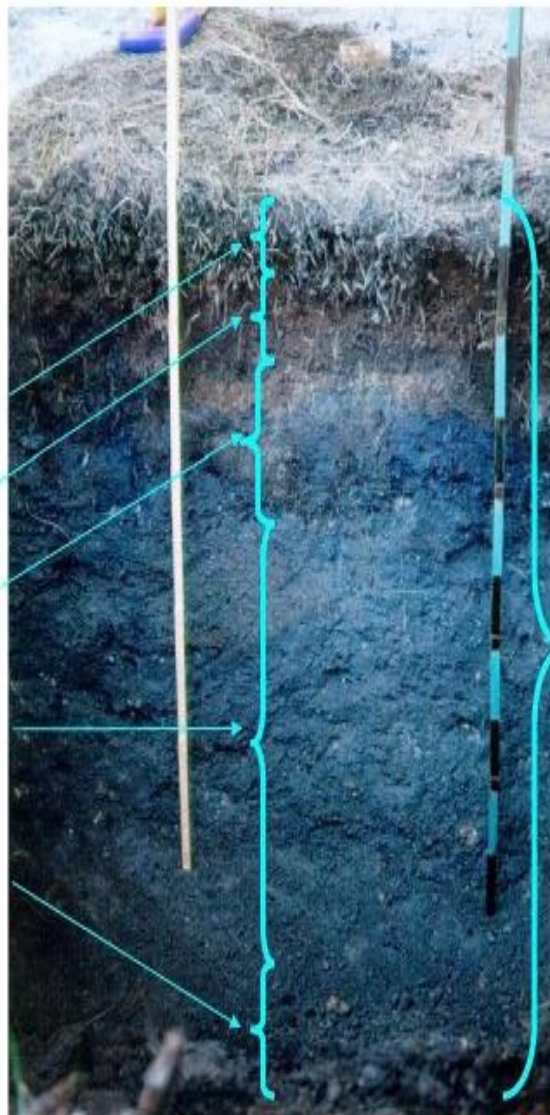
litter layer

A (humus)

B (leached)

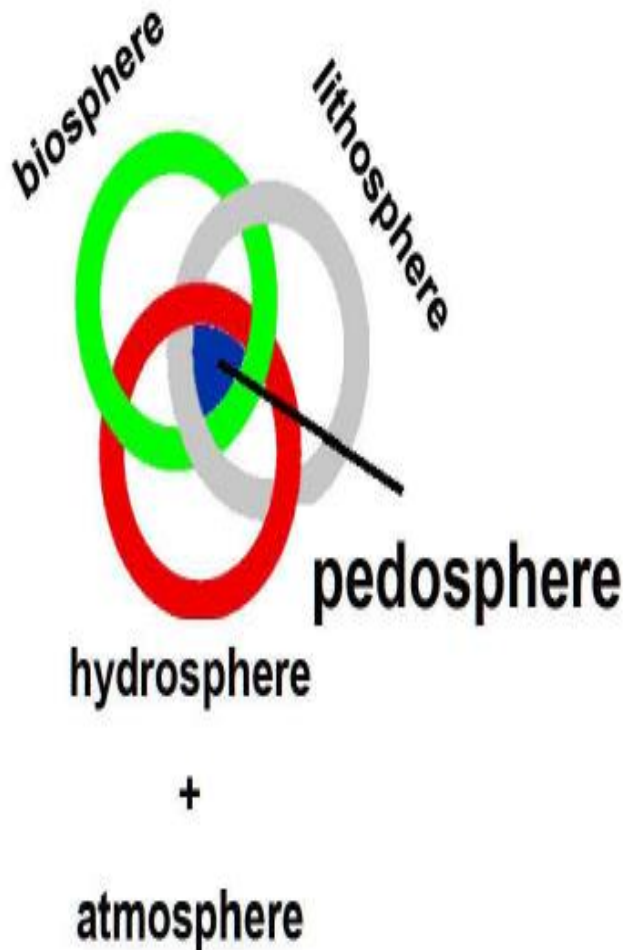
C (bedrock substrate)

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) powerfulest D) more powerful
11. _____ rich, he won't be able to afford this equipment.
A) Being not B) Not being C) Having not been D) Not to be
12. The candidates _____ in alphabetical order.
A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

Grammar Test 5

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

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

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

Grammar Test 6

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

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

- A) what B) did C) if D) that
10. My boss was very supportive and encouraged me _____ for the promotion.
- A) to apply B) to have applied C) to applying D) to be applied
11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.
- A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
- A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
- A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
- A) generouser B) more generouser C) 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 experimetns today should _____ a month or two ago.
A) have been solved B) be solved C) have solved D) have been solving
13. In our study children on a diet high in dairy products tended to be considerably _____ than average.
A) more fat B) fatter C) fater D) more fatter
14. Petrol is _____ it was a few years ago.
A) twice more expensive as B) two times more expensive as C) twice as expensive as D) two times much expensive than
15. They are often confronted with difficult problems which they have to _____.
A) have solved B) solve C) be solving D) have been solving

Grammar Test 10

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

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.
A) bring ing B) bring C) brings D) has brought
2. I can't find Ms Brown – _____ to lunch?
A) Have she gone B) Has she gone C) Did she go D) Has she went
3. The materials _____ excessively wet or excessively dry for this purpose.
A) must be not B) must not be C) have not be D) has not be
4. Usually outstanding scientists _____ to give review papers.
A) are being invited B) are invited C) invited D) were being invited
5. If you _____ tomorrow, you'll have problems because of the volcano eruption in Iceland.
A) will travel B) travelled C) would travel D) travel
6. I _____ the contract if I had read it properly.
A) will have signed B) wouldn't have signed C) didn't sign D) signed
7. Sorry, but _____ you give me a hand with these test tubes? They're very fragile.
A) might B) may C) would D) shall
8. We _____ them the reminder on Monday morning because the cheque arrived that afternoon.
A) needed to send B) needn't send C) needed to have sent D) needn't have sent
9. I didn't receive the ticket, so I rang the travel agent to find out if they _____ it.
A) sent B) had sent C) have 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 D) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
A) had better not B) needn't C) don't have to D) mustn't
10. The latest study _____ by these two environmental engineers has produced mixed results.
A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
A) that B) which C) whom D) why
12. It remains to be seen _____ great companies or make them stronger than ever.
A) if the new technology will weaken B) will the new technology weaken
C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.
A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

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

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

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

Grammar Test 13

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

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

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

Grammar Test 14

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

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

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

Grammar Test 15

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

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

A) We needn't B) We'd better C) We're able to D) We don't have to

10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.

A) Collected B) Having been collected C) Having collected D) Being collected

11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.

A) which B) where C) that D) whom

12. The researchers are wondering how long _____ in tap water.

A) chlorine stays B) does chlorine stay C) does chlorine stays D) if chlorine stays

13. Scientists predicted when _____ by measuring movements in the Earth.

A) the volcano will erupt B) will the volcano erupt
C) the volcano would erupt D) would the volcano erupt

14. Modern recycling methods _____ to save energy on board the Freedom Ship.

A) will use B) will be using C) will have used D) will be used

15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.

A) they are B) it is C) there is D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

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

Sound Advice for Language Learners

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

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

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

Vocabulary Test 2

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

Improving Your Intellect

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

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

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

Vocabulary Test 3

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

Environmental Concerns

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

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

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

Vocabulary Test 4

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

No More Classes

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

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

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

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

Vocabulary Test 5

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

The Sahara

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

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

Vocabulary Test 6

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

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

Vocabulary Test 7

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

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

Vocabulary Test 8

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

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

Vocabulary Test 9

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

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

Vocabulary Test 10

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

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

Vocabulary Test 11

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

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

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

Vocabulary Test 12

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

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

Vocabulary Test 13

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

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

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

Vocabulary Test 14

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

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

Vocabulary Test 15

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

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

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

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

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

Vocabulary Tests

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

V.5 БАҲОЛАШ МЕЗОНИ

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 мушоҳада 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 мушоҳада 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 турт 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 чиқиши 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.