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ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1

Adverbial clauses. Types of Clauses

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

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

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

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

When the storm started, she was at the store.

Bob wore the coat that I gave him.

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

Adverbs of Time

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

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

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

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

Adverbs of Place

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

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

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

Adverbs of Manner

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

He acts like it is a joke.

We don't have conversations. You talk at me the way a teacher talks to a naughty student.

Except for an occasional heart attack, I feel as young as I ever did. (Robert Benchley)

Adverbs of Degree or Comparison

An adverb of degree states to what degree something is done or offers a comparison. An adverb of degree often starts with one of the following subordinating conjunctions: than, as...as, so...as, or the...the. Here are some examples:

A vacuum is a hell of a lot better than some of the stuff that nature replaces it with. (Tennessee Williams)

He is as smart as he is tall.

She is not so bright as she thinks she is.

Sometimes, the verb in an adverb of degree is understood (i.e., not present). For example:

You are taller than I.

(In this example, the verb am has been omitted. This is permissible.)

You are taller than I am.

(This is the full version.)

Activity 1 Student A

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

You think Emma should book a seat on the train.

The alternative is having to stand.

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

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

If.....

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

If.....

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

If.....

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

If.....

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

If.....

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

If.....

Answers for Student B

- 1 If I'd known how nice Ella was, I would have spoken to her earlier.
- 2 If you put too many books on to that shelf, it'll fall down.
- 3 If I knew the answer, I would tell you.

- 4 If I hadn't gone to bed so late last night, I wouldn't feel so sleepy now.
- 5 If the phone rings tonight, don't answer it.
- 6 If you cook nuts for more than a few minutes, they burn.

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

- 1 If I had known
 - 2 If you put
 - 3 If I had a/an.....
- 1 I wouldn't feel so awful today, don't worry about it.

Activity 3

Where's Neil? Student A

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

Put in the Present Simple or Present Continuous of the verbs. Student B will complete Alan's part of the conversation.

Mark: (you / look) for someone?

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

Mark: (1).....(he / talk) to the boss at the moment.

(2) (I / think) (3).....(they / discuss) money.

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

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

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

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

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

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

Check your answers with Student B

Where's Neil? Student B

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

Mark: Are you looking for someone?

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

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

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

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

Alan: Oh, she isn't here. She only (6)(work) four days a week.

(7)(she / not / work) on Fridays. She'll be here on Monday.

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

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

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

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

I'll get back to my computer.

2. Check your answers with Student A.

Homework:

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

Plants

1. Working in pairs, discuss these questions with your partner.

1. What do biologists study?
2. What careers in biology can you think of?
3. What areas of biology do you consider as the most important for human society nowadays? Give your reasons.
4. Could you name the key elements of biological investigations?

2. Work in group. Translate the text into Uzbek.

Text-1

Plants

Plants are mainly multicellular, predominantly photosynthetic eukaryotes of the kingdom Plantae. They form the clade Viridiplantae (Latin for "green plants") that includes the flowering plants, conifers and other gymnosperms, ferns, clubmosses, hornworts, liverworts, mosses and the green algae, and excludes the red and brown algae. Historically, plants were treated as one of two kingdoms including all living things that were not animals, and all algae and fungi were treated as plants. However, all current definitions of Plantae exclude the fungi and some algae, as well as the prokaryotes (the archaea and bacteria).

Text-2

Green plants have cell walls containing cellulose and obtain most of their energy from sunlight via photosynthesis by primary chloroplasts that are derived from

endosymbiosis with cyanobacteria. Their chloroplasts contain chlorophylls a and b, which gives them their green color. Some plants are secondarily parasitic or mycotrophic and may lose the ability to produce normal amounts of chlorophyll or to photosynthesize. Plants are characterized by sexual reproduction and alternation of generations, although asexual reproduction is also common.

There are about 300–315 thousand species of plants, of which the great majority, some 260–290 thousand, are seed plants (see the table below). Green plants provide a substantial proportion of the world's molecular oxygen and are the basis of most of Earth's ecosystems, especially on land. Plants that produce grain, fruit and vegetables form humankind's basic foodstuffs, and have been domesticated for millennia. Plants have many cultural and other uses as ornaments, building materials, writing material and in great variety, they have been the source of medicines and drugs. The scientific study of plants is known as botany, a branch of biology.

3. Translate these key words of the topic and explain their meaning in English.

Plants	the red and brown algae
conifers	fungi
gymnosperms	cell walls
ferns	cellulose
clubmosses	photosynthesis
hornworts	chloroplasts
liverworts	endosymbiosis
mosses	cyanobacteria.
green algae	parasitic or mycotrophic

4. Find synonyms among the pool of words:

Pool of words	Synonyms
1) 1.enormous/2.valid/3.reject/4.great/5.refute/6.important	
2) 1.reveal/2.open /3.differ/4. take place/5.vary/6.happen	
3) 1.work /2.be involved /3.take part /4.be employed	
4) 1.carry out /2.experimentally /3.fulfill /4.tentatively	
5) 1.change /2.investigation /3.modify /4.research	

5. Fill in the missing words:

Nº	Term (verb)	Noun
1.	Employ	.....
2.	Inherit	.....
3.	Modify	.....
4.	Observe	.....

5.	Measure	.....
6.	Predict	.....
7.	Understand	.....
8.	Discover	.....
9.	Know	.....
10.	Contradict	.....

LESSON 2.

Information about the history of biology

1. Match the words with their definitions:

№	Word		Definition
1.	individual	A.	very strict and difficult to change
2.	horticulture	B.	the protection of natural environment
3.	Rigid	C.	the natural world in which people, animals and plants live
4.	Predict	D.	to say that something a person has said or written is wrong or untruthful
5.	conservation	E.	a single person or thing, considered separately from the class or group to which he, she, or it belongs
6.	contradict	F.	to say that something will happen in the future
7.	Variable	G.	the art, practice or science of growing fruit, flowers and vegetables
8.	environment	H.	a thing or quantity that can change and be changed

2. Find Russian equivalents for the following word combinations

№	English term	Uzbek equivalent
1.	Such observations may be obtained directly or indirectly.	
2.	To carry out a controlled experiment aimed at producing data.	
3.	Culturing cells outside organisms.	
4.	To refute a hypothesis.	
5.	Dysfunctional organs.	
6.	In addition.	
7.	An essential aspect of a scientific experiment.	
8.	Factors that can vary or may be varied.	
9.	To draw conclusions that accept or reject the hypothesis.	

3. Work in pair. Translate the text into Uzbek.

Text – 1.

The **history of biology** traces the study of the living world from ancient to modern times. Although the concept of biology as a single coherent field arose in the 19th century, the biological sciences emerged from traditions of medicine and natural history reaching back to ayurveda, ancient Egyptian medicine and the works of Aristotle and Galen in the ancient Greco-Roman world. This ancient work was further developed in the Middle Ages by Muslim physicians and

scholars such as Avicenna. During the European Renaissance and early modern period, biological thought was revolutionized in Europe by a renewed interest in empiricism and the discovery of many novel organisms. Prominent in this movement were Vesalius and Harvey, who used experimentation and careful observation in physiology, and naturalists such as Linnaeus and Buffon who began to classify the diversity of life and the fossil record, as well as the development and behavior of organisms. Antonie van Leeuwenhoek revealed by means of microscopy the previously unknown world of microorganisms, laying the groundwork for cell theory. The growing importance of natural theology, partly a response to the rise of mechanical philosophy, encouraged the growth of natural history (although it entrenched the argument from design).

Text – 2.

Over the 18th and 19th centuries, biological sciences such as botany and zoology became increasingly professional scientific disciplines. Lavoisier and other physical scientists began to connect the animate and inanimate worlds through physics and chemistry. Explorer-naturalists such as Alexander von Humboldt investigated the interaction between organisms and their environment, and the ways this relationship depends on geography—laying the foundations for biogeography, ecology and ethology. Naturalists began to reject essentialism and consider the importance of extinction and the mutability of species. Cell theory provided a new perspective on the fundamental basis of life. These developments, as well as the results from embryology and paleontology, were synthesized in Charles Darwin's theory of evolution by natural selection. The end of the 19th century saw the fall of spontaneous generation and the rise of the germ theory of disease, though the mechanism of inheritance remained a mystery.

Text – 3.

In the early 20th century, the rediscovery of Mendel's work led to the rapid development of genetics by Thomas Hunt Morgan and his students, and by the 1930s the combination of population genetics and natural selection in the "neo-Darwinian synthesis". New disciplines developed rapidly, especially after Watson and Crick proposed the structure of DNA. Following the establishment of the Central Dogma and the cracking of the genetic code, biology was largely split between *organismal biology*—the fields that deal with whole organisms and groups of organisms—and the fields related to cellular *and* molecular biology. By the late 20th century, new fields like genomics and proteomics were reversing this trend, with organismal biologists using molecular techniques, and molecular and cell biologists investigating the interplay between genes and the environment, as well as the genetics of natural populations of organisms.

4. Translate these key words of the topic and explain their meaning in English biological sciences.

botany zoology	Cell theory evolution of natural selection
-------------------	---

scientific disciplines physical scientists organisms and their environment biogeography ecology molecular biology	theory of disease genetics population genetics genetic code cellular
--	--

Adverbial clauses of reason.

2. Work in pair. Translate the text into Uzbek.

Text- 1

Algae

Algae comprise several different groups of organisms which produce food by photosynthesis and thus have traditionally been included in the plant kingdom. The seaweeds range from large multicellular algae to single-celled organisms and are classified into three groups, the brown, red and green algae. There is good evidence that the brown algae evolved independently from the others, from non-photosynthetic ancestors that formed endosymbiotic relationships with red algae rather than from cyanobacteria, and they are no longer classified as plants as



defined here.

Text- 2

The Viridiplantae, the green plants – green algae and land plants – form a clade, a group consisting of all the descendants of a common ancestor. With a few exceptions, the green plants have the following features in common; primary chloroplasts derived from cyanobacteria containing chlorophylls *a* and *b*, cell walls containing cellulose, and food stores in the form of starch contained within the plastids. They undergo closed mitosis without centrioles, and typically have mitochondria with flat cristae. The chloroplasts of green plants are

surrounded by two membranes, suggesting they originated directly from endosymbiotic cyanobacteria.

Text- 3

Two additional groups, the Rhodophyta (red algae) and Glaucophyta (glaucophyte algae), also have primary chloroplasts that appear to be derived directly from endosymbiotic cyanobacteria, although they differ from Viridiplantae in the pigments which are used in photosynthesis and so are different in colour. These groups also differ from green plants in that the storage polysaccharide is floridean starch and is stored in the cytoplasm rather than in the plastids. They appear to have had a common origin with Viridiplantae and the three groups form the clade Archaeplastida, whose name implies that their chloroplasts were derived from a single ancient endosymbiotic event. This is the broadest modern definition of the term 'plant'.

Text- 4

In contrast, most other algae (e.g. brown algae/diatoms, haptophytes, dinoflagellates, and euglenids) not only have different pigments but also have chloroplasts with three or four surrounding membranes. They are not close relatives of the Archaeplastida, presumably having acquired chloroplasts separately from ingested or symbiotic green and red algae. They are thus not included in even the broadest modern definition of the plant kingdom, although they were in the past. The green plants or Viridiplantae were traditionally divided into the green algae (including the stoneworts) and the land plants. However, it is now known that the land plants evolved from within a group of green algae, so that the green algae by themselves are a paraphyletic group, i.e. a group that excludes some of the descendants of a common ancestor. Paraphyletic groups are generally avoided in modern classifications, so that in recent treatments the Viridiplantae have been divided into two clades, the Chlorophyta and the Streptophyta (including the land plants and Charophyta).

Text- 5

The Chlorophyta (a name that has also been used for *all* green algae) are the sister group to the Charophytes, from which the land plants evolved. There are about 4,300 species, mainly unicellular or multicellular marine organisms such as the sea lettuce, *Ulva*. The other group within the Viridiplantae are the mainly freshwater or terrestrial Streptophyta, which consists of the land plants together with the Charophyta, itself consisting of several groups of green algae such as the desmids and stoneworts. Streptophyte algae are either unicellular or form multicellular filaments, branched or unbranched. The genus *Spirogyra* is a filamentous streptophyte alga familiar to many, as it is often used in teaching and is one of the organisms responsible for the algal "scum" on ponds. The freshwater stoneworts strongly resemble land plants and are believed to be their closest relatives.^[citation needed] Growing immersed in fresh water, they consist of a central stalk with whorls of branchlets.

3. Translate these key words of the topic and explain their meaning in English

Algae	the green plants
green algae	primary chloroplasts
mitosis	mitochondria
membranes	cyanobacteria.
Streptophyte algae	

Lycopodiopsida

1. Match the words with their definitions:

1.	Artificial	A.	the act of separating something into different parts
2.	Gene	B.	physical harm caused to something or someone
3.	Visible	C.	not made of natural materials or substances
4.	Division	D.	a series of related events, actions etc. which have a fixed order
5.	Damage	E.	something that can be seen
6.	sequence	F.	the measurement of something from one end to the other
7.	to attach	G.	to be able to recognize and understand the difference between two similar things or people
8.	to distinguish	H.	when a battery takes in and stores electricity
9.	to fold	I.	to connect one thing to another
10.	to charge	J.	to wind or fold cloth, paper around something
11.	Length	K.	to make something smaller, to bend a piece of paper by laying or pressing one part over another
12.	to wrap	L.	a small part of the material inside the nucleus of a cell, that controls the development of the qualities that have been passed on to a living thing from its parents

2. Work in pair. Translate the text into Uzbek.

Text -1

Lycopodiopsida is a class of herbaceous vascular plants known as the clubmosses and firmosses. They have dichotomously branching stems bearing simple leaves without ligules and reproduce by means of spores borne in sporangia at the bases of the leaves. Traditionally, the group also included the spikemosses (*Selaginella* and relatives) and the quillworts (*Isoetes* and relatives) but because these groups have leaves with ligules and reproduce using spores of two different sizes both are now placed into another class, Isoetopsida that also includes the extinct Lepidodendrales. These groups, together with the horsetails are often referred to informally as fern allies.

The class Lycopodiopsida as interpreted here contains a single living order, the Lycopodiales, and a single extinct order, the Drepanophycales.

Text -2

Order Lycopodiales

The classification of this group has been unsettled in recent years and a consensus has yet to emerge. Older classifications took a very broad definition of the genus *Lycopodium* that included virtually all the species of Lycopodiales. The trend in recent years has been to define *Lycopodium* more narrowly and to classify the other species into several genera, an arrangement that has been supported by both morphological and molecular data and adopted in numerous revisions and flora treatments. Starting from the four genera accepted by Øllgaard, a study based on chloroplast DNA produced the cladogram shown below (reproduced here to genus level only), confirming the monophyly of the four genera, and their distance from *Isoetes*.

Text -3.

The genera fall into two distinct clades, but there is, as yet, no consensus as to whether to recognize them in a single family, Lycopodiaceae, or to separate them into two families: a more narrowly defined Lycopodiaceae and Huperziaceae.

The family Lycopodiaceae, as narrowly defined, comprises the extant genus, *Lycopodium*, which includes the wolf's-foot clubmoss, *Lycopodium clavatum*, ground-pine, *Lycopodium obscurum*, southern ground-cedar, *Lycopodium digitatum*, and other species. Also included are species of *Lycopodiella*, such as the bog clubmoss, *Lycopodiella inundata*. Most of the *Lycopodium* species favor acidic, sandy, upland sites, whereas most of the *Lycopodiella* favor acidic, boggy sites.

Text -4.

The other major group, the family Huperziaceae, are known as the firmosses. This group includes the genus *Huperzia*, such as the shining firmoss, *Huperzia lucidula*, the rock firmoss, *Huperzia porophila*, and the northern firmoss, *Huperzia selago*. This group also includes the odd, tuberous Australasian plant *Phylloglossum*, which was, until recently, thought to be only remotely related to the clubmosses. However, as the cladogram above shows, it is closely related to the genus *Huperzia*.

Text -5

Lycopodium powder, the dried spores of the common clubmoss, was used in Victorian theater to produce flame-effects. A blown cloud of spores burned rapidly and brightly, but with little heat. It was considered safe by the standards of the time.

3.Translate these key words of the topic and explain their meaning in English.

Lycopodiopsida

herbaceous vascular plants

the clubmosses and firmosses

spores

the spikemosses (*Selaginella* and relatives)

the quillworts (*Isoetes* and relatives)

LESSON 3

Adverbial clauses of time.

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

1) PUNCTUATION RULES

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

Formula:

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

Example:

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

2) TYPES OF ADVERBIAL CLAUSES

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

a) Adverb Clause of Time

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

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

Example:

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

b) Adverb Clause of Place

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

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

Example:

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

c) Adverb Clause of Manner

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

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

Example:

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

d) Adverb Clause of Cause/Reason

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

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

Example:

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

e) Adverb Clause of Condition

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

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

Example:

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

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

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

Activity 2

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

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

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

- 1 It was a lovely day so we decided to go out.
- 2 We walked to the station . *and*.. caught the train.
- 3 I like John very much.....I don't like his brother.
- 4 I'd like to live somewhere by the Mediterranean I love the

sun.

- 5 She enjoys learning Englishshe finds it very difficult.
- 6 In the end, the restaurant had to close down..very few people went there.
- 7 I got uphad my breakfast.
- 8 I'm very busy todayI can't come and see you.
- 9 It's a very interesting jobthe pay isn't very good.

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

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

Plant nutrients

1. Answer the questions:

- **What kind of** chemical elements do we know?
- **What is** Phosphorus?
- **What is** Magnesium?

2. Work in pair. Translate the text into Uzbek.

Text – 1

Plant nutrition is the study of the chemical elements that are necessary for plant growth.

Macronutrients:

- N = Nitrogen (Carbohydrates)
- P = Phosphorus (ATP and the energy cycle)
- K = Potassium (water regulation)
- Ca = Calcium (transport of other nutrients)
- Mg = Magnesium (enzymes)
- S = Sulfur (some amino acids)
- Si = Silicon (cell walls)

Text – 2

Micronutrients (trace elements) include:

- Cl = Chlorine (osmosis and ion balance)
- Fe = Iron (photosynthesis and enzyme co-factor)
- B = Boron (sugar transport and cell division)
- Mn = Manganese (building chloroplasts)

- Na = Sodium (various)
- Zn = Zinc (many enzymes)
- Cu = Copper (photosynthesis)

Ni= Nickel (an enzyme)

3. Phrases to Be Used in Discussion

1. Could you explain what you mean by ...
2. I'm not quite sure I follow you.
3. Well, the point is ...
4. It is obvious that ...
5. In my opinion ...
6. As I see it ...
7. Won't (Would) you agree that ...?
8. There is no doubt about that.
9. I couldn't agree more.
10. I completely agree with you.
11. That's just what I was thinking.
12. You haven't convinced me that ...
13. I agree with you on the whole but ...
14. Perhaps, but ...
15. Possibly, but ...
16. Oh, but don't you think that ...
17. Look at it in another way ...
18. On the contrary.
19. On the one hand ...
20. On the other hand ...

LESSON 4

Adverbial clauses of place.

ADVERBIAL CLAUSES OF PLACE

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

Adverb clauses of time

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

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

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

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

Adverb clauses of place

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

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

Place and time

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

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

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

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

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

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

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

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

5. On Monday I'm going to Paris.
6. Every morning Ben walks to work.

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

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

1. Everybody enjoyed the party very much.

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

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

Adverb Clauses Exercises:

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

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

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

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

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

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

Sarah (been / recently / to the cinema)

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

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

I (around the town / all morning / walked)

Flowers and pollination

1. Answer the questions:

- What do we know about Flowers and pollination?
- What are Gymnosperms and Angiosperms?

2. Work in pair. Translate the text into Uzbek.

Text-1

Flowers and pollination

Flowers are the reproductive organ only of *flowering* plants (Angiosperms). The petals of a flower are often brightly colored and scented to attract insects and other pollinators. The stamen is the male part of the plant. It is composed of the *filament* (a stalk) that holds the anther, which produces the pollen. Pollen is needed for plants to produce seeds. The carpel is the female part of the flower. The top part of the carpel contains the stigma. The style is the neck of the carpel. The ovary is the swollen area at the bottom of the carpel. The ovary produces the seeds. The sepal is a leaf that protects a flower as a bud.

Text-2

The process by which pollen gets transferred from one flower to another flower is called pollination. This transfer can happen in different ways. Insects such as bees are attracted to bright, scented flowers. When bees go into the flower to gather nectar, the spiky pollen sticks to their back legs. The sticky stigma on another flower catches the pollen when the bee lands or flies nearby it.

Some flowers use the wind to carry pollen. Their dangling stamens produce lots of pollen that is light enough to be carried by the wind. Their flowers are usually small and not highly coloured. The stigmas of these flowers are feathery and hang outside the flower to catch the pollen as it falls.

Text-3

A plant produces many spores or seeds. Lower plants such as moss and ferns produce spores. The seed plants are the Gymnosperms and Angiosperms. If all the seeds fell to the ground besides the plant, the area might become overcrowded. There might not be enough water and minerals for all the seeds. Seeds usually have some way to get to new places. Some seeds can be dispersed by the wind or by water. Seeds inside juicy fruits are dispersed after being eaten. Sometimes, seeds stick to animals and are dispersed that way.

3. The question of the earliest plant fossils depends on what is meant by the word "plant".

- If by plants we mean phototrophs using chlorophyll, then cyanobacteria in stromatolites are the first fossils, 3,450 million years ago (mya) in the Archaean eon. The remarkable precision is possible because the fossils were sandwiched between lava flows that could be precisely dated from embedded zircon crystals.

- If by plants we include all types of algae, then the earliest known red algae lived 1.6 billion years ago. Fossils of them were recently found in India.
- If by plants we mean green plants, Viridiplantae, then the first fossils are green algae. This is probably the majority position amongst professional botanists. There is convincing evidence for the monophyly of charophyte green algae and embryophytes. There are still two choices:
 - Acritarchs (a group of organic-walled microfossils) may be reproductive cysts of green algae. If so, they are present in the Neoproterozoic era, 1000 mya.
 - Otherwise, there is a large increase in planktonic algae around 540 mya in the Cambrian period.
- If by plants we mean land plants, the first fossils are in the Silurian.

4. Translate the text from English into Uzbek.

Text – 1.

By the Silurian, fossils of whole plants are preserved, including the lycophyte *Baragwanathia longifolia*. From the Devonian, detailed fossils of rhyniophytes have been found. Early fossils of these ancient plants show the individual cells within the plant tissue. The Devonian period also saw the evolution of the first tree in the fossil record, *Wattezia*. This fern-like tree had a trunk with fronds, and produced spores.

Text – 2.

The coal measures are a major source of Palaeozoic plant fossils, with many groups of plants in existence at this time. The spoil heaps of coal mines are the best places to collect; coal itself is the remains of fossilised plants, though structural detail of the plant fossils is rarely visible in coal. In the Fossil Forest at Victoria Park in Glasgow the stumps of *Lepidodendron* trees are found in their original growth position

LESSON 5

Houseplant care

1. Answer the questions:

- What kind of houseplant do we know?
- What do we know of Moisture?
- What kind of flower is *Crassula ovata*?

2. Work in pair. Translate the text into Uzbek.

Text -1.

Major factors that should be considered when caring for houseplants are moisture, light, soil mixture, temperature, humidity, fertilizers, potting, and pest control. The following includes some general guidelines for houseplant care. For specific houseplant needs, the tags that sometimes come with plants are notoriously unhelpful and generic. Specific care information may be found widely online and in books.

Moisture



Succulents, or water-retaining plants, such as this jelly bean plant (*Sedum rubrotinctum*), are often grown as houseplants

Both under-watering and over-watering can be detrimental to a houseplant; the soil needs to be moist but not flooded.

Text -2.

Light



A skylight provides sun to these plants.

Different plants require different amounts of light, for different durations. Photoperiodism is a consideration, since some plants such as Poinsettia and Schlumbergera are influenced by either decreasing or increasing daylight hours.



Some potted plants can grow very large.

It is possible to supplement window light with artificial lighting of suitable wavelengths.

Text -3.

Soil

Houseplants are generally grown in specialized soils called *potting compos* or *potting soil*, not in local natural soil. A good potting compost mixture includes soil conditioners to provide the plant with nutrients, support, adequate drainage, and proper aeration. Most potting composts contain a combination of peat and vermiculite or perlite. Concern over environmental damage to peat bogs, however, is leading to the replacement of peat by coir (coconutfibre), which is a sustainable resource. Sterilised soil can also be used.

Temperature

Most houseplants are tropical evergreen species that adapted to survive in a tropical climate which ranges from 15 °C to 25 °C (60 °F to 80 °F) year-round. This is similar to the temperature in most homes.

Text -4.

Humidity

Humidity is slightly more difficult to control than temperature. However most species of houseplant will tolerate low humidity environments if it's watered regularly. Homes are often around 20% to 60% relative humidity. Such a range is acceptable, although most species thrive near 80% relative humidity. To increase humidity one may mist plants with distilled water or use a humidifier.

Fertilizers

Plants require soil minerals, mainly nitrate, phosphate, and potassium. Nitrogen is essential for green, leafy growth. Phosphorus is essential for flowering or fruiting plants. Potassium is essential for strong roots and increased nutrient uptake. Minor and trace elements, such as calcium, magnesium and iron, may also be necessary.



Crassula ovata in a clay container (Italian terra cotta).

Text -5.

Pot types and sizes

Proper pot size is an important factor to consider. A pot that is too large will cause root disease because of the excess moisture retained in the soil, while a pot that is too small will restrict a plant's growth. Generally, a plant can stay in the same pot for two or so years. Pots come in a variety of types as well, but usually can be broken down into two groups: porous and non-porous. Porous pots are usually clay and are highly recommended because they provide better aeration as air passes laterally through the sides of the pot. Non-porous pots such as glazed or plastic pots tend to hold moisture longer and restrict airflow. Another needed feature is drainage holes. Usually pots come with holes in the bottom to allow excess water to flow out of the soil which helps to prevent root rot. If a pot does not have drainage holes, it is best to double pot that plant so the inner pot can be lifted out and the excess water accumulated in the bottom of the outer pot can be removed. Soak old pots thoroughly in a solution of 1 part bleach to 10 parts water to kill any bacteria that may remain.

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

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

10. The government has announced that taxes (would be raised / will be raised / will raise)

4. Answers

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

Sequences of tense

Sequences of Tenses. If I do and If I did

Lisa has lost her watch. She tells Sue:

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

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

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

(1) Joe says:

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

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

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

But the meaning is *not* past:

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

(we don't really expect this to happen)

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

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

For if ... was/were,

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

- I'd be very frightened if somebody pointed a gun at me. (*not* if somebody would point)
- If I didn't go to their party, they'd be upset, (*not* If I wouldn't go)

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

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

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

- If you took more exercise, you'd (= you would) feel better.
- I'm not tired. If I went to bed now, I wouldn't sleep.
- Would you mind if I used your phone?

Could and might are also possible:

- If you took more exercise, you might feel better. (= it is possible that you would feel better)
- If it stopped raining, we could go out. (= we would be able to go out)

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

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

Activity 1. Put the verb into the correct form.

- 1 If they offered me the job, I think I _____ it. (take)
- 2 A lot of people would be out of work if the car factory..... (close down)
- 3 If I sold my car, I much money for it. (not / get)
- 4) What would happen if somebody..... that red button? (press)
- 5 I don't think there's any chance that Gary and Emma will get married. I'd be absolutely astonished if they (do)
- 6 Liz gave me this ring. She..... very upset if I lost it. (be)
- 7 Dave and Kate are expecting us. They would be very disappointed if we (not / come)

- 8 Would Steve mind if Ihis bike without asking him? (borrow)
- 9 What would you do if somebodyin here with a gun? (walk)
- 10 I'm sure Sue if you explained the situation to her.
(understand)

Activity 2. Answer the questions in the way shown.

- 1 A: Shall we catch the 10.30 train?
B: No. (arrive too early) If we
caught the 10.30 train, we'd arrive too early.
- 2 A: Is Kevin going to take his driving test?
B: No. (fail) If he.....
- 3 A: Why don't we stay at a hotel?
B: No. (cost too much) If
- 4 A: Is Sally going to apply for the job?
B: No. (not / get it) If
- 5 A: Let's tell them the truth.
B: No. (not / believe us) If
- 7 A: Why don't we invite Bill to the party?
B: No. (have to invite his friends too)

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

- 1 If you took more exercise,better
- 2 I'd be very angry if
- 3 If I didn't go to work tomorrow,
- 4 Would you go to the party if
- 5 If you bought some new clothes,
- 6 Would you mind if

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

- 1 I was very tired when I arrived home.
(I / work / hard all day)
- 2 The two boys came into the house. They had a football and they were both very tired.
(they / play / football)
- 3 I was disappointed when I had to cancel my holiday.

(I / look / forward to it)

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

5 When I got home, Tom was sitting in front of the TV'. He had just turned it off.

(he / watch / a film)

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

1,

1. (home / did you come / so late)

WhyI

2. (her children / takes / every day / to school)

Sarah

3. (been / recently / to the cinema)

I haven't

4. (at the top of the page / your name / write) .

Please

(her name / after a few minutes / remembered)

I.....

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

LESSON 6

Microscopes in use

1. Answer the questions:

- What kind of Microscopes do we know?
- What do we know about properties of microscope?
- What are different among the following pictures?



Dissecting
microscope



Compound microscope



Electron microscope

2. PROPERTIES OF MICROSCOPE

1. MAGNIFICATION- It is the amount or degree to which the object being viewed is enlarged.
2. RESOLVING POWER- The ability to render two closely located points separately.

Further reading-DISSECTING MICROSCOPE-

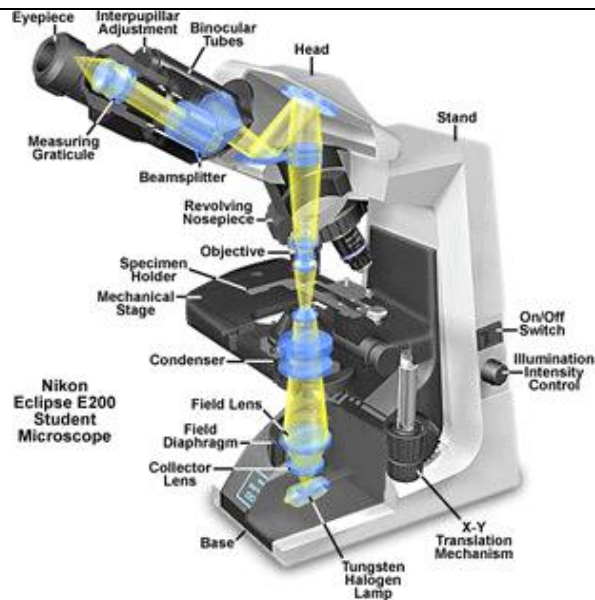
It consists of a biconvex lens which is moved up and down by an adjustment screw, to bring the object in sharp focus. The light is focused with the help of a concave mirror fitted below. A magnified image of the full object can be seen through it.

3. Read and translate the text into Uzbek.

COMPOUND MICROSCOPE

Compound microscope is a combination of two simple microscopes. It has two lenses – objective and the eye piece. Total magnification is equal to initial magnification of the objective multiplied by magnification of eye-piece.

This is the oldest, simplest and most widely-used form of microscopy. Specimens are illuminated with light, which is focused using glass lenses and viewed using the eye or photographic film. Specimens can be living or dead, but often need to be stained with a coloured dye to make them visible. Many different stains are available that stain specific parts of the cell such as DNA, lipids, cytoskeleton, etc. All light microscopes today are compound microscopes, which means they use several lenses to obtain high magnification. Light microscopy has a resolution of about 200 nm, which is good enough to see cells, but not the details of cell organelles. Binocular light microscope is a type of the light microscope which uses two eyepieces.



4. Parts of a microscope

The parts of a compound microscope can be categorized into two groups: mechanical parts and optical parts.

Mechanical parts: A compound microscope has following mechanical parts:

- Base or foot of the microscope: it supports the body of the microscope.
- Pillar: It is small vertical portion from the base.
- Arm: It is usually curved and used for handling the instrument.

- Inclusion joint: At this point the arm is attached to the pillar. The microscope can be tilted at this joint.
- Stage: It is a kind of platform having a circular hole in the middle which admits light from the mirror below.
- Stage clips: The stage is fitted with the spring clips or sliding bars. These hold the glass slide firmly
- Diaphragm: It is attached to the base of the stage and regulates the amount of light entering into the microscope. It is of two types: disc diaphragm and iris diaphragm.
- Body tube: It carries two lenses, i.e objective and eye piece at the working distance from each other.
- Nose piece: It is a circular metallic structure attached below the body tube. In it the objective lens is fitted.
- Coarse adjustment: It is attached to the body tube which can be moved up and down for focusing.
- Final adjustment: It is a small sized screw used for fine and sharp focusing.

Optical parts: these consist of the following:

- Mirror: It is attached to the arm below the stage. It is used for reflecting light rays into the microscope.
- Objective lenses: These are attached to the nose piece. Usually two objective lenses are provided with 10x and 45x magnification.
- Eye or ocular lens: This lens is fitted at the top of the body tube through which magnification image of the object is seen. It has a magnification of 10x or 45x.

The objective lens produces an initial image of the object which is magnified by the ocular lens and the final image is produced.

The condenser directs the light on the specimen with the help of mirror.

Handling the microscope

When you pick up the microscope and walk with it, grab the arm with one hand and place your other hand on the bottom of the base.

5. DON'T SWING THE MICROSCOPE !

Avoid touching the lens with your hands.

When you are finished with your "microscope" assignment, rotate the nose-piece so that it's on the low power objective, roll the nose-piece so that it's all the way down to the stage, then replace the dust cover.

Clean all slides, materials, and work area when you're done. Place all the materials back in proper places as conveyed by the laboratory technicians.

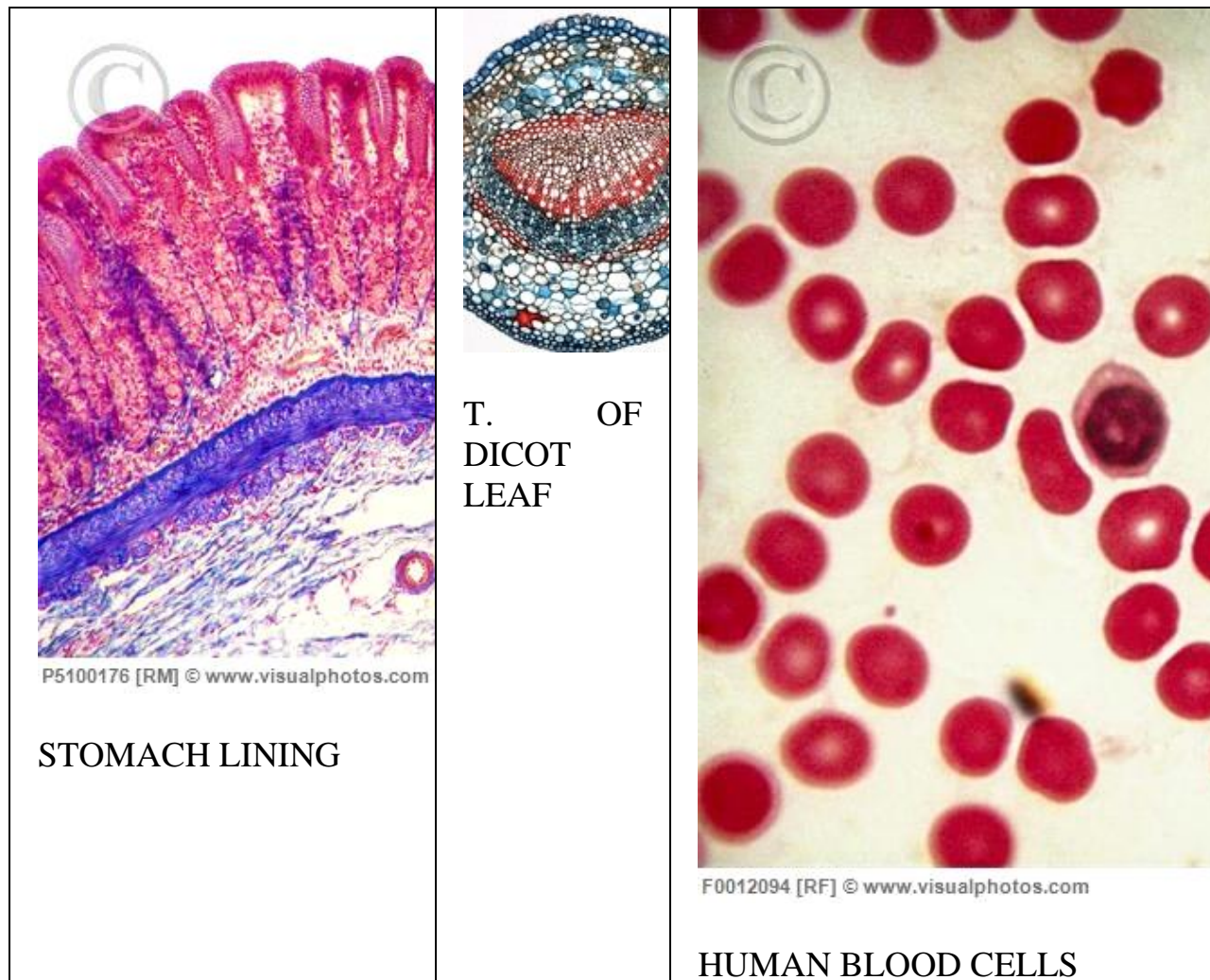
Using the microscope

The specimen or object should be observed using the LOW POWER lens first. Focus in the low power by adjusting the COARSE ADJUSTMENT KNOB to bring the object into focus. Now use the fine adjustment knob to get a sharp focus. If required, now focus, and then move to a higher power objective. Use only the FINE ADJUSTMENT KNOB when using the HIGH POWER OBJECTIVE.

Keep both eyes open to reduce eyestrain. Keep eye slightly above the eyepiece to reduce eyelash interference.

6. Learn and discuss the text into Uzbek.

LIGHT MICROGRAPHS



7. Translate the text into Uzbek.

ELECTRON MICROSCOPE

Designed by Knoll and Ruska.

- High speed electrons of short wave length are used as illuminating agents instead of light rays.
- Electromagnetic condenser lens- collects and condenses electrons on the object.

- Electromagnetic objective lens- focuses the electrons reflected by the object and forms the first image.
- Electromagnetic projector lens- forms the final image.

PARTS OF ELECTRON MICROSCOPE

Filament or cathode: emits electrons.

- Cathode ray tube: electrons travel and reach the condenser lens.

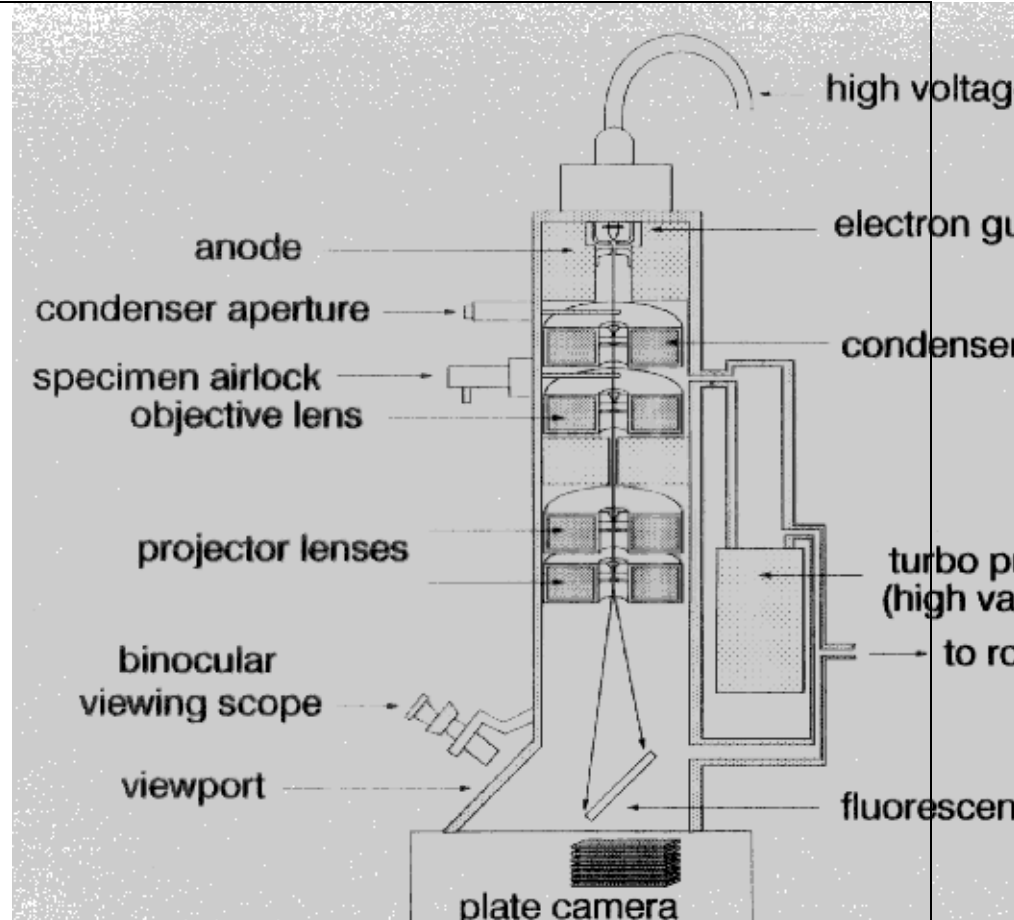
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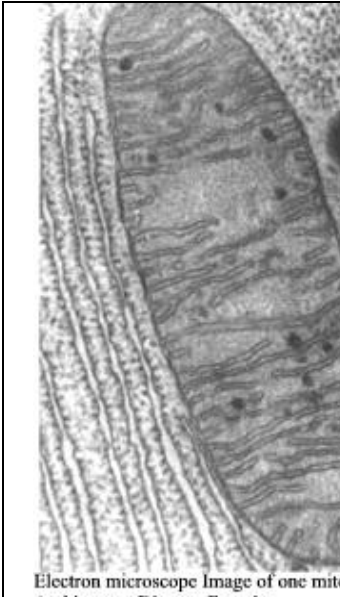
Condenser lens: magnetic coil that condenses the beam of electrons.

- Objective lens: electromagnetic coil that produces the first magnified image.

Ocular or projector lens: electromagnetic coil that magnifies the first image.

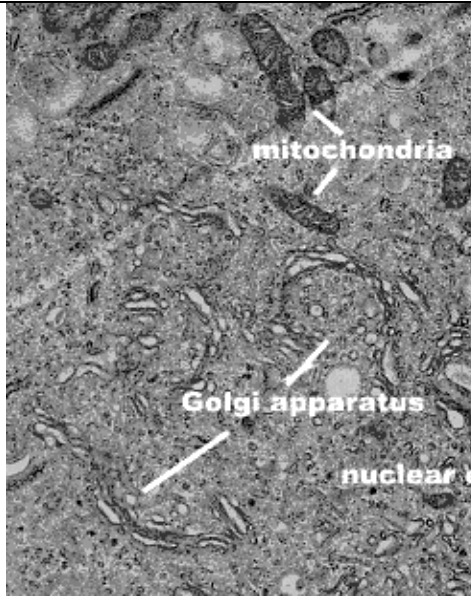


Transmission electron micrographs

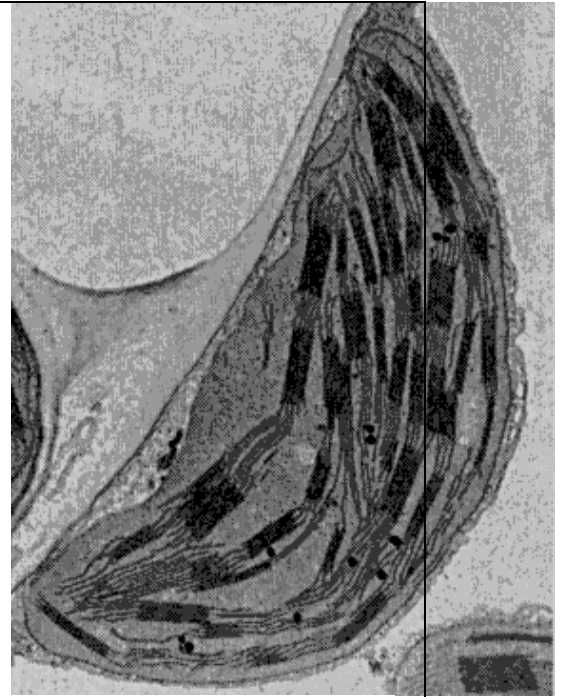


Electron microscope Image of one mitochondrion
Architecture Dictates Function
at <http://cellbio.utmb.edu/cellbio/mitoc>

Mitochondria

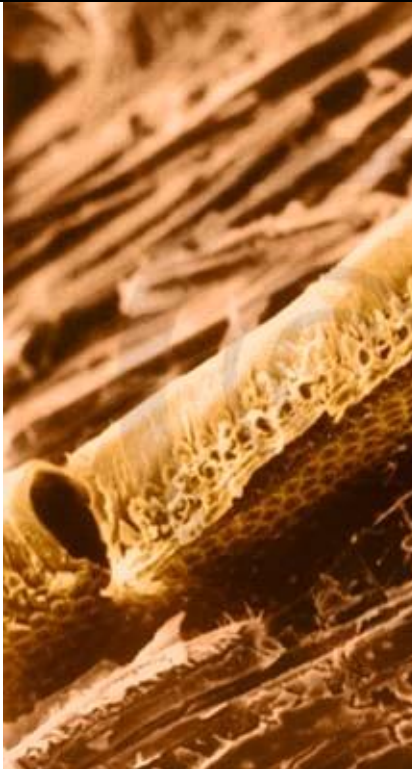


golgi apparatus

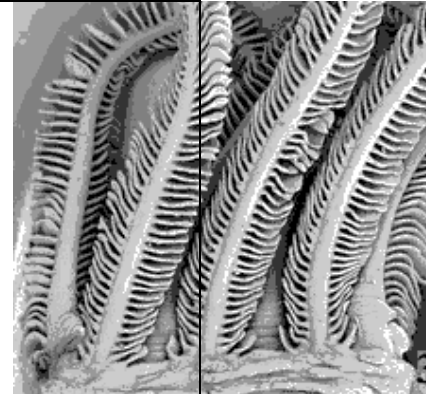


chloroplast

Scanning electron micrographs



XYLEM VESSEL



FISH
GILL



	INSECT HEAD	
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Read the topic and write your own ideas about types of microscope

Modern biological tools and techniques

1. Answer the following questions:

- What is modern biological tool?
- what is modern biological technique?

2. Work in pair. Translate the text into Uzbek.

Text – 1.

Microscope Most popular tool in Biology. Used to examine objects too small to be seen with the naked eye. Developed by Anton van Leeuwenhoek in 1670s. The most common type is Compound Microscope. Anton van Leeuwenhoek is known to have made over 500 microscopes, of which fewer than ten have survived to the present day. Compound Microscope Commonly used in schools and is equipped with lenses to enlarge objects up to several times. Used to examined cells and section of tissues with the used of light to illuminate an object being examined. Stereo Microscope Used to examine the external structures of a specimen, such as insects. Phase-contrast Microscope Used to examine highly transparent objects, such as unstained cells. Electron Microscope Uses streams of electrons to enlarge object up to 250 000 times. Transmission Electron Microscope Is used to study internal structures of cells through sectioned specimens. Scanning Electron Microscope is used to examine the surfaces or shapes of objects, such as viruses. Fluorescent Microscope Illuminates objects stained with fluorescent dyes. Had been used extensively in studying the location of certain organelles or substances inside the cell. Confocal Scanning Microscope Used to examine the 3-dimensional structure of a cell or organelles without cutting the specimen into sections. Due to technological advancements in image processing, objects examined using the different microscopes can be photographed or be viewed on TV or computer screens. This process is called video microscopy.

Text – 2.

CELL AND TISSUE CULTURE. The use of cultured cells or tissues has an advantage over using whole animals because of ease of manipulation and simplicity of the system without the complications of other cells or substances in a whole organism. Is achieved with the use of a medium containing all the food requirements for a cell to survive grow and multiply. Is done under very strict, sterile(germ free) conditions. Is important in the production of monoclonal antibodies called hybrid technology.

Text – 3.

CENTRIFUGATION Centrifuges Are instruments used to separate cells or cell organelles using centrifugal force. Ordinary table-top centrifuges are used in cell cultures to isolate whole cells from culture media. High-speed centrifuges or ultracentrifuges are used to isolate different shapes and sizes settle at the bottom of a centrifuge tube at different sedimentation rates. These are capable of spinning up to 75 000 revolutions per minute (rpm), producing forces equivalent to around 500 000 times that of Earth's gravity. **Chromatography** • It refers to a variety of techniques used to purify biological molecules, such as proteins and nucleic acids. • A substance to be purified is suspended in a liquid medium (mobile phase) and is passed on to a column of matrix, such as beads (immobile phase). The substance to be purified interacts with the matrix and the interaction is used as a basis of separation.

Text – 4.

Ion Exchange Chromatography • Ionic charge of a substance is used as the basis for purification. **Gel Filtration Chromatography** • Makes use of the size of the molecule as the basis of purification. **Affinity Chromatography** • Uses very special and very specific interaction between two molecules.

Gas Electrophoresis is a powerful technique used to separate and visualize proteins or nucleic acids. Substances to be analyzed are driven along a gel of cross-linked molecular sieves using an electric current. Substances to be analyzed are driven along a gel of cross- linked molecular sieves using an electric current.

3. Match the words with their definitions:

№	Word		Definition
9.	individual	A.	very strict and difficult to change
10.	horticulture	B.	the protection of natural environment
11.	Rigid	C.	the natural world in which people, animals and plants live
12.	Predict	D.	to say that sth a person has said or written is wrong or untruthful
13.	conservation	E.	a single person or thing, considered separately from the class or group to which he, she, or it belongs
14.	contradict	F.	to say that sth will happen in the future
15.	Variable	G.	the art, practice or science of growing fruit, flowers and vegetables
16.	environment	H.	a thing or quantity that can change and be changed

4. Find Uzbek equivalents for the following word combinations.

№	English term	Uzbek equivalent
10.	Such observations may be obtained directly or	

	indirectly.	
11.	To carry out a controlled experiment aimed at producing data.	
12.	Culturing cells outside organisms.	
13.	To refute a hypothesis.	
14.	Dysfunctional organs.	
15.	In addition.	
16.	An essential aspect of a scientific experiment.	
17.	Factors that can vary or may be varied.	
18.	To draw conclusions that accept or reject the hypothesis.	

LESSON 7

Passive voice

PASSIVE 1 (IS DONE / WAS DONE)

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

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

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

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

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

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

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

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

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

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

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

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

Present simple

active: clean(s) / see(s) etc.

Somebody cleans this room everyday.

passive: am/is/are + cleaned/seen etc.

This room is cleaned every day.

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

Past simple

active: cleaned/saw etc.

Somebody cleaned this room yesterday.

passive: was/were + cleaned/seen etc.

This room was cleaned yesterday.

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

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

hause damage hold invite make

overtake show surround translate write

Many accidents..by dangerous driving.

Cheesefrom milk.

The roof of the buildingin a storm a few days ago.

Youto the wedding. Why didn't you go?

A cinema is a place where films

In the United States, elections for president.....every four years.

Originally the bookin Spanish, and a few years ago it into English.

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

You can't see the house from the road. Itby trees.

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

Ask about glass, (how /make?)

Ask about television, (when / invent?)

Ask about mountains, (how /form?)

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

Ask about silver, (what / use for?)

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

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

(somebody / clean) this room yesterday?

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

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

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

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

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

Richard's parents(die) when he was very young. He and his sister

(bring up) by their grandparents.

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

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

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

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

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

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

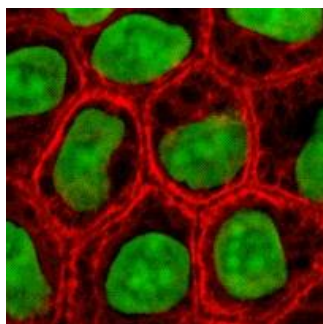
I saw an accident last night. Somebody (call) an ambulance but nobody (injure), so the ambulance (not / need).

Where(these photographs / take)? In London?

(you / take) them, or somebody else?

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

Cell Biology people, tools and technique.



1. By the end of this text you should be able to:

- describe the main ideas of the cell theory
- compare the structures of animal and plant cells as seen with a light microscope.

Pre-reading

- With a partner consider the following questions and try to answer them. Then quickly scan the text to check

your answers.

1. What is a cell?
2. Who discovered cells?
3. Do plant cells differ from animal cells?

2. Work in pair. Translate the text into Uzbek.

Text – 1.

All biologists would claim similar interests but cell and molecular biologists are particularly interested in how organisms work at the very basic level of life; the cell, the sub cellular parts and how molecules react and move to make a cell work.

Work in cell biology demands the knowledge and skills of people from different subject areas. Within a team or laboratory you might find scientists who are biochemists, chemists, immunologists, biophysicists and an increasing number of computer specialists as well as cell and molecular biologists.

Good scientists working in cell biology are multi-skilled astute observers with good inter-personal skills. They can think critically, creatively and laterally and use their imagination much as an artist does. They need to be persistent, patient and analytical and be prepared to challenge current and established thinking. They can give presentations to a group and can have a useful discussion over a cup of coffee or a 'pint'.

Text – 2.

This is an image of cell biologists at work in the lab of Professor Chris Hawes, Oxford Brooks University. People involved in cell biology have a concern for the well being of living things. They obtain intellectual and job satisfaction from finding out what makes living things live.

Work in cell biology is like surfing at the seaside. You get carried away on the crest of a wave and then drop when your ideas crash. Then what do you do? Like surfers you go out and try again! Although their actual work is often driven by the organisation paying them, deep down cell biologists are themselves driven by a curiosity about the nature of life.

Text – 3.

Those who work in cell biology wish to prevent malfunction and disease in plants and animals and to improve the quality of life throughout life. Many cell biologists feel humbled by the complexity and orderly beauty of the living systems they work on. Perhaps as a result of this many of them tend to be humble, cautionary people, creative in their own way but not madly extrovert! But then of course there are always exceptions. Many improvements in health are attributable to cell biologists and such has been the importance of their discoveries that quite a few of them have received Nobel Prizes for their work including Watson and Crick of DNA fame.

3. Use monolingual English dictionary and write down what could the words given below mean:

surface, honeycomb, cavity, plant, sap.

4. Match these words with their definitions:

1.	Cell	A.	a scientific instrument that makes extremely small things look larger
2.	to observe	B.	the amount of a substance that is contained in something
3.	microscope	C.	the contents consist of a central ball-shaped nucleus surrounded by material
4.	metabolism	D.	parts of plants that can you eat but cannot digest, which help food to move quickly through your body
5.	independent	E.	the central part of an atom, made up of neutrons, protons, and other elementary particles
6.	contents	F.	to watch something or someone carefully
7.	nucleus	G.	in something
8.	cytoplasm	H.	the act of keeping or putting something in a special place while is not being used
9.	Fibre	I.	the chemical reactions of life
10.	inside	J.	existing separately and not connecting with or influenced by any others
11.	storage	K.	the green-coloured substance in plants
12.	chlorophyll	L.	the smallest part of a living thing that can exist independently

5. Give Uzbek equivalents to the following English terms:

№	English term	Uzbek equivalent
1	a compound light microscope	
2	to serve structures	
3	to have certain features in common	
4	the basic units of life	

5	the cell theory	
6	the functioning unit of life	
7	it takes place in cells	
8	independent existence	
9	a typical animal cell	
10	a cell surface membrane	
11	a ball-shaped nucleus	
12	a fibrous material	
13	inside the cell	
14	small rod-like structures	
15	a food storage	
16	a sap-filled cavity	
17	starch grains	
18	exposed to light	

6. Find synonyms among the pool of words:

Pool of words	Synonyms
1) 1.occur /2.scatter /3. take place /4. Spread	
2) 1.cavity /2.sap /3.juice /4.contents /5.hole /6.ingredients	
3) 1.nucleus/2.division/3.core/4.naked/5.separation/6. bare	
4) 1.unit /2.part /3.fluid /4.grain /5.solution /6.corn	

7. Answer the following questions. Use all information given before:

1. When were cells discovered?
2. How did Robert Hooke discover cells?
3. What is called the cell theory?
4. What are the main ideas of the cell theory?
5. What is the structure of a typical animal cell?
6. How do plant cells differ from animal cells?

8. Match the sentence halves. Make complete sentences:

1.	Hooke designed his own compound light microscope	A.	a membrane is called the tonoplast.
2.	The concept that cells are the basic units of life	B.	of living organisms.
3.	Cells form the building blocks	C.	which controls their activities.
4.	Cells arise only by	D.	to observe structures too small to be seen with the naked eye.

5.	Cells contain inherited information	E.	called chromatin.
6.	The contents consist of a central ball-shaped nucleus	F.	the division of existing cells.
7.	The nucleus contains a fibrous material	G.	called the vacuole.
8.	Chromatin contains DNA, the material which controls	H.	became embodied in a theory called the cell theory.
9.	Most plant cells have a large sap-filled cavity	I.	surrounded by material called cytoplasm.
10.	The vacuole surrounded by	J.	in the cytoplasm.
11.	Many plant cells have chloroplasts	K.	the various activities inside the cell.
12.	Chloroplasts occur only in the parts of plants	L.	exposed to light – the green parts.

LESSON 8

SCIENTIFIC TOOLS USED IN BIOLOGY

1. Answer the following questions:

- What is it in the picture?



- What is microscope image?
- What do we know about Forceps?
- What is Petri Dish?

2. Work in pair. Translate the text into Uzbek.

Text – 1.

Biology is the study of living organisms--how they interact with each other, their environment and how they evolve. Examples of the biological sciences include botany, zoology, genetics and ecology. Biologists work in fields such as education, research, health care, conservation, biotechnology and business. No matter what type of biologist you are or in which sector you work, there are several tools common to the biological field.

Text – 2.

Light Microscope and Microscope Slides: Light microscopes, also known as optical microscopes, are one of the most basic tools biologists use. Light microscopes use several lenses and visible light to magnify small specimens being studied in a biological lab. Such specimens may include organisms as small as bacteria or as large as samples from bodily organs. Samples are placed on thin sheets of glass known as microscope slides, usually with some form of liquid ideal for preserving the specimen and aiding the biologist's ability to study the specimen using the microscope.

Text – 3.

Forceps



cervical cancer image by Keith Frith from Fotolia.com

Forceps look similar to tweezers. Forceps are primarily used to retrieve samples from organs or tissue, or to place samples on microscope slides.

Text – 4.

Scalpel

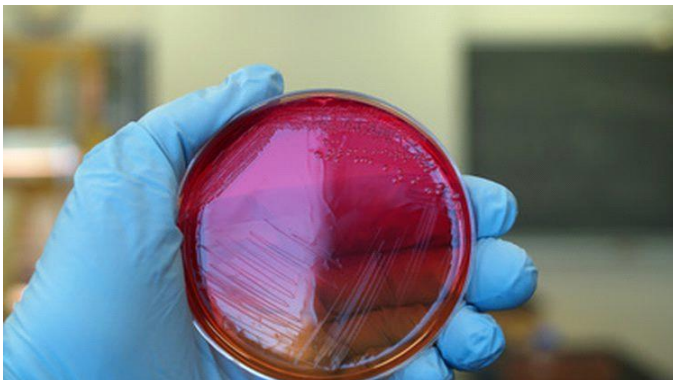


disposable scalpel image by alma_sacra from Fotolia.com

Scalpels are small instruments that are often four to five inches in length, and they have a sharp blade at one end. Scalpels are used during dissection to cut tissue or organs.

Text – 5.

Petri Dish



Bacteria Colonies image by ggw from Fotolia.com

Petri dishes are shallow dishes with lids that are made from either plastic or glass. They are used to culture cells, preserve or grow samples or observe microorganisms.

Text – 6.

Centrifuge and Microcentrifuge Tube:

Centrifuges are used to spin samples in an attempt to separate or isolate solid elements from liquid elements of the samples. Such samples may include blood, cells or cell organelles. Microcentrifuge tubes, commonly referred to as Eppendorf tubes, are the containers used to hold and store the samples. They are short tubes with a tapered end and attached cap on top.

Text – 7.

Pipette



pipette image by Twilight_Art_Pictures from Fotolia.com

Pipettes are small glass or plastic tubes used to transfer liquid samples.

Text – 8.

Incubator

Incubators are primarily used by microbiologists to control any necessary environmental factors that may impact the samples that the microbiologists are growing and studying. Such environmental factors include temperature and humidity.

Text – 9.

Beaker

Though usually used by chemists, biologists also use beakers--a plastic or glass container used to store solutions used in biological experiments. Beakers are also ideal to mix solutions in.

Text – 10.

Buret

A buret is a long and thin cylindrical object with an open top and a stopcock at the bottom. Measurement labels run along the length of burets. Liquids are poured into the open top of burets and can be released through the stopcock at the bottom. Burets are used when a precise amount of liquid needs to be used.

3. Match the words with their definitions:

1	to join	A	only one or considered to its own
2	base	B	serious study of a subject that is intended to discover new facts or test new ideas

3	ring	C	to connect or fasten things together
4	support	D	the most important part of something from which new ideas develop
5	bond	E	a circular line or mark
6	single	F	sympathetic encouragement and help that you give to someone
7	research	G	the chemical force that holds atoms together
8	to discover	H	a single thin piece of thread, wire, hair etc.
9	double	I	something that is twice the size, quantity, value, or strength of something else
10	strand	J	to find something that was hidden or that people did not know about before

Basic and Applied Cell Culture

1. Answer the following questions.

- When were cells discovered?
- How did Robert Hooke discover cells?
- What is called the cell theory?
- What are the main ideas of the cell theory?
- What is the structure of a typical animal cell?
- How do plant cells differ from animal cells?

2. Work in group. Translate the text into Uzbek.

Text- 1

Basic and Applied Cell Culture Research Corning offers an extensive selection of cell culture ware, including dishes, multi well plates, and flasks that are available with a broad range of surface chemistries and attachment factors to meet your research needs. The Falcon® Culture ware and Corning® Bio Coat™ Cell ware product lines also include membrane inserts, to mimic more in vivo-like culture conditions. The Falcon Culture ware product line also includes cell scrapers for removing attachment cells from culture ware, cell strainers for enhancing cell isolations from tissues, and a cell culture tube for growth of adherent and non-adherent cells and viral cultures.

Text- 2

Culture Slides and covers lips are available for use in microscope analysis. Corning offers an extensive selection of cell culture reagents. Our Corning Extracellular Matrix (ECM) proteins and attachment factors improve cell attachment, propagation, and differentiation for a broad range of normal or transformed cells. Our variety of highly purified growth factors and defined media additives allow you to propagate your cells under more defined serum-reduced or serum-free conditions. Corning also offers products certified for in vitro

fertilization. Please contact your sales representative for more information. Cell Culture Dishes Falcon and Corning Bio Coat Cell Culture Dishes are designed for optimal performance and ease-of-use. These exceptionally flat, optically clear cell culture dishes are available in a variety of sizes, styles, and surface treatments. These products are certified as sterile, non-cytotoxic, and non-pyrogenic

3. Match the sentence halves. Make complete sentences:

1.	Cell division starts	A.	the individual's mother and the other from the father.
2.	Chromosomes are the structures that provide	B.	and produces two identical nuclei.
3.	Chromosomes consist of	C.	occurring at some point in the life cycle of organisms that reproduce sexually.
4.	One chromosome in each pair comes from	D.	DNA, the genetic material of the cell, wrapped in protein.
5.	In mitosis, the nucleus divides once	E.	according to conditions such as temperature and the type of cell.
6.	The cell cycle is the sequence of events	F.	with the division of the nucleus.
7.	The duration of the cell cycle varies	G.	that occurs between one cell division and the next.
8.	Meiosis is the basis of sexual reproduction,	H.	would be doubled in each generation.
9.	Without meiosis in the life cycle, the number of chromosomes of a sexually reproducing species	I.	continuity between one generation of cells and the next.

4. Read and translate the short text without any dictionary:

Fact of life: Some laboratory-grown mammalian cells appear to obey an internal "biological clock" that allows them to divide by mitosis a maximum number of times. For example, a fibroblast (connective tissue cell) taken from a fetus divides on average about 50 times; the same type of cell taken from an adult divides only 14 to 19 times.

LESSON 9

TOOLS and TECHNIQUES

1. Match the words with their definitions:

1.	Artificial	A.	the act of separating something into different parts
2.	Gene	B.	physical harm caused to something or someone
3.	Visible	C.	not made of natural materials or substances
4.	Division	D.	a series of related events, actions etc. which have a fixed order
5.	Damage	E.	something that can be seen
6.	Sequence	F.	the measurement of something from one end to the other
7.	to attach	G.	to be able to recognize and understand the difference between two similar things or people
8.	to distinguish	H.	when a battery takes in and stores electricity
9.	to fold	I.	to connect one thing to another
10.	to charge	J.	to wind or fold cloth, paper around something
11.	Length	K.	to make something smaller, to bend a piece of paper by laying or pressing one part over another
12.	to wrap	L.	a small part of the material inside the nucleus of a cell, that controls the development of the qualities that have been passed on to a living thing from its parents

2. Work in pair. Translate the text into Uzbek.

Text – 1.

Almost every week there is some news linked to cell biology. Certainly the subject is developing at a very fast rate. Much of this is attributable to the development of tools and techniques that have enabled routine work to be speeded up so that processes that once took days now only takes hours or minutes.

New types of microscopes linked to computer imaging and enhancing equipment have been developed. In school, biology students will have used monocular and binocular optical microscopes.

Text – 2.

In research laboratories there are inverted microscopes through which you can view the contents of a petri dish or culture bottle from underneath. There are also atomic force microscopes and the scanning electron microscopes (SEM) that produce marvellous 3D effect images. New staining techniques produce ‘painted’ chromosomes and the very vivid images made by using fluorescent and antibody stains. Very small samples of the hereditary material DNA can now be copied again and again very quickly using the Polymerase Chain Reaction (PCR). The DNA can then be separated and analysed using an electric current.

Text – 3.

We are all familiar with the spin-drying facility in washing machines. This principle is used in laboratory centrifuges to separate cell components from liquid.

Increasingly molecular biologists are using computers to model molecules (now being called *in silico* as opposed to *in vivo* or *in vitro*), to find out how, for example, enzymes and substrates link and how antibodies 'lock-on' to cells. A special type of computer-linked spectrometer using a laser is being used to determine the mass of protein molecules. Post genomic biology is producing masses of information about DNA and protein sequences and functions. This data in electronic form is being deposited in bio data banks in different parts of the world.

Text – 4.

The collecting, handling and analysing of this data has given rise to the subject called bioinformatics. The matching of gene sequences and the analysis of protein binding sites is given the name computational biology. New study areas in the post genomic era also include: (1) functional genomics – the high speed analysis of hundreds of genes at once; (2) structural genomics – the determination of the structure of the proteins encoded by a genome; (3) transcriptomics – how genes are turned on and off by transcripts of messenger RNA; (4) proteomics – protein presence and interaction within a cell and, (5) metabolomics – analysis of the small molecules within a cell. These are all exciting growth areas in the 'new biology'. There is enormous variety in the work in cell biology and different individuals will find their own particular area of fascination. But it is not all high tech! One low-tech skill is especially useful; the ability to draw schemes and diagrams as an aid to exploring and expressing ideas. Sometimes these appear complex but, like a map, they contain shorthand conventional signs.

3. Phrases to Be Used in Discussion

1. Could you explain what you mean by ...
2. I'm not quite sure I follow you.
3. Well, the point is ...
4. It is obvious that ...
5. In my opinion ...
6. As I see it ...
7. Won't (Would) you agree that ...?
8. There is no doubt about that.
9. I couldn't agree more.
10. I completely agree with you.
11. That's just what I was thinking.
12. You haven't convinced me that ...
13. I agree with you on the whole but ...
14. Perhaps, but ...
15. Possibly, but ...
16. Oh, but don't you think that ...
17. Look at it in another way ...
18. On the contrary.
19. On the one hand ...
20. On the other hand ...

Biology is the science of life.

1. Find the sentences with the new words and complete it.

1. The human body consists of
2. Our head is the centre
3. The forehead, the eyes
4. The mouth consists of two lips
5. We see with our eyes and we hear ...
6. The main parts of the torso are
7. The leg consists of a thigh.....
8. The foot in its turn consists.....

2. To make up sentences using the following words.

post office	– pochta
restaurant	- restarant
inexpensive	- qimmatmas
hospital	– shifoxona
medical center	- poliklinika
theater	- teatir
cinema	– kino
grocery-store	– meva sotish do‘koni
super-market	– katta magazin
fashion boutique	– zamonaviy kiyimlar magazini
coffee shop	– kofe-bar, yengil ovqatlanish joyi
dental office	– tish davolaydigan shifoxona
department store	– univermang
shoe store	– tufli sotuv do‘kon

3. Translate the text into Uzbek.

Biology is the science of life. Its name is derived from the Greek words "bios" (life) and "logos" (study). Biologists study the structure, function, growth, origin, evolution and distribution of living organisms. There are generally considered to be at least nine "umbrella" fields of biology, each of which consists of multiple subfields.

- Biochemistry: the study of the material substances that make up living things
- Botany: the study of plants, including agriculture
- Cellular biology: the study of the basic cellular units of living things
- Ecology: the study of how organisms interact with their environment
- Evolutionary biology: the study of the origins and changes in the diversity of life over time
- Genetics: the study of heredity
- Molecular biology: the study of biological molecules
- Physiology: the study of the functions of organisms and their parts
- Zoology: the study of animals, including animal behavior

Adding to the complexity of this enormous idea is the fact that these fields overlap. It is impossible to study zoology without knowing a great deal about evolution, physiology and ecology. You can't study cellular biology without knowing biochemistry and molecular biology as well.

4. Phrases to Be Used in Discussion

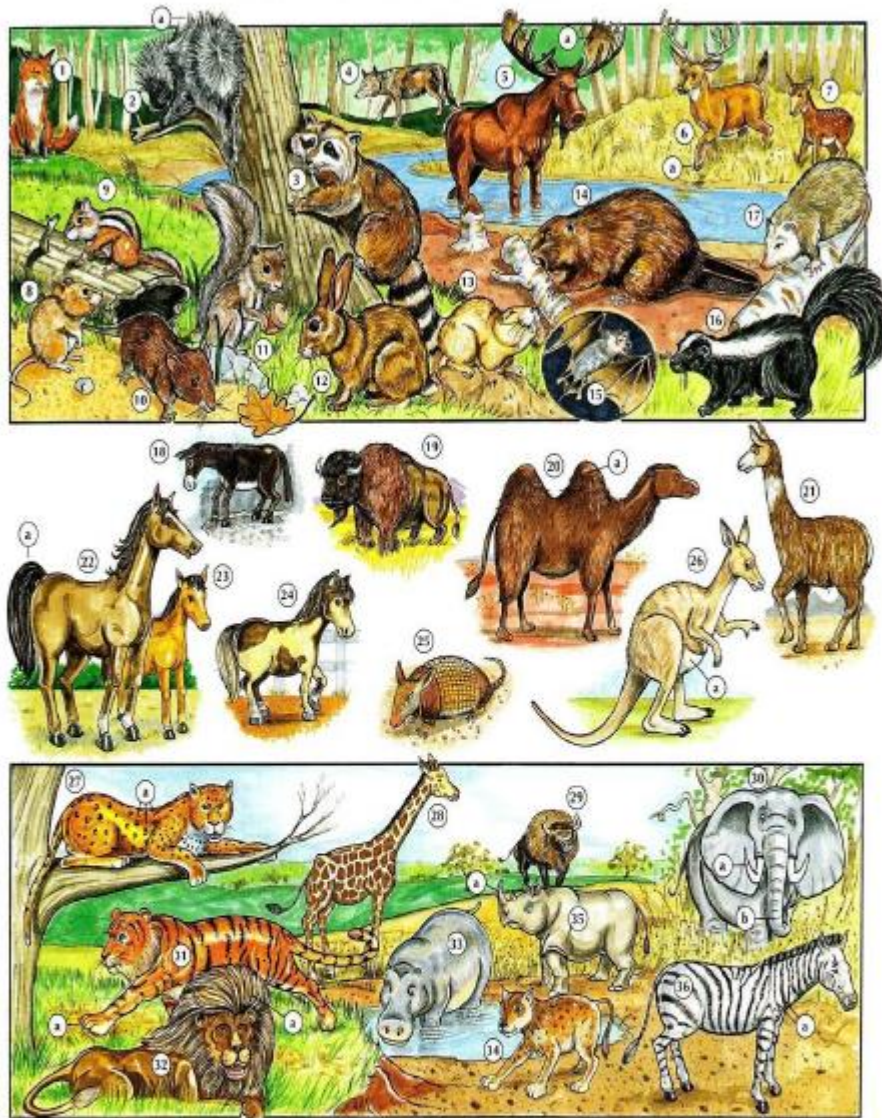
1. It seems to me that ...
2. I am not sure about that.
3. As far as I know ...
4. Could you be a little more specific?
5. I am afraid, I don't agree with you here.
6. It's too time-consuming.
7. It's a good point.
8. You did a great job.
9. I see your point.
10. Basically I understand what you mean, but I think your conclusions are wrong.
11. I don't think it will work.
12. I'm sorry to interrupt you, but ...
13. Excuse me for interrupting you, but (I don't think this information is relevant to the subject of our discussion).
14. You misunderstood. Let me explain.

LESSON 10

Fields dealing with animals

1. Look at the picture and tell what kind of animal are they.

ANIMALS AND PETS



- | | | | | |
|----------------|---------------|---------------|--------------|------------------|
| 1. fox | 8. mouse-mice | 18. donkey | 27. leopard | 31. tiger |
| 2. porcupine | 9. chipmunk | 19. buffalo | a. spots | a. paw |
| a. quill | 10. rat | 20. camel | 28. giraffe | 32. lion |
| 3. raccoon | 11. squirrel | a. hump | 29. bison | a. mane |
| 4. wolf-wolves | 12. rabbit | 21. llama | 30. elephant | 33. hippopotamus |
| 5. moose | 13. gopher | 22. horse | a. tusk | 34. hyena |
| a. antler | 14. beaver | a. tail | b. trunk | 35. rhinoceros |
| 6. deer | 15. bat | 23. foal | | a. horn |
| a. hoof | 16. skunk | 24. pony | | 36. zebra |
| 7. fawn | 17. possum | 25. armadillo | | a. stripes |
| | | 26. kangaroo | | |
| | | a. pouch | | |

2. Learn by heart the names of branches of biology and their meaning.

- Comparative anatomy — The scientific study of similarities and differences in the bodily structures of distinct types of animals.

- Entomology — The scientific study of insects.
- Ethology — The scientific study of animal behavior.
- Herpetology — The scientific study of reptiles and amphibians.
- Ichthyology — The scientific study of fish.
- Mammalogy — The scientific study of mammals.
- Nothology — The study of hybrids.
- Ornithology — The scientific study of birds.
- Primatology — The scientific study of primates.
- Veterinary science — Animal medicine.
- Zoology — The study of animals.

Chemistry-based branches of biology

- Bioengineering — A hybrid field of scientific research that uses the principles of biology and the techniques of engineering to produce useful products.
- Molecular biology — The branch of biology that studies the formation, structure, and function of macromolecules found in living organisms, particularly nucleic acids and proteins.

3. Using sentence new word and word combination.

to get in/to get on : to enter or to board a vehicle. -I always get on the bus to work at 34th Street.

To get in is used for cars, to get on is used for all other forms of transportation.

-It's easiest to get in the car from the driver's side. The door on the other side doesn't work well.

to get out of/to get off : to leave or to descend from a vehicle

To get out of is used for cars, to get off is used for all other forms of transportation.

-Why don't we stop and get out of the car for a while? -Helen got off the train at the 42nd Street terminal.

to put on : to place on oneself (usually said of clothes) (S)

-Mary put on her coat and left the room. -Put your hat on before you leave the house.

to take off : to remove (usually said of clothes) (S)

-John took off his jacket as he entered the office. -Take your sweater off. The room is very warm.

to call up : to telephone (also: to give someone a call) (S). To call can be used instead of to call up, as in the first example below. -I forgot to call up Mr. Jones yesterday I'd better call him now. -Call me up tomorrow, Jane. We'll arrange a time to have lunch together. -I promise to give you a call as soon as I arrive in New York.

to turn on : to start or cause to function (also: to switch on) (S)

-Please turn on the light; it's too dark in here. -Do you know who turned the air conditioning on?

to turn off : to cause to stop functioning (also: to switch off, to shut off) (S).
Turn on and turn off, as well as their related forms, are used for things that flow, such as electricity, water, gas, etc.

-Please turn off the light when you leave the room. -Are you really listening to the radio, or should I turn it off?

right away : very soon; immediately (also: at once)

-Dad says that dinner will be ready right away, so we'd better wash our hands and set the table.

-Tell Will to come to my office right away. I must see him immediately. -Stop playing that loud music at once!

to pick up : to lift from the floor, table, etc., with one's fingers (S). -Harry picked up the newspaper that was on the front doorstep. -Could you pick your toy up before someone falls over it?

sooner or later : eventually, after a period of time

-If you study English seriously, sooner or later you'll become fluent.

-I'm too tired to do my homework now; I'm sure I'll do it sooner or later.

to get up : to arise, to rise from a bed.

For the last definition a noun phrase must separate the verb and particle.

-Carlo gets up at seven o'clock every morning. -At what time should we get the children up tomorrow?

at first : in the beginning, originally

- At first English was difficult for him, but later he made great progress.

-I thought at first that it was Sheila calling, but then I realized that it was Betty.

4. Choose the appropriate idiomatic expression to substitute for the italicized word or words in each sentence below.

1. His alarm clock is always set for six o'clock. He *arises* at the same time every day.

a. turns off b. gets up c. puts on

2. She telephoned her friend to tell him about the meeting. They decided to drive there together.

a. turned on b. took off c. called up

3. It's 4 P.M. now, and this important letter must be mailed today. Can you take it to the post office *immediately*?

a. at first b. right away c. sooner or later

4. Be sure to switch off the light before you leave the house.

a. to turn off b. to take off c. to get off

5. Pat placed her new hat on her head while looking in the mirror.

a. picked up b. put on c. gets on

6. Remove your jacket and sit down for a few minutes.

a. Turn on b. Get on c. Take off

7. I want to stay unmarried for a while, but I hope to get married eventually.

a. sooner or later b. right away c. at first

8. In the beginning I thought that it was Bob who was in the car.

a. To get on b. At once c. At first

9. He boarded the bus at Broadway and 79th Street.

a. got off b. got on c. picked up

10. John took the pencil with his fingers and began to write a note.

a. turned on b. got off c. picked up

5. Fill in each blank with the appropriate form of an idiomatic expression from this unit.

Jean's alarm clock makes a loud ringing noise. She ____the alarm clock immediately after it rings each morning. However, she doesn't rise from bed _____. She waits a few minutes before she _____. Jean enjoys lying in bed for a while, but _____she gets up. Then she _____ the bedroom light and goes to her closet. She _____her pajamas and _____ her work clothes.

Countable and uncountable nouns and partitives.

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

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

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

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

Other examples of everyday partitive expressions are:

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

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

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

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

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

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

Countable Nouns

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

Examples of countable nouns:

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

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

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

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

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

Uncountable noun types	Examples
<i>Liquids or gases</i>	water, coffee, milk, air, oxygen
<i>Tiny objects</i>	powder, sand, rice, flour, grain, dirt, dust
<i>Abstract ideas and concepts</i>	love, sadness, safety, freedom, power
<i>Categories / Grouped concepts</i>	furniture, music, luggage, money, currency
<i>Materials</i>	wood, metal, plastic
<i>School subjects</i>	mathematics, chemistry, Italian, economics
<i>Energy related words</i>	electricity, radiation, heat, sunshine

Articles and Determiners with Countable/Uncountable Nouns

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

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

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

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

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

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

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

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

Quantifiers and Countable / Uncountable Nouns

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

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

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

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

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

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

Using Partitives with Uncountable Nouns

Partitive expressions make it possible to make uncountable nouns countable.

What's a partitive?

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

For example:

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

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

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

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

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

Nouns that can be Countable or Uncountable

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

Uncountable (conveys a <i>general</i> meaning)	Countable (conveys a <i>specific</i> meaning)
You look good with long hair . (<i>general</i> meaning - all the hair on your head)	The police found two hairs at the crime scene.
My skin is very dry.	The purse is made of several snake skins .
Do you recycle paper ?	I left some papers on the printer.

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

LESSON 11

The branches of biology

1. Answer the following questions:

- What is Cell Theory?
- What is Heredity?
- What do we know about energy?

2. Translate the text into Uzbek.

All the branches of biology can be unified within a framework of five basic understandings about living things. Studying the details of these five ideas provides the endless fascination of biological research:

- **Cell Theory:** There are three parts to cell theory — the cell is the basic unit of life, all living things are composed of cells, and all cells arise from pre-existing cells.
- **Energy:** All living things require energy, and energy flows between organisms and between organisms and the environment.
- **Heredity:** All living things have DNA and genetic information codes the structure and function of all cells.
- **Equilibrium:** All living things must maintain homeostasis, a state of balanced equilibrium between the organism and its environment.

Evolution: This is the overall unifying concept of biology. Evolution is the change over time that is the engine of biological diversity.

3. Use monolingual English dictionary and write down what could the words given below mean:

surface, honeycomb, cavity, plant, sap.

4. Match these words with their definitions:

1.	Cell	A.	a scientific instrument that makes extremely small things look larger
2.	to observe	B.	the amount of a substance that is contained in something
3.	microscope	C.	the contents consist of a central ball-shaped nucleus surrounded by material
4.	metabolism	D.	parts of plants that can you eat but cannot digest, which help food to move quickly through your body
5.	independent	E.	the central part of an atom, made up of neutrons, protons, and other elementary particles
6.	contents	F.	to watch something or someone carefully

7.	nucleus	G.	in something
8.	cytoplasm	H.	the act of keeping or putting something in a special place while is not being used
9.	Fibre	I.	the chemical reactions of life
10.	Inside	J.	existing separately and not connecting with or influenced by any others
11.	Storage	K.	the green-coloured substance in plants
12.	Chlorophyll	L.	the smallest part of a living thing that can exist independently

Branches of biology relevant to the study of evolution.

1. Answer the following questions:

- What is Evolutionary biology?
- What is Paleontology?
- What do we know about aerobiology?

2. Learn by heart the names of branches of biology.

Biogeography—The study of the geographic distributions of living organisms.

- Developmental biology — The study of the processes by which an organism changes from a single cell into a mature, multicellular individual.
- Epigenetics — The study of heritable changes in phenotype caused by mechanisms other than the alteration of nucleotide sequences.
- Evolutionary biology — The branch of biology concerned with the modes of origin of new forms of life.
- Ichnology — The study of the fossilized traces of past animal activity, such as footprints, burrows, trails, and borings.
- Morphology — The branch of biology concerned with the form and structure of living organisms.
- Paleontology — The study of prehistoric life by means of fossils.

Fields relating to the environment:

- Aerobiology — The study of airborne organic particles.
- Astrobiology — The branch of biology concerned with the effects of outer space on living organisms and with the search for extraterrestrial life.
- Bioclimatology — The study of the influence of climate on living organisms.
- Building biology - The study of the indoor living environment
- Chronobiology — The study of time-dependent phenomena in living organisms.
- Conservation biology — The branches of biology concerned with habitat preservation, the prevention of extinction, and conservation of biodiversity.
- Cryobiology — The study of the effects of low temperatures on living organisms.
- Ecology — The study of the interaction of organisms with each other and with their Environment.

- **Geobiology** — A science that combines geology and biology to study the interactions of organisms with their environment.
- **Limnology** — The study of the physical and biological conditions of freshwater, particularly of lakes and ponds.
- **Biochemistry** — The study of life at the chemical level, in particular the chemistry of proteins, carbohydrates, and nucleic acids.

3. Grammar: Using participles to give additional information. Doing exercise.

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

Waiting for John, I made some tea.

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

4. Forming participle clauses

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

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

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

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

Having won the match, Susan jumped for joy.

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

5. The meaning and use of participle clauses

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

Condition (in place of an if-condition):

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

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

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

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

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

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

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

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

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

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

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

LESSON 12

Biology and other sciences

1. Essential targets: By the end of this text you should be able to:

- describe what biologists do;
- define the different levels of biological organization;
- list the main elements of a scientific method.

2. Translate the text into Uzbek. Biology and other sciences

Biology is often studied in conjunction with other sciences, such as mathematics and engineering, and even social sciences. Here are a few examples:

- Biophysics involves matching patterns in life and analyzing them with physics and mathematics, according to the Biophysical Society.
- Astrobiology is the study the evolution of life in the universe, including the search for extraterrestrial life, according to NASA.
- Biogeography is the study of the distribution and evolution of life forms and the causes of the distribution, according to Dartmouth College.
- Biomathematics involves creating mathematical models to better understand patterns and phenomena within the biology world, according to North Carolina State University.
- Bioengineering is the application of engineering principles to biology principles and vice versa, according the University of California Berkeley.

Sociologists often study how biology can shape social structures, cultures, and interactions, according to the American Sociological Association.

3. Words and word combinations:

conclusive	– yakuniy, hal qiluvchi	colleague	– hamkasb, hamkor
scientist	– olim, tadqiqotchi	for instance	– masalan
in general	– umuman,odatda	at least	– hech bo‘lmaganda
according - ...	ga binoan, monand	influence	– ta‘sir qilmoq
component	– ajralmas qism	harmoniously	– har tamonlama
because of	- ... sababli, tufayli	characteristic	- ... ga xos bo‘lgan
a good deal of	– ko‘p, kata miqtorda	for one thing	– birinchidan, eng avvalo
and so on	– va shu kabilar, va boshqalar		
from now on	– bundan buyog‘iga		
to embalm mummies (to‘embalm)	– mo‘miyolamoq, malhamlamoq		
phypothesis	– gipoteza, faraz, taxmin, mo‘ljal		
be related to	– biror narsaga aloqador bo‘lmoq		
phenomena	– hodisa, ro‘y bermoq (kamdan-kam uchraydigan hodisa)		

4. Translate the following sentences from English into Uzbek

1. We like to read scientific articles. 2. I don't like to read newspapers in the morning. 3. Komil does not always watch films on TV. 4. In spring students of our faculty usually spend much time in the fields of our region. 5. We often meet in the library of our University and discuss various problems. 6. Ozoda translates a lot of foreign texts every day. 7. Yesterday we finished our lesson at 5 o'clock.

5. Make up sentences using the following sentences.

blob of jelly – kichkina elishmak soqacha
reptile – sudraluvchi, o'rmalovchi
internal machinery – ichki sistema, apparat
healthy body – sog'lom a'zo, badan
asclepius – tibbiyot asoschisi
fame – shon-shuxrat
geologic – geologik
vayage – sayoxat
species – tur, tus, rang, urug'
observation – kuzatish, fikir-mulohaza
finch – qizil tush (qush)
origin–manba, paydo bo'lish, kelib chiqish
to be buried – dafn etmoq
honour – vijdon, or-nomus, shon-sharaf
to grant – taqdim qilmoq, topshirmoq
exploration – tadqiqot
naturalist – tabiyatshunoslik

Zoology

1. Answer the following questions.

- what is meaning of Zoology?
- what do we learn about Zoology?

2. Translate the text into Uzbek.

Zoology

This is a branch of biology that studies animals. The term zoology originated from the Greek term "Zoon" meaning animal and "logos" meaning study. Zoology is divided into *Applied Zoology*, the study of production and non production animals, *Systematic Zoology*, dealing with evolution and taxonomy or science of naming living things and *Organismal Zoology*, the study of animals in our biosphere. Applied Zoology is further divided into, *Aquaculture*, which involves production and maintenance of freshwater and seawater animals and plants, *Piggery*, which includes study of everything related to pigs, *Applied Entomology*, which includes manipulation of insects for the benefit of humans, *Vermiculture*, which is breeding of the worms which burrow soil, for

production of natural fertilizers, *Poultry Science*, the study of domestic birds such as geese, turkey and chicken, *Parasitology*, dealing with the study of parasites, *Radiation Biology*, which uses gamma rays, X-rays, electrons and protons for well-being of humans, *Biotechnology*, which applies engineering principles for the material processing by biological factors, *Applied Embryology*, which embraces test tube culture (embryo culture) for increasing productivity from cattle, *Tissue Culture*, involving the culture of plant tissues and cells in an artificial environment, *Dairy Science*, which deals with milk or milk related products, *Pesticide Technology*, which is the study of pesticides and their uses, *Nematology* which deals with study of roundworms of organisms and their control, *Ornithology*, which is the study of birds, *Herpetology*, study of reptiles, *Ichthyology*, which is the study of fish and *Mammology*, which includes the study of mammals.

3. Choose the appropriate idiomatic expression to substitute for the italicized word or words in each sentence below. Idioms from previous lessons are indicated by number.

1. Nan is trying to find the purse that she lost yesterday. a. finding out b. looking at c. looking for
2. As is typical, Doug is late for the meeting. a. At last b. All along c. As usual
3. Were you able to determine what his occupation is? a. to find out b. to pick up (Lesson 1) c. to call on
4. I am very weary after all that physical exercise today. a. turned off (Lesson 1) b. tired out c. never mind
5. John's mother knew that he wasn't telling the truth from the beginning. a. all along b. all right c. little by little
6. Some old friends of mine visited us last night. a. called on b. called up (Lesson 1) c. wore out
7. Eventually, Mario will be able to speak English better than he does now. a. Never mind b. Sooner or later (Lesson 1) c. At last
8. Is it acceptable for Mary to borrow our car for a few hours? a. right away (Lesson 1) b. all right c. step by step
9. Would you please give your attention to me while I'm talking? a. dress up b. look at c. wear out
10. They waited for forty-five minutes until finally the waiter brought their food. a. at last b. little by little c. at first (Lesson 1)

4. Fill in each blank with the appropriate form of an idiomatic expression from this unit only.

Bob: Jim, should we _____ for the party tonight?

Jim: No, informal clothes are fine I'm _____ my shoes. Have you seen them?

Bob: No. Did you check that closet by the front door?

Jim: Of course, I did! Gosh, my legs hurt. I'm really _____ from playing so much soccer today.

Bob: What did you say?

Jim: Oh, _____. It wasn't important.

Bob: Sorry, I'm _____ the TV news. It's about the robbery.

Jim: Have the police _____ who stole the million dollars?

Bob: No, they haven't.

Jim: _____ I've found my shoes! They were in that closet by the door _____!

Bob: I told you so!

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим.

Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар 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, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Мустақил таълим учун тавсия этиладиган мавзулар:

1. Ўзи ҳақида тўлиқ маълумот бериш;
2. Орзуимдаги уй;
3. Спорт;
4. Машҳур кишилар
5. Менинг университетим;
6. Байрамлар;
7. Менинг мутахассислигим.
8. Етакчи университетлар
9. Буюк Британия, Америка Қўшма штатлари
10. Ўзбекистон.
11. Инглиз тилида гапирувчи давлатлар
12. Мустақллик куни.
13. Буюк Британия давлат тизими.
14. Ўзбекистон давлат тизими.
15. Давлатлар таълим тизими.
16. Давлатлар маданияти ва тарихи.
17. Ўзбекистон музейлари.
18. Дунёнинг машҳур университетлари ва бошқалар

Талабалар мустақил таълимининг мазмуни ва ҳажми

V-семестр 82 соат

№	Theme	Hours
1.	Profession skills.	16
2.	Life and creativity of famous people in the studied subject.	16
3.	News of the learning subject.	16
4.	Working on the text “Professionalism and speciality”.	16
5.	Actual problems on speciality.	18
	Total:	82

ГЛОССАРИЙ

concurrent	параллел, мувофик	параллельный совпадающий
trajectory	траектория	траектория
draw	чизмок	рисовать привлекать ничья черпать
wildfire	табийй ёнғин	пожар
deduce	хулоса қилмок	выводить прослеживать происхождение
perception	сезиш хис килиш	восприятие осознание
satisfaction	қониқтириш	удовлетворение исполнение обязательства
unanticipated	кутилмаган	непредвиденные
nonetheless	шунга қарамай	тем не менее
explanation	тушунтириш	объяснение
causation	оқибат	причинность
descriptive	тасвирловчи	описательный образный наглядный
approach	якинлашмок	подход приближаться попытки
observation	кузатиш	наблюдение замечание обсервация
primary	бирламчи	первичный основной важнейший
apparently	эҳтимолий	видимо вероятно явно
partially	қисман	частично пристрастно
flexible	мослашувчан	гибкий свободный уступчивый
iterative repeating	такрорланувчи	повторяющийся
gathering	тўплаш	сбор собрание скопление сборище

constantly	доимий	постоянно часто
ongoing	туганмас	постоянный непрерывный поведение
attitudes	муносабат ҳолат	отношения позиция
beliefs	муносабат караш	вера убеждение мнение
domain	соха тармоқ	домен владение территория сфера
skewness	асимметрия	асимметрия перекоc скошенность
reject	қайтариш	отвергать отклонять извергать брак
assume	хисобламоқ	считать предполагать присваивать
kurtosis	эксцесс	эксцесс
invalidate	йўққа чиқармоқ	аннулировать делать недействительным
expected	кутиладиган	ожидаемый предполагаемый
pair	жуфтлик	пара партнеры соединяться
susceptibility	сезувчанлик	восприимчивость чувствительность
grateful	ёқимли	благодарный признательный приятный
anonymous	аноним номалум	анонимный безымянный
congener	туғма	сородич собрат родственная вещь
contribute	хисса қўшмоқ	способствовать сотрудничать делать вклад
concern	қайғуриш алоқадор	забота беспокойство относиться
pattern	шакл	шаблон модель структура образец
transfer	узатмоқ	передача переносить перемещать
amber	кахрабо	янтарь желтый цвет янтарный
labelling	маркаламоқ	маркировка

		этикетирование
diatomaceous	икки атомли	диатомовые
elute	олиб ташламоқ	элюирующая
gently	секин аста	нежный осторожно умеренно
stream	оқим	поток течение вытекать
quantification	миқдорламоқ	квантификация определение количества
invertebrate	умуртқасиз	беспозвоночный бесхарактерный
range	оралиқ катор	диапазон предел ареал
gratitude	миннатдорлик	благодарность
uncertainty	ноаниқлик	неопределенность неуверенность сомнения нетвердость изменчивость
implication	тегишлилик хулоса	вывод причастность подразумеваемое
circumstances	ҳолат	обстоятельство
pave	тош ётқизмоқ	вымостить
indefinite	ноаниқ	Неопределенный неограниченный
breakthrough	кашфиёт	Прорыв открытие
substantial	улкан умуман олганда	существенный
concrete	бетонли	Бетон конкретный бетонировать
Duty	вазифа	Долг обязанность дежурный
responsibility	жавобгарлик	Ответственность обязанность
obligation	вазифа бурч	обязанность
solely exclusively	истисно ҳолда бирлик	Исключительно единственно
substitute	алмаштирмақ	Заменитель подставлять подменивать
compensate reward	қопламоқ	Компенсировать уравнивать

		вознаграждать
equalize align	тенгламоқ	Уравнивать выравнивать
hence henceforth	ўз навбатида	следовательно с этих пор
precisely exactly	айнан	точно именно совершенно верно
notwithstanding	шунга қарамасдан	несмотря на хотя однако
appraisal	баҳолаш	оценка
relevant	уринли	отношение релевантный
preferably	кутилгандан аъло	предпочтительно лучше
affinity proximity	яқинлик қариндошлик	родственность близость
attractiveness	жалб қилувчи	привлекательность
outstanding	энг яхши	выдающийся остающийся спорным
remain	қолдирмоқ	Оставаться продержаться
discrete	дискрет ажралган	дискретный отдельный
deliverable	ташиладиган	подлежащий доставке
consent	келишув	согласие разрешение
resolution	резолюция	Разрешение решение
disappear hide	йўқолиш	исчезать скрываться
regain	қайта тиклаш	вернуть себе восстановление
obligation	вазифа бурч	обязанность

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Руйхатга олинди:

№ БД- 1.08

2017 йил - 18 - 08



ХОРИЖИЙ ТИЛ

(инглиз тили)

ФАН ДАСТУРИ

(Барча бакалаврият йўналишлари учун)

Тошкент – 2017

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил "24" 08 даги "603" -сонли буйруғи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашининг 2017 йил "18" 08 даги 4 - сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон Миллий университетида ишлаб чиқилди.

Тузувчилар:

Бабаева С.Р. - ЎзМУ "Инглиз тили" кафедраси мудири, ф.ф.и., доцент;
Болибекова М.М. - ЎзМУ "Инглиз тили" кафедраси катта ўқитувчиси;
Назарова Д.О. - ЎзМУ "Инглиз тили" кафедраси катта ўқитувчиси.

Такризчилар:

Джумабаева Ж.Ш. - ЎзМУ «Инглиз филологияси» кафедраси мудири, ф.ф.д., доцент;
Икромхонова Ф.И. - Тошкент тўқимачилик ва енгил саноат институти "Тиллар" кафедраси мудири, доцент.

Фан дастури Ўзбекистон Миллий университети Кенгашида кўриб чиқилган ва тасвир қилинган (2017 йил "14" 08 даги 6 - сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

“Хорижий тил” фани олий маълумотли кадрларни тайёрлаш жараёнининг таркибий қисми бўлиб, замонавий мутахассисларни касбий фаолияти ва қундалик ҳаётида хорижий тилдан фойдаланиш учун уни ўзлаштиришга қаратилган. Олий таълимгача бўлган таълим босқичларида ортирилган билимларга таянган ҳолда олий таълим муассасасида талаба хорижий тилни янада мустаҳкам, чуқурроқ ва танлаган касбига йўналтирилган ҳолатда ўзлаштириши кўзда тутилади.

Инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган бўлсада талабалар инглиз тилини керакли даражада ўрганиши ёрдамида ихтисослик фанларининг хорижий манбааларидан тўғридан тўғри фойдаланиш, келгусидаги касбий фаолиятида жаҳондаги илғор техника ва технологиялар, илмий ютуқлар ва соҳа янгиликларидан бевосита хабардор бўлишига имкон яратди.

II. Ўқув фанининг мақсади ва вазифаси

Инглиз тили фанининг мақсади - талабаларнинг кўп маданиятли дунёда касбий, илмий ва маънавий соҳаларда фаолият юритишларида коммуникатив компетенцияни шакллантиришдан иборат.

Фанининг вазифалари:

- иттиқий компетенцияни ривожлантириш;
- оғзаки ва ёзма нутқда соҳавий терминларни самарали қўллаш қўникмаларини шакллантириш;
- ихтисосликка оид матн тузиш, уни таҳрир ва таҳлил қилиш малакаларини ҳосил қилиш.

Талабаларнинг билим, қўникма ва малакаларига қўйиладиган талаблар:

- хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;
 - хорижий тилларда сўзларнинг услубий қўлланиши тўғрисида *масавурса эга бўлиши*;
 - хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни;
 - хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;
 - касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини *билиш ва улардан фойдаланиш олиши*;
 - ўз соҳаси доирасида хорижий тилда фикр ифозалай олиш, илмий техник адабиётлардан фойдалана олиш *қўникмаси ва бўлиши керак*.

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

Қундалиқ мавзу (Ўзи хақида, оиласи хақида, иш куни, севган машғулот, бўш вақтни ўтказиши ва ҳоказо).

Ижтимоий мавзу (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат).

Таълим мавзуси (Ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фазилатининг 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 бузук намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

3.1. Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

- узлуksиз таълим тизимининг аввалги босқичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежлари)да талабалар инглиз тилида эгаллаган малака ва қўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларни нутқ фаоллиги турлари бўйича касбий мулоҳотга тайёрлашдан иборат.

Тинглаб тушуниш:

- маъруза, тақдирот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- реклама ва эълонлар;
- тил соҳиблари нутқ ёзувлари (бадний, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- тингланган ахборотнинг асосий мақсади, тўлиқ матнунинг тинглаб тушуниш малака ва қўникмаларини ривожлантириш.

Таълими:

Диалог нутқ

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

Монолог нутқ

- ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- мунозара, далил ва исботларни олиб сурини, фикрни асослаб бериш;
- реклама ва махсус мавзуларда тақдирот тайёрлаш ҳамда чиқиш қилиш;
- маълумотларни умумлаштириш, мақолалар ёзини, муҳокама қилиш.

Ўқиниш:

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

Ёзма нутк:

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

3.2. Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий максали:

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

Тинглаб тушуниш:

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

Ғанириш:

Диалогик нутқ

- тасвир соҳибдари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошга таклиф ва маслаҳат бериш, саволларга жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қуриламаларга асосланиб ғанириб 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 катнашнинг учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутқ

- долбарб муаммо юзасида барча “Тарафлар” ва “Қарин” далилларини келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини ғанириш;
- мазмунга баҳо бериш;

- ўрганилган мавзулар бўйича ахборот бериш;
- ўқиган матнини таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнини 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-оммабон, ижтимоий-сиёсий, махсус бадний матнлар;
- матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топириш.

Синхислаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

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

Қўз қалқуртириб ўқиш

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

Ёзма нутқ:

- касбга йўналтирилган бўлишда шаклланган малакаларни такомиллаштириш;
- реферат, аниотаниш ёзини техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билши (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага қўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- беришан мавзуда баён, ҳис, ревоме тузиш, соҳага оид алаҳидётлар бўйича реферат ёзини.

3.3. Грамматик компетенция

Актив грамматик минимум:

- от, отларда сон, ҳолатлик, артикл;
- сифат, сифат даражалари;
- олмош;

- феъл;
- мажхуллик инсбати;
- дарак, сўрок, инкор солда гапларнинг қўлланилиши;
- гапларда сўз тартиби;
- сўрок гаплар;
- буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили қўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
- боғловчини эргашган қўшма гапларнинг барча турларини қўллай олиш;
- иборати феъларни қўлланилиши.

Пассив грамматик минимум:

- герундий, сифатдон, равишдошли қурилмаларнинг ишлатилиши;
- герундий, сифатдон, равишдошли қурилмаларнинг ясаллини.

3.4. Сўз ясаш минимуми

Талаба янги нуткий шаклларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиши лозим. Қуйидаги сўз ясаш моделларини такрорлаш лозим: $v+er=n$ (двигатель белгиси *to design* - лойиҳалаш - *designer* - лойиҳачи; $adj+ness=n$ (*hard* - каҳраи - *hardness* - каҳримлик); $v+ing=n$ (*to vary* - оғоҳлантirmок, *varying*-оғоҳлантириш); $n+ful=adj$ (*power* - куч, *powerful* - бакуват); $adj+ish=adj$ (*damp* - нам, *dampish* - намчил) $adj+ly=adv$ (*firm* - каттик - *firmly* - каттик); $un+adj=adj$ (*important* - муҳим, *unimportant* - номуҳим).

Олдин талабалар ўрганган қуйидаги сўз ясаш моделлари ҳам ўрнатирилиши зарур. $V+er=n$ турилишидаги ишлаб чиқариш қуроли, асбоби, қурилма ва ҳ.к. ни билдиради (*to heat*-иситиш - *heater* - иситтич); $v+able=adj$ (*to drink*-ичмок - *drinkable* - ичиладигли); $adj+ire=v$ *to circual* - думалок, *circulire* - думалоклаш, $adj+en=v$ (*fast*-каттик - *to fasten*-каттикланиш); $dis+v=v$ (*to approve* - маъқуллаш - *to disapprove*-маъқулламаслик); $n+n=n$ *a steam pipe*-буғ қувури; конверсия бўйича мослаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил аниқлай олиши лозим; $adj+ity=n$ (*acid*-нордон - *acidity* - нордонлик); $v+ment=n$ (*to treat* - ишлов бермок - *treatment* - ишлов); (*grain* - дон - *grainy* - донли); $n+ed=adj$ (*motor* - мотор - *motored* - мотор қўйилган); $n+ly=adj$ *to coast* - *coastal*-киррокка тегишли; $v+ent=adj$ *to differ*-фарқланмок - *different* - фаркли; $adj+ify=v$ - *humid* - намли - *to humidify* - намламок ($n+ate=v$ (*fraction* - фракция *to fractionate* - моддани алоҳида фракцияларга бўлмак) $n+ize=v$ (*rubber* - резина *to rubberize* - резиналаш); $d+v=v$ (*to clutch* - уламок; *to declutch* - узмак); $re+v=v$ (*to colour* - буямок - *to recolour* - янги ранга бўямок); $over+v=v$ (*to heat* - иситмок - *to overheat* - қайта

иситмок); en+adj=v -large - катта to enlarge - катталаштирмок; en+p=v (circle - домра - to^ncircle - домрага олмок3; n+p=v (a boiler - root қозонхона); a'dj+n=n (a loud - speaker - овозни баланслатувчи мосламалар); adj+adj=adj Fdark-blue-зангори; n+adj-adj (heat-stable-иссиқликка чидамли, рус тилида мунтазам структурат>семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

IV. Амалий машғулотлар бўйича кўрсатми ва тавсиялар

Юқори курсларда ўқув фани сифатида инглиз тили дарсларидан касбий мақсадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдинга қўйилган мақсадга эришишда талабалар:

а) махсус фанларни ўрганишда инглиз тилидаги адабиётларини ўқиш малакасига эга бўлиш;

б) курс ишлари ва бакалавр битирув малакавий ишларини инглиз тилида ёзишлари мумкин;

в) инглиз тилида ўтказиладиган конференцияларда катнашиши мумкин;

г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида қўлланиладиган топшириқлар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда ҳам зарурий фикрлаш фаолиятини шакллантириш учун замин яратди.

Инглиз тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, 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.

Нутқ фаолияти турлари устида ишлаш учун вақт тақсими

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

тинглаб тушуниш - 25% ;

тапириш - 30%;

ўқиш - 25%;

ёзув - 20%.

V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва инглиз тили устида мустақил ишлай оlishи маъна ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

7. Менинг мутахассислигим.
8. Ётақчи университетлар.
9. Буюк Британия, Америка қўшма штатлари.
10. Ўзбекистон.
11. Инглиз тилида гапирувчи давлатлар.
12. Мустақиллик куни.
13. Буюк Британия давлат тизими.
14. Ўзбекистон давлат тизими.
15. Давлатлар таълим тизими.
16. Давлатлар маданияти ва тарихи.
17. Ўзбекистон музейлари.
18. Дунёнинг машҳур университетлари ва бошқалар.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

Асосий адабиётлар

1. Дудкина Г. А. и др. English for businessmen. 1-юsem, Тошкент-2000.
2. Кудрявцева О. Е. и др. English for businessmen. 2-юsem. Тошкент-2000.
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4. Бонк Н. А. Учебник английского языка. Бишкек-1997.
5. Саттаров Т.К. Английский для студентов-юристов (1 часть). Т.Т.ЮИ. 2005 й.

Қўшимча адабиётлар

1. Каримов И.А. Юксак маънавият – энгилмас куч. – Т.: Ўзбекистон- 2008.
2. Мирзиёев Ш.М. Эркин ва фаровон, демократик Ўзбекистон – давлатини биргаликда барпо этамиз. Т-2016
3. Мирзиёев Ш.М. Таъкидий таҳлил катъий тартиб интизом ва шахсий жавобгарлик- ҳар бир рахбар фаолиятининг қундалик қондаси бўлиши керак. Т-2016
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5. Бабаева С.Р. Инглиз тили. Биология факультети талабалари учун ўқув қўлланма. Тошкент - 2015
6. Балибекова М.М. Инглиз тили қисқача грамматикаси ўқув қўлланма. ЎЗМУ. 2008.
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9. Martin Seviour "Word Wise" "SHARQ" PUBLISHING HOUSE. 1997
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13. Ойидова Д. Englishreader. Тошкент- 1998.
14. Бабаева С.Р. The science of life Тошкент- 2014.

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“ТАСДИҚЛАНДИ”

Ўқув йили буйича проректор

О.А.А. А.Маматосупов

2019 йил 31 август

“ХОРИЖИЎЧИ”

(Инглиз тили)

фанининг

ИШЧИ ЎҚУВ ДАСТУРИ

(3 курс 2-Мутахассислик)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 140000 – Табiiий фанлар

Таълим йўналишлари: 5140100 –Биология

Умумий ўқув соати -356 соат

Шу жумладан:

Амалий машғулотлар –80 соат

(1-семестр-8, 2-семестр-16, 3-семестр-16, 4-семестр-16, 5-семестр-24)

Мустақил таълим соати– 276 соат

(1-семестр-26, 2-семестр-56, 3-семестр-56, 4-семестр-56, 5-семестр-82)

Андижон-2019й.

Фаннинг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил “24” августдаги 603 сонли буйруғи билан (буйруқнинг 1 иловаси) тасдиқланган “Хорижий тил” фани дастури асосида тайёрланган.

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

Ўқувчилар:

Д.Рустамов – АндДУ. Факультетлараро чет тиллар (аниқ ва табиий
фанлар) кафедраси мудири

Э.Курбаноў – АндДУ. Факультетлараро чет тиллар (аниқ ва табиий
фанлар) кафедраси ўқитувчиси

М.Ахунوف – АндДУ. Факультетлараро чет тиллар (аниқ ва табиий
фанлар) кафедраси ўқитувчиси

Тахрирчилар:

М.Абдувалиев – АндДУ. “Инглиз тили ва адабиёти” кафедраси доценти,
филология фанлари номзоди

С.Солижонов – АндДУ. “Инглиз тили фонетикаси” кафедраси
мудири, филология фанлари номзоди

АндДУ Чет тиллар факультети
декани:

2019 йил “31” 08 _____ А.Маматкулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар)
кафедраси мудири:

2019 йил “31” 08 _____ Д.Рустамов

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

“Хорижий тил” фани олий маълумотли кадрларни тайёрлаш жараёнининг таркибий қисми бўлиб, замонавий мутахассисларни касбий фаолияти ва кундалик ҳаётида хорижий тилдан фойдаланиш учун уни ўзлаштиришга қаратилган. Олий таълимгача бўлган таълим босқичларида орттирилган билимларга таянган ҳолда олий таълим муассасасида талаба хорижий тилни янада мустаҳкам, чуқурроқ ва танлаган касбига йўналтирилган ҳолда ўзлаштириши кўзда тутилган. Инглиз тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган бўлсада талабалар инглиз тилини керакли даражада урганиши ёрдамида ихтисослик фанларининг хорижий манбааларидан тўғридан тўғри фойдаланиш келгусидаги касбий фаолиятида жаҳондаги илғор техника ва технологиялар, илмий ютуқлар ва соҳа янгиликларидан бевосита хабардор бўлишига имкон яратади.

II. Ўқув фанининг мақсад ва вазифалари

Инглиз тили фанининг мақсади - талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенцияни шакллантиришдан иборат.

Фанининг вазифалари:

- нутқий компетенцияни ривожлантириш;
- оғзаки ва ёзма нутқда соҳавий терминларни самарали қўллаш кўникмаларини шакллантириш;
- ихтисосликка оид матн тузиш, уни таҳрир ва таҳлил қилиш малакаларини ҳосил қилиш;

Талабаларнинг билим, кўнима ва малакаларига кўйиладиган талаблар:

- хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;
- хорижий тилларда сўзларининг услубий қўлланиши тўғрисида *тасаввурга эга бўлиши*;
- хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни;
- хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;
- касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини *билиш ва улардан фойдалана олиш*;
- ўз соҳаси доирасида хорижий тилда фикр ифода қилиш илмий техник алабиётлардан фойдалана олиш кўникмасига эга бўлиши керак.

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

Кундалик мавзу (ўзи ҳақида, оиласи ҳақида, иш куни, севган машғулоти, бўш вақтни ўтказиши ва ҳоказо).

Ижтимоий мавзу (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат)

Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)

Ижтимоий маданий Ўзбекистан Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).

Касбга йуналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

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

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
I - семестр				
1.	Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	34	8	26
II - семестр				
2.	Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	72	16	56
III- семестр				
3.	Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	72	16	56
IV- семестр				
4.	Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	72	16	56
V- семестр				
5.	Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш,	106	24	82

	мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)			
	Жами	356	216	87

3.1 Умумий босқич. Нутқий компетенция

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, тақдирот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;

- реклама ва эълонлар;

- тил соҳиблари нутқ ёзувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);

- тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;

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

Гапириш:

Диалог нутқ

- ижтимоий мавзуларда суҳбат ва норасмий диалог;

- касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;

- мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

Монолог нутқ

- ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;

- мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;

- реклама ва махсус мавзуларда 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.

3.2 Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини ифода қилиб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик курилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан ифода қилиш 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;

- хужжатларни расмийлаштиришни билиш (тузилиши, услуби, хужжат тили) ва у асосида хужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;

- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

3.3 Грамматик компетенция

Актив грамматик минимум

- от, отларда сон, келишиқ, артикл;

- сифат, сифат даражалари;

- олмош;

- феъл;

- мажхуллиқ нисбати;

- дарак, сўроқ, инкор содда гапларнинг қўлланилиши;

- гапларда сўз тартиби;
 - сўрок гаплар;
 - буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
 - шарт майлининг қўлланилиши;
 - and, but боғловчили қўшма гапларни қўлланилиши;
 - 1. if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
 - 2. боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
 - 3. иборали феълларни қўлланилиши.
- Пассив грамматик минимум:
- 4. герундий, сифатдош, равишдошли курилмаларнинг ишлатилиши;
 - 5. герундий, сифатдош, равишдошли курилмаларнинг ясалиши.

3.4 Сўз яшаш минимуми

Талаба янги нутқий шаклларда ўрганилаётган сўз яшаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай олиш лозим. Қуйидаги сўз яшаш моделларини такрорлаш лозим: $v+er=n$ двигател белгиси $Fto\ design$ - лойихалаш -designer - лойихачи; $adj+ness=n$ (hard - кахрли - hardness -кахрилилик); $v+ing=n$ (to varn - огохлантирмоқ, varning огохлантириш ; $n+full=adj$ (power - куч, powerful - бакувват); $adj+ing=adj$ damp – нам damping - намчил) $adj+ly=adv$ (firm - каттик - Firmly - каттик); $un+adj$ (important муҳим, unimportant - номуҳим).

Олдин талабалар уўганган қуйидаги яшаш моделлари ҳам ўзлаштирилиши зарур. $V+er=n$ тузилишидаги ишлаб чиқариш курули, асбоб, курилма ва х.к. ни билдиради (to heat-истиш - heater - иситгич); $v+able=adj$ (to drink- ичмоқ-drinkable – ичиладиган) $adj+ire=v$ circul - думалок, circulire - думалоклаш. $adj+en=v$ (fast-каттик, fasten-қаттикланиш): $dis+v=v$ (to approve – маъқуллаш to disapprove- маъқулламаслик); $n+n=n$ \a steam pipe-буғ қувури; конверсия бўйича «Юслаштирилган ва рус тилида мунтазам тузилиш - семантик мосликка эга феъллар.

Талаба қуйидаги сўз яшаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил аниқлай олиши лозим; $adj+ity=n$ (acid-нордон - acidity - нордонлик); $v+ment= n$ (to treat - ишлов бермоқ - treatment - ишлов): grain - дон – grainy-донли); $n+ed=adj$ (motor - мотор - motored - мотор қуйилган); $n+al=adj$ (coast қирғоқ, coastal - қирғоққа тегишли); $v+ent=adj$ (to differ - фарқланмоқ - different-фарқли); $adj+ify=v$ (humid - намли - to humidify –намламоқ); $n+ate=v$ (fraction - фракция to fracinate – моддани алоҳида фракцияларга бўлмоқ); $n+ize=v$ (rubber-резина to rubberize – резиналаш); $de+ v =v$ (to clutch - уламоқ; declutch – узмак); $re+v =v$ (to colour - бўямоқ - to recolour – янги рангга бўямоқ); $over+v=v$ (to heat - иситмоқ - to overheat – қайта иситмоқ); $en+adj=v$ (large-катта, to enlarge – катталаштирмоқ); $en+n=v$ (circle - доира – to encircle - доирага олмак); $n+n=v$

(a boiler - room козонхона); adj+n=n (a loud speaker - овозни баландлатувчи мосламалар); adj+adj=adj (dark blue- зангори); n+adj=adj (heat-stable- иссикликка чидамли); рус тилида мунтазам структураси семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

**“Хорижий тил (Инглиз тили)” фани бўйича амалий машғулотларнинг
календар тематик режаси
III-курс (V-семестр)**

№	Амалий машғулотлар мавзулари	Соат
1.	Relative clauses – who\ that\ which. Text: Rational numbers.	2
2.	Relative clause without who, that. Text: Numerals. Decimal numerals.	2
3.	Relative clauses – whose\whom\where. Text: Getting a job.	2
4.	Job application. Time and conditional clause If sentences (present/future). Doing exercises. The generation gap. Giving advice.	2
5.	If and wish sentences (past). Text: Famous mathematician - Al Kharazmi.	2
6.	Passive voice. Text: Short Introduction to The New Word formation. Isaak Newton.	2
7.	Countable and uncountable nouns. Text: Mathematics and Computation. The Meaning of Geometry	2
8.	If I do ... and if I did ... Direct and indirect speech. Text: Figures. Simple Closed Figures. Rays, Angles. Computers.	2
9.	Direct and indirect speech. Text: Something about Euclidean and Non-Euclidean Geometries.	2
10.	Direct and indirect speech. Text: I want to be a computer programmer.	2
11.	Modal verbs – Can, could , would you... Text: Circumference of a Circle.	2
12.	Cause affect linking words and phrases. Text: Great mathematician N.I. Lobachevsky.	2
	Жами:	24

IV. Амалий машғулотлар бўйича кўрсатма ва тавсиялар

Юкори курсларда ўқув фани сифатида инглиз тили дарсларидан касбий мақсадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган мақсадга эришишда талабалар:

- а) махсус фанларни ўрганишда инглиз тилидаги адабиётларни ўқиш малакасига эга бўлиш;
- б) курс ишлари ва бакалавр битирув малакавий ишларини инглиз тилида ёзишлари мумкин;
- в) инглиз тилида ўутказиладиган конференцияларда қатнашиши мумкин;
- г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида қўлланиладиган топшириқлар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда ҳам зарур бўлган фикрлаш фаолиятини шакллантириш учун замин яратди.

Инглиз 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.

Нутқ фаолияти турлари устида ишлаш учун вақт тақсимооти

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

- тинглаб тушуниш - 25% ;
- гапириш - 30%;
- ўқиш – 25%;
- ёзув – 20% .

V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлаш олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва

вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим.

Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

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

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Мустақил таълим учун тавсия этиладиган мавзулар:

19. Ўзи ҳақида тўлиқ маълумот бериш;
20. Орзуимдаги уй;
21. Спорт;
22. Машҳур кишилар
23. Менинг университетим;
24. Байрамлар;
25. Менинг мутахассислигим.
26. Етакчи университетлар
27. Буюк Британия, Америка Қўшма штатлари
28. Ўзбекистон.
29. Инглиз тилида гапирувчи давлатлар
30. Мустақллик куни.
31. Буюк Британия давлат тизими.
32. Ўзбекистон давлат тизими.
33. Давлатлар таълим тизими.
34. Давлатлар маданияти ва тарихи.

35. Ўзбекистон музейлари.
36. Дунёнинг машҳур университетлари ва бошқалар

“Хорижий (инглиз) тил” фанидан мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабалар мустақил таълимнинг мазмуни ва ҳажми

V-семестр 82 соат

№	Theme	Hours
1.	Profession skills.	16
2.	Life and creativity of famous people in the studied subject.	16
3.	News of the learning subject.	16
4.	Working on the text “Professionality and speciality”.	16
5.	Actual problems on speciality.	18
	Total:	82

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат					Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	
1.	Амалий	8	16	16	16	24	80
2.	Мустақил таълим	26	56	56	56	82	276
	Жами	34	72	72	72	106	356

Талабанинг “Хорижий тил” инглиз тили фани бўйича ўзлаштириш кўрсаткичи қуйидаги мезонлар асосида баҳоланади

Рейтинг тизими асосида баҳолаш мезони

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

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Жорий назорат баллари	
		Максимал	Ўзгари

			III 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	Оралик назорат баллари	
		Максимал	Ўзгариш III 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 III 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	Аъло	✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш;

куйидагиларга жавоб бериши лозим		<ul style="list-style-type: none"> ✓ 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 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 коидаларга 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.

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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V.3 TARQATMA MATERIALLAR

Coloids

Coloids (acc. to charge)

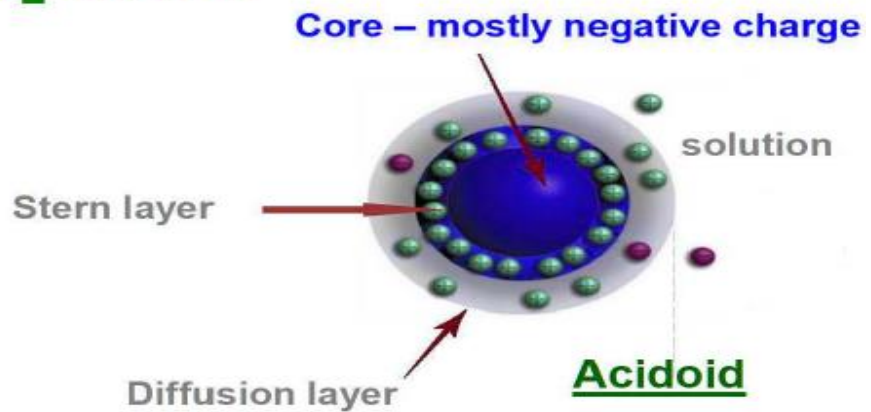
Acidoids (adsorb cations)

Bazoids (adsorb anions)

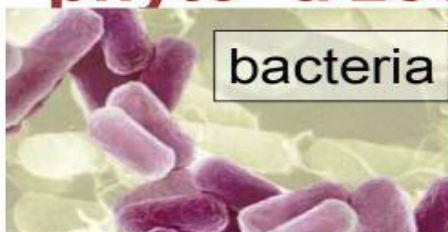
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



phyto- a zoo-edaphon - examples



bacteria



fungi



protozoa



actinomycetes



mites



worms



vertebrates

Human impact on soils



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



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



Vegetation

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



trees – forests, rainforests



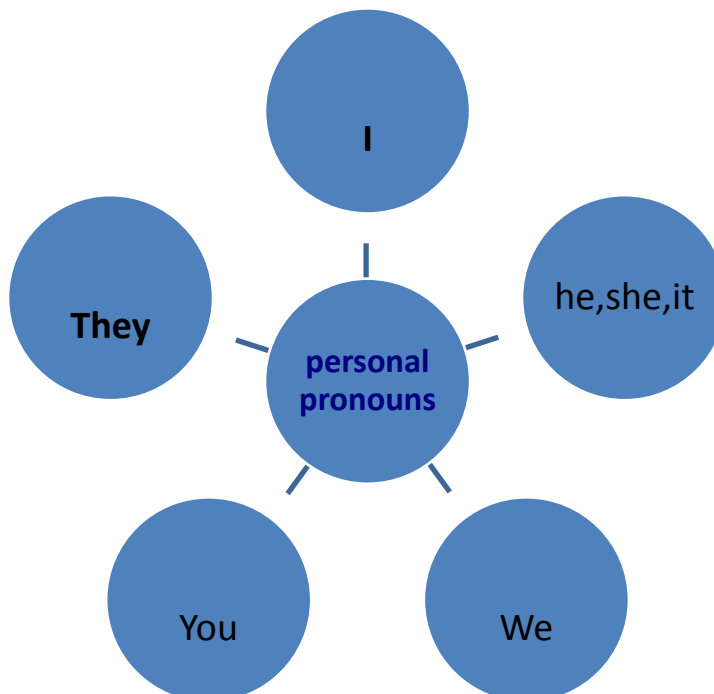
«KLAster» metodi

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

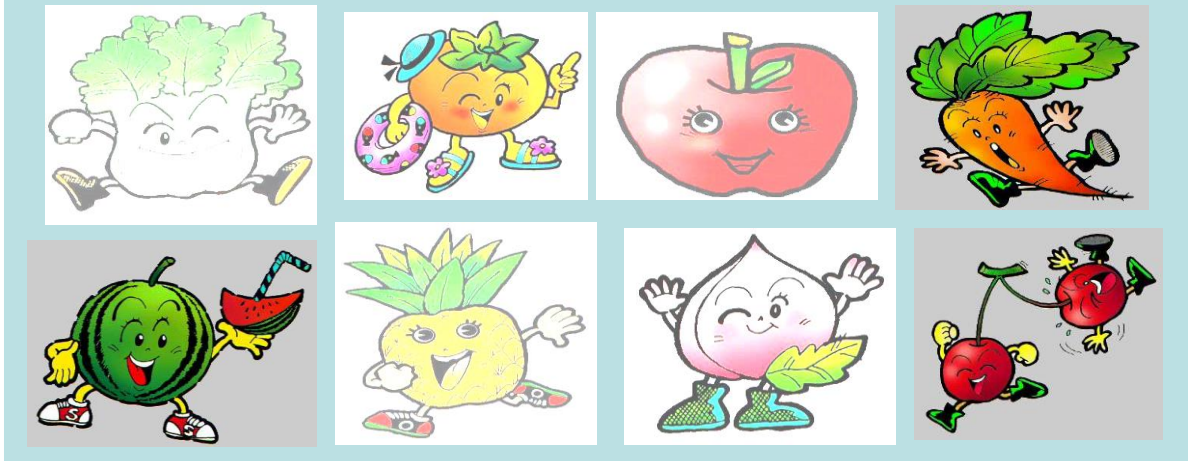


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

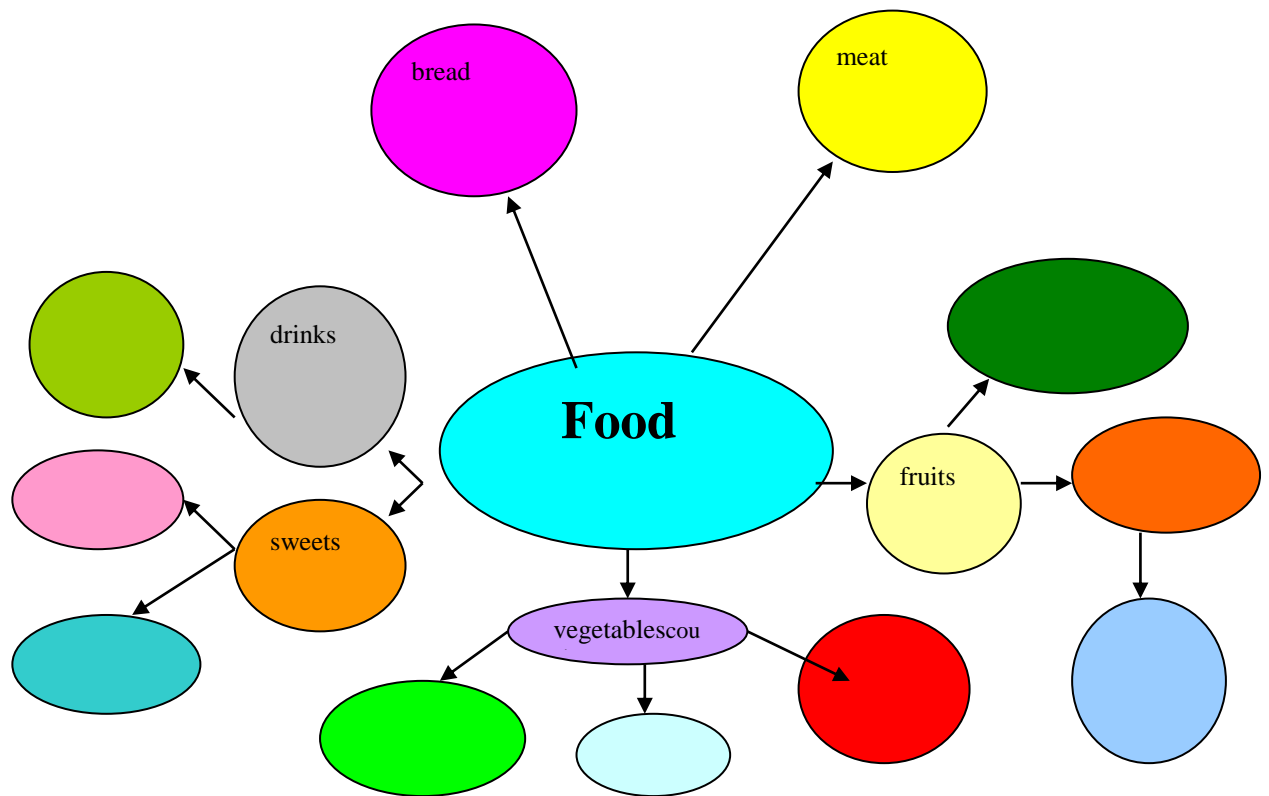


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



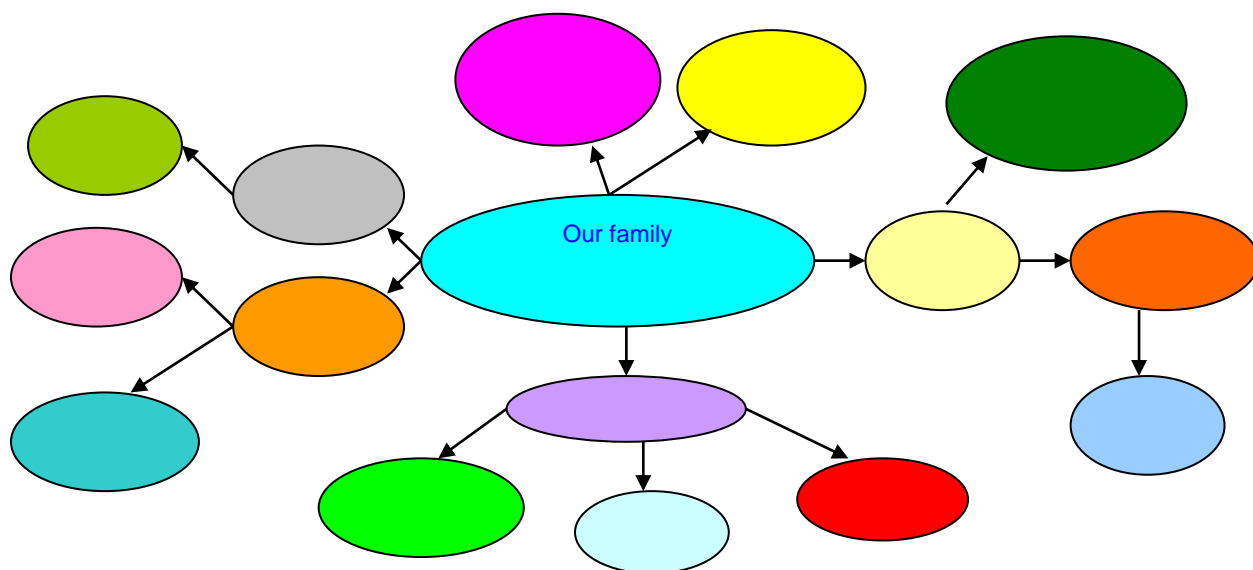
«KLAster» metodi

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



faqat ularni yozing.

«KLASTER» metodi



Guruhlar uchun topshiriqlar:

Quyidagi rasm asosidagi soʻz va iboralardan foydalanib hikoya tuzing.

I- guruh:



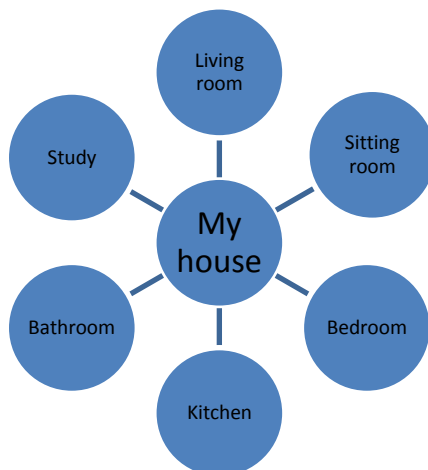
II- guruh:



III- guruh:



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



Guruhlar uchun topshiriqlar.

Guruh №1

How do you spend your day off?

Guruh №2

How did you spend your last day off?

Guruh №3

What are your plans for your next day off?

Basic nomenclature

Soil horizon designations

layers with properties different from other adjacent layers

litter layer

A (humus)

B (leached)

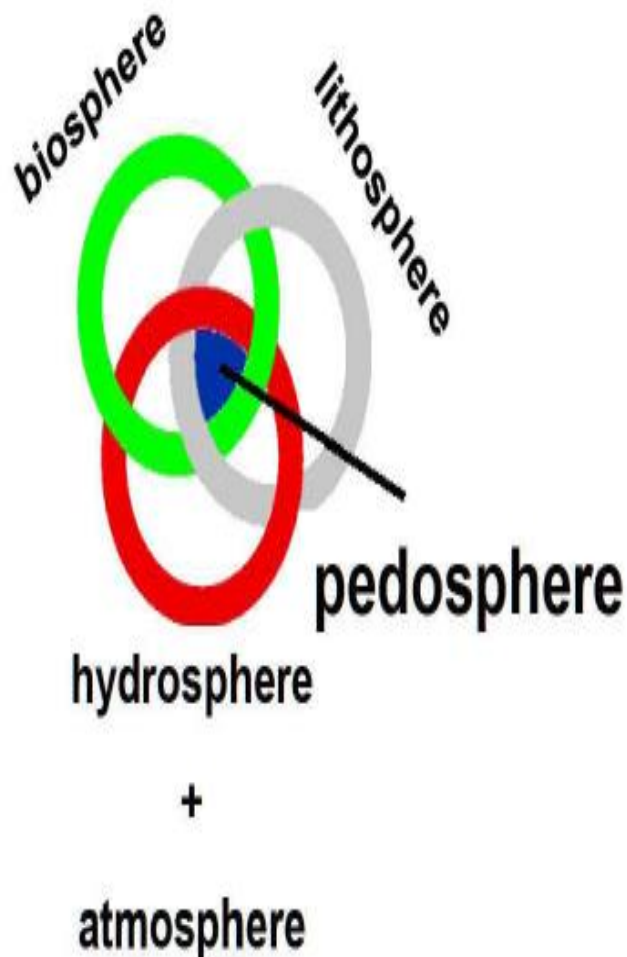
C (bedrock substrate)

R (bedrock)



Soil profile – vertical section combining all soil horizons

Soil – interface of systems



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

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

soil is described according to
soil horizons

V.4 TESTLAR

1. PRACTICE TESTS

1.1. GRAMMAR TESTS

Grammar Test 1

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

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

Grammar Test 2

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

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

Grammar Test 3

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

1. Modern skyscrapers have a steel skeleton of beams and columns _____ a three-dimensional grid.
A) forms B) from which forming C) and forming D) that forms
2. In the late 1970s and early 1980s, the United States developed a reusable space shuttle _____ to space cheaper and easier.
A) to make access B) and making access C) which made accessible D) and made accessible

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

Grammar Test 4

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

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

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

Grammar Test 5

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

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

A) don't have to B) must not C) has to D) must not to

9. Our CEO entered his chosen career quite late, _____?

A) isn't it B) didn't he C) did not he D) didn't our CEO

10. The departmental manager _____ it was my fault that we had lost the Siemens contract.

A) told B) said me C) said D) told to me

11. Does the brochure say _____ in the villas.

A) how often is the bed linen changed B) how often the bed linen is changed

C) how is the bed linen changed often D) how the bed linen often is changed

12. The damage was _____ severe that the pilot couldn't regain control.

A) so B) such C) so a D) such a

Grammar Test 6

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

1. Much of the forest _____ out in the hurricane, as you can see.

A) has been wiped B) has wiped C) wiped D) was wiped

2. I _____ your report yesterday – could I see it now?

A) have not received B) not received C) did not receive D) did not received

3. Could you look after Mrs White tomorrow – I can't do it because I _____ back from the conference when she gets here.

A) will have travelled B) was travelling C) was going to travel D) will be travelling

4. The telecoms operator _____ figures showing that the demand for broadband Internet has grown twice this year.

A) has been published B) has published C) is being published D) will be published

5. If that package from Neilson's arrives this afternoon, _____ it up to my office immediately.

A) you are bringing B) you would bring C) bring D) you brought

6. No conclusions _____ from this chapter.

A) can be drawn B) can't be drawn C) cannot be drawn D) can be not drawn

7. The files aren't here – I _____ them back at the office.

A) may leave B) must be leaving C) should have left D) must have left

8. Every new discovery seems to widen the horizon and increase the extent of _____ contact with unexplored areas.

A) our B) us C) we D) ours

9. I asked Martha _____ the conference had gone well.

A) what B) did C) if D) that

10. My boss was very supportive and encouraged me _____ for the promotion.

A) to apply B) to have applied C) to applying D) to be applied

11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.

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

Grammar Test 7

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

1. I _____ for a German laboratory for two years, from 1990 to 1992.
A) work B) have worked C) have been working D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
A) will use B) are going to use C) will be using D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
A) shows B) show C) are shown D) were shown
4. Gas is made up of very _____ molecules.
A) few B) less C) much D) a large number
5. They refused to give _____ explanation to the fact.
A) some B) any C) no D) not any
6. We had to get an interpreter in Japan because none of us _____ speak Japanese.
A) knew B) were able C) could D) succeeded
7. The Manager asked me _____ of the new proposal.
A) what did I think B) if I thought C) that I did think D) what I thought
8. He apologized _____ at the meeting late.
A) to arrive B) that he arrived C) of arriving D) for arriving
9. You _____ yet whether to study management or business administration.
A) need decide B) need deciding C) needn't decide D) need to have decided
10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?
A) ourselves B) us C) each other D) our
11. All the problems _____ from both theoretical and experimental viewpoints.
A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
A) convenienter B) convenientest C) more convenienter D) more convenient
13. These _____ are available in current literature.
A) datum B) datums C) datas D) data
14. The atomic weight of sulphur is twice _____ that of oxygen.
A) as large as B) as large than C) larger as D) so large as
15. There will be a repeat of the smog crisis of two years ago here if nothing _____ to control the fires.

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

Grammar Test 8

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

1. We _____ that the authorities are not doing enough to restore this beautiful lake to its former state.
A) believing B) are believing C) believes D) believe
2. Customers in remote areas do not know whether the phone lines in their areas _____.
A) will be being upgraded B) will upgrade C) will be upgraded D) will have upgraded
3. Monsieur Degas _____ this afternoon, but he rang to change the appointment to next Tuesday.
A) would come B) was going to come C) is going to come D) will have come
4. _____ you those figures yet?
A) Has he sent B) Have he sent C) Has he send D) Did he send
5. Neil's a good administrator, but if he deals with customers, he always _____ problems.
A) creating B) creates C) created D) would create
6. If the temperature _____, the experiment might have been a failure.
A) had been not raised B) had not been raised C) had not raised D) would have been raised
7. I haven't seen Simone for ages - she _____ in a different department.
A) should work B) needn't have worked C) must be working D) ought to have been working
8. _____ these hypotheses can explain the origin of the solar system.
A) Nothing of B) No of C) Nobody of D) None of
9. At the meeting the shareholders asked how the company _____ in the previous year.
A) did B) had done C) have done D) has done
10. At present intensive research _____ on the improvement of spaceflight conditions.
A) is done B) is doing C) is being done D) has been done
11. You _____ such a long essay. Three paragraphs would be enough to demonstrate your writing ability. You have written much more than that.
A) need have written B) needn't have written C) need write D) need writing
12. I thought the Government _____ genetically modified food. Didn't the Prime Minister say that himself?
A) is supported B) supported C) have been supported D) will support
13. Electronic devices are in wide use in this _____.
A) laboratory research B) laboratory's researches C) laboratories researches D) laboratories's research
14. The physiologists are rather worried about the side effects of aspirin. Can you recommend a _____ alternative?
A) safier B) safer C) more safe D) more safer
15. The older the formations, _____ generally to study.
A) hard they are B) they are hard C) the harder they are D) harder they are

Grammar Test 9

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

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

Grammar Test 10

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

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.
A) bring ing B) bring C) brings D) has brought

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

Grammar Test 11

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

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.
A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.
A) many B) much C) few D) little
4. In recent years, many plans _____ for large 'floating cities' with living accommodation for as many as 50,000 people.

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

Grammar Test 12

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

1. Although rainforests cover only six per cent of the Earth's land surface, they _____ about 50% of all species of life on the planet.
- A) containing B) are containing C) contain D) have been containing
2. When Edouard Benedictus, a French scientist, _____ in his laboratory, he dropped a glass bottle which had some plastic inside – and invented safety glass.
- A) was working B) has worked C) works D) worked
3. _____ desert plants store food in their leaves or roots, and some desert plants can live for many years.
- A) Many B) A lot C) Lots D) much
4. The passengers of the cruise ship _____ with all kinds of entertainment and sports facilities.
- A) will have provided B) will be provided C) will provide D) will be providing
5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.
- A) would be/saw B) are/will see
C) had been/would have seen D) were/would see

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

Grammar Test 13

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

1. While he _____ the Moon through his telescope, Galileo realized that it had mountains and craters.
 A) observed B) was observing C) observes D) observing
2. This telescope is excellent! It _____ for fifteen years, and it has produced more than 700,000 images of the universe.
 A) works B) have worked C) has been working D) worked
3. You can't swim in the Dead Sea because it contains too _____ salt.
 A) many B) a lot of C) lots D) much
4. Worldwide sales of bottled water _____ to reach \$72 billion by next year.
 A) forecast B) forecasted C) is forecast D) are forecast
5. If a storm _____ Bartolomeu Dias's ship off the coast of Africa in 1487, they _____ in the Indian Ocean by accident.
 A) had not hit/would not have arrived B) did not hit/would not arrive
 C) would not hit/did not arrive D) would not have hit/had not arrived
6. Hot water can freeze _____ cold water.
 A) more easy than B) more easily than C) as easier as D) easiest as
7. Finally in 1861 Stuart managed _____ at the northern coast of Australia, near the modern city of Darwin.
 A) to arrive B) arriving C) in arriving D) arrive

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

Grammar Test 14

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

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

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

Grammar Test 15

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

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

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

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

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

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

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

A) the volcano will erupt B) will the volcano erupt

C) the volcano would erupt D) would the volcano erupt

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

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

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

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

1. 2. VOCABULARY TESTS

Vocabulary Test 1

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

Sound Advice for Language Learners

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

0 A series B issue C programme D release

1 A domain B branch C field D area

2 A wondering B thinking C looking D considering

3 A assess B review C balance D survey

4 A charge B cost C price D valuation

5 A recognised B understood C valued D regarded

6 A sights B ends C objects D goals

7 A by B about C into D in

8 A Nose B Push C Run D Shop

9 A rapid B crash C quick D fast

10 A achieving B doing C gaining D making

- | | | | | |
|----|------|-----------|-----------|----------|
| 11 | A on | B forward | C from | D onward |
| 12 | A up | B on | C through | D out |

Vocabulary Test 2

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

Improving Your Intellect

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

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

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

Vocabulary Test 3

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

Environmental Concerns

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

time when rising human numbers and consumption are (9)..... increasingly high demands on it.

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

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

Vocabulary Test 4

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

No More Classes

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

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

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

- | | | | | |
|---|------------|--------------|--------------|------------|
| 0 | A in | B at | C of | D to |
| 1 | A with | B for | C at | D in |
| 2 | A still | B for | C yet | D already |
| 3 | A place | B put | C set | D get |
| 4 | A take | B do | C catch | D hold |
| 5 | A although | B preferably | C instead | D contrary |
| 6 | A force | B hit | C depress | D push |
| 7 | A so | B such | C like | D alike |
| 8 | A with | B to | C from | D for |
| 9 | A role | B duty | C obligation | D need |

- | | | | | |
|----|--------------|-----------|-----------|-----------|
| 10 | A replace | B restore | C succeed | D recover |
| 11 | A definitely | B mainly | C totally | D surely |
| 12 | A spend | B make | C have | D do |

Vocabulary Test 5

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

The Sahara

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

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

Vocabulary Test 6

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

- 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
4. He is very enthusiastic about his acceptance to the University.
A) excited B) pleased C) passive D) non-committal
5. What is necessary now is a correct balance of the use of coal, gas, oil and nuclear power.
A) method in B) mixture of C) technique D) technology in
6. The cup was filled to the rim.
A) to the brim B) too full C) overflowing D) half way
7. She always avoided her bad-tempered aunt.
A) disliked B) remembered C) took care of D) evaded
8. I was all alone and felt like crying.
A) sad B) unhappy C) lonely D) unloved
9. He looked up just as the sun emerged from the cloud.
A) vanished in B) covered C) appeared out of D) revealed
10. A flying aeroplane maintains its equilibrium as long as there is sufficient support from the pressure of air or wind against its wings.
A) equanimity B) balance C) ability to fly D) flight path

Vocabulary Test 7

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

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

Vocabulary Test 8

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

1. Modern technology was not generally available before the 1930s.
A) at the time of B) prior to C) due to D) thanks to

2. A group of geologists explored the caves.
A) isolated B) inscribed C) tested D) examined
3. Ecologists are advocating measures to clean the polluted areas.
A) supporting B) opposing C) discouraging D) believing in
4. The Mississippi River flood in 1994 was devastating.
A) divisible B) crushing C) damaging D) shocking
5. At times the vital balance between animals and plants is upset by man's interference.
A) good intentions B) intrusion C) assistance D) withdrawal
6. Congress is discussing tax rates tomorrow in a closed door session.
A) abolishing B) reducing C) debating about D) revoking
7. Suddenly a cloud appeared on the horizon.
A) emerged B) grew larger C) was hidden D) turned back
8. His enthusiasm for sports affected the results of his school examination.
A) effected B) improved C) influenced D) inspired
9. The population of the town is slightly less than one hundred thousand people.
A) even B) a little C) a lot D) much
10. Gradually the participants of the conference filled the conference hall.
A) all at once B) recently C) suddenly D) little by little

Vocabulary Test 9

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

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

Vocabulary Test 10

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

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

Vocabulary Test 11

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

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

Vocabulary Test 12

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

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

Vocabulary Test 13

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

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

- A) strong B) high C) deep D) sharp

Vocabulary Test 14

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

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

Vocabulary Test 15

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

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

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

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

Vocabulary Tests

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

V.5 БАҲОЛАШ МЕЗОНИ

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

Рейтинг тизими асосида баҳолаш мезони

Фаннинг номи	Рейтинг назорати									
	Жорий назорат			Умумий	Мустақил таълим Оралиқ назорат			Умумий	ЯН	Умумий
	Сони	Балл	Жами		Сони	Балл	Жами		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	Оралиқ назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Грамматик кўникмаларни текшириш.	10	0-10
2	Ёзув кўникмаларини текшириш.	10	0-10
3	Берилган саволларга жавоб бериш.	10	0-10
Жами ОН баллари		30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	<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.