ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

ФАКУЛЬТЕТЛАРАРО ЧЕТ ТИЛЛАР

(аниқ ва табиий фанлар) кафедраси

"ХОРИЖИЙ ТИЛ"
(Инглиз тили)
фанидан

3-курс учун
ЎҚУВ-УСЛУБИЙ МАЖМУА

Билим сохаси:	**100000**	**Гуманитар соха**
Таълим сохаси:	**110000**	**Педагогика**
	140000	**Табиий фанлар**
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Ўқув-услубий мажмуа Андижон давлат университети Кенгашининг 2019 йил "31" августдаги "1" сонли баёни билан тасдиқланган.

МУНДАРИЖА

LESSON -1
Grammar : Adverbial clauses.

Types of Clauses

1. Answer the following question.
- What is an adverb Clause?
- How many types of clauses are there?

2. Read and learn adverbial clauses.

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

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

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

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

When the storm started, she was at the store.

Bob wore the coat that I gave him.

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

Adverb clauses are clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the other clause. This will help you recognize an adverb clause.

Subordinating conjunctions can be arranged according to the purpose of the clause they begin. Here are some examples of subordinating conjunctions:

Time: *after, when, until, soon, before, once, while, as soon as, whenever, by the time*

Condition: *if, whether or not, provided, in case, unless, even if,* in the event

Cause and effect: *because, as, since, so, in order that, now that, inasmuch as*

Contrast: though, although, while, whereas, even though

Most of the time, an adverb clause will be separated from the other clause with a comma. Here are examples of sentences with and without commas:

Whether you like it or not, you have to go. (The adverb clause "Whether you like it or not" puts a condition on the action.)

She enjoyed the party more than he did. (The adverb clause 'than he did' modifies the adverb "more.")

After my car is fixed, we can take a trip to the coast. (The adverb clause "After my car is fixed" puts a time on the action.)

Functions of Adverbs

Since adverb clauses function as adverbs, let's look at the functions of adverbs.

Adverbs modify verbs, adjectives, and other adverbs, and give more information. They tell why, when, where, how, how much, and how often an action occurs. They can move around in a sentence.
These examples show what the adverb is modifying (the adverb is underlined).
Verbs:
We eat pizza weekly.
She watched the wild animal carefully.
Adjectives:
That is a very nice person.
The dog is extremely hyperactive.
Adverbs:
She sings quite beautifully.
My dog is almost always starving.

3. answer the following questions.
- what is Android?
- where and how do we use android?

Android 8.1 Oreo home screen

4. Work in pair. Translate the text into Uzbek.
    Text -1.
    Android is a mobile operating system developed by Google, based on a modified version of the Linux kernel and other open source software and designed primarily for touchscreen mobile devices such as smartphones and tablets. In addition, Google has further developed Android TV for televisions, Android Auto for cars, and Wear OS for wrist watches, each with a specialized user interface. Variants of Android are also used on game consoles, digital cameras, PCs and other electronics. Initially developed by Android Inc., which Google bought in 2005, Android was unveiled in 2007, with the first commercial Android device launched in September 2008. The operating system has since gone through multiple major releases, with the current version being 8.1 "Oreo", released in December 2017.
    Text -2.
    The core Android source code is known as Android Open Source Project (AOSP), and is primarily licensed under the Apache License. Android is also associated with a suite of proprietary software developed by Google, including

core apps for services such as Gmail and Google Search, as well as the application store and digital distribution platform Google Play, and associated development platform. These apps are licensed by manufacturers of Android devices certified under standards imposed by Google, but AOSP has been used as the basis of competing Android ecosystems, such as Amazon.com's Fire OS, which utilize its own equivalents to these Google Mobile Services. Android has been the best-selling OS worldwide on smartphones since 2011 and on tablets since 2013. As of May 2017, it has over two billion monthly active users, the largest installed base of any operating system, and as of 2017, the Google Play store features over 3.5 million apps.

New words and word conbinations

associated – birlashgan	including – shu jumladan
associated – birlashgan	working state – ish holati
contents - tarkibi	reception – qabul qilish
references – havolalar	source model – manba
madeli available – mavjud	kerneltype – yadro turi
license – litsenziya	initial release – dastlabki versiyasi

5. COMPREHENSION QUESTIONS
1. What operation system Android is based on?
2. Which company had made the Android operating system?
Examples of Adverb Clauses
Adverb clauses can modify by telling the place, time, cause, and purpose of an action. They can also show concession and condition. Basically they answer the questions: where?, when?, why?, and under what conditions? Here are some examples with the adverb clause underlined:
Place:
Wherever there is music, people will often dance.
If you know where they live, you can drop in for a visit.
Time:
After the chores are done, we will eat ice cream.
When the clock strikes midnight, she has to leave.
Cause:
She passed the course because she worked hard.
 Since he has long hair, he wears a ponytail.
Purpose:
So that he would not ruin the carpet, he took off his shoes.
He ate vegetables in order to stay healthy.
Concession:
Even though you are 13, you can't go to that movie.
Although you gave it your best, you did not win the match.
Condition:
If you save some money, you can buy a new game.
Unless you hurry, you will be late for school.

While adverb clauses are a little more complicated than simple adverbs, they are worth learning about. If you'd like to see more examples of adverb clauses Your Dictionary has more available at [Examples of Adverb Clauses](#).

LESSON -2
INFORMATION ABOUT THE SUBJECT HISTORY
TOPIC: OBJECT-ORIENTED PROGRAMMING

1. Answer the following questions.
- What is instance of a class?
- What do we know about object?

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

Text -1.

Object-oriented programming (OOP) is a programming language model organized around "objects" rather than "actions" and data rather than logic. Historically, a program has been viewed as a logical procedure that takes input data, processes it, and produces output data. The first step in OOP is to identify all the objects you want to manipulate and how they relate to each other, an exercise often known as data modeling.

Text -2.

Once you've identified an object, you generalize it as a class of objects and define the kind of data it contains and any logic sequences that can manipulate it. Each distinct logic sequence is known as a method. A real instance of a class is called an "object" or an "instance of a class". The object or class instance is what you run in the computer. Its methods provide computer instructions and the class object characteristics provide relevant data. You communicate with objects – and they communicate with each other. Important features with OOP are:
• Classes and Objects
• Inheritance
• Polymorphism
• Encapsulation

Text -3.

Simula was the first object-oriented programming language. Simula was developed in the 1960s by Kristen Nygaard from Norway. Java, Python, C++, Visual Basic .NET and C# are popular OOP languages today. Since Simula-type objects are reimplemented in C++, Java and C# the influence of Simula is often understated. The creator of C++ (1979), Bjarne Stroustrup (from Denmark), has acknowledged that Simula was the greatest influence on him to develop C++.

NEW WORDS

Object – obyekt	Inheritance – vorislik
Class – sinf	Logic – mantiqiy
Encapsulation – inkapsulyatsiya	Organized – tashkil topgan
Polymorphism – ko'p shakllilik	General – sxematik

3. COMPREHENSION QUESTIONS
1. Which 8mportant features are in the OOP?
2. Which is the first programming language based on OPP?

4. 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.

5. 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 3
ADVERBIAL CLAUSES OF REASON

1. **Answer the following questions?**
- What is cause?
- What is purpose?
- When do we know about concession?

2. **Learn adverbial clauses of reason**

Cause:

She passed the course because she worked hard.

Since he has long hair, he wears a ponytail.

Purpose:

So that he would not ruin the carpet, he took off his shoes.

He ate vegetables *in order to* stay healthy.

Concession:

Even though you are 13, you can't go to that movie.

Although you gave it your best, you did not win the match.

Condition:

If you save some money, you can buy a new game.

Unless you hurry, you will be late for school.

While adverb clauses are a little more complicated than simple adverbs, they are worth learning about. If you'd like to see more examples of adverb clauses Your Dictionary has more available at Examples of Adverb Clauses.

An adverbial clause is a group of words which plays the role of an adverb. (Like all clauses, an adverbial clause will contain a subject and a verb.) For example:

Keep hitting the gong hourly.   **(normal adverb)**

Keep hitting the gong until I tell you to stop.   **(adverbial clause)**

In the examples above, the normal adverb and adverbial clause both tell us when the gong is to be hit. They are both adverbs of time. All adverbs (including adverbial clauses) can usually be categorized as one of the following:

Adverbs of Time

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

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

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

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

3. Translate the topic netbook into Uzbek

Apple MacBook Air, an ultraportable laptop weighing under 3.0 lb (1.36 kg)

The netbook is an in expensive, light-weight, energy-efficient form of laptop, especially suited for wireless communication and Internet access. Netbooks first became commercially available around 2008, weighing under 1 kg, with a display size of under 9". The name netbook (with net short for Internet) is used as "the device excels in web-based computing performance".

Netbooks were initially sold with light-weight variants of the Linux operating system, although later versions often have the Windows XP or Windows 7 operating systems. The term "netbook" is largely obsolete, although machines that would have once been called netbooks—small, inexpensive, and low powered—never ceased being sold, in particular the smaller Chromebook models.

NEW WORDS

Suited – munosib

Expensive – qimmat

Laptop – netbuk

Wireless – simsiz

Variants – variantlar

Display – ekran

Version – versiya

Particular- xos

COMPREHENSION QUESTIONS

1. What's the difference between a laptop and a netbook from which other?

2. How much is the weight of the Apple Macbook?

LESSON 4

1. 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

2. Answer the following questions.

- **What can we see in the picture?**

Developed by	Bluetooth Special Interest Group
Industry	Personal area networks
Compatible hardware	Personal computers Smartphones Gaming consoles Wireless Audio Devices
Physical range	Typically less than 10 m (33 ft), up to 100 m (330 ft) Bluetooth 5.0: 40–400 m (100–1,000 ft)[1][2]

- **How can we use Bluetooth?**

3. Translate the text into Uzbek.

TOPIC:Bluetooth

Bluetooth is a wireless technology standard for exchanging data over short distances (using short-wavelength UHF radio waves in the ISM band from 2.4 to 2.485 GHz) from fixed and mobile devices, and building personal area networks (PANs). Invented by Dutch electrical engineer Jaap Haartsen, working for telecom vendor Ericsson in 1994, it was originally conceived as a wireless alternative to RS-232 data cables. Bluetooth is managed by the Bluetooth Special Interest Group (SIG), which has more than 30,000 member companies in the areas of telecommunication, computing, networking, and consumer electronics.The IEEE

standardized Bluetooth as IEEE 802.15.1, but no longer maintains the standard. The Bluetooth SIG oversees development of the specification, manages the qualification program, and protects the trademarks. A manufacturer must meet Bluetooth SIG standards to market it as a Bluetooth device. A network of patents apply to the technology, which are licensed to individual qualifying devices

NEW WORDS

alternative – tanlab olish

developed - rivojlangan

industry – sanoat

compatible – mos keladigan

physical - jismoniy

origin – manba

motivation - mativatsiya

technical information – texnik malumoti

COMPREHENSION QUESTIONS

1. What kind of technology is Bluetooth?
2. What standards do Bluetooth have?

4. Make up sentences using following active words and word combinations

To retire – nafaqaga chiqmoq	A district – tuman
To travel – sayohat qilmoq	Beautiful – chiroyli
Travelling – sayohat	Wide – keng
Journey – safar, sayohat	Stright – to'g'ri
As – dek, xuddi	A garden – bog'
A tourist – sayyoh, sayohatchi	A way – yo,l
A hotel – mehmonxona	On the one's way – biror yo'lda
A hall – zal, mehmonxona	A building – bino
A guide – gid, yo'l boshlovchi	To build – qurmoq
A visit (to) – (ga) tashrif	A picture gallery – rasmlar ko'rgazmasi
A capital – poitaxt	Would like- bilishni hoxlamoq
To become – aylanmoq, bo'lib qolmoq	To plan - rejalashtirmoq
To change – almashtirmoq, o'zgarmoq	A collective farm - kolxoz, firma
To recoghize – tanimoq	A museum –muzey
A street – ko'cha	An exhibition –ko'rgazma
A square – maydon	Other – boshqa

LESSON 5
Adverbial Clauses of Time

1. **Adverbial Clauses of Time.**

All adverbs (including adverbial clauses) can usually be categorized as one of the following:

Adverbs of Time

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

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

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

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

Adverbs of Place

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

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

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

Adverbs of Manner

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

He acts like it is a joke.

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

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

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

TEXT-1.
TOPIC : **Cathode ray tube**

A cathode ray tube (CRT) computer monitor

The first computer monitors used cathode ray tubes (CRTs). Prior to the advent of home computers in the late 1970s, it was common for a video display terminal (VDT) using a CRT to be physically integrated with a keyboard and other components of the system in a single large chassis. The display was monochrome and far less sharp and detailed than on a modern flat-panel monitor, necessitating the use of relatively large text and severely limiting the amount of information that could be displayed at one time.

TEXT-2.
High-resolution CRT displays were developed for the specialized military, industrial and scientific applications but they were far too costly for general use. Some of the earliest home computers (such as the TRS-80 and Commodore PET) were limited to monochrome CRT displays, but color display capability was already a standard feature of the pioneering Apple II, introduced in 1977, and the specialty of the more graphically sophisticated Atari 800, introduced in 1979. Either computer could be connected to the antenna terminals of an ordinary color TV set or used with a purpose-made CRT color monitor for optimum resolution and color quality.

TEXT-3.
Lagging several years behind, in 1981 IBM introduced the Color Graphics Adapter, which could display four colors with a resolution of 320 x 200 pixels, or it could produce 640 x 200 pixels with two colors. In 1984 IBM introduced the Enhanced Graphics Adapter which was capable of producing 16 colors and had a resolution of 640 x 350. By the end of the 1980s color CRT monitors that could clearly display 1024 x 768 pixels were widely available and increasingly affordable. During the following decade, maximum display resolutions gradually increased and prices continued to fall.

TEXT-4.
CRT technology remained dominant in the PC monitor market into the new millennium partly because it was cheaper to produce and offered to view angles close to 180 degrees. CRTs still offer some image quality advantages over LCDs but improvements to the latter have made them much less obvious. The dynamic range of early LCD panels was very poor, and although text and other motionless graphics were sharper than on a CRT, an LCD characteristic known as pixel lag caused moving graphics to appear noticeably smeared and blurry .

NEW WORDS

Terminal- terminal

Large – kata

Keyboard – klavyatura

Monochrome – monoxrom

Components-komponent

Sharp – keskin

Single – bitta

Detailed - tafsiliy

COMPREHENSION QUESTIONS

1. What kind of computer monitor was the first?
2. Extension of the word "CRT"?

3. Choose the right tense.

1. Water boils/is boiling at 100·C. 2. When do you get/are you getting up? 3. We have /are having English classes every day? 4. "Do you wear/are you wearing a new hat?" "Yes, do you like/are you liking it?" 5. "Look! She comes/is coming." 6. "Where is Paul?" "He plays/is playing football with Derek." 7. "Where is mum?" "She is in the bathroom. She does/is doing the laundry." 8."I go/am going to visit Laura to night. She leaves/is leaving to New York in the morning. "When does she come / is she coming back?" "I don't know." 9. We spend/are spending holidays in Spain. 10. Laura usually goes/is going to school by bus. But today her mum drives/is driving "her to school.

4. State or action? Choose the right variant.

1. I see/am seeing Becky on Monday. 2. She weighs/is weighing 100 kilos. She eats too much. 3. Don't disturb me. I listen/am listening to music. 4. You look/are looking great. 5. I think/am thinking he can drive a car. 6. Laura has/is having two cars. 7. I come / is coming from Spain. 8. She tastes/is tasting vanilla ice cream. It's delicious. 9. He is/is being a very polite person. 10. Why do you smell/are you smelling these cakes?

LESSON 6
TOPIC: COMPUTER_MONITOR

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

TEXT-1.

A computer monitor is an output device which displays information in pictorial form. A monitor usually comprises the display device, circuitry, casing, and power supply. The display device in modern monitors is typically a thin film transistor liquid crystal display (TFT-LCD) with LED backlighting having replaced cold- cathode fluorescent lamp (CCFL) backlighting. Older monitors used a cathode ray tube (CRT).

TEXT-2.

Monitors are connected to the computer via VGA, Digital Visual Interface (DVI), HDMI, DisplayPort, Thunderbolt, low-voltage differential signaling (LVDS) or other proprietary connectors and signa ls. Originally, computer monitors were used for data processing while television receivers were used for entertainment. From the 1980s onwards, computers (and their monitors) have been used for both data processing and entertainment, while televisions have implemented some computer functionality.

TEXT-3.

The common aspect ratio of televisions, and computer monitors, has changed from 4:3 to 16:10, to 16:9. Modern computer monitors are easily interchangeable with conventional television sets. However, as computer monitors do not necessarily include components such as a television tuner and speakers, it may not be possible to use a computer monitor as a television without external components.

NEW WORDS

Device – qurilma
Usually – odatda
Connected – ulangan
Differential – diferensial

Process –jarayon
Receivers – priyomnik
Entertainment – tomosha
Aspect - tavsif

2. COMPREHENSION QUESTIONS

1.Tell About Monitor Types?
2.What is HDMI?
3. Change the words in brackets.

There is a traffic jam in the street. Most of the people **1 (try)** to get to work. They all **2 (work)** in the city but few of them **3 (live)** there. They **4 (feel)** very angry and frustrated at the moment because the traffic **5 (hardly move)**. Traffic jams like this **6 (happen)** everyday. The problem **7 (get)** worse all the time.

4. Tick the correct sentence.
1. a Donald walks along Buckingham Road every day and crosses it on his way to school.
b Donald is walking along Buckingham "Road every day and crossing it on his way to school.
2. a .Professor Brown believes that most of our cities die.
B Professor Brown believes that most of our cities are dying.
3. a He often suffers from headaches.   b He is often suffering from headaches.
4. a "Where are you going?", Lorna asked.   b "Where do you go?". Lorns asked.
5. a I am not wanting to eat. I am not hungry.
b I do not want to eat. I am not hungry.
6. a She is wearing a pink dress.   b She wears a pink dress.
7. a He is buying a new car every year.   B. He buys a new car every year.
8. a The dress belongs to my sister.   b The dress is belonging to my sister.
9. a ·'I'm still having breakfast," she says.   b I still have breakfast," she says.
10.a Are you always getting up so late?   b. Do you always get up so late?

LESSON 7
GRAMMAR : Adveribial clauses of place. Doing ex-ses.

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

Adverb clauses of time

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

Whenever I get an idea for a story, I jot it down in a notebook.

When you heat ice, it melts.

After the match ended, we left for our homes.

As the chief guest arrived, we all stood up.

I will wait **until** you have finished dressing.

Sunday is the day **when** I am least busy.

Whenever I go to London, I stay with my brother.

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

Once you have made a decision, you must stick to it.

Now that winter has come, we must buy some woollen clothes.

Adverb Clauses Exercises:

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

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

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

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

4. Find the adverb clauses in these sentences. What are their meanings (time, place...)? If it is a reduced adverb clause, add the missing words.

1. You seem very happy when you help other people.
2. While you wait, we will detail your car.
3. I am happier than I ever was before.
4. That horse is more obstinate than a mule.
5. The woman took notes while being taught to cook with broccoli.
6. Ben fields baseballs better than he hits.
7. As the lions approached the carcass, the cheetahs retreated once more.
8. While eating, I choked on a bone.

1. Translate the text into Uzbek.

TOPIC: Computer_mouse.

A computer mouse with the most common features: two buttons (left and right) and a scroll wheel, which can also act as a third button.

A computer mouse is a hand-held pointing device that detects two-dimensional motion relative to a surface. This motion is typically translated into the motion of a pointer on a display, which allows a smooth control of the graphical user interface. The first public demonstration of a mouse controlling a computer system was in 1968 Originally wired to a computer , modern mice are now also cordless, relying on short-range radio communication with the connected system. Mice originally used a ball rolling on a surface to detect motion, but modern mice often have optical sensors that have no moving parts. In addition to moving a cursor, computer mice have one or more buttons to allow operations such as selection of a menu item on a display. Mice often also feature other elements, such as touch surfaces and "wheels", which enable additional control and dimensional input.

NEW WORDS

Button – tugma	Demonstration – ko'rgazma
Addition-qo'shimcha	Parts – qism
Control-boshqarish	modern – zamonaviy
Public-ommaviy	selection - tanlanish

COMPREHENSION QUESTIONS

1.What is function of the mouse?
2. When was the first computer mouse created?

LESSON 8
Topic: Compact disc
1. Work in pair. Translate the text into Uzbek.

Text -1.

Compact disc (CD) is a digital optical disc data storage format that was co-developed by Philips and Sony and released in 1982. The format was originally developed to store and play only sound recordings (CD-DA) but was later adapted for storage of data (CD-ROM). Several other formats were further derived from these, including write-once audio and data storage (CD-R), rewritable media (CD-RW), Video Compact Disc (VCD), Super Video Compact Disc (SVCD), Photo CD, PictureCD, CD-i, and Enhanced Music CD.

Text -2.

The first commercially available Audio CD player, the Sony CDP-101, was released October 1982 in Japan. Standard CDs have a diameter of 120 millimetres (4.7 in) and can hold up to about 80 minutes of uncompressed audio or about 700 MiB of data. The Mini CD has various diameters ranging from 60 to 80 millimetres (2.4 to 3.1 in); they are sometimes used for CD singles, storing up to 24 minutes of audio, or delivering device drivers. At the time of the technology's introduction in 1982, a CD could store much more data than a personal computer hard drive, which would typically hold 10 MB. By 2010, hard drives commonly offered as much storage space as a thousand CDs, while their prices had plummeted to commodity level.

Text -3.

In 2004, worldwide sales of audio CDs, CD-ROMs and CD-Rs reached about 30 billion discs. By 2007, 200 billion CDs had been sold worldwide. From the early 2000s CDs were increasingly being replaced by other forms of digital storage and distribution, with the result that by 2010 the number of audio CDs being sold in the U.S. had dropped about 50% from their peak; however, they remained one of the primary distribution methods for the music industry. In 2014, revenues from digital music services matched those from physical format sales for the first time.

NEW WORDS

physical details- jismoniy tafsilotlar

integrity- butunlik

disc shapes and diameters- disk shakllari va diametrlari

logical format- mantiqiy format

inventor-kashfiyotchi

many sided-har tomonlama

manufacture-ishlab chiqarish

media type-ommaviy axborot turi

capacity-sig'im

COMPREHENSION QUESTIONS

1. When was the first CD disk created?
2. Which is the information capacity of the CD disks?
2. Finish the sentences.

1. We'll go to the country if ___. 2. I'll help you tomorrow if__. 3. I'll stay for another six months if __. 4. We'll have a holiday when __. 5. I'll tell you the secret when __. 6. I can't leave the place till ___. 7. You'll feel better when __. 8. We'll go out as soon as __. 9. I'll wait as long as __. 10. What will you do when ___

3. Complete the spaces with suitable grammar forms.
Linda: Hello, Bet.
Bet: Linda. hi! How 1 you?
Linda: Not too bad.
Bet: What 2 you these days?
Linda: I 3 with a parachute team.
Bet: A parachute team?
Linda: Yes, it's really fantastic. Would you like to come along this week end? You could learn how to jump.
Bet: I can't, I'm afraid. I have to train for next month's race.
Linda: But you 4 every day. This is special.
Bet: I 5, Linda. I'm sure it is. But I 6 to win the marathon next month and that 7 I have to run ten miles every day
Linda: Oh, please 8 Bet.
Bet: No, really. I can't.

4. Correct the mistakes.
 1. I'm busy at the moment. I talk over the phone. 2. I'm not knowing where he is. 3. I look at the pictures at the moment. 4. What do you read, Freddy? I don't read. I write. 5. They are picking the apples in September. 6. Tom is looking well. 7. They have dinner now. 8. The train is arrivingat7.30. 9. He is drinking coffee in the morning. 10. Our English friends come to our place on Monday.

LESSON 9
News of the branches of the subject History
TOPIC: Flash memory cards

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

Text- 1.

Three different Micro Center-branded digital media, showing a USB flash drive, an SD card, and a Micro-SD card, all having a capacity of 8 GiB, next to a U.S 5-cent coin for size comparison

Flash memory cards, e.g., Secure Digital cards, are available in various formats and capacities, and are used by many consumer devices. However, while virtually all PCs have USB ports, allowing the use of USB flash drives, memory card readers are not commonly supplied as standard equipment (particularly with desktop computers).

Text- 2.

Although inexpensive card readers are available that read many common formats, this results in two pieces of portable equipment (card plus reader) rather than one. Some manufacturers, aiming at a "best of both worlds" solution, have produced card readers that approach the size and form of USB flash drives (e.g., Kingston MobileLite, SanDisk MobileMate) These readers are limited to a specific subset of memory card formats (such as SD, microSD, or Memory Stick), and often completely enclose the card, offering durability and portability approaching, if not quite equal to, that of a flash drive.

Text- 3.

Although the combined cost of a mini-reader and a memory card is usually slightly higher than a USB flash drive of comparable capacity, the reader + card solution offers additional flexibility of use, and virtually "unlimited" capacity. The ubiquity of SD cards is such that, circa 2011, due to economies of scale, their price is now less than an equivalent-capacity USB flash drive, even with the added cost of a USB SD card reader . An additional advantage of memory cards is that many consumer devices (e.g., digital cameras, portable music players) cannot make use of USB flash drives (even if the device has a USB port), whereas the memory cards used by the devices can be read by PCs with a card reader.

NEW WORDS

Memory - xotira	Commonly – odatda
Card – karta	Although – garchi
Consumer – ise'molchi	Inexpensive – kamchiqim
However – lekin	Result - natija

COMPREHENSION QUESTIONS

1. Why we use flash disks?
2. Tell us about the USB port?

2. SIMPLE PAST and PRESENT PERFECT

1. Put the verbs in brackets into the correct tense. **TAXI**

Captain Ben Fawcett 0 has bought (buy) an unusual taxi and1 (begin) a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter. 'This wonderful plane can carry seven passengers. The most surprising thing about it, however, is that it can land anywhere: on snow, water, or even on a ploughed field. Captain's Fawcett's first passenger 2 (be) a doctor who 3 (fly) from Birmingham to a lonely village in the Welsh mountains. 'Since then, Captain Fawcett 4 (fly) passengers to many unusual places. Once he 5 (land) on the roof of a block of flats and on another occasion, he 6 (land) in a deserted car park. Captain Fawcett 7 - (just\ refuse) a strange request from a businessman. The man 8 (want) to fly to Rock all, a lonely island in the Atlantic Ocean, but Captain Fawcett 9 (not/take) him because the trip 10 _ (be) too dangerous.

3. Choose the correct verb form.

1. Betty wrote/has written her test yesterday. 2. She was/has been to London...four-1imes._ 3. I don't know this man. I never met/I have met him. 4. We travel/have travelled to lots of countries. 5. Mrs. Green worked/has worked in the office for 25 years. And she is still working. 6. I met/have met in Oxford Street two days before. 7. She rang/has rung her boss yesterday. 8. Sheila went/has gone to the market at 8 o'clock in the morning. 9. David saw/has seen this play before. 10. Lorna read/has read the letter already.

4. Tick the correct sentence.

1. a John has lived here since1990.   b John lived here since 1990.
2. a Hi! I didn't see you for ages.   b Hi! I haven't seen you for ages.
3. a This is the first time I was to New York.
b This is the first time I've been to New York.
4. a John has been looking for a job since he finished university. b John looked for a job since he finished university.
5. a Were you busy this morning?   b Have you been busy this morning?
6. a Have you heard from Ben recently?   b Did you hear from Ben recently?
7. Where is mother? She has gone to the shops.
B Where is mother? She went to the shops.

LESSON 10
GRAMMAR: Sequences of Tenses.
1. Sequences of Tenses

The rules governing verb tenses are dictated by logic; an action in the future obviously cannot happen before an action in the past. In writing, it's a matter of looking at your clauses and sentences and determining when each action is happening relative to everything else. The past must come before the present, and the present before the future, etc. Pay particular attention to the verb sequence when you have a dependent clause before an independent clause, or a result clause before the if-clause.

When an independent clause is in the past tense, any dependent clauses must also be written in the past tense, *not* the present tense or the future tense. Consider the example below for an illustration of this rule:

The cat was bathing because his feet are dirty.
The cat was bathing because his feet will be dirty.

Because the tense of the independent clause is in the past (was bathing), the verb in the dependent clause should also be in the past, as illustrated in the sentence below:

The cat was bathing because his feet were dirty.

As with many rules in English, however, there is an exception. In cases where a universal truth is conveyed, the present tense may be used after the past tense. Consider this example:

Even the early doctors knew that washing hands prevents infection.

The fact that handwashing prevents infection is a universal truth that doesn't change with time, so it can be expressed in the present tense. Of course, the rule regarding the sequence of tenses doesn't mean that the actual verbs have to be in chronological order, just the actions. We can put the dependent clause at the beginning of the sentence, as illustrated below:

Athena will continue to learn English when she gets to the States.

It's alright to have the future tense (will continue) before the present tense (gets) because the temporal conjunction (when) shows that the second action actually happens first.

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

1. Suddenly she gave a loud scream and …… to the ground. (fell / had fallen / has fallen)
2. After questioning he ……… to go home. (allowed / was allowed / had allowed)
3. They would have won if they ………. a bit harder. (played / had played / play)
4. She …………….. to say that she disagreed. (heard / was heard / had heard)
5. Although they ……. defeated, they did not lose heart. (were / are / have been)
6. Our teacher taught us that virtue ……………. its own reward. (is / are / will be)
7. The teacher asked the boys whether they ………………. the problems. (had solved / have solved / will solve)

8. He declared that he would not believe it even if he ………… it with his own eyes. (see / saw / would see)

9. The room ……… but the police failed to find anything suspicious. (searched / was searched / had searched)

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

3. Answers

1. 1. Suddenly she gave a loud scream and **fell** to the ground.

2. After questioning he **was allowed** to go home.

3. They would have won if they **had played** a bit harder.

4. She **was heard** to say that she disagreed.

5. Although they **were** defeated, they did not lose heart.

6. Our teacher taught us that virtue **is** its own reward.

7. The teacher asked the boys whether they **had solved** the problems.

8. He declared that he would not believe it even if he **saw** it with his own eyes.

9. The room **was searched** but the police failed to find anything suspicious.

10. The government has announced that taxes **will be raised.**

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

Text -1.
TOPIC: Keyboard

     In computing, a computer keyboard is a typewriter-style device which uses an arrangement of buttons or keys to act as mechanical levers or electronic switches. Following the decline of punch cards and paper tape, interaction via teleprinter-style keyboards became the main input method for computers. Keyboard keys (buttons) typically have characters engraved or printed on them, and each press of a key typically corresponds to a single written symbol.

Text -2.

However, producing some symbols may require pressing and holding several keys simultaneously or in sequence. While most keyboard keys produce letters, numbers or signs (characters), other keys or simultaneous key presses can produce actions or execute computer commands. In normal usage, the keyboard is used as a text entry interface for typing text and numbers into a word processor, text editor or any other program. In a modern computer, the interpretation of key presses is generally left to the software. A computer keyboard distinguishes each physical key from every other key and reports all key presses to the controlling software. **Text -1.**

Text -3.

Keyboards are also used for computer gaming — either regular keyboards or keyboards with special gaming features, which can expedite frequently used keystroke combinations. A keyboard is also used to give commands to the operating system of a computer, such as Windows' Control-Alt-Delete combination, which brings up the system security options screen. A command-line interface is a type of user interface navigated entirely using a keyboard, or some other similar device that does the job of one.

NEW WORDS

keyboard types-klaviatura turi

standard-meyor

laptop-size-kompyuter o'lchami

flexible keyboards- egiluvchan klaviatura

handheld-qo'lda

thumb-sized-bosh barmog'i

multifunctional-juda funksianal

non-standard –standart bo'lmagan

chorded-sim iplar

software-qulay mahsulot

projection-loyihalovchi

layout-tartibi

alphabetic- alfavit

illumination-yoritish

key types-kalit turlari

alphanumeric-alfavitlar soni

modifier keys-o'zgartirish tugmalari

cursor keys-kursor tugmalari

system commands-tizim buyruqlari

miscellaneous-turli xil

COMPREHENSION QUESTIONS

1. Tell us about keyboard buttons?
2. What is the keyboard function?

Texts on specialty: Topic : Knowing the Code

1. Translate the text into Uzbek.

Text -1.
Topic : Knowing the Code

Information Technology occupations are some of the most in demand occupations in Missouri. In 2015 over 75,000 people were employed in computer programming, developing, and support occupations (2015 Occupational Employment Statistics estimates). Information Technology occupations are projected to grow 10.8% from 2014-2024 (MERIC Long-Term Employment Projections). From March 1, 2016 to February 28, 2017 there were 33,824 on-line job ads for selected IT occupations (Burning Glass Technologies). Programming skills are highly valued in these occupations. The majority of job ads for these occupations request applicants are proficient in various computer programming languages. Top requested programming languages include SQL, Java, and Oracle, most commonly found in job ads for Software Developers and Database Administrators.

Top 20 Requested Programming Languages in Computer Occupations		
Skill	**Language Type**	**Online Job Ads**
SQL	Database Language	8,530
JAVA	Programming Language	5,241
Oracle	Database Language	4,593
JavaScript	Programming Language	4,403
LINUX	Other - Operating Systems	3,410
C#	Programming Language	3,073
UNIX	Other - Operating Systems	2,660
Extensible Markup Language (XML)	Other - Markup Language	2,160
Python	Programming Language	1,764
ASP	Other-Development	1,640
jQuery	Programming Language	1,626
HTML5	Other - Markup Language	1,372
SAP	Other - Enterprise	1,173
C++	Programming Language	1,172
Git	Programming Language	1,171
Visual Studio	Other-Development	1,006
MySQL	Database Language	975
Microsoft SQL	Database Language	965
AngularJS	Programming Language	934
JSON (JavaScript Object Notation)	Programming Language	906

COMPREHENSION QUESTIONS

Demand-so'roq
Employed – ishli
Job – ish
Majority – ko'pchilik
Proficient – bilarmon

Include – o'z ichiga olmoq
Database – ma'lumotlar bazasi
Query – so'rov
Extensible – kengaytirilgan
Notation – belgi

COMPREHENSION QUESTIONS

1. Is Pascal language in the Top 20?
2. What plase does the C # TOP 20 score last?
2. Match the two parts of the sentences.

1. When my father retired ...	a . ... she bought the VCR.
2. You were very busy .	b .... I've heard much about you.

3. I'm glad to see you .	c. ... I haven't done my home work yet.
4. I didn't see her...	d. ... when I was in London.
5. Helen gave me her new book but...	e. _.. at Marlinski Theatre on Sunday.
6. He nodded...	f . ... we went to live in a little town.
7. She has not been out since...	g. ... I haven't had a chance to read it.
8. We saw them ...	h . ... and went upstairs.
9. I can't go to the pictures because...	i. ... we came to St Petersburg.
10. I haven't been to Moscow since...	j. ... when I saw you two days ago.

1	2	3	4	5	6	7	8	9	10

3. Put in the most suitable tense.
1. He (never/study) any foreign languages. 2. She (phone), just now. 3. Is this your first trip to Wales? No. I (be) there before. 4. I (live) in France in 1997. 5. Tom (arrive) in the morning. 6. Where (be) you last night? 7. I (lose) my key. 8. This is the first time I (have) paella. 9. We (dance) a lot at the party. 10. My father is a composer. He (write) lots of songs.

4. Choose the correct tense.
'1. The party __ at midnight.   a. finished   b. has finished
2. I usually get up late but this morning. I __ at 6 a.m.   a. have got up b. got up
3. It' smother's birthday tomorrow and I ___ her a present. a. bought b. have bought
4. She ___ her job two days ago.   a. started   b. has started
5. We ___ a car.   a. never had   b. have never had
6. It's ages since Tom ___ us.   a. visited   b. has visited
7. Sam ___ a moment ago.   a. came in   b. have come in
8. Up to now I ___ thirty countries.   a. visited   b. have visited
9. It is two years since I ___ a holiday.   a. have had   b. had
10. Tom ___ cold for the past week.   a. has had   b. had
 .

LESSON 12
Texts on specialty: Topic: Laptop

1. Translate the text into Uzbek.

Text -1.
TOPIC: Laptop

A laptop, also called a notebook computer or just notebook, is a small, portable personal computer with a "clamshell" form factor, having, typically, a thin LCD or LED computer screen mounted on the inside of the upper lid of the 'clamshell' and an alphanumeric keyboard on the inside of the werlid.

A modern-day Lenovo laptop

Text -2.

The "clamshell" is opened up to use the computer. Laptops are folded shut for transportation, and thus are suitable for mobile use. Its name comes from " lap", as it was deemed to be placed for use on a person's lap. Although originally there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, as of 2014, there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, in playing games, Internet surfing, for personal multimedia and general home computer use.

Text -3.

Laptops combines the components, inputs, outputs, and capabilities of a desktop computer, including the display screen, small speakers, a keyboard, hard disk drive, optical disc drive pointing devices (such as a touchpad or trackpad), a processor, and memory into a single unit. Most modern laptops feature integrated webcams and built-in microphones, while many also have touchscreens. Laptops can be powered either from an internal battery or by an external power supply from an AC adapter. Hardware specifications, such as the processor speed and memory capacity , significantly vary between dif ferent types, makes, models and price points.

Text -4.

Design elements, form factor and construction can also vary significantly between models depending on intended use. Examples of specialized models of laptops include rugged notebooks for use in construction or military applications, as well as low production cost laptops such as those from the One Laptop per Child (OLPC) organization, which incorporate features like solar charging and semi-flexible components not found on most laptop computers. Portable computers, which later developed into modern laptops, were originally considered to be a small niche market, mostly for specialized field applications, such as in the military, for accountants, or for traveling sales representatives. As portable

computers evolved into the modern laptop, they became widely used for a variety of purposes.

NEW WORDS

Laptop – noutbuk   Portable – qo'zg'aluvchan
Capacity – sig'im   Mounted – stanokli
Also – ham   Inside – ichkari
Called – nomlanmoq   Alphanumeric – harfli va sonli
Just – xolos

COMPREHENSION QUESTIONS

1. How many types of laptops do you know?
2. Difference between a Computer and Laptop?

2. Change the words in brackets.   EVERYTHING EXCEPT THE WEATHER
My old friend, Harrison.1 (live) in the Mediterranean for many years before he 2 (return) to England. He 3 (often/dream) of retiring in England and 4 (plan) to settle down in the country. He 5 (no sooner/return) than he 6 (buy) a fine house and 7 (go) to live there. Almost immediately he 8 (begin) to complain about the weather, for even though it 9 (be) still summer. It I0 (rain) continually and it 11 (be) often bitterly cold. After so many years of sunshine Harrison 12 (get) a shock. He13 (act) as it had never lived in England before. In the end it 14 (be) more than he could bear. He15__ (hardly/have) time to settle down when he 16 (sell) his house and 17 (leave) the country. The dream he18 (have) for so many years 19 (end). Harrison 20 (think) of everything except the weather.

3. Put in the suitable tense.
1. We (walk) in the forest when it (start) to rain. 2. They (finish) packing by7o'clock. 3. She often (Visit) her friends when she (live) in London. 4. By the age of four he (learn) to read and write. 5. When the boys (leave) the classroom they (begin) to fight. 6. I (notice) that it (snow). 7. He (think) he (dream). 8. More than a year (pass) when he (learn) to drive. 9. I (work) in the garden when I (see) a bright light. 10. Jane (be) a university teacher as her father (be) before her.

4. Underline the correct verb form.
1. He couldn't play baseball because he (didn't learn/hadn't learnt) to play as a child. 2. When I came in Jack (already went/already had gone) home. 3. She passed the exams because she (studied/had studied) hard. 4. I (looked/was looking) out of the window and (saw/was seeing) an unusual bird. 5. The plane was late and we (waited/were waiting) at the airport all morning. 6. I was nervous because I (never drove / never had driven) the car. 7. They (played/were playing) tennis at 5o'clock yesterday. 8. When I (picked up /had picked up) some berries I (ate/was eating) them. 9. I (talked/was talking) with my friend when suddenly he (cried/was crying). 10. I saw Jim in the garden. He (dug/was digging)

LESSON 13

Passive Voice. Topic: Topic: Liquid crystal display

1. GRAMMAR: Passive Voice

Use of Passive

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Form of Passive

Subject + finite form of *to be* + Past Participle (3rd column of <u>irregular verbs</u>)

Example: A letter was written.

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Examples of Passive

Tense		Subject	Verb	Object
Simple Present	*Active:*	Rita	writes	a letter.
	Passive:	A letter	is written	by Rita.
Simple Past	*Active:*	Rita	wrote	a letter.
	Passive:	A letter	was written	by Rita.
Present Perfect	*Active:*	Rita	has written	a letter.
	Passive:	A letter	has been written	by Rita.
Future I	*Active:*	Rita	will write	a letter.
	Passive:	A letter	will be written	by Rita.
Hilfsverben	*Active:*	Rita	can write	a letter.
	Passive:	A letter	can be written	by Rita.

Examples of Passive

Tense		Subject	Verb	Object
Present	*Active:*	Rita	is writing	a letter.

Progressive	*Passive:*	A letter	is being written	by Rita.	
Past Progressive	*Active:*	Rita	was writing	a letter.	
	Passive:	A letter	was being written	by Rita.	
Past Perfect	*Active:*	Rita	had written	a letter.	
	Passive:	A letter	had been written	by Rita.	
Future II	*Active:*	Rita	will have written	a letter.	
	Passive:	A letter	will have been written	by Rita.	
Conditional I	*Active:*	Rita	would write	a letter.	
	Passive:	A letter	would be written	by Rita.	
Conditional II	*Active:*	Rita	would have written	a letter.	
	Passive:	A letter	would have been written	by Rita.	

Passive Sentences with Two Objects

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

	Subject	Verb	Object 1	Object 2
Active:	Rita	Wrote	a letter	to me.
Passive:	A letter	was written	to me	by Rita.
Passive:	I	was written	a letter	by Rita.

1-jadval 1

As you can see in the examples, adding *by Rita* does not sound very elegant. That's why it is usually dropped.

Personal and Impersonal Passive

Personal Passive simply means that the object of the active sentence becomes the subject of the passive sentence. So every verb that needs an object (transitive verb) can form a personal passive.

Example: They build houses. – Houses are built.

Verbs without an object (intransitive verb) normally cannot form a personal passive sentence (as there is no object that can become the subject of the passive

sentence). If you want to use an intransitive verb in passive voice, you need an impersonal construction – therefore this passive is called *Impersonal Passive*.

Example: he says – it is said

Impersonal Passive is not as common in English as in some other languages (e.g. German, Latin). In English, *Impersonal Passive* is only possible with verbs of perception (e. g. say, think, know).

Example: They say that women live longer than men. – It is said that women live longer than men.

Although *Impersonal Passive* is possible here, *Personal Passive* is more common.

Example: They say that women live longer than men. – Women are said to live longer than men.

The subject of the subordinate clause (women) goes to the beginning of the sentence; the verb of perception is put into passive voice. The rest of the sentence is added using an infinitive construction with 'to' (certain auxiliary verbs and *that* are dropped).

Sometimes the term *Personal Passive* is used in English lessons if the indirect object of an active sentence is to become the subject of the passive sentence.

LESSON 14.
Liquid crystal display

Work in pair. Translate the text into Uzbek.
Text -1.

Topic: Liquid crystal display.

A liquid crystal display(LCD) computer monitor

There are multiple technologies that have been used to implement liquid crystal displays (LCD). Throughout the 1990s, the primary use of LCD technology as computer monitors was in laptops where the lower power consumption, lighter weight, and smaller physical size of LCD's justified the higher price versus a CRT. Commonly, the same laptop would be offered with an assortment of display options at increasing price points: (active or passive) monochrome, passive color, or active matrix color (TFT).

Text -2.

As volume and manufacturing capability have improved, the monochrome and passive color technologies were dropped from most product lines.

TFT-LCD is a variant of LCD which is now the dominant technology used for computer monitors. The first standalone LCDs appeared in the mid-1990s selling for high prices. As prices declined over a period of years they became more popular, and by 1997 were competing with CRT monitors. Among the first desktop LCD computer monitors was the Eizo L66 in the mid-1990s, the Apple Studio Display in 1998, and the Apple Cinema Display in 1999.

Text -3.

In 2003, TFT-LCDs outsold CRTs for the first time, becoming the primary technology used for computer monitors. The main advantages of LCDs over CRT displays are that LCD's consume less power, take up much less space, and are considerably lighter. The now common active matrix TFT-LCD technology also has less flickering than CRTs, which reduces eye strain. On the other hand, CRT monitors have superior contrast, have a superior response time, are able to use multiple screen resolutions natively, and there is no discernible flicker if the refresh rate is set to a sufficiently high value. LCD monitors h ave now very high temporal accuracy and can be used for vision research. High dynamic range (HDR) has been implemented into high-end LCD monitors to improve color accuracy.

Text -4.

Since around the late 2000s, widescreen LCD monitors have become popular, in part due to television series, motion pictures and video games transitioning to high-definition (HD), which makes standard-width monitors unable to display them correctly as they either stretch or crop HD content. These types of monitors may also display it in the proper width, however they usually fill the extra space at the top and bottom of the image with black bars. Other advantages of widescreen monitors over standard-width monitors is that they make work more productive by displaying more of a user's documents and images, and allow displaying toolbars with documents. They also have a larger viewing area, with a typical widescreen monitor having a 16:9 aspect ratio, compared to the 4:3 aspect ratio of a typical standard-width monitor .

NEW WORDS

Multiple – ko'paytma	Assortment – assortiment
Liquid – suyuq	Increasing – ko'payish
Primary – birlamchi	Price – ta'rif
Justified – haqli	Volume – sig'im

COMPREHENSION QUESTIONS
1. Is LSD Monitor Different From CRT Monitors?
2. What monitors are common today?

LESSON 15

Texts on specialty. Topic: Microsoft

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

Text -1.

TOPIC: Microsoft

Building 17 on the Microsoft Redmond campus in Redmond, Washington

Microsoft Corporation abbreviated as MS) is an American multinational technology company with headquarters in Redmond, Washington. It develops, manufactures, licenses, supports and sells computer software, consumer electronics, personal computers, and services. Its best known software products are the Microsoft Windows line of operating systems, the Microsoft Office suite, and the Internet Explorer and Edge web browsers.

Text -2.

Its flagship hardware products are the Xbox video game consoles and the Microsoft Surface lineup of touchscreen personal computers. As of 2016, it is the world's largest software maker by revenue, and one of the world's most valuable companies. The word "Microsoft" is a portmanteau of "microcomputer" and "software". Microsoft was founded by Paul Allen and Bill Gates on April 4, 1975, to develop and sell BASIC interpreters for the Altair 8800. It rose to dominate the personal computer operating system market with MS-DOS in the mid- 1980s, followed by Microsoft Windows. The company's 1986 initial public offering (IPO), and subsequent rise in its share price, created three billionaires and an estimated 12,000 millionaires among Microsoft employees.

Text -3.

Since the 1990s, it has increasingly diversified from the operating system market and has made a number of corporate acquisitions— their largest being the acquisition of LinkedIn for $26.2 billion in December 2016, followed by Skype Technologies for $8.5 billion in May 201 1. As of 2015, Microsoft is market-dominant in the IBM PC-compatible operating system market and the office software suite market, although it has lost the majority of the overall operating system market to Android. The company also produces a wide range of other consumer and enterprise software for desktops and servers, including Internet search (with Bing), the digital services market (through MSN), mixed reality (HoloLens), cloud computing (Azure) and software development (Visual Studio). Steve Ballmer replaced Gates as CEO in 2000, and later envisioned a "devices and services" strategy.

Text -4.

This began with the acquisition of Danger Inc. in 2008, entering the personal computer production market for the first time in June 2012 with the launch of the Microsoft Surface line of tablet computers; and later forming Microsoft Mobile through the acquisition of Nokia's devices and services division. Since Satya Nadella took over as CEO in 2014, the company has scaled back on hardware and has instead focused on cloud computing, a move that helped the company's shares reach its highest value since December 1999.

NEW WORDS

Abbreviated – qisqartma
Multinational – ko'pqirrali
Headquarters – qarorgoh
Hardware – texnik mahsulot

Software – dasturiy mahsulot
Founded – asoschi
To dominate – hokimlik
Division – bo'linma

COMPREHENSION QUESTIONS

1. In which country is Microsoft corparation located?
2. Tell us about Steve Ballmer?

2. Fill in the blanks with the correct verb form.

1. He ___ the work before his boss came. a. was not finishing b. had not finished c. did not finish

2. I ___ this play last week.   a. saw b. had seen c. was seeing

3. I ___ at 6 o'clock yesterday. a. read   b. was reading   c. had read

4. He joined the army after he ___ from the university. a. graduated   b. had graduated   c. was graduating

5. He ___ from London to York when he met Jane. a. had travelled   b. travelled c. was travelling

6. The morning was beautiful; the sun ___   a. was shining   b. shone c. had shone

7. It ___ late at night.   a. was happening b. happened c. had happened

3. 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 he before.

10.a After Betty had washed up she went away

b After Betty was had up she went away.

LESSON 16

Texts on specialty. Topic: Modem.

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

Text -1.

TOPIC: Modem.

Huawei HSPA+ Evolution-Data Optimized (EVDO) USB wireless modem from Movistar Colombia

HSPA, EVDO, WiMax, etc.), are known as mobile broadband modems (sometimes also called wireless modems). Wireless modems can be embedded inside a laptop or appliance, or be external to it. External wireless modems are connect cards, USB modems for mobile broadband and cellular routers.

Modems which use a mobile telephone system (GPRS, UMTS,

Text -2.

A connect card is a PC Card or ExpressCard which slides into a PCMCIA/PC card/ExpressCard slot on a computer . USB wireless modems use a USB port on the laptop instead of a PC card or ExpressCard slot. A USB modem used for mobile broadband Internet is also sometimes referred to as a dongle. A cellular router may have an external datacard (AirCard) that slides into it. Most cellular routers do allow such datacards or USB modems. Cellular routers may not be modems by definition, but they contain modems or allow modems to be slid into them.

Text -3.

The difference between a cellular router and a wireless modem is that a cellular router normally allows multiple people to connect to it (since it can route data or support multi-point to multi-point connections), while a modem is designed for one connection. Most of GSM wireless modems come with an integrated SIM cardholder (i.e., Huawei E220, Sierra 881, etc.) and some models are also provided with a microSD memory slot and/or jack for additional external antenna such as Huawei E1762 and Sierra Wireless Compass 885. The CDMA (EVDO) versions do not use R-UIM cards, but use Electronic Serial Number (ESN) instead. The cost of using a wireless modem varies from country to country. Some carriers implement flat rate plans for unlimited data transfers.

Text -4.

Some have caps (or maximum limits) on the amount of data that can be transferred per month. Other countries have plans that charge a fixed rate per data transferred— per megabyte or even kilobyte of data downloaded; this tends to add up quickly in today's content-filled world, which is why many people are pushing for flat data rates. The faster data rates of the newest wireless modem technologies (UMTS, HSPA, EVDO, WiMax) are also considered to be broadband wireless modems and compete with other broadband modems below. Until the end of April

2011, worldwide shipments of USB modems surpassed embedded 3G and 4G modules by 3:1 because USB modems can be easily discarded, but embedded modems could start to gain popularity as tablet sales grow and as the incremental cost of the modems shrinks, so by 2016, the ratio may change to 1:1. Like mobile phones, mobile broadband modems can be SIM locked to a particular network provider . Unlocking a modem is achieved the same way as unlocking a phone, by using an 'unlock code'.

NEW WORDS

Mobile broadband – mobil modem   Cellular – ichki

Sometimes – bazan   Route – mashrut

External – tashqi   Slot – qurilma ulanadigan joy

Appliance – inventor   Cost – qiymat

COMPREHENSION QUESTIONS

1. Give an example about modems?
2. Difference 3G modem from 4G modem?

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...	
4. She looked out of the window and saw ...	c the telephone rang.
	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 ...	
9. When he awoke...	h it was still raining heavily.
10. He closed the window, drew the curtains over...	i. when he came.
	j he was going the wrong direction.

1	2	3	4	5	6	7	8	9	10

3. Fill in the blanks using will or be going to. Use the verbs in brackets.
ACROSS THE CHANNEL

Erna Hart 1___ (swim) across the English Channel tomorrow. She 2__ (set out) from the French coast at 5 o'clock in the morning. Erna is only14 years old and she hopes to set up a world record. She is a strong swimmer and many people feel that she is sure to succeed. Erna's father 3 ___ (set out) with her in a small boat. Mr. Hart has trained his daughter for years. Tomorrow 4 __ (watch) her anxiously as she swims the long distance to England. Erna intends to take short rests every two hours. She 5___ (have) something to drink but she 6 ___ (not eat) any solid food. Most of Erna's school friends 7 ___ (wait) for her on the English coast. Among them 8 ___ (be) Erna's mother, who swam the Channel herself when she was a girl.

4. Choose the correct verb form.

1. Workers ___ the new roads by, the end of this year.
a. will complete   b. will be cornpleted
2. Everybody anxiously as the new buildings go up.
a. will have been watching   b. will be watching
3. We ___ never ___ the heroes who gave their lives for our country.
a. will... forget   b. would... forget
4. He said he ___ to London the next day.
a. will go   b. would go
5. By the end of the year I five English books.
a. will have read   b. will read
6. Don't ring her up at three o'clock. She ___ a letter to her mum.
 a. will be writing b, will write
7. At this time tomorrow the girls ___ the X-mas tree.
a. will decorate   b. will be decorating
8. I expect we ___ problems with bad weather.
a. I'll have   b. are going to have
9. When we get back we___
a. will have travelling.   b. will be travelling
10. This time next week we ___ down Costa del SoL
a. are going to travel   b. will be travelling

5. Translate the text into Uzbek.

TOPIC:Modem

Acoustic coupler modem

A modem (modulator–demodulator)is a network hardware device that modulates one or more carrier wave signals to encode digital information for transmission and demodulates signals to decode the transmitted information. The goal is to produce a signal that can be transmitted easily and decoded to reproduce the original digital data. Modems can be used with any means of transmittinganalog signals, from light-emitting diodes to radio. A common type of modem is one that turns the digital data of a computer into modulated electrical signal for transmission over telephone lines and demodulated by another modem at the receiver side to recover the digital data. Modems are generally classified by the maximum amount of data they can send in a given unit of time, usually expressed in bits per second (symbol bit(s), sometimes abbreviated "bps"), or bytes per second (symbol B(s)). Modems can also be classified by their symbol rate, measured in baud. The baud unit denotes symbols per second, or the number of times per second the modem sends a new signal. For example, the ITU V.21

standard used audio frequency-shift keying with two possible frequencies, corresponding to two distinct symbols (or one bit per symbol), to carry 300 bits per second using 300 baud. By contrast, the original ITU V.22 standard, which could transmit and receive four distinct symbols (two bits per symbol), transmitted 1,200 bits by sending 600 symbols per second (600 baud) using phase-shift keying.

NEW WORDS

Network hardware – tarmoq qurilmasi	Means – chora
Carrier – yukchi	Receiver – pryomnik
Wave – to'lqin	Amount – miqdor
Encode – shifrlash	Send – yubormoq
Decode – deshifrlash	Frequency - chastota

COMPREHENSION QUESTIONS

1. What is the meaning of the word "modem"?
2. What kind of device is a modem?

LESSON 17
Texts on specialty. Topic : Multifunction keyboard

1. 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...	
4. She looked out of the window and saw ...	c the telephone rang.
	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 ...	
9. When he awoke...	h it was still raining heavily.
10. He closed the window, drew the curtains over...	i. when he came.
	j he was going the wrong direction.

1	2	3	4	5	6	7	8	9	10

2. Work in pair. Translate the text into Uzbek.
TOPIC :Multifunction keyboard

Multifunction keyboard with touch

Multifunctional keyboards provide additional function beyond the standardkeyboard. Many are programmable, configurable computer keyboards and somecontrol multiple PCs, workstations (incl. SUN) and other information sources (incl.Thomson Reuters FXT/Eikon, Bloomberg, EBS, etc.) usually in multi-screen workenvironments. Users have additional key functions as well as the standard functionsand can typically use a single keyboard and mouse to access multiple sources.Multifunctional keyboards may feature customised keypads, fully programmablefunction or soft keys for macros/pre-sets, biometric or smart card readers, trackballs,etc. New generation multifunctional keyboards feature a touchscreen display tostream video, control audio visual media and alarms, execute application inputs,configure individual desktop environments, etc. Multifunctional keyboards may alsopermit users to share access to PCs and other information sources. Multipleinterfaces (serial, USB, audio, Ethernet, etc.) are used to integrate external devices.Some multifunctional keyboards are also used to directly and intuitively controlvideo walls.

NEW WORDS

Multifunctional – ko'p vazifali	Environment – muhit
Workstations – ishchi stansiya	Smart – aqlli

Execute – bajar   Permit – propuska
Individual – alohida   Directly – shartda

COMPREHENSION QUESTIONS

1.What ports do the keyboard connect to?
2.Tell us about multitasking of keyboard?

3. Choose the correct verb form.
1. Workers ___ the new roads by, the end of this year.
a. will complete   b. will be cornpleted
2. Everybody anxiously as the new buildings go up.
a. will have been watching   b. will be watching
3. We ___ never ___ the heroes who gave their lives for our country.
a. will... forget   b. would... forget
4. He said he ___ to London the next day.
a. will go   b. would go
5. By the end of the year I five English books.
a. will have read   b. will read
6. Don't ring her up at three o'clock. She ___ a letter to her mum.
a. will be writing   b, will write
7. At this time tomorrow the girls ___ the X-mas tree.
a. will decorate   b. will be decorating
8. I expect we ___ problems with bad weather.
a. I'll have   b. are going to have
9. When we get back we___
a. will have travelling.   b. will be travelling
10. This time next week we ___ down Costa del SoL
a. are going to travel   b. will be travelling

4. Finish the sentences. Use the future forms.
1. I think Jane __ . 2. Can you repair Peter's car? No, ___. 3. At 10 o'clock tomorrow ____. 4. It's nearly autumn and soon ___. 5. I expect ___. 6. At the moment Lorna and Jack___. 7. When they come to the theatre__. 8. They'll probably be hungry because ___. 9. When you arrive__ . 10. By the time you come back __.

LESSON 18

International organizations.Topic : The Anatomy of a Virus

    1. Answer the following questions :
1 How are computer viruses like biological viruses?
2 What is the effect of a virus patching the operating system?
3 Why are some viruses designed to be loaded into memory?
4 What examples of payload does the writer provide?
5 What kind of programs do viruses often attach to?
      6 Match each virus routine to its function.

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

Text- 1.

TOPIC : THE ANATOMY OF A VIRUS

    A biological virus is a very small, simple organism thatinfects living cells, known as the host, by attachingitself to them and using them to reproduce itself. Thisoften causes harm to the host cells.Similarly, a computer virus is a very small programroutine that infects a computer system and uses itsresources to reproduce itself. It often does this bypatching the operating system to enable it to detectprogram files, such as COM or EXE files. It then copiesitself into those files. This sometimes causes harm to thehost computer system.
    When the user runs an infected program, it is loadedinto memory carrying the virus. The virus uses acommon programming technique to stay resident inmemory. It can then use a reproduction routine to infectother programs. This process continues until thecomputer is switched off.

Text- 2.

    The virus may also contain a payload that remainsdormant until a trigger event activates it, such as theuser pressing a particular key. The payload can have avariety of forms. It might do something relativelyharmless such as displaying a message on the monitorscreen or it might do something more destructive suchas deleting files on the hard disk.
    When it infects a file, the virus replaces the firstinstruction in the host program with a command thatchanges the normal execution sequence. This type ofcommand is known as a JUMP command and causesthe virus instructions to be executed before the hostprogram. The virus then returns control to the hostprogram which then continues with its normal sequenceof instructions and is executed in the normal way.To be a virus, a program only needs to have areproduction routine that enables it to infect otherprograms. Viruses can, however, have four main parts.

<p align="center">**Text- 3.**</p>

A misdirection routine that enables it to hide itself; areproduction routine that allows it to copy itself toother programs; a trigger that causes the payload to beactivated at a particular time or when a particular eventtakes place; and a payload that may be a fairly harmlessjoke or may be very destructive. A program that has apayload but does not have a reproduction routine isknown as a Trojan.

Routine		Function	
1	misdirection	a	does the damage
2	reproduction	b	attaches a copy of itself to another program
3	trigger	c	hides the presence of the code
4	payload	d	decides when and how to activate the payload

3. Match the two parts of the sentences.

1. I will play volleyball unless...	a. ... I won't insult him.
2. I hope...	b when I'll come back.
3. He will be working in his office...	c. from ten till five.
4. I'm going to stay.	d and then he'll have lunch.
5. I'll be seeing them.	e at home today,
6. Don't be afraid...	f I have as headache.
7. They are a good team, I think ...	g when I've finished with you.
8. He'll do some shopping...	h. '" they are going to win the match.
9. I don't know...	i. for 15years next April.
10. I'll have been living there...	j you'll phone me regularly.

1	2	3	4	5	6	7	8	9	10

4. Correct the errors.
1. They are going to need a medical kit. 2. They won't arrive by then. 3. At 12 o'clock tomorrow he'll work. 4. Look at the sky. It will rain. 5. You smoke a lot. You are going to have headaches. 6. When I come home my dog will sit at the door waiting for me. 7. We will finish all the work by 6 o'clock in the afternoon. 8. The temperature will be reaching 25'C. 9. She will have passed her exams successfully. 10. This time next week I will swim in the Black Sea.

LESSON 19

Quote structures. Doing exersies. Topic: Printer (computing)

1. Answer the following questions:
- How do our tendons work?
- Why do we get 'lumbago'?
- How were pterodactyls able to weigh so little?
- Why do birds have feathers?
- How do our arteries work?
- What can we do for crippled children?
- Why are sailing ships rigged in the way they are?
- Why did the bow of Odysseus have to be so hard to string?
- Why did the ancients take the wheels off their chariots at night?
- How did a Greek catapult work?
- Why is a reed shaken by the wind and why is the Parthenon so beautiful?
- Can engineers learn from natural structures?
- What can doctors and biologists and artists and archaeologists learn from engineers?

2. Work in pair. Translate the text into Uzbek. Text A
Text- 1.
"When you climb the tower of a cathedral it becomes shorter, as a result of your added weight, by a very, very tiny amount, but it really does become shorter."
— **J.E. Gordon**, **Structures: Or Why Things Don't Fall Down**
"reduction. Professor J. P. Paul, of the University of Strathclyde, tells me that his researches seem to indicate that a more important cause of fracture in old people is the progressive loss of nervous control over the tensions in the muscles. A sudden alarm may cause a muscular contraction which is enough to break off the neck of the femur, for instance, without the patient having experienced any external blow. When this happens the patient naturally falls to the ground -perhaps on top of some obstacle-so that the fracture is blamed, wrongly, on the fall rather than on the muscular spasm. It is said that similar fracture can occur in the hind leg of certain African deer when they are startled by a lion."
— **J.E. Gordon**, **Structures: Or Why Things Don't Fall Down**
Text- 2.
"structure has been defined as 'any assemblage of materials which is intended to sustain loads', and the study of structures is one of the traditional branches of science. If an engineering structure breaks, people are likely to get killed, and so engineers do well to investigate the behaviour of structures with circumspection. But, unfortunately, when they come to tell other people about their subject, something goes badly wrong, for they talk in a strange language, and some of us are left with the conviction that the study of structures and the way in which they carry loads is incomprehensible, irrelevant and very boring indeed. Yet

structures are involved in our lives in so many ways that we cannot really afford to ignore them: after all, every plant and animal and nearly all of the works of man have to sustain greater or less mechanical forces without breaking, and so practically everything is a structure of one kind or another.

Text- 3.

When we talk about structures we shall have to ask, not only why buildings and bridges fall down and why machinery and aeroplanes sometimes break, but also how worms came to be the shape they are and why a bat can fly into a rose-bush without tearing its wings. As it has turned out, the struggle"
― **J.E. Gordon**, **Structures: Or Why Things Don't Fall Down**

"Probably the most important development in materials during the last few years has been that made by the plant geneticists who have been breeding fast-growing varieties of commercial timbers. Thus varieties of Pinus radiata (Weymouth pine) are now being planted which, in favourable conditions, will increase in diameter by up to 12 centimetres per year and may be fit for felling, as mature timber, in six years. So there is a good prospect of timber becoming a crop which can be grown on a short time-cycle. Nearly all the energy which is needed to make it grow is provided, free, by the sun. Presumably, when one has finished with a timber structure, it could be burnt to yield up most of the energy which it has collected while it was growing. This is, of course, in no way true of steel or concrete. Again, timber used to need lengthy and expensive seasoning in heated kilns, which used up a good deal of energy. As a result of recent research it is now possible to season sizeable soft-wood scantlings in twenty-four hours, at a very low cost. These are very important developments in relation to structures and to the world   energy   situation,"

Text B
Topic: Printer (computing)
Text 1.

In computing, a printer is a peripheral device which makes a persistent human-readable representation of graphics or text on paper. The first computer printer designed was a mechanically driven apparatus by Charles Babbage for his difference engine in the 19th century; however, his mechanical printer design was not built until 2000.

The first electronic printer was the EP-101, invented by Japanese company Epson and released in 1968. The first commercial printers generally used mechanisms from electric typewriters and Teletype machines.

Text 2.

The demand for higher speed led to the development of new systems specifically for computer use. In the 1980s were daisy wheel systems similar to typewriters,

line printers that produced similar output but at much higher speed, and dot matrix systems that could mix text and graphics but produced relatively low-quality output. The plotter was used for those requiringhigh quality line art like blueprints. The introduction of the low-cost laser printer in 1984 with the first HP LaserJet, and the addition of PostScript in next year's Apple LaserWriter, set off a revolution in printing known as desktop publishing. Laser printers using PostScript mixed text and graphics, like dot-matrix printers, but at quality levels formerly available only from commercial typesetting systems. By 1990, most simple printing tasks like fliers and brochures were now created on personal computers and then laser printed; expensive offset printing systems were being dumped as scrap.

Text 3.

The HP Deskjet of 1988 offered the same advantages as laser printer in terms of flexibility, but produced somewhat lower quality output (depending on the paper) from much less expensive mechanisms. Inkjet systems rapidly displaced dot matrix and daisy wheel printers from the market. By the 2000s high-quality printers of this sort had fallen under the $100 price point and became commonplace. The rapid update of internet email through the 1990s and into the 2000s has largely displaced the need for printing as a means of moving documents, and a wide variety of reliable storage systems means that a "physical backup" is of little benefit today. Even the desire for printed output for "offline reading" while on mass transit or aircraft has been displaced by e-book readers and tablet computers. Today, traditional printers are being used more for special purposes, like printing photographs or artwork, and are no longer a must-have peripheral. Starting around 2010, 3D printing became an area of intense interest, allowing the creation of physical objects with the same sort of effort as an early laser printer required to produce a brochure. These devices are in their earliest stages of development and have not yet become commonplace.

NEW WORDS

Persistent – to'zimli   Wheel – g'ildirak
Human – tana   Quality – fazilat
Paper – qog'oz   Revolution – revolyutsion
Demand – talab   Benefit - foyda

COMPREHENSION QUESTIONS

1. What is the function of the printer?
2. Give examples of printer development campaigns?

3. Change the verbs in brackets into the correct form.   AFANTASY
When the ambassador of Escalopia 0 returned (return) home from lunch, his wife1 __ (get) a shock. He 2 __ (look) pale and his clothes 3__ (be) in a frightful state. "What 4 __ (happen)?" she 5__ (ask). "How 6 __ your clothes 7 __ (get?). into such a mess?" "A fire extinguisher, dear,"8 _ (answer) the Ambassador dryly.

"University students 9__ (set) the Embassy on fire this morning. "Good heavens!"10 __ (exclaim) his wife."And where11__ (be) in my office as usual,"13 (answer) the Ambassador." The fire 14 (break out) in the basement. I 15 __ (go down) immediately, of course, and that fool, Horst, 16__ (aim) a fire extinguisher at me. He17 __ (think) I 18 __ (be) on fire. I must definitely get that fellow posted."The Ambassador's wife19__ (go on) asking questions, when she suddenly 20 __ (notice) a big hole in her husband's hat."And how can you 21 __ (explain) that?" she 22 __ (ask). "Oh, that," 23__ (say) the Ambassador. Someone 24 __ (fire) a shot through my office window. Accurate, don't you think? Fortunately, I 25 __ (not wear) it at time. If __. 12__ (be) I 27 (be able) to get home for lunch?"

4. Put in the correct verb form of the verbs in brackets.
The former Prime Minister, Mr. Wentworth Lane, 0 was defeated (be defeated) in the recent elections. He 1___ now 2 ____ (retire) from political life and 3 ___ (go) abroad. My friend, Crawley, 4 ____ always (be) a fanatical opponent of Mr. Lane's Radical Progressive Party. After the elections, Crawley 6 ___ (go) to the former Prime Minister's house. When he7 __ (ask) if Mr. Lane 8 ___ (live) there, the policeman on duty 9 ___(tell) that since his defeat, the ex-Prime Minister10 ___ (go) abroad on the following day, Crawley 11 __ (go) to the house again. The same policeman 12 __ just 13 ___(walk) slowly past the entrance when Crawley 14 ____(ask) the same question. Though a little suspicious this time, the policeman 15 ___ (give) him the same answer. This time, the policeman 16 __ (lose) his temper. "I 17 ___ (tell) you yesterday, and the day before yesterday," he 18 ___ (shout), "Mr. Lane 19 ___ (be defeated) in the elections. He 20 ___ (retire) from political life and 21 (go) to live abroad!" "I 22 ___ (know)," 23 ___ (answer) Crawley," but I 24 ___ (love) to hear you 25 ____ (say) it!"

LESSON 20

The role of motivation in teaching students. Topic: PS/2 interface and protocol

1. **Work in pair. Translate the text into Uzbek. Text A**
   Text- 1.
READING: The role of motivation in teaching students

Motivating Students

One of the most difficult aspects of [becoming a teacher](#) is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention.

Text- 2.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

Here are five effective ways to get your students excited about learning:

Text- 3.

1. Encourage Students

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

Text- 4.

2. Get Them Involved

One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of

ownership allows them to feel accomplished and encourages active participation in class.

Text- 4.

3. Offer Incentives

Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

Text- 5.

4. Get Creative

Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

Text- 6.

5. Draw Connections to Real Life

"When will I ever need this?" This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they're learning is important, they won't want to learn, so it's important to demonstrate how the subject relates to them. If you're teaching algebra, take some time to research how it is utilized practically for example, in engineering and share your findings with your students. Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by "real" people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

1. **Text B**

TOPIC: PS/2 interface and protocol
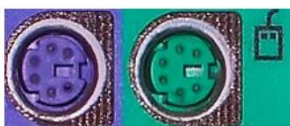
Color-coded PS/2 connection ports; purple for keyboard and green for mouse

With the arrival of the IBM PS/2 personal-computer series in 1987,

IBM introduced the eponymous PS/2 interface for mice and keyboards, which other manufacturers rapidly adopted.

The most visible change was the use of a round 6-pin mini-DIN, in lieu of the former 5-pin connector. In default mode (called stream mode) a PS/2 mouse communicates motion, and the state of each button, by means of 3-byte packets. For any motion, button press or button release event, a PS/2 mouse sends, over a bi-directional serial port, a sequence of three bytes, with the following format

	Bit 7	Bit 6	Bit 5	Bit 4	Bit 3	Bit 2	Bit 1	Bit 0
Byte 1	YV	XV	YS	XS	1	MB	RB	LB
Byte 2	X movement							
Byte 3	Y movement							

Here, XS and YS represent the sign bits of the movement vectors, XV and YV indicate an overflow in the respective vector component, and LB, MB and RB indicate the status of the left, middle and right mouse buttons (1 = pressed). PS/2 mice also understand several commands for reset and self-test, switching between different operating modes, and changing the resolution of the reported motion vectors. A Microsoft IntelliMouse relies on an extension of the PS/2 protocol: the ImPS/2 or IMPS/2 protocol (the abbreviation combines the concepts of "IntelliMouse" and "PS/2"). It initially operates in standard PS/2 format, for backwards compatibility.

Text- 2.

After the host sends a special command sequence, it switches to an extended format in which a fourth byte carries information about wheel Signals XA and XB "in quadrature" convey X-direction motion, while Y A and YB convey Y - dimension motion; here the pointer (cursor) is shown drawing a small curve. Serial interface and protocol Apple Desktop Bus Apple Macintosh Plus mice: beige mouse (left), platinum mouse (right), 1986 PS/2 interface and protocol Color-coded PS/2 connection ports; purple for keyboard and green for mouse The Logitech Metaphor, the first wireless mouse (1984). On display at the Musée Bolo, EPFL A Microsoft wireless mouse made for notebook computers Microsoft Bluetooth Mobile Mouse 3600 movements.

Text- 3.

The IntelliMouse Explorer works analogously, with the difference that its 4-byte packets also allow for two additional buttons (for a total of five). Mouse vendors also use other extended formats, often without providing public documentation. The Typhoon mouse uses 6-byte packets which can appear as a sequence of two standard 3-byte packets, such that an ordinary PS/2 driver can handle them. For 3-D (or 6-degree-of-freedom) input, vendors have made many extensions both to the hardware and to software. In the late 1990s, Logitech created ultrasound based tracking which gave 3D input to a few millimeters accuracy, which worked well as an input device but failed as a profitable product. In 2008, Motion4U introduced its "OptiBurst" system using IR tracking for use as a Maya (graphics software) plugin.

NEW WORDS

Arrival – tashrif
Rapidly – tez-tez
Adopted – asrandi

Visible – ko'rinarli
Status – martaba
Freedom – erkinlik

Profitable – serdaromad   Accuracy - adekvatlik

COMPREHENSION QUESTIONS

1. Which campany has made the PS / 2 port?
2. Which devices are connected to the PS / 2 port?

3. Underline the right verb form.

1. I thought/was thinking you had/was having much courage. 2. He did not go/had not gone to the cinema yesterday, as he will take/is taking an exam tomorrow. 3. We are buying/are going to buy a new TV set. 4. How long did you live/have you lived here? 5. David finally sold/had sold his old car. 6. She is going /goes to post the letter she has written/wrote. 7. When you phoned/had phoned we had/were having lunch. 8. A month from now we are completing /will have completed our experiments. 9. He worked / had worked harder last year than he does /has done this year. 10. We stay/will stay in this resort as long as the weather keeps/will keep fine.

4. Choose the right answer.

1. He ___ the city he __ before his marriage.
a. had remembered\ had known b. remembered\ had known c. remembered\ know
2. It ___ only an hour since I___ his place.   a. was \ left b. was \had left
c. had been\left
3. That evening I ___ a letter when I dinner.
a. received \was having b. received\have been had   c. received\am having
4. "Come in, Jane; we ___ you."
a. are expecting   b. expect   c. have   been expecting
5. He ___ writing the letters by7o'clock.   a. had finished   b. was finishing   c. finished
6. We ___ this cottage long before the end of the spring. a. have built b. are building c. have been building
7. She from the chair in which she ___.
a. rose\sat   b. rose\had been sitting c. rose\ was sitting
8."Hurry up! Your parents ___ about you."
a. are worrying b. will worry c. will be worrying
9."I __ you tomorrow if you still ___ help."
a. will help\need   b. am helping\ need c. will help\will need
10."I ___ hungry. I ___ anything since yesterday."
a. am hungry\eat   b. have been hungry\have eaten   c. was hungry\hadn't eaten

LESSON 21

Countable and uncountable nouns and partitives.Doing exersises.Topic: Python Server Pages

1. Countable and uncountable nouns and partitives.Doing exersises.

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

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

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

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

Other examples of everyday partitive expressions are:

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

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

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

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

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

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

Countable Nouns

Countable nouns are things that you can **count**. When we say "count" we mean adding things together to get a total number such

as **three** cats, **five** pencils, **one** train.

Examples of countable nouns:

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

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

Star Wars is a great **movie**.

I watched **two movies** last night.

Uncountable (also called "uncount" or "mass" nouns)

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

Uncountable noun types	Examples
Liquids or gases	water, coffee, milk, air, oxygen
Tiny objects	powder, sand, rice, flour, grain, dirt, dust
Abstract ideas and concepts	love, sadness, safety, freedom, power
Categories / Grouped concepts	furniture, music, luggage, money, currency
Materials	wood, metal, plastic

School subjects   mathematics, chemistry, Italian, economics
Energy related words   electricity, radiation, heat, sunshine

Articles and Determiners with Countable/Uncountable Nouns

We can use the **indefinite articles** *a / an* with **singular countable nouns**:
I'd like an apple and a banana. (not: I'd like apple and banana.)
We can use **determiners** (e.g, the, this, these, those, his, my) with **countable nouns**:
Those are **her children**.
His car is very small.
The television isn't working.

Uncountable nouns are *singular.* You cannot make them plural, therefore:
Do not add –s to uncountable nouns. (*wrong*: I have three luggage**s** to check-in)
Do not use a / an or a **number** in front of them.

When a **countable noun is plural**, we **don't need a determiner** if were talking about something in general.
I eat **apples** every day.
Flowers are beautiful. (Flowers in general are beautiful. If we say "the flowers" we are talking about some specific flowers).
Are **girls** more nurturing than **boys** or do we raise them that way? (general: all girls, all boys).

Quantifiers and Countable / Uncountable Nouns

We can use *many* and *few* with **plural countable nouns**:
There are **many cars** on the road during rush-hour traffic.
Since I stopped smoking there are **few problems** with my health.

We can use *some* and *any* with either **plural countable** or **uncountable nouns**:
There are **some books** on the shelf. (books = countable/ plural noun)
Do you have **some money** I could borrow? (money = uncountable noun)
I don't have **any time** to go to the gym today. (time = uncountable noun)

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

Using Partitives with Uncountable Nouns

Partitive expressions make it possible to make uncountable nouns countable.
What's a partitive?
Partitives are words that express a container or unit of measurement.
For example:
glass, bottle, can, box, cup, spoon full, handful, bunch, loaf, piece, slice, scoop, grain, kilo, etc.

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

Would you like **another slice of cake**?

I'll order **a glass of wine** or shall we share **a bottle of wine**?

I'd like **a kilo of flour** please.

I drink **10 bottles of beer** last night and I felt terrible.

Please put **two scoops of rice** in the rice maker.

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

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

<p align="center">Nouns that can be Countable or Uncountable</p>

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

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

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

2. **Treanslate the text into Uzbek.**

<p align="center">**TOPIC:Python Server Pages**</p>

Python Server Pages (PSP) is a name used by several different implementations of server-side script engines for creating dynamically-generated web pages by embedding Python in HTML. For example, an implementation of Python Server Pages was released with mod_python 3.1 in 2004. Spyce, which also claims the phrase "Python Server Pages", was first released in 2002. The Webware for Python suite also contains an implementation of Python Server Pages released as early as 2000. An earlier tool with a similar function also called Python Server Pages but based on Java and Python was first released in 1999.It was one of the earliest web development support in Python and has long since been surpassed in popularity by systems such as Django or Flask.

NEW WORDS

Script – senariy

Server – tarmoqda ma'lumot saqlanuvchi kompyuter

Phrase – jumla

Webware – web mahsulot

Similar – turdosh

Popular – xalqchillik

Such - biram

COMPREHENSION QUESTIONS

1. What is the PSP?
2. Tell us about the PSP versions?
3. Put the verbs in brackets into the suitable form of the Passive Voice.

MOVIE STAR INJURED IN HELICOPTERCRUSH

Movie star Shane West 0 was injured (injure) in a helicopter crush early yesterday morning. The accident happened near Seattle where West was filming a special effects scene for his new movie "So long, pilot." The helicopter was flying low when it suddenly crashed to the ground. Luckily West and the pilot 1 ___ (throw) out before the helicopter started to burn.They2 ___ (rush) to a hospital in Settle. It 3 ___ (expect) that the star will have to stay in the hospital for a few weeks. Experts are trying to find the cause of the crash. It was dark at the time, and the helicopter was flying "blind" with the help of its avionics. It seems

Possible that the accident 4 ___ (cause) by a fault in the computer-controlled equipment. Some of the experts think that it is possible that the helicopter 5 ____ (program) wrongly and nothing 6 ___ (can do). Paul Christiansen, one of the experts, thinks that the pilot 7 ___ (give) the wrong flying instructions from the earth and 8 ____ (oblige) to obey them or may be the engine 9 ___ (not check). In hospital Mr. West 10 ___. (make) to ten the reporters everything he remembered about the crash.

LESSON 22

Teaching abilities.(innovative and traditional methods). Topic: ReWritable CD

1. Match the two parts of the sentences.

1. When she looked out of the window... 2. I wonder... 3. I've finished my work.. 4. Tell me how... 5. I bought a new house last year... 6. I was afraid he would be angry if ... 7. When they were crossing the street... 8. She is going to post the letter ... 9. I did not call him because... 10. I can't go to the disco because...	a have a look at it, please. b we didn't finish the work in time. c I thought he was busy. d it was raining heavily. e. ... I haven't done my home work yet. f what we will be doing in a year's time. g she has just written. h. I'll recognize your brother. i. a woman came towards them and asked the way to the Russian Museum. j I have not sold my house yet.

1	2	3	4	5	6	7	8	9	10

2. Speaking: Teaching abilities.(innovative and traditional methods)
Three teaching abilities. Text A.

To be an effective teacher, you need (at least) three abilities:

Classroom management: the ability to manage discipline.

Teaching skills: the ability to impart knowledge.

Subject knowledge: the knowledge to impart.

You need all three of these abilities. Without subject knowledge, you have nothing to teach. Without teaching skills, you will not be able to get it through to the people in your classroom. And without discipline, your class will not give you the attention you need to be able to use your teaching skills.

Classroom management

Classroom management is largely about discipline. It is about maintaining order and control, which is based on students acting in ways that support their own learning as well as that of others.

Text -2.

Many young students act in disruptive ways, mostly due to the difficult psychology of maturation and learning to live in society. This knowledge seems

little help to the teacher struggling to be heard but getting inside their heads is a powerful process. Just like [negotiation](#), if you can get inside their heads you are most of the way there. If you can go from 'me vs. them' to 'me with them' (not, however, an undifferentiated 'us') then you can make a huge difference.

Classroom management is very difficult for some teachers in some situations. It can, however, be learned. Indeed it must be, if the teacher is to retain sanity and be allowed to teach.

Text -3.

Teaching skills

Once classroom discipline is established, the next big trick is to transfer what is in your head into theirs. For this there are three key attributes of the teaching skill that you need.

At the minimum teaching is of basic functional skills, showing them how to do things by rote, repeating actions and words until, given a suitable stimulus, they are able to reproduce an effective response.

Beyond learning to do is learning to think. If you can teach them to fish they will never need to be fed. If they know how to go about understanding and solving problems, then teaching has been of a higher order.

Beyond even learning to think is developing a passion for the subject that drives the student to actively learn for themselves. The best teachers thus infect their students with a love of the subject that will sustain their interest for many years to come.

Text -4.

Subject knowledge

Subject knowledge is a basic for teaching. If you do not know your subject then it is impossible to teach it. Worse, you may impart false knowledge and send out many people into the world with information they believe is true but which may serve them badly in years to come.

In teaching children, it may seem that the teacher only needs to know the child's level of knowledge. Yet one reason a deep subject knowledge is needed is that students ask questions, often very penetrating ones, that require a deep understanding that can reach even to philosophical ideas.

When teaching fractions to a lower-ability class once, I took a circle of card and cut it in half, showing that the two halves were the same as the whole 'pie'. Yet a little girl did not understand and challenged me 'Sir, they are not the same'. I was flummoxed: indeed in cutting the pie I had fundamentally changed it. I changed my presentation from being 'the same' to 'fitting together', which made the lesson work better.

TOPIC: ReWritable CD. Text B.

CD-RW is a re-recordable medium that uses a metallic alloy instead of a dye. The write laser in this case is used to heat and alter the properties (amorphous vs. crystalline) of the alloy, and hence change its reflectivity. A CD-RW does not

have as great a difference in reflectivity as a pressed CD or a CD-R, and so many earlier CD audio players cannot read CD-RW discs, although most later CD audio players and stand-alone DVD players can. CD-R Ws follow the Orange Book standard. Individual pits are visible on the micrometre scale Writable compact discs Recordable CD 700 MiB CD-R next to a mechanical pencil ReWritable CD The ReWritable Audio CD is designed to be used in a consumer audio CD recorder, which will not (without modification) accept standard CD-RW discs. These consumer audio CD recorders use the Serial Copy Management System (SCMS), an early form of digital rights management (DRM), to conform to the United States' Audio Home Recording Act (AHRA). The ReWritable Audio CD is typically somewhat more expensive than CD-RW due to (a) lower volume and (b) a 3% AHRA royalty used to compensate the music industry for the making of a copy .

NEW WORDS

Medium – o'rtacha   Scale – shkala
Case – quti   Accepted- maqbul
Properties – xususiyat   Expensive - qimmatbaho

COMPREHENSION QUESTIONS

1. What is a CD-RW?
2. What is the capacity of the CD-RW?

3. Complete the sentences. Use the Past Simple Passive of the verbs in the box. Invent win kill ruin steal feed invite create follow speak

1. They ___ by the police dogs. 2. Where ___ English ___? 3. The picture ____ from the museum. 4. The buildings ___ by the fire. 5. John Lennon ___ in 1980. 6. The game of tennis ___ Andre Agassi. 7. The bear cub ___ by the children. 8. St Paul's Cathedral ____ by Sir Chr'istopher Wren. 9. Jane ___ to the party. 10. Television ___ by Baird.

4. Underline the right verb form.

1. I will post/will be posted the letter tomorrow. 2. The town is building/is being built by the workers. 3. She was bored/boring to death staying at home. 4. His speech will broad cast/will be broadcast. 5. She lent/was lent me some money. 6. He wondered/was wondered why we hadn't visited him before. 7. We asked /were asked the scientist lots of questions about the universe. 8. The play based / is based on historical facts. 9. They told/were told to wait. 10. There port followed/was followed by a discussion.

5. Change the following sentences into the Passive.

1. They found the rare manuscript in the basement. 2. Do they include the service charge? 3. I bought a book a week ago. 4. The scientists are examining the new bacterium. 5. An old lady found a box of jewellery last week. 6. People often ask for this book. 7. A distinguished surgeon will operate on my sister. 8. Tom has just told me a good story. 9. She has tidied the room thoroughly. 10. Bob and Jack were carrying our bags.

LESSON 23
Using participles to give additional information. Doing exercise. Toic: USB flash drive

1. Using participles to give additional information. Doing exercise.

Participle clauses are a form of adverbial clause which enables us to say information in a more economical way. We can use participle clauses when the participle and the verb in the main clause have the same subject. For example:
Waiting for John, I made some tea.
~~Waiting for John, the kettle boiled.~~ [This would suggest that the kettle was waiting for John!]

Forming participle clauses
Participle clauses can be formed with the **present participle** (-ing form of the verb) or **past participle** (third form of the verb). Participle clauses with past participles have a passive meaning:
Shouting loudly, Peter walked home. *[Peter was shouting]*
Shouted at loudly, Peter walked home. *[Someone was shouting at Peter]*
If we wish to emphasise that one action was before another then we can use a **perfect participle**(having + past participle):
Having won the match, Susan jumped for joy.
Having been told the bad news, Susan sat down and cried.

The meaning and use of participle clauses
Participle clauses give information about **condition**, **reason**, **result** or **time**. For example:
Condition (in place of an if-condition):
Looked after carefully, this coat will keep you warm through many winters.
Compare: *If you look after it carefully, this coat will keep you warm through many winters.*
Reason (in place of words like *so* or *therefore*):
Wanting to speak to him about the contract, I decided to arrange a meeting.
Compare: *I wanted to speak to him about the contract so I decided to arrange a meeting.*
Result (in place of words like *because* or *as a result*):
I had no time to read my book, having spent so long doing my homework.
Compare: *I had no time to read my book because I had spent so long doing my homework.*
Time (in place of words like *when, while* or *as soon as*):
Sitting at the cafe with my friends, I suddenly realised that I had left the oven on at home.

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

Yangi so'z va iboralarni eslab qoling:

moving pictures — harakatlanuvchi rasmlar
Greek — Yunoncha
Latin — Lotincha
commercial station — tijorat stantsiyasi
advertising time — reklama vaqti
profit — foyda
public station — umumiy stantsiya
to broadcast —habar berish
entertainment — ko'ngil ochish
to attract — jalb qilmoq
viewer — tomoshabin
lawyer —huquqshunos
comedian —komik roller ijrochisi

2. **Work in pair. Translate the text into Uzbek. Text A**
   Text- 1.

TOPIC: USB flash drive

A SanDisk Cruzer USB drive from 2011, with 4GB of storage capacity

stick, flash stick, jump drive, disk key, disk on key, flash-drive, memory stick, USB stick or USB memory, is a data storage device that includes flash memory with an integrated USB interface.

A USB flash drive, also variously known as a thumb drive, pen drive, gig It is typically removable, rewritable and much smaller than an optical disc. Most weigh less than 30 g (1 ounce). Since first appearing on the market in late 2000, as with virtually all other computer memory devices, storage capacities have risen while prices have dropped. As of March 2016 , flash drives with anywhere from 8 to 256 GB are frequently sold; less frequent are 512 GB and 1 TB units.

Text- 2.

Storage capacities as large as 2 TB are planned, with steady improvements in size and price per capacity expected. Some allow up to 100,000 write/erase cycles, depending on the exact type of memory chip used, and are thought to last between 10 and 100 years under normal circumstances (shelf storage time). USB flash drives are often used for the same purposes for which floppy disks or CDs were once used; i.e. for storage, data back-up and transfer of computer files. They are smaller, faster, have thousands of times more capacity, and are more durable and reliable because they have no moving parts. Additionally, they are immune to electromagnetic interference (unlike floppy disks), and are unharmed by surface

scratches (unlike CDs). Until about 2005, most desktop and laptop computers were supplied with floppy disk drives in addition to USB ports, but floppy disk drives have become obsolete after widespread adoption of USB ports and the larger USB drive capacity compared to the 1.44 MB 3.5-inch floppy disk.

Text- 3.

USB flash drives use the USB mass storage device class standard, supported natively by modern operating systems such as Windows, Linux, macOS and other Unix-like systems, as well as many BIOS boot ROMs. USB drives with USB 2.0 support can store more data and transfer faster than much larger optical disc drives like CD-RW or DVD-RW drives and can be read by many other systems such as the Xbox One, PlayStation 4, DVD players, automobile entertainment systems, and in a number of handheld devices such as smartphones and tablet computers, though the electronically similar SD card is better suited for those devices. A flash drive consists of a small printed circuit board carrying the circuit elements and a USB connector, insulated electrically and protected inside a plastic, metal, or rubberised case, which can be carried in a pocket or on a key chain, for example.

Text- 4.

The USB connector may be protected by a removable cap or by retracting into the body of the drive, although it is not likely to be damaged if unprotected. Most flash drives use a standard type-A USB connection allowing connection with a port on a personal computer, but drives for other interfaces also exist. USB flash drives draw power from the computer via the USB connection. Some devices combine the functionality of a portable media player with USB flash storage; they require a battery only when used to play music on the go.

NEW WORDS

Variously –turli	Frequently – ko'pincha
Thumb – boshmaldoq	Exact – aniq
Appearance – qiyofa	Durable – chidamli

LESSON 24

Attributive clauses. Ethics in teaching students. Topic:Video CD (VCD)

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

Text -1.
SPEAKING: Ethics in teaching students
Teaching Students with Different Abilities

Teaching students with various learning abilities involves creativity, time and a desire to understand how a student learns best. With the right tools, teachers can reach each of their students no matter how different the styles of learning may be. Here are some examples of how teachers can teach a class of students made up of different learning abilities.

Student Assessments

One of the best places to start is by assessing students, both formally and informally. A classroom may be filled with students of the same age, but their learning abilities will most likely vary over a broad spectrum. For instance, some students may be visual learners, while others are audio learners. Some students may be able to read exceptionally well, while others may not be able to read at all. Conducting assessments can help teachers identify a student's individual academic skills, learning styles and interests in mixed-ability classrooms.

Text -2.
Differentiated Teaching

Once teachers have a feel for the type of students in their classrooms, they can plan curriculum and course activities accordingly. This process is often referred to as differentiated instruction, which involves teachers purposefully planning for students' different learning abilities. As author and educator Carol Ann Tomlinson (Ed.D.) explains, teachers using differentiated instruction vary their teaching methods 'in order to create the best learning experience possible.'

According to Dr. Tomlinson, differentiated instruction is 'an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums.' Although the term may be new to some, it's actually a concept teachers have been using for quite some time. For instance, most teachers automatically decipher which students learn which ways during the first few weeks of class. The differentiation method just narrows that skill down to the four basic classroom elements that Dr. Tomlinson defines as content, process, products and learning environment.

Setting the Methods into Motion

With a plan of approach and a method to follow, teachers can put their newfound knowledge of their students into practice. This can be done through Dr. Tomlinson's four elements.

Text -3.

Content

Content is the actual material that students need to learn within the curriculum. When looking at new material, teachers should ask themselves how they can present the content in a way that will be accessible to all students. Planning different ways to deliver the material can make this happen.

For instance, teachers can present the material to the class as a whole using a variety of delivery methods, including computer programs, hands-on craft projects, video clips and even visual demonstrations, like cutting a cake or pie to demonstrate fractions. Just make sure the delivery methods used speak to each level of learning found in the classroom.

Text -4.

Process

Process involves the way in which students engage with and learn content. This is key as it allows students to take the time to let newly obtained knowledge sink in. Process also gives students the opportunity to figure out what they may or may not understand.

The process can also be used as a way for teachers to monitor and assess a student's progress. For instance, educational consultant John McCarthy recommends that teachers design 'one or two processing experiences for every 30 minutes of instruction'. These experiences give students a break and teachers time to find out who needs additional instruction and who doesn't.

Ways to implement the process experience can include group time, where students can talk with one another about the material learned. Journaling can also be used as a way for students to process and digest material. Rewriting what they've learned can help them retain the information as well discover parts of the material they may not have understood.

Text -5.

Products

Products are the projects or assignments that encourage students to apply content in situations inside and outside of the classroom. For example, once content is presented and processing time has been given, ask students to develop a project of their own that best exemplifies what was learned. For instance, younger students may create a poster board with pictures and labels, while older students develop a short skit or make drawings. Teachers may want to give students a set of options to choose from and even allow them to work in groups.

Text -6.

Learning Environment

The learning environment simply refers to the classroom environment and how it works or feels to students. It's important that teachers create a classroom that will serve all students, no matter their learning abilities.

For instance, if in-class assignments are given, develop a general list of requirements, and then give students additional instructions on an individual basis so that it addresses their learning abilities. Make sure there are quiet places in the classroom where students can concentrate and focus. Or give them the option to work with partners. Make sure the class understands that the options are provided because each student works best in a different setting. As Dr. Tomlinson points out, 'some learners need to move around to learn, while others do better sitting quietly.'

Text -7.

Learning Results

Differentiating the various learning abilities within a classroom can take time and often involves extra preparation. However, once teachers have a basic idea of the learning levels within their classrooms, they can create curricula and settings specifically designed for their students. Individually, students will flourish because of the teacher's ability to meet each one on his or her own learning level. As a whole, the class will maintain a sense of unity, as no particular student is singled out or left to catch up on his or her own.

Text -8.

TOPIC:Video CD (VCD)

Video CD (VCD, View CD, and Compact Disc digital video) is a standard digital format for storing video media on a CD. VCDs are playable in dedicated VCD players, most modern DVD-Video players, personal computers, and some video game consoles. The VCD standard was created in 1993 by Sony , Philips, Matsushita, and JVC and is referred to as the White Book standard. Overall picture quality is intended to be comparable to VHS video. Poorly compressed VCD video can sometimes be lower quality than VHS video, but VCD exhibits block artifacts rather than analog noise and does not deteriorate further with each use. Super Audio CD CD-MIDI CD-ROM Video CD (VCD) 352x240 (or SIF) resolution was chosen because it is half the vertical and half the horizontal resolution of NTSC video. 352x288 is similarly one quarter PAL/SECAM resolution. This approximates the (overall) resolution of an analog VHS tape, which, although it has double the number of (vertical) scan lines, has a much lower horizontal resolution.

NEW WORDS

Compact – ixcham	Intended – mo'ljalli
Dedicated – ixlosli	Rather – ancha

COMPREHENSION QUESTIONS

1. What is VSD?
2. When was the VSD standard created?

LESSON 25

The book we read . Topic: Webcamera
1. **Work in pair. Translate the text into Uzbek.**
   Text -1.

TOPIC: Web-Based Library Management System with PHP and MySQL

The objective of this Bachelor's thesis was to develop a web-based library management system based on PHP and MySQL in order to reduce the cost of management and make it convenient for the user. The web-based library management system includes the most popular components a common library management system has, administration, book seeker, leasing and E-mail. Besides, it has more humanistic functions such as second-hand online book shop and top 10 ranking. The website was tested on some of the most popular browsers. The basic functions of Internet Information Services 7.5 and detail features of PHP and MySQL were selected for the purpose of this project. The structure of Library Management System which included a website interacting with a database was determined. The system and development tools were chosen based on their specific features that benefit the system.

Text -2.

Furthermore, all necessary components in the library management system were integrated and tested. The first result of this study was an understanding of the advantages of PHP and how MySQL benefited a large project. The second result was building practical PHP and MySQL projects based on a web server on Windows 7 ultimate. The understanding of the development tools directly affected the quality of the website. The website which was built in this project offered a high performance, secure, stable and an easy-to-maintain environment. In addition, the website improved the management of a university library. The site was built for testing purposes only.

NEW WORDS

Management – boshqarma	Humanistic – insoniy
Convenient – o'naqay	Structure – tuzilma
Seeker – izlagich	Necessary - kerak

COMPREHENSION QUESTIONS

1. What is the MySQL?
2. What is the PHP?

Text -1.
TOPIC: Webcamera

A webcam is a video camera that feeds or streams its image in real time to or through a computer to a computer network. When "captured" by the computer, the video stream may be saved, viewed or sent on to other networks via systems such as the internet, and emailed as an attachment. When sent to a remote location, the video stream may be saved, viewed or on sent there. Unlike an IP camera (which connects using Ethernet or Wi-Fi), a webcam is generally connected by a USB cable, or similar cable, or built into computer hardware, such as laptops. The term "webcam" (a clipped compound) may also be used in its original sense of a video camera connected to the Web continuously for an indefinite time, rather than for a particular session, generally supplying a view for anyone who visits its web page over the Internet. Some of them, for example, those used as online traffic cameras, are expensive, rugged professional video cameras .

NEW WORDS

Streams – oqim   Compound – qo'shilma

COMPREHENSION QUESTIONS

1. Is Webcam different from Simple Camera?
2. Is it possible to connect a webcam to your computer via WiFi?

READING : The book we read   Text B.

Text -1.

Books in my life (1)

Books... I think that we can't live without them. I believe that books stay with us for all our life. When I was a child my parents read them to me. I was happy to listen to the stories and tales. I learned a lot of interesting things from books. I remember thtat I liked thick books. Later I've learnt to read myself. I like to read books about animals, nature and children. I like to get presents on my birthday. I am happy if it is a book. It doesn't matter what kind of book it is. I like to read almost all books. If I have spare time, I spend it with my favourite book. When I was fifteen I was fond of reading too. But I preferred to read books about travels. I travelled with the heroes of the stories. I saw many interesting places and learned a lot of important facts about other countries and people. Now I like to read books about science. You can learn a lot from books.

Text -2.

I am sure that books play a very important role in my life. Our family has got many books. All the members of our family buy books and read them. My mother says that books help us in our self-education. In ancient times books were written by hand. It was difficult to write a book with a pen. Then printing came into our life. Printing played an important role in the development of literature and culture. Now there are a lot of books in the shops, there are many books in our homes. But

it is expensive to buy all the books we want to read. That's why we can read books in public libraries. There are many problems in our life and sometimes it is difficult to solve them. I think that books can help us in it. Last year I read a very interesting book titled "An American Tragedy" by Theodore Dreiser. This novel was published at the beginning of the 20th century. The novel describes the tragic fate of a boy and a girl, Clyde and Roberta by name. It is a sad story. This novel was written many years ago, but it is still popular nowadays. Books must be our friends during all our life.

Reading in My Life(2) Text C.

Reading plays a very important role in the life of people. It educates a person, enriches his intellect. Books help to mould a person's character, form his moral values. Besides, books bring pleasure and delight. It's a wonderful way to spend spare time. Sometimes we read the same book again and again. Thanks to books we learn to express our thoughts and feelings more exactly. The book is a faithful and understanding friend. It can be put aside and taken up again at any moment. There are books which have been our favorites since childhood. People are fond of reading different kinds of books. Some people enjoy reading detective stories, adventure stories, novels, biographies, other prefer classics. Fairy tales are enjoyed and read by children, books about adventures and journeys are enjoyed by those who are fond of travelling. Legends and myths are read by those who are fond of history. Some people developed much time to reading books and reading becomes their free time occupation, their passion.

Text -2.

Through out the centuries books had an enormous influence on the minds and hearts of people. Books bind together ages, personalities. Thanks to books we can talk to people who lived in different countries and ages. Through reading books we hear their voices, thoughts and feelings. The book is the surest way to bring nations together. It helps people achieve understanding, trust, cooperation and friendship. Books awaken young readers' imagination. They develop literary taste, arouse interest and curiosity, the reader's laugher as well as his tears. They teach the readers to be truthful, friendly, honest decisive, conscientious, frank, firm, fair and serious.

Libraries play an important part in the cultural development of people. People like reading, they have a desire to learn, they seek for knowledge. Books sate this desire. There are a lot of books in our country, in our flats. But it is difficult to buy all the books which we want to read. That is why we get books in public libraries. Books shouldn't be read only for pleasure. Reading books helps us in our education.

Text -3.

We can fond all kinds of books in the libraries. Books offer romance, history, adventure, autobiographies, science fiction and humor in the form of shot stories

and novels, poetry, prose and plays as well as reference books, encyclopaedias, dictionaries and so on. In some libraries we can find books in many foreign languages. When a reader comes to a library for the first time he fills in his library card and the librarian helps him to choose something to read. The reader is allowed to borrow books for a certain number of days. The catalogues help the reader to find the books. We should not make notes in library books or dog's ears in the pages. The reading rooms in the public libraries are open to all who wish to work there. Except books we can get periodical newspapers and magazines to read there. Readers come to reading rooms to study and prepare materials for their reports or for their scientific work.

Every school in our country has a library. A school library is a collection of textbooks and books for reading. Our pupils and teachers go there to read, to find some magazines or newspapers or to prepare for a report. Sometimes teachers prepare for lessons at our school library.

1. Put in the appropriate form of say, tell or ask.

1. Ben ___ that the lift is out of order. 2. Lucy Harris ___ that she couldn't go to the pictures with him. 3. He ___ me if I smoked. 4. She ___ Jane if she could play the violin very well. 5. I ___ her if she liked children. 6. What did she ___ you? 7. Please don't ___ Jim what had happened. 8. Ann ___ she did not like Peter. 9. Jack ___ me he was ill. 10. Why didn't you me the truth?

2. Report the statements.

1. Betty said to Lucy, "I'm sorry to disturb you." 2. Dan said. "I've missed my bus, I'll be late and my boss will be furious." 3. The girl said to her friends, "I didn't go to the stadium yesterday." 4. My brother said, "I'm talking on the phone." 5. Nora says to Jack, "I'll tell you what to do." 6. Lora said, "I wish I had something to eat." 7. Bill said, "I've been ill for a fortnight." 8. She said, "I've never set eyes on him in my life." 9. He said, "Bill wants to know if you are free tomorrow." 10. Jane says, "When the door bell rang I was playing the violin."

LESSON 26

Giving advice. Doing exercise. Topic: WiFi

SPEAKING: Giving advice.Doing exersises.

  Expressing opinions

When we are negotiating, expressing opinions or simply chatting with a friend, we often have to agree or disagree with the other person. Also, we don't want to make a fight out of this, so we must know how to show empathy with different opinions and also disagree without sounding aggressive. It is very difficult to convince when they think you are attacking. We need to express our opinions and, at the same time, show that we are listening, understanding and appreciating the other opinions. If they feel comfortable, they will be more open to our ideas, opinions or suggestions. Here are different ways of doing so in a conversation.

Tip: <u>It is always a good idea to justify your opinions</u>. Don't just say 'I agree' or 'I disagree', but say 'I agree because I think that ... (explain your reason)', etc.

Use these lists as a reference, don't try to memorize them. Practise dialogues with another student and try to use expressions from here, you will slowly get familiar with them.

EXPRESSING OPINION

Personal:
    In my opinion...
    In my experience...
    Speaking for myself...
    Personally, I think...
    I (strongly) believe that...
    I really feel that...
    If you ask me...
General:
    Some people say that...
    Many/Most people think/believe that...
    Everybody knows that...
    According to scientists...
    The thing is that...
    The point is that...

CHECKING IF THEY UNDERSTAND

    Do you know what I mean?
    Does it make sense?
    I don't know if I'm explaining it correctly.

EXPLAINING THINGS BETTER

    What I mean is...
    What I'm trying to say is that...

ASKING FOR AN OPINION

    What's your idea (on...)?
    What do you think about it?
    Do you agree with that?
    Is that what you think?
    Have you got an opinion about it?

How do you feel about it?

Do you have anything to say about it?

And you? What do you think?

Is that right?

AGREEING

Of course

You're absolutely right

Yes, I agree.

I think so too.

That's a (very) good point.

Oh yes, that's right.

Exactly.

I don't think so either.

That's true.

That's just what I was thinking.

I couldn't agree more.

That's exactly what I think.

I think you're right.

I hear you.

Yes, me too / me neither.

PROTESTING POLITELY

That's not what I mean/said.

No, what I'm trying to say is that...

You got me wrong.

I'm probably not making myself very clear.

That's not exactly what I was trying to say.

PROTESTING RUDELY

You're not listening, are you?

Did you hear a word I said?

Can you understand what I say?

But who said that?

DISAGREEING POLITELY

I see, but that's different.

Sorry, I don't agree with you.

I don't see it that way.

That's not entirely true.

That's partly true but...

I see your point but...

I'm sorry to disagree with you but...

Yes, but don't you think...?

I think that's not the same thing at all.

On the contrary...

Well, I'm not so sure about that.

Sorry, I think that's wrong.

Yeah, but the problem is that...

Well, I think it's not as simple as that.

SHOWING EMPATHY BEFORE DISAGREEING

Yes, I agree with you but...

I can see your point, but...

That's very true, but...

Of course, you're right, but...

I know what you mean but...

I can understand that but...

Well, that sounds very good but...

I partly agree, but...

Yeah, that's true, but on the other hand...

You could be right but I think that...

You are probably right but...

DISAGREEING IN A RUDE WAY (colloquial)

Are you crazy or what?

You must be kidding, right?

I can't believe you're saying that.

No way!

I can't buy that.
You can't be serious.
How can you even say that?
I think you're totally wrong.
Oh, come on, where's your logic?
That doesn't make any sense.
Absolutely wrong.
That's totally B.S.   (=bullshit)

Oh yea, you said it.
But of course!
Who can disagree with that?
Now you're talking.
Yes, yes, that's the point!
I totally agree with you
You're so very right!
You're reading my mind.

AGREEING STRONGLY (colloquial)

ACTUALLY

In English, this word is very important, and very common, when you want to disagree politely
 or when you want to correct without offending. Let's see a few examples:
- They want to start using uniforms in my son's school. What a stupid thing!
- Well, **actually** I think it's a good idea. Social differences won't be so obvious then.
- They're going to build a motorway through New Forest, that's a disaster!
- **Actually**, it's not through New Forest but around it.
- Oh, that's quite different then.

PRACTICE TOPICS

If you have somebody to practise, you can use this list of topics:
University should be free
We should build more nuclear power stations
Dogs are better pets than cats
Television is increasing violence in our society
Alcohol should be illegal
Spring is much nicer than autumn
A weekend in the mountains is better than on the beach
Breakfast is the most important meal of the day
Females are better students than males
When learning English, listening is more difficult than speaking
Summer is the best season of the year
Secondary school students should wear uniform
People should be older than 20 to have a driving license
Everybody should go to university

SAMPLE CONVERSATIONS

- The city council is going to build a new parking site under the park over there.
- Oh no, why are they going to do that? It's terrible.
- You think so? I think it's a very good idea, actually.
- On the contrary, I think it's a disaster.
- A disaster? I think we need more parking sites.
- Well, I agree with that, but not under the park.
- Why not? It's the best place.
- Do you think so? I totally disagree. Why the park?
- Well, you need a big open space for that.
- I see your point, but don't you think trees are more important than cars?
- Of course I agree, but we all have cars, and we need a place to park them.
- Yes, that's right. But they can do it near the station.
- Oh no, that's too far away, we need a parking site in this area.
- Well, that's true, but maybe walking a bit wouldn't hurt anyone.
- A bit? The station is at least 10 minutes away. Just imagine, on a rainy day...
- You could be right, but I still think trees are more important than cars.
- You've got a point there, but maybe they can plant trees near the station instead.
- Oh, that sounds very good, but we're talking about very old and big trees.
- Yes, but we have to choose, don't we? We can't have everything.
- Yeah, I suppose you're right, but still, I think it's a very bad idea.

➡ INFORMAL

- Man, did you hear that? They're gonna build a parking site under the park over there.
- Are you serious? But that's crazy, why do they want to do that?
- Why? Well, because there are too many cars in the area. We need more parking space.
- Nonsense! What we need is more trees. Cars should disappear.
- You can't be serious.
- Yes, I am. They pollute and are too noisy and...
- Come on, man, that's all B.S. Do you think you could live without a car today?
- Of course I could.
- Oh, come on, where's your logic? How would you go to work?
- Obviously, I would work near home, and not an hour away. Or I could take the bus.
- Yea, I know what you mean, but we use the car for so many things.
- That's very true, but we could always find other alternatives.
- Such as...?
- Such as coaches, trains, etc.
- You must be kidding, right? We don't even have a train here, and coaches don't

go everywhere.
- Yes, you have a point there, but if we didn't have cars, we would have more and better public transport.
- Yes, I agree. But still, having a car is so comfortable.
- Of course it is, I know. But we can't have everything, can we?
- Exactly. That's what I think. We can't have everything, so I prefer having a car.
- Oh man, you're impossible.
- I know :)

TOPIC: WiFi

The old Wi-Fi Alliance logo

Introduced	September 1998
Compatible hardware	Personal computers, gaming consoles, televisions, printers, mobile phones

Wi-Fi or WiFi is a technology for wireless local area networking with devices based on the IEEE 802.11 standards. Wi-Fi is a trademark of the Wi-Fi Alliance, which restricts the use of the term Wi-Fi Certified to products that successfully complete interoperability certification testing. Devices that can use Wi-Fi technology include personal computers, video-game consoles, smartphones and tablets, digital cameras, smart TVs, digital audio players and modern printers. Wi-Fi compatible devices can connect to the Internet via a WLAN and a wireless access point . Such an access point (or hotspot) has a range of about 20 meters (66 feet) indoors and a greater range outdoors. Hotspot coverage can be as small as a single room with walls that block radio waves, or as large as many square kilometres achieved by using multiple overlapping access points. Wi-Fi most commonly uses the 2.4 gigahertz (12 cm) UHF and 5.8 gigahertz (5 cm) SHF ISM radio bands, these bands are subdivided into multiple channels. Each channel can be time-shared by multiple networks. Anyone within range with a wireless network interface controller can attempt to access a network; because of this, Wi-Fi is more vulnerable to attack (called eavesdropping) than wired networks. Wi-Fi Protected Access is a family of technologies created to protect information moving across Wi-Fi networks and includes solutions for personal and enterprise networks. Security features of Wi-Fi Protected Access have included stronger protections and new security practices as the security landscape has changed over time.

COMPREHENSION QUESTIONS

1. What is the WiFi?
2. Tell about WiFi standard?

<h1 style="color:red; text-align:center">LESSON 27</h1>
<h2 style="color:red; text-align:center">My project for the future. Topic: Windows and Office</h2>

1. **ANSWER THE QUESTIONS:**

1. Is it easy to choose a career?
2. Are there many people who chose their career in childhood?
3. What should we pay attention to while choosing a career?
4. Have you chosen your future profession yet?
5. What are you good at?
6. What do you know about your f uture profession?

2. Work in pair. Translate the text into Uzbek. (Text A)
Text -1.

SPEAKING: My project for the future

It's rather difficult sometimes to choose a career and to speak about the future profession. I'd say it's because a lot may change in our life in a moment. There are lucky people who chose their profession in childhood and since that time have been doing everything possible to acquire proficiency. But they are few.

If we are not indifferent to our future, while thinking about the future career we are to pay attention to a number of important things. We should determine our abilities and inclinations. Then we should analyse job prospects. We must know whether the profession we have chosen will guarantee good living conditions and give promotion. We must be sure we'll avoid unemployment or at least will be able to apply our knowledge and skills in other fields of human activity. In short, we are to decide what we are going to do in our life and feel satisfied, but not bored or disappointed.

Text -2.

When I was a fifth-former I dreamt of becoming a doctor. I wanted to be a surgeon and treat people and save their lives. I admired the courage and generosity of surgeons. But then I noticed I can't bare the sight of blood, I'm not able to deal with surgical instruments. And I gave up this idea.

At that time I realized that I was fond of English. I was always good at English at school. And when we got acquainted with the English and American literature, the lessons of British and American Studies I understood that I want to have a perfect command of the English language and become a good specialist in English.

So I do my best to master the language because I made up my mind to apply to the Linguistic University and become either a teacher or an interpreter. I haven't chosen it yet. Both professions are interesting and necessary in our society. Perhaps, I'll keep our family tradition and become a teacher of English. But I'll think about it tomorrow if I enter the University.

TOPIC: Windows and Office (Text B)
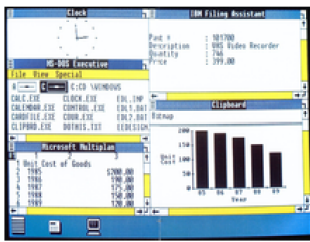
Windows 1.0 was released on November 20, 1985 as the first version of the Microsoft Windows line

Despite having begun jointly developing a new operating system, OS/2, with IBM in August 1985, Microsoft released Microsoft Windows, a graphical extension for MS-DOS, on November 20:242–243, 246

Microsoft moved its headquarters to Redmond on February 26, 1986, and on March 13 went public, with the resulting rise in stock making an estimated four billionaires and 12,000 millionaires from Microsoft employees. Microsoft released its version of OS/2 to original equipment manufacturers (OEMs) on April 2, 1987. In 1990, due to the partnership with IBM, the Federal Trade Commission set its eye on Microsoft for possible collusion, marking the beginning of over a decade of legal clashes with the U.S. government. :243–244 Meanwhile, the company was at work on a 32-bit OS, Microsoft Windows NT, which was heavily based on their copy of the OS/2 code.

Text -2.

It shipped on July 21, 1993, with a new modular kernel and the Win32 application programming interface (API), making porting from 16-bit (MS-DOS-based) Windows easier. Once Microsoft informed IBM of NT, the OS/2 partnership deteriorated. In 1990, Microsoft introduced its office suite, Microsoft Office. The suite bundled separate productivity applications, such as Microsoft Word and Microsoft Excel.:301 On May 22, Microsoft launched Windows 3.0, featuring streamlined user interface graphics and improved protected mode capability for the Intel 386 processor. Both Office and Windows became dominant in their respective areas. On July 27, 1994, the U.S. Department of Justice, Antitrust Division filed a Competitive Impact Statement that said, in part:

Text -3.

"Beginning in 1988, and continuing until July 15, 1994, Microsoft induced many OEMs to execute anti-competitive "per processor" licenses. Under a per processor license, an OEM pays Microsoft a royalty for each computer it sells containing a particular microprocessor, whether the OEM sells the computer with a Microsoft operating system or a non-Microsoft operating system. In effect, the royalty payment to Microsoft when no Microsoft product is being used acts as a penalty, or tax, on the OEM's use of a competing PC operating system. Since 1988, Microsoft's use of per processor licenses has increased."

COMPREHENSION QUESTIONS

1. When was the Windows 1.0 created?
2. By which company was created Windows?

LESSON 28
Linking contrasting ideas. Doing exersises. Topic: PHP: Hypertext preprocessor

1. SPEAKING: Linking contrasting ideas.Doing exersises.

This is just my opinion, but...

This page lists useful expressions for the language function of **giving opinions**.

Elementary

1. I (really) think that …
2. I believe (that) …
3. I'm sure that …
4. In my opinion / My opinion is …

Pre-intermediate

1. I agree with …
2. I feel that …
3. I guess/imagine …
4. I have no doubt that / I'm certain that …
5. I strongly believe that …
6. I've never really thought about this before, but …
7. My personal opinion is that / Personally, my opinion is that …
8. To be honest / In my honest opinion, …

Intermediate

1. As far as I know, …
2. I agree with the opinion of …
3. I could be wrong, but …
4. I'd definitely say that …
5. I'd guess/imagine that …
6. I'd say that …
7. I'm absolutely certain that …
8. I'm fairly confident that …
9. I'm no expert (on this), but …
10. I'm positive that …
11. I'm pretty sure that …
12. It seems to me that …
13. It's a complicated/difficult issue, but …
14. My (point of) view (on this) is …
15. Obviously, …
16. Some people may disagree with me, but …
17. This is just my opinion, but …
18. Without a doubt, …
19. You probably won't agree, but …

2. Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience…
- As far as I'm concerned…
- Speaking for myself…
- In my opinion…
- Personally, I think…
- I'd say that…
- I'd suggest that…
- I'd like to point out that…
- I believe that…
- What I mean is…

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

- That's different.
- I don't agree with you.
- However…
- That's not entirely true.
- On the contrary…
- I'm sorry to disagree with you, but…
- Yes, but don't you think…

- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.

It's unjustifiable to say that...

3. Work in pair. Translate the text into Uzbek.
Text -1.

TOPIC: PHP: Hypertext preprocessor

The hypertext preprocessing language (PHP) is an open sourced product that lacks the marketing power from companies like Adobe Flash and Oracle's Java. It is a server-side multi-platform, scripting language that can be embedded within HTML. Unlike JSP, (Java Server Pages), and ASP (Active Server Pages), PHP is a language for a task of making web sites. Strongly acknowledged as bundled part of the Apache Webserver, PHP can be installed on other Web servers (Kevin, 2002). Thanks to companies like Red Hat and Zend, the popularity of PHP is increasing as they offer built in platforms that provide support for PHP developers (Red hat, 2012).

Text -2.

Some of PHP's strengths are that it is extraordinarily fast and can serve millions of hits per day. PHP is free so that it can inexpensively be deployed horizontally scaling within a large number of servers. PHP can be integrated with many database systems within the PHP libraries there is also a built in libraries for common Internet tasks like parsing XML, sending email, working with cookies, generating PDF documents, and all with just a small amount of additional code. Other reasons that PHP is growing in popularity is its portability between systems, the flexibility of development approaches, the similarities between Java and C programming, and availability of supporting documentation and support (Welling & Thomson L, 2009).

COMPREHENSION QUESTIONS

1. Extension of the word "php"?
2. What are the programming language to compete with PHP?

LESSON 29

Careers. Topic: Laptop .Topic: Microsoft

2. Work in pair. Translate the text into Uzbek. (Text A)
Text -1.
SPEAKING: Careers

«What to be» is the most important question young people ask themselves. Your destiny and family relationship depend on it. Many aspects of life should be taken into consideration while answering the question «what to be». Different circumstances can influence our choice, we may follow someone's experience or advice or be encouraged by certain people and events.

At early years of mankind development there were just a few jobs such as farmers, bakers, butchers or carpenters. In 17-th century I Russia it was about 200 professions. Now days exists 40000 varieties of jobs, but new kinds of work appears all the time. There is no doubt that it's difficult to chose correct. We have so many professions to choose of. Challenging, rewarding, exciting, prestigious, professions seem to be attractive. If a job is monotonous, exhausting, messy you will say it doesn't appeal to you. We divide jobs into caring, creative, outdoor, office professions and forces.

Text -2.

We refer nursing, teaching to caring professions. Creative professions include the job of a journalist, designer. To work in the office means to be a bank worker, a secretary, a receptionist. If you work in agriculture, horticulture, conservation you are a representative of the outdoor profession. Those who work in the police, army or navy choose forces. Besides these professions you may make a career in law, finance, international business relations, tourism business, banking and others.

Making the right choice can be rather frustrating. You should know your strengths and weaknesses. You must keep in mind what different jobs can require. Some jobs need accuracy, good imagination, physical strength. Others will require experience, special training, travelling a lot, working long hours from home, working late or even working night shifts.

Text -3.

I wish we had a special subject in career teaching at school. If only there were visits to places of employment and higher education. At the lessons of career teaching we could investigate our good and bad points, our interests and aptitudes, we could relate our knowledge and values to our ambitions and requirements of different occupations. Such lessons would clarify relationship between education and employment.

It is important to realize that if you are practical and organized, like routine that doesn't vary, have a tidy mind then you are suited for an office profession.

Creative nature, imaginative mind, sociability and ability to communicate will enable you to be a designer, a tourist agent, an interpreter or a market researcher.

Text -4.

Artistic and loving nature, imagination, sensitivity make the occupation of a painter, actor, dancer, florist, architect, beautician suitable for you. Working as a teacher Teacher's demands love for children, perfect experience in subject, and the power of explanation. In matters of future career the priority should be given to education. If you are conscientious, efficient, capable of doing accurate work, responsible — your prospects of getting a good job increase.

Since I was a child I wished to be a programmer. I was interested in working with numbers, bites, structures and finding answers for complex problems. I love Mathematics and I am very good at it. As for my personality, I may say that I am constructive and persistent, I have strong logic, easily solve problems and I prefer teamwork rather than independence. To find a job I like I need to have excellent science knowledge's so I could pass examinations to institute.

Text -5.

And there is another thing to keep in mind, it's creation of correct impression on people, especially, when you apply for a good position. Your possible in the future employer will search for your Curriculum Vitae. It's info about your previous experiences, education and personal qualities. Then he will decide whether to invite you or not for an interview. The way you look, your confidence, correct speech and behavior and knowledge of subject will make good impression on the interviewer.

Text B

Building 17 on the Microsoft Redmond campus in Redmond, Washington

TOPIC: Microsoft

Microsoft Corporation abbreviated as MS) is an American multinational technology company with headquarters in Redmond, Washington. It develops, manufactures, licenses, supports and sells computer software, consumer electronics, personal computers, and services. Its best known software products are the Microsoft Windows line of operating systems, the Microsoft Office suite, and the Internet Explorer and Edge web browsers.

Its flagship hardware products are the Xbox video game consoles and the Microsoft Surface lineup of touchscreen personal computers. As of 2016, it is the world's largest software maker by revenue, and one of the world's most valuable companies. The word "Microsoft" is a portmanteau of "microcomputer" and

"software". Microsoft was founded by Paul Allen and Bill Gates on April 4, 1975, to develop and sell BASIC interpreters for the Altair 8800. It rose to dominate the personal computer operating system market with MS-DOS in the mid- 1980s, followed by Microsoft Windows. The company's 1986 initial public offering (IPO), and subsequent rise in its share price, created three billionaires and an estimated 12,000 millionaires among Microsoft employees.

Text -2.

Since the 1990s, it has increasingly diversified from the operating system market and has made a number of corporate acquisitions— their largest being the acquisition of LinkedIn for $26.2 billion in December 2016, followed by Skype Technologies for $8.5 billion in May 201 1. As of 2015, Microsoft is market-dominant in the IBM PC-compatible operating system market and the office software suite market, although it has lost the majority of the overall operating system market to Android. The company also produces a wide range of other consumer and enterprise software for desktops and servers, including Internet search (with Bing), the digital services market (through MSN), mixed reality (HoloLens), cloud computing (Azure) and software development (Visual Studio). Steve Ballmer replaced Gates as CEO in 2000, and later envisioned a "devices and services" strategy. This began with the acquisition of Danger Inc. in 2008, entering the personal computer production market for the first time in June 2012 with the launch of the Microsoft Surface line of tablet computers; and later forming Microsoft Mobile through the acquisition of Nokia's devices and services division. Since Satya Nadella took over as CEO in 2014, the company has scaled back on hardware and has instead focused on cloud computing, a move that helped the company's shares reach its highest value since December 1999.

NEW WORDS

Abbreviated – qisqartma	Software – dasturiy mahsulot
Multinational – ko'pqirrali	Founded – asoschi
Headquarters – qarorgoh	To dominate – hokimlik
Hardware – texnik mahsulot	Division – bo'linma

COMPREHENSION QUESTIONS

1. In which country is Microsoft corparation located?
2. Tell us about Steve Ballmer?

Text C. TOPIC: Laptop

A laptop, also called a notebook computer or just notebook, is a small, portable personal computer with a "clamshell" form factor, having, typically, a thin LCD or LED computer screen mounted on the inside of the upper lid of the 'clamshell' and an alphanumeric keyboard on the inside of the werlid.

A modern-day Lenovo laptop

The "clamshell" is opened up to use the computer. Laptops are folded shut for transportation, and thus are suitable for mobile use. Its name comes from " lap", as it was deemed to be placed for use on a person's lap.

Text -2.

Although originally there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, as of 2014, there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, in playing games, Internet surfing, for personal multimedia and general home computer use. Laptops combines the components, inputs, outputs, and capabilities of a desktop computer, including the display screen, small speakers, a keyboard, hard disk drive, optical disc drive pointing devices (such as a touchpad or trackpad), a processor, and memory into a single unit. Most modern laptops feature integrated WEBCAMS and built-in microphones, while many also have touchscreens. Laptops can be powered either from an internal battery or by an external power supply from an AC adapter. Hardware specifications, such as the processor speed and memory capacity , significantly vary between dif ferent types, makes, models and price points.

Text -3.

Design elements, form factor and construction can also vary significantly between models depending on intended use. Examples of specialized models of laptops include rugged notebooks for use in construction or military applications, as well as low production cost laptops such as those from the One Laptop per Child (OLPC) organization, which incorporate features like solar charging and semi-flexible components not found on most laptop computers. Portable computers, which later developed into modern laptops, were originally considered to be a small niche market, mostly for specialized field applications, such as in the military, for accountants, or for traveling sales representatives. As portable computers evolved into the modern laptop, they became widely used for a variety of purposes.

NEW WORDS

Laptop – noutbuk	Portable – qo'zg'aluvchan
Capacity – sig'im	Mounted – stanokli
Also – ham	Inside – ichkari
Called – nomlanmoq	Alphanumeric – harfli va sonli
Just – xolos	

COMPREHENSION QUESTIONS

1. How many types of laptops do you know?
2. Difference between a Computer and Laptop?

LESSON 30

Predicting future. Doing ex. Topic: Liquid crystal display

1.   **SPEAKING: Predicting future.Doing ex.**

Predicting the Future

We can say how sure we feel about the future by using modal verbs. There are also other phrases we can use to express our certainty or uncertainty about future events.

Modal verbs

We can combine modal verbs with adverbs to show a greater or lesser degree of certainty.

People will definitely work longer hours in the future.

People definitely won't work longer hours in the future.

Both of these sentences show that the speaker is sure.

You'll probably enjoy this film.

You probably won't enjoy this film.

The speaker is thinks (s)he's right but isn't 100% sure.

She might pass the exam or she might not pass. I don't know.

The speaker isn't sure at all. You could also use could or may instead of might.

Other expressions

Here are some other ways to talk about how certain we are about something in the future.

1 I'm sure

Jan is bound to pass the exam. He's worked really hard.

Jan is certain to pass.

2 I think so but I'm not 100% sure

Katka is likely to pass the exam.

Katka may well pass the exam.

There's a good chance that Katka will pass the exam.

3 I don't think so

Juraj is unlikely to pass the exam.

There's not much chance Juraj will pass.

I doubt if Juraj will pass.

There's no chance of Juraj passing the exam.

'Will' and 'Going To' futures: For making predictions

Sometimes English grammar can be tough! Occasionally, you may think: 'I just can't make head or tail of it!'

Grammar can leave students pulling their hair out! Students often ask: 'Why do you have so many grammatical tenses? In my language we do not have so many tenses!'

When you break the language down you will see that English is a very expressive language and each grammatical structure that you use communicates a very specific idea and time. Each time you say something, the person that you are speaking to interprets your words and creates a very specific mental picture of what you are communicating. Using the correct grammar means that people will know exactly what you are on about every time you communicate!

This blog is dedicated to the future!! It is dedicated to the grammatical future, and to your future as an English language student. The blog will specifically cover the uses of:

will (+infinitive) and **to be going to (+infinitive)**

We hope that this blog helps you to understand the differences in meaning between these two structures and how we use them in English.

Predictions about the future

We use both **will** and **to be going to** when we want to make a prediction about the future. A prediction is a statement that we make about the future. When a person makes a prediction they say what they think will happen in the future.

When do we use the structure *to be* going to + *infinitive?*

We use the structure **to be going to + infinitive** if we make a prediction about the future because *we have evidence now that supports us in making that prediction*. This means that something now (in the present) tells us what is going to happen in the future.

Everyday predictions about the future are made. Here are some predictions that we see on a regular basis:

On television the weather forecast predicts what the weather will be like tomorrow. Weather forecasters use different weather instruments that provide them with information in the present. Weather forecasters use this information to make their predictions about the weather.

We use the 'going to' future to make predictions based on evidence we have now

If you asked a weather forecaster to make a prediction about the weather he/she might say: 'It *is going to* be sunny tomorrow. Temperatures *are going to* be between 20 and 22 degrees Celsius. It *is going to* rain on the east coast in the evening. Tomorrow night *is going to* be cloudy'.

Economists make predictions regarding the economy in a country, levels of employment and unemployment and the creation of jobs. An economist is someone who has studied economics. Economists use evidence from history and data that has been collected to help them make their predictions. They use this evidence to help them make predictions about economic situations in the future.

If you asked an economist to make a prediction about the economy he/she might say: "Unemployment levels *are going to* fall next year. The economy of the country *is going to* grow by 2%. Tax rates *are going to* decrease slightly. Taxes *are not going to* increase."

2. When do we use the structure *will + infinitive*?

We use the structure **will + infinitive** to make a prediction about the future. However, if we use this structure we are *guessing*. We *do not have any evidence* in the present telling us what the future is going to be.

Every day, newspapers print horoscopes telling people what will happen in their lives that day. Horoscopes make predictions about peoples jobs and careers. Horoscopes also make predictions about people's relationships, their health and their finances. However, when you read a horoscope you are reading a prediction about yourself but this is not based on any evidence. This prediction is guessing what your future is going to be.

If you are very lucky your horoscope might say something like this: "Today you *will* get a phone call. The person who telephones you *will* offer you the job of your dreams. Later this afternoon you *will* win a lot of money on the lottery."

3. **I have made some predictions about the future:**

1.	I predict that Ireland will win the UEFA European Championship in France in 2016 (I am not a football fan – this prediction is a guess!)

2.	I predict that we will have a hot summer in Ireland in 2016. I am not a weather forecaster but I am a very optimistic Irish person!

3.	I predict that Justin Bieber will decide to retire from music! (I am not a Justin Bieber fan!)

Vocabulary

Tough: difficult/hard/not easy

Prediction: A statement that we make about the future

To predict: To make a statement about the future

Weather forecaster: A man/woman who uses weather instruments to predict weather conditions

Weather forecast: A prediction of weather conditions that gives us information about winds, temperatures etc.

Economist: A man/woman who is an expert in the subject of economics

Horoscope: a short prediction for people born under a particular sign, especially found in newspapers and magazines

Idioms

Can't make head or tail of something: unable to understand something/ unable to make sense of something *Example: I really don't like Ikea furniture. I can never make head or tail out of the instructions for putting the furniture together. I always do it wrong!!*

Pull one's hair out: To be nervous/anxious or frustrated with a situation *Example: English idioms make me want to pull my hair out! They are so confusing!!*

To be on about: to mean *Example: Did you understand anything he was saying yesterday. I was listening but I have no idea what he was on about!!*

Phrasal Verbs

To break down: To separate out into different parts / to analyze *Example: I didn't know how to solve the problem until I broke it down into small parts and solved one piece at a time.*

2. Make predictions based on the evidence you are given in the sentences below:

1. Andrew is holding a suitcase at the airport. There are shorts and t shirts, sunglasses and a travel guide in his suitcase. What is he going to do?
2. I am putting on my hat, gloves and scarf. I have car keys in my bag. My friend is waiting for me in a restaurant in the city centre. Where am I going?
3. It is December. Mary is shopping. She is standing outside holding something large and green. She is looking for money to pay for her purchase. When she gets home she is going to cover her new purchase in lights and decorations. What is she going to buy?
4. Paul is sitting in a reception area reading a magazine. I am surrounded by sick people. He feels very unwell. Who is he going to see?
5. Maria is wearing a white dress. She is walking into a church. What is she going to do?

3. Complete the following sentences using the idioms and phrasal verbs from the blog

4. Work in pair. Translate the text into Uzbek.
Topic: Liquid crystal display.

A liquid crystal display(LCD) computer monitor

There are multiple technologies that have been used to implement liquid crystal displays (LCD). Throughout the 1990s, the primary use of LCD technology as computer monitors was in laptops where the lower power consumption, lighter weight, and smaller physical size of LCD's justified the higher price versus a CRT. Commonly, the same laptop would be offered with an assortment of display options at increasing price points: (active or passive) monochrome, passive color, or active matrix color (TFT). As volume and manufacturing capability have improved, the monochrome and passive color technologies were dropped from most product lines.

TFT-LCD is a variant of LCD which is now the dominant technology used for computer monitors. The first standalone LCDs appeared in the mid-1990s selling for high prices.

Text 2

As prices declined over a period of years they became more popular, and by 1997 were competing with CRT monitors. Among the first desktop LCD computer monitors was the Eizo L66 in the mid-1990s, the Apple Studio Display in 1998,

and the Apple Cinema Display in 1999. In 2003, TFT-LCDs outsold CRTs for the first time, becoming the primary technology used for computer monitors. The main advantages of LCDs over CRT displays are that LCD's consume less power, take up much less space, and are considerably lighter. The now common active matrix TFT-LCD technology also has less flickering than CRTs, which reduces eye strain. On the other hand, CRT monitors have superior contrast, have a superior response time, are able to use multiple screen resolutions natively, and there is no discernible flicker if the refresh rate is set to a sufficiently high value. LCD monitors h ave now very high temporal accuracy and can be used for vision research.

Text 3

High dynamic range (HDR) has been implemented into high-end LCD monitors to improve color accuracy. Since around the late 2000s, widescreen LCD monitors have become popular, in part due to television series, motion pictures and video games transitioning to high-definition (HD), which makes standard-width monitors unable to display them correctly as they either stretch or crop HD content. These types of monitors may also display it in the proper width, however they usually fill the extra space at the top and bottom of the image with black bars. Other advantages of widescreen monitors over standard-width monitors is that they make work more productive by displaying more of a user's documents and images, and allow displaying toolbars with documents. They also have a larger viewing area, with a typical widescreen monitor having a 16:9 aspect ratio, compared to the 4:3 aspect ratio of a typical standard-width monitor .

NEW WORDS

Multiple – ko'paytma	Assortment – assortiment
Liquid – suyuq	Increasing – ko'payish
Primary – birlamchi	Price – ta'rif
Justified – haqli	Volume – sig'im

COMPREHENSION QUESTIONS

1. Is LSD Monitor Different From CRT Monitors?
2. What monitors are common today?

LESSON 31
Cause affect linking words and phrases. Doing ex. Topic: Mobile broadband

1. **Cause affect linking words and phrases. Doing ex.**

Sentence connectors improve your writing. They add variety and sophistication to your style of writing.

In this lesson we will learn about words and expressions used to show cause and effect.

In English, we use several different words to show cause and effect. Examples are: **for, because, as, since, therefore, hence, as a result, consequently, due to, because of, as a result of** etc.

He must be asleep **for** there is no light in his room.

I decided to call it a day – **for** I was feeling tired.

I helped him **because** I liked him.

Since he had not paid the rent, he was told to vacate the room.

As it is raining again, we will have to stay at home.

It was raining, **so** we stayed at home.

Notes

So shows the effect. **As, since** and **because** show the cause.

Compare:

As he hasn't arrived yet, we will have to go without him.

He hasn't arrived yet, **so** we will have to go without him.

The poor parents could not support the baby. **Therefore** they sent him to an orphanage.

We had to cancel the trip **due to** my daughter's illness.

Owing to bad weather the match was cancelled.

We had to cancel the match **because of** bad weather.

I was late **owing to the fact that** the train broke down.

This structured list of commonly used English **transition words** — approximately 200, can be considered as quasi complete. It can be used (by students and teachers alike) to find the right expression. English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

The transition words and phrases have been assigned only once to somewhat artificial categories, although some words belong to more than one category.

There is some overlapping with **prepositions** and postpositions, but for the purpose of usage and completeness of this concise guide, I did not differentiate.

2. **Agreement / Addition / Similarity**

The transition words like *also, in addition, and, likewise*, **add information**, **reinforce ideas**, and **express agreement** with preceding material.

in the first place	not only ... but also

as a matter of fact	not to mention
in like manner	to say nothing of
in addition	equally important
coupled with	by the same token
in the same fashion / way	again
first, second, third	to
in the light of	and
also	uniquely
then	like
equally	as
identically	too

Opposition / Limitation / Contradiction

Transition phrases like *but*, *rather* and *or*, express that there is evidence to the **contrary** or point out **alternatives**, and thus introduce a change the line of reasoning (**contrast**).

although this may be true	then again
in contrast	above all
different from	in reality
of course ..., but	after all
on the other hand	but
on the contrary	(and) **still**
at the same time	unlike
in spite of	or
even so / though	(and) **yet**
be that as it may	

Cause / Condition / Purpose

These transitional phrases present specific **conditions** or **intentions**.

in the event that	to the end that
granted (that)	for fear that
as / so long as	in order to
on (the) condition (that)	seeing / being that
for the purpose of	in view of
with this intention	If
with this in mind	... then
in the hope that	

Examples / Support / Emphasis

These transitional devices (like *especially*) are used to introduce examples as**support**, to indicate **importance** or as an **illustration** so that an idea is cued to the reader.

in other words	**first thing to remember**
to put it differently	**most compelling evidence**
for one thing	**must be remembered**
as an illustration	**point often overlooked**
in this case	**to point out**
for this reason	**on the positive side**
to put it another way	**on the negative side**
that is to say	**with this in mind**
with attention to	**notably**
by all means	**including**
important to realize	**like**
another key point	**to be sure**

Effect / Consequence / Result

Some of these transition words (***thus, then, accordingly, consequently, therefore, henceforth***) are time words that are used to show that ***after*** a particular time there was a **consequence** or an **effect**.

Note that ***for*** and ***because*** are placed before the cause/reason. The other devices are placed before the consequences or effects.

as a result	**then**
under those circumstances	**hence**
in that case	**consequently**
for this reason	**therefore**
in effect	**thereupon**
for	**forthwith**
thus	**accordingly**
because the	**henceforth**

Conclusion / Summary / Restatement

These transition words and phrases **conclude**, **summarize** and / or **restate** ideas, or indicate a final **general statement**. Also some words (like ***therefore***) from the **Effect / Consequence** category can be used to summarize.

as can be seen	**after all**
generally speaking	**in fact**
in the final analysis	**in summary**
all things considered	**in conclusion**
as shown above	**in short**
in the long run	**in brief**
given these points	**in essence**
as has been noted	**to summarize**
in a word	**on balance**
for the most part	

Time / Chronology / Sequence

These transitional words (like *finally*) have the function of limiting, restricting, and defining **time**. They can be used either alone or as part of *adverbial expressions*.

at the present time	without delay
from time to time	in the first place
sooner or later	all of a sudden
at the same time	at this instant
up to the present time	first, second
to begin with	immediately
in due time	quickly
as soon as	finally
as long as	
in the meantime	
in a moment	

Many transition words in the time category (*consequently; first, second, third; further; hence; henceforth; since; then, when; and whenever*) have other uses. Except for the numbers (*first, second, third*) and *further* they add a meaning of **time** in expressing conditions, qualifications, or reasons. The numbers are also used to **add information** or **list examples**. *Further* is also used to indicate added space as well as added time.

Space / Location / Place

These transition words are often used as part of *adverbial expressions* and have the function to restrict, limit or qualify **space**. Quite a few of these are also found in the **Time** category and can be used to describe spatial order or spatial reference.

in the middle	opposite to
to the left/right	here
in front of	there
on this side	next
in the distance	where
here and there	from
in the foreground	over
in the background	near
in the center of	
adjacent to	

Guruhlar uchun topshiriqlar.

Guruh №1 Tell me about your university.

Guruh №2 Tell me about your family.

Guruh №3 Tell me about your hobbies.

Lesson 32.   TOPIC: Mobile broadband
1. Answer the following questions:

1. Itiseasytolearnforeignlanguages?
2. Which language in the world is spoken by most people?
3. When did you begin learning English?
4. What was the process of learning?
5. Why is English not an easy language to learn?
6. Why is it necessary to learn English?
7. What advantages have the people who know foreign languages?

1.   **2. Work in pair. Translate the text into Uzbek. (Text A)**

Text -1.

Huawei HSPA+ Evolution-Data Optimized (EVDO) USB wireless modem from Movistar Colombia

HSPA, EVDO, WiMax, etc.), are known as mobile broadband modems (sometimes also called wireless modems). Wireless modems can be embedded inside a laptop or appliance, or be external to it. External wireless modems are connect cards, USB modems for mobile broadband and cellular routers.

Modems which use a mobile telephone system (GPRS, UMTS, A connect card is a PC Card or ExpressCard which slides into a PCMCIA/PC card/ExpressCard slot on a computer . USB wireless modems use a USB port on the laptop instead of a PC card or ExpressCard slot.

Text -2.

A USB modem used for mobile broadband Internet is also sometimes referred to as a dongle. A cellular router may have an external datacard (AirCard) that slides into it. Most cellular routers do allow such datacards or USB modems. Cellular routers may not be modems by definition, but they contain modems or allow modems to be slid into them. The difference between a cellular router and a wireless modem is that a cellular router normally allows multiple people to connect to it (since it can route data or support multi-point to multi-point connections), while a modem is designed for one connection. Most of GSM wireless modems come with an integrated SIM cardholder (i.e., Huawei E220, Sierra 881, etc.) and some models are also provided with a microSD memory slot and/or jack for additional external antenna such as Huawei E1762 and Sierra Wireless Compass 885.

Text -2.

The CDMA (EVDO) versions do not use R-UIM cards, but use Electronic Serial Number (ESN) instead. The cost of using a wireless modem varies from country to country. Some carriers implement flat rate plans for unlimited data transfers. Some have caps (or maximum limits) on the amount of data that can be transferred per

month. Other countries have plans that charge a fixed rate per data transferred—per megabyte or even kilobyte of data downloaded; this tends to add up quickly in today's content-filled world, which is why many people are pushing for flat data rates. The faster data rates of the newest wireless modem technologies (UMTS, HSPA, EVDO, WiMax) are also considered to be broadband wireless modems and compete with other broadband modems below. Until the end of April 2011, worldwide shipments of USB modems surpassed embedded 3G and 4G modules by 3:1 because USB modems can be easily discarded, but embedded modems could start to gain popularity as tablet sales grow and as the incremental cost of the modems shrinks, so by 2016, the ratio may change to 1:1. Like mobile phones, mobile broadband modems can be SIM locked to a particular network provider . Unlocking a modem is achieved the same way as unlocking a phone, by using an 'unlock code'.

NEW WORDS

Mobile broadband – mobil modem	Cellular – ichki
Sometimes – bazan	Route – mashrut
External – tashqi	Slot – qurilma ulanadigan joy
Appliance – inventor	Cost – qiymat

COMPREHENSION QUESTIONS

1. Give an example about modems?
2. Difference 3G modem from 4G modem?

MODALVERBS

3. Fill in the blanks with can or be able in different tenses.
1. When Carol's passed her driving test, she ___ hire a car from Jane. 2. When the fog lifts we ___ see where we are. 3. You've put too much in your suitcase you never ___ carry it. 4. ___ you use the word processor? 5. He ___ skate all day and dance all night. 6. We ___ borrow umbrellas from the Smiths; so we didn't get wet. 7. I knew London so I ___ advise Betty what to see. 8. If you had had the right tools ___ you have repaired the fence? 9. ___ I speak to Mr. White, please? 10. If I knew Greek I ___ tell you what this means.

4. Insert the correct form of may/might.
1. He said that it __ snow. 2. ___ I give you the hand with the dishes? 3. You should buy now; prices ___ go up. 4. ___ leave it with you? 5. I'd have thought you remember your mother's birthday. 6. I don't think I'll succeed but I ___ as well try. 7. If we got there early we ____ get better tickets. 8. ___ I come in? 9. If I bought a lottery ticket 1 win $5,000. 10. Students___ not bring anything into the examination room.

5. Fill in the blanks with must or have to.
1. You ___ read this book, it's great. 2. She felt unwell and ___ leave early. 3. I hadn't enough cash and I ___ pay by cheque. 4. You ___ do what mother says. 5. British pupils ___ stay at school till the age of 16. 6. I was lost and ___ ask the

policeman the way. 7. The buses were all full; I ___ get a taxi: 8. The chambermaids usually ___ do a lot of work. 9. It is very slippery outside; it ___ have snowed in the night. 10. I ___ leave homeat7a.m. not to be late for my job

6. Translate the text into Uzbek.
TOPIC:Modem

Acoustic coupler modem

A modem (modulator–demodulator)is a network hardware device that modulates one or more carrier wave signals to encode digital information for transmission and demodulates signals to decode the transmitted information. The goal is to produce a signal that can be transmitted easily and decoded to reproduce the original digital data. Modems can be used with any means of transmittinganalog signals, from light-emitting diodes to radio. A common type of modem is one that turns the digital data of a computer into modulated electrical signal for transmission over telephone lines and demodulated by another modem at the receiver side to recover the digital data. Modems are generally classified by the maximum amount of data they can send in a given unit of time, usually expressed in bits per second (symbol bit(s), sometimes abbreviated "bps"), or bytes per second (symbol B(s)). Modems can also be classified by their symbol rate, measured in baud. The baud unit denotes symbols per second, or the number of times per second the modem sends a new signal. For example, the ITU V.21

standard used audio frequency-shift keying with two possible frequencies, corresponding to two distinct symbols (or one bit per symbol), to carry 300 bits per second using 300 baud. By contrast, the original ITU V.22 standard, which could transmit and receive four distinct symbols (two bits per symbol), transmitted 1,200 bits by sending 600 symbols per second (600 baud) using phase-shift keying.

NEW WORDS

Network hardware – tarmoq qurilmasi	Means – chora
Carrier – yukchi	Receiver – pryomnik
Wave – to'lqin	Amount – miqdor
Encode – shifrlash	Send – yubormoq
Decode – deshifrlash	Frequency - chastota

COMPREHENSION QUESTIONS

1. What is the meaning of the word "modem"?
2. What kind of device is a modem?

LESSON 33

International organizations. Topic : Multifunction keyboard

1. SPEAKING : International organizations

Text – 1.

The **United Nations Educational, Scientific and Cultural Organization**(**UNESCO**) (French: *Organisation des Nations unies pour l'éducation, la science et la culture*) is a specialized agency of the United Nations (UN) based in Paris. Its declared purpose is to contribute to peace and security by promoting international collaboration through educational, scientific, and cultural reforms in order to increase universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the United Nations Charter. It is the successor of the League of Nations' International Committee on Intellectual Cooperation.

UNESCO has 195 member states and ten associate members. Most of its field offices are "cluster" offices covering three or more countries; national and regional offices also exist.

Text – 2.

UNESCO pursues its objectives through five major programs: education, natural sciences, social/human sciences, culture and communication/information. Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes, international science programmes, the promotion of independent media and freedom of the press, regional and cultural history projects, the promotion of cultural diversity, translations of world literature, international cooperation agreements on secure the world cultural and natural heritage (World Heritage Sites) and to preserve human rights, and attempts to bridge the worldwide digital divide. It is also a member of the United Nations Development Group.[6]

UNESCO's aim is "to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information" Other priorities of the organization include attaining quality Education For All and lifelong learning, addressing emerging social and ethical challenges, fostering cultural diversity, a culture of peace and building inclusive knowledge societies through information and communication.

Text – 3.

The broad goals and objectives of the international community – as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) – underpin all UNESCO strategies and activities.

Introducing UNESCO

UNESCO is responsible for coordinating international cooperation in education, science, culture and communication. It strengthens the ties between nations and societies, and mobilizes the wider public so that each child and citizen:

• has access to quality education; a basic human right and an indispensable prerequisite for sustainable development;

• may grow and live in a cultural environment rich in diversity and dialogue, where heritage serves as a bridge between generations and peoples;

• can fully benefit from scientific advances;

• and can enjoy full freedom of expression; the basis of democracy, development and human dignity.

UNESCO's messages are of increasing importance today, in a globalized world where interconnections and diversity must serve as opportunities to build peace in the minds of men and women.

2. Work in pair. Translate the text into Uzbek. (Text A)
Text -1.

TOPIC :Multifunction keyboard

Multifunction keyboard with touch

Multifunctional keyboards provide additional function beyond the standardkeyboard. Many are programmable, configurable computer keyboards and somecontrol multiple PCs, workstations (incl. SUN) and other information sources (incl.Thomson Reuters FXT/Eikon, Bloomberg, EBS, etc.) usually in multi-screen workenvironments.

Users have additional key functions as well as the standard functionsand can typically use a single keyboard and mouse to access multiple sources.Multifunctional keyboards may feature customised keypads, fully programmablefunction or soft keys for macros/pre-sets, biometric or smart card readers, trackballs,etc. New generation multifunctional keyboards feature a touchscreen display tostream video, control audio visual media and alarms, execute application inputs,configure individual desktop environments, etc. Multifunctional keyboards may alsopermit users to share access to PCs and other information sources. Multipleinterfaces (serial, USB, audio, Ethernet, etc.) are used to integrate external devices.Some multifunctional keyboards are also used to directly and intuitively controlvideo walls.

NEW WORDS

Multifunctional – ko'p vazifali   Environment – muhit
Workstations – ishchi stansiya   Smart – aqlli

Execute – bajar   Permit – propuska
Individual – alohida   Directly – shartda

COMPREHENSION QUESTIONS

1.What ports do the keyboard connect to?
2.Tell us about multitasking of keyboard?

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 эхтиёжларини 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.

Мустақил таълим учун тавсия этиладиган мавзулар:

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

V-семестр 26 соат

№	Theme	Hours
16.	Profession skills.	10

17.	Life and creativity of famous people in the studied scince.	8
18.	News of the iearning scince.	8

<div align="center">

VI-семестр 22 соат

</div>

№	Theme	Hours
19.	Working on the text "Professionality and speciality".	10
20.	Actual problems on speciality.	12

<div align="center">

Тавсия этилаётган мустақил ишларнинг мазмуни

</div>

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

ГЛОССАРИЙ

English	Ўзбек	Русский
Algorithm	**Algoritm**	алгоритм
link	**giperishorat**	ссылка
Analog	**analog**	аналог
Animation	**animatsiya**	мультипликация
Apache Software Foundation	**Apache**	Основа программного обеспечения Apache
Serial ATA	**АТА кетма-кет интерфейси**	Последовательный интерфейс АТА
Backbone	**тармоқ магистрали**	магистраль сети
Bit	**bit**	Bit
byte	**bayt**	bayt
Bluetooth	**Bluetooth**	Bluetooth
broadcast	**теле - радио узатиш**	теле, или радиовещание
browser	**browzer**	браузер
Bug	**Bug**	Bug
www	**Butun dunyo o`rgimchak to`ri**	Всемирная паутина
CGI (Common Gateway Interface)	**умумий шлюзли интерфейс**	общий шлюзовой интерфейс, интерфейс CGI
requency	**chastota**	частота
chat	**chat**	chat
Cherokee	**Cherokee tili**	язык чероки
click	**belgilash**	отмечать
line printer	**Chiziqli printer**	построчный принтер
Jomla	**Jomla**	Jomla
Cookie	**Kuki fayl**	куки
Dinamic IP	**Dinamik IP**	Динамический IP
Domain	**domen**	доменный
Doorway	**Doorway**	Doorway
Disk Operating System	**Disk operatsion tizim**	Дисковая операционная система
Dump	**Dump**	Утилита Unix для резервного копирования
Ethernet technology	**Ethernet технологияси**	технология Ethernet
FTP	**Fayl uzatish protokoli**	протокол передачи файлов

MOV	**format**	формат
CMS	**дастурий таъминотни ишлаб чиқишни бошқариш тизими**	система управления разработки програмного обеспечения
Frame	**Frame**	Фрейм
Giperlink	**Giper murojat aloqasi**	связывать гиперссылками
HTML	**gipermatnli belgilash tili**	язык гипертекстовой разметки
Google web server	**Google veb server.**	Google веб-Сервер
GIF	**Grafik ma`lumotlarni uzatish va qabul qilish farmati**	формат обмена графическими данными
Real time	**Real vaqt**	реальное время
navigate	**harakat qilmoq**	перемещаться
hash	**hesh**	хеш
HTML form	**HTML formasi**	ҲТМЛ-форма
Html page	**HTML sahifa**	страница ХТМЛ
Html tage	**Html teglari**	тег Html
Html editor	**HTML-muharriri**	ҲТМЛ-редактор
internet	**internet**	интернет
IIS	**Internet axborot server**	информационный интернет-сервер
Internet explorer	**Internet Eksplorer**	Интернет Эксплорер
IP	**Internet protokol**	протокол Internet
Intranet	**intranet**	интранет
IP adress	**Ip manzil**	ИП-адрес
J1850	**J1850**	J1850
Java	**java**	Java
Java script	**Java script**	Java script
Rootage	**илдиз отиш**	укоренение
JavaScript	**JavaScript**	JavaScript
jpeg	**jpeg**	алгоритм сжатия неподвижного изображения и формат файлов
JScript	**JScript**	JScript
keyword	**Kalit so`z**	ключевое слово
CSS	**Kaskadli stillar jadvali**	каскадная таблица стилей
Kermit	**Kermit**	Kermit
kilobyte	**kilabayt**	килобайт

Client-server	**Kliyent-server**	клиент-сервер
Download	**Ko`chirish**	загружать
Hidden channel	**Ko`rinmas kanal**	скрытый канал
Codec	**кодер-декодер**	кодер-декодер
CMS	**Kontentlarni Boshqarish Tizimi**	система управления контентом
Lynx	**Lynx**	Lynx
database	**Ma`lumotlar bazasi**	база данных
MAC(media access control)	**MAC**	MAC
address	**manzil**	адрес

Abandon-to leave a place, thing or person forever
Absurd-completely stupid or unreasonable
Accuse-to say that you believe someone is guilty of a crime or doing something bad
Acquaintance- someone you know, but who is not a close friend
Addict- someone who is very interested in something and spends a lot of time doing it
Agitated-she became very agitated(=anxious)when her son failed to return
Agnostic- someone who believes that people cannot know whether God exists or not
Alienate- to do something that makes someone unfriendly or unwilling to support you
Arrest-to stop something happening or to make it happen more slowly
Axis- the imaginary line around which a large round object
Basement- a room or area in a building that is under the level of the ground
Beneath-in or to a lower position than something or directly under something
Burglar- someone who goes into houses, shops to steal things
Cathedral- the main church of a particular area under the control
Criticize- to express judgments about the good and bad qualities of something
Culprit- the person who is guilty of a crime or doing something wrong
Deny- refuse to give (something requested or desired) to (someone)
Desperate- 1) feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with; 2) having a great need or desire for something
Destination- noun the place to which someone or something is going or being sent
Disturb- 1) interfere with the normal arrangement or functioning of; 2) interrupt the sleep, relaxation, or privacy of
Dysfunctional- unable to deal adequately with normal social relations
Encounter- noun an unexpected or casual meeting with someone or something
Evolve- develop gradually
Flee- run away from a place or situation of danger
Force-feed- force (a person or animal) to eat food
Guilty- culpable of or responsible for a specified wrongdoing

Headlight- one of the two large bright lights at the front of a vehicle

Headline- the title of a newspaper article printed in large letters above the story

Headphones- a piece of equipment worn over or in the ears that makes it possible to listen to music

Headquarters- the people who work there

Headstone- a large stone with writing on, used to mark where a dead person is buried

Heresy- a belief or action that most people think is wrong, because it disagrees with beliefs that are generally accepted

Hysterical- affected by or deriving from wildly uncontrolled emotion

Illusion- an instance of a wrong or misinterpreted perception of a sensory experience

Inch- a unit of liner measure equal to one twelfth of a foot

Incredible- impossible to believe

Insecure- uncertain or anxious about oneself; not confident

Insoluble- impossible to solve

Irritable- getting annoyed quickly or easily

Jelly- a fruit-flavored dessert made by warming and then cooling a liquid containing gelatin or a similar setting agent in a mould or dish so that it sets into a semi-solid, somewhat elastic mass

Justice- just behavior or treatment

Law-breaker- someone who breaks the law

Law-maker- someone such as a politician who is responsible for proposing and passing new laws

Loan- a thing that is borrowed, especially a sum of money that is expected to be paid back with interest

Lump- a compact mass of a substance, especially one without a definite or regular shape

Make something up- to invent something often something that is not tru**e**

Make up(with somebody)- to become friends again after an argument

Manufacture- make (something) on a large scale using machinery

Masterpiece- *noun* a work of outstanding artistry, skill, or workmanship

Mediocre- only average quality; not very good

Mesmerize- capture the complete attention of (someone); transfix

Microchip- a tiny wafer of semiconducting material used to make an integrated circuit

Penniless- having no money; very poor

Persuade- induce (someone) to do something through reasoning or argument

Pose- 1) a way of standing or sitting, especially in order to be photographed, painted, or drawn photographs of boxers in ferocious poses 2) a particular way of behaving adopted in order to impress or to give a false impression

Presumably- used to convey that what is asserted is very likely though not known for certain

Protest- a statement or action expressing disapproval of or objection to something

Quarrel- an angry argument or disagreement

Queue- a line or sequence of people or vehicles awaiting their turn to be attended to or to proceed

Rehabilitate- restore (someone) to health or normal life by training and therapy after imprisonment, addiction, or illness

Resist- a resistant substance applied as a coating to protect a surface during a process, for example to prevent dye or glaze adhering

Restorative- a thing that restores health, strength, or well-being, especially a medicine or drink

Ruin- the physical destruction or disintegration of something or the state of disintegrating or being destroyed

Scandal- an action or event regarded as morally or legally wrong and causing general public outrage

Scruffy- shabby and untidy or dirty

Shaker- a member of an American religious group whose members live in communities and have a very simple life.

Skyscraper- a very tall building of many storey

Slash- cut with a wide, sweeping movement, typically using a knife or sword

Stuff- matter, material, articles, or activities of a specified or indeterminate kind that are being referred to, indicated, or implied

Suffragist- a person advocating the extension of suffrage, especially to women

Suspect- have an idea or impression of the existence, presence, or truth of (something) without certain proof

Unaware- having no knowledge of a situation or fact

Unconscious- not awake and aware of and responding to one's environment

Unverifiable- not able to be verified

Victim- a person harmed, injured, or killed as a result of a crime, accident, or other event or action

Wobbly- a member of the Industrial Workers of the World

Work out- to progress in a good way

Work something out- to find the answer

Equivalents----adj.~(to smth) equal in value, amount,meaning,importance,etc;

Signboards---a peace of wood that has some information on it, such as a name, and is displayed outside a shop/ store, hotel,,etc;

 Inevitable—that you cannot avoid or prevent;

tonal nature—relating to tones of sound in the way that it happen in physical world when it is not controlled;

constructed--~smth(from/out of /of smth)to buil or make smth such as a road, building or machine;

rationally--- (af behaviour, ideas comes , etc)based on reason rather than emotions;

foreseeable – that you can predict will happen ; thatv can be foreseen;

homemaker – a person , especially a woman, who works at home and takes care of the house and family;

absorbed--~in smth/smb very interested in smth so that you are not paying attention to anything else;

particular—used to emphasize that you are referring to one individual person, thing or type of thing and not others;

intrinsic—a feeling that makes you do smth or believe that smth is true, even though it is not based on facts or reason;

interrupt— so say or do smth that makes smb stop what they are saying or doing;

increasing—the situation a rise in amount, a number or value of smth;

confusing—difficult to understand , not clear;

illuminated—maked smth clearer or easier to understand;

prediction—a statement that says what you think will happen;

precise—clear and accurate;

interrupted—being said or done smth that makes smb stop what they are saying or doing;

duration—the length of time that smth lasts or continues;

 vehicular—(formal) intended for vehicles or consisting of vehicleles

distinct—easily or clearly heard,seen,felt, etc;

antiquity— the ancient past , especially the times of the Greeks and Romans;

lingua franca—(technical) a shared language of communication used by people whose main languages are different;

aubergine-- a large vegetable with shiny dark purple skin and soft white flesh;

interpretation— the particular way in which smth is understood or explained;

consequences—a result of smth that has happened;

Threat—a statement in which you tell smb that you will punish or harm them , especially if they do not do what you want;

Treat—to behave in a particular way towards smb;

 Copywriter-- a person whose job is to write the words for advertising;

immune tolerance-- protected from smth able to avoid it by suffering it;

Intellectual property-- intelektual things that are owned by smb;

Updating software-- a program which makes smth more modern by adding new parts,etc;

Prevention— the act of stopping smth bad from happening;

Ideological pressure—the force or weight with which smth pressing against smth else by belief;

Traffic— the vehicles that are on a road at a particular time;

Spamming—the practice of sending mail , especially advertising material , through the Internet to a large number of people , who have not asked for it;

Malicious—having or showing hatred and a desire to harm smb or hurt their feelings;

Confidential— meant to be kept secret and not told to or shared with other people;

Critical—~(of smb/smth) expressing disapproval of smb/smth and saying what you think is bad about them;

Suspicious—~(of/about smb/smth) feeling that smb has done smth wrong , illegal or dishonest , without having any proof;

Extreme— very great in degree;

Artificial—made or produced to copy smth natural; not real;

Rapidly—being happening in a short period of time;

Spiritually— being connected with the human spririt , rather than the body or physical things;

alien ideology— **a** strange and frightening set of ideas that an economic or political system is based on;

to admit—to say to have done smth illegal ;

to affect—to produce a change in smb/smth;

behaviour— the way that smb behaves , especially towards other people;

assault— the crime of attacting smb attacking smb physically;

to penetrate— ~(into/through/to) smth to go into or through smth;

to snoop— to look around a place secretly to find out private things about smb ;

swapping—the act of exchanging one thing or person for another**;**

to persuade—~(smb)to make smb do smth by giving them good reasons for doing it;

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД– 1.08

2017 йил –18– 08

Олий ва ўрта махсус таълим
вазирлиги

2017 йил –14– 08

ХОРИЖИЙ ТИЛ
(инглиз тили)
ФАН ДАСТУРИ

(Барча бакалавриат йўналишлари учун)

Тошкент – 2017

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

Фан дастури Олий ва ўрта махсус касб-хунар таълими йўналишлари бўйича Ўкув-услубий бирлашмалар фаолиятини Мувофиклаштирувчи кенгашнинг 2017 йил "18" 08 даги 4 - сонли баённомаси билан маъкулланган.

Фан дастури Ўзбекистон Миллий университетида ишлаб чикилди.

Тузувчилар:

Бабаева С.Р.   - ЎзМУ "Инглиз тили" кафедраси мудири, ф.ф.н., доцент;

Болибекова М.М. - ЎзМУ "Инглиз тили" кафедраси катта ўкитувчиси;

Назарова Д.О.   - ЎзМУ "Инглиз тили" кафедраси катта ўкитувчиси.

Такризчилар:

Джумабаева Ж.Ш. - ЎзМУ «Инглиз филологияси» кафедраси мудири, ф.ф.д., доцент;

Икромхонова Ф.И. - Тошкент тўкимачилик ва енгил саноат институти "Тиллар" кафедраси мудири, доцент.

Фан дастури Ўзбекистон Миллий университети Кенгашида кўриб чикилган ва тавсия килинган (2017 йил "14" 07 даги 6 - сонли баённома).

I. Ўкув фанининг долзарблиги ва олий касбий таълимдаги ўрни

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

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

II. Ўкув фанининг мақсади ва вазифаси

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

Фаннинг вазифалари:

– нутқий компетенцияни ривожлантириш;

– оғзаки ва ёзма нутқда соҳавий терминларни самарали қўллаш кўникмаларини шакллантириш;

– ихтисосликка оид матн тузиш, уни таҳрир ва таҳлил қилиш малакаларини ҳосил қилиш.

Талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар:

– хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;

– хорижий тилларда сўзларнинг услубий қўлланиши тўғрисида *тасаввурга эга бўлиши;*

– хорижий тилларнинг товуш хусусиятларини, нутк товушлари ва сўзларни тўғри талаффуз қилишни;

– хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;

– касбий терминологияни, оғзаки ва ёзма нутк хусусиятларни *билиш ва улардан фойдалана олиши;*

– ўз соҳаси доирасида хорижий тилда фикр ифодалай олиш, илмий техник адабиётлардан фойдалана олиш *кўникмасига эга бўлиши керак.*

III. Асосий кисм (амалий машғулотлар)

Нутк мавзулари:

Кундалик мавзу (ўзи хакида, оиласи хакида, иш куни, севган машғулоти, бўш вактни ўтказиши ва хоказо).

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

Таълим мавзуси (ўкув муассасаси, ўкув куроллари ва унга муносабат, ихтисослик фанларининг хозирда ўкитилиши ва хоказо)

Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иклимий, маданий, маиший хусусиятлари).

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

3.1. Умумий боскич

Нутк компетенцияси
Боскичнинг асосий максади:

– узлуксиз таълим тизимининг аввалги боскичлари (умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежлари)да талабалар инглиз тилида эгаллаган малака ва кўникмаларини коррекция килиш ва тенглаштириш;

– талабаларни нутк фаолияти турлари бўйича касбий мулокотга тайёрлашдан иборат.

Тинглаб тушуниш:

– маъруза, такдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, хужжатли фильм ва шу каби оғзаки матнлар;

– реклама ва эълонлар;

– тил соҳиблари нутк ёзувлари (бадиий, хужжатли фильмлар, оммавий чикиш ва хоказо);

– тил соҳибларининг ижтимоий мавзулардаги ўзаро сухбати;

– тингланган ахборотнинг асосий максади, тўлик мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

Гапириш:

Диалог нутк

– ижтимоий мавзуларда сухбат ва норасмий диалог;

– касбий ёки бошка мавзуларда расмий ва норасмий мунозаралар;

– мунозарани бошкариш, интервью, музокаралар ва телефон оркали мулокот олиб бориш.

Монолог нутк

– ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўкиш;

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

– реклама ва махсус мавзуларда такдимот тайёрлаш хамда чикиш килиш;

– маълумотларни умумлаштириш, маколалар ёзиш, мухокама килиш.

Ўкиш:

– танишув ўкиш, кўз югуртириб ўкиш ва синчиклаб ўкиш кўникма ва малакаларини ривожлантириш;

– хат-хабар, ёзишмалар ва электрон почтани ўкиш;

– махсус материалларни ўзида акс эттирган аутентик матиларни ўкиш;

– махсус сўз ва терминларга эга матиларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўкиш.

Ёзма нутк:

– турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма CVs ва хоказо) ёзиш;

– эссе, баён, резюме, тадкикот иши (маколалар, битирув малакавий ишлар) ёзиш.

3.2. Касбга йўналтирилган боскич

Касбга йўналтирилган боскичнинг асосий максади:

– нутк турлари бўйича касбий сохада инглиз тилини амалий эгаллаш;

– талабани ижодий шахс сифатида ривожлантириш;

– соха бўйича адабиётларни таржима килиш малака ва кўникмаларини ривожлантириш.

Тинглаб тушуниш:

– касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;

– кундалик вокеалар хакида янгиликлар, репортажларни тушуниш, фильм кахрамонлари нуткини тушуниш.

Гапириш:

Диалогик нутк

– тил сохиблари билан эркин мулокотда бўлиш ва касбий мав гулара ўз фикр ва мулохазаларини исботлаб бериш;

– сухбатни бошлаш ва тугатишни билиш, сухбатдошига таклиф ва маслахат бериш, саволларига жавоб бериш, ахборот алмашиш, мухокама килинаётган далилларни аниклаштириш, ўкиган ёки эшитганларини мухокама килиш;

– мати асосий мазмунини ифодаловчи лексик ва синтактик куриамаларга асосланиб гапириб бериш;

– ассоциатив тафаккурга асосланиб мулохаза, танкид, бахолаш далиллар билан исботлаш оркали ўз нуткини тузиш;

– риторик характерга эга диалог нутк малакаларини такомиллаштириш;

– касбий мулокотлар, конференция, симпозиум, учрашув ва мунозараларда катнашиш учун нутк фаолияти, кўникма ва малакаларини такомиллаштириш.

Монологик нутк

– долзарб муаммо юзасида барча "Тарафлор" ва "Карши" далилларни келтирган холда ўз фикрини баён килиш;

– тинглаган ва ўкиган мати мазмунини гапириш;

– мазмунга бахо 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:

– 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 ва ниятлари талабларига мос равишда расмийлаштириш;

– берилган мавзуда баён, кесе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

3.3. Грамматик компетенция

Актив грамматик минимум:

– от, отларда сон, келишик, артикл;

– сифат, сифат даражалари;

– олмош.

– феъл;

– мажҳуллик нисбати;

– дарак, сўрок, инкор содда гапларнинг қўлланилиши;

– гапларда сўз тартиби;

– сўрок гаплар;

– буйрук майлидаги инкор гаплар, кўшма тўлдирувчининг қўлланилиши;

– шарт майлининг қўлланилиши;

– and, but боғловчили кўшма гапларни қўлланилиши;

– if, that because, when, before, as soon as, till, until, after боғловчили эргашган кўшма гапларни қўлланилиши;

– боғловчили эргашган кўшма гапларнинг барча турларини кўллай олиш;

– иборали феъларини қўлланилиши.

Пассив грамматик минимум;

– герундий, сифатдош, равишдошли курилмаларнинг ишлатилиши;

– герундий, сифатдош, равишдошли курилмаларнинг ясалиши.

3.4. Сўз ясаш минимуми

Талаба янги нуткий шакилларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустакил аниклай олиши лозим. Куйидаги сўз ясаш моделларини такрорлаш лозим: v+er=n. дигател белгиси Fto design – лойихалаш -designer – лойихачи; adj+ness=n (hard – кахрли – hardness -кахрлилик); v+ing=n (to varn – огохлантирмок, varning-огохлантириш; n\(fiil–adj) (power – куч, powerful – бакувват); adj+ish=adj (damp – нам, dampish – намчил) adj+ly=adv (firm – каттик – Firmly – каттик); un+adj=adj (important – мухим, unimportant – номухим).

Олдин талабалар ўрганган куйидаги сўз ясаш моделлари хам ўзлаштирилиши зарур. V+er=n тузилишидаги ишлаб чикариш куроли, асбоб, курилма ва х.к. ни билдиради (to heat-иситиш – heater – иситгич); v+able=adj (to drink-ичмок-drinkable – ичиладиган); adj+ire=v Fcircual – думалок, circulire – думалоклаш. adj+en=v (fast-каттик to fasten-каттикланиш); dis+v=v (to approve – маъкуллаш – to disapprove-маъкулламаслик); n+n=n (a steam pipe-буғ кувуриг; конверсия бўйича мослаштирилан ва рус тилида мунтазам тузилиш – семантик мосликка эга феъллар.

Талаба куйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг конуний маъносини мустакил англай олиши лозим; adj+ity=n (acid-нордон – acidiy – нордонлик); v+ment=n (to treat – ишлов бермок – treatment – ишлов); (grain – дон – grainy – донли); n+ed=adj (motor – мотор – motored – мотор кўйилган); n+a]=adj (coast veper – coastal-киргокка тегишли; v+ent=adj to differ-фаркламок -different – фаркли; adj+ify=v – humid – намли – to humidify -намламок (n+ate=v (fraction – фракция to fracinate – моддани алохида фракцияларга бўлмок; n+ize=v (rubber -резина to tubberize – резинлаш); d+v=v (to clutch – уламок; to declutch -узмок]; re+v=v (to colour – буямок. – to recolour – янги ранга бўямок); over+v=v (to heat – иситмок, – to overheat – кайта

иситмок); en+adj=v -large - катта to enlarge - катталаштирмок; en+n=v (circle - доира - to^ncircle - доирага олмок3; n+n=v (a boiler - room козонхона); a'dj+n=n (a loid - speaker - овози баландлатувчи мосламалар); adj+adj=adj Fdark-blue-зангори; n+adj-adj (heat-stable-иссикликка чидамли, рус тилида мунтазам структура^семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

IV. Амалий машгулотлар бўйича кўрсатма ва тавсиялар

Юкори курсларда ўкув фани сифатида инглиз тили дарсларидан касбий максадларда уни амалда кўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига кўйилган максадга эришишда талабалар:

а) махсус фанларни ўрганишда инглиз илидаги адабиётларни ўкиш малакасига эга бўлиш;

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

в) инглиз тилида ўтказиладиган конференцияларда катнашиши мумкин;

г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Инглиз тили дарсларида кўлланиладиган топшириклар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда хам зарурий фикрлаш фаолиятини шакллантириш учун замин яратади.

Инглиз тили фанини ўкитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машгулотларда аклий хужум, кластер, блиц-сўров, кичик гурухларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва кўлланилиши дарс самарасини оширишга катта хисса кўшади.

Нутк фаолияти турлари устида ишлаш учун вакт таксимоти

Кўйилган максадларга эришиш учун хар бир дарсда нутк фаолияти турлари куйидаги нисбатда бўлиши максадга мувофик:

тинглаб тушуниш - 25%;
гапириш   - 30%;
ўкиш   - 25%;
ёзув   - 20%.

V. Мустакил таълимни ташкил этишнинг шакли ва мазмуни

Инглиз тили фанидан мустакил ишларининг максади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш ва инглиз тили устида мустакил ишлай олиш малака ва кўникмаларини хосил килиш ва ривожлантиришдан иборатдир.

Талабаларнинг мустакил ишлари нутк фаолиятининг куйидаги турлари бўйича ташкил килинади.

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

VI. Асосий ва кўшимча ўкув адабиётлар ҳамда ахборот манбалари

Асосий адабиётлар

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4. Бонк Н. А. Учебник английского языка. Бишкек-1997.
5. Саттаров Т.К. Английский для студентов-юристов (1 часть). Т.ТГЮИ. 2005 й.

Кўшимча адабиётлар

1. Каримов И.А. Юксак маънавият – енгилмас куч. – Т.: Ўзбекистон- 2008.
2. Мирзиёев Ш.М. Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз. Т-2016
3. Мирзиёев Ш.М. Танкидий тахлил катъий тартиб интизом ва шахсий жавобгарлик- хар бир рахбар фаолиятининг кундалик коидаси бўлиши керак. Т-2016
4. Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халкимиз билан бирга курамиз. Т-2017
5. Бабаева С.Р. Инглиз тили. Биология факультети талабалари учун ўкув кўлланма. Тошкент - 2015
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10. Качалова К. Н. Грамматика английского языка. Бишкек-2007
11. John& Liz Soars «Headway» Oxford University Press -1999
12. Adrian Tennant «Straightforward» Macmillian
13. Обидова Д. Englishreader.Тошкент- 1998.
14. Бабаева С.Р. The science of life Тошкент- 2014.

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

"ТАСДИКЛАНДИ"

Ўқув ишлари бўйича проректор

б.ф.д.доц. А.Маматюсупов

2019 йил "_31_" август

"ХОРИЖИЙ" ТИЛ
(Инглиз тили)
фанининг
ИШЧИ ЎҚУВ ДАСТУРИ
(3 курс)

Билим сохаси:	100000 - Гуманитар соха
Таълим сохаси:	110000 - Педагогика

Таълим йўналишлари: 5110700 –Информатика ўқитиш методикаси

Умумий ўкув соати -356 соат

Шу жумладан:

Амалий машғулотлар –216 соат

(1-семестр-38, 2-семестр-38, 3-семестр-38, 4-семестр-36, 5-семестр-44, 6-семестр-22)

Мустақил таълим соати– 140 соат

(1-семестр-22, 2-семестр-22, 3-семестр-22, 4-семестр-26, 5-семестр-26, 6- семестр-22)

Андижон-2019й.

Фаннинг ишчи ўкув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил "24" августдаги 603 сонли буйруги билан (буйрукнинг I иловаси) тасдикланган "Хорижий тил" фани дастури асосида тайёрланган.

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

Тузувчилар:

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

    Э.Курбанов– АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўкитувчиси

    Н.Абдурахмонова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўкитувчиси

    Р.Собирова – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўкитувчиси

Тақризчилар:

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

    С.Солижонов - АндДУ, "Инглиз тили фонетикаси" кафедраси мудири, филология фанлари номзоди.

АндДУ Чет тиллар факультети
декани:
2019 йил "31" _____08_____ _____ А.Маматкулов

Факультетлараро чет тиллар (аниқ ва табиий фанлар)
кафедраси мудири:
2019 йил "31" _____08_____ _____ Д.Рустамов

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

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

II. Ўқув фанининг мақсад ва вазифалари

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

Фаннинг вазифалари:

- нутқий компетенцияни ривожлантириш;

- оғзаки ва ёзма нутқда соҳавий терминларни самарали қўллаш кўникмаларини шакллантириш;

- ихтисосликка оид матн тузиш, уни тахрир ва тахлил қилиш малакалрини ҳосил қилиш;

Талабаларнинг билим, кўнима ва малакаларига қўйиладиган талаблар:

- хорижий тиллардаги гап тузилиши ва гапдаги сўзларнинг тартиби тўғрисида;

- хорижий тилларда сўзларининг услубий қўлланиши тўғрисида *тасаввурга эга бўлиши;*

- хорижий тилларнинг товуш хусусиятларини, нутқ товушлари ва сўзларни тўғри талаффуз қилишни; •

- хорижий тиллар синтаксиси талаблари асосида мазкур тилларда тўғри гап ва боғланган матн тузишни;

- касбий терминологияни, оғзаки ва ёзма нутқ хусусиятларини *билиш ва улардан фойдалана олиши;*

- ўз соҳаси доирасида хорижий тилда фикр ифодалай олиш илмий техник алабиётлардан фойдалана олиш кўникмасига эга бўлиши керак.

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

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

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

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

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

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

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

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
I - семестр				
1.	**Ижтимоий мавзулар** (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	60	38	22
II - семестр				
2.	**Ижтимоий-маданий мавзулар** (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	60	38	22
III- семестр				
3.	**Таълим мавзулари** (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	60	38	22
IV- семестр				
4.	**Интернет ва ахборот технологияларига оид мавзулар**. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	62	36	26
V- семестр				
5.	**Мутахассислик соҳасига оид мавзулар** (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	70	44	26
VI- семестр				
6.	**Мутахассислик соҳасига оид мавзулар** (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	44	22	22
	Жами	**356**	**216**	**140**

3.1 Умумий босқич.
Нутқий компетенция

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, 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 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.

3.2 Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

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

Монологик нутқ:

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

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

- луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.

- матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

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

Ёзма нутқ
Ёзма нутқ бўйича:
- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;

- реферат, аннотация ёзиш техникасини такомиллаштириш;

- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, хужжат 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.

3.3 Грамматик компетенция

Актив грамматик минимум
- от, отларда сон, келишик, артикл;
- сифат, сифат даражалари;
- олмош;
- феъл;
- мажхуллик нисбати;
- дарак, сўроқ, инкор содда гапларнинг қўлланилиши;
- гапларда *сўз* тартиби;
- сўроқ гаплар;
- буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили қўшма гапларни қўлланилиши;
1. if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
2. боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
3. иборали феъларни қўлланилиши.
Пассив грамматик минимум:
4. герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши;
5. герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

3.4   Сўз ясаш минимуми

Талаба янги нутқий шаклларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай

олиш лозим. Қуйидаги сўз ясаш моделларини такрорлаш лозим: v+er=n двигател белгиси Fto design - лойихалаш -designer - лойихачи; adj+ness=n (hard - кахрли - hardness -кахрлилик); v+ing=n (to varn - огохлантирмок, varning огоҳлантириш ; *n+full=adj* (power - куч, powerful - бакувват); adj+ing=adj damp – нам damping - намчил) adj+ly=adv (firm - каттик - Firmly - каттик); un+adj (important мухим, unimportant - номухим).

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

Талаба қуйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил англай олиши лозим; adj+ity=n (acid-нордон - acidity - нордонлик); v+ment= n (to treat - ишлов бермок - tieatment - ишлов): grain - дон – grainy-донли); n+ed=adj (motor - мотор - motored - мотор куйилган); n+al=adj (coast қирғоқ, coastal - қирғоққа тегишли); v+ent=adj (to differ - фарқланмоқ - different-фарқли); adj+ify=v (humid - намли - to humidify – намламоқ); n+ate=v (fraction - фракция to fracinate – моддани алохида фракцияларга бўлмоқ); n+ize=v (rubber-резина to rubberize – резиналаш); de+ v =v (to clutch - уламоқ; declutch – узмоқ); re+v =v (to colour - бўямоқ - to recolour – янги рангга бўямоқ); over +v =v (to heat - иситмоқ - to overheat – қайта иситмоқ); en+adj=v (large-катта, to enlarge – катталаштирмоқ); en+n=v (circle - доира – to encircle - доирага олмоқ);   n+n=v (a boiler - room   козонхона); adj+n=n (a loid speaker - овозни баландлатувчи мосламалар); adj+adi=adj (dark blue- зангори); n+adj=adj (heat-stable-иссикликка чидамли); рус тилида мунтазам структураси семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

"Хорижий тил (Инглиз тили)" фани бўйича амалий машғулотларнинг календар тематик режаси
(I-семестр)

№	Амалий машғулотлар мавзулари	Соат
1.1	Noun. Articles.	2
1.2	Demonstrative Pronouns.	2
1.3	The verb *"to be"* in the Pr. Ind.Tense.	2
1.4	Personal pronouns. Imperative Mood.	2
1.5	Prepositions - in- to - by. Numerals. About myself. Doing ex-es.	2
1.6	The plural form of nouns. My working Day.	2
1.7	Possessive and inter-rogative pronouns. Text My family	2
1.8	The verb to have in the Present Ind. tense. Text My friends family.	2
1.9	*There is / are* construction. Text My flat.	2
1.10	Prepositions –*on, -at, -of.*	2
1.11	Special question. Dialogue.	2
1.12	Negative Sentences. Doing ex-ses.	2

1.13	Present Simple. General questions. My friend's Working Day	2
1.14	The Past Indefinite Tense. My Day off	2
1.15	Present Continuous Tense.	2
1.16	Future Simple. Alternative questions. My future profession.	2
1.17	Past Contin. Tense. Tag question	2
1.18	Future Cont. Tense. English and uzbek meals. Writng receipts.	2
1.19	Future Cont. Tense. English and uzbek meals. Writng receipts.	2
	Jami:	**38**

(II-семестр)

№	Амалий машғулотлар мавзулари	Соат
2.1	Pronouns: some, any . Doing ex-ses.	2
2.2	Degree of adj. Text : The univeristy's library system.	2
2.3	Degreesof Adv. Text : Our university.	2
2.4	Text. At the English Lesson.	2
2.5	Text. My attitude to Homework.	2
2.6	Text. What is school for us.	2
2.7	Text : University canteens.	2
2.8	Text : Students' hostels.	2
2.9	The modal verb ,can' Text : The faculty where I study	2
2.10	The modal verb 'must' Text : Education in Uzbekistan. State Policy.	2
2.11	The modal verb ,may' Text : 'A Day at school' of Uzbekistan.	2
2.12	The modal verb ,could' Text : Education in Great Britain.State policy.	2
2.13	The modal verb ,should' Text : Classroom behaviour rules.	2
2.14	The modal verb ,would' Text : Post-school education in Uzbekistan.	2
2.15	The use of „be going to" Text : Post-school Education in Great Britain.	2
2.16	Text : World famous universities.	2
2.17	Text : World famous universities.	2
2.18	Text : Eductional Reform in Uzbekistan	2
2.19	Text : Eductional Reform in Uzbekistan	2
	Жами:	**38**

II-курс (III семестр)

№	Амалий машғулотлар мавзулари	Соат
3.1	The Present Perfect Tense.Doing ex-ses	2
3.2	Working on the text. Uzbekistan-Independent State	2
3.3	The Present Perfect ContinuousTense. Doing ex-ses	2
3.4	System of Government of Uzbekistan	2
3.5	The Past Perfect Tense. Doing ex-ses	2
3.6	Working on the text Great Britain	2
3.7	The Past Perfect Continuous Tense.Doing ex-ses	2

3.8	The British system of Parliament	2
3.9	The Future Perfect TenseDoing ex-ses	2
3.10	Educational system of Uzbekistan	2
3.11	So am I/Neither am I/ I think so/I hope so. Doing ex-ses	2
3.12	Educational system of Great Britain	2
3.13	Be/get used to iboralari. Doing ex-ses	2
3.14	Famous people of Uzbekistan	2
3.15	Prefer, would prefer. Doing ex-ses	2
3.16	Famous people of Great Britain	2
3.17	Customs and festivals of Uzbekistan	2
3.18	Customs and festivals of Great Britain	2
3.19	Customs and festivals of Great Britain	2
	Жами:	**38**

(IV-семестр)

№	Амалий машғулотлар мавзулари	Соат
4.1	Infinitiv.Doing ex-ses.	2
4.2	Problems of Environment.	2
4.3.	Gerundiy. Doing ex-ses.	2
4.4.	Tourism	2
4.5.	Sifatdosh . Doing ex-ses	2
4.6.	Human rights	2
4.7.	All/ all of, no/none of, most/most of, both/bot hof, neither/neither of, either/either of iboralari. Doing ex-ses	2
4.8.	Transport services.	2
4.9.	Still and yet, any more/any longer/no longer iboralari. Doing ex-ses	2
4.10.	Linking contrasting ideas.Gr.p.142.Making presentations.	2
4.11.	Filling applications and writing CV	2
4.12.	On time/in time, at the end/in the end. Doing ex-ses	2
4.13.	Newspapers and Broadcasting in Uzbekistan	2
4.14.	Adjective+preposition.,verb+preposition . Doing ex-ses	2
4.15.	Newspapers and Broadcasting in Great Britain.	2
4.16.	Working on the newspaper articles.	2
4.17.	Working on the TV news	2
4.18.	*Working on the TV news*	2
	Жами:	**36**

III-курс (V-семестр)

№	Амалий машғулотлар мавзулари	Соат
5.1	Adveribial clauses. Topic: Android	2
5.2	Information about the subject History. Topic: Object-oriented	2

	programming	
5.3	Adveribial clauses of reason.Doing exersises.. Topic: Netbook	2
5.4	Branches of the subject History. Topic: Bluetooth	2
5.5	Adveribial clauses of time.Doing ex-ses. Topic : Cathode ray tube	2
5.6	Branches oft he subject History. Topic: Computer_monitor	2
5.7	Adveribial clauses of place. Doing ex-ses. Topic: Computer_mouse.	2
5.8	Branches of the subject history. Topic: Compact disc	2
5.9	News of the branches of the subject History. TOPIC: Flash memory cards	2
5.10	Sequences of Tenses. Doing ex-ses. Topic: Keyboard	2
5.11	Texts on specialty: Topic : Knowing the Code	2
5.13	Texts on specialty: Topic: Laptop	2
5.14	Passive Voice. Topic: Topic: Liquid crystal display	2
5.15	Texts on specialty. Topic: Microsoft	2
5.16	Texts on specialty. Topic: Modem.	2
5.17	Texts on specialty. Topic : Multifunction keyboard	2
5.18	International organizations.Topic : The Anatomy of a Virus	2
5.19	Quote structures. Doing exerises. Topic: Printer (computing)	2
5.20	The role of motivation in teaching students. Topic: PS/2 interface and protocol	2
5.21	Countable and uncountable nouns and partitives.Doing exersises. Topic: Python Server Pages	2
5.22	Teaching abilities.(innovative and traditional methods). Topic: ReWritable CD	2
	Жами:	**44**

(VI - семестр)

№	Амалий машғулотлар мавзулари	Соат
6.1	Using participles to give additional information. Doing exercise. Toic: USB flash drive	2
6.2	Attributive clauses.Ethics in teaching students. Topic:Video CD (VCD)	2
6.3	The book we read . Topic: Webcamera	2
6.4	Giving advice. Doing exercise. Topic: WiFi	2
6.5	My project for the future. Topic: Windows and Office	2
6.6	Linking contrasting ideas. Doing exersises. Topic: PHP: Hypertext preprocessor	2
6.7	Careers. Topic: Laptop .Topic: Microsoft	2
6.8	Predicting future. Doing ex. Topic: Liquid crystal display	2
6.9	Cause affect linking words and phrases. Doing ex. Topic: Mobile broadband	2
6.10	English around the world. Topic: Modem .	2
6.11	International organizations. Topic : Multifunction keyboard	2
	Жами:	**22**

IV. Амалий машғулотлар бўйича кўрсатма ва тавсиялар

Юкори курсларда ўкув фани сифатида инглиз тили дарсларидан касбий максадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган максадга эришишда талабалар:

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

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

в) инглиз тилидаўутказиладиган конференцияларда қатнашиши мумкин;

г) инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

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

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

Нутқ фаолияти турлари устида ишлаш учун вақт тақсимоти

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

тинглаб тушуниш - 25% ;

гапириш - 30%;

ўқиш – 25%;

ёзув – 20% .

V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади.

Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Мустақил таълим учун тавсия этиладиган мавзулар:

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

"Хорижий (инглиз) тил" фанидан мустақил таълимни ташкил этишнинг шакли ва мазмуни
Талабалар мустақил таълимининг мазмуни ва хажми

I-семестр   22 соат

№	Theme	Hours
1.	About Myself. Present tense.	6
2.	My friend's family. Interrogative sentences.	6
3.	My flat. Possessive pronouns.	6
4.	My day.	4

II-семестр 22 соат

№	Theme	Hours

5.	Our university. Relative pronouns.	6
6.	Information Resource Center of University.	4
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	4
9.	Edication system.	4

III-семестр 22 соат

№	Theme	Hours
10.	Independent of Uzbekistan.	8
11.	Geography, climate and edonomics of England.	8
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	6

IV-семестр 26 соат

№	Theme	Hours
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	10
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	8
15.	Publishers of Uzbekistan and England.	8

V-семестр 26 соат

№	Theme	Hours
16.	Profession skills.	10
17.	Life and creativity of famous people in the studied scince.	8
18.	News of the iearning scince.	8

VI-семестр 22 соат

№	Theme	Hours
19.	Working on the text "Professionality and speciality".	10
20.	Actual problems on speciality.	12

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат						Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Амалий	38	38	38	36	**44**	**22**	216
2.	Мустақил таълим	22	22	22	26	**26**	**22**	140
	Жами	60	60	60	62	**70**	**44**	356

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

Рейтинг тизими асосида баҳолаш мезони

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

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

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

Талабалар ОН дан тўплайдиган балларнинг мезонлари

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

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	✓ 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	✓ 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 бериши лозим	Қониқарли	✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси қуйидаги ҳолатларда баҳоланади	Қониқарсиз	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

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

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

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

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охирги 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 эълон 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.

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

"ТАСДИҚЛАНДИ"

Ўқув ишлари бўйича проректор

б.ф.н.доц. А.Маматюсупов

2019 йил "_31_" август

"ХОРИЖИЙ ТИЛ"

(Инглиз тили)

фанининг

ИШЧИ ЎҚУВ ДАСТУРИ

(3 курс)

Билим сохаси: 100000 - Гуманитар соха

Таълим сохаси: 140000 – Табиий фанлар

Таълим йўналишлари: 5140200 –Касб таълими (ИАТ)

Умумий ўқув соати -356 соат

Шу жумладан:

Амалий машғулотлар –216 соат

(1-семестр-38, 2-семестр-38, 3-семестр-38, 4-семестр-36, 5-семестр-44, 6-семестр-22)

Мустақил таълим соати– 140 соат

(1-семестр-22, 2-семестр-22, 3-семестр-22, 4-семестр-26, 5-семестр-26, 6- семестр-22)

Андижон-2019й.

Фаннинг ишчи ўкув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2017 йил "24" августдаги 603 сонли буйруги билан (буйрукнинг 1 иловаси) тасдикланган "Хорижий тил" фани дастури асосида тайёрланган.

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

Тузувчилар:

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

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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

II. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

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

II. Ўқув фанининг мақсад ва вазифалари

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

Фаннинг вазифалари:

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

Талабаларнинг билим, кўнима ва малакаларига қўйиладиган талаблар:

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

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

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

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

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

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

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

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

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустак. таълим
I - семестр				
1.	**Ижтимоий мавзулар** (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)	60	38	22
II - семестр				
2.	**Ижтимоий-маданий мавзулар** (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)	60	38	22
III- семестр				
3.	**Таълим мавзулари** (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)	60	38	22
IV- семестр				
4.	**Интернет ва ахборот технологияларига оид мавзулар**. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)	62	36	26
V- семестр				
5.	**Мутахассислик соҳасига оид мавзулар** (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	70	44	26
VI- семестр				
6.	**Мутахассислик соҳасига оид мавзулар** (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)	44	22	22
	Жами	**356**	**216**	**140**

3.1 Умумий босқич.
Нутқий компетенция

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, 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 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.

3.2 Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

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

Монологик нутқ:

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

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

- луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.

- матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

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

Ёзма нутқ
Ёзма нутқ бўйича:
- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, хужжат 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.

3.3 Грамматик компетенция

Актив грамматик минимум
- от, отларда сон, келишик, артикл;
- сифат, сифат даражалари;
- олмош;
- феъл;
- мажхуллик нисбати;
- дарак, сўроқ, инкор содда гапларнинг қўлланилиши;
- гапларда *сўз* тартиби;
- сўрок гаплар;
- буйрук майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили қўшма гапларни қўлланилиши;
6. if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши;
7. боғловчили эргашган қўшма гапларнинг барча турларини қўллай олиш;
8. иборали феъларни қўлланилиши.
Пассив грамматик минимум:
9. герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши;
10. герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

3.5 Сўз ясаш минимуми
Талаба янги нутқий шаклларда ўрганилаётган сўз ясаш моделлар бўйича ясалган мураккаб сўз ва нотаниш ясама сўзларнинг маъноларини мустақил аниқлай

олиш лозим. Қуйидаги сўз ясаш моделларини такрорлаш лозим: v+er=n двигател белгиси Fto design - лойихалаш -designer - лойихачи; adj+ness=n (hard - кахрли - hardness -кахрлилик); v+ing=n (to varn - огохлантирмок, varning огоҳлантириш ; *n+full=ad*j (power - куч, powerful - бакувват); adj+ing=adj damp – нам damping - намчил) adj+ly=adv (firm - каттик - Firmly - каттик); un+adj (important мухим, unimportant - номухим).

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

Талаба қуйидаги сўз ясаш моделларини билиши ва улар асосида нотаниш ясама сўзларнинг қонуний маъносини мустақил англай олиши лозим; adj+ity=n (acid-нордон - acidity - нордонлик); v+ment= n (to treat - ишлов бермок - tieatment - ишлов): grain - дон – grainy-донли); n+ed=adj (motor - мотор - motored - мотор куйилган); n+al=adj (coast қирғоқ, coastal - қирғоққа тегишли); v+ent=adj (to differ - фарқланмоқ - different-фарқли); adj+ify=v (humid - намли - to humidify – намламок); n+ate=v (fraction - фракция to fracinate – моддани алохида фракцияларга бўлмоқ); n+ize=v (rubber-резина to rubberize – резиналаш); de+ v =v (to clutch - уламоқ; declutch – узмоқ); re+v =v (to colour - бўямоқ - to recolour – янги рангга бўямоқ); over +v =v (to heat - иситмоқ - to overheat – қайта иситмоқ); en+adj=v (large-катта, to enlarge – катталаштирмоқ); en+n=v (circle - доира – to encircle - доирага олмоқ); n+n=v (a boiler - room козонхона); adj+n=n (a loid speaker - овозни баландлатувчи мосламалар); adj+adi=adj (dark blue- зангори); n+adj=adj (heat-stable-иссикликка чидамли); рус тилида мунтазам структураси семантик мосликка эга бўлмаган феъл ва отлар конверсияси.

"Хорижий тил (Инглиз тили)" фани бўйича амалий машғулотларнинг календар тематик режаси
(I-семестр)

№	Амалий машғулотлар мавзулари	Соат
1.1	Noun. Articles.	2
1.2	Demonstrative Pronouns.	2
1.3	The verb *"to be"* in the Pr. Ind.Tense.	2
1.4	Personal pronouns. Imperative Mood.	2
1.5	Prepositions - in- to - by. Numerals. About myself. Doing ex-es.	2
1.6	The plural form of nouns. My working Day.	2
1.7	Possessive and inter-rogative pronouns. Text My family	2
1.8	The verb to have in the Present Ind. tense. Text My friends family.	2
1.9	*There is / are* construction. Text My flat.	2
1.10	Prepositions *–on, -at, -of.*	2
1.11	Special question. Dialogue.	2
1.12	Negative Sentences. Doing ex-ses.	2

1.13	Present Simple. General questions. My friend's Working Day	2
1.14	The Past Indefinite Tense. My Day off	2
1.15	Present Continuous Tense.	2
1.16	Future Simple. Alternative questions. My future profession.	2
1.17	Past Contin. Tense. Tag question	2
1.18	Future Cont. Tense. English and uzbek meals. Writng receipts.	2
1.19	Future Cont. Tense. English and uzbek meals. Writng receipts.	2
	Jami:	**38**

(II-семестр)

№	Амалий машғулотлар мавзулари	Соат
2.1	Pronouns: some, any . Doing ex-ses.	2
2.2	Degree of adj. Text : The univeristy's library system.	2
2.3	Degreesof Adv. Text : Our university.	2
2.4	Text. At the English Lesson.	2
2.5	Text. My attitude to Homework.	2
2.6	Text. What is school for us.	2
2.7	Text : University canteens.	2
2.8	Text : Students' hostels.	2
2.9	The modal verb ,can' Text : The faculty where I study	2
2.10	The modal verb 'must' Text : Education in Uzbekistan. State Policy.	2
2.11	The modal verb ,may' Text : 'A Day at school' of Uzbekistan.	2
2.12	The modal verb ,could' Text : Education in Great Britain.State policy.	2
2.13	The modal verb ,should' Text : Classroom behaviour rules.	2
2.14	The modal verb ,would' Text : Post-school education in Uzbekistan.	2
2.15	The use of „be going to" Text : Post-school Education in Great Britain.	2
2.16	Text : World famous universities.	2
2.17	Text : World famous universities.	2
2.18	Text : Eductional Reform in Uzbekistan	2
2.19	Text : Eductional Reform in Uzbekistan	2
	Жами:	**38**

II-курс (III семестр)

№	Амалий машғулотлар мавзулари	Соат
3.1	The Present Perfect Tense.Doing ex-ses	2
3.2	Working on the text. Uzbekistan-Independent State	2
3.3	The Present Perfect ContinuousTense. Doing ex-ses	2
3.4	System of Government of Uzbekistan	2
3.5	The Past Perfect Tense. Doing ex-ses	2
3.6	Working on the text Great Britain	2
3.7	The Past Perfect Continuous Tense.Doing ex-ses	2

3.8	The British system of Parliament	2
3.9	The Future Perfect TenseDoing ex-ses	2
3.10	Educational system of Uzbekistan	2
3.11	So am I/Neither am I/ I think so/I hope so. Doing ex-ses	2
3.12	Educational system of Great Britain	2
3.13	Be/get used to iboralari. Doing ex-ses	2
3.14	Famous people of Uzbekistan	2
3.15	Prefer, would prefer. Doing ex-ses	2
3.16	Famous people of Great Britain	2
3.17	Customs and festivals of Uzbekistan	2
3.18	Customs and festivals of Great Britain	2
3.19	Customs and festivals of Great Britain	2
	Жами:	**38**

(IV-семестр)

№	Амалий машғулотлар мавзулари	Соат
4.1	Infinitiv.Doing ex-ses.	2
4.2	Problems of Environment.	2
4.3.	Gerundiy. Doing ex-ses.	2
4.4.	Tourism	2
4.5.	Sifatdosh . Doing ex-ses	2
4.6.	Human rights	2
4.7.	All/ all of, no/none of, most/most of, both/bot hof, neither/neither of, either/either of iboralari. Doing ex-ses	2
4.8.	Transport services.	2
4.9.	Still and yet, any more/any longer/no longer iboralari. Doing ex-ses	2
4.10.	Linking contrasting ideas.Gr.p.142.Making presentations.	2
4.11.	Filling applications and writing CV	2
4.12.	On time/in time, at the end/in the end. Doing ex-ses	2
4.13.	Newspapers and Broadcasting in Uzbekistan	2
4.14.	Adjective+preposition.,verb+preposition . Doing ex-ses	2
4.15.	Newspapers and Broadcasting in Great Britain.	2
4.16.	Working on the newspaper articles.	2
4.17.	Working on the TV news	2
4.18.	*Working on the TV news*	2
	Жами:	**36**

III-курс (V-семестр)

№	Амалий машғулотлар мавзулари	Соат
5.1	Adveribial clauses. Topic: Android	2
5.2	Information about the subject History. Topic: Object-oriented	2

	programming	
5.3	Adveribial clauses of reason.Doing exersises.. Topic: Netbook	2
5.4	Branches of the subject History. Topic: Bluetooth	2
5.5	Adveribial clauses of time.Doing ex-ses. Topic : Cathode ray tube	2
5.6	Branches oft he subject History. Topic: Computer_monitor	2
5.7	Adveribial clauses of place. Doing ex-ses. Topic: Computer_mouse.	2
5.8	Branches of the subject history. Topic: Compact disc	2
5.9	News of the branches of the subject History. TOPIC: Flash memory cards	2
5.10	Sequences of Tenses. Doing ex-ses. Topic: Keyboard	2
5.11	Texts on specialty: Topic : Knowing the Code	2
5.13	Texts on specialty: Topic: Laptop	2
5.14	Passive Voice. Topic: Topic: Liquid crystal display	2
5.15	Texts on specialty. Topic: Microsoft	2
5.16	Texts on specialty. Topic: Modem.	2
5.17	Texts on specialty. Topic : Multifunction keyboard	2
5.18	International organizations.Topic : The Anatomy of a Virus	2
5.19	Quote structures. Doing exerises. Topic: Printer (computing)	2
5.20	The role of motivation in teaching students. Topic: PS/2 interface and protocol	2
5.21	Countable and uncountable nouns and partitives.Doing exersises. Topic: Python Server Pages	2
5.22	Teaching abilities.(innovative and traditional methods). Topic: ReWritable CD	2
	Жами:	**44**

(VI - семестр)

№	Амалий машғулотлар мавзулари	Соат
6.1	Using participles to give additional information. Doing exercise. Toic: USB flash drive	2
6.2	Attributive clauses.Ethics in teaching students. Topic:Video CD (VCD)	2
6.3	The book we read . Topic: Webcamera	2
6.4	Giving advice. Doing exercise. Topic: WiFi	2
6.5	My project for the future. Topic: Windows and Office	2
6.6	Linking contrasting ideas. Doing exersises. Topic: PHP: Hypertext preprocessor	2
6.7	Careers. Topic: Laptop .Topic: Microsoft	2
6.8	Predicting future. Doing ex. Topic: Liquid crystal display	2
6.9	Cause affect linking words and phrases. Doing ex. Topic: Mobile broadband	2
6.10	English around the world. Topic: Modem .	2
6.11	International organizations. Topic : Multifunction keyboard	2
	Жами:	**22**

IV. Амалий машғулотлар бўйича кўрсатма ва тавсиялар

Юкори курсларда ўкув фани сифатида инглиз тили дарсларидан касбий максадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган максадга эришишда талабалар:

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

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

в)	инглиз тилидаўуутказиладиган конференцияларда қатнашиши мумкин;

г)	инглиз тилида маъруза ва маълумотлар тайёрлашлари мумкин.

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

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

Нутқ фаолияти турлари устида ишлаш учун вақт тақсимоти

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

тинглаб тушуниш - 25% ;

гапириш - 30%;

ўқиш – 25%;

ёзув – 20% .

V. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади.

Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:
- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Мустақил таълим учун тавсия этиладиган мавзулар:
37. Ўзи ҳақида тўлиқ маълумот бериш;
38. Орзуимдаги уй;
39. Спорт;
40. Машҳур кишилар
41. Менинг университетим;
42. Байрамлар;
43. Менинг мутахассислигим.
44. Етакчи университетлар
45. Буюк Британия, Америка Қўшма штатлари
46. Ўзбекистон.
47. Инглиз тилида гапирувчи давлатлар
48. Мустақллик куни.
49. Буюк Британия давлат тизими.
50. Ўзбекистон давлат тизими.
51. Давлатлар таьлим тизими.
52. Давлатлар маданияти ва тарихи.
53. Ўзбекистон музейлари.
54. Дунёнинг машҳур университетлари ва бошкалар

"Хорижий (инглиз) тил" фанидан мустақил таълимни ташкил этишнинг шакли ва мазмуни
Талабалар мустақил таълимининг мазмуни ва хажми

I-семестр   22 соат

№	Theme	Hours
1.	About Myself. Present tense.	6
2.	My friend's family. Interrogative sentences.	6
3.	My flat. Possessive pronouns.	6
4.	My day.	4

II-семестр 22 соат

№	Theme	Hours

5.	Our university. Relative pronouns.	6
6.	Information Resource Center of University.	4
7.	Education of Uzbekistan.	4
8.	Working on Dialogue: canteen of University.	4
9.	Edication system.	4

III-семестр 22 соат

№	Theme	Hours
10.	Independent of Uzbekistan.	8
11.	Geography, climate and edonomics of England.	8
12.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	6

IV-семестр 26 соат

№	Theme	Hours
13.	Culture: customs, celebrations, folk games, writers and poets, composers, dancers, artists and actors.	10
14.	Transport system: urban transport, traffic regulations, problems in the provision of transportation service to the public.	8
15.	Publishers of Uzbekistan and England.	8

V-семестр 26 соат

№	Theme	Hours
16.	Profession skills.	10
17.	Life and creativity of famous people in the studied scince.	8
18.	News of the iearning scince.	8

VI-семестр 22 соат

№	Theme	Hours
19.	Working on the text "Professionality and speciality".	10
20.	Actual problems on speciality.	12

Фаннинг ўқув юкламаси

№	Машғулот тури	Ажратилган соат						Жами
		1 -сем.	2- сем.	3- сем.	4 -сем.	5 -сем.	6 -сем.	
1.	Амалий	38	38	38	36	**44**	**22**	216
2.	Мустақил таълим	22	22	22	26	**26**	**22**	140
	Жами	60	60	60	62	**70**	**44**	356

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

Рейтинг тизими асосида баҳолаш мезони

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

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

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

Талабалар ОН дан тўплайдиган балларнинг мезонлари

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

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Жами ОН баллари	30	0-30

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	✓ 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	✓ 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 бериши лозим	Қониқарли	✓ Билиш, янги мавзуни қисман айтиб бериш; ✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси қуйидаги ҳолатларда баҳоланади	Қониқарсиз	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

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

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

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

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охирги 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 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.

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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V.3   TARQATMA MATERIALLAR

«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
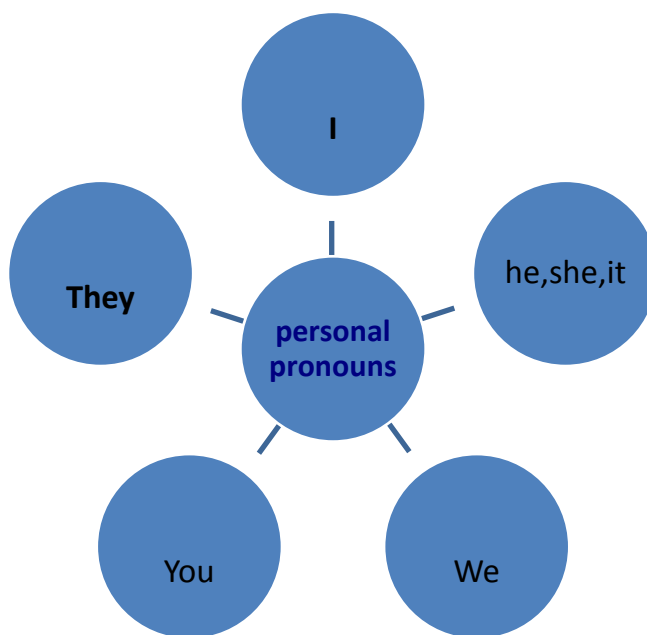
Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.
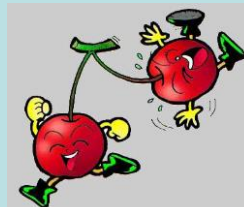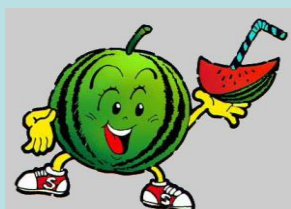
«KLASTER» metodi

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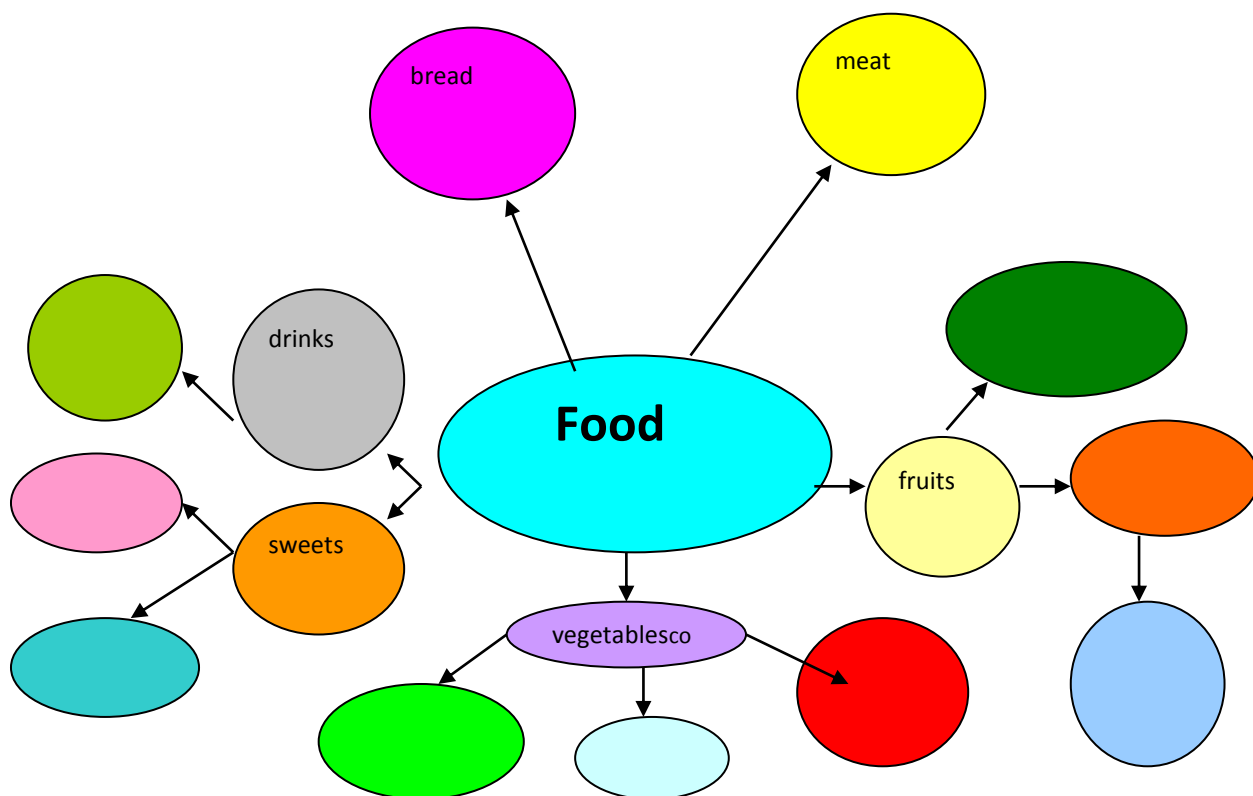
faqat ularni yozing.

«KLASTER» metodi
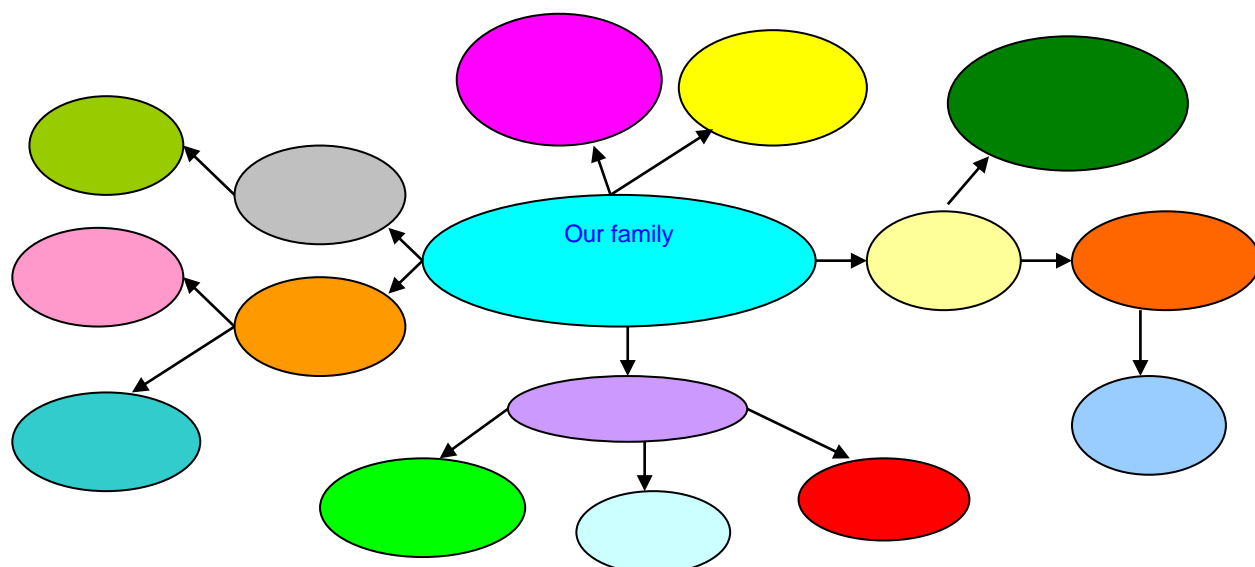
Guruhlar uchun topshiriqlar:

Quyidagi rasm asosidayangi so'z va iboralardan foydalanib hikoya tuzing.		
I- guruh:	**II- guruh:**	**III- guruh:**

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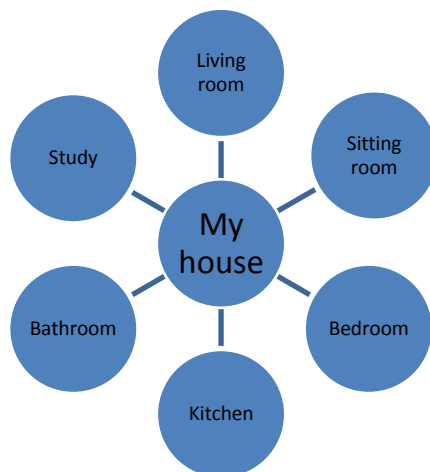
Guruhlar uchun topshiriqlar.

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?

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) powerfullest   D) more powerful

11. _____ rich, he won't be able to afford this equipment.
A) Being not   B) Not being   C) Having not been   D) Not to be

12. The candidates_____ in alphabetical order.
A) will be interviewed   B) will interview   C) will have been interviewed   D) will have interviewed

Grammar Test 5
Choose the best answer A, B, C or D.

1. The company launched an advertising campaign _____ its market share.
A) to increase   B) that increase   C) that it increases   D) to be increased

2. The new tax regulations are somewhat_____ last year's.
A) rigorouser than   B) more rigorous than   C) more rigorous as   D) as rigorous than

3. The value of the currency fell, _____ foreign holidays more expensive.
A) having made   B) making   C) being made   D) having been made

4. This area_____ by closed circuit cameras.
A) is monitoring   B) has been monitoring   C) is being monitored   D) is been monitored

5. The firm _____ company cars to junior managers since 2002.
A) gives   B) is giving   C) has been giving   D) has given

6. If the governments involved_____ positive action after the 1997 crisis, the current crisis would not have happened.
A) took   B) take   C) have taken   D) had taken

7. They finish the new motorway next month so we _____ get to the coast much more quickly.
A) can   B) will can   C) will be able to   D) will have to

8. You _____ have an international driving license for this country.
A) don't have to   B) must not   C) has to   D) must not to

9. Our CEO entered his chosen career quite late, _____?
A) isn't it   B) didn't he   C) did not he   D) didn't our CEO

10. The departmental manager _____ it was my fault that we had lost the Siemens contract.
A) told   B) said me   C) said   D) told to me

11. Does the brochure say _____ in the villas.
A) how often is the bed linen changed   B) how often the bed linen is changed
C) how is the bed linen changed often   D) how the bed linen often is changed

12. The damage was _____ severe that the pilot couldn't regain control.
A) so   B) such   C) so a   D) such a

Grammar Test 6

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

1. Much of the forest _____ out in the hurricane, as you can see.
A) has been wiped   B) has wiped   C) wiped   D) was wiped
2. I _____ your report yesterday – could I see it now?
A) have not received   B) not received   C) did not receive   D) did not received
3. Could you look after Mrs White tomorrow – I can't do it because I _____ back from the conference when she gets here.
A) will have travelled   B) was travelling   C) was going to travel   D) will be travelling
4. The telecoms operator _____ figures showing that the demand for broadband Internet has grown twice this year.
A) has been published   B) has published   C) is being published   D) will be published
5. If that package from Neilson's arrives this afternoon, _____ it up to my office immediately.

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

6. No conclusions _____ from this chapter.

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

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

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

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

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

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

A) what   B) did C) if   D) that
10. My boss was very supportive and encouraged me _____for the promotion.

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

Grammar Test 7

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

1. I_____ for a German laboratory for two years, from 1990 to 1992.
A) work   B) have worked   C) have been working   D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
A) will use   B) are going to use   C) will be using   D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
A) shows   B) show   C) are shown D) were shown
4. Gas is made up of very _____ molecules.
A) few   B) less   C) much   D) a large number
5. They refused to give _____ explanation to the fact.
A) some   B) any   C) no   D) not any
6. We had to get an interpreter in Japan because none of us_____ speak Japanese.

A) knew   B) were able   C) could   D) succeeded

7. The Manager asked me _____ of the new proposal.

A) what did I think   B) if I thought C) that I did think   D) what I thought

8. He apologized _____ at the meeting late.

A) to arrive   B) that he arrived   C) of arriving D) for arriving

9. You _____ yet whether to study management or business administration.

A) need decide   B) need deciding   C) needn't decide   D) need   to   have decided

10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?

A) ourselves   B) us   C) each other D) our

11. All the problems _____ from both theoretical and experimental viewpoints.
A) will deal   B) will deal with   C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
A) 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 beD) 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 movingB) 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.

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A) will have provided B) will be provided   C) will provide   D) will be providing

5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.
A) would be/saw   B) are/will see
C) had been/would have seen   D) were/would see

6. Planets are very far away, and a journey to Mars would take about 9 months, _____ a journey to the Moon (about 3 days).
A) more longer than   B) as long as   C) much longer than   D) longest than

7. John Stuart decided _____ Australia from south to north in 1859.
A) cross   B) to cross   C) crossing   D) in crossing

8. One of the possible reasons for sleeping is that if we didn't sleep and save some energy, we _____ have to eat a lot more food.
A) can't   B) will   C) may   D) must

9. Are you any good at athletics? How fast _____ you run?
A) should   B) must   C) need   D) can

10. Before _____ about the problems caused by large-scale industry, it makes sense to consider small-scale pollution at home.
A) worrying   B) worried   C) been worried   D) having been worried

11. Today, mountain forests and fresh springs surround the rim of the crater's walls, _____ reach an elevation of 2286 km.
A) that   B) what   C) those   D) which

12. Do you happen to know _____ similar in size?
A) are the Arabian Desert and the Gobi Desert   B) whether the Arabian Desert and the Gobi Desert are
C) the Arabian Desert and the Gobi Desert are   C) if are the Arabian Desert and the Gobi Desert

13. The Managing Director told his secretary _____ anyone in during the staff meeting.
A) not let   B) don't let   C) not to let   D) to not let

14. Old companies always _____ new technology.
A) fear   B) are feared   C) are being feared   D) have been feared

15. Each species of frog has a particular set of sounds, because _____ important that frogs of the same species find each other.
A) it is   B) they are   C) there is   D) there are

Grammar Test 13

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

1. While he _____ the Moon through his telescope, Galileo realized that it had mountains and craters.
A) observed   B) was observing   C) observes   D) observing

2. This telescope is excellent! It _____ for fifteen years, and it has produced more than 700,000 images of the universe.
A) works   B) have worked   C) has been working D) worked

3. You can't swim in the Dead Sea because it contains too _____ salt.
A) many   B) a lot of   C) lots   D) much

4. Worldwide sales of bottled water _____ to reach $72 billion by next year.
A) forecast   B) forecasted C) is forecast D) are forecast

5. If a storm _____ Bartolomeu Dias's ship off the coast of Africa in 1487, they _____ in the Indian Ocean by accident.
A) had not hit/would not have arrived   B) did not hit/would not arrive
C) would not hit/did not arrive   D) would not have hit/had not arrived

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

Grammar Test 14

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

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

Grammar Test 15

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

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

10. _____ all those contradictory data, the researchers had some difficulty trying to interpret them in a proper way.
A) Collected   B) Having been collected   C) Having collected   D) Being collected

11. Contained within the Ngorongoro Conservation Area is the geologically important and historically controversial Olduvai Gorge, _____ the anthropologists Louis and Mary Leakey discovered numerous specimens of the fossil remains of early humans.
A) which   B) where   C) that   D) whom

12. The researchers are wondering how long _____ in tap water.
A) chlorine stays   B) does chlorine stay C) does chlorine stays   D) if chlorine stays

13. Scientists predicted when _____ by measuring movements in the Earth.
A) the volcano will erupt   B) will the volcano erupt
C) the volcano would erupt   D) would the volcano erupt

14. Modern recycling methods _____ to save energy on board the Freedom Ship.
A) will use   B) will be using   C) will have used   D) will be used

15. Frogs lay large numbers of eggs, because _____ likely that predators will eat most of them.
A) they are   B) it is   C) there is   D) there are

1. 2. VOCABULARY TESTS

Vocabulary Test 1

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

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

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

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

Vocabulary Test 2

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

Improving Your Intellect

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

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

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

Vocabulary Test 3

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

Environmental Concerns

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

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

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

Vocabulary Test 4

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

No More Classes

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

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

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

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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 <u>cut</u> his prices.
A) do away with   B) make use of   C) reduce   D) review
2. The <u>prime</u> ingredient in table salt is sodium.
A) curious   B) unexpected   C) effective   D) main
3. The temperature of water can <u>accelerate</u> a chemical reaction.
A) quicken   B) increase   C) delay   D) stop
4. He is <u>very enthusiastic</u> about his acceptance to the University.
A) excited   B) pleased   C) passive   D) non-committal
5. What is necessary now is a correct <u>balance of</u> 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 <u>to the rim</u>.
A) to the brim   B) too full   C) overflowing   D) half way
7. She always <u>avoided</u> her bad-tempered aunt.
A) disliked   B) remembered   C) took care of   D) evaded
8. I was all <u>alone</u> and felt like crying.
A) sad   B) unhappy   C) lonely   D) unloved
9. He looked up just as the sun <u>emerged from</u> the cloud.
A) vanished in   B) covered   C) appeared out of   D) revealed
10.A flying aeroplane maintains its <u>equilibrium</u> 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 <u>hardly</u> ever bases his research on a guess.
A) probably   B) variably   C) scarcely   D) undeniably
2. The University basketball team is <u>undoubtedly</u> the best one in the city.
A) persistently   B) relatively   C) certainly   D) practically
3. There is an <u>abundance</u> of ore in the mountain area.
A) a wide variety   B) more than sufficient   C) a unique type   D) a common type
4. <u>Severe</u> criticism does not create a supportive learning environment.
A) harsh   B) unfair   C) special   D) light
5. They <u>adapted</u> slowly because their surroundings were so new to them.
A) warmed up   B) adjusted   C) frozen D) improved
6. Congress is <u>discussing</u> tax rates tomorrow in a closed session.
A) abolishing B) reducing   C) debating about   D) revoking
7. He has a fine <u>apartment</u> with all the modern conveniences.
A) house   B) flat   C) office   D) department
8. The child died from <u>lack</u> of care and proper nourishment.
A) excess   B) desire   C) denial   D) absence
9. The <u>basic</u> colours of the spectrum are red, blue and yellow.
A) necessary B) secondary C) exceptional D) primary
10.   His attempts to shift the <u>blame</u> 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 hiddenD) 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 <u>huge</u> and treacherous mountains.
A) low   B) spectacular C) enormous   D) solid
2. In colonial times marketing was basically <u>an exchange of goods and services.</u>
A) a harmony B) a collection C) a trade   D) a cycle
3. The doctor <u>verified</u> that the disease could be prevented.
A) confirmed B) stated   C) believed   D) disproved
4. The economic conditions <u>influenced</u> the Ukrainian life style.
A) effected   B) affected   C) improved   D) stabilized
5. We put up tents <u>on the border of the lake</u>.
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 <u>an estimate</u> of the repair costs.
A) a hypothesis   B) a rough calculation   C) a long list D) a proposal
7. We are <u>alone</u> here; you can tell me whatever you've come to tell.
A) among friends   B) by ourselves   C) close together   D) forgotten
8. <u>Want</u> of money forced the old man to go begging.
A) excess   B) love   C) banishment D) lack
9. He <u>acknowledged</u> 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 <u>authentic</u> 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

KEY TO PRACTICE TESTS

Grammar Tests

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocabulary Tests

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

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

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

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

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

Vocabulary Test 6: 1-C, 2-D, 3-A, 4-A, 5-B, 6-A, 7-D, 8-C, 9-C, 10-B

Vocabulary Test 7: 1-C, 2-C, 3-B, 4-A, 5-B, 6-C, 7-B, 8-D, 9-D, 10-A

Vocabulary Test 8: 1-B, 2-D, 3-A, 4-C, 5-B, 6-C, 7-A, 8-C, 9-B, 10-D

Vocabulary Test 9: 1-B, 2-B, 3-D, 4-A, 5-C, 6-D, 7-A, 8-C, 9-C, 10-A

Vocabulary Test 10: 1-C, 2-C, 3-A, 4-B, 5-A, 6-B, 7-B, 8-D, 9-C, 10-A

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

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

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

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

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

V.5   БАҲОЛАШ МЕЗОНИ

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

Рейтинг тизими асосида баҳолаш мезони

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

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

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

Талабалар ОН дан тўплайдиган балларнинг мезонлари

№	Кўрсаткичлар	Оралиқ назорат

190

		баллари	
		Максимал	Ўзгариш оралиғи
1	Талабаларнинг мустақил таълим топшириқларини ўз вақтида сифатли бажариши ва ўзлаштириш.	6	0-6
2	Тайёрлаган топшириқни тақдимот қилиш.	2	0-2
3	Берилган саволларга жавоб бериш.	2	0-2
Жами ОН баллари		**10**	**0-10**

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим	Аъло	✓ 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	✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга эга бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим	Қониқарли	✓ Билиш, янги мавзуни қисман айтиб бериш;

даражаси куйидагиларга жавоб бериши лозим		✓ Мавзуни қисман тушуна билиш. ✓ Мавзу ҳақида тушунчага ега бўлиш.
0-54 балл билан талабанинг билим даражаси куйидаги ҳолатларда баҳоланади	Қониқарсиз	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

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

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

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

ОН ва **ЯН** турлари календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охирги 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 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.