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ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВДАТ УНИВЕРСИТЕТИ

ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР
(аниқ ва табиий фанлар) кафедраси

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фанидан

4-курс учун
ЎҚУВ-УСЛУБИЙ МАЖМУА

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Ўқув-услубий мажмуа Андижон давлат университети Кенгашининг 2019 йил “31” августдаги “1” сонли баёни билан тасдиқланган.

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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1

History of the specialty (Physics) studied

1. Answer the following questions?

How many periods can the history of physics be divided into?

What do we know about Alchemy?

What do we understand about Modern physics?

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

Text-1

The beginnings of anything like a connected history of the science which is now called physics may be placed with considerable definiteness about the beginning of the 17th century and associated with the great name of Galileo. It is of course true that innumerable isolated facts had been known for many centuries, which are now included among the data of this science; and many tools and simple machines which are now regarded as applications of physical principles had been devised and used. Even prehistoric man knew some of these to his very great advantage. But, with one important exception which will be mentioned later, there was, in the ancient world, no connected body of knowledge in this field which can properly be called scientific. In this respect physics differs radically from mathematics, or astronomy, natural history, or medicine, each of which began its modern career with a store of scientific knowledge that had been obtained and put in order before the Renaissance.

Text-2

The reason for this difference is doubtless to be found in the fact that the progress of physics is dependent, almost from the first step, on the method of experiment as distinguished from the method of observation. For some unknown psychological reason, the appreciation of the possibilities of experiment as an intellectual tool and the ability to make use of its technique appear very late in the history of human development. A few individuals like Archimedes understood and practiced it, and it is difficult to understand why the seed which they sowed proved sterile. Certain inhibitions, common (despite their very different temperaments) to the Greeks, the Romans and the men of the Middle Ages, seem to have prevented the infection from spreading. There are no artificial hazards and rules of the game, such as those which the Greeks were so fond of imposing in mathematical problems. Any sort of logic (or the lack of it) is permissible since the final test is to be the experiment and not consistency of argument; it will indeed be a test of the premises no less than of the reasoning process.

Text-3

The greatest masters are those who make most use of apparently non-logical processes-intuitions and "hunches" which are perhaps the results of sub-conscious reasoning from data but dimly perceived. The experiment itself is an observation made under highly artificial and carefully prearranged conditions, and it is this which gives the method its greatest advantage over simple observation of natural phenomena. This is well illustrated by Galileo's work upon the principles of mechanics and in their application to the particular case of the motion of falling bodies. Centuries of inescapable observation of moving bodies had led to no correct idea of the simple laws underlying their behavior, because these laws had been obscured by the effect of friction-a secondary condition of the problem. Galileo's experiments consisted in reducing these effects until the true nature of the phenomena could be observed.

Text-4

The famous experiment at the Leaning Tower of Pisa was a spectacular demonstration of one point of his theory designed to confute his Aristotelian critics; but the really important and fertile experiments were quite simply arranged with the help of iron balls, inclined tracks, boards, nails and bits of string. With the simplest material means he laid the foundations of dynamics and, with it, those of physical science as a whole. Lagrange remarks that Galileo's contributions to mechanics "did not bring him in his lifetime as much celebrity as those discoveries which he made about the system of the world, but they are to-day the most enduring and real part of the glory of this great man. The discoveries of Jupiter's satellites, of the phases of Venus, of sun spots, etc., needed only telescopes and assiduity; but extraordinary genius was needed to disentangle the laws of nature from phenomena which are always going on under our eyes, but of which the explanation had always eluded the search of philosophers.

Text-5

The world was ready for the structure which was to be erected upon the foundations laid by Galileo. In the next generation, Torricelli in Italy and Pascal in France showed by bold reasoning and experimentation that Nature's horror was due to the weight of the atmosphere; while Guericke in Germany and Boyle in England discovered other important properties of gases. In dynamics, the direct succession fell to Christian Huygens of Amsterdam, a natural philosopher of very high rank and a worthy successor of Galileo. He completed the theory of the pendulum and by its use determined the acceleration of gravity; invented and constructed the pendulum clock and escapement, discovered the theorems of centrifugal force, and was the first to use what is now called the principle of viva or kinetic energy.

LESSON 2

History of the specialty (Physics) studied

1. 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.

2. Make up sentences using the following sentences.

1	liquid state	Lavoisier,
2	Mendeleev	suyuq holat,
3	modern chemistry	Mendeleev,
4	molecules	zamonaviy kimyo
5	nitroglycerine	molekulalar,
6	oxygen	nitrogliserin,
7	organic chemistry	kislorod,
8	periodic table	organik kimyo,
9	phlogiston	davriy jadval,
10	plastics pneumatic chemistry polymers	flogiston,
11	solid state	plastmassa pnevmatik
12	sulfur oxide spectroscopic analysis	kimyo, polimerlar,
13	stereochemistry	qattiq holat,
14	thermodynamics	oltingugurt oksidi
		spektroskopik tahlil,
		stereokimyo

LESSON 3

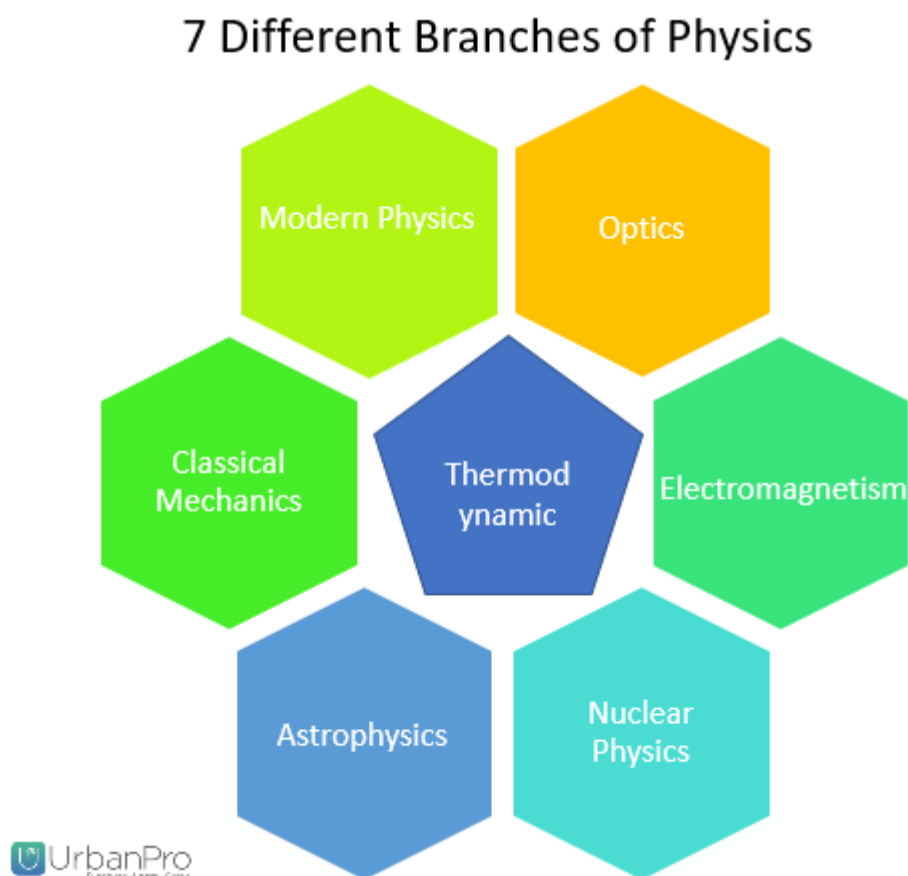
Areas of specialization studied

1. Answer the following questions?

How many different branches of Physics?

How many types are there in Chemistry?

2. Write the definition each 7 different Branches of Physics on the picture.



3. Information about 7 different Branches of Physics

Science is about studying the natural world in a disciplined way. It allows us to find evidence with the help of experiment and develops new technologies, medicines and much more that makes the human life significantly simpler. On the other hand, Science has basically been divided into 3 types – Chemistry, Physics and Biology. Among all, we are going to explore the different branches of Physics. Yes, Physics – the branch of natural science, that deals with the study of motion, gravitation, space, energy, time and much more. Honestly, learning physics is essential as it is used in regular day to day existence.

LESSON 4

Areas of specialization studied

1. Work in pair. Translate the following text into Uzbek

Text-1

Today, this subject has been divided into various branches. Among all, below are the 7 different branches of physics:

1. Optics
2. Modern Physics
3. Classical Mechanics
4. Nuclear Physics
5. Electromagnetism
6. Astrophysics
7. Thermodynamic.

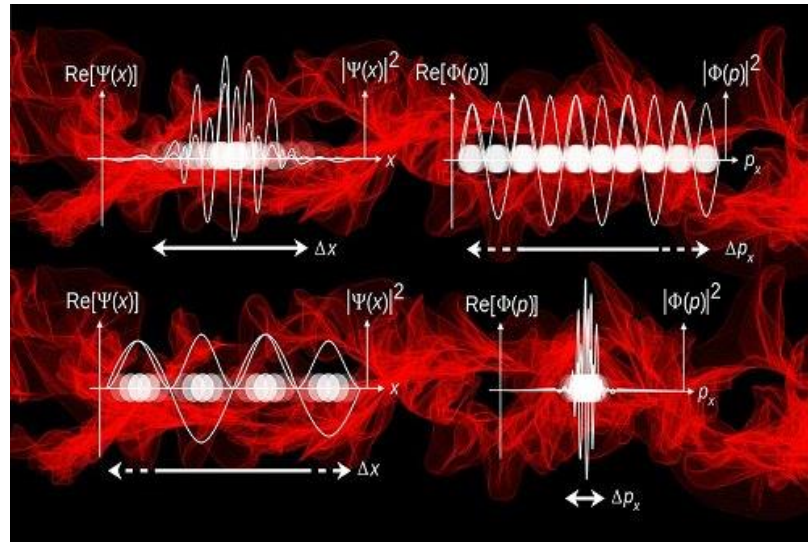
Optics

The branch of physics deals with the behaviors and the properties of light, Optics usually describes the behaviors of electromagnetic radiations (EMR) like ultraviolet- (UV) is an electromagnetic radiation with a wavelength from 10 nm to 400 nm, infrared light (IR), is an electromagnetic radiation (EMR) with a wavelengths extends from 700 nm to 1000000 nm etc. Today, Optics has three major branches. Geometrical optics, it is a physics deals with the study of light as rays. Physical optics is the study of light as waves and the last one, Quantum optics is the study of light as particles.

Text-2

Modern Physics

Modern physics is a branch of physics focuses on the theory of relativity and quantum mechanics. The pioneer of this physics is the founder of the theory of relativity – the greatest physicist - Albert Einstein and the founder of quantum theory- Max Planck. Remember, quantum mechanics deals with the behavior of smallest particles, whereas the theory of relativity deals with the relationship between electromagnetism and mechanics.



Text-3

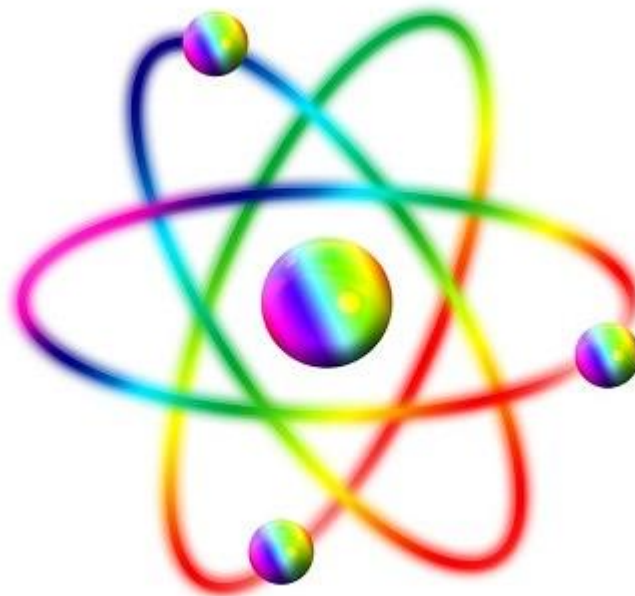
Classical Mechanics

Classical Mechanics is a branch of physics, that deals with the energy, force, gravitation and so on. This branch of physics is named after the most influential scientist of all time, Sir Isaac Newton and his laws of motion. Therefore, this branch is known as the “Newtonian mechanics”. Classical Mechanics studies the motion of macroscopic objects as well as the cosmic entities such as Stars, Galaxies, Planets and also the behaviors of solid, liquid, gas and many more.

Text-4

Nuclear Physics

Nuclear physics deals with the study of the protons and neutrons (its constituents and interactions) at the center of an atom. Nuclear physics helps reveal atomic weapons, atomic power, nuclear medicine ion implantation in material engineering designing and a great deal more. However, Atomic Physics, on the other hand, deals with atoms in isolation.



Text-5

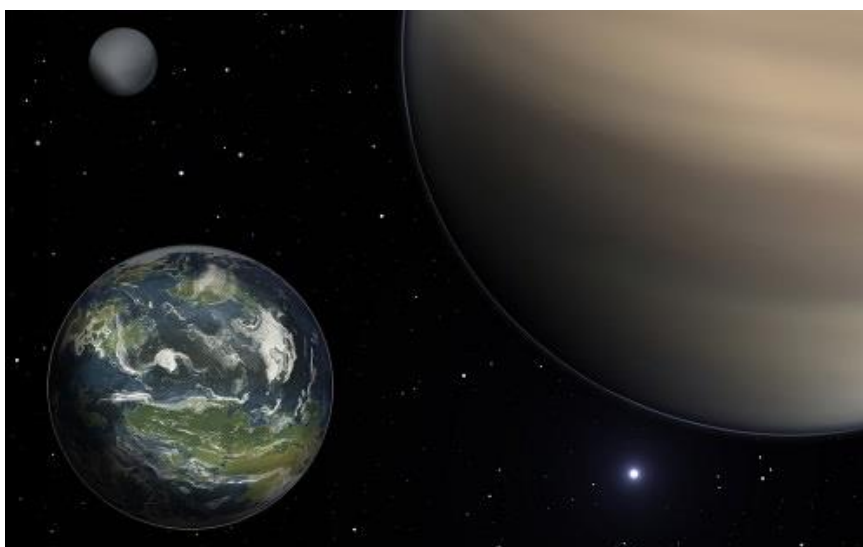
Electromagnetism

Electromagnetism is a study of electromagnetic force (existence of electricity) like light, electric fields, magnetic fields and so on. The two aspect of this physics is “electricity” and “magnetism”. Remember, electricity is the form of energy borne by elementary particles like the electron. Electromagnetism is considered as one of the most powerful physics, in light of the fact that electromagnetic force is encountered in day to day existence. For example Lightning in the sky during a thunderstorm is an electrostatic discharge.

Text-6

Astrophysics

The branch of natural science, Astrophysics deals with the study of astronomical objects like Stars, Galaxies, Planets, Comets and other celestial bodies. This physics likewise to focus on the laws and theories, interpretation as well as astronomical observations. Astrophysics apply many another discipline of physics such as electromagnetism, thermodynamic, relativity, nuclear physics, quantum mechanics and much more.



Thermodynamic

The branch of physics, Thermodynamic deals with the study of physical qualities which includes temperature, energy, and entropy. Remember, the laws of thermodynamic control interactions of almost everything in this universe today.

5. Write a letter to your tutor telling him or her which areas of Physics you would like to specialize in and why. Use these notes to help you.

Dear Mr / Mrs (tutor's surname),

Writing to tell you choices I have made

Specialize in **(one or two of the main areas)**

Reasons for choosing: interested in **(plants / animals / latest ideas / laboratory work / your own ideas)**

Possible career choices: what I hope to do when I graduate

(medicine / ecology / agriculture / your own idea)

Offer to meet and discuss choices: I would like your advice and hope we can

Yours sincerely,

(your full name: first name + surname)

LESSON 5

Great representative of studied area

1. Answers the following questions:

Who and what is William Gilbert?

Who and what is Galileo?

Who and what is Robert Boyle?

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

Text-1

Gilbert and the amber force: 1600

The year 1600 is a good one for William Gilbert. He is appointed court physician to Queen Elizabeth, and the summary of his life-long research into magnetism is published as *De magnete, magneticisque corporibus, et de magno magnete tellure* (Of the magnet, of magnetic bodies, and of the earth as a great magnet).

As the title states, Gilbert's work has led him to the grand conclusion that compasses behave as they do because the earth itself is a vast magnet. He introduces the term 'magnetic pole', and states that the magnetic poles lie near the geographic poles.

Gilbert describes useful practical experiments, revealing how iron can be magnetized for use in compasses without relying on rare and expensive lodestone. Hammering the metal will do the trick, if the iron is correctly aligned with the earth's magnetic field.

Gilbert's researches also involve him in the mysterious property of amber, recognized 2000 years previously by **Greek scientists**. He identifies this as a force and coins a term for it from *elektron*, the Greek for amber. He calls it, in an invented Latin phrase, *vis electrica* - the 'amber force'. **Electricity** has found its name.

Text-2

Galileo and the Discorsi: 1634-1638

In December 1633 Galileo is placed under **house arrest**, on the pope's orders, because of his work on astronomy. Finding himself confined to his small estate at Arcetri near Florence, his response is typically positive. He settles down to explain and prove his early and less controversial discoveries in the mechanical sciences. Two are particularly well known. The first he is said to have observed as a student in Pisa, when he watches a lamp swinging in the cathedral, times it by his own pulse, and discovers that each swing takes the same amount of time regardless of how far the lamp travels. At Arcetri he demonstrates this principle of the pendulum experimentally, and suggests its possible use in relation to **clocks**. His other most famous discovery in physics, proved theoretically in about 1604 when he is professor of mathematics in Padua, is that bodies falling in a vacuum do

so at the same speed and at a uniform rate of acceleration. (There is as yet no vacuum in which to demonstrate this law, but **Boyle** is able to do so later in the century.) While at Padua Galileo also works out the laws of ballistics, or the dynamics of objects moving through the air in a curve rather than falling directly to earth.

Written up and proved mathematically during 1634, these theorems are published in Leiden in 1638 as the *Discorsi e dimostrazioni matematiche intorno à due nuove scienze attenenti alla meccanica et i movimenti locali*. Galileo's title claims to introduce two new sciences, mechanics and 'local movements', and his book stands at the start of mathematical physics. He is the first to use mathematics to understand and explain physical phenomena, and he is the first to make rigorous use of experiment to check results provided by theory. The attractive notion of his dropping weights from the leaning tower of Pisa, to check on the behaviour of falling bodies, is only a legend. But he certainly, if more mundanely, rolls balls down inclined planes for the same purpose. Galileo provides the foundation on which **Newton** (born in the year of Galileo's death) soon builds.

Text-3

Barometer and atmospheric pressure: 1643-1646

Like many significant discoveries, the principle of the barometer is observed by accident. Evangelista Torricelli, assistant to Galileo at the end of his life, is interested in why it is more difficult to pump water from a well in which the water lies far below ground level. He suspects that the reason may be the weight of the extra column of air above the water, and he devises a way of testing this theory. He fills a glass tube with mercury. Submerging it in a bath of mercury, and raising the sealed end to a vertical position, he finds that the mercury slips a little way down the tube. He reasons that the weight of air on the mercury in the bath is supporting the weight of the column of mercury in the tube. If this is true, then the space in the glass tube above the mercury column must be a vacuum. This plunges him into instant controversy with traditionalists, wedded to the ancient theory - going as far back as Aristotle - that 'nature abhors a vacuum'. But it also encourages **von Guericke**, in the next decade, to develop the vacuum pump.

Text-4

Von Guericke and the vacuum: 1654-1657

Spectators in the town square of Regensburg, on 8 May 1654, are treated to perhaps the most dramatic demonstration in the history of science. Otto von Guericke, burgomaster of Magdeburg and part-time experimenter in physics, is about to demonstrate the reality of a vacuum.

Aristotle declared that there can be no such thing as empty space, but von Guericke has spent several years perfecting an air pump which can achieve just

that. He now produces two hollow metal hemispheres and places them loosely together. There is no locking device. Von Guericke works for a while at his pump, attached by a tube to one of the hemispheres. He then signals that he is ready.

Sixteen horses are harnessed in two teams of eight. Each team is attached to one of the hemispheres. Whipped in opposite directions, the horses fail to pull the sphere apart. Yet when von Guericke undoes a nozzle of some kind, the two halves separate easily.

A mysterious point has been very forcefully made. Von Guericke's experiments are first described in a book of 1657 (*Mechanica Hydraulica-Pneumatica* by Kaspar Schott). The vacuum thus becomes available to the scientific community as an experimental medium. Von Guericke himself uses it to demonstrate that a bell is muffled in a vacuum and a flame extinguished. Robert Boyle, too, soon borrows the device.

Text-5

Robert Boyle: 1661-1666

The experimental methods of modern science are considerably advanced by the work of Robert Boyle during the 1660s. He is skilful at devising experiments to test theories, though an early success is merely a matter of using **von Guericke's** air pump to create a vacuum in which he can observe the behaviour of falling bodies. He is able to demonstrate the truth of **Galileo's** proposition that all objects will fall at the same speed in a vacuum.

But Boyle also uses the air pump to make significant discoveries of his own - most notably that reduction in pressure reduces the boiling temperature of a liquid (water boils at 100° at normal air pressure, but at only 46°C if the pressure is reduced to one tenth).

Boyle's best-known experiment involves a U-shaped glass tube open at one end. Air is trapped in the closed end by a column of mercury. Boyle can show that if the weight of mercury is doubled, the volume of air is halved. The conclusion is the principle known still in Britain and the USA as Boyle's Law - that pressure and volume are inversely proportional for a fixed mass of gas at a constant temperature.

Boyle's most famous work has a title perfectly expressing a correct scientific attitude. *The Sceptical Chymist* appears in 1661. Boyle is properly sceptical about contemporary theories on the nature of matter, which still derive mainly from the Greek theory of **four elements**.

His own notions are much closer to the truth. Indeed it is he who introduces the concept of the element in its modern sense, suggesting that such entities are 'primitive and simple, or perfectly unmingled bodies'. Elements, as he imagines them, are 'corpuscles' of different sorts and sizes which arrange themselves into compounds - the chemical substances familiar to our senses. Compounds, he argues, can be broken down into their constituent elements. Boyle's ideas in this field are further developed in his *Origin of Forms and Qualities* (1666).

LESSON 6

Great representative of studied area

1. Tick the correct statement.

1. a Betty wrote her theses last night. b Betty was writing her theses last night.
2. a John went home after he went to the shops. b John went home after he has gone to the shops.
3. a What were you doing at 3 o'clock this afternoon? b What did you do at 3 o'clock this afternoon?
4. a When John came home his mum made tea. b When John came home his mum was making tea.
5. a She talked on the phone when her husband came in.
b She was talking on the phone when her husband came in.
6. a She did a lot of work for the poor. b She had done a lot of work for the poor.
7. a One day a man fished in the lake. b One day a man was fishing in the lake.
8. a We bought the tickets before we went to the cinema.
b We had bought the tickets before we went to the cinema.
9. a When I spoke to the woman I realized I had met her before
b When I spoke to the woman I realized I met her before.
10. a After Betty had washed up she went away
b After Betty was had up she went away.

2. Match the two parts of the sentences.

1. I saw a light in your window.	a.... which was sailing to Dover.
2. She took me to her mother's.	b..._ was walking towards the local post office.
3. Yesterday at 9 o'clock...	c the telephone rang.
4. She looked out of the window and saw ...	d as I was passing.
5. He was the captain of the ship...	e switched off the lights and went upstairs.
6. I was working in the garden...	f. ... his wife was still sleeping.
7. While I was waiting for an answer...	g where they were expecting me to have lunch together.
8. He suddenly realised ...	h it was still raining heavily.
9. When he awoke...	i. when he came.
10. He closed the window, drew the curtains over...	j he was going the wrong direction.

LESSON 7

Actual problems of the studied area

1. Answer the following questions:

- What is the problem of quantum gravity?
- What do we know about the unification of particles and forces?

2. Match the definition:

The problem of quantum gravity:	1. Combine general relativity and <u>quantum theory</u> into a single theory that can claim to be the complete theory of nature.
The foundational problems of quantum mechanics:	1. Resolve the problems in the foundations of quantum mechanics, either by making sense of the theory as it stands or by inventing a new theory that does make sense.
The unification of particles and forces:	1. Determine whether or not the various particles and forces can be unified in a theory that explains them all as manifestations of a single, fundamental entity.
The tuning problem	Explain how the values of the free constants in the standard model of particle physics are chosen in nature.
The problem of cosmological mysteries:	Explain <u>dark matter</u> and <u>dark energy</u> . Or, if they don't exist, determine how and why gravity is modified on large scales. More generally, explain why the constants of the standard model of cosmology, including the dark energy, have the values they do.

LESSON 8

Actual problems of the studied area

1. Work in pair. Translate the text into Uzbek

Text -1

Physics Problem 1: The Problem of Quantum Gravity

Quantum gravity is the effort in theoretical physics to create a theory that includes both general relativity and the standard model of particle physics. Currently, these two theories describe different scales of nature and attempt to explore the scale where they overlap yield results that don't quite make sense, like the force of gravity (or curvature of spacetime) becoming infinite. (After all, physicists never see real infinities in nature, nor do they want to!)

Text -2

Physics Problem 2: The Foundational Problems of Quantum Mechanics One issue with understanding quantum physics is what the underlying physical mechanism involved is. There are many interpretations in quantum physics -- the classic Copenhagen interpretation, Hugh Everette II's controversial Many Worlds Interpretation, and even more controversial ones such as the Participatory Anthropic Principle. The question that comes up in these interpretations revolves around what actually causes the collapse of the quantum wavefunction.

Text -3

Most modern physicists who work with quantum field theory no longer consider these questions of interpretation to be relevant. The principle of decoherence is, to many, the explanation -- interaction with the environment causes the quantum collapse. Even more significantly, physicists are able to solve the equations, perform experiments, and practice physics *without* resolving the questions of what exactly is happening at a fundamental level, and so most physicists don't want to get near these bizarre questions with a 20-foot pole.

Physics Problem 3: The Unification of Particles and Forces

Text -4

There are four fundamental forces of physics, and the standard model of particle physics includes only three of them (electromagnetism, strong nuclear force, and weak nuclear force). Gravity is left out of the standard model. Trying to create one theory which unifies these four forces into a unified field theory is a major goal of theoretical physics. Since the standard model of particle physics is a quantum field theory, then any unification will have to include gravity as a quantum field theory, which means that solving problem 3 is connected with the solving of problem 1.

In addition, the standard model of particle physics shows a lot of different particles -- 18 fundamental particles in all. Many physicists believe that a fundamental theory of nature should have some method of unifying these particles, so they are described in more fundamental terms. For example, string theory, the most well-defined of these approaches, predicts that all particles are different vibrational modes of fundamental filaments of energy, or strings.

Text -5

Physics Problem 4: The Tuning Problem

A theoretical physics model is a mathematical framework that, in order to make predictions, requires that certain parameters are set. In the standard model of particle physics, the parameters are represented by the 18 particles predicted by the theory, meaning that the parameters are measured by observation. Some physicists, however, believe that fundamental physical principles of the theory should determine these parameters, independent of measurement. This motivated much of the enthusiasm for a unified field theory in the past and sparked Einstein's famous question "Did God have any choice when he created the universe?" Do the properties of the universe inherently set the form of the universe, because these properties just won't work if the form is different? The answer to this seems to be leaning strongly toward the idea that there is not only one universe that could be created, but that there are a wide range of fundamental theories (or different variants of the same theory, based on different physical parameters, original energy states, and so on) and our universe is just one of these possible universes.

Text -6

In this case, the question becomes why our universe has properties that seem to be so finely tuned to allow for the existence of life. This question is called the *fine-tuning problem* and has promoted some physicists to turn to the anthropic principle for an explanation, which dictates that our universe has the properties it does because if it had different properties, we wouldn't be here to ask the question. (A major thrust of Smolin's book is the criticism of this viewpoint as an explanation of the properties.)

Physics Problem 5: The Problem of Cosmological Mysteries

The universe still has a number of mysteries, but the ones that most vex physicists are dark matter and dark energy. This type of matter and energy is detected by its gravitational influences, but can't be observed directly, so physicists are still trying to figure out what they are. Still, some physicists have proposed alternative explanations for these gravitational influences, which do not require new forms of matter and energy, but these alternatives are unpopular to most physicists.

2. Use the appropriate personal pronouns.

1. ... say there's been a great earthquake in the Pacific. 2. If ... see a giraffe once a year ... remains a spectacle; if ... see ... daily ... becomes part of the scenery. 3. "Mary's married now," said Mrs. Scott. "... was in the Times'." 4. The Friedrich Weber was a freighter sailing from Hamburg to Colombo. ... also carried passengers. 5. There was a lot of noise all around now, and amongst could hear a plane flying unusually low. 6. Pat soon made ... clear that ... did not want to stay there long. 7. I got my hat and beat... 8. He is dreadfully ugly. ... must not start when ... see ... or ... will put ... off. ... doesn't like ... to feel sorry for 9. We were climbing a steep hill and the car throbbed as if ... were going to expire. 10. ... was cold to sit on the terrace, pretending that ... was really a summer evening. 11. "Our aim is to keep Italy out of the war until ... is strong enough to come in on our side," said the colonel.

LESSON 9

Professional ethics

1. Answer the following questions:

- What makes an ethical person?
- Identify persons who have famously held fast to their principles despite opposition and even when doing so placed them in danger.
- Can you think of an unethical role model for the youth of today?

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

Text-1

Whistle blowing is an ethical issue facing Engineers in that they are obliged to report to Siamese the alleged wrongdoing on behalf of a client or employer who endangers others by failing to comply with the engineer's advice. This duty supersedes the duty to client and employer, and if the engineer does not bring such failure to the notice of Siamese his/her membership may be cancelled.

Text-2

There are several other ethical issues that engineers may face. Some have to do with technical practice, but many others have to do with broader considerations of business conduct. These include:

- ☐ Relationships with clients, consultants, competitors, and contractors
- ☐ Ensuring legal compliance by clients, client's contractors, and others
- ☐ Conflict of interest
- ☐ Bribery and kickbacks, which might include:
 - o Gifts, meals, services, entertainment and recreation opportunities
 - o Treatment of confidential or proprietary information
 - o Consideration of the employer's assets
- ☐ Outside employment/activities (moonlighting)

“Live a good, honorable life. Then when you get older and think back, you'll be able to enjoy it a second time”

The Dali Lama

Text-3

The norm system governing and regulating engineering professional behavior is professional ethics. Certain common principles underlie professional codes and bodies, e.g. Medical and Dental Council, Police Service Code of Conduct, Estate Agents Code of Conduct. Codes may not be exhaustive and may not include all the rules and regulations that apply to every situation. The

contents therefore have to be viewed within the framework of company policies, procedures and the requirements of the law.

Text-4

In our society ethical concerns have escalated in the past few years and have been raised at government level. Organizations have hot lines for employees to anonymously report unethical behavior. In our field of engineering issues of fairness have been legislated and we have a Code of Conduct in place. The question of ethical practice, however, covers broad ground and encompasses everything we do as professionals and the way we behave towards each other and our clients.

Practising engineers must become aware of their ethical responsibility towards the client as well as being on the lookout for possible areas where ethical concerns could arise.

Text-5

Engineers need to understand what values are and examine their own value system which determines their interactions. What pitfalls regarding business and professional ethics face Engineers and what standards of integrity do they need to be aware of and adhere to, i.e. what ideals should they strive towards?

The Boy Scout Law: "A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent."

LESSON 10

Professional ethics

1. Discuss one of the following topics: choose the best answer.

- a. Honesty is the best policy. b. The truth will set you free.
- c. Honesty is something so tough and tempting. It demands self-denial and spiritual purity. Honesty counts even things that we may think simple and immaterial. Who doesn't sometimes behave dishonestly?
- d. You are allowed to tell a white lie once in a while to spare someone's feelings; that's not wrong!
- e. Is giving a bribe dishonest if I have to accomplish something?
- f. To be honest with yourself, will make your life simple. Honesty is the best policy. Be honest and you are less likely to face any difficulties.
- g. What are some advantages of conducting business with integrity? Some people say they have no responsibility beyond maximizing the value of the firm in financial terms. Can this position be defended? If so, how?
- h. I try to be honest and treat others as I would like to be treated. I hope that others do the same. I believe it is very important to have empathy for one another.
- i. If I am hungry and my family is starving, is it acceptable to steal food from the local supermarket?
- j. Workers sometimes take sick leave or students miss class and stay off work when they are not sick. Is this acceptable?

4. Copy the sentences using correct sentences.

When I (call) at his house, they (say) me that the (leave) an hour ago. 2. When I come in I noticed that somebody (leave) his umbrella in the room. 3. After we (clear) the ground, we set up the first of the tents. 4. I knew all along that we (take) the wrong road. 5. They (stop) where the road was wide and (wait) till the other car (pass). 6. When I (come) to see my friend, I (find) him lying in bed. 7. My watch (go) at nine o'clock, but not it (stop). 8. What you (do) since I (see) you last. 9. When you (come) I (work) at my English for half an hour. 10. Next year he (live) in our village ten years. 11. By the first of February we (take) about 20 lessons. 12. Yesterday I (buy) a new dictionary as I (lose) my old one. 13. I shall speak to her if I (meet) her. 14. She just (go) out. 15. She (leave) the room a moment ago. 16. Yesterday I (meet) a friend of mine Whom I not (see) for many years. 17. What you (do) when I (come) in. 18. By the end of the term we (read) many English books. 19. I don't know when she (come), but when she (come), I'll give her your book. 20. Where you put my dictionary? I can't find it. 21. She (work) hard since she (be) here. 22. When I (arrive) to the station, the train (go) and I (have) to wait till the next train (come).

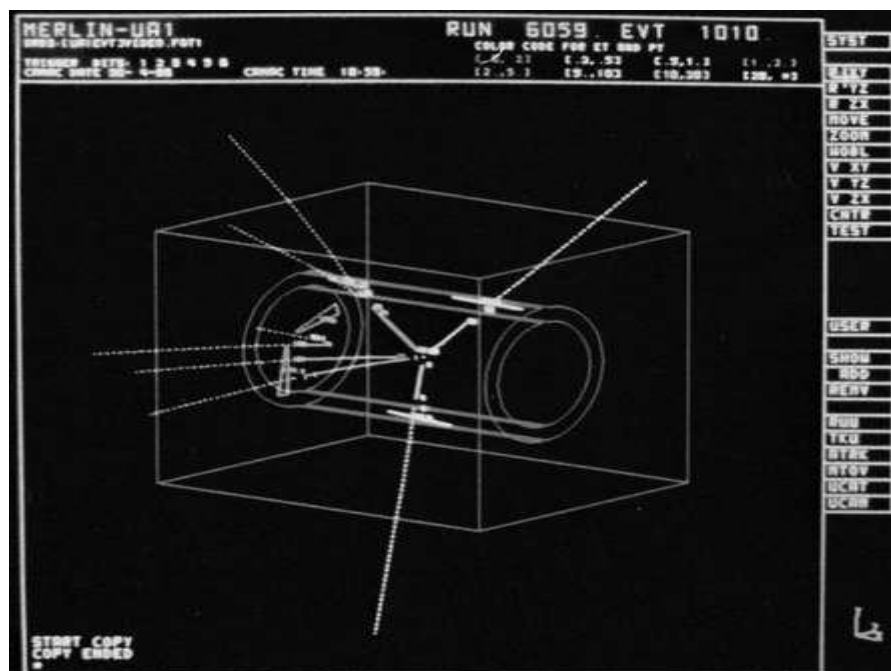
Relative disciplines to physics.

1. Describe the pictures. Influence of related disciplines on physics

a) picture



b) picture



2. Work in group. Translate the text into English and discuss.

Text -1

Influence of related disciplines on physics

The relationship of physics to its bordering disciplines is a reciprocal one. Just as **technology** feeds on fundamental science for new practical innovations, so physics appropriates the techniques and instrumentation of modern technology for advancing itself. Thus experimental physicists utilize increasingly refined and precise electronic devices. Moreover, they **work** closely with engineers in designing basic scientific equipment, such as high-energy **particle accelerators**. Mathematics has always been the primary tool of the theoretical physicist, and even abstruse fields of **mathematics** such as **group theory** and **differential geometry** have become invaluable to the theoretician classifying **subatomic particles** or investigating the **symmetry** characteristics of **atoms** and **molecules**. Much of contemporary research in physics depends on the high-speed **computer**. It allows the theoretician to perform computations that are too lengthy or complicated to be done with paper and pencil. Also, it allows experimentalists to incorporate the computer into their apparatus, so that the results of measurements can be provided nearly instantaneously on-line as summarized data while an experiment is in progress.



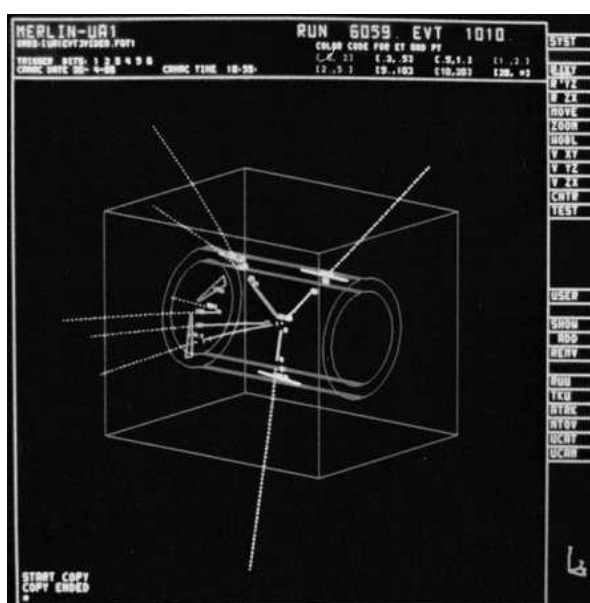
Laser-activated fusionInterior of the U.S. Department of Energy's National Ignition Facility (NIF), located at Lawrence Livermore National Laboratory, Livermore, California. The NIF target chamber uses a high-energy laser to heat fusion fuel to temperatures sufficient for thermonuclear ignition. The facility is used for basic science, fusion energy research, and nuclear weapons testing.*U.S. Department of Energy*

Text -2

The physicist in society

Because of the remoteness of much of contemporary physics from ordinary experience and its reliance on advanced mathematics, physicists have sometimes seemed to the public to be initiates in a latter-day secular priesthood who speak an arcane language and can communicate their findings to laymen only with great difficulty. Yet, the physicist has come to play an increasingly significant role in

society, particularly since [World War II](#). Governments have supplied substantial funds for research at academic institutions and at government laboratories through such agencies as the [National Science Foundation](#) and the [Department of Energy](#) in the United States, which has also established a number of national laboratories, including the [Fermi National Accelerator Laboratory](#) in Batavia, Ill., with one of the world's largest particle accelerators. [CERN](#) is composed of 14 European countries and operates a large accelerator at the Swiss–French border. Physics research is supported in Germany by the [Max Planck Society for the Advancement of Science](#) and in Japan by the Japan Society for the Promotion of Science. In Trieste, Italy, there is the International Center for Theoretical Physics, which has strong ties to developing countries. These are only a few examples of the widespread international interest in fundamental physics.



Tracks emerging from a proton-antiproton collision at the centre of the UA1 detector at CERN include those of an energetic electron (straight down) and a positron (upper right). These two particles have come from the decay of a Z^0 ; when their energies are added together, the total is equal to the Z^0 's mass. *David Parker—Science Photo Library/Photo Researchers*

Basic research in physics is obviously dependent on public support and funding, and with this development has come, albeit slowly, a growing recognition within the physics community of the social responsibility of scientists for the consequences of their work and for the more general problems of science and society.

3. Match the idiom in the left column with the definition in the right column.

- | | |
|--------------------|--------------------------|
| 1. ___ let alone | a) I don't know |
| 2. ___ on the ball | b) certainly, definitely |
| 3. ___ search me | c) nervous, irritable |

- | | |
|----------------------|--------------------------------|
| 4. ___ by the way | d) rehearsal, practice session |
| 5. ___ on hand | e) and certainly not |
| 6. ___ by all means | f) incidentally |
| 7. ___ more or less | g) available, nearby |
| 8. ___ a steal | h) in general |
| 9. ___ dry run | i) attentive, alert |
| 10. ___ on the whole | j) directly, personally |
| 11. ___ on edge | k) approximately, almost |
| 12. ___ face-to-face | l) very inexpensive |

4. In the space provided, mark whether each sentence is true (T) or false (F).

1. If you have succeeded in *landing on your feet* after financial difficulties, things probably are looking up in your life. _____
2. If you go *through channels* in submitting a complaint, you are probably making waves in your company. _____
3. If someone asks why you did something and you can't *think up* a good reason, you might respond, «*Search me.*» _____
4. If you know someone who likes to *put* others *on*, you can usually *take* that person at their word. _____
5. If the subject matter of an academic field often is over *your* head, you may not be *cut out for* that field. _____
6. Parents might go *off the deep* end if they have to wait up for their child very late without knowing what he or she *is up to*. _____
7. If you get a problem *off your chest*, you are beating *around the bush*. _____
8. If you are able to *get through* to someone, you have *wasted your breath*. _____
9. If you are *not with* someone while they are explaining something, you are *catching on*. _____
10. You might *back out* of an activity that could cause you *to get cold feet* at the last minute. _____
11. If you dislike *playing* something by ear you will probably *leave it open*. _____
12. If you are *learning the ropes*, it is possible that you might *goof up once* in a while. _____

LESSON 12

Issues of teaching and interpreting text, terms and definitions of specialization

1. Work in pair. Underline the words Issues of teaching and interpreting the text from 1-5.

Text -1

The study of physics is crucial to understanding the world around us, the world inside us, and the world beyond us (Gibbs, 2003). In many respects, physics is the most basic and fundamental natural science - it involves universal laws and the study of the behaviour and relationships among a wide range of important physical phenomena (Cutnell & Johnson, 2007). It encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. Moreover, it is the basis of many other sciences, for example chemistry, oceanography, seismology, and astronomy. All are easily accessible with a bachelor's degree in physics (American Physics Society, 2008). The physics learning experiences in schools provided by physics teachers, to which New Zealand is no exception, are therefore very important. Researchers over the years have maintained that teachers form a strong causal factor in defining the quality of education in schools (Archibald, 2006; Darling-Hammond & BaratzSnowden, 2005; Golla, de Guzman, Ogena, & Brawner, 1998; Hake, 1998).

Text -2

Teachers see to it that students have acquired creative and critical thinking abilities ready to face the realities of life. Central to acquiring creative and critical thinking abilities is the ability of teachers to design teaching sequences that develop among the students the abilities to respond to situations that beset them in aspects that make their learning meaningful (Darling-Hammond & Baratz-Snowden, 2005). This suggests that teacher's abilities to create an enabling atmosphere that allows meaningful classroom interaction with students cannot be underestimated. More so, the types of classroom interactions created by the teacher and the types of questions he/she uses to structure the teaching play an important role in the kinds of thinking skills learners employ, the range of information to be covered and the thinking skills they may learn (Darling-Hammond & BaratzSnowden, 2005; Smart & Marshall, 2012).

Text -3

In 1996, in the U.S.A., the National Research Council's National Science Education Standards put forward five assumptions about science teaching, including the belief that, "What students learn is greatly influenced by how they are taught" (National Research Council, 1996, p. 28). Moreover, in the same year the standards called for a pedagogical shift from a teacher-centred to a student-centred instructional paradigm. It was held that a more student-centred approach to learning engages students in socially interactive scientific inquiry and facilitates lifelong learning. Also, there is considerable evidence to suggest that a move

towards pedagogies involving full interaction, collective reflection and the development of consensual knowledge would lead to improved learning and attainment (Darling-Hammond & Baratz-Snowden, 2005; Moraru, Stoica, & Popescu, 2011; Smart & Marshall, 2012). Science teaching (including physics) worldwide has standards which must be followed if the national or specific objectives of science education are to be achieved.

Text -4

Bybee, Carlson-Powell, and Trowbridge (2008) identified six components of a model for standard science teaching in the USA: 1. teachers of science should plan inquiry-based programmes for their students; 2. teachers should interact with students to focus and support their inquiries, recognize individual differences and provide opportunities for all students to learn; 3. teachers should engage in on-going assessment of their teaching and resulting students' learning; 4. conditions for learning should provide students with time, space, and resources needed for successful science learning; 5. teachers should foster habits of mind, attitudes, and values of science by being good role models for these attributes; and 3 6. teachers should use technology and mathematics to improve investigations and communications (p. 176). To ensure effective teaching, using these standards, researchers have recommended the use of the constructivist 5E instructional model (engagement, exploration, explanation, elaboration and evaluation) which engages students in all aspect of inquiry-based learning (Bybee et al., 2008; Keser, Akdeniz, & Yu, 2010). Even though the above standards were derived from American science education specifications, they are by no means limited to the U SA alone. These same standards could be potentially useful in science classrooms worldwide.

Text -5

Teaching and Learning by Inquiry With regards to effective methods of instruction (also called effective pedagogy) in the teaching of physics, a number of methods have been suggested in the literature. Prominent among them are inquiry-based teaching, activity-based teaching, guided discovery, demonstration and expository teaching. Though all these methods, and many others, are recommended, inquiry-based learning and guided discovery have been praised for requiring the students to do more than just report on a topic (Bencze, Alsop, & Bowen, 2009; Cahyadi, 2007; Centre for Inspired Teaching, 2008; McDermott, 2001; McDermott & Shaffer, 2000; Sokoloff, Laws, & Thornton, 2007). Furthermore, the 2011 TIMSS report stressed that students can meaningfully build upon their knowledge and understanding of science through the process of scientific inquiry and therefore commended countries that have been engaging students in this process (International Association for the Evaluation of Educational Achievement [IEA], 2012). This is a wake-up call for other countries to place considerable emphasis on teaching and learning of science through inquirybased processes.

LESSON 13

Issues of teaching and interpreting text, terms and definitions of specialization

1. Underline the words Issues of teaching and interpreting the terms and definitions from 1-5.

Text -1

Science with physics in particular, is best practiced through active engagement and inquiry into the physical phenomena in the world. Effective learning of physics (learning with understanding) is described as a type of learning in which learners take responsibility for their own learning through active construction and reconstruction of their own meanings for concepts, events, experiences and phenomena (Brass, Gunstone, & Fensham, 2003). Thus, learning with understanding recognises the extent to which students engage with and maintain constructivist ways of learning, i.e. through active participation, learners take control of their own learning. Research findings suggest that much of students' learning in physics does not involve them in developing conceptual understanding (Brass et al., 2003; Freitas, Jiménez, & Mellado, 2004; Gunstone, Mulhall, & McKittrick, 2009). For example, Brass et al. (2003) found that, in Victoria, Australia, some high school and university teachers were more focussed on what their students could not do. Hence the idea of effective learning being students taking control of their own learning was rejected. Also, Freitas et al. (2004) concluded in their study, conducted in Portugal that some teachers still see their role as transmitting the knowledge they have to their students.

Text -2

Hence most often, teachers presented solutions to students rather than asking questions. Memorization of what the teacher has previously transmitted was prevalent and that "students write down in their daily notebooks everything that the teacher says" (p. 120). Research has found that if students do not exercise control or responsibility over their own learning, their understanding of concepts and their attitude to learning are negatively affected (Brass et al., 2003). Effective learning thus occurs when learners have knowledge of their own learning, are aware of their own learning and seek to control their own learning and relate the knowledge acquired to the physical world. Learning by inquiry engages students actively in the construction of their own knowledge. 5 Context of the Study Like many other countries, the education system in New Zealand is a three-tier model which includes primary schools, followed by secondary schools (high schools) and tertiary education at universities and/or polytechnics.

Text -3

In New Zealand high schools are classified and rated into socioeconomic bands called 'deciles'. The decile rating of a school reflects the average family

socioeconomic backgrounds of the students at that school. In other words, deciles represent the average number of socially and economically disadvantaged students at a school. There are 10 deciles with decile 1-3 being the most disadvantaged and decile 8-10 the least. Though deciles are a funding mechanism and in no way reflect the quality of education offered in that school, evidence suggests that parents often judge schools on their decile rating and many at times associate deciles with the success of a school. Analysis of the National Certificate of Educational Achievement (NCEA) results shows that the least disadvantaged schools (decile 8-10) always outperform their counterparts (New Zealand Qualifications Authority[NZQA], 2012a).

Text -4

Among other things, this study investigated teaching and learning practices in physics classrooms and took account of the decile rating of the schools. Science is one of the eight learning areas that the New Zealand Curriculum (NZC) specifies as important for a broad, general education for every child (Ministry of Education, 2007). In the science learning area, students are expected to explore both how the natural physical world and science itself work so that they can participate as “critical, informed and responsible citizens in a society in which science plays a significant role” (Ministry of Education, 2007, p. 17). In addition, the NZC describes five key competencies as dispositions for learning – thinking; communication (using language, symbols and text); managing self; relating to others; and participation and contributing which align with the 21st century learning skills - integration of information technology, and developing children’s skills in collaboration, communication, critical thinking and creative problem solving (Conner, 2014a). 6 The NZC defines effective pedagogy as “teacher actions that promote student learning” (Ministry of Education, 2007, p. 34). Teachers use the NZC, together with the qualifications framework, to design their own learning programmes to meet the needs of their communities and students (Education Review Office, 2012; Ministry of Education, 2007).

Text -5

The NZC emphasises the importance of creating and encouraging reflective thought and action; enhancing relevance; facilitating shared learning; making connections to prior learning and experience; providing sufficient opportunities to learn; and inquiring into the teaching and learning relationship. All of these are key elements of inquiry-based learning. Thus, when students are taught by inquiry, individuals are actively engaged with others in attempting to understand and interpret phenomena for themselves thereby improving performance. To make this achievable, the NZC encourages schools to keep assessment to levels that are manageable and reasonable for both students and teachers. The NZC further stresses that, “not all aspects of the curriculum need to be formally assessed, and excessive high-stakes assessment in Years 11-13 is to be avoided” (Ministry of Education, 2007, p. 41). However, little is known, about how teachers are

incorporating the aspirations of the NZC and the 21st century learning skills into physics teaching and learning.

2. Fill in each blank with the appropriate form of the idioms using give listed below. Some expressions come from Lessons 1 to 27. *give and take* *to give up* *to give in* *to give off* *to give out* *to give one a break* *to give birth to* *to give one a hand* *to give one a big hand*

1. Mrs. Johnson was very surprised when she _____ twin boys.
2. Because it was the first time that I had fooled around in class I asked the teacher _____.
3. A successful marriage is mostly a matter of _____ between husband and wife.
4. This box is too heavy for me to lift alone. Could you _____.
5. The lecturer was so interesting that the audience _____ at the end of the talk.
6. The man stood on the street corner and _____ advertising flyers to the people passing by.
7. Could you please take this garbage outside? It _____ a very bad smell.
8. The army forces _____ when they discovered that they were surrounded by the enemy.
9. I usually don't _____ so easily, but this work is too hard for me to do.

3. Fill in each blank with the appropriate form of the idioms using keep listed below. Some expressions come from Lessons 1-27. *to keep one's head* *to keep up with* *to keep in touch with* *to keep one's word* *to keep after* *to keep in mind* *to keep track of* *to keep away* *to keep one's fingers crossed*

1. In the emergency situation, Alex was able _____ and save the child from drowning in the ocean.
2. At the racetrack, none of the horses were able _____ the horse that was expected to win the race.
3. When we visited Disneyland, we had to be careful _____ our children in the large crowds of people.
4. You have _____ Tanya to return the typewriter or she will forget time and again.
5. You should _____ about doing that important task and not neglect to attend to it any longer.
6. Even though you're moving to another city, we should _____ each other as much as possible.
7. While I was cooking with hot grease on the stove, I warned others _____ in order not to get burned.

8. When teaching beginning-level English students, it is important ____ that their range of vocabulary is quite limited.
9. The weather forecast is calling for cloudy skies tomorrow. We should ____ that it doesn't rain during the picnic.

LESSON 14

Currently being taught of special subjects

1. Work in pair. Translate the text into English.

Text-1

Nowadays, most authors consider an experiment the basic teaching method in Physics and Sciences. Based on their form, experiments in teaching Physics can be divided into two forms: demonstration and students' experiment. Demonstration is conducted by a teacher, aiming at defining a problem, confirmation (or refutation) of the previously made hypotheses or gathering of relevant physical data. Normally demonstration is conducted when it requires complex or expensive equipment. A students' experiment has the same aims, but is conducted by students themselves, independently.

Text-2

In the teaching practice throughout primary schools in Croatia, determined didactically and materially, demonstration is still the predominant teaching method in relation to students' experiment. That is why it is useful to view the way in which demonstration is presented, bearing in mind the division into traditional and contemporary teaching process, which facilitates the understanding of its fundamental role in teaching Physics, but Sciences as well.

In philosophy and methodology of sciences, four educational paradigms have been successively alternating (Park, 2004). Within these paradigms, teaching Physics and experiments within it, has been interpreted in different ways. The rationalists base the methods of science on mathematical deduction, according to which the inevitable consequences are drawn from the most general cognitive truths applying an appropriate method. These consequences help us realize what reality is and what an illusion is. According to this paradigm, human spirit contains a set of privileged ideas and methods which help us draw other ideas. Therefore, for rationalists, experiment and experience are superfluous.

Text-3

Opposite to the rationalist paradigm, the empirical paradigm focuses on experience based on observation and experiment. The empiricists use the method of induction according to which the individual observation of environment leads to the range of broad generalizations, which again lead to the most general axioms. In that process, experience is not mere observation, susceptible to the tricks of our perception, but is based on systematic observation, comparison and verification.

The science and teaching of Physics in the 19th and the first half of the 20th century was based on the methods of induction and deduction; induction implying observation and experiment, deduction implying the creation of mathematical formalism. In the teaching practice, during the elementary education in sciences, this means conducting experiments exclusively for the purpose of observation and

information gathering, followed by the formalization of knowledge. In this process, a student observing an experiment is a passive observer and knowledge recipient, who formalizes the knowledge having witnessed the experiment. This kind of experiment, the sole purpose of which is to observe and note a certain phenomenon is nowadays known as the traditional demonstration.

Text -4

Constructivism, the contemporary paradigm in Physics teaching was formed in the 1980s, based on the empirical paradigm through CLISP project, using the basic principles in the philosophy of Khun, Pooper and others. Constructivism perceives a student as an active participant and analyst of the teaching process. Within this approach, the role of demonstration changes methodologically and philosophically. In the constructivist demonstration a student is included in all “scientific” stages and procedures of an experiment. The notion ‘scientific’ encompasses all the procedures used by students, and which precede all scientific procedures, such as: observation, detecting, making hypothesis, experiment preparation, information gathering, information analysis, finding solutions and solution verification. An experiment created using such methodology, in which none of the research stages or students’ intellectual involvement has been omitted, points to better results in conceptual understanding of physical concepts, in recognition and correction of typical students’ misconceptions.

Therefore, the aim of this research is to precisely determine the difference in general and conceptual knowledge when traditional and contemporary teaching is applied.

Text -5

Grammar school (Gymnasium) is at the root of the education system. In ancient Greece, “gymnasion” is represented in public practice site for young men over 18 who have shaped their body (gymnos-naked). As in ancient Rome they are also the meeting place of philosophers. Humanists in the fifteenth and sixteenth-century began to use this name for a school facility.

In Western Europe, it has evolved from grammar school and monastery cathedral School and has been in some sense “Latin School” (school Latin). The first grammar school was established in Strasbourg 1537th year by Johannes Sturm (1507-1589). At the time of humanism and the Renaissance in the fifteenth and sixteenth-century, grammar school was focused on the spiritual, scientific, artistic and ethical ideals of antiquity. Personality is the center of attention, and the goal of education is an independent and critical thinking of students. Time when a new humanism makes a departure from the ancient principles, and the establishment of high schools in the education columns. Secondary education at the time meant the absence of any expediency, the priority of the whole personality of specialization in one direction and conception of Greek antiquity as the highest ideals of humanity.

LESSON 15

Currently being taught of special subjects

1. Match the idiom in the left column with the definition in the right column.

- | | |
|---------------------|-------------------------------|
| 1. once and for all | a) in order to be prepared if |
| 2. lost cause | b) especially, mainly |
| 3. all in all | c) hopeless situation |
| 4. by far | d) eventually |
| 5. give and take | e) clearly, by a great margin |
| 6. in touch | f) for only one time |
| 7. above all | g) compromise, cooperation |
| 8. in the long run | h) basically, fundamentally |
| 9. close call | i) finally, absolutely |
| 10. in case | j) narrow escape from danger |
| 11. for once | k) considering everything |
| 12. at heart | l) having contact |

2. 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. The traveling circus was so popular in our city that it was kept for a longer time.
a. held out b. held off c. held over
2. Please put the trash outside, it's producing a terrible smell in here.
a. giving off b. giving out c. giving in
3. I'm really sorry that your plans to travel to New Zealand failed to materialize.
a. fell behind b. fell through c. did without (Lesson 18)
4. Would Mary be willing to undertake a new project even though she's overloaded with work?
a. to take down b. to take on c. to take up with (Lesson 15)
5. Please don't reveal that you have knowledge of that secret contractual agreement.
a. take down b. give in c. let on (Lesson 25)
6. The campers lost on the high mountain were able to survive against the cold weather by building a fire and keeping together.
a. to hold still (Lesson 20) b. to hold out c. to put out (Lesson 6)
7. I can't attend class tonight, so would you mind writing notes on what the instructor says?
a. running out b. taking down c. pointing out (Lesson 7)
8. The committee delayed in deciding when to have the next board election.
a. held off b. fell behind c. called off (Lesson 5)
9. My boss hasn't spoken to me in a week. I wonder if he feels hostile towards me because of our conflicting views on the labor negotiations.
a. has it in for b. has it out with c. holds out

10. The rescue team was successful in reaching the group of miners trapped deep in the earth before their small supply of air became exhausted.

a. fell behind

b. burned out (Lesson 12)

c. gave out

LESSON 16

Studying of foreign experience in the specialty, formation of the ability to interpret scientific literature

1. Answer the questions

- Why study physics abroad?
- What is studying physics abroad?
- What do we know about locations?

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

Text -1

At the heart of the study of physics is the investigation of connections in the world, between matter and energy, interactions between subatomic particles, and the line between cause and effect. Studying physics abroad can also introduce students to new kinds of connections, between language and culture, heritage and modern day people, and camaraderie with students studying physics in different parts of the world. Studying physics abroad can lead you to state-of-the-art research labs and innovative classrooms, and, outside of school, to new friends, new places, and new experiences. In the strict and calculating field of physics, studying abroad can usher you toward incalculable benefits.

Text -2

WHY STUDY PHYSICS ABROAD?

When people hear “study abroad,” most think of history or international studies majors taking time to see the world, but a study abroad experience can be just as valuable to physics majors. Many physics majors fear they cannot fit study abroad into their rigorous course schedule, but with foresight and planning – two things every physics student gladly has in their wheelhouse – you can take your education abroad. Physics is a universal subject, and one that has developed a language of its own over the years; this makes it unique in its ability to be studied anywhere, as the basic principles are identical no matter the country in which you choose to study abroad. Physics students, upon graduation, will likely become a part of the international physics study, where scientists all over the world work together to make discoveries and further physics research. Studying physics abroad, even for a short period of time, can increase your ability to communicate with those from other nations, increase your appreciation of those who travel for their work or education, and bestow upon you a well-rounded education.

Text -3

LOCATIONS

Choosing a location to study physics abroad is often the first step to making plans; many physics students choose English-speaking countries in order to further their education on an international level, unimpeded by a language requirement. A

number of the top physics labs in the world are located in the U.K. Studying physics in England the country that gave the world Isaac Newton, can grant you access to laboratories studying astrophysics and planetary physics. Living in London or Manchester specifically can expose you to thousands of years of historical culture of British engineering and science. Scotland, the birthplace of physicist Kelvin, is a fascinating place to delve into the science of thermodynamics while experiencing the Scottish panache for education. Both Sydney and Melbourne are equipped with largescale universities offering a large variety of physics and math courses. Similarly, Auckland has several facilities that offer top tier education to physics study abroad students.

Text -4

PROGRAMS & COURSES

Deciding your course schedule while studying physics abroad will depend on how far you are into your major's curriculum, what courses are offered at the affiliate university or in the study abroad program, and other electives you may be interested in taking. Physics majors generally choose to study physics abroad earlier rather than later in their academic careers, as many universities will have basic modern physics classes, including introductory classes, but some may lack specific upper-level courses desired by particular students. With those requirements underway, feel free to take a step outside of the box during your semester studying abroad. Many institutions in foreign countries offer courses unique to their area, their history, languages, and literature. Not only can you learn to look at physics from a new perspective while studying abroad, you can also find new worldviews, philosophies, and interests.

Text -5

BENEFITS

As physics becomes a global science, where active members of the community share ideas, theorems, and breakthroughs in search of common goals, studying abroad can make you a more marketable physicist. This illustrates to employers you have the ability to study a difficult topic in an unfamiliar landscape and improve your communication skills while doing so. When boiled down, physics is all about looking into relationships, from what makes the apple fall from the tree to how time and space interact; investigating your own relationship to the world, from the friendships you'll make to the people who will inspire you during your study abroad experience, can make you a better physicist and a better citizen of the world.

Text -6

A year's worth of physics in the span of eight weeks? Who in their right mind would ever do something like that to themselves? Answer: me and a handful of people, that's who. Offered through the UC Education Abroad [Program](#), the

physics program is popular among pre-med students and others alike. Sure, you could take physics at UC Berkeley, but that would mean stacking multiple STEM courses each semester in order to stay on schedule (like, thanks but no thanks). To avoid this, there's a good number of people who opt to take an accelerated course abroad at the [University of Sussex](#), [University of Glasgow](#) or [University College Dublin](#) in the summer.

LESSON 17

Studying of foreign experience in the specialty, formation of the ability to interpret scientific literature

1. Work in group. Read and discuss the text.

Text -1

I heard a lot about this option through upperclassmen, and although they gave me very helpful information, I did wish there was an article of some sort to read. No, I'm not talking about the course website or anything like that — I'm talking about the real rundown of what it's really like to take such a course. If you're anything like me, you like to know what the hell you're getting yourself into before actually getting involved. So to fill this void in the many eager beavers out there (I'm talking to you, fellow pre-meds), here's the rundown on my experience studying physics abroad last summer at the University of Sussex.

Text -2 Location



The University of Sussex is located in Falmer, Sussex, England, just a 10-minute train ride to Brighton. Brighton is a seaside town filled with tons of shops, restaurants and nightlife and other fun things to do. The campus itself is surrounded by lots of nature so you can easily take a study break and enjoy the great outdoors with a quick hike, run or walk — or you can just admire it from the comfort of your own room. If you're seeking a little more adventure, London is located only about an hour away by train.

Text -3 Weather

The U.K. in the summer experiences a mix of hot and cold. It was pretty sunny for the most part during my time there, but we did experience some rain, believe it or not. Pro tip: Pack for everything, from sunny to rainy skies!

Housing



I lived in the [Northfield flats](#), located in the northern part of campus. The residence itself was separated into “blocks,” which are basically buildings. Because of its location, many of the blocks overlooked rolling hills, hiking trails and lots of trees. The occasional sighting of bunnies hopping around or cows straight chillin’ on the hills behind the blocks were nothing out of the ordinary. The buildings consisted of several flats, each with six single bedrooms with an en suite bathroom, as well as a shared kitchen. Note that bedding and a towel is provided, so you don’t need to bring your own!

Text -4 Food

Unlike previous years of the program, we were actually provided with a meal plan of 80 pounds per week — plenty, if you ask me. We were able to use our “munch money” at any of the cafés on campus, which was super convenient. Not needing to cook allowed you to focus more on studying. If you wanted to cook or have snacks, you could easily pick up groceries from the co-op located on campus, have groceries delivered to you, or visit a grocery store in Brighton. With Brighton so close, you could easily hop into town to explore some cafés and restaurants too.

Text -5 Program



Everyone's schedule was a little different, but each schedule consisted of the same three components: lecture, lab and workshop. I had class Monday through Thursday (yay for three-day weekends!). Lecture was offered at two different time slots, one in the morning and another in the afternoon, each taught by different professors. A typical day for me started with lecture, followed by either workshop or lab, depending on the day. Over the course of a week, each student has five lectures, two workshops and two labs.

Workshops are basically discussion sections in which a graduate student goes over the material discussed in lecture and problem sets. They'll break down each problem and answer any questions you might have. This was honestly the most helpful part, as you can clear up any confusion about the material. There'll also be a quiz in every workshop, so it's very important to keep up with the material.

Each lab focuses on a different physics concept, and is taught by an assistant teacher in small groups of eight. On the first day of lab, you'll be able to pick your own lab partner, so choose wisely. You'll be with this person for the duration of the following eight weeks. You're also expected to read the lab before attending your lab section. Luckily, there's no pre- or post-lab to turn in. However, this means that everything must be turned in at the end of the three hours.

In terms of exams, each section will consist of a midterm (15%), a final (50%), the best five out of six labs (25%) and the best four out of five quizzes (10%). The midterm consisted of 10 questions and lasted one hour, while the final was 20 questions and lasted two hours. The overall conversion from U.K. grades to U.S. grades is pretty generous, so when you look at your score, you'll be surprised to see that you actually didn't do as badly as you thought!

Text -6

Exploring



Although you're there to study, be sure to take advantage of your time abroad! Many students studied hard during the week and took the weekend off to travel all across the U.K. and other parts of Europe. The five-day break between the two sessions of physics is a popular time for many students to explore outside the U.K. Everything in Europe is relatively close, so a quick train or plane ride can literally take you anywhere. Pro tip: To get cheaper train tickets, I booked through [Trainline](#).

If you don't really feel like being a travel agent for yourself and your friends, the [International Summer School](#) at the University of Sussex offered lots of fun trips at an affordable cost. These trips included a Harry Potter tour, a trip to Stonehenge and lots of other fun adventures!

4. Fill in each blank with the appropriate form of the idioms using go listed below. Some expressions come from Lessons 1 to 27. *to go through* *to go to town* *to go without saying* *touch and go* *to go in for*, *to go around* *to go over* *to go off* *to go with*

1. I was too tired to get up in the morning when my alarm clock _____, so I turned it off and went back to sleep.
2. My presentation to the class _____ so well that the students gave me a big hand.
3. The delicate operation was _____ for several hours, but finally the surgeons were able to finish successfully.
4. We just went to the store an hour ago to buy more beer, and already there isn't enough_____.
5. I can't understand how we _____ so much beer in such a short time.
6. When we remodeled our house, we added a master bedroom, a large bathroom with jacuzzi, and a walk-in closet. We really _____
7. I really enjoy playing chess. Do you _____ playing chess as well?
8. That you should stay home if you are very sick _____.
9. Do you think that this grey shirt _____ these beige pants?

LESSON 18

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

I. PREPARATION AND PLANNING

I.1 ESSENTIAL PREPARATION AND PLANNING CHECKLIST

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



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

I.2 Other questions concerning physical aspects.

Who is the audience?

How many people will there be in the audience?

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

Where will it take place?

How big is the room?

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

Does the equipment work?

Are you going to need a black or whiteboard?

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

Do you need an overhead projector or a screen?

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

Do you need an adapter or extension lead?

Can the information be seen?

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

Do you need a pointer?

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

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



When?

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

How long?

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

Other

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

LESSON 19

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

II. STRUCTURE OF AN ORAL PRESENTATION

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

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



II.1 THE BEGINNING OR THE INTRODUCTION

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

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

Right. Well. OK. Erm.

Good. Fine. Great.

Shall we start?

Let's begin.

Can we start?

Let's get the ball rolling.

Let's get down to business.



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

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



II.1.B Greet audience.

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

Hello ladies and gentlemen.

Good morning members of the jury.

Good afternoon esteemed guests

Good evening members of the board

Fellow colleagues Mr. Chairman/Chairwoman

Thank you for your kind introduction

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

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

Good afternoon ladies and gentlemen, let me introduce myself.

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

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

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

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

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



II.1.D Give title and introduce subject

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

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

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

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

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



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

I will speak for 15 minutes.

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

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

Have you ever heard of...?

You may already know...

I feel sure that some of you...

Every day you encounter...

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

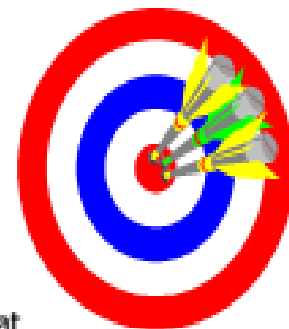
Have you ever heard of/seen X?

You've probably seen countless times...

You may have wondered...

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

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



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

What I would like to do today is to explain

to illustrate...

to give you the essential background information on...

to outline...

to have a look at...

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

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

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

II.1.F Announce your outline.

You want to keep the outline simple so 2 or 3 main points are usually enough.

Concerning grammar the headings of the outline should be of the same grammatical form.

In the first part I give a few basic definitions.

In the next section I will explain

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

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

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

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

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

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

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

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

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

You should refer to your transparency or outline.

Now let us turn to point one.

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

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

LESSON 20

PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

2.1. ANNOTATION LAYOUT

I. General information about the article

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

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

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

III The body of the article

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

IV Your opinion of the article

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

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

	<p><i>scholarly text for academics and students, policy makers and practitioners.</i></p> <p><i>The article is ideal as a teaching text for courses on...</i></p>	
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LESSON 21

PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

ANNOTATION SAMPLE

(Text 1)

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

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

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

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

ARTICLES FOR ANNOTATING

Text 1

The 100-Year Forecast: Very Hot, and Stormy

by Kendall Hamilton and Kimberly Martineau

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

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

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

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

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

Newsweek, 08/18/97, Issue 7

Text 2

Study Debunks 'Global Cooling' Concern of '70s

by Peter Johnson

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

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

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

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

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

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

USA Today, February 21, 2008

Text 3

Atmosphere

by Gaston Bachelard

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

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

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

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

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

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

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

VII-семестр 22 соат

№	Theme	Hours
1.	Profession skills.	8
2.	Life and creativity of famous people in the studied science.	6
3.	News of the learning science.	8

VIII-семестр 22 соат

№	Theme	Hours
1.	Working on the text "Professionalism and speciality".	10
2.	Actual problems on speciality.	12

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

ГЛОССАРИЙ

English	Ўзбек	Русский
Central similarity symmetry	марказий ўхшашлик симметрия	симметрия центрального подобия
determine	аниқламоқ	определять
*-Algebra	*-алгебра	*-алгебра
2-order cone	2-тартибли конус	конус 2-порядка
2-order silindr	2-тартибли цилиндр	цилиндр 2-порядка
a complement of an event	тескари ходиса	отрицание событий
a fraction	каср	дробь
a intersection of events	ходисалар кўпайтмасы	произведение событий
a proper subset	Хос қисм тўплам	собственное подмножество
A sequence of numbers	Сонлар кетма-кетлиги	Последовательность чисел
a set of values	қийматлар тўплами	множество значений (случайной величины)
a subset	Қисм тўплам	подмножество
A theorem about two police officers	Икки миршаб ҳақидаги теорема	Теорема о двух полицейских
a union of events	ходисалар йиғиндиси	сумма событий
abelian group	Абель группа	Абелева группа
about	нисбатан	приблизительно
abbreviate	қисқартириш	сокращать
absolute convergence	Абсолют яқинлашиш	абсолютная сходимость
absolute value	Абсолют қиймат	абсолютная величина
Absorbing set	ютувчи тўплам	поглощающее множество
abstract mathematics	Соф математика	чистая математика
acceleration	тезланиш	ускорение
accelerator	Тезлаштиргич	ускоритель
accidental	тасодифий	случайный
ACNF	МКНФ	СКНФ

action of group to a set	Группанинг тупламга таъсири	Действие группы на множестве
actual	хақиқий	действительный
acute angle	Ўткир бурчак	острый угол
addend / item;	Қўшилувчи	слагаемое
addition	Қўшиш	сложение
additive group	кушимча группа	аддитивная группа
adjacent angle	Қўшни бурчак	смежный угол
adjacent class	Кушни синф	Смежный класс
Adjoint	қўшма	сопряжение
ADNF	МДНФ	СДНФ
Affine geometry	Аффин геометрия	аффинная геометрия
Affine map	Аффин мослик	аффинное преобразование
Affine perspective map	Аффин перспектив мослик	аффинно-перспективное преобразование
again	бундан ташқари	кроме того
Algebra	алгебра	алгебра
algebraic	алгебраик	алгебраический
algebraic complement of matrix	Матрицанинг алгебраик тўлдирувчиси	алгебраическое дополнение матрицы
algebraic extension	Алгебраик кенгайтма	алгебраическое расширение
algebraically closed field	Алгебраик епик майдон	Алгебраически замкнутое поле
Almost periodic function	деярли даврий функция	почти периодическая функция
amplitude	амплитуда	амплитуда
An isolated singular point of the function	Функциянинг яккаланган махсус нуктаси	Изолированная особая точка функция
analysis	таҳлил	анализ
analytic function	аналитик функция	аналитическая функция
Annihilator	аннулятор	аннулятор
Antiderivatives	Бошланғич функция	Первообразный
Antisymmetric set	антисимметрик тўплам	антисимметрическое множество
application	Қўллаш	применение
applied	Амалий	прикладной

applied mathematiks	Амалий математика	прикладная математика
Appolo circles	аполлоний айланалари	окружности апполония
Approximate identity,	такрибий мос келтириш	приближенная единица
arbitrary	ихтиёрий	произвольный
arccosecant	арккосеканс	арккосеканс
Archimed's axiom	Архимед аксиомаси	Аксиома Архимеда
arcsecant	арксеканс	арксеканс
Areas of plane figures	Текис шаклнинг юзи	Площадь плоский фигуры
Arens-Royden theorem	Аронс-Ройден теоремаси	Теорема Аренса-Ройдена
arm	томон, тараф	сторона
Ascoli's theorem	Асколи теоремаси	Теорема Асколи
asimptota	асймпототис лине	асимптота
assertion	тасдиқ	утверждение
Association (sets)	бирлашма	объединение (множеств)
associative	ассоциатив	ассоциативный
associative law	Ассоциатив қонуни	Закон ассоциативности
associativity	ассоциативлик	ассоциативность
assume	фараз қилмоқ	предполагать
asymmetry	асимметрия	асимметрия
attention	диққат қилмоқ	внимание
attractor	аттрактор	аттрактор
automorphism	ўзини-ўзига	себе
auxiliary	ёрдамчи	вспомогательный
A-valued function	А-кийматли функция	А-значная функция
axiom of choice	Танлаш аксиомаси	аксиома выбора
Axiomatic theory	Аксиоматик назария	Аксиоматическая теория

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

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

Рўйхатга олинди.

№ _____
2019 й. " ____ " _____



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

**АМАЛИЙ ИНГЛИЗ ТИЛИ
ФАНИНИНГ
ЎҚУВ ДАСТУРИ**

(барча таълим йўналишлари учун)

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

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

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

Андижон – 2019

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

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

Фан дастури Андижон давлат университетида ишлаб чиқилди.

Тузувчилар:

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

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

Такризчилар:

С.Солижонов – АндДУ, Чет тиллар факультети, Инглиз тили фонетикаси кафедраси мудири, ф.ф.н. доцент

М. Абдувалиев - АндДУ, Чет тиллар факультети Инглизи тили ва адабиёти кафедраси доценти, ф.ф.н., доцент

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

КИРИШ

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

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

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

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

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

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

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

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

Фанининг мақсад ва вазифалари

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

Компетенция – коммуникация (мулоқот) иштирокчиларитомонидан таълимнинг аниқ мақсадларига қаратилганин аниқлаш фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йиғиндисини ифода қилади.

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

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

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

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

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

Прагматик компетенция қуйидагилардан иборат:

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

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

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

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

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

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

Лингвистик компетенция:

Тинглаб тушуниш

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

Гапириш

Диалог

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

Монолог

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

Ўқиш

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

Ёзув.

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

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

✓ Тил компетенцияси

Лексик компетенция

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

Грамматик компетенция

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

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

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

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

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

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

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

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

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

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

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

АСОСИЙ ҚИСМ

Нутқ мавзулари:

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

Амалий машғулот бўйича қўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

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

Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

- ✓ тингланган ахборотнинг асосий мақсади, 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, реюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

- ✓ тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- ✓ суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- ✓ матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ✓ ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- ✓ риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- ✓ касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда 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 матинни таҳлил қилиш ва шарҳлаш;
- ✓ ўқиган ёки тинглаган матинни қисқача мазмунини баён этиш;
- ✓ ўрганилган мавзуда чиқиш қилиш;
- ✓ ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- ✓ матнни лугатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- ✓ матн: 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадий 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:

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

Кўз югуртириб ўқиш:

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

Ёзма нутқ

Ёзма нутқ бўйича:

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

Лингвистик компетенция

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

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

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

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

* Минимумда олдинги боскичда ўрганилган лексика сони кўрсатилмаган.

** Пассив лексикага актив лексика ҳам киради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

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

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш - 30%;

ёзув - 20% .

Талабалар билиминини назорат қилиш

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

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

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

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

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

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

2. Гапириш бўйича:

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

3. Ўқиш бўйича:

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

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишларини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимининг ташкил этишининг шакли ва мазмуни

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

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

Таълим этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш; Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

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

Ўқиш: талаба ўрганиётган 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. Машиғулотларда 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 турларининг назорат қилиш-матннинг бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

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

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

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

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

- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, ишро, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информатсион – методик таъминоти

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

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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Қўшимча адабиётлар

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Интернет сайтлари

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

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“ТАСДИҚЛАНДИ”

Ишлари бўйича проректор

ф.и.д.оц. А.Маматюсупов

2019 йил “31” август

“АМАЛИЙНИНГ ЛИЗТИЧИ”

фанининг

ИШЧИ ЎҚУВ ДАСТУРИ

(4 курс)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 140000 – Табiiй фанлар

Таълим йўналишлари: 5140200 –Физика

Умумий ўқув соати -86 соат

Шу жумладан:

Амалий машғулотлар –42 соат

(7-семестр-20, 8-семестр-22)

Мустақил таълим соати– 44 соат

(7-семестр-22, 8-семестр-22)

Андижон-2019й.

Фаннинг илми ӯқув дастури Андижон давлат университети кенгашининг 2019 йил “31” августдаги 1 сонли баёни билан тасдиқланган “Амалий инглиз тили” фанининг ӯқув дастури асосида тайёрланган.

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

Тузувчилар:

- Д.Рустамов – АндДУ, Факультетлараро чет тиллар (аник ва табиий
фанлар) кафедраси мудири
Э.Курбанов – АндДУ, Факультетлараро чет тиллар (аник ва табиий
фанлар) кафедраси ўқитувчиси
А.Маттиев – АндДУ, Факультетлараро чет тиллар (аник ва табиий
фанлар) кафедраси ўқитувчиси
Г.Талжиматова – АндДУ, Факультетлараро чет тиллар (аник ва
табиий фанлар) кафедраси ўқитувчиси

Такризчилар:

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

АндДУ Чет тиллар факультети
декани:

2019 йил “31” 08

А.Маматкулов

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

2019 йил “31” 08

Д.Рустамов

К И Р И Ш

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

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик тахсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

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

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

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

Шахсга йўналтирилган ёндашув - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шакллари асосланиш; талаба характери ва унинг ўзини ривожлантириш усуллари ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал

эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

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

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

Фаннинг мақсад ва вазифалари

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

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

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

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

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

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

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

Прагматик компетенция қуйидагилардан иборат:

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

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

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

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

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик тахсиллари нихоясида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;

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

Гапириш

Диалог

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

Монолог

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

Ўқиш

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

Ёзув.

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

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

Лексик компетенция

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

Грамматик компетенция

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

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

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

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

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

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

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

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

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

- ✓ **дельфи услуби** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;

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

АСОСИЙ ҚИСМ

Нутқ мавзулари:

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

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

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
VII- семестр				
1.	Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва	42	20	22

	унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо) ва Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари)			
VIII- семестр				
2.	Касбга йўналтирилган мавзу (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо)	44	22	22
	Жами	86	42	44

Амалий машғулот бўйича кўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

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

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

№	Амалий машғулотлар мавзулари	Соат
1.1	Lesson 1 History of the specialty studied	4
1.2	Lesson 2 Areas of specialization studied	4
1.3	Lesson 3 Great representatives of the studied area	4
1.4	Lesson 4 Actual problems of the studied area	4
1.5	Lesson 5 Professional ethics	4

	Жами:	20
(VIII-семестр)		
№	Амалий машғулотлар мавзулари	Соат
2.1	Lesson 1 Relative disciplines to physics	2
2.2	Lesson 2 Issues of teaching and interpreting texts, terms and definitions of specialization	4
2.3	Lesson 3 Currently being taught of special subjects	4
2.4	Lesson 4 Studying of foreign experience in the specialty, formation of the ability to interpret scientific literature	4
2.5	Lesson 5 Preparation of presentations on specialization and formation of skills of presentation	4
2.6	Lesson 6 Preparation of an article and annotation for the specialty	4
	Жами:	22

Умумий босқич Нутқ компетенцияси

Босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

- ✓ маъруза, 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 тақдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

Ўқиш

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

Ёзма нутқ

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

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

- ✓ тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- ✓ суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- ✓ матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;

- ✓ ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- ✓ риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- ✓ касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда 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.

Лингвистик компетенция

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

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

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

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

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам киради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

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

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

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

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

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

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

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

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

2. Гапириш бўйича:

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

3. Ўқиш бўйича:

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

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;

- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгиллаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўлларини топа олиш.

VII-семестр 22 соат

№	Theme	Hours
1.	Profession skills.	8
2.	Life and creativity of famous people in the studied science.	6
3.	News of the learning science.	8

VIII-семестр 22 соат

№	Theme	Hours
1.	Working on the text “Professionalism and speciality”.	10
2.	Actual problems on speciality.	12

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари:

ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, бахс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг инфор­мацион – методик таъминоти

Чет 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.

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
	<i>Сони</i>	<i>Балл</i>	<i>Жами</i>		<i>Сони</i>	<i>Балл</i>	<i>Жами</i>		Ёзма	<i>Жами</i>
Ўқувчи	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	Оралик назорат баллари	
		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		10	0-10

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Жами ОН баллари	30	0-30
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Умумий кўрсаткич:

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

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

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

Талабанинг семестр давомида фан бўйича тўплаган умумий балли ҳар бир назорат туридан белгиланган 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 оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади. Талабанинг семестрда **ЖН** ва **ОН** турлари бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади. Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат етиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апеллятсия комиссияси ташкил етилади.

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

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

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

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

www.examenglish.com

<http://www.edufle.net>

V.3 TARQATMA MATERIALLAR

Coloids

Coloids (acc. to charge)

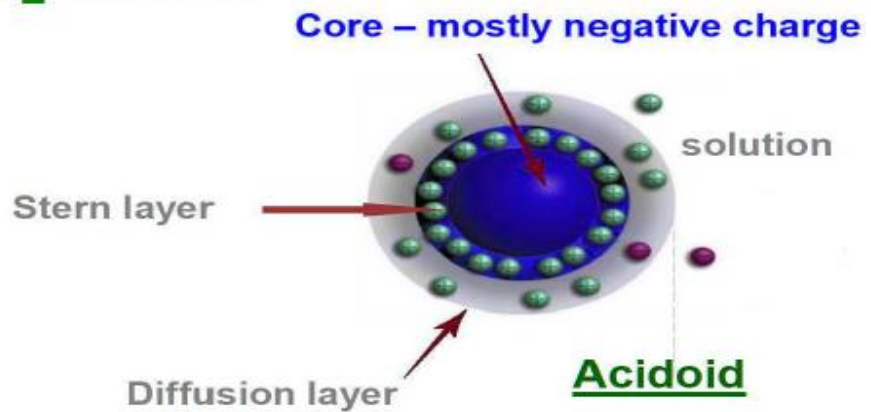
Acidoids (adsorb cations)

Bazoids (adsorb anions)

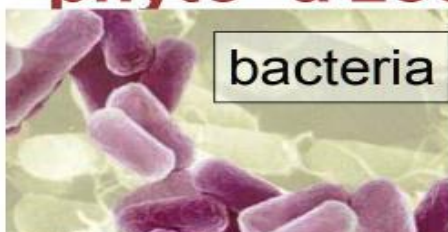
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



phyto- a zoo-edaphon - examples



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

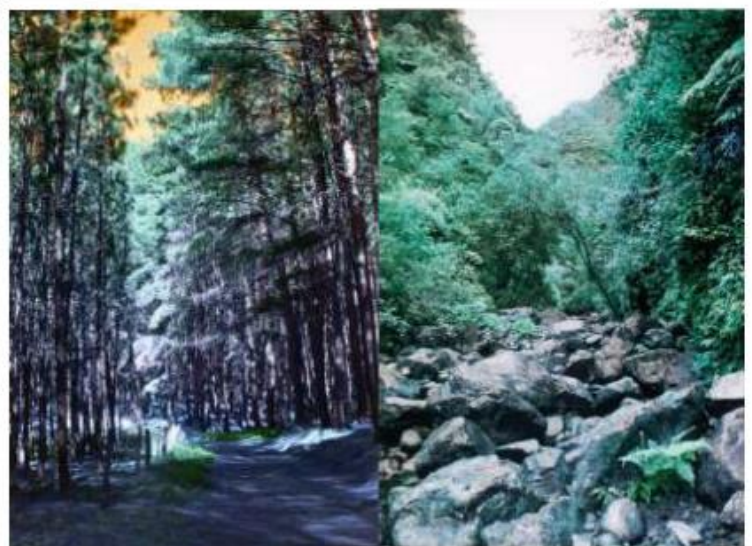


Vegetation

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



trees – forests, rainforests



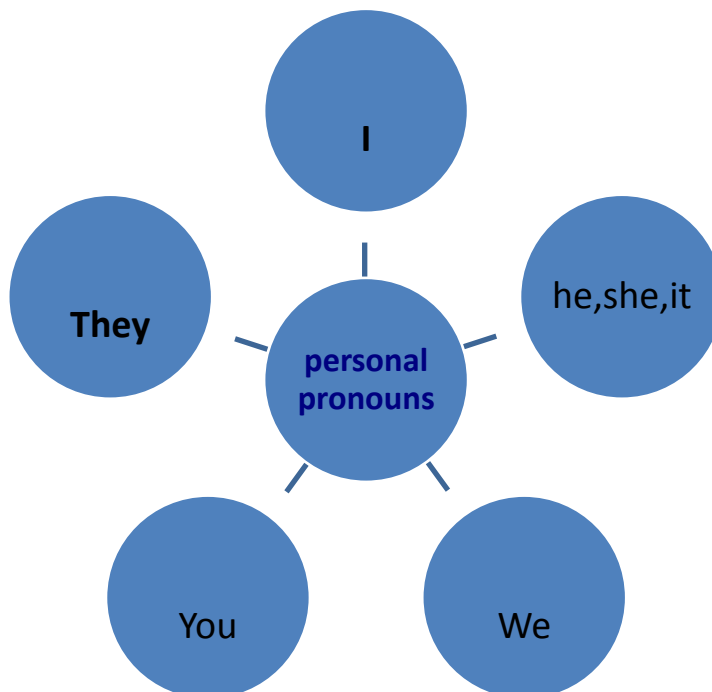
«KLAster» metodi

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

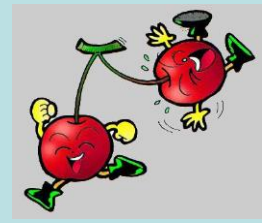
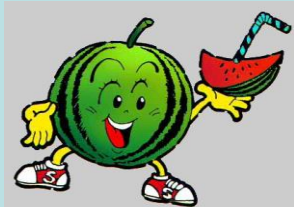
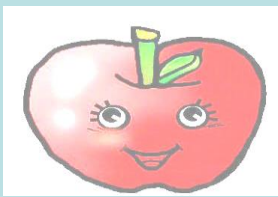


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

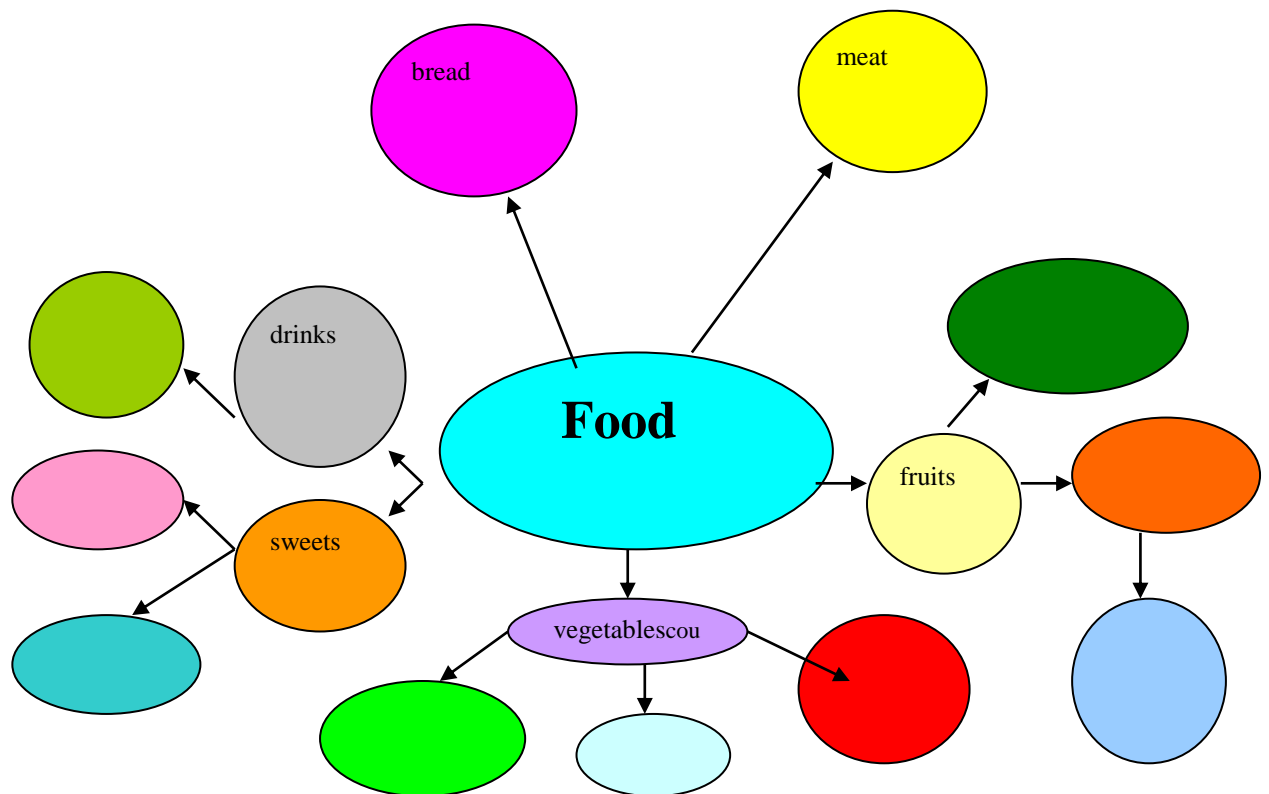


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



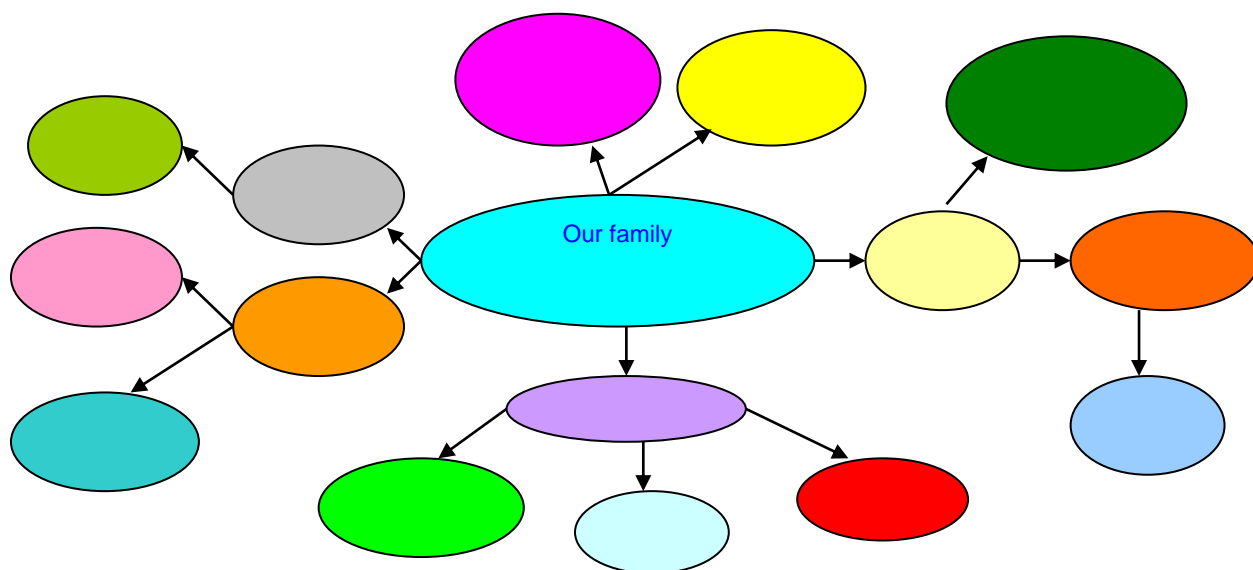
«KLAster» metodi

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:



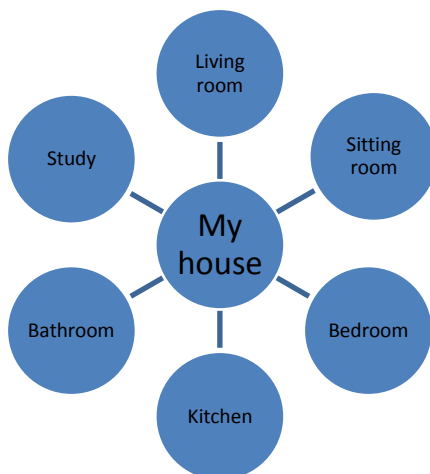
II- guruh:



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)

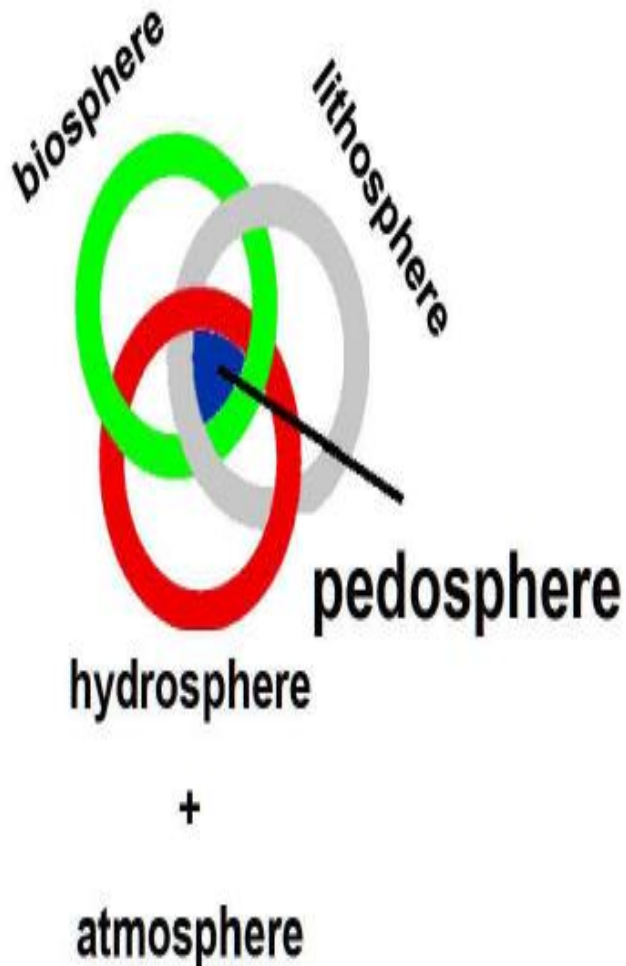
C (bedrock substrate)

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

Grammar Test 5

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

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

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

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

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

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

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

11. Does the brochure say _____ in the villas.

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

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

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

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

Grammar Test 6

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

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

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

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

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

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

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

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

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

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

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

6. No conclusions _____ from this chapter.

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

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

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

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

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

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

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

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

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

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

- A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
A) generouser B) more generouser C) 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 experimetns today should _____ a month or two ago.
A) have been solved B) be solved C) have solved D) have been solving
13. In our study children on a diet high in dairy products tended to be considerably _____ than average.
A) more fat B) fatter C) fater D) more fatter
14. Petrol is _____ it was a few years ago.
A) twice more expensive as B) two times more expensive as C) twice as expensive as D) two times much expensive than
15. They are often confronted with difficult problems which they have to _____.
A) have solved B) solve C) be solving D) have been solving

Grammar Test 10

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

1. The weather forecast says there'll be wind from the north west tonight. That always _____ snow with it at this time of year.

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

Grammar Test 11

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

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
- A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.
- A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.

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

Grammar Test 12

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

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

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

6. Hot water can freeze _____ cold water.

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

Grammar Test 14

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

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

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

Grammar Test 15

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

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

10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.
 A) Collected B) Having been collected C) Having collected D) Being collected
11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.
 A) which B) where C) that D) whom
12. The researchers are wondering how long _____ in tap water.
 A) chlorine stays B) does chlorine stay C) does chlorine stays D) if chlorine stays
13. Scientists predicted when _____ by measuring movements in the Earth.
 A) the volcano will erupt B) will the volcano erupt
 C) the volcano would erupt D) would the volcano erupt
14. Modern recycling methods _____ to save energy on board the Freedom Ship.
 A) will use B) will be using C) will have used D) will be used
15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.
 A) they are B) it is C) there is D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

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

Sound Advice for Language Learners

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

- | | | | | |
|---|--------------|--------------|-------------|---------------|
| 0 | A series | B issue | C programme | D release |
| 1 | A domain | B branch | C field | D area |
| 2 | A wondering | B thinking | C looking | D considering |
| 3 | A assess | B review | C balance | D survey |
| 4 | A charge | B cost | C price | D valuation |
| 5 | A recognised | B understood | C valued | D regarded |
| 6 | A sights | B ends | C objects | D goals |

7	A by	B about	C into	D in
8	A Nose	B Push	C Run	D Shop
9	A rapid	B crash	C quick	D fast
10	A achieving	B doing	C gaining	D making
11	A on	B forward	C from	D onward
12	A up	B on	C through	D out

Vocabulary Test 2

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

Improving Your Intellect

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

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

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

Vocabulary Test 3

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

Environmental Concerns

Earth is the only (0)...B..... we know of in the universe that can support human life. (1)..... human activities are making the planet less fit to live on. As the western world (2)..... on consuming two-thirds of the world's resources while half of the world's population

do so (3)..... to stay alive we are rapidly destroying the (4)..... resources we have by which all people can survive and prosper. Everywhere fertile soil is (5)..... built on or washed into the sea. Renewable resources are exploited so much that they will never be able to recover (6)..... . We discharge pollutants into the atmosphere without any thought of the consequences. As a (7)..... the planet's ability to support people is being (8)..... at the very time when rising human numbers and consumption are (9)..... increasingly high demands on it.

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

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

Vocabulary Test 4

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

No More Classes

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

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

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

- | | | | | |
|---|---------|-------|-------|-----------|
| 0 | A in | B at | C of | D to |
| 1 | A with | B for | C at | D in |
| 2 | A still | B for | C yet | D already |
| 3 | A place | B put | C set | D get |

4	A take	B do	C catch	D hold
5	A although	B preferably	C instead	D contrary
6	A force	B hit	C depress	D push
7	A so	B such	C like	D alike
8	A with	B to	C from	D for
9	A role	B duty	C obligation	D need
10	A replace	B restore	C succeed	D recover
11	A definitely	B mainly	C totally	D surely
12	A spend	B make	C have	D do

Vocabulary Test 5

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

The Sahara

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

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

Vocabulary Test 6

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

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

Vocabulary Test 7

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

1. A conscientious scientist hardly ever bases his research on a guess.
A) probably B) variably C) scarcely D) undeniably
2. The University basketball team is undoubtedly the best one in the city.
A) persistently B) relatively C) certainly D) practically
3. There is an abundance of ore in the mountain area.
A) a wide variety B) more than sufficient C) a unique type D) a common type
4. Severe criticism does not create a supportive learning environment.
A) harsh B) unfair C) special D) light
5. They adapted slowly because their surroundings were so new to them.
A) warmed up B) adjusted C) frozen D) improved
6. Congress is discussing tax rates tomorrow in a closed session.
A) abolishing B) reducing C) debating about D) revoking
7. He has a fine apartment with all the modern conveniences.
A) house B) flat C) office D) department
8. The child died from lack of care and proper nourishment.
A) excess B) desire C) denial D) absence
9. The basic colours of the spectrum are red, blue and yellow.
A) necessary B) secondary C) exceptional D) primary

10. His attempts to shift the blame for his defeat onto his companion met no response.
A) responsibility B) importance C) reason D) necessity

Vocabulary Test 8

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

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

Vocabulary Test 9

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

1. If water freezes, its volume increases.
A) varies B) expands C) diminishes D) weighs
2. The scientist studied his subject thoroughly before he started the project.
A) incredibly B) in depth C) in vain D) imperceptibly
3. In the laboratory the test tube rack is adjacent to the desk.
A) far from B) within C) behind D) next to
4. The drop in temperature was negligible.
A) unimportant B) average C) needless D) misleading
5. The young engineer had to take upon himself all the blame for the failure of the project.
A) recognition B) praise C) responsibility D) credit
6. The rain was lashing and it was cold in the room without a fire.
A) stuffy B) cosy C) icy D) chilly
7. I am alone and can do more or less whatever I like.

- A) solitary B) superior C) among friends D) grown-up
8. The government's failure to establish any sound economic policy was acknowledged by the minister.
- A) talked about B) made public C) admitted D) denied
9. Our manufacturing methods will be adapted to conform to the new technology.
- A) improved B) renewed C) adjusted D) tolerated
10. The debate about the health care reform seems to go on endlessly.
- A) discussion B) complaints C) disquietude D) disagreement

Vocabulary Test 10

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

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

Vocabulary Test 11

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

1. Technology has indeed had a significant _____ on our lives today.
- A) change B) role C) effort D) effect
2. The experiment was successfully _____ by a team of scientists.
- A) performed B) created C) operated D) fulfilled
3. The third _____ of the book has not been published yet.
- A) report B) publicity C) edition D) issue

4. Since he lost his job last year, he has been _____.
A) unworked B) resting C) sitting D) unemployed
5. This tradition is _____. It is found nowhere else in the world.
A) rare B) individual C) single D) unique
6. Her problem was that she _____ stand losing.
A) couldn't B) wouldn't C) didn't D) shouldn't
7. They decided to _____ the deadline.
A) proceed B) travel C) extend D) continue
8. The management promise to _____ action if a customer has been poorly treated by the staff.
A) take B) get C) make D) do
9. The next generation of telephones in every home will _____ us to see the person we are speaking to.
A) permit B) enable C) assist D) let
10. The repairs will be carried out _____ a week of receipt of your call.
A) with B) for about C) until D) within

Vocabulary Test 12

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

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

Vocabulary Test 13

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

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.

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

Vocabulary Test 14

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

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

Vocabulary Test 15

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

1. Most young people in the Western world have _____ to a decent education.

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

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

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

Vocabulary Tests

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

V.5 БАҲОЛАШ МЕЗОНИ

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
	Сони	Балл	Жами		Сони	Балл	Жами		Ёзма
Хорижий тил	1	60	60	60	1	10	10	10	30
									Жами

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

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

Талабалар ОН дан тўплайдиган балларнинг мезонлари

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

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Умумий кўрсаткич:

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

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

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

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

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

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

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

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

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.