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АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1.

HISTORY OF THE SPECIALITY STUDIED

1. Read and translate the text into Uzbek.

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

2. Retell the text and make up a topic "The actuality of the geographical sciences in modern society".

2.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

2.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

LESSON 2.

HISTORY OF THE SPECIALITY STUDIED

1. Read the quotes and discuss them.

"The difficult problems in life always start off being simple. Great affairs always start off being small"

"Every problem is a gift - without problems we would not grow"

Anthony Robbins

2. Answer the following questions:

What do we know about World History?

What is the most important about culture and geography in Asia?

3. Read and translate the text into Uzbek.

World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

4. Retell the text and make up a topic "The geography as a science".

5. Work in pairs. Students analyze the international developments in the post-World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the

resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

4. Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

LESSON 3

AREAS OF THE STUDIED SPECIALITY

1. Answer the following questions:

What is area of the speciality?

What is the Global Change?

What Climate do we know in Asia?

How is Global problem going to change?

2. Read and translate the text into Uzbek.

The field of geography is a vast and wondrous academic field with thousands of researchers working in dozens of interesting sub-disciplines or branches of geography. There is a branch of geography for just about any subject on Earth. In an effort to acquaint the reader with the diversity of the branches of geography, we summarize many below.

3. Match the words 1-12 with the appropriate definitions a-n.

1. Human Geography	Many branches of geography are found within human geography, a major branch of geography that studies people and their interaction with the earth and with their organization of space on the earth's surface.
2. Economic Geography	Economic geographers examine the distribution of production and distribution of goods, the distribution of wealth, and the spatial structure of economic conditions.
3. Population Geography	Population geography is often equated with demography but population geography is more than just patterns of birth, death, and marriage. Population geographers are concerned with the distribution, migration, and growth of population in geographic areas.
4. Geography of Religions	This branch of geography studies the geographic distribution of religious groups, their cultures, and built environments
5. Medical Geography	Medical geographers study the geographic distribution of disease (including epidemics and pandemics), illness, death and health care
6. Recreation, Tourism, and Sport Geography	The study of leisure-time activities and their impact on local environments. As tourism is one of the world's largest industries, it involves a great number of people making very temporary migrations and is thus of great interest to geographers.

7. Military Geography	Practitioners of military geography are most often found in the military but the branch looks not only at the geographic distribution of military facilities and troops but also utilizes geographic tools to develop military solutions.
8. Political Geography	Political geography investigates all aspects of boundaries, country, state, and national development, international organizations, diplomacy, internal country subdivisions, voting, and more.
9. Agricultural and Rural Geography	Geographers in this branch study agriculture and rural settlement, the distribution of agriculture and the geographic movement and access to agricultural products, and land use in rural areas.
10. Transportation Geography	Transportation geographers research transportation networks (both private and public) and the use of those networks for moving people and goods.
11. Urban Geography	The branch of urban geography investigates the location, structure, development, and growth of cities — from tiny village to huge megalopolis
12. Physical Geography	Physical geography is another major branch of geography. It is concerned with the natural features on or near the surface of the earth.

4. Filling the words in the box the following sentences:

Biogeography, Water Resources, Climate, Global Change, Geomorphology, Hazards Geography, Mountain Geography, Cryosphere Geography, Cryosphere Geography, Arid Regions, Coastal and Marine Geography, Soils Geography, Regional Geography

_____ Biographers study the geographic distribution of plants and animals on the earth in the subject known as biogeography.

_____ Geographers working in the water resources branch of geography look at the distribution and use of water across the planet within the hydrologic cycle and of human-developed systems for water storage, distribution, and use.

_____ Climate geographers investigate the distribution of long-term weather patterns and activities of the earth's atmosphere.

_____ Geographers researching global change explore the long-term changes occurring to planet Earth based on human impacts on the environment.

_____ Geomorphologists study the landforms of the planet, from their development to their disappearance through erosion and other processes.

_____ As with many branches of geography, hazards combine work in physical and human geography. Hazard geographers research extreme events known as hazards or disaster and explore the human interaction and response to these unusual natural or technological events.

_____ Mountain geographers look at the development of mountain systems and at the humans who live in higher altitudes and their adaptations to these environments.

_____ Cryosphere geography explores the ice of the earth, especially glaciers and ice sheets. Geographers look at the past distribution of ice on the planet and ice-cause features from glaciers and ice sheets.

_____ Geographers studying arid regions examine the deserts and dry surfaces of the planet. They explore how humans, animals, and plants make their home in dry or arid regions and the use of resources in these regions.

_____ Within coastal and marine geography, there are geographers researching the coastal environments of the planet and how humans, coastal life, and coastal physical features interact.

_____ Soil geographers study the upper layer of the lithosphere, the soil, of the earth and its categorization and patterns of distribution.

Other major branches of geography include:

_____ Many geographers focus their time and energy on studying a specific region on the planet. Regional geographers focus on areas as large as a continent or as small as an urban area. Many geographers combine a regional specialty with a specialty in another branch of geography.

LESSON 4.

AREAS OF THE STUDIED SPECIALITY

Applied Geography

Applied geographers use geographic knowledge, skills, and techniques to solve problems in everyday society. Applied geographers are often employed outside of academic environment and work for private firms or governmental agencies.

Cartography

It has often been said that geography is anything that can be mapped. While all geographers know how to display their research on maps, the branch of cartography focuses on improving and developing technologies in map-making. Cartographers work to create useful high-quality maps to show geographic information in the most useful format possible.

Geographic Information Systems

Geographic Information Systems or GIS is the branch of geography that develops databases of geographic information and systems to display geographic data in a map-like format. Geographers in GIS work to create layers of geographic data and when layers are combined or utilized together in complex computerized systems, they can provide geographic solutions or sophisticated maps with the press of a few keys.

Geographic Education

Geographers working in the field of geographic education seek to give teachers the skills, knowledge, and tools they need to help combat geographic illiteracy and to develop future generations of geographers.

Historical Geography

Historical geographers research the human and physical geography of the past.

History of Geography

Geographers working in the history of geography seek to maintain the history of the discipline by researching and documenting the biographies of geographers and the histories of geographic studies and geography departments and organizations.

Remote Sensing

Remote sensing utilizes satellites and sensors to examine features on or near the earth's surface from a distance. Geographers in remote sensing analyze data from remote sources to develop information about a place where direct observation is not possible or practical.

Quantitative Methods

This branch of geography uses mathematical techniques and models to test hypothesis. Quantitative methods are often used in many other branches of geography but some geographers specialize in quantitative methods specifically.

LESSON 5.

GREAT REPRESENTATIVES OF THE STUDIED AREA

1. Answer the following questions:

1. What kind of maps do we run into?
2. Whom do we know about the oldest known world map?

1. True/false/not given

The oldest known **world maps** date back to **ancient Babylon** from the 9th century BC. The best known **Babylonian** world map, however, is the *Imago Mundi* of 600 BC. The map as reconstructed by **Eckhard Unger** shows **Babylon** on the **Euphrates**, surrounded by a circular landmass showing **Assyria**, **Urartu** and several cities, in turn surrounded by a "bitter river" (**Oceanus**), with seven islands arranged around it so as to form a seven-pointed star. The accompanying text mentions seven outer regions beyond the encircling ocean. The descriptions of five of them have survived. In contrast to the *Imago Mundi*, an earlier Babylonian **world map** dating back to the 9th century BC depicted Babylon as being further north from the center of the world, though it is not certain what that center was supposed to represent.

№		True/false/not given
1	The accompanying text mentions seven outer regions Beyond the encircling ocean.	
2	The first rigorous system of latitude and longitude lines is credited to Hipparchus	
3	The oldest known world maps date back to ancient Eckhard Unger from the 9th century BC.	
4	The modern known world maps date back to ancient Babylon from the 7th century BC.	
5	The map as reconstructed by Eckhard Unger shows Babylon on the Euphrates	

2. Work in pairs. Read and translate the text into Uzbek.

Text- 1

The ideas of **Anaximander** (c. 610–545 BC): considered by later Greek writers to be the true founder of geography, come to us through fragments quoted by his successors. Anaximander is credited with the invention of the **gnomon**, the simple,

yet efficient Greek instrument that allowed the early measurement of **latitude**. **Thales** is also credited with the prediction of eclipses. The foundations of geography can be traced to the ancient cultures, such as the ancient, medieval, and early modern **Chinese**. The **Greeks**, who were the first to explore geography as both **art** and **science**, achieved this through **Cartography**, **Philosophy**, and **Literature**, or through **Mathematics**. There is some debate about who was the first person to assert that the **Earth is spherical** in shape, with the credit going either to **Parmenides** or **Pythagoras**. **Anaxagoras** was able to demonstrate that the profile of the Earth was circular by explaining **eclipses**. However, he still believed that the Earth was a flat disk, as did many of his contemporaries. One of the first estimates of the radius of the Earth was made by **Eratosthenes**.

Text- 2

The first rigorous system of **latitude and longitude** lines is credited to **Hipparchus**. He employed a **sexagesimal** system that was derived from **Babylonian mathematics**. The meridians were sub-divided into 360°, with each degree further subdivided into 60 (**minutes**). To measure the longitude at different locations on Earth, he suggested using eclipses to determine the relative difference in time. The extensive mapping by the **Romans** as they explored new lands would later provide a high level of information for **Ptolemy** to construct detailed **atlases**. He extended the work of **Hipparchus**, using a grid system on his maps and adopting a length of 56.5 miles for a degree.

Text- 3

From the 3rd century onwards, **Chinese** methods of geographical study and writing of geographical literature became much more comprehensive than what was found in Europe at the time (until the 13th century). Chinese geographers such as **Liu An**, **Pei Xiu**, **Jia Dan**, **Shen Kuo**, **Fan Chengda**, **Zhou Daguan**, and **Xu Xiake** wrote important treatises, yet by the 17th century advanced ideas and methods of Western-style geography were adopted in China.



The Ptolemy world map, reconstituted from Ptolemy's Geographia, written c. 150

LESSON 6.

GREAT REPRESENTATIVES OF THE STUDIED AREA

1. Answer the following questions:

What kind of famous geographers do we know?

How did they contribute to geography?

2. Work in pair: Read and translate the text into Uzbek.

Text -A

During the Middle Ages, the fall of the Roman empire led to a shift in the evolution of geography from Europe to the Islamic world. Muslim geographers such as **Muhammad al-Idrisi** produced detailed world maps (such as **Tabula Rogeriana**), while other geographers such as **Yaqut al-Hamawi**, **Abu Rayhan Biruni**, **Ibn Battuta**, and **Ibn Khaldun** provided detailed accounts of their journeys and the geography of the regions they visited. Turkish geographer, **Mahmud al-Kashgari** drew a world map on a linguistic basis, and later so did **Piri Reis** (**Piri Reis map**). Further, Islamic scholars translated and **interpreted** the earlier works of the **Romans** and the **Greeks** and established the **House of Wisdom** in **Baghdad** for this purpose. **Abū Zayd al-Balkhī**, originally from **Balkh**, founded the "Balkhī school" of terrestrial mapping in **Baghdad**. **Suhrāb**, a late tenth century Muslim geographer accompanied a book of geographical coordinates, with instructions for making a rectangular world map with **equirectangular projection** or cylindrical equidistant projection.

Text -B

Abu Rayhan Biruni (976–1048) first described a polar equi-azimuthal equidistant projection of the celestial sphere. He was regarded as the most skilled when it came to mapping cities and measuring the distances between them, which he did for many cities in the **Middle East** and the **Indian subcontinent**. He often combined astronomical readings and mathematical equations, in order to develop methods of pin-pointing locations by recording degrees of **latitude** and **longitude**. He also developed similar techniques when it came to measuring the heights of **mountains**, depths of the **valleys**, and expanse of the **horizon**. He also discussed **human geography** and the **planetary habitability** of the **Earth**. He also calculated the **latitude** of **Kath**, **Khwarezm**, using the maximum altitude of the Sun, and solved a complex **geodesic** equation in order to accurately compute the **Earth's circumference**, which was close to modern values of the Earth's circumference. His estimate of 6,339.9 km for the **Earth radius** was only 16.8 km less than the modern value of 6,356.7 km. In contrast to his predecessors, who measured the Earth's circumference by sighting the Sun simultaneously from two different locations, **al-Biruni** developed a new method of using **trigonometric** calculations, based on the angle between a **plain** and **mountain** top, which yielded more accurate measurements of the Earth's circumference, and made it possible for it to be measured by a single person from a single location.



Self portrait of [Alexander von Humboldt](#), one of the early pioneers of geography as an academic subject in modern sense

Text -C

The European [Age of Discovery](#) during the 16th and the 17th centuries, where many new lands were discovered and accounts by European explorers such as [Christopher Columbus](#), [Marco Polo](#), and [James Cook](#) revived a desire for both accurate geographic detail, and more solid theoretical foundations in Europe. The problem facing both explorers and geographers was finding the latitude and longitude of a geographic location. The problem of latitude was solved long ago but that of longitude remained; agreeing on what zero meridian should be was only part of the problem. It was left to [John Harrison](#) to solve it by inventing the chronometer [H-4](#) in 1760, and later in 1884 for the [International Meridian Conference](#) to adopt by convention the [Greenwich meridian](#) as zero meridian.

Text -D

The 18th and the 19th centuries were the times when geography became recognized as a discrete [academic discipline](#), and became part of a typical [university](#) curriculum in [Europe](#) (especially [Paris](#) and [Berlin](#)). The development of many geographic societies also occurred during the 19th century, with the foundations of the [Société de Géographie](#) in 1821, the [Royal Geographical Society](#) in 1830, [Russian Geographical Society](#) in 1845, [American Geographical Society](#) in 1851, and the [National Geographic Society](#) in 1888. The influence of [Immanuel Kant](#), [Alexander von Humboldt](#), [Carl Ritter](#), and [Paul Vidal de la Blache](#) can be seen as a major turning point in geography from a philosophy to an academic subject.

Text -E

Over the past two centuries, the advancements in technology with computers have led to the development of [geomatics](#) and new practices such as participant observation and geostatistics being incorporated into geography's portfolio of tools. In the West during the 20th century, the discipline of geography went through four major phases: [environmental determinism](#), [regional geography](#), the [quantitative revolution](#), and [critical geography](#). The strong interdisciplinary links between geography and the sciences of [geology](#) and [botany](#), as well as [economics](#), [sociology](#) and [demographics](#) have also grown greatly, especially as a result of [earth system science](#) that seeks to understand the world in a holistic view.

LESSON 7.

ACTUAL PROBLEMS OF THE STUDIED AREA.

1. Work in group: Geography and Critical Issues. Read the texts and answer the following questions.

Text -1

To most Americans, geography is about place names. Concerns about geographic ignorance usually focus on people's inability to locate cities, countries, and rivers on a world map, and geographic instruction is often equated with conveying information about remote parts of the world. From this perspective it may be a surprise to some that geography has relevance to many of the critical issues facing society in the late twentieth century.

Geographers and others using geographic knowledge and perspectives, in fact, are engaged in valuable research and teaching on matters ranging from environmental change to social conflict. The value of these activities derives from geography's focus on the evolving character and organization of the Earth's surface, on the ways in which the interactions of physical and human phenomena in space create distinctive places and regions, and on the influences those places and regions have on a wide range of natural and human events and processes. Such concerns are not simply exercises in expanding the encyclopedic knowledge of faraway places; they go to the heart of some of the most urgent questions before decision makers today:

Questions:

How should societies respond to the accelerated pace of environmental degradation in many parts of the world?

What are the underlying causes and consequences of the growing disparities between rich and poor?

What are the mechanisms that drive the global climate system?

What causes the severe floods that have occurred in recent years, and how can society cope with such events?

How is technology changing economic and social systems?

Text-2

Addressing such questions goes far beyond the abilities and insights of any one discipline. Yet each question embodies fundamental geographic dimensions—dimensions that are ignored at society's risk. The geographic perspective is concerned with the significance of place and space on processes and phenomena (see [Chapter 3](#) for a fuller discussion).

Questions:

The geographic perspective motivates such questions as:

Why is a particular phenomenon found in some places but not others?

What does the spatial distribution of vegetation or homeless people or language traits tell us about how physical and human processes work?

How do phenomena found in the same place influence one another, and how do phenomena found at different places influence one another?

How do processes that operate at one geographic scale affect processes at other scales?

What is the importance of location for efforts to effect political, social, economic, or environmental change?

Text-3

The importance of the geographic perspective to many contemporary "critical issues" for society is illustrated by a few selected examples in the following sections.

Economic Health

Perhaps the main reason for American society's strong interest in geography in the 1990s is a sense that jobs, income, and entrepreneurial opportunities in the United States are connected with the global marketplace. The United States is caught up in the profoundly important process of global economic restructuring, in which every nation seeks competitive advantage in providing products and services that global consumers want. U.S. citizens no longer have the highest average standard of living in the world, and many citizens believe that other countries are doing a better job than the United States in responding to new economic conditions. Moreover, U.S. cities and regions are dealing with other dimensions of global economic change, such as reduced military spending with the end of the Cold War and increased interest in environmental sustainability.

Geography is expected to ensure a flow of accurate, timely, and useful information about the rest of the world, but it is more than a repository of place facts. It asks, for example:

Questions:

How and why do commodities, money, information, and power flow from one place to another?

What characteristics of a place cause it to do better economically than another?

What actions are best taken at national, regional, or local scales to improve economic development?

How does global economic change relate to global environmental change?

LESSON 8.

ACTUAL PROBLEMS OF THE STUDIED AREA.

1. Work in group: Geography and Critical Issues. Put the correct.

Text-1

Geographers contribute to understanding and responding to global economic change through their focus on place and space—in this context, the effects of place (location) and space (the connections between locations at different scales) on economic change and development.

For example, Glasmeier and Howland (1995) used the heterogeneous and rapidly growing service sector to study the impacts of advanced information technologies on the growth of rural areas in the United States, recognizing the distinctiveness of rural areas as well as the social, economic, and geographic differences among rural areas.

Geographers view nations not only as pieces of a mosaic but as mosaics themselves, that is, of geographically varying combinations of local knowledge and resources.

Geographers go beyond regional estimates of production costs and product markets to understand the complex relationships among regional political, social, and environmental conditions and processes.

Markusen (1987), for instance, has reviewed the economic and political history of regions and regionalism within the United States to relate political movements and economic structure in an historical and geographic context.

Geographers examine location as a factor influencing the connections of particular places to global changes and flows.

Text-2

A good example of a geographic perspective in action is an analysis of relationships between regional economic growth in the United States and patterns of military expenditures, which was led by Ann Markusen and Peter Hall (Markusen et al., 1991).

This analysis suggested that publicly financed industrial production has a different geographic pattern than privately funded industrial activity because of strategic

considerations such as the decentralization of production and the importance of relationships among defense contractors, military offices, and congressional budget decisions.

Further, it suggested that different periods of military spending have different geographies, but spending in each period has considerable spatial concentration. For instance,

"hot wars" such as World War II, Korea, and Vietnam tended to reinforce the prominence of existing industrial centers in the Northeast and

Midwest, whereas Cold War spending patterns tended to shift military procurement toward the South, West, and New England. These concentrations make it difficult for regions dependent on military spending to adjust when the nation moves from one period to another.

Such research findings have helped the federal government appreciate the importance of formulating programs to help defense-dependent communities adjust to plant and facility closings and other impacts of defense spending cuts.

For instance, these findings have been influential in stimulating initiatives to educate state and local economic development officials about reemployment strategies and options for plant and facility reuse.

2. Work in group: Geography and Critical Issues. Read the texts and answer the following questions.

Environmental Degradation

As the twentieth century draws to a close, there is growing concern that humans are irreparably degrading the physical environment that supports them. A wide range of human activities contributes to this problem, including the pollution of air, land, and water as a result of industrial and agricultural activities. In many parts of the world the quality of the air has declined to the point that plant and animal communities are threatened, as well as human health. The heavy use of fertilizers and pesticides in agriculture and the expanding quantity of waste that must be stored on or near the Earth's surface are impairing the quality of the land surface of the planet. Understanding and confronting the environmental degradation problem requires more than a physical analysis of particular pollutants or an institutional analysis of decision making structures.

It also requires geographic analysis.

Questions:

Why do polluting industries concentrate in particular locations?

Where do pollutants go once they leave a factory or dump?

Where are the best places to locate polluting industries and hazardous waste disposal facilities?

What is the relationship between political and environmental patterns, and how does the disjunction between the two influence efforts to confront environmental degradation?

LESSON 9.

PROFESSIONAL ETHICAL

1.1. What are Ethics?

Ethics is relevant to you in your everyday life as at some point in your professional or personal life you will have to deal with an ethical question or problem, e.g. what is your level of responsibility towards protecting another person from threat, or whether or not you should tell the truth in a particular situation?

EXAMPLES OF POOR ETHICS:

- Your fair share is whatever you can get away with
- Nobody expects you to be honest when they're not looking
- It's not stealing unless they catch you

AN AFRICAN FABLE

Truth, Falsehood, Water, and Fire were traveling together and came upon four heads of cattle. They decided to split the cattle evenly and each take an equal share. But Falsehood was greedy and told Water that Fire was going to burn his land and steal his cattle.

Water believed him and jumped on Fire and put him out. Falsehood tricked Truth into believing that Water was going to steal their cattle so they took them to the top of a hill for Water cannot run uphill. Falsehood laughed that he had tricked everyone and Truth, realizing Falsehood had lied, began to fight him for the cattle. They called Wind to determine whom the cattle belonged to, but Wind did not know. According to this fable, what are Falsehood and Truth still doing?

According to this fable told in Ethiopia and other eastern African nations, Truth and Falsehood are still in a battle with one another. Let's hope truth wins.

1.2. Value Systems

Values are the unarticulated beliefs that form the foundation for ethical behavior, i.e. practices that are viewed by our society as correct behavior. As an Engineer, you should acknowledge the fundamental importance of the following values both for yourself and your profession:

1. Quality of life - people being satisfied with their whole life experience;
2. Health, human potential, empowerment, growth and excellence - people being healthy, aware of the fullness of their potential, recognizing their power to bring that potential into being, growing into it, living it, and, generally, doing the best they can with it, individually and collectively;
3. Freedom and responsibility - people being free and responsible in choosing how

they will live their lives;

4. Justice - people living lives whose results are fair and right for everyone;
5. Dignity, integrity, worth and fundamental rights of individuals, organizations, communities, societies, and other human systems;
6. All-win attitudes and cooperation - people caring about one another and about working together to achieve results that work for everyone, individually and collectively;
7. Authenticity and openness in relationships;
8. Effectiveness, efficiency and alignment - people achieving the maximum of desired results, at minimum cost, in ways that coordinate their individual energies and purposes with those of the system-as-a-whole, the subsystems of which they are parts, and the larger system of which their system is a part;
9. Holistic, systemic view and affected parties orientation - understanding human behaviour from the perspective of whole system(s) that influence and are influenced by that behaviour; recognizing the interests that different people have in the system's results and valuing those interests fairly and justly;
10. Wide participation in system affairs, confrontation of issues leading to effective problem solving, and democratic decision making.

LESSON 10.

PROFESSIONAL ETHICAL

1.3. A Brief History of Ethics

1.3.1. Natural Behaviour

Even when observing the animal kingdom, there are clear signs of rules of behaviour.

The young monkey does not mess with the “big daddy” and when lions are feeding off a freshly killed carcass the hyenas keep a good distance. All of this behaviour appears to be instinctual or intuitive but it serves the very clear purpose of maintaining order within the animal kingdom.

1.3.2. Human Behaviour

Human ethical behaviour has been observed from the earliest recorded data and anthropological and archeological studies have indicated that all primitive tribes have very definite rules of behaviour. Christopher Boehm (1982) has hypothesized that the incremental development of moral complexity throughout hominid evolution was due to the increasing need to avoid disputes and injuries in moving to open savannah and developing stone weapons. Human morality, though sophisticated and complex relative to other animals, is essentially a natural phenomenon that evolved to restrict excessive individualism and foster human co-operation. Group morality develops from shared concepts and beliefs and is often codified to regulate behaviour within a culture or community.

1.3.3. Mythology

Perhaps the existence of mythology arose out of the need to regulate society and this was much easier to do when the stories were fascinating and the members of the community could identify with the mythological characters. Out of these myths grew rules of behaviour and conduct which contributed towards controlled and ordered living.

1.3.4. Codes of Conduct

Moral code examples throughout history are: the „Golden Rule“, the „Five Precepts“ and the „Noble Eightfold Path“ of Buddhism, the Egyptian code of Ma‘at, and the „Ten Commandments“ of Judaism, Christianity and Islam.

Among the earliest written codes is the „Code of Hammurabi“, the sixth King of Babylon who lived between 1810 BCE and 1750 BCE. This code was of a more secular nature and was written up on stone pillars for all the subjects of his kingdom to see and live by.

There were very clear, if somewhat brutal, sanctions for anyone who transgressed them but this led to the orderly functioning of that ancient society.

1.3.5. From Ancient Greece to the Modern Era

Ancient Greece was the birthplace of Western philosophical ethics, moral precepts from the 7th and 6th centuries BCE. Names like Socrates, Plato and Aristotle have become household names. Greece had moved from being a warring group of tribes to a community of people living in city states where individuals spent time thinking about such things as happiness, the „good life“ and the value of being organised. Ethical principles and practices have become the cement that binds a society together in such a way that individual citizens may pursue their desires and reach for their goals.

Grayling (2005) states that: „manners are central to true morality; they are the lubricant of social relations, the sweetener of personal interaction, and the softener of conflict. Without them society itself would be impossible and out of control. The answers to questions about how a complex, pluralistic community should cope with the stresses of internal difference and competition have to put civility at their heart, because nothing else - certainly not the blunt instrument of the law - can do nearly as well“.

1.3.6. The Need for Ethics and Codes of Conduct

Therefore, from the early stirrings of functionality in primitive society, through the early codes of city life and academic philosophizing we arrived at a place where society needs rules of conduct which, when expressed as simple plain good manners, can provide a framework for the „good life“ which is of benefit to both individuals and society.

A 2005 global study of over 1100 managers and executives identified the top three factors most likely to cause business people to compromise ethical standards:

- Pressure to meet unrealistic objectives/deadlines
- Desire to further one's career
- Desire to protect one's livelihood

John Eckmire in the essay Ethics Dilemma

“On the whole human beings want to be good, but not too good, and not quite all the time” George Orwell

1.4. Ethics Definitions

It is useful to have a clear understanding of what is meant by the word ethics.

This begs the question: “What is the definition of MORALS?”

Definition of Morals:

“Concerned with goodness or badness of character or disposition, or with the distinction between right and wrong; dealing with regulations of conduct”.

Definition of Ethics from the Dictionary of Psychology:

“A branch of philosophy concerned with that which is deemed acceptable in human behaviour, with what is good or bad, right or wrong in human conduct in pursuit of goals and aims.”

Ethics explores the nature of rights, of moral responsibilities, and of how to go about addressing an ethical problem.

Engineering ethics is the field of applied ethics which examines and sets standards for engineers' obligations to the public, their clients, employers and the profession and is appropriate in all aspects of professional practice.

Definition of Ethics:

The Concise Oxford Dictionary defines ethics as:

“Relating to morals, treating of moral questions; morally correct, honourable”.

1.5. Key Concepts. Here are the meanings of some key words and concepts:

"Don't compromise yourself. You are all you've got."

Janis Joplin

Ethics: The process of determining right and wrong conduct. The discipline dealing with what is good and bad and with moral duty and obligations

Ethical Reasoning:

The process of sorting out the principles that help determine what is ethical when faced with an ethical dilemma
Ethical System: A specific formula for distinguishing right from wrong

Unethical: An action or conduct which violates the principles of one or more ethical systems, or which is counter to an accepted ethical value, such as honesty

Non-ethical Considerations:

Powerful human motivations that are not based on right or wrong, but on considerations of survival and well-being, such as health, security, love, wealth, or self-esteem

Ethical Dilemma: This is an ethical problem in which the ethical choice involves ignoring a powerful non-ethical consideration.

“Ethics alarms are the feelings in your gut, the twinges in your conscience, and the sense of caution in your brain when situations involving choices of right and wrong are beginning to develop, fast approaching, or unavoidable.” The better your

ethics alarm is working and the sooner your alarm goes off the more likely you are to do the right thing, or at least use good ethical reasoning to decide what to do.

He goes on to say “creating an ethical culture is the shared obligation of everyone, and each of us needs to think critically about what is right and wrong, make our opinions known, and never hesitate to communicate those opinions for fear of being „judgmental“”.

We should be judgmental – civil, fair, open-minded, and also willing to hold ourselves to high standards of conduct. Living ethically is not always easy, but it becomes easier with thought, debate and practice.

1.7. The Importance of Ethical Conduct in Business

The field of business ethics often overlaps and informs ethical decision making for engineers.

Conducting business ethically is critical to a company’s success in the marketplace. Customers, suppliers and employees will not support a company that is involved in fraudulent, dishonest or unethical practices. Setting high standards of integrity in business relations and promoting their adherence by employees will enable the company to merit the confidence and support of its customers and the public at large.

As an employee or consultant you act as an ambassador and represent the organisation in your business dealings. The company’s reputation is in your hands and it therefore depends on you to do the right thing in the best interests of the organization. High standards in business conduct will go a long way to meriting the confidence and support of your clients and employers.

While business practices may change over time, our commitment to the highest standards of integrity should remain constant and unblemished. Conducting business ethically is critical to success in the marketplace. It means more than obeying the law; it means that high standards of integrity must underlie every activity we undertake. It is up to the engineer to apply these guidelines to the best of their ability in their own individual situation.

Many organizations provide broad principles on expected ethical behaviour in the form of a Code of Conduct. However, the responsibility to apply the guidelines and use sound judgment in situations that could compromise integrity is up to the individual. It is the individual’s choice not to commit dishonest destructive or illegal acts – even if instructed by a supervisor, co-worker or others to act improperly. It is no justification to claim that a higher authority ordered illegal acts.

LESSON 11.

RELATIVE DISCIPLINES TO GEOGRAPHY

1. What kind of disciplines are related with geography?

Geography; Its relationship with other Sciences:

The field of geography bears a unique relationship the antiquity of the subject... It has been in existence for about as long as man has lived on the earth like any other science, it did not develop separately or apart from the status of civilization. Geography is closely related to the evolution of culture and scientific progress. So, it has been termed the *Mother of Sciences*, and of all secular learning. With the passing of the years, geography bore many children, among them astronomy, geology, biology, and meteorology. As each became of age, it left home, carrying away a portion of the parental estate, and proceeded to develop intensively. Meanwhile, the parent geography, continued to grope about, struggling desperately to keep the family at home and intact, but meeting with little success. In other words, the sciences formerly considered as auxiliary or secondary to geography, developed and became major disciplines in their right, but they have far from done away with geography.

The many-sidedness of geography makes it the nucleus at which the elements common to the three great groups of science, namely, the physical, biological, and social seem to meet*. In this sense, geography is a field of simple applied science. To divorce geography from these science relationships robs it of its richest content. The natural sciences are usually thought of, not only as having many infinite relations to geography, but as actually furnishing a large part of the warp and woof of the subject. All branches of knowledge which have anything to tell us about the earth, more or less, hinge into, or are connected with geography, or they diverge from it as specialized departments of that general knowledge which it presents in its connection with

2. Retell the text and make up a topic "The relationship of the geographical sciences with modern society".

LESSON 12.

RELATIVE DISCIPLINES TO GEOGRAPHY

1. Read and translate the text.

1. From multidisciplinary to transdisciplinary science

In the history of science, processes of specialisation and differentiation have been accompanied by those of integration and unification. Their evaluation, however, has always been inconclusive. On the one hand, the ever-increasing number of scientific disciplines and specialisations reflects the striving for a more effective research work through a focus on clearly delineated spheres of reality, but on the other it has sometimes been undesirable owing to the growing distance between researchers as well as isolation and particularism of individual disciplines or specialisations. The belief in the unity of science has been reinforced every time when border disciplines have appeared or comprehensive and team-based research has been initiated. Until the present day, the division of science into disciplines has been necessitated by the diversity of their subject matter and the effectiveness of research work. In the twentieth century, in addition to the epistemological conditions underpinning this division, the institutional conditions for a clearcut delineation of individual scientific disciplines became no less important. The borders thus determined provided the community of researchers with a sense of security. A given discipline ensured control over the research directions, university syllabuses, award of academic degrees, publications in a given discipline and allocation of funds. Pierre Bourdieu (1975) even saw a hidden relationship between domination and subordination in the very division of science into natural and social disciplines. Until the mid-twentieth century, cognitive disciplines were viewed as superior to those associated with applied aspects. Arguably, the discussion on an unfair treatment of various disciplines of science is valid even today, when priority disciplines are expressly defined and leading academic institutions explicitly identified.

2. Read the text and write an essay "The relationship of the geographical sciences with the others".

LESSON 13.

ISSUES OF TEACHING AND INTERPRETING OF TEXTS, TERMS AND DEFINITIONS OF SPECIALIZATION.

1.Read and translate the text.

Geography in the beginning did not have a very wide scope. It was limited in subject matter. Man, in fact, is a creature of nature which undergoes change constantly. It is the change which is the fundamental of the development & processes. Geography has also been a progressive & changing as well as dynamic subject. Now the scope of the subject of study of geography has widened and it has become very important. Every day we make use of the knowledge of this subject. Geography as a discipline can be split broadly into two main subsidiary fields: the human geography and the physical geography. The former largely focus on the built environment how humans create, view, manage, & influence space. The latter examines the natural environment, and how organisms, climate, soil, water and land focus produce & interact. The difference between these approaches led to a third field, the environmental geography which combines the physical and the human geography and looks at the interactions between the environment and humans. **Geography Meaning.** Geography is the branch of knowledge that studies the lands, the features, the inhabitants and the phenomena of the Earth. The first person to use the word geography was Eratosthenes and literally means “writing about the Earth”. The word can be divided into two parts- geo and graphy. Geo means the earth & graphy refers to writing. Today Geography means much more than writing about the earth but its difficult discipline to define geography is a fascinating subject. It reveals all the wonderful changes and activities that have been going on in the world since the beginning of time. Geography draws from across the physical, cultural, economic & political spheres to the local and the global. Through Geography we learn to appreciate the diversity of landscapes, peoples & cultures, Geography is therefore a vital subject resource for 21st century global citizens, enabling us to face questions of what it means to live sustainably in an interdependent world. **Concept of Geography** Geography has had a very chequered course of development. It passed through different phases of rise & fall and at every new stage the concept of geography underwent a change. The environment of geographical thought and concept took place during the age of discoveries and explorations.

2. Retell the text and make up a topic "The types of geographical maps".

LESSON 14.

ISSUES OF TEACHING AND INTERPRETING OF TEXTS, TERMS AND DEFINITIONS OF SPECIALIZATION.

How many physiographic divisions in India ?

1. Read and translate the text. Work in pairs.

For instance, India is divided into five major physiographic divisions: 1. North mountain 2. Great plains 3. Peninsular plateaus 4. West coastal plains 5. Islands

Glaciology is concerned with the study of glaciers. In India glaciers originate only in the higher altitudes of the Himalayas where there is perennial accumulations of snow above the snow line which is situated above 4500 meters. The causes of earthquakes and their bearing on the interior structure of the earth are dealt with in the science of Seismology. The hydrological characteristics of rivers, lakes, fluvial morphology, peculiarities of flood genesis, fluctuation of water table and underground water resources, genesis of coastal features and many other hydrological problems are the domains of hydrology. Climatology is not a new science in India. The study of causes are distribution of temperature and winds, rainfall and runoff, weather and climate, vegetation and topography, etc. Thus geographers along with chemists, geologists and biologists feel interested in the study of soil science called pedology.

2. Economic Geography: This concerns the production and distribution of the raw materials in the country. The internal, external and international trades come within its domain. It studies the influences, both physical and political, which operate on man's economic life and conditions of development in the fields of agriculture, manufacture and commerce. The study also includes the impact of constructional investment on the socio-economic life of the people. The problems of movement of labour and industrial locations are tackled both by geographers and economists. The location and distribution of mine-based raw materials and agricultural-based industries are also some of the subject of study of the geography of powers which is the basis of all industrial developments. The study of geography of agriculture and livestock is another branch of economic geography. Soil erosion is the greatest single evil to agriculture and animal husbandry. The agricultural practices are usually dependent of the working of livestock which suffer from under starvation due to scarcity of adequate fodder resources. This is another problem which attracts the attention of both geographers and the agriculturists.

3. Human Geography: The subject covers the evolution of mankind, its different races, their distribution and man's adaption to environments. It is an established fact that no man's life today is tied up completely to his immediate surroundings and that human life is to be treated as a partial adaption to the geographical. The influence of environments on the mode of life is a subject in which geographers are as much interested as the anthropologists. The geography of population studies the various causes of regional variations in population distribution. Settlement geography deals with the size, form and functions of

settlement built up by the man & analyses their historic growth. The study of urban geography there is less of the theory of environment determinism. It is widely accepted today that it is not the physic-biological environments alone that determine man's ability to make the best use of the natural resources around him but the philosophy of life and technical skill that he has acquired are the main determining factors.

4. Political Geography: This branch deals with the government of state and countries. Geography had its birth in the research of finding out the relations between man, his physical environments and the state to which the individual belonged. This gave birth to political geography in Greece, Great Britain, USA and Germany. It is the least developed branch of geography, though there is more than ample scope to expand its horizons.

5. Cartography: The term is applied to the conception, the design and the execution of maps of the art of drawing maps and charts. This branch is responsible for geodetic and topographic surveys and preparation of map[s] on certain selected scale. Even though a geographer has no monopoly on cartography, it is important that every geographer should have a working knowledge of cartographic presentation, not only to read maps but also to make them.

6. Urban Geography: Urban geography brings clear focus to the concepts of location, interaction and accessibility as well as distribution and movements of population. It deals with land use patterns and classifications of cities according to their function. Basic and non-basic urban employments are described in the urban geography. Level of hierarchy of towns, functions of the towns, land use pattern and structure of the towns, functions of the towns, land use pattern and structure of the towns are explained with reference to the models. Socioeconomic composition, age structure, sex structure, journey to work movements, modes of travel and housing sites of the urban are dealt with.

7. Anthropogeography : The study of the distribution of human communities on the earth in relation to their geographical environment is Anthropogeography; it thus bears the same relation to anthropology as biogeography does to biology, and zoogeography does to zoology.

8. Agricultural Geography: Agricultural Geography helps a geographer to understand how particular kinds of farms and farming systems have developed in particular areas and how they are similar to or different from the farms and farming systems of other areas. Further, it enables him to understand different kinds of agriculture are distributed over the earth and how they function in this spatial arrangement.

1.5 Importance of Geography in school Education At present geography is one of the important subjects in school curriculum. Geography derives a lot of material from such subjects as Biology, Anthropology, Sociology, Economics, Mathematics, Chemistry & other sciences.

LESSON 15.

CORRECTLY BEING TAUGHT OF SPECIAL SUBJECTS.

1. Read and translate the text. Work in pairs.

Inside Geography Teacher Education

Geography is a subject taught at all grade levels, but teachers who specialize in geography tend to teach in grades 6-12. While those interested in teaching at the elementary school level are not required to obtain a degree in a specific field of study, most states require middle school and high school geography teachers to obtain a bachelor's degree in geography or a related social science. Elementary school teachers who teach geography may complete an elementary education degree with a minor or specialization in geography.

From middle and high school teachers, to college and university professors, there are a multitude of degree options and career choices available to aspiring geography teachers. Study.com has many resources for you to learn about options available in this career field.

Education Information

To prepare for a career in teaching, prospective teachers complete a degree program in education or geography and fulfill state education course requirements either during the degree program or afterward. When all education requirements are met, teachers may obtain teaching license from their State Board of Education. Required education programs for teachers may include courses in education psychology, classroom curriculum, management and assessment, education technology, human growth, multicultural education and student teaching. Specific geography teacher preparation courses may include human politics and culture, geography, physical geography and biogeography. Professors of geography at the postsecondary level are required to meet the same basic standards, with the exception that a minimum of a master's degree is typically required, although most are required to earn a Ph.D.

2. Read the text and make up a topic "How is to be a teacher of geography".

LESSON 16.

CORRECTLY BEING TAUGHT OF SPECIAL SUBJECTS.

1. Check out the following links for information on relevant degree levels and what you can do with them.

Distance Learning Options

While most states require aspiring teachers to have classroom and hands-on training, there are a number of online courses available that can help those individuals complete both teaching and geography degrees.

Career Options

Individuals interested in becoming a geography teacher can teach that subject or may teach related social science subjects, such as social studies. There are also options for those considering teaching in colleges or universities. Learn about such possibilities by reviewing the articles listed below.

Employment Information

The U.S. Bureau of Labor Statistics (BLS) anticipated job opportunities for elementary and middle school teachers would increase 12% and six percent for high school teachers during the 2012-2022 decade (www.bls.gov). The opportunities vary according to grade level, location and specialty. In May 2013, the BLS reported the mean annual wage for elementary school teachers was \$56,320 and middle school teachers earned \$56,630. The mean wage for secondary school teachers was \$58,260.

Postsecondary geography teachers earned an annual mean salary of \$73,980, according to 2013 data. Although the expected 2012-2022 job growth for higher education instructors was expected to be faster than average at 19%, those teaching geography can expect a slower growth of 11%.

2. Read the text and write an essay "How is to be a teacher of geography".

LESSON 17.
STUDYING OF FOREIGN EXPERIENCE IN THE SPECIALTY,
FORMATION OF THE ABILITY TO INTERPRET SCIENTIFIC
LITERATURE.

1. Translate the following texts into Uzbek.

Topsy-Turvy Times for Ancient Earth?

by Richard A. Kerr

Tectonic plates ceaselessly carry continents around the world, but never faster than about 10 centimeters a year. Now comes evidence of a shift 10 times more rapid: 84 million years ago, two researchers claim in today's *Science*, the whole Earth rolled like a ball, turning 15° to 20° in just a few million years. If the twist took place, it would have jerked the whole globe into new climate zones.

Earth's poles are a wobbly crew. The magnetic poles, for example, ramble with the vagaries of the churning core that produces the magnetic field. But despite all this wandering, experts have disagreed for decades about whether the geographic poles ever rapidly shifted their position. The physics suggests that this motion, called true polar wander, could happen. That's because a spinning Earth is most stable when its most massive parts, such as an ice sheet on its surface or a lump of particularly dense rock within it, are at the equator. If the mass forms or moves elsewhere, Earth will roll to bring it to the equator.

Any such motion should be recorded in ancient lava. Paleomagnetician William Sager of Texas A&M University in College Station and geochronologist Anthony Koppers of Scripps Institution of Oceanography in La Jolla, California, have compiled 27 ancient pole locations dated to between 120 million and 39 million years ago by radiometric argon-argon dating. They assumed that each of the Pacific Ocean seamounts--mountain-sized piles of lava--had locked in a single magnetic field whose orientation points to the pole's location at the time the lava solidified.

Sager and Koppers found an odd situation about 84 million years ago. Seamounts from that period, give or take 2 million years, yield two pole locations 16° to 20° apart. By their analysis, the area of the Atlantic Ocean would have moved as fast as 110 centimeters per year southward. That would be enough to rotate Washington, D.C., into the tropical latitudes of the Caribbean today. To paleoclimatologists, such a rapid whole-Earth tumble would trigger climate shifts that seem to have come out of nowhere.

Not everyone finds the evidence convincing. "I think they underestimated the effect of data selection," says paleomagnetician John Tarduno of the University of

Rochester, New York. He notes that the 84-million-year event is defined by just four pole locations, and shows up only in the Pacific while true polar wander should appear worldwide.

Science Now, 01/21/2000

Text 5

The Race to the Pole

by Michael Harris

On 1 June, 1910, Captain Scott left London to begin his Antarctic expedition. He received a telegram from the Norwegian explorer Roald Amundsen: 'I'm going South.' So the race to the South Pole was on!

During the polar summer of 1910-11, both teams organised food stores – they put food in tents along their route in preparation for their expeditions the following year. Then came the darkness of the polar winter. Scott and Amundsen waited for the first signs of spring.

Amundsen was the first to leave on 15 October, 1911. He had teams of dogs pulling his sledges and all his men were on skis. Because of this, he made good progress. Scott left on 1 November and soon had problems. First, his two motor sledges broke down and then his ponies began to have serious difficulty with the snow and the cold. After a while, Scott and his men had to push the sledges themselves.

Amundsen reached the Pole on 14 December and put a Norwegian flag there. Then he prepared for the return journey.

Scott finally arrived at the Pole with four companions on 17 January and found the Norwegian flag. Scott wrote of their disappointment in his diary: '*Well, we lost the race and we must face 800 miles of hard pushing – and goodbye to most of our dreams.*'

The return journey was one of the worst in the history of exploration. The men were exhausted and were running out of food. The weather conditions were terrible. Scott began to realise their desperate situation: '*We appear very cheerful but what each man feels in his heart, I can only guess. Putting on our shoes in the morning is getting slower and slower.*'

The expedition wasn't completely unsuccessful because on their way back, they looked for rocks and fossils as planned. They carried twenty kilos of rocks all the way with them. Later, these rocks proved that in the distant past Antarctica was covered by plants.

However, disaster soon came. One of the men, Edgar Evans, died after a bad fall. The next to die was Captain Oates, who was having difficulty in walking.

Scott and the last two men carried on and got within eleven miles of one of their food stores. But then a storm started and they could not leave their tent. Scott spent his last hours writing. He wrote a letter full of sadness to his wife, Kathleen: *‘To my Widow, I could tell you lots about this journey. What stories you would have for the boy... But what a price to pay.’*

Scott’s diary told the story of their sad end: *‘The food is only 11 miles away but I do not think we can hope for any better things now. We are getting weaker and weaker and the end can’t be far... I do not think I can write more.’*

The news of Scott’s death and disastrous expedition shocked the world. He had failed to win the race to the Pole but the remarkable bravery shown by Captain Scott and his men made them into heroes.

Text 6

Divisions of Geological Time

The rocks of the accessible part of the earth are divided into five major divisions or eras, which are in the order of decreasing age, Archeozoic, Proterozoic, Paleozoic, Mesozoic, and Cenozoic. Superposition is the criterion of age. Each rock is considered younger than the one on which it rests, provided there is no structural evidence to the contrary, such as overturning or thrust faulting. As one looks at a tall building there is no doubt in the mind of the observer that the top story was erected after the one on which it rests and is younger than it in order of time. So it is in stratigraphy in which strata are arranged in an orderly sequence based upon their relative positions.

Certainly the igneous and metamorphic rocks at the bottom of the Grand Canyon are the oldest rocks exposed along the Colorado River in Arizona and each successively higher formation is relatively younger than the one beneath it. The rocks of the Mississippi Valley are inclined at various angles so that successively younger rocks overlap from Minnesota to the Gulf of Mexico. Strata are arranged in recognizable groups by geologists utilizing a principle announced by William Smith in 1799. While surveying in England Smith discovered that fossil shells of one geological formation were different from those above and below. Once the vertical range and sequence of fossils are established the relative position of each formation can be determined by its fossil content.

By examining the succession of rocks in various parts of the world it was found that the restriction of certain life forms to definite intervals of deposition was

worldwide and occurred always in the same order. Apparently certain organisms lived in the ocean or on the land for a time, then became extinct and were succeeded by new forms that were usually higher in their development than the ones whose places they inherited. Thus, the name assigned to each era implies the stage of development of life on the earth during the interval in which the rocks accumulated.

The eras are subdivided into periods, which are grouped together in to indicate the highest forms of life during that interval. As the rocks of increasingly younger periods are examined higher types of life appear in the proper order, invertebrates, fish, amphibians, reptiles, mammals, man. From this it is evident that certain fossil forms limited to a definite vertical range may be used as index fossils of that division of geological time.

At the close of and within each era widespread mountain-making disturbances or revolutions took place, which changed the distribution of land and sea and affected directly or indirectly the life of the sea and the land. The close of the Paleozoic era brought with it the rise of the Appalachian Mountains. It has been estimated that only 3 per cent of the Paleozoic forms of life survived and lived on into the Mesozoic era. The birth of the Rocky Mountains at the close of the Mesozoic was accompanied by widespread destruction of reptilian life. Faunal successions responded noticeably to crustal disturbances.

LESSON 18.
STUDYING OF FOREIGN EXPERIENCE IN THE SPECIALTY,
FORMATION OF THE ABILITY TO INTERPRET SCIENTIFIC
LITERATURE.

1. Translate the following texts into Uzbek.

Oil

What was the origin of the oil which now drives our motor-cars and air-craft? Scientists are confident about the formation of coal, but they do not seem so sure when asked about oil. They think that the oil under the surface of the earth originated in the distant past, and was formed from living things in the sea. Countless billions of minute sea creatures and plants lived and sank to the sea bed. They were covered with huge deposits of mud; and by processes of chemistry, pressure and temperature were changed through long ages into what we know as oil. For these creatures to become oil, it was necessary that they should be imprisoned between layers of rock for an enormous length of time. The statement that oil originated in the sea is confirmed by a glance at a map showing the chief oilfields of the world; very few of them are far distant from the oceans of today. In some places gas and oil come up to the surface of the sea from its bed. The rocks in which oil is found are of marine origin too. They are sedimentary rocks, rocks which were laid down by the action of water on the bed of the ocean. Almost always the remains of shells, and other proofs of sea life, are found close to the oil. A very common sedimentary rock is called shale, which is a soft rock and was obviously formed by being deposited on the sea bed. And where there is shale there is likely to be oil.

Geologists, scientists who study rocks, indicate the likely places to the oil drillers. In some cases oil comes out of the ground without any drilling at all and has been used for hundreds of years. In the island of Trinidad the oil is in the form of asphalt, a substance used for making roads. Sir Walter Raleigh visited the famous pitch lake of Trinidad in 1595; it is said to contain nine thousand million tons of asphalt. There are probably huge quantities of crude oil beneath the surface.

There are four main areas of the world where deposits of oil appear. The first is that of the Middle East, and includes the regions near the Caspian Sea, the Black Sea, the Red Sea and the Persian Gulf. Another is the area between North and South America, and the third, between Asia and Australia, includes the islands of Sumatra, Borneo and Java.

The fourth area is the part near the North Pole. When all the present oil-fields are exhausted, it is possible that this cold region may become the scene of oil activity. Yet the difficulties will be great, and the costs may be so high that no company will undertake the work. If progress in using atomic power to drive machines is

fast enough, it is possible that oil-driven engines may give place to the new kind of engine. In that case the demand for oil will fall, the oilfields will gradually disappear, and the deposits at the North Pole may rest where they are for ever.

(From *Power and Progress* by G. C. Thornley (Longman))

Text 10

The Age of the Earth

The age of the earth has aroused the interest of scientists, clergy, and laymen.

Geologists have attempted to estimate the length of geologic time from the deposition of sedimentary rocks. This method of measuring time was recognized about 450 B.C. by the Greek historian Herodotus after observing deposition by the Nile and realizing that its delta was the result of repetitions of that process. Schuchert has assembled fifteen such estimates of the age of the earth ranging from 3 to 1,584 million years with the majority falling near 100 million years. These are based upon the known thicknesses of sedimentary rocks and the average time required to deposit one foot of sediment. The thicknesses as well as the rates of deposition used by geologists in making these estimates vary. Recently Schuchert has compiled for North America the known maximum thicknesses of sedimentary rocks deposited since the beginning of Cambrian time and found them to be 259,000 feet, about 50 miles. This thickness may be increased as other information accumulates, but the real difficulty with the method is to decide on a representative rate of deposition, because modern streams vary considerably in the amount of sediment deposited. In past geological periods the amount deposited may have varied even more, depending on the height of the continents above sea level, the kind of sediment transported, and other factors. But even if we knew exact values for the thickness of PreCambrian and PostCambrian rocks and for the average rate of deposition, the figure so obtained would not give us the full length of time involved. At many localities the rocks are separated by periods of erosion called unconformities, during which the continents stood so high that the products of erosion were carried beyond the limits of the present continents and "lost intervals" of unknown duration were recorded in the depositional record. It is also recognized that underwater breaks or diastems caused by solution due to acids in sea water and erosion by submarine currents may have reduced the original thickness of some formations. Geologists appreciated these limitations and hoped that a method would be discovered which would yield convincing evidence of the vast time recorded in rocks.

Unexpected help came from physicists studying the radioactive behavior of certain heavy elements such as uranium, thorium, and actinium. These elements disintegrate with the evolution of heat and give off particles at a constant rate that

is not affected by high temperatures and great pressures. Knowing the rate at which atomic disintegration proceeds, it is possible to determine the time when the uranium mineral crystallized and the age of the rock containing it. By this method the oldest rock, which is of Archeozoic age, is 1,850,000,000 years old, while those of the latest Cambrian are 450,000,000 years old. Allowing time for the deposition of the early Cambrian formations, the beginning of the Paleozoic is estimated in round numbers at 500,000,000 years ago.

LESSON 19.

PREPARATION OF THE PRESENTATIONS ON SPECIALIZATION AND FORMATION OF SKILLS OF PRESENTATIONS.

I. PREPARATION AND PLANNING

I.1 ESSENTIAL PREPARATION AND PLANNING CHECKLIST

This is a checklist of the essential elements to consider in preparing and planning an oral presentation. Use it yourself by filling in the boxes on the right under "My Ideas".



<u>QUESTIONS TO ASK YOURSELF</u>	<u>EXAMPLES</u>	<u>MY IDEAS</u>
1. What is the aim?	<ul style="list-style-type: none"> ✓ to buy my product ✓ to adopt my recommendations ✓ to join the club ✓ to give me a job 	
2. What is my title?	<ul style="list-style-type: none"> ✓ The new Mokia 2001 ✓ How to reduce production costs ✓ The INT Chess Club 	
3. Who am I speaking to?	<ul style="list-style-type: none"> ✓ What are the benefits to the audience of my product/report/speech? ✓ Are these people the decision makers? ✓ What do they know of the subject? ✓ How does this change my approach? ✓ What sort of questions will they ask me? What are the answers? ✓ What aspects will they be interested in? 	
4. What are the main points I want to make?	1, 2, 3; first, second, third; point a, point b, point c	
5. What do I want the audience to do after listening to my presentation?	We must invite them: <ul style="list-style-type: none"> ✓ to buy my product ✓ to accept my findings ✓ to join the club ✓ to give me a job 	

I.2 Other questions concerning physical aspects.

Who is the audience?

How many people will there be in the audience?

Check beforehand, if you can, the place where you are going to make your presentation.

Where will it take place?

How big is the room?

What equipment is there in the room? What equipment do I need?

Does the equipment work?

Are you going to need a black or whiteboard?

Have you got chalk and / or a felt tip pen?

Do you need an overhead projector or a screen?

Are they in place? Is there a podium? Where are you going to put your notes /papers /transparencies?

Do you need an adapter or extension lead?

Can the information be seen?

Can you present the information and not get in the way?

Do you need a pointer?

Will you need to dim the lights or draw the curtains?

Are you going to need handouts or any other documents? How many? Do they present a good image of you and your company?



When?

What time of day is it? What day is it? Will the audience be more or less receptive when listening?

How long?

In relation to what the audience knows or time constraints, what can I eliminate if necessary?

Other

Am I dressed appropriately? Shoes polished? Are my hands and fingernails clean?

LESSON 20.

PREPARATION OF THE PRESENTATIONS ON SPECIALIZATION AND FORMATION OF SKILLS OF PRESENTATIONS.

II. STRUCTURE OF AN ORAL PRESENTATION

A good oral presentation is well structured; this makes it easier for the listener to follow.

Basically there are three parts to a typical presentation: the beginning, the middle and the end (or introduction, body and conclusion). We are going to look at each part in turn and present the language needed to express both the structure and the content.



II.1 THE BEGINNING OR THE INTRODUCTION

The beginning of a presentation is the most important part. It is when you establish a rapport with the audience and when you have its attention. More detailed techniques can be found in part IV.

II.1.A Get the audience's attention and signal the beginning.

*Right. Well. OK. Erm.
Good. Fine. Great.
Shall we start?*

*Let's begin.
Can we start?
Let's get the ball rolling.
Let's get down to business.*



In English-speaking countries it is not uncommon for the speaker to begin with a joke, an anecdote, a statement made to surprise or provoke in order to gain the audience's attention, to make people want to listen, to feel relaxed and even to introduce the subject. This may or may not be appropriate in your country; you are probably the best judge. Certainly humour is difficult to convey and would not be appropriate in all contexts.

A good technique is to try to get your audience involved in your talk either by asking direct or rhetorical questions. Ask for a show of hands for example, in response to a question or, present information in such a way that the audience can identify with it. You can give an anecdote, unusual or surprising facts, or an illustration from real life could be employed here.

II.1.B Greet audience.

It is important to greet the audience by saying something like:

<i>Hello</i>	<i>ladies and gentlemen.</i>
<i>Good morning</i>	<i>members of the jury.</i>
<i>Good afternoon</i>	<i>esteemed guests</i>
<i>Good evening</i>	<i>members of the board</i>
<i>Fellow colleagues</i>	<i>Mr. Chairman/Chairwoman</i>
<i>Thank you for your kind introduction</i>	



II.1.C Introduce oneself, (name, position, and company)

Do this not only to give important information so people can identify you but also to establish your authority on the subject and to allow the audience to see your point of view on the subject (you are a student, researcher, responsible for, director of, neophyte, layman).²

Good afternoon ladies and gentlemen, let me introduce myself.

*Good morning everyone, I'd like to start by introducing myself.
My name is...*

*I am a student at the INT
I am a doctoral candidate,
I am X. Y. from 3 Com. I'm the manager of...
I am a researcher from ... I've been working on the subject now for X years...
I've had wide experience in the field of ...*

Good morning, my name is Lawrence Couderc. I am a student at the INT and I would like to talk to you today about some of my findings in a study I did on...

Sometimes, especially when invited to speak, the host introduces the guest, gives the same information as above and then gives the floor to the guest speaker.

*I am very pleased and proud to introduce ...who is.... He/she is known for...
Now I'll turn the floor over to today's speaker. (to take the floor, to have the floor, to give the floor to someone.)*



II.1.D Give title and introduce subject

What exactly are you going to speak about? Situate the subject in time and place, in relation to the audience and/or its importance. Give a rough idea or a working definition of the subject.

*I plan to speak about...
Today I'm going to talk about...
The subject of my presentation is...
The theme of my talk is...
I've been asked to give you an overview of...*

Cultural aspects may be important here; scientists want to demonstrate their work and findings while managers and humanities people want to share ideas and reflections with their audience. It may be the result of a desire to persuade and convince. It may be comparison of two or more products, plans or proposals.

*Why are you going to speak about it?
I have chosen to speak about this because...
I was asked to speak about X because...*

Have you set any limits on the scope of your talk? What won't you speak about? It may be very useful to eliminate certain areas before you start so as to avoid confusion or deviation from your main task. It also protects you from criticism later for not covering certain aspects or issues.



Have you estimated the time it will take? ³ It is useful to give the listeners some idea of how long you will speak so as to maintain their attention better.
*I will not speak about...
I have limited my speech to
My talk will last about 15 minutes*

I will speak for 15 minutes.

You may want to give acknowledgements here too. If you have been sponsored, supported or encouraged by a particular firm, organization, professor, etc. you may want to recognise their contribution. Your research and paper may have been the work of a collaborative effort and you should acknowledge this too giving the names of all the participants.

At some point you should ask a question or somehow try to determine the attitude and knowledge of the audience. How do they feel about the subject? You will then have to modify the contents, as you never know exactly what to expect.

Have you ever heard of...?

You may already know...

I feel sure that some of you...

Every day you encounter...

To get the audience's attention and perhaps to find out where they are you could introduce the subject by saying:

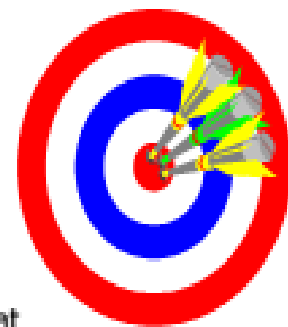
Have you ever heard of/seen X?

You've probably seen countless times...

You may have wondered...

II.1.E Give your objectives (purpose, aim, goals)

The main purpose of an informative speech is to have the audience understand and remember a certain amount of information. You should therefore have two purposes: a general purpose and a specific one. The former is to inform: to give an overview, to present, to summarize, to outline; to discuss the current situation or to explain how to do something or how something is done. The latter is what you want the audience to take away with them after listening to you, what you want them to do, what they should remember.



My purpose in doing this paper is to give you a solid background on the subject of oral presentation skills so that in the future, at the INT or elsewhere, you can deliver a successful speech in front of a group.

What I would like to do today is to explain

to illustrate...

to give you the essential background information on...

to outline...

to have a look at...

What I want my listeners to get out of my speech is...

If there is one thing I'd like to get across to you today it is that...

Once you have established your specific objectives you may go on to formulate your content.⁴

II.1.F Announce your outline.

You want to keep the outline simple so 2 or 3 main points are usually enough. Concerning grammar the headings of the outline should be of the same grammatical form.

In the first part I give a few basic definitions.

In the next section I will explain

In part three, I am going to show...

In the last part I would like/want to give a practical example...⁵

II.1. G Questions and comments from the audience.

You should also let the audience know at some point in the introduction when and whether they may ask questions.

I'd ask you to save your questions for the end.

There will be plenty of time at the end of my speech for a discussion.

You may interrupt me at any moment to ask questions or make comments.

Please stop me if you don't understand any thing I say but could you keep any specific questions until after I've finished.

II.1.H Make a transition between the introduction and the body.

You should refer to your transparency or outline.

Now let us turn to point one.

Let us now move on to the second part, which is, as I said earlier....

If you are giving a technical presentation a glossary might be useful and avoid unnecessary interruptions. Always explain abbreviations and say acronyms giving their full name when you first mention them and be especially careful with the pronunciation.

LESSON 21. PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

2.1. ANNOTATION LAYOUT

I. General information about the article

Headline	<i>The article is headlined/entitled...</i> OR <i>The headline/title of the article is...</i>
Author	<i>The author of the article is...</i> OR <i>The article was written by...</i> OR <i>The author of the article is unknown</i> OR <i>The name of the author of the article is missing</i>
Date and place of publication	<i>The article was published/printed in...</i> OR <i>The article is taken from</i> OR <i>The date and place of publication are unknown/missing</i>

II. The main idea of the article (1 – 2 sentences)

<i>The article/author</i>	<i>Gives</i> <i>presents</i> <i>offers</i>	<i>a brief survey/outline of...</i> <i>an in-depth examination of...</i> <i>his views on...</i>
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<i>surveys</i> <i>outlines</i> <i>studies</i> <i>investigates</i> <i>examines</i> <i>analyzes</i> <i>tackles</i> <i>describes</i> <i>discusses</i> <i>focuses on</i> <i>deals with</i> <i>touches upon</i>	<i>the</i> <i>important/topical/controversial/thorny</i> <i>problem/topic of...</i> <i>such</i> <i>important/topical/controversial/thorny</i> <i>problems/topics/aspects as...</i>
<i>has the aim of</i>	<i>of shedding light on the nature of the relationship between...</i>
<i>embarks on</i>	<i>a detailed discussion of...</i>
<i>shows</i> <i>reveals</i> <i>explains</i>	<i>the basic/profound issues of...</i> <i>the origin of...</i> <i>different approaches to...</i> <i>the main advantages and disadvantages</i> <i>(pluses and minuses, pros and cons) of...</i> <i>the major similarities and differences</i> <i>between...</i> <i>correlations between...</i> <i>the influence/impact of... on...</i>
<i>raises</i>	<i>the profound issues of ...</i>
<i>provides</i>	<i>possible solutions to the problem of...</i>

III The body of the article

How to start?	<p><i>First the author says that.../ reports that.../ states that.../focuses our attention on...</i></p> <p style="text-align: center;">OR</p> <p><i>The author starts by telling the reader/us that.../about...</i></p>
How to continue?	<p><i>The author goes on to say that...</i></p> <p><i>After that/ further/ next the author points out/ emphasizes/highlights/explains/details...</i></p>
How to conclude?	<p><i>Finally/ in conclusion it is stated/ stressed that...</i></p> <p style="text-align: center;">OR</p> <p><i>The author draws/reaches the conclusion that...</i></p>

IV Your opinion of the article

	+	—
<p>What do you think of the problem raised by the author?</p> <p>Is it relevant today?</p> <p>Is the article informative enough?</p> <p>Does the author substantiate his/her view?</p>	<p><i>It is greatly to the author's credit that he/she raised such a controversial/topical/pressing problem as...</i></p> <p><i>provides the reader with useful information about...</i></p> <p><i>provides the reader with some insights into...</i></p> <p><i>takes a global view of...</i></p> <p><i>makes an important contribution to the debate on...</i></p> <p><i>offers a critical appraisal of...</i></p> <p><i>unveils some of the myths...</i></p> <p><i>exposes the drawbacks of...</i></p>	<p><i>It must be noted that the problem raised by the author seems to be farfetched/no longer relevant today</i></p> <p><i>the article does not give any new information on...</i></p> <p><i>the article lacks true information about...</i></p> <p><i>the article contradicts the main</i></p>

	<p><i>presents an unusual approach to...</i></p> <p><i>substantiates his point with examples/ figures/ statistical data</i></p> <p><i>presents a truly comprehensive/well-grounded analysis of...</i></p>	<p><i>ideas of...</i></p> <p><i>the author failed to substantiate his point of view with any examples, figures or statistical data</i></p> <p><i>the analysis of ...given/presented/provided in this article is far from comprehensive</i></p>
<p>Is the article clear enough? Is it logically developed?</p>	<p><i>It deserves to be mentioned that the article is clearly and logically developed.</i></p>	<p><i>It can also be mentioned that the article is confusing and lacks logical structure.</i></p>
<p>What is your general impression of the article? What kind of readership can it attract?</p>	<p><i>On the whole, the article is an excellent presentation of.../gives a foundation for understanding... / provides a framework for thinking about... and may be of (practical) use to ... students and all those interested in...</i></p> <p><i>The article provides invaluable guidance to practitioners in this field.</i></p> <p><i>The article is intended for the general reader wanting to understand the impact of... upon...</i></p> <p><i>The article is an ideal</i></p>	<p><i>For all its drawbacks, the article may be of some use to...</i></p>

<p><i>scholarly text for academics and students, policy makers and practitioners.</i></p>	
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<p><i>The article is ideal as a teaching text for courses on...</i></p>	
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LESSON 22.

PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

ANNOTATION SAMPLE

(Text 1)

The headline of the article is *The 100-Year Forecast: Very Hot, and Stormy*. It was written by Kendall Hamilton and Kimberly Martineau and published in the *Newsweek* on 18 August 1997.

The article has the aim of shedding light on what the weather might be like in one hundred years.

First, **Kendall Hamilton and Kimberly Martineau** focus our attention on the fact that, according to scientists, the weather in the next millennium will be quite nasty. The authors go on to highlight the weather changes which are expected to take place due to global warming. These include warming of the average global temperature, which will go along with decreasing temperatures in some parts of the world such as Scandinavia and England and an increase in the number of hurricanes, storms, floods and droughts all over the world. The interrelations between warmer temperatures and the mentioned weather phenomena are explained.

This clearly and logically developed article is intended for the general reader wanting to understand the impact global warming is likely to have upon weather in the world and is remarkable for its clear popular scientific explanations, which are accessible even to a non-specialist.

ARTICLES FOR ANNOTATING

Text 1

The 100-Year Forecast: Very Hot, and Stormy

by Kendall Hamilton and Kimberly Martineau

If you want to know what the weather's going to be like this weekend, ask a weatherman. If you want to know what it'll be like in 100 years, ask a scientist. Forecasts are always iffy, but current thinking suggests that as we sail into the next millennium, we may want to batten down the hatches. It looks like we're in for nasty weather.

The most significant influence on the weather of the future is likely to be global warming. The prevailing view among climatologists is that emissions of so-called "greenhouse gases", which trap heat in the earth's atmosphere - are at least partly responsible for warming the average global temperature by

about one degree over the past 100 years. The next hundred years, most scientists agree, will see the earth heat up further.

Precisely what such temperature changes will mean to weather patterns is tricky to predict with certainty, because weather is the product of so many interrelated variables. But at its simplest level, global warming will, for many, mean just that. Has this summer been hot enough for you? Just wait. In time, the number of days that the mercury hits 90 degrees in New York could double, to 30 a year. In Atlanta, the entire summer might be northward of 90. Projected global temperature changes are only averages, though. Some areas could actually get colder. Mark Meier, a glaciologist at the University of Colorado, says that Norway and other parts of Scandinavia seem to be building up glacier mass, even as the world's glaciers on average are thinning. And certainly, temperature changes can affect weather in roundabout ways. An influx of extra water from melting glaciers, for example, might disrupt the Gulf Stream, an Atlantic Ocean current that brings warmth from the tropics to Western Europe. Without the current, England could get as cold as Greenland in winter. Stiff upper lip, indeed.

Between bouts of sweating or shivering, our descendants may while away the time in their basements. Warmer temperatures increase the rate at which water evaporates, priming the atmosphere for all manner of hurricanes and heavy storms. Between 1970 and 1994, the United States and the Caribbean saw a 10 percent increase in the atmospheric-moisture level, which meant a 10 percent boost in precipitation, says Kevin Trenberth of the National Center for Atmospheric Research. Expect more of the same if temperatures climb. Rain-swollen rivers, storm-eroded beaches and sea levels pumped up by melting glaciers could mean more flooding. Paradoxically, drought stands to be a problem as well. Hot weather causes short, heavy bursts of rain, but the water "doesn't soak in nicely," says Adam Markham, a climate expert at the World Wildlife Fund. "You'll get more rain, but also more drying of the soil."

Newsweek, 08/18/97, Issue 7

Text 2

Study Debunks 'Global Cooling' Concern of '70s

by Peter Johnson

The supposed "global cooling" consensus among scientists in the 1970s -- frequently offered by global-warming skeptics as proof that climatologists can't make up their minds -- is a myth, according to a survey of the scientific literature of the era.

The '70s was an unusually cold decade. *Newsweek*, *Time*, *The New York Times* and *National Geographic* published articles at the time speculating on the causes of the unusual cold and about the possibility of a new ice age. But Thomas Peterson of the National Climatic Data Center surveyed dozens of scientific articles from 1965 to 1979 and found that only seven supported global cooling, while 44 predicted warming. Peterson says 20 others were neutral in their assessments of climate trends.

The study reports, "There was no scientific consensus in the 1970s that the Earth was headed into an imminent ice age. "A review of the literature suggests that, to the contrary, greenhouse warming even then dominated scientists' thinking about the most important forces shaping Earth's climate on human time scales." Peterson was also a contributor to the United Nations' Intergovernmental Panel on Climate Change 2007 report.

Scientific reports in the past decade, most notably the U.N. panel's Nobel Prize-winning efforts, have warned that human activities are warming the planet by increasing the release of heat-trapping "greenhouse" gases into the atmosphere. Skeptics have argued that climate change is cyclical, not fueled by the burning of fossil fuels -- coal, oil and natural gas. Peterson notes in the study that concerns over the frigid 1970s subsequently became representative of scientific division over global warming.

That was an unusually cold decade, especially the later years, across the Northern Hemisphere. In the USA, the winters of 1977-79 were three of the 11 coldest since the recording of temperatures began in the 1890s, according to climate center data. The winter of 1978-79 remains the coldest on record in the USA.

Some have doubts about the new survey. "The paper does not place the late '70s in its climatic context," says Pat Michaels, a senior fellow in environmental studies at the Cato Institute in Washington, D.C. "The temperature records we had at the time showed a very sharp cooling from the mid-'40s to the mid-'70s," Michaels says. "And scientists attempted to explain that as a consequence of the pollution that was preventing solar radiation from reaching the surface. "At the time, scientists thought the cooling effect of pollution was greater than the warming effect of carbon dioxide," Michaels adds. "They were attempting to explain the dramatic cooling of the '70s."

USA Today, February 21, 2008

Text 3

Atmosphere

by Gaston Bachelard

The atmosphere is a mixture of several gases. There are about ten chemical elements which remain permanently in gaseous form in the atmosphere under all natural conditions. Of these permanent gases, oxygen makes up about 21 percent and nitrogen about 78 percent. Several other gases, such as argon, carbon dioxide, hydrogen, neon, krypton, and xenon, comprise the remaining 1 percent of the volume of dry air. The amount of water vapor, and its variations in amount and distribution, are of extraordinary importance in weather changes. Atmospheric gases hold in suspension great quantities of dust, pollen, smoke and other impurities which are always present in considerable, but variable amounts.

The atmosphere has no definite upper limits but gradually thins until it becomes imperceptible. Until recently it was assumed that the air above the first few miles gradually grew thinner and colder at a constant rate. It was also assumed that upper air had little influence on weather changes. Recent studies of the upper atmosphere, currently being conducted by earth satellites and missile probings, have shown these assumptions to be incorrect. The atmosphere has three well-defined strata.

The layer of the air next to the earth, which extends upward for about 10 miles, is known as the *troposphere*. It is the warmest part of the atmosphere because most of the solar radiation is absorbed by the earth's surface, which warms the air immediately surrounding it. A steady decrease of temperature with increasing elevation is a most striking characteristic. The upper layers are colder because of their greater distance from the earth's surface and rapid radiation of heat into space. The temperatures within the troposphere decrease about 3.5 degrees per 1,000-foot increase in altitude.

Above the troposphere to a height of about 50 miles is a zone called the *stratosphere*. The stratosphere is separated from the troposphere by a zone of uniform temperatures called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases which filters out most of the ultraviolet rays from the sun. The ozone layer varies with air pressure. If this zone were not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atmospheric composition are relatively uniform.

The layer upward of about 50 miles is the most fascinating but the least known of these three strata. It is called the *ionosphere* because it consists of electrically charged particles called ions, thrown from the sun. The northern lights originate within this highly charged portion of the atmosphere. Its effect upon weather conditions, if any, is as yet unknown.

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.

VII-семестр 14 соат

№	Theme	Hours
1.	Profession skills.	4
2.	Life and creativity of famous people in the studied science.	4
3.	News of the learning science.	6

VIII-семестр 16 соат

№	Theme	Hours
1.	Working on the text "Professionality and speciality".	8
2.	Actual problems on speciality.	8

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот

тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

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

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

Қараб чиқиб, кидириб 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	Ўзбек	Русский
River	Дарё	Река
Sea	Денгиз	море
Lake	Кўл	озера
Coast	қирғоқ	берег
Strait	Бўғиз	пролив
Stream	Оқим	течения
Recreation	Рекреация	Рекреация
Climate	Иқлим	климат
Rain	Ёмғир	дождь
Snow	Қор	снег
Mount	Тоғ	гора
the plain	Текислик	равнина
Desert	Чўл	пустыня
Lowlands	Пасттекислик	Низменность
Forest	Ўрмон	лес
Grass	Ўтлоқ	Луг
Tundra	Тундра	Тундра
Siberia	Сибир	Сибир
Arctic	Арктика	Арктика
Tropical	Тропик	Тропик
Equator	Экватор	Экватор
Meridian	Меридиан	Меридиан
Map	Харита	Карта
Topography	Топография	Топография
Nature	Табиат	природа
Rocks	тоғ чўққиси	горные породы
Terrain	Рельеф	Рельеф
Folds	Бурмаланиш	Складки
Soil	Тупроқ	почва
Atmosphere	Атмосфера	Атмосфера
Flora	Флора	Флора
Biosphere	Биосфера	Биосфера
Biomass	Биомасса	Биомасса
Wind	Шамол	ветер
Wetlands	Ботқоқлик	болота
Horizon	Уфқ	горизонт
South	Жануб	юг
East	Шарқ	восток

West	Ғарб	запад
Pressure	Босим	давление
Temperature	харорат	температура
Humidity	Намлик	влажность
Wave	Тўлқин	вольна
Curved	Ботик	впадина
Space	Коинот	космос
Volcano	Вулқон	Вулкан
lava	Лава	Лава
Erosion	Нураш	эрозия
Ice	Муз	лёдь
Iceberg	Айсберг	Айсберг
Ridge	Тизма	хребет
platform	Платформа	Платформа
Geochronological	Геохронология	Геохронология
Lithosphere	Литосфера	Литосфера
Hydrosphere	Гидросфера	Гидросфера
mainland climbs	Материк ёнбағри	Материковый склон
Stove	Плита	Плита
Muck	Чўкма	впадина
Earth's crust	Ер пўсти	Земная кора
The mantle	Мантия	Мантия
the core	Ядро	Ядро
Sedimentary	Чўкинди	Осадочные
Granite	Гранит	Гранит
Basaltic	Базальт	Базальт
cold Stream	Совуқ Оқим	холодные течения
warm current	Илиқ оқим	теплые течения
Globus	Глобус	Глобус
Ocean	Океан	Океан
Year	Йил	год
Days	Кун	сутки
Dew	Шудринг	Роса
Hail	Дўл	Град
Rimed	Қиров	Иней
Island	Орол	остров
Peninsula	Яриморол	полуостров
Planet	Сайёра	планета
Methyl	Метеор	Метеор
Comet	Комета	Комета
Latitude	Кенглик	широта
Longitude	Узоқлик	Долгота
Degree	Градус	градус
natural Geography	Табиий география	физическая география

local history	Ўлкашунослик	Краеведение
Landscape	Ландшафт	Ландшафт
Urbanization	Урбанизация	Урбанизация
Sintering	Агломерация	Агломерация
Konurbanizatsiya	Конурбанизация	Конурбанизация
City, town	Шахар	город
Village	Қишлоқ	село
Market	Бозор	рынок
Infrastructure	Инфраструктура	Инфраструктура
Production	Ишлаб чиқариш	производства
Industry	Саноат	промышленность
Agriculture	Қишлоқ хўжалиги	сельское хозяйство
Transport	Транспорт	Транспорт
Tourism	Туризм	Туризм
Aborigin	Абориген	Абориген
Autonomous	Автоном	Автоном
social geografiyacial	Социал география	Социальная география
population density	Аҳоли зичлиги	Плотность население
industrial point	Саноат пункти	промышленное пункт
Poultry	Паррандачилик	Птицеводства
Hogs	Чўчқачилик	свинаводство
Cooperative	Бирлашма	Кооперация
A combination	Комбинация	Комбинация
Specialization	Ихтисослашув	Специализация
Farming	Дехқончилик	Растееводства
Livestock	Чорвачилик	Живодноводство
Beekeeping	Асаларичилик	пчеловодство
Centralized	Марказлашув	Сентрализация
Bareboat	Фрахт	Фрахт
geographical place	Географик ўрин	географическая положения
Economical geography	Иқтисодий география	Экономическая география
Settlements	Аҳоли пункти	Населенные пункт
Transit	Транзит	Транзит
Fuel	Ёқилғи	Горючие
Cascade	Каскад	Каскад
Unitary	Унитар	Унитар
Federal	Федератив	Федератив
The monarchy	Монархия	Монархия
Republic	Республика	Республика
Cuddles	Мужассамлашув	Концентрация
Race	Ирк	раса

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

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

Рўйхатга олинди.

№ _____
2019 й. " ____ " _____



"ТАСДИҚЛАНДИ"
Андижон давлат университети ректори:
проф. А.С. Юлдашев
2019 йил

**АМАЛИЙ ИНГЛИЗ ТИЛИ
ФАНИНИНГ**

ЎҚУВ ДАСТУРИ

(барча таълим йўналишлари учун)

Билим соҳаси: 100000 - Гуманитар соҳа
300000 - Ишлаб чиқариш-техник соҳа

Таълим соҳаси: 110000 - Педагогика
130000 - Математика
140000 - Табiiй фанлар
320000 - Ишлаб чиқариш технологиялари

Таълим йўналишлари: 5140200 – Касб таълим (ИАТ)
5130100 – Математика
5140200 – Физика
5140100 – Биология (турлари бўйича)
5140500 – Кимё
5140600 – География
5140900 - Экология
5140300- Механика
5321000 – Озиқ-овқат технология (ёғ-мой
махсулотлари)
5110700 – Информатика ўқитиш методикаси
5110200- Физика ва астрономия ўқитиш
методикаси

Андижон – 2019

Фаннинг ўқув дастури Андижон давлат университети Кенгаши қарорига мувофиқ, 2019 йил августдаги 1-сонли буйруғи билан тасдиқланган.

Фаннинг ўқув дастури Андижон давлат университети Кенгашининг 2019 йил 31 августдаги 1-сонли баёни билан маъқулланган.

Фан дастури Андижон давлат университетида ишлаб чиқилди.

Тузувчилар:

Д.Рустамов – АндДУ, Чет тиллари факультети, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири, ф.ф.ф.д.
Э.Курбанов – АндДУ, Чет тиллари факультети, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Тақризчилар:

С.Солижонов – АндДУ, Чет тиллар факультети, Инглиз тили фонетикаси кафедраси мудири, ф.ф.н. доцент
М. Абдувалиев - АндДУ, Чет тиллар факультети Инглиз тили ва адабиёти кафедраси доценти, ф.ф.н., доцент

Фаннинг ўқув дастури Андижон давлат университети Чет тиллар факультети кенгашининг 2019 йил августдаги 1-сон мажлисида кўриб чиқилган ва тасдиқланган.

КИРИШ

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" га қўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари нихоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

"Амалий инглиз тили" фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур "Амалий инглиз тили" фанини бир босқичга бўлинган ҳолда ўқитишни назарда тутди, яъни касбга йўналтирилган босқич (чет тили махсус мақсадларда ўргатилади).

Курс учун ажратилган ўқув соатлари инглиз тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, "Инглиз тили махсус мақсадлар учун" тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

Коммуникатив фаолиятга йўналтирилган ёндашув - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга қўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга қўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шакллари қўллаш; талабаларда янги тил малакалари, сошио-маданий билимлар, амалий малакавий қўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шаклларига асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

Интегратив ёндашув – турли фанлардан олинган билимлар, қўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баъавар ривожлантиришни назарда тутди.

Таълимда компетентлик ёндашув - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компетентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маънавий ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

Фанининг мақсад ва вазифалари

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маънавий соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари ҳисобланувчи лингвистик, соқшо-лингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилганинутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йнгиндисини ифодалайди.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишини, ўз мамлақати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутати. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда куйидаги компетенцияларни ривожлантириш кирати:

Лингвистик компетенция ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни тарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)да қўллай билишни назарда тутати.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нуткий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

Ижтимоий-маданий компетенция аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - ижтимоий-лингвистик ва соқшо-маданий компетенцияларни ўз ичига олади. У ҳозирги кўп маданиятли дунёда таълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

Прагматик компетенция куйидагилардан иборат:

Дискурсив компетенция (*дискурс – оғзаки ёки ёзма нутқ матни*) матни тўғри талкин қилиш ва тузиш, шунингдек, шунга мос нуткий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

Стратегик (компенсатор) компетенция чет тили муҳтида нуткий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятда тушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан уздабуронлик билан чиқиб кета олиш қобилиятини назарда тутати.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йнгиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантикий, методологик ва умумтаълим вазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

**Фан бўйича талабаларнинг билим, кўникма ва малакаларига
қўйиладиган талаблар**

Чет тиллар бўйича таълимнинг барча боскичлари битирувчиларининг тайёргарлиги даражасига қўйиладиган талаблар"да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият боскичи битирувчилари тўрт йиллик тахсиллари нихоясида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукаммал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

- ✓ бизнесдаги ҳамкори билан музокара олиб бориш;
- ✓ аниқ масалалар бўйича ахборот олиш;
- ✓ узоқ муддатли музокараларда тил соҳиб билан катнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- ✓ кундалик мавзуларда баҳс-мунозара, музокараларда фаол катнашиш;
- ✓ ихтисослик (касб) бўйича интервью, суҳбатларда катнашиш;
- ✓ фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз хиссасини қўшиш;
- ✓ музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- ✓ вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- ✓ алоҳида мавзу бўйича кнлинган презентациялар ўтказиш;
- ✓ ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- ✓ алоҳида мавзу бўйича оғзаки маъруза тузиш;
- ✓ мақола, маъруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- ✓ аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

Ўқиш

- ✓ таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- ✓ диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- ✓ мураккаб бўлган маълумотларни идрок этиш;
- ✓ махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- ✓ касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;
- ✓ керак ёки нокераклигини аниқлаш мақсадида матни у ёки бу қисминини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- ✓ махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;

- ✓ эссе ва маърузаларни ёза олиш;
- ✓ аниқ мантикка эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ✓ ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- ✓ битирув малакавий ишларни зарур бўлганда ёза олиш.
- ✓ **Тил компетенцияси**

Лексик компетенция

- ✓ касбий лексика ва терминларни ишлата олиш;
- ✓ коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- ✓ интернационал сўзларни тушуниш ва қўллай олиш.

Грамматик компетенция

- ✓ мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- ✓ боғловчи сўзларни тўғри қўллаш;
- ✓ мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Хорижий тил фанининг мантикий давоми сифатида амалий инглиз тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

Амалий инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

“Амалий инглиз тили” фанини ўқитишда таълимнинг куйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- ✓ педагогик маҳорат технологияси (Ю.Н.Куллоткин, Е.Б.Спасская);
- ✓ билимдонлар баҳси;
- ✓ мавқеингизни эгалланг – шиорлар асосидаги баҳс;
- ✓ таълимнинг фаол услублари: “Кейс-услуби” (Гарвард университети бизнес мактаби), ишбop ўйинлар.

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- ✓ дельфи услуби – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- ✓ қора қути услуби – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;
- ✓ кундалиқлар услуби – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;
- ✓ “Тўғридан-тўғри жамоавий ақлий ҳужум” (Дж.Дональд Филлипс) – 20-60 кишилиқ катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;

- ✓ “Ақлий ҳужум” – (Е.А.Александров и Г.Я.Буш) – гуруҳ катнашчилари ижодий гоёларини жамоа, гоёлари билан қарши гоёлар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- ✓ **сенектика услуби** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг гайри-табiiй томонларини топиш, ижодий қобилиятларини аниқлаш;
- ✓ «**АРИЗ – ТРИЗ**» (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган логикий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “карама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

- ✓ Таълим мавзуси (Ўқув муассасаси, Ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)
- ✓ **Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).
- ✓ **Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

Амалий машғулот бўйича қўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

1. Ўрганилаётган ихтисослик тарихи;
2. Ўрганилаётган ихтисослик йўналишлари;
3. Ўрганилаётган соҳанинг буюк намоёндалари;
4. Ўрганилаётган соҳанинг долзарб муаммолари;
5. Касбий этика;
6. Ихтисослик фанларининг ҳозирда ўқитилиши;
7. Ихтисосликка оид матнлар, атамалар тушунчаларни ўқитилиши ва таржима қилиш масалалари;
8. Ихтисослик бўйича чет эл тажрибасини ўрганиш, илмий адабиётларни шарҳлай олиш малакасини шакллантириш;
9. Ихтисосликка оид мавзуда тақдимот тайёрлаш ва уни тақдим қилиш малакасини шакллантириш;
10. Ихтисослик бўйича илмий мақола ва унга аннотация тайёрлаш.

Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

- ✓ узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-хунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва қўникмаларини коррекция қилиш ва тенглаштириш;
- ✓ талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

Тинглаб тушуниш:

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадиий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;

- ✓ тингланган ахборотнинг асосий мақсади, тулик мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

- ✓ ижтимоий мавзуларда суҳбат ва норасмий диалог;
- ✓ касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- ✓ мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монолог нутқ

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда такдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш

- ✓ танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- ✓ хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- ✓ махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- ✓ махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

Ёзма нутқ

- ✓ турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма CVs ва ҳоказо) ёзиш;
- ✓ эссе, баён, резюме, тадқиқот низи (мақолалар, битирув малакавий ишлар) ёзиш.

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

- ✓ нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- ✓ талабани ижодий шахс сифатида ривожлантириш;
- ✓ соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

Тинглаб тушуниш:

- ✓ касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- ✓ кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

Гапириш:

Диалогик нутқ

- ✓ тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- ✓ суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- ✓ матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ✓ ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- ✓ риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- ✓ касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда катнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ:

- ✓ долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- ✓ тинглаган ва ўқиган матн мазмунини гапириш;

- ✓ мазмунга баҳо бериш;
- ✓ ўрганилган мавзулар бўйича ахборот бериш
- ✓ ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ✓ ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ✓ ўрганилган мавзуда чиқиш қилиш;
- ✓ ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- ✓ матнни лугатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- ✓ матн: 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- ✓ матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.

Синчиклаб (ўрганиб) ўқиш

- ✓ матнни асосий ахборотни ажратиб олган ҳолда мазмунини тулиқ ва аниқ тушуниб ўқиш.

Ўқиш тезлиги, ҳажми:

- ✓ лугатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.
- ✓ матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

Кўз югуртириб ўқиш:

- ✓ матн мазмуни хусусиятларини аниқлаш;
- ✓ зарур ахборотни матндан топиш;
- ✓ сўз (матн) маъно мазмунини контекст асосида фахмлаб олиш;
- ✓ матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- ✓ матн қалит сўзларини ажрата олиш;
- ✓ матн қисмларига сарлавҳа қўйиш.

Ёзма нутқ

Ёзма нутқ бўйича:

- ✓ касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- ✓ реферат, аннотация ёзиш техникасини такомиллаштириш;
- ✓ ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- ✓ берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

Лингвистик компетенция

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига тургун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилик, тематик, сўз яшаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минимум 2 турдан иборат:

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

Курс	Умумтаълимий минимум		Касбий лексика	Жами
	Актив*	Пассив**	Актив	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам қиради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш - 30%;

ёзув - 20% .

Талабалар билимининг назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралик ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралик назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир канча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалаврият курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. Гапириш бўйича:

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. Ўқиш бўйича:

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда лугатдан фойдаланишга рухсат берилмайди.

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишининг 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 янгиллаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, қилиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

Тансия этилаётган мустақил ишларининг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, ганириб 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 муаммолни масъла ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўлланга асосий эътибор қаратилади;

Ўқиш: талаба ўрганиётган соҳасига онд адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, қўз 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.

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

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

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

- 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, ишро, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информатсион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усуллари, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда аклий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

Фойдаланиладиган адабиётлар рўйхати

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<http://www.edufle.net>

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“ТАСДИҚЛАНДИ”

Амаллари бўйича проректор
ф.и.ш. А.Маматосупов
2019 йил “31” август

“АМАЛИЙ ИШЧИЛИК ТИЛИ”

ИШЧИ ЎҚУВ ДАСТУРИ

(4 курс)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 140000 – Табiiий фанлар

Таълим йўналишлари: 5140600 – География

Умумий ўқув соати -74 соат

Шу жумладан:

Амалий машғулотлар –44 соат

(7-семестр-20, 8-семестр-24)

Мустақил таълим соати– 30 соат

(7-семестр-14, 8-семестр-16)

Андижон-2019й.

Финишнинг иккинчи ўқув дастури Андижон давлат университети кенгашининг 2019 йил "31" августдаги 1 сонли баёни билан тасдиқланган "Амалий инглиз тили" финишнинг ўқув дастури асосида тайёрланган.

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

Тутувичилар:

- Д.Рустамов – АндДУ. Факультетлараро чет тиллар (аниқ ва табиий
фанлар) кафедраси мудири
Э.Курбонюв – АндДУ. Факультетлараро чет тиллар (аниқ ва табиий
фанлар) кафедраси ўқитувчиси
М.Ахунюв – АндДУ. Факультетлараро чет тиллар (аниқ ва табиий
фанлар) кафедраси ўқитувчиси
С.Абдукаяхоров – АндДУ. Факультетлараро чет тиллар (аниқ ва
табиий фанлар) кафедраси ўқитувчиси

Тажрибачилар:

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

АндДУ Чет тиллар факультети

декани:

2019 йил "31" _____

08

А.Маматкулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар)

кафедраси мудири:

2019 йил "31" _____

08

Д.Рустамов

К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизimini янада такомиллаштириш чоратadbирлари тўғрисида”ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари нихоясида ўрганган чет тили бўйича В2 даражани эгаллашлари лозим.

“Амалий инглиз тили” фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур “Амалий инглиз тили” фанини бир босқичга бўлинган ҳолда ўқитишни назарда тутди, яъни **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Курс учун ажратилган ўқув соатлари инглиз тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, **“Инглиз тили махсус мақсадлар учун”** тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

Коммуникатив фаолиятга йўналтирилган ёндашув - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шакллари кўллаш; талабаларда янги тил малакалари, соcio-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шакллари асосланиш; талаба характери ва унинг ўзини ривожлантириш усуллари ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

Интегратив ёндашув – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутди.

Таълимда компетентлик ёндашув - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компетентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий хордиқ соҳаларда чет тилини қўллашга эришилади.

Фаннинг мақсад ва вазифалари

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари ҳисобланувчи лингвистик, соціо-лингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилган нутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилятлар йиғиндисини ифодалайди.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлакатини маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутати. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

Лингвистик компетенция ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)да қўллай билишни назарда тутати.

Ижтимоий-лингвистик компетенция сўзловчининг бирон бир нуткий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

Ижтимоий-маданий компетенция аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимларива бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

Ижтимоий компетенция - *ижтимоий-лингвистик* ва *соціо-маданий* компетенцияларни ўз ичига олади. У ҳозирги кўп маданиятли дунёда таълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилятларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

Прагматик компетенция қуйидагилардан иборат:

Дискурсив компетенция (*дискурс – оғзаки ёки ёзма нутқ матни*) матнни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нуткий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

Стратегик (компенсатор) компетенция чет тили муҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятда тушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан уddaбуронлик билан чиқиб кета олиш қобилиятини назарда тутати.

Ўқув - билиш компетенцияси таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндисини бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантиқий, методологик ва умумтаълим вазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талабларда олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик таҳсиллари нўҳоясида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукаммал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

- ✓ бизнесдаги ҳамкори билан музокара олиб бориш;
- ✓ аниқ масалалар бўйича ахборот олиш;
- ✓ узоқ муддатли музокараларда тил соҳибини билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- ✓ кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ✓ ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- ✓ фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- ✓ музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- ✓ вазиятга қараб саволлар бериш ва жавоб қайтариш.

Монолог

- ✓ алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ✓ ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- ✓ алоҳида мавзу бўйича оғзаки маъруза тузиш;
- ✓ мақола, маъруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- ✓ аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

Ўқиш

- ✓ таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- ✓ диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- ✓ мураккаб бўлган маълумотларни идрок этиш;
- ✓ махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- ✓ касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;
- ✓ керак ёки ноқераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

Ёзув.

- ✓ махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;
- ✓ эссе ва маърузаларни ёза олиш;
- ✓ аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ✓ ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- ✓ битирув малакавий ишларни зарур бўлганда ёза олиш.
- ✓ **Тил компетенцияси**

Лексик компетенция

- ✓ касбий лексика ва терминларни ишлата олиш;
- ✓ коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- ✓ интернационал сўзларни тушуниш ва қўллай олиш.

Грамматик компетенция

- ✓ мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- ✓ боғловчи сўзларни тўғри қўллаш;
- ✓ мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Хорижий тил фанининг мантиқий давоми сифатида амалий инглиз тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

Амалий инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш,

таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

“Амалий инглиз тили” фанини ўқитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- ✓ педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- ✓ билимдонлар баҳси;
- ✓ мавқеингизни эгалланг – шиорлар асосидаги баҳс;
- ✓ таълимнинг фаол услублари: “Кейс-услуги” (Гарвард университети бизнес мактаби), ишбоп ўйинлар.

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- ✓ **дельфи услуби** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;
- ✓ **кора қути услуби** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;
- ✓ **кундаликлар услуби** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;
- ✓ **“Тўғридан-тўғри жамоавий ақлий ҳужум”** (Дж.Дональд Филлипс) – 20-60 кишилиқ катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;
- ✓ **“Ақлий ҳужум”** – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- ✓ **сенектика услуби** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табiiй томонларини топиш, ижодий қобилиятларини аниқлаш;
- ✓ **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантикий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “қарама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

АСОСИЙ ҚИСМ

Нутқ мавзулари:

- ✓ **Таълим мавзуси** (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)
- ✓ **Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).
- ✓ **Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

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

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
VII- семестр				
1.	Таълим мавзуси (ўқув муассасаси, ўқув куроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо) ва Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари)	34	20	14
VIII- семестр				
2.	Касбга йўналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо)	40	24	16
	Жами	74	44	30

Амалий машғулот бўйича кўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

1. Ўрганилаётган ихтисослик тарихи;
2. Ўрганилаётган ихтисослик йўналишлари;
3. Ўрганилаётган соҳанинг буюк намоёндалари;
4. Ўрганилаётган соҳанинг долзарб муаммолари;
5. Касбий этика;
6. Ихтисослик фанларининг ҳозирда ўқитилиши;
7. Ихтисосликка оид матнлар, атамалар тушунчаларни ўқитилиши ва таржима қилиш масалалари;
8. Ихтисослик бўйича чет эл тажрибасини ўрганиш, илмий адабиётларни шархлай олиш малакасини шакллантириш;
9. Ихтисосликка оид мавзуда тақдимот тайёрлаш ва уни тақдим қилиш малакасини шакллантириш;
10. Ихтисослик бўйича илмий мақола ва унга аннотация тайёрлаш.

“Амалий инглиз тили” фани бўйича амалий машғулотларнинг календар тематик режаси (VII-семестр)

№	Амалий машғулотлар мавзулари	Соат
1.1	Lesson 1 History of the specialty studied	4
1.2	Lesson 2	4

	Areas of specialization studied	
1.3	Lesson 3 Great representatives of the studied area	4
1.4	Lesson 4 Actual problems of the studied area	4
1.5	Lesson 5 Professional ethics	4
	Jami:	20

(VIII-семестр)

№	Амалий машғулотлар мавзулари	Соат
2.1	Lesson 1 Relative disciplines to geography	4
2.2	Lesson 2 Issues of teaching and interpreting texts, terms and definitions of specialization	4
2.3	Lesson 3 Currently being taught of special subjects	4
2.4	Lesson 4 Studying of foreign experience in the specialty, formation of the ability to interpret scientific literature	4
2.5	Lesson 5 Preparation of presentations on specialization and formation of skills of presentation	4
2.6	Lesson 6 Preparation of an article and annotation for the specialty	4
	Жами:	24

**Умумий босқич
Нутқ компетенцияси**

Босқичнинг асосий мақсади:

- ✓ узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-хунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- ✓ талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

Тинглаб тушуниш:

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, хужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадий, хужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- ✓ тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутқ

- ✓ ижтимоий мавзуларда суҳбат ва норасмий диалог;
- ✓ касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- ✓ мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монолог нутқ

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда тақдирот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш

- ✓ танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- ✓ хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- ✓ махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- ✓ махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

Ёзма нутқ

- ✓ турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма CVs ва ҳоказо) ёзиш;
- ✓ эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

- ✓ нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- ✓ талабани ижодий шахс сифатида ривожлантириш;
- ✓ соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

Тинглаб тушуниш:

- ✓ касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- ✓ кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қахрамонлари нутқини тушуниш.

Гапириш:

Диалогик нутқ

- ✓ тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- ✓ суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- ✓ матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ✓ ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- ✓ риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- ✓ касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ:

- ✓ долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- ✓ тинглаган ва ўқиган матн мазмунини гапириш;
- ✓ мазмунга баҳо бериш;
- ✓ ўрганилган мавзулар бўйича ахборот бериш
- ✓ ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ✓ ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ✓ ўрганилган мавзуда чиқиш қилиш;
- ✓ ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:**Танишув ўқиш**

- ✓ матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- ✓ матн: 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- ✓ матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.

Синчиклаб (ўрганиб) ўқиш

- ✓ матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.

Ўқиш тезлиги, ҳажми:

- ✓ луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.
- ✓ матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

Кўз югуртириб ўқиш:

- ✓ матн мазмуни хусусиятларини аниқлаш;
- ✓ зарур ахборотни матндан топиш;
- ✓ сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- ✓ матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- ✓ матн калит сўзларини ажрата олиш;
- ✓ матн қисмларига сарлавҳа қўйиш.

Ёзма нутқ**Ёзма нутқ бўйича:**

- ✓ касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- ✓ реферат, аннотация ёзиш техникасини такомиллаштириш;
- ✓ ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- ✓ берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

Лингвистик компетенция

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига турғун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилик, тематик, сўз яшаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минимум 2 турдан иборат:

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

Курс	Умумтаълимий минимум		Касбий лексика	Жами
	Актив*	Пассив**	Актив	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам киради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

2. Гапириш бўйича:

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

3. Ўқиш бўйича:

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

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.

VII-семестр 14 соат

№	Theme	Hours
1.	Profession skills.	4
2.	Life and creativity of famous people in the studied science.	4
3.	News of the learning science.	6

VIII-семестр 16 соат

№	Theme	Hours
1.	Working on the text "Professionality and speciality".	8
2.	Actual problems on speciality.	8

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

Дастурнинг информатсион – методик таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усуллари, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

Талабанинг Амалий инглиз тили фани бўйича ўзлаштириш кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	Рейтинг назорати									
	Жорий назорат			Умумий	Мустақил таълим Оралиқ назорат			Умумий	ЯН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами		Ёзма	Жами
Хорижий тил	1	60	60	60	1	10	10	10	30	100

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Жорий назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		60	0-60

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		10	0-10

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10

3	Берилган саволларга жавоб бериш.	10	0-10
Жами ОН баллари		30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> ✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Яхши	<ul style="list-style-type: none"> ✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Қониқарли	<ul style="list-style-type: none"> ✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарсиз	<ul style="list-style-type: none"> ✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

Фан бўйича саралаш бали 55 баллни ташкил этади. Талабанинг саралаш балидан паст бўлган ўзлаштириши рейтинг дафтарчасида қайд етилмайди.

Жорий **ЖН** ва оралиқ **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

ЖН ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари

бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил етилади.

Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, шу куннинг ўзида ҳулосасини билдиради. Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамда расмийлаштирилиши факултет декани, кафедра мудури, ўқув-услугий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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Интернет сайтлари

<http://www.adu.uz>

<http://www.ziynet.uz>

<http://www.teachingenglish.org.uk/>

<http://www.inspiringteachers.com/>

<http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html>

www.examenglish.com

<http://www.edufle.net>

V.3 TARQATMA MATERIALLAR

Coloids

Coloids (acc. to charge)

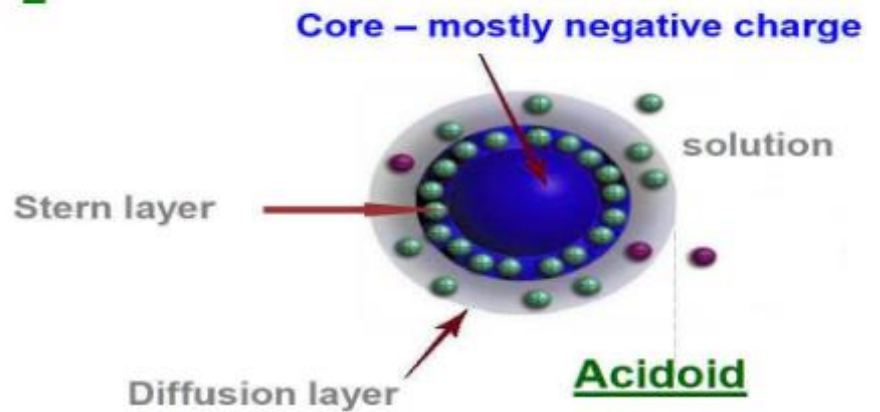
Acidoids (adsorb cations)

Bazoids (adsorb anions)

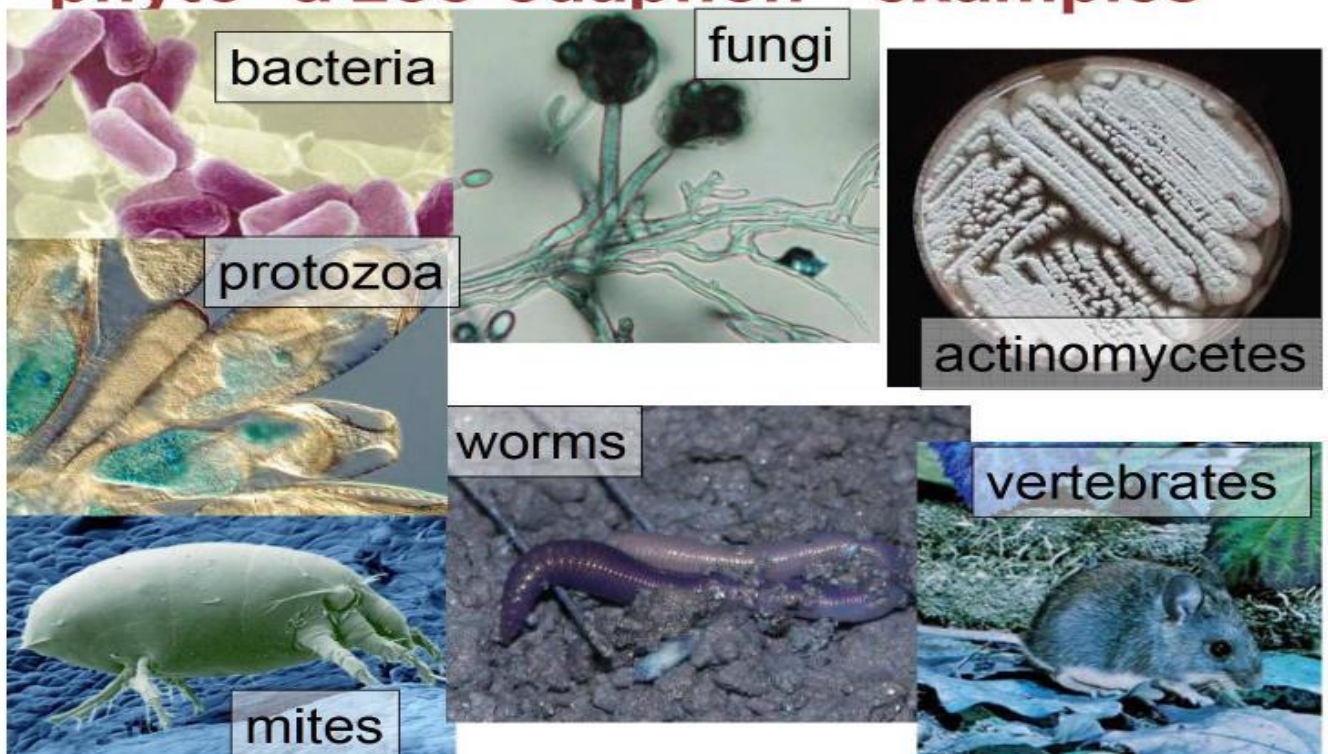
Ampholytoids (charge acc. to pH)

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

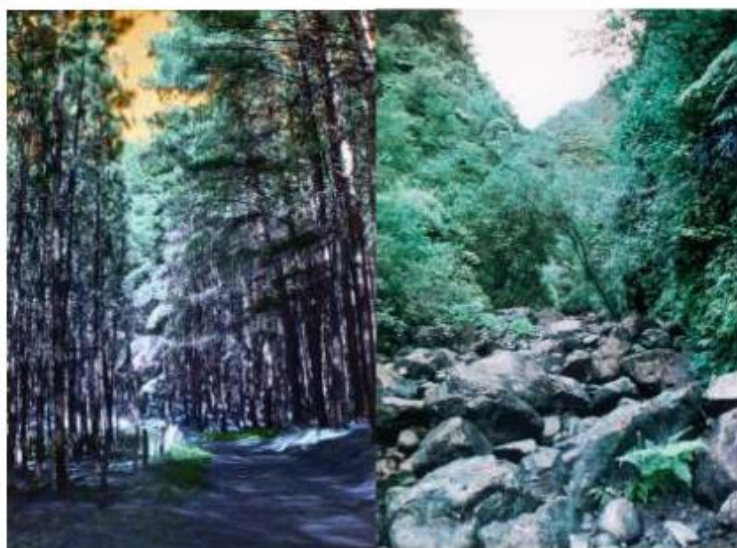


Vegetation

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



trees – forests, rainforests



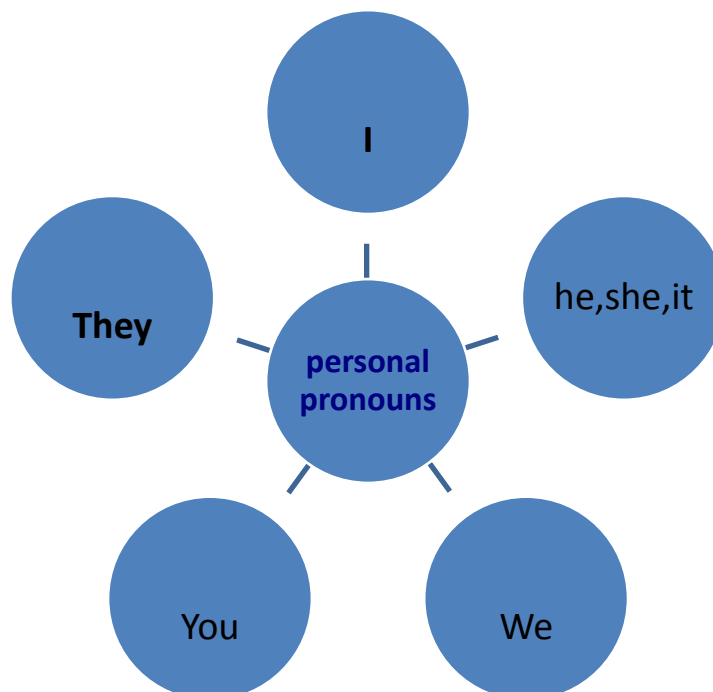
«*KLASTER*» metodi

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

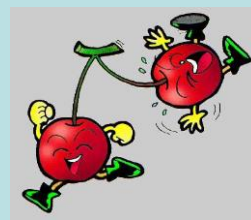
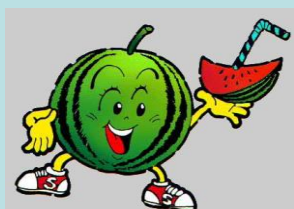


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

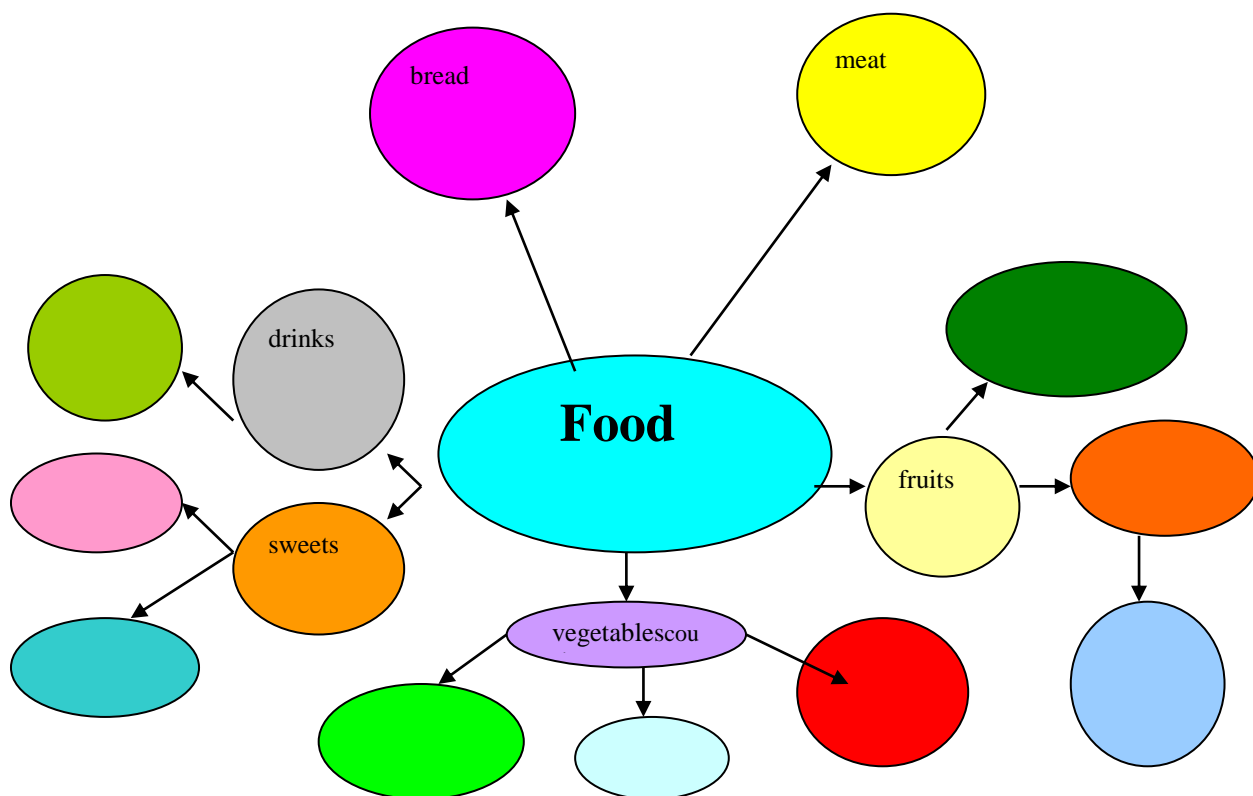


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



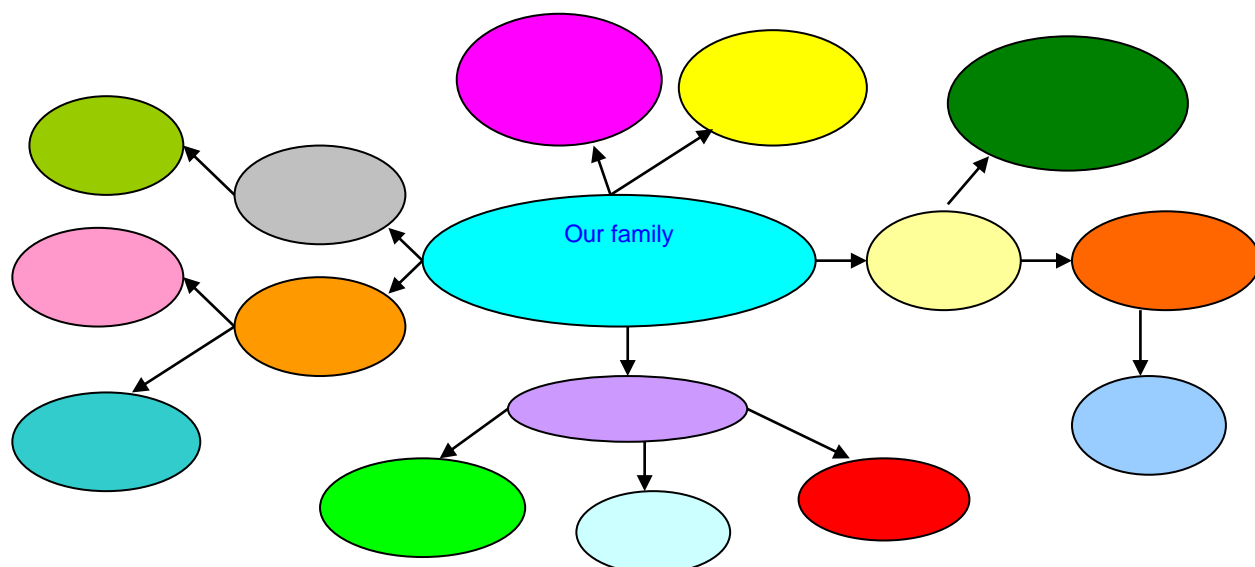
«KLAUSTER» metodi

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:



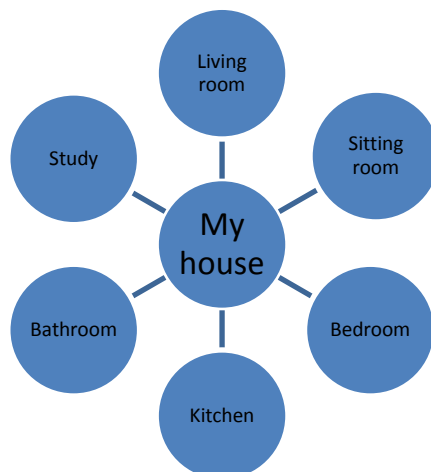
II- guruh:



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)

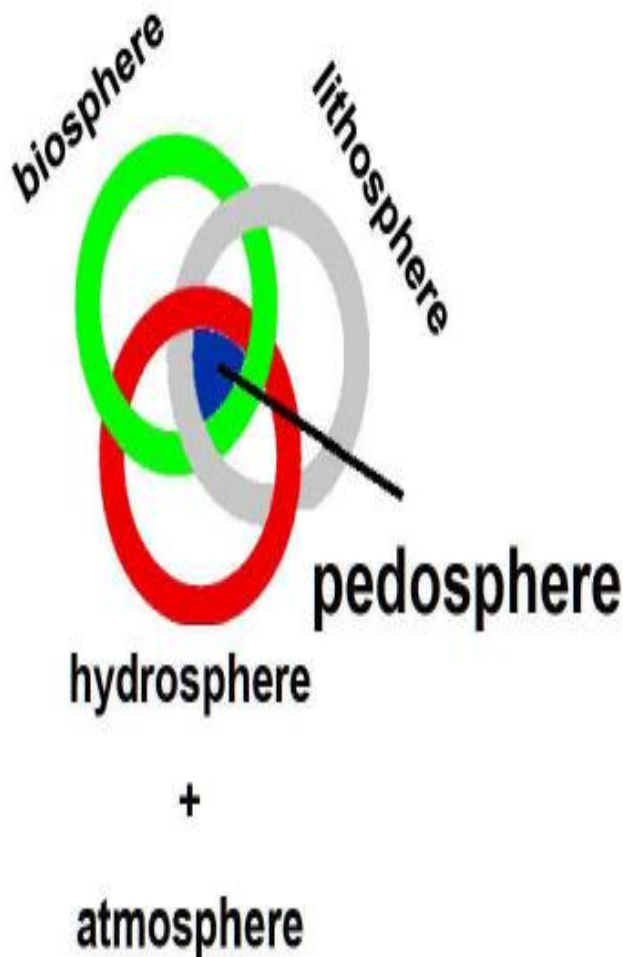
C (bedrock substrate)

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) rigorouser than B) more rigorous than C) more rigorous as D) as rigorous than
3. The value of the currency fell, _____ foreign holidays more expensive.
A) having made B) making C) being made D) having been made
4. This area _____ by closed circuit cameras.
A) is monitoring B) has been monitoring C) is being monitored D) is been monitored
5. The firm _____ company cars to junior managers since 2002.
A) gives B) is giving C) has been giving D) has given
6. If the governments involved _____ positive action after the 1997 crisis, the current crisis would not have happened.
A) took B) take C) have taken D) had taken
7. They finish the new motorway next month so we _____ get to the coast much more quickly.
A) can B) will can C) will be able to D) will have to
8. You _____ have an international driving license for this country.

- A) don't have to B) must not C) has to D) must not to
9. Our CEO entered his chosen career quite late, _____?
A) isn't it B) didn't he C) did not he D) didn't our CEO
10. The departmental manager _____ it was my fault that we had lost the Siemens contract.
A) told B) said me C) said D) told to me
11. Does the brochure say _____ in the villas.
A) how often is the bed linen changed B) how often the bed linen is changed
C) how is the bed linen changed often D) how the bed linen often is changed
12. The damage was _____ severe that the pilot couldn't regain control.
A) so B) such C) so a D) such a

Grammar Test 6

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

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

- A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
A) generouser B) more generouser C) generousest D) more generous
15. The Black Sea is _____ the North Sea.
A) not so stormy than B) not stormy as C) not so stormy like D) not so stormy as

Grammar Test 7

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

1. I _____ for a German laboratory for two years, from 1990 to 1992.
A) work B) have worked C) have been working D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
A) will use B) are going to use C) will be using D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
A) shows B) show C) are shown D) were shown
4. Gas is made up of very _____ molecules.
A) few B) less C) much D) a large number
5. They refused to give _____ explanation to the fact.
A) some B) any C) no D) not any
6. We had to get an interpreter in Japan because none of us _____ speak Japanese.
A) knew B) were able C) could D) succeeded
7. The Manager asked me _____ of the new proposal.
A) what did I think B) if I thought C) that I did think D) what I thought
8. He apologized _____ at the meeting late.
A) to arrive B) that he arrived C) of arriving D) for arriving
9. You _____ yet whether to study management or business administration.
A) need decide B) need deciding C) needn't decide D) need to have decided
10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?
A) ourselves B) us C) each other D) our
11. All the problems _____ from both theoretical and experimental viewpoints.
A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
A) conveniener B) convenientest C) more conveniener 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 C) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
A) had better not B) needn't C) don't have to D) mustn't
10. The latest study _____ by these two environmental engineers has produced mixed results.
A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
A) that B) which C) whom D) why
12. It remains to be seen _____ great companies or make them stronger than ever.
A) if the new technology will weaken B) will the new technology weaken
C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.
A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

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

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

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

Grammar Test 13

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

1. While he _____ the Moon through his telescope, Galileo realized that it had mountains and craters.
 A) observed B) was observing C) observes D) observing
2. This telescope is excellent! It _____ for fifteen years, and it has produced more than 700,000 images of the universe.
 A) works B) have worked C) has been working D) worked
3. You can't swim in the Dead Sea because it contains too _____ salt.
 A) many B) a lot of C) lots D) much
4. Worldwide sales of bottled water _____ to reach \$72 billion by next year.
 A) forecast B) forecasted C) is forecast D) are forecast

5. If a storm _____ Bartolomeu Dias's ship off the coast of Africa in 1487, they _____ in the Indian Ocean by accident.
 A) had not hit/would not have arrived B) did not hit/would not arrive
 C) would not hit/did not arrive D) would not have hit/had not arrived
6. Hot water can freeze _____ cold water.
 A) more easy than B) more easily than C) as easier as D) easiest as
7. Finally in 1861 Stuart managed _____ at the northern coast of Australia, near the modern city of Darwin.
 A) to arrive B) arriving C) in arriving D) arrive
8. Scientists could not understand why Mercury appeared to rotate faster than it should, and some astronomers suggested that there _____ be an undiscovered planet causing this unusual orbit and even gave it the name 'Vulcan'.
 A) can not B) might C) need D) mustn't
9. You _____ eat so many sweets. They aren't good for you.
 A) had better B) don't have to C) shouldn't D) needn't
10. The results _____ by our American colleagues are easy to explain if you apply Einstein's theory of relativity.
 A) obtaining B) been obtained C) having been obtained D) obtained
11. Millions of years ago, Ngorongoro was an active volcano with a cone _____ some scientists believe was as high as Mount Kilimanjaro.
 A) what B) where C) that D) why
12. Do you know _____?
 A) how high is Mount Everest B) how Mount Everest is high C) Mount Everest how high is D) how high Mount Everest is
13. The explorer asked his companions _____ fires after dark.
 A) not make B) don't make C) to not make D) not to make
14. In many countries in recent years, areas of urban land which were once used for industry _____ for other purposes.
 A) have redeveloped B) have been redeveloped C) have redeveloping D) have being redeveloping
15. At the Equator, _____ a lot of rain, on average more than 200 cm per year.
 A) it is B) they are C) there is D) there are

Grammar Test 14

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

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

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

Grammar Test 15

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

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

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

1. 2. VOCABULARY TESTS

Vocabulary Test 1

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

Sound Advice for Language Learners

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

(12)..... her first experience. "I should have consolidated what I had learnt by continuing to study, even if it were by myself."

- | | | | | |
|----|--------------|--------------|-------------|---------------|
| 0 | A series | B issue | C programme | D release |
| 1 | A domain | B branch | C field | D area |
| 2 | A wondering | B thinking | C looking | D considering |
| 3 | A assess | B review | C balance | D survey |
| 4 | A charge | B cost | C price | D valuation |
| 5 | A recognised | B understood | C valued | D regarded |
| 6 | A sights | B ends | C objects | D goals |
| 7 | A by | B about | C into | D in |
| 8 | A Nose | B Push | C Run | D Shop |
| 9 | A rapid | B crash | C quick | D fast |
| 10 | A achieving | B doing | C gaining | D making |
| 11 | A on | B forward | C from | D onward |
| 12 | A up | B on | C through | D out |

Vocabulary Test 2

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

Improving Your Intellect

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

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

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

Vocabulary Test 3

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

Environmental Concerns

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

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

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

Vocabulary Test 4

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

No More Classes

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

They might (5)..... choose to pay a visit to the supermarket or the train station, the bank or the restaurant. At the (6)..... of a button they would be transported to (7).....realistic settings where they could practice their English, maybe getting a hand (8)..... a virtual English

companion. All this perhaps, at the computer, from the comfort of their home: no (9).....to catch the bus to college, or a plane to England.

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

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

Vocabulary Test 5

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

The Sahara

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

- | | | | | |
|---|-----------|----------|----------|-------------|
| 0 | A into | B to | C from | D out |
| 1 | A has | B covers | C takes | D owns |
| 2 | A long | B far | C much | D many |
| 3 | A said | B named | C told | D called |
| 4 | A extreme | B huge | C bulky | D extended |
| 5 | A sites | B events | C places | D positions |

- | | | | | |
|----|------------|------------|-----------|------------|
| 6 | A in | B on | C through | D about |
| 7 | A turns | B converts | C changes | D has |
| 8 | A inhabit | B live | C stay | D exist |
| 9 | A explore | B invent | C find | D supply |
| 10 | A although | B but | C and | D however |
| 11 | A grow | B raise | C develop | D increase |
| 12 | A since | B before | C ago | D after |

Vocabulary Test 6

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

- The buyer wanted the furniture manufacturer to cut his prices.
A) do away with B) make use of C) reduce D) review
- The prime ingredient in table salt is sodium.
A) curious B) unexpected C) effective D) main
- The temperature of water can accelerate a chemical reaction.
A) quicken B) increase C) delay D) stop
- He is very enthusiastic about his acceptance to the University.
A) excited B) pleased C) passive D) non-committal
- 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
- The cup was filled to the rim.
A) to the brim B) too full C) overflowing D) half way
- She always avoided her bad-tempered aunt.
A) disliked B) remembered C) took care of D) evaded
- I was all alone and felt like crying.
A) sad B) unhappy C) lonely D) unloved
- He looked up just as the sun emerged from the cloud.
A) vanished in B) covered C) appeared out of D) revealed
- 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.

- A conscientious scientist hardly ever bases his research on a guess.
A) probably B) variably C) scarcely D) undeniably
- The University basketball team is undoubtedly the best one in the city.
A) persistently B) relatively C) certainly D) practically
- There is an abundance of ore in the mountain area.

- A) a wide variety B) more than sufficient C) a unique type D) a common type
4. Severe criticism does not create a supportive learning environment.
A) harsh B) unfair C) special D) light
5. They adapted slowly because their surroundings were so new to them.
A) warmed up B) adjusted C) frozen D) improved
6. Congress is discussing tax rates tomorrow in a closed session.
A) abolishing B) reducing C) debating about D) revoking
7. He has a fine apartment with all the modern conveniences.
A) house B) flat C) office D) department
8. The child died from lack of care and proper nourishment.
A) excess B) desire C) denial D) absence
9. The basic colours of the spectrum are red, blue and yellow.
A) necessary B) secondary C) exceptional D) primary
10. His attempts to shift the blame for his defeat onto his companion met no response.
A) responsibility B) importance C) reason D) necessity

Vocabulary Test 8

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

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

Vocabulary Test 9

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

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

Vocabulary Test 10

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

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

A) genuine B) antique C) expensive D) forgotten

Vocabulary Test 11

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

1. Technology has indeed had a significant _____ on our lives today.
A) change B) role C) effort D) effect
2. The experiment was successfully _____ by a team of scientists.
A) performed B) created C) operated D) fulfilled
3. The third _____ of the book has not been published yet.
A) report B) publicity C) edition D) issue
4. Since he lost his job last year, he has been _____.
A) unworked B) resting C) sitting D) unemployed
5. This tradition is _____. It is found nowhere else in the world.
A) rare B) individual C) single D) unique
6. Her problem was that she _____ stand losing.
A) couldn't B) wouldn't C) didn't D) shouldn't
7. They decided to _____ the deadline.
A) proceed B) travel C) extend D) continue
8. The management promise to _____ action if a customer has been poorly treated by the staff.
A) take B) get C) make D) do
9. The next generation of telephones in every home will _____ us to see the person we are speaking to.
A) permit B) enable C) assist D) let
10. The repairs will be carried out _____ a week of receipt of your call.
A) with B) for about C) until D) within

Vocabulary Test 12

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

1. The bigger the memory on your hard disk, the more _____ you can store.
A) details B) money C) data D) transactions
2. Alexander Graham Bell _____ the telephone.
A) invented B) discovered C) founded D) created
3. This job requires certain _____. You have to be good at operating computers and dealing with people.
A) qualifications B) skills C) techniques D) knowledge
4. The pumping of industrial _____ into the sea kills marine life.
A) sewage B) litter C) rubbish D) waste
5. Traffic congestion can _____ to delays in reaching your destinations.
A) lead B) drive C) result D) direct
6. Please make _____ your mind what you what to do.
A) out B) clear C) sure D) up
7. The _____ requirements for British universities is usually three A levels.

- A) exit B) reception C) entrance D) coming
8. You ought to take _____ of the great prices in the winter sales.
A) opportunity B) advantage C) profit D) benefit
9. The hang-glider pilot _____ to land safely, despite the strong wind.
A) achieved B) managed C) resulted D) succeeded
10. She's got a new job. She's been put in _____ of the Loans Department in the bank.
A) control B) authority C) power D) charge

Vocabulary Test 13

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

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.
A) created B) invented C) devised D) discovered
3. Computer services are at the public's _____ in most libraries.
A) availability B) employment C) disposal D) practicality
4. The vegetation in one part of the forest is so _____ that when you look up you cannot see the sky.
A) dense B) dim C) close D) heavy
5. I was under the _____ that you knew how to use this programme.
A) understanding B) impression C) belief D) feeling
6. The famous scientist came _____ against different kinds of problems when he first settled in Spain.
A) out B) in C) off D) up
7. When developing new products, there can be any number of problems that _____.
A) await B) arise C) come D) exist
8. She was going to apply for a new job, but in the end she changed her _____.
A) mind B) heart C) thoughts D) opinion
9. Playing a sport can help people to _____ with the stress of modern life.
A) live B) manage C) cope D) survive
10. There is a _____ relationship between the quality of our employees and the quality of our products.
A) strong B) high C) deep D) sharp

Vocabulary Test 14

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

1. The computer should be seen as a _____ we use to help us do our work.
A) power B) research C) tool D) source
2. Prices for accommodation _____ greatly depending on location.
A) range B) vary C) adjust D) waver

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

Vocabulary Test 15

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

1. Most young people in the Western world have _____ to a decent education.
A) entrance B) reach C) access D) opportunity
2. We are just going to have to _____ the money from a bank.
A) borrow B) loan C) owe D) lend
3. The tourist _____ is very important to the economies of some countries.
A) trade B) industry C) business D) profession
4. Banks pay you _____ if you leave your money in an account.
A) interest B) profit C) value D) income
5. It can be difficult to get used to the _____ of life in another country.
A) kind B) way C) system D) habit
6. At this airport a plane lands or takes off every two minutes _____ average.
A) at B) with C) by D) on
7. They decided to meet and discuss a _____ range of issues.
A) wide B) plentiful C) lasting D) long
8. My computer developed a virus that I just couldn't get _____ of.
A) out B) away C) rid D) free
9. Critics of the post office have _____ out that there are still long queues in many branches.
A) spoken B) given C) let D) pointed
10. The award was received by the manager on _____ of his staff.
A) account B) behalf C) place D) honour

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

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

Vocabulary Tests

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

V.5 БАҲОЛАШ МЕЗОНИ

Талабанинг Амалий инглиз тили фани бўйича ўзлаштириш
кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	Рейтинг назорати									
	Жорий назорат			Умумий	Мустақил таълим Оралиқ назорат			Умумий	ЯН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами		Ўзма	Жами
Ҳорижий тил	1	60	60	60	1	10	10	10	30	100

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Жорий назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Дарсларга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги, амалий машғулот дафтарларининг юритилиши ва ҳолати	20	0-20
2	Вазифа топшириқларининг ўз вақтида ва сифатли бажарилиши. Мавзулар бўйича уй вазифаларини бажарилиш ва ўзлаштириш даражаси.	20	0-20
3	Оғзаки ўтилган мавзулар юзасидан саволларга жавоб.	20	0-20
Жами ЖН баллари		60	0-60

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат баллари
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		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		10	0-10

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралик назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10
3	Берилган саволларга жавоб бериш.	10	0-10
Жами ОН баллари		30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> ✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Яхши	<ul style="list-style-type: none"> ✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим даражаси қуйидагиларга жавоб	Қониқарл и	<ul style="list-style-type: none"> ✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.

бериши лозим		
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарс из	<ul style="list-style-type: none"> ✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

Фан бўйича саралаш бали 55 баллни ташкил этади. Талабанинг саралаш балидан паст бўлган ўзлаштириши рейтинг дафтарчасида қайд етилмайди.

Жорий **ЖН** ва оралик **ОН** турлари бўйича 55 балл ва ундан юқори баллни тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслигига йўл қўйилади.

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

ЖН ва **ОН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралик назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралик ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил етилади.

Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, шу куннинг ўзида хулосасини билдиради. Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамда расмийлаштирилиши факултет декани, кафедра мудури, ўқув-услугий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.