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ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ

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II . ЎҚУВ МАТЕРИАЛЛАРИ

LESSON 1.

HISTORY OF THE SPECIALTY (The History of Ecology)

1. Answer the following questions:

What do we know about [Ecology of world](#)?

What is the most important about culture and [Ecology](#) in Asia?

2. Work in pair. Translate into Uzbek.

Text-1

[Ecology](#) is a new science and considered as an important branch of biological science, having only become prominent during the second half of the 20th century.^[1] Ecological thought is derivative of established currents in philosophy, particularly from ethics and politics. Its history stems all the way back to the 4th century. One of the first ecologists whose writings survive may have been [Aristotle](#) or perhaps his student, [Theophrastus](#), both of whom had interest in many species of animals and plants.

Text-2

Theophrastus described interrelationships between animals and their environment as early as the 4th century BC. Ecology developed substantially in the 18th and 19th century. It began with [Carl Linnaeus](#) and his work with the economy of nature. Soon after came [Alexander von Humboldt](#) and his work with botanical geography. [Alexander von Humboldt](#) and [Karl Möbius](#) then contributed with the notion of [biocoenosis](#). [Eugenius Warming](#)'s work with ecological plant geography led to the founding of ecology as a discipline. [Charles Darwin](#)'s work also contributed to the science of ecology, and Darwin is often attributed with progressing the discipline more than anyone else in its young history. Ecological thought expanded even more in the early 20th century.

Text-3

Major contributions included: [Eduard Suess](#)' and [Vladimir Vernadsky](#)'s work with the biosphere, [Arthur Tansley](#)'s ecosystem, [Charles Elton's](#) *Animal Ecology*, and [Henry Cowles](#) ecological succession. Ecology influenced the social sciences and humanities. [Human ecology](#) began in the early 20th century and it recognized humans as an ecological factor. Later [James Lovelock](#) advanced views on earth as a macro-organism with the [Gaia hypothesis](#). [Conservation](#) stemmed from the science of ecology. Important figures and movements include Shelford and the ESA,

National Environmental Policy act, [George Perkins Marsh](#), [Theodore Roosevelt](#), [Stephen A. Forbes](#), and post-[Dust Bowl](#) conservation. Later in the 20th century world governments collaborated on man's effects on the biosphere and Earth's environment.

The history of ecology is intertwined with the history of conservation efforts, in particular the founding of the [Nature Conservancy](#).

3. With your partner try to match the definition with the correct word. Guess if you are not sure! Then scan the text quickly to see if you were right.

Exercise A.

1.	feature	A.	a substance in general that everything in the world consists of
2.	matter	B.	a useless material or substance
3.	heat	C.	natural world in which people and animals live
4.	chemical	D.	the smallest unit of living matter
5.	cell	E.	outer form or outline
6.	environment	F.	a form of energy
7.	shape	G.	substance used in chemistry
8.	waste product	H.	something important or typical of a place or thing

4. What is the difference between:

- 1.) the growth of a crystal and the growth of a plant
- 2.) the movement of a cloud and the movement of an animal?

5. Fill in the missing words:

Term (verb)	Noun
respond
transform
move
develop
respire
create
define

LESSON 2.

AREAS OF SPECIALIZATION STUDIED

1. Give Uzbek equivalents to the following English terms:

№	English term	Uzbek equivalent
1.	living things share certain basic characteristics	
2.	to reach the size and level of complexity	
3.	to measure by increase in linear dimensions (length; heights)	
4.	temporary changes	
5.	transform one form of energy into another	
6.	to obtain nutrient chemicals	
7.	to make their own food	
8.	energy-rich molecule	
9.	sensitive to certain changes in their environment	
10.	degree of responsiveness	
11.	moving toward favourable stimuli	
12.	wide variety of stimuli	
13.	energy-requiring processes	
14.	to be known as	

2. Find synonyms among the pool of words:

Pool of words	Synonyms
1) 1.determine/2.start/3.change/4.alter/5.define/6.begin	
2) 1.breath/2.initiate/3.happen/4.respiration/5.occur/6.start	
3) 1.investigation /2.dimension /3.research /4.size	
4) 1.due to/2.possess/3.ruin/4.because of/5.have/6.destroy	

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

1. Have scientists provided a universally accepted definition of life?
2. What is a living thing?
3. What is a non-living thing?
4. What can living things do that non-living things can not?
5. What do cells contain?
6. What does genetic information determine?
7. How is growth brought about?
8. Can heat be used to drive biological processes?
9. How do living things acquire energy and nutrients?
10. What do living things need to stay alive?

11. What does the degree of responsiveness depend on?
12. How do movements of living things differ from those of non-living?
13. What is homeostasis?

4. Work in pair. Translate into Uzbek.

Text-1

Arcadian and Imperial Ecology

In the early Eighteenth century, preceding Carl Linnaeus, two rival schools of thought dominated the growing scientific discipline of ecology. First, Gilbert White a “parson-naturalist” is attributed with developing and endorsing the view of Arcadian ecology. Arcadian ecology advocates for a “simple, humble life for man” and a harmonious relationship with humans and nature. Opposing the Arcadian view is Francis Bacon's ideology, “imperial ecology”. Imperialists work “to establish through the exercise of reason and by hard work, man’s dominance over nature”. Imperial ecologists also believe that man should become a dominant figure over nature and all other organisms as “once enjoyed in the Garden of Eden”. Both views continued their rivalry through the early eighteenth century until Carl Linnaeus's support of imperialism; and in short time due to Linnaeus's popularity, imperial ecology became the dominant view within the discipline.

Text-2

Carl Linnaeus and Systema Naturae

Carl Linnaeus, a Swedish naturalist, is well known for his work with taxonomy but his ideas helped to lay the groundwork for modern ecology. He developed a two part naming system for classifying plants and animals. Binomial Nomenclature was used to classify, describe, and name different genera and species. The compiled editions of *Systema Naturae* developed and popularized the naming system for plants and animals in modern biology. Reid suggests "Linnaeus can fairly be regarded as the originator of systematic and ecological studies in biodiversity," due to his naming and classifying of thousands of plant and animal species. Linnaeus also influenced the foundations of Darwinian evolution, he believed that there could be change in or between different species within fixed genera. Linnaeus was also one of the first naturalists to place men in the same category as primates.

Text-3

The botanical geography and Alexander von Humboldt

Throughout the 18th and the beginning of the 19th century, the great maritime powers such as Britain, Spain, and Portugal launched many world exploratory expeditions to develop maritime commerce with other countries, and to discover new natural resources, as well as to catalog them. At the beginning of the 18th century, about twenty thousand plant species were known, versus forty thousand at the beginning of the 19th century, and about 300,000 today.

These expeditions were joined by many scientists, including botanists, such as the German explorer Alexander von Humboldt. Humboldt is often considered a father of ecology. He was the first to take on the study of the relationship between organisms and their environment. He exposed the existing relationships between observed plant species and climate, and described vegetation zones using latitude and altitude, a discipline now known as geobotany. Von Humboldt was accompanied on his expedition by the botanist Aimé Bonpland.

In 1856, the Park Grass Experiment was established at the Rothamsted Experimental Station to test the effect of fertilizers and manures on hay yields. This is the longest-running field experiment in the world.

Text-4

The notion of biocoenosis: Wallace and Möbius

Alfred Russel Wallace, contemporary and colleague of Darwin, was first to propose a "geography" of animal species. Several authors recognized at the time that species were not independent of each other, and grouped them into plant species, animal species, and later into communities of living beings or biocoenosis. The first use of this term is usually attributed to Karl Möbius in 1877, but already in 1825, the French naturalist Adolphe Dureau de la Malle used the term *société* about an assemblage of plant individuals of different species.

Text-5

Warming and the foundation of ecology as discipline

While Darwin focused exclusively on competition as a selective force, Eugen Warming devised a new discipline that took abiotic factors, that is drought, fire, salt, cold etc., as seriously as biotic factors in the assembly of biotic communities. Biogeography before Warming was largely of descriptive nature – faunistic or floristic. Warming's aim was, through the study of organism (plant) morphology and anatomy, i.e. adaptation, to explain why a species occurred under a certain set of environmental conditions. Moreover, the goal of the new discipline was to explain why species occupying similar habitats, experiencing similar hazards, would solve problems in similar ways, despite often being of widely different phylogenetic descent. Based on his personal observations in Brazilian cerrado, in Denmark, Norwegian Finnmark and Greenland, Warming gave the first university course in ecological plant geography. Based on his lectures, he wrote the book 'Plantesamfund', which was immediately translated to German, Polish and Russian, later to English as 'Oecology of Plants'. Through its German edition, the book had an immense effect on British and North American scientists like Arthur Tansley, Henry Chandler Cowles and Frederic Clements.

Text-6

Malthusian influence

Thomas Robert Malthus was an influential writer on the subject of population and population limits in the early 19th century. His works were very important in shaping the ways in which Darwin saw the world worked. Malthus wrote:

That the increase of population is necessarily limited by the means of subsistence,

That population does invariably increase when the means of subsistence increase, and,

That the superior power of population is repressed, and the actual population kept equal to the means of subsistence, by misery and vice.

In *An Essay on the Principle of Population* Malthus argues for the reining in of rising population through 2 checks: Positive and Preventive checks. The first raising death rates, the later lowers birthing rates. Malthus also brings forth the idea that the world population will move past the sustainable number of people. This form of thought still continues to influences debates on birth and marriage rates to this theory brought forth by Malthus.^[16] The essay had a major influence on Charles Darwin and helped him to theories his theory of Natural Selection. This struggle proposed by Malthusian thought not only influenced the ecological work of Charles Darwin, but helped bring about an economic theory of world of ecology.

LESSON 3.

GREAT REPRESENTATIVES OF THE STUDIED AREA

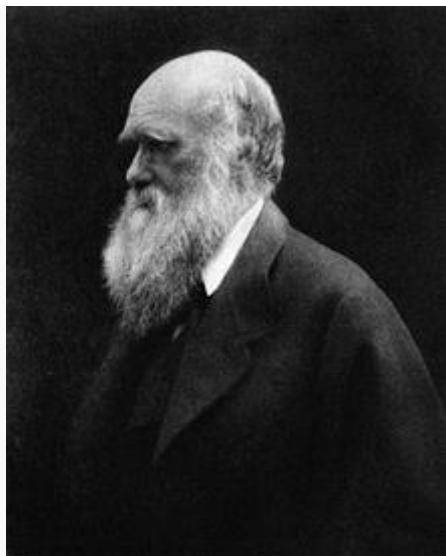
1. Answer the following questions?

Whom do we know about the science of ecology?

What and who was Darwinism?

2. Work in pair. Translate into Uzbek.

Darwinism and the science of ecology



Julia Margaret Cameron's portrait of Darwin

Text-1

It is often held that the roots of scientific ecology may be traced back to Darwin. This contention may look convincing at first glance inasmuch as *On the Origin of Species* is full of observations and proposed mechanisms that clearly fit within the boundaries of modern ecology (e.g. the cat-to-clover chain – an ecological cascade) and because the term ecology was coined in 1866 by a strong proponent of Darwinism, Ernst Haeckel. However, Darwin never used the word in his writings after this year, not even in his most "ecological" writings such as the foreword to the English edition of Hermann Müller's *The Fertilization of Flowers* (1883) or in his own treatise of earthworms and mull formation in forest soils (The formation of vegetable mould through the action of worms, 1881). Moreover, the pioneers founding ecology as a scientific discipline, such as Eugen Warming, A. F. W. Schimper, Gaston Bonnier, F.A. Forel, S.A. Forbes and Karl Möbius, made almost no reference to Darwin's ideas in their works. This was clearly not out of ignorance or because the works of Darwin were not widespread. Some such as S.A. Forbes studying intricate food webs asked questions as yet unanswered about the instability of food chains that might persist if dominant competitors were not adapted to have self-constraint. Others focused on the dominant themes at the beginning, concern with the relationship between organism morphology and physiology on one side and

environment on the other, mainly abiotic environment, hence environmental selection. Darwin's concept of natural selection on the other hand focused primarily on competition. The mechanisms other than competition that he described, primarily the divergence of character which can reduce competition and his statement that "struggle" as he used it was metaphorical and thus included environmental selection, were given less emphasis in the Origin than competition. Despite most portrayals of Darwin conveying him as a non-aggressive recluse who let others fight his battles, Darwin remained all his life a man nearly obsessed with the ideas of competition, struggle and conquest – with all forms of human contact as confrontation.

Text-2

The biosphere – Eduard Suess and Vladimir Vernadsky

By the 19th century, ecology blossomed due to new discoveries in chemistry by Lavoisier and de Saussure, notably the nitrogen cycle. After observing the fact that life developed only within strict limits of each compartment that makes up the atmosphere, hydrosphere, and lithosphere, the Austrian geologist Eduard Suess proposed the term biosphere in 1875. Suess proposed the name biosphere for the conditions promoting life, such as those found on Earth, which includes flora, fauna, minerals, matter cycles, et cetera.

In the 1920s Vladimir I. Vernadsky, a Russian geologist who had defected to France, detailed the idea of the biosphere in his work "The biosphere" (1926), and described the fundamental principles of the biogeochemical cycles. He thus redefined the biosphere as the sum of all ecosystems.

First ecological damages were reported in the 18th century, as the multiplication of colonies caused deforestation. Since the 19th century, with the industrial revolution, more and more pressing concerns have grown about the impact of human activity on the environment. The term ecologist has been in use since the end of the 19th century.

Text-3

The ecosystem: Arthur Tansley

Over the 19th century, botanical geography and zoogeography combined to form the basis of biogeography. This science, which deals with habitats of species, seeks to explain the reasons for the presence of certain species in a given location.

It was in 1935 that Arthur Tansley, the British ecologist, coined the term ecosystem, the interactive system established between the biocoenosis (the group of living creatures), and their biotope, the environment in which they live. Ecology thus became the science of ecosystems.

Tansley's concept of the ecosystem was adopted by the energetic and influential biology educator Eugene Odum. Along with his brother, Howard T. Odum, Eugene P. Odum wrote a textbook which (starting in 1953) educated more than one generation of biologists and ecologists in North America.

Text-4

Ecological succession – Henry Chandler Cowles

At the turn of the 20th century, Henry Chandler Cowles was one of the founders of the emerging study of "dynamic ecology", through his study of ecological succession at the Indiana Dunes, sand dunes at the southern end of Lake Michigan. Here Cowles found evidence of ecological succession in the vegetation and the soil with relation to age. Cowles was very much aware of the roots of the concept and of his (primordial) predecessors. Thus, he attributes the first use of the word to the French naturalist Adolphe Dureau de la Malle, who had described the vegetation development after forest clear-felling, and the first comprehensive study of successional processes to the Finnish botanist Ragnar Hult (1881).

Text-5

Animal Ecology - Charles Elton

20th century English zoologist and ecologist, Charles Elton, is commonly credited as "the father of animal ecology". Elton influenced by Victor Shelford's *Animal Communities in Temperate America* began his research on animal ecology as an assistant to his colleague, Julian Huxley, on an ecological survey of the fauna in Spitsbergen in 1921. Elton's most famous studies were conducted during his time as a biological consultant to the Hudson Bay Company to help understand the fluctuations in the company's fur harvests. Elton studied the population fluctuations and dynamics of snowshoe hare, Canadian lynx, and other mammals of the region. Elton is also considered the first to coin the terms, food chain and food cycle in his famous book *Animal Ecology*. Elton is also attributed with contributing to disciplines of: invasion ecology, community ecology, and wildlife disease ecology.

Text-6

G. Evelyn Hutchinson - father of modern ecology

George "G" Evelyn Hutchinson was a 20th-century ecologist who is commonly recognized as the "Father of Modern Ecology". Hutchinson is of English descent but spent most of professional career studying in New Haven, Connecticut at Yale University. Throughout his career, over six decades, Hutchinson contributed to the sciences of limnology, entomology, genetics, biogeochemistry, mathematical theory of population dynamics and many more. Hutchinson is also attributed as being the first to infuse science with theory within the discipline of ecology. Hutchinson was also one of the first credited with combining ecology with mathematics. Another major contribution of Hutchinson was his development of the current definition of an organism's "niche" – as he recognized the role of an organism within its community. Finally, along with his great impact within the discipline of ecology throughout his professional years, Hutchinson also left a lasting impact in ecology through his many students he inspired. Foremost among them were Robert H. MacArthur, who received his PhD under Hutchinson, and Raymond L. Lindemann, who finished his PhD dissertation during a fellowship under him. MacArthur became the leader of theoretical ecology and, with E. O. Wilson, developed island

biography theory. Raymond Lindemann was instrumental in the development of modern ecosystem science.

3. Find synonyms among the pool of words:

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

4. Fill in the missing words:

№	Term (verb)	Noun
1.	employ	.....
2.	inherit	.....
3.	modify	.....
4.	observe	.....
5.	measure	.....
6.	predict	.....
7.	understand	.....
8.	discover	.....
9.	know	.....
10.	contradict	.....

LESSON 4. ACTUAL PROBLEMS OF THE STUDIED AREA

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

inheritance, interpretation, species, hypothesis, to refute.

2. Answer the following questions:

What do we know about global warming?

What is the most problem in our planet?



Our environment is constantly changing. There is no denying that. However, as our environment changes, so does the need to become increasingly aware of the problems that surround it. With a massive influx of natural disasters, warming and cooling periods, different types of weather patterns and much more, people need to be aware of what types of environmental problems our planet is facing.

Global warming has become an undisputed fact about our current livelihoods; our planet is warming up and we are definitely part of the problem. However, this isn't the only environmental problem that we should be concerned about. All across the world, people are facing a wealth of new and challenging environmental

problems every day. Some of them are small and only affect a few ecosystems, but others are drastically changing the landscape of what we already know.

Our planet is poised at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the various issues prudently and seriously we are surely doomed for disaster. Current environmental problems require urgent attention.

3. Work in pair. Translate into Uzbek.

1. Pollution: Pollution of air, water and soil require millions of years to recoup. Industry and motor vehicle exhaust are the number one pollutants. Heavy metals, nitrates and plastic are toxins responsible for pollution. While water pollution is caused by oil spill, acid rain, urban runoff; air pollution is caused by various gases and toxins released by industries and factories and combustion of fossil fuels; soil pollution is majorly caused by industrial waste that deprives soil from essential nutrients.

2. Global Warming: Climate changes like global warming is the result of human practices like emission of Greenhouse gases. Global warming leads to rising temperatures of the oceans and the earth's surface causing melting of polar ice caps, rise in sea levels and also unnatural patterns of precipitation such as flash floods, excessive snow or desertification.

3. Overpopulation: The population of the planet is reaching unsustainable levels as it faces shortage of resources like water, fuel and food. Population explosion in less developed and developing countries is straining the already scarce resources. Intensive agriculture practiced to produce food damages the environment through use of chemical fertilizer, pesticides and insecticides. Overpopulation is one of the crucial current environmental problem.

4. Natural Resource Depletion: Natural resource depletion is another crucial current environmental problems. Fossil fuel consumption results in emission of Greenhouse gases, which is responsible for global warming and climate change.

Globally, people are taking efforts to shift to renewable sources of energy like solar, wind, biogas and geothermal energy. The cost of installing the infrastructure and maintaining these sources has plummeted in the recent years.

5. Waste Disposal: The over consumption of resources and creation of plastics are creating a global crisis of waste disposal. Developed countries are notorious for producing an excessive amount of waste or garbage and dumping their waste in the oceans and, less developed countries. Nuclear waste disposal has tremendous health hazards associated with it. Plastic, fast food, packaging and cheap electronic wastes threaten the well being of humans. Waste disposal is one of urgent current environmental problem.

6. Climate Change: Climate change is yet another environmental problem that has surfaced in last couple of decades. It occurs due to rise in global warming which occurs due to increase in temperature of atmosphere by burning of fossil fuels and release of harmful gases by industries. Climate change has various harmful effects but not limited to melting of polar ice, change in seasons, occurrence of new diseases, frequent occurrence of floods and change in overall weather scenario.

7. Loss of Biodiversity: Human activity is leading to the extinction of species and habitats and and loss of bio-diversity. Eco systems, which took millions of years to perfect, are in danger when any species population is decimating. Balance of natural processes like pollination is crucial to the survival of the eco-system and human activity threatens the same. Another example is the destruction of coral reefs in the various oceans, which support the rich marine life.

8. Deforestation: Our forests are natural sinks of carbon dioxide and produce fresh oxygen as well as helps in regulating temperature and rainfall. At present forests cover 30% of the land but every year tree cover is lost amounting to the country of Panama due to growing population demand for more food, shelter and cloth. Deforestation simply means clearing of green cover and make that land available for residential, industrial or commercial purpose.

9. Ocean Acidification: It is a direct impact of excessive production of CO₂. 25% of CO₂ produced by humans. The ocean acidity has increased by the last 250 years

but by 2100, it may shoot up by 150%. The main impact is on shellfish and plankton in the same way as human osteoporosis.

10. Ozone Layer Depletion: The ozone layer is an invisible layer of protection around the planet that protects us from the sun's harmful rays. Depletion of the crucial Ozone layer of the atmosphere is attributed to pollution caused by Chlorine and Bromide found in Chloro-floro carbons (CFC's). Once these toxic gases reach the upper atmosphere, they cause a hole in the ozone layer, the biggest of which is above the Antarctic. The CFC's are banned in many industries and consumer products. Ozone layer is valuable because it prevents harmful UV radiation from reaching the earth. This is one of the most important current environmental problem.

11. Acid Rain: Acid rain occurs due to the presence of certain pollutants in the atmosphere. Acid rain can be caused due to combustion of fossil fuels or erupting volcanoes or rotting vegetation which release sulfur dioxide and nitrogen oxides into the atmosphere. Acid rain is a known environmental problem that can have serious effect on human health, wildlife and aquatic species.

12. Water Pollution: Clean drinking water is becoming a rare commodity. Water is becoming an economic and political issue as the human population fights for this resource. One of the options suggested is using the process of desalinization. Industrial development is filling our rivers seas and oceans with toxic pollutants which are a major threat to human health.

13. Urban Sprawl: Urban sprawl refers to migration of population from high density urban areas to low density rural areas which results in spreading of city over more and more rural land. Urban sprawl results in land degradation, increased traffic, environmental issues and health issues. The ever growing demand of land displaces natural environment consisting of flora and fauna instead of being replaced.

14: Public Health Issues: The current environmental problems pose a lot of risk to health of humans, and animals. Dirty water is the biggest health risk of the world and poses threat to the quality of life and public health. Run-off to rivers carries along toxins, chemicals and disease carrying organisms. Pollutants cause respiratory

disease like Asthma and cardiac-vascular problems. High temperatures encourage the spread of infectious diseases like Dengue.

15. Genetic Engineering: Genetic modification of food using biotechnology is called genetic engineering. Genetic modification of food results in increased toxins and diseases as genes from an allergic plant can transfer to target plant. Genetically modified crops can cause serious environmental problems as an engineered gene may prove toxic to wildlife.

The need for change in our daily lives and the movements of our government is growing. Because so many different factors come into play; voting, governmental issues, the desire to stick to routine, many people don't consider that what they do will affect future generations. If humans continue moving forward in such a harmful way towards the future, then there will be no future to consider. Although it's true that we cannot physically stop our ozone layer from thinning (and scientists are still having trouble figuring out what is causing it exactly,) there are still so many things we can do to try and put a dent in what we already know. By raising awareness in your local community and within your families about these issues, you can help contribute to a more environmentally conscious and friendly place for you to live.

4. Match the words with their definitions:

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

LESSON 5.

PROFESSIONAL ETHICS

1. Prepare a short presentation to answer the question:

'What is Ecology?' Use the information in both texts.

Talk about:

1. what the study of Ecology includes
2. the four main areas of Ecology
3. where Ecologists work
4. what Ecology informs us about

5. First complete these notes. Use them in your presentation.

Ecology: The study of

There are four main areas:

..... is about

..... is about

Molecular biology is about

..... is about inheritance.

Ecologists work in.....,

..... and

In conclusion, Ecology is about

Remember to:

6. read the texts again
7. select information that is relevant
8. add examples where you can

Speaking tips

9. Speak from notes.
10. Don't write out everything you plan to say, use key words.
11. Introduce each new idea clearly.

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

Dear Mr / Mrs (**tutor's surname**),

Writing to tell you choices I have made

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

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

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

(medicine / ecology / agriculture / your own idea)

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

Yours sincerely,

(your full name: first name + surname)

Write 100 – 140 words.

4. Translate into Uzbek.

Text-1

Scientists have long created new knowledge through methods and approaches with significant social and environmental implications. Ethics is the branch of philosophy that examines moral concepts of right and wrong behavior, and researchers have used applied ethics to think through the ramifications of their work. Fields of applied ethics proliferated in the 1970s in light of novel technologies and changing research standards. The concept of *bioethics* is used primarily in medicine to guide ethical research design and informed consent for patients. *Environmental ethics* addresses humans' moral relationship with and responsibility to the natural world and develops arguments for protecting wilderness and endangered species. It has not historically engaged with particular ethical dilemmas raised by research and management practices in ecology and conservation biology. Recently, conservation scientists who find both bioethics and environmental ethics inadequate frameworks for ethical fieldwork have proposed the term *ecological ethics* to shape professional ecological and conservation management in a morally complex world. Its most recent proponents define it as distinct from (though an outgrowth of) both bioethics and environmental ethics.

LESSON 6.

CURRENTLY BEING TAUGHT OF SPECIAL SUBJECT

1. Find synonyms among the pool of words:

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

2. Translate the text into Uzbek.

From tiny viruses and bacteria, unrecognized for millennia, to blue whales weighing 200 tons, and fungi that spread for hundreds of hectares underground, the diversity and extent of life on Earth is dazzling. In its life and reproduction, every organism is shaped by, and in turn shapes, its environment. Ecological scientists study organism-environment interactions across ecosystems of all sizes, ranging from microbial communities to the Earth as a whole.

The Web of Life

Scientists estimate that there are between five to fifty million species of organisms on Earth, of which less than two million have been officially named (May 1988). Many organisms are small: including microbes that inhabit almost every crevice of the Earth; tiny worms that help build soils; and insects that spend their entire lives in tree tops. Alongside these small denizens coexist larger, flashier species that have drawn human attention throughout the ages: multicellular plants and fungi, birds, reptiles, amphibians, and fellow mammals. These species, as well as many smaller ones, are consumers that depend for sustenance on energetic biochemical compounds generated from light energy by photosynthesizing producer species, or from inorganic chemical reactions by chemosynthetic species.

The diversity of producer species, on which all life depends, is immense, and ranges from cyanobacteria to towering trees in tropical and temperate rainforests. Plant life clothes much of Earth's land surface, providing structure to ecosystems (e.g., interacting systems of organisms and their physical environment), habitat for consumers, and regulating the exchange of energy and chemicals with the atmosphere. Nutrients from terrestrial systems wash into lakes and oceans, where additional primary production by phytoplankton and algae helps support large communities of zooplankton, fish, sea mammals, and birds. Over time, nutrients are returned from the oceans to the land through the movements of organisms, atmospheric gaseous exchange, or slower geological processes, such as the uplift of ocean sediments (Schlesinger 1997).

Approaches to Ecology

Ecological scientists who study this complex web of life take diverse approaches. The aim of some studies is to illuminate general principles that explain how ecosystems work. For example, such research might investigate whether greater

biodiversity tends to make ecosystems more or less susceptible to invasion by exotic species. In other cases, research focuses on specific issues that offer insights useful for ecosystem management. For instance, such studies might examine whether new agricultural cropping strategies will expand habitat for wildlife.

To answer questions like these, ecologists observe nature, conduct experiments, and construct mathematical models. Studies are conducted at different scales because ecosystems come in many sizes. Ecological studies may examine individual organisms, single species populations, multiple species communities, ecosystems, or the Earth as a whole. Ecological studies may also examine different time frames, from short-term interactions, on the order of seconds to minutes, to perspectives that span large portions of Earth's 4.5 billion year history.

What these different ecological research approaches share is the recognition that materials and energy flow through multiple systems on Earth, and that interactions among organisms and their environments are two-way: the environment influences organisms, and organisms alter their environment.

The Environment Shapes Organisms.

Organisms inhabit nearly every environment on Earth, from hot vents deep in the ocean floor to the icy reaches of the Arctic. Each environment offers both resources and constraints that shape the appearance of the species that inhabit it, and the strategies these species use to survive and reproduce. Some of the broadest patterns of environmental difference arise from the way our planet orbits the Sun and the resulting global distribution of sunlight (Chapin *et al.* 2002). In the tropics, where solar radiation is plentiful year-round, temperatures are warm, and plants may photosynthesize continuously as long as water and nutrients are available. In polar regions, where solar radiation is seasonally limited, mean temperatures are much lower, and organisms must cope with extended periods when photosynthesis ceases.

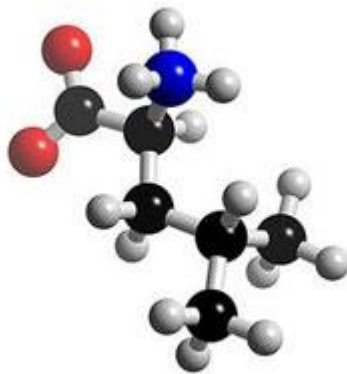


Figure 2: Leucine, shown here, and other amino acids essential for human nutrition are built from carbon backbones (black units) with key nitrogen components (blue).

Across ecosystems, environmental resources and constraints shape the structure and physiology of organisms. One of Earth's oldest environmental legacies is the array of chemical elements it contains (Schlesinger 1997). At its birth, Earth

inherited carbon atoms produced by stars that burned out long before our sun was formed. These carbon atoms, with their unique capacity to build chains and four-way links with other elements, provide the backbone of all the organic molecules that make up life today (Figure 2). Nitrogen and phosphorus are also essential elements in living organisms, where they play central roles in the makeup of proteins, nucleic acids, and energetic compounds. These elements are not always readily available to organisms, so nutrient limitations can powerfully constrain biological strategies. For example, inert nitrogen gas makes up 78% of Earth's atmosphere, but nitrogen forms readily useable by organisms are typically much scarcer in terrestrial ecosystems (Chapin *et al.* 2002). Over evolutionary time, symbioses that developed between nitrogen-fixing bacteria and plants helped increase the availability of nitrogen in many ecosystems. Nonetheless, given strong competition for nitrogen and other elements, ecologists find that nutrient limitations constrain life in many environments (Chapin *et al.* 1986).

Organisms are shaped further by the physical properties of the media in which they live, including the media's densities and temperatures. For example, marine mammals like Stellar sea lions (*Eumetopias jubatus*) have developed streamlined bodies that move efficiently through water, which is more than 700 times denser than air, but that slow them down on land (Figure 3a; Riedman, 1991). As a result, sea lions sleep on shore, but hunt for food primarily in the water, where their speed is optimized.

Ecologists also study how temperature influences the ecology and evolution of species. Organisms generally slow down or freeze when conditions are cold, but overheat and lose function as temperatures rise. Many species have therefore evolved traits that help protect themselves against extreme temperatures and influence their ecology. For example, while sea lions rely on thick layers of fat for insulation, sea otters (*Enhydra lutris*) swimming in the same cold waters depend on unusually thick fur to retain heat. As a result, sea otters spend more time grooming (Figure 3b), and their thick fur attracted hunters who drove them nearly to extinction (Riedman 1990). On land, research shows that plants and cold-blooded animals develop dark coloration and position themselves to maximize solar energy gain in cool weather. In hotter regions, studies reveal that animals may avoid intense sun, while plants protect themselves by transpiring large amounts of water, maximizing air flow through their foliage, or going dormant until cooler temperatures returns. Some temperature adaptations can be surprising. For example, scientists recently found that grasses growing near geothermal vents gain heat tolerance from a virus within a fungus inside their roots (Marquez 2007).



Figure 3b: Sea otter (Enhydra lutris) displaying its insulating fur



Figure 4: Gibbon demonstrating the use of flexible forelimbs for swinging in trees

Water availability further shapes ecological dynamics on Earth. Early life arose in aquatic ecosystems, and all living cells still require water to function. Water availability is influenced by temperature, because in very cold climates water is frozen and not available, and in very warm ones water evaporates quickly. Ecological studies of water relations have found that organisms employ an amazing array of strategies to capture and retain water resources. For example, in the searing hot Namib desert of South Africa, the *Stenocara* beetle survives by capturing water from rare wisps of fog that condense in special structures on its back.

At the community level, community ecologists study how resource availability influences ecosystem characteristics, including the number and types of species present. For example, the amount of carbon and energy fixed in photosynthesis by plants and other producers (e.g., productivity) constrains the amount of consumers an ecosystem may support. Because of this limit and because energy is lost at each transmission step through a food web, low productivity ecosystems generally support less consumer biomass than higher productivity systems. Ecologists have identified this relationship as one possible reason that biodiversity is greater in highly productive tropical rainforests than in less productive systems like deserts (Gaston 2000). Within communities, environmental variability can drive complex variation in ecological dynamics. For example, researchers recently discovered that small increases in temperature can markedly increase the aggressiveness of some coral reef fish (Biro *et al.* 2010). These behavioral changes may increase fish exposure to predation and other risks.

Because the environment is both dynamic and diverse, ecologists recognize that there is no single set of ecological attributes or strategies that make an organism "the best." All living populations and species are continuously changing in response to pressures from other organisms, and to variability in Earth's geology and climate. Over time, this dance of evolving interactions has produced an amazing array of organisms that depend upon, and compete with, each other across the surface of the planet. To reconstruct Earth's ecological history, ecological scientists and other researchers seek data of many types, including tree rings that describe ancient patterns of drought, ice cores that contain bubbles of Earth's earlier atmosphere, and DNA preserved in millennia-old animal bones. These data show how organisms have responded to environmental change, including the meteorite-driven extinction that helped usher in the age of mammals 65 million years ago.

Organisms Shape the Environment

The environment is dynamic because physical processes drive change in Earth's attributes over time. However, research demonstrates that life itself drives equally important environmental changes. Because other organisms are part of each individual's environment, changes in species distributions can profoundly alter ecological interactions within communities. In some cases, the loss of a native species, or introduction of a non-native one, can threaten the survival of other organisms. For this reason, the conservation of endangered organisms and control of invasive species are of broad concern.

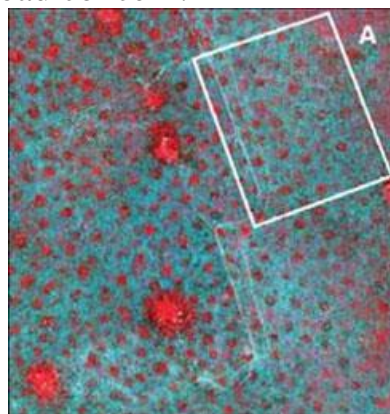


Figure 5: Satellite image (false color infrared) showing abundance and distribution of grassy termite mounds in Kenya. Red color indicates areas of high plant productivity that are associated with increased animal diversity.

Ecologists have found that interactions among organisms come in several different forms. In antagonistic relationships, organisms compete for resources, spread disease to their neighbors, or consume each other. In more mutualistic associations, one organism shelters another, two organisms exchange resources, or tighter dependencies evolve, such as coevolved relationships between specialized pollinators and flowers. In some cases, species even cultivate others. For example, ecologists recently found that coral reef damselfish tend underwater algal gardens, where they remove less desirable algae species and chase away predators (Hata *et al.* 2010). In other cases, species with large structures become habitat for smaller organisms. For example, the human digestive tract harbors so many bacteria that they outnumber the cells in the human body by tenfold (Dethlefsen *et al.* 2008). Investigating how digestive tract microbes influence their hosts is now a promising area of microbial ecology and medicine. At a bigger scale, the evolutionary rise of flowering plants (angiosperms) and the development of extensive rainforest canopies produced novel environments in which animals tested new ecological strategies. Scientists suggest that evolution of the open branch structure of rainforest trees helped drive the evolution of forelimb structure in apes, permitting tree-to-tree swinging, and bequeathing manual dexterity to humans (Figure 4; Burger 2006).

Research demonstrates that organisms have additional power to change the environment by altering stocks and flows of water, energy, and elements at both small and large scales (Beerling 2007; Morton 2008). For example, paleoecology documents how the evolution of photosynthetic organisms released oxygen that precipitated iron oxides and then accumulated in the atmosphere, changing its composition and generating Earth's ozone layer (Cowan 1990). The ozone layer then reduced UV radiation on terrestrial surfaces, and helped to protect organisms emerging onto land from potentially lethal doses of UV. Today plant life controls a large fraction of energy and water fluxes between land and the atmosphere. Scientists estimate that in the extreme case of removing all plant life from land, rainfall on Earth would drop by 50% (Kleidon *et al.* 2007). Animals also play critical roles in influencing the physical properties of ecosystems. For example, recent work shows how underground termites in Kenya increase grassland productivity and biodiversity over large areas by raising soil fertility in evenly spaced circles (Figure 5; Pringle *et al.* 2010). In the twenty-first century, key ecological questions center on human manipulation of the Earth's environment. Future research will grapple with conflicts between human needs for food, fuel, and fiber, and preservation of natural biodiversity and ecological function (World Health Organization 2005).

LESSON 7.

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

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

Text-1

The ENVIS Africa Foreign Study program takes place in the nations of South Africa and Namibia in Southern Africa. The broad theme of the program is the interplay between social and economic development and environment conservation, particularly in the context of natural resource use and management. We approach these issues from the interdisciplinary perspective of Environmental Studies, integrating insights from the natural and social sciences. The overarching theoretical construct of the program is that of the Social-Ecological System (SES), which represents the importance of understanding both social and biophysical processes.

Text-2

The program gives us the opportunity to learn about environmental issues in the unique ecological, historical and cultural milieu of Southern Africa. One advantage of the Southern Africa region as the site for this FSP is degree to which these countries have experimented with different models of natural resource management. An additional advantage is the degree to which we directly engage with local partners on the ground to explore these models.

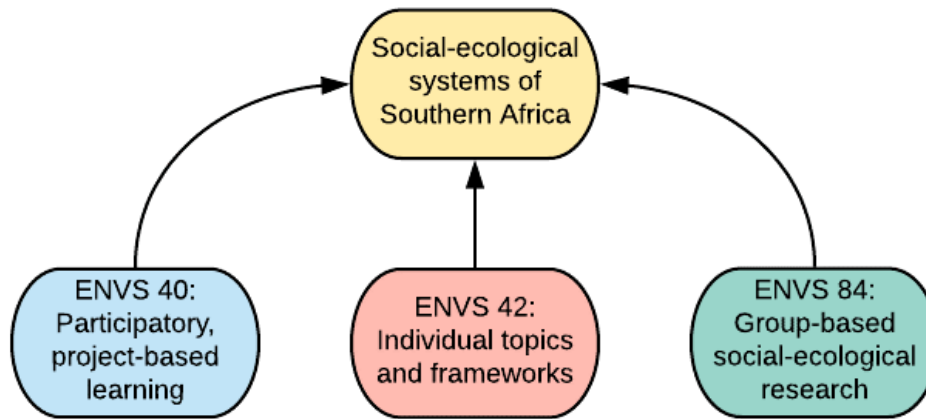
Text-3

Thus, the learning experience on our FSP is very different from that in a classroom setting. The pedagogy of the program emphasizes active and participatory learning. The responsibility for learning resides equally with the students and the professors. A primary way in which students will engage with the sites we will visit is through conducting research as an environmental problem-solving tool. This research is both empirical and literature based. Through the research process, students are expected to be co-producers of new knowledge. An important part of this idea for us is that we will engage with local systems and partners as active participants, rather than just being “education tourists.” This perspective requires that we be responsible and productive participants in each of the systems that we enter on the program.

- 1. Shift from passive to active learning – be a participant*
- 2. Take intellectual and personal ownership of the FSP experience. Become a co-producer of knowledge*
- 3. Synthesizing different ways of learning and knowing (empirical and theoretical)*
- 4. Tolerance and patience for ambiguity, complexity and frustration*
- 5. High expectations of personal maturity and accountability*
- 6. Stepping out of your Dartmouth comfort-zone*

2. Analyze the difference

Academically, the ENVS AFSP consists of three courses, which constitute a normal term's worth of academic credit. The overall theme of the program is consistent across these courses. Each course implements this theme via different assignments and activities and across multiple sites in South Africa and Namibia.



ENVS 40: Human-environmental interactions, governance, and strategies for environmental conservation in South Africa.

ENVS 42: Research on conservation and development in Southern Africa through the application of two complementary lenses: personal experience and the academic literature

ENVS 84: Culminating experience: Social-ecological research in Namibia applying skills learned in 40 and 42, as well as at Dartmouth.

LESSON 8.

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

I. PREPARATION AND PLANNING

I.1 ESSENTIAL PREPARATION AND PLANNING CHECKLIST

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



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

I.2 Other questions concerning physical aspects.

Who is the audience?

How many people will there be in the audience?

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

Where will it take place?

How big is the room?

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

Does the equipment work?

Are you going to need a black or whiteboard?

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

Do you need an overhead projector or a screen?

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

Do you need an adapter or extension lead?

Can the information be seen?

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

Do you need a pointer?

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

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



When?

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

How long?

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

Other

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

II. STRUCTURE OF AN ORAL PRESENTATION

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

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



II.1 THE BEGINNING OR THE INTRODUCTION

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

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

Right. Well. OK. Erm.

Good. Fine. Great.

Shall we start?

Let's begin.

Can we start?

Let's get the ball rolling.

Let's get down to business.



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

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



II.1.B Greet audience.

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

Hello

ladies and gentlemen.

Good morning

members of the jury.

Good afternoon

esteemed guests

Good evening

members of the board

Fellow colleagues

Mr. Chairman/Chairwoman

Thank you for your kind introduction

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

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

Good afternoon ladies and gentlemen, let me introduce myself.

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

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

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

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

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



II.1.D Give title and introduce subject

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

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

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

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

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

Have you estimated the time it will take? ³ It is useful to give the listeners some idea of how long you will speak so as to maintain their attention better.



*I will not speak about...
I have limited my speech to
My talk will last about 15 minutes*

I will speak for 15 minutes.

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

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

Have you ever heard of...?

You may already know...

I feel sure that some of you...

Every day you encounter...

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

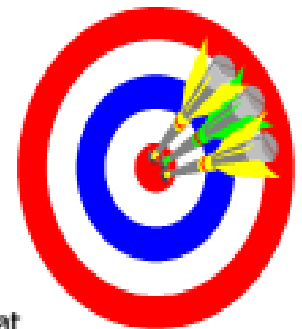
Have you ever heard of/seen X?

You've probably seen countless times...

You may have wondered...

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

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



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

What I would like to do today is to explain

to illustrate...

to give you the essential background information on...

to outline...

to have a look at...

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

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

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

II.1.F Announce your outline.

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

In the first part I give a few basic definitions.

In the next section I will explain

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

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

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

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

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

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

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

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

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

You should refer to your transparency or outline.

Now let us turn to point one.

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

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

LESSON 9. PREPARATION OF AN ARTICLE AND ANNOTATION FOR THE SPECIALTY.

2.1. ANNOTATION LAYOUT

I. General information about the article

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

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

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

III The body of the article

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

IV Your opinion of the article

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

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

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

(Text 1)

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

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

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

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

ARTICLES FOR ANNOTATING

Text 1

The 100-Year Forecast: Very Hot, and Stormy

by Kendall Hamilton and Kimberly Martineau

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

The most significant influence on the weather of the future is likely to be global warming. The prevailing view among climatologists is that emissions of so-

called "greenhouse gases", which trap heat in the earth's atmosphere - are at least partly responsible for warming the average global temperature by about one degree over the past 100 years. The next hundred years, most scientists agree, will see the earth heat up further.

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

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

Newsweek, 08/18/97, Issue 7

Text 2

Study Debunks 'Global Cooling' Concern of '70s

by Peter Johnson

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

The '70s was an unusually cold decade. *Newsweek*, *Time*, *The New York Times* and *National Geographic* published articles at the time speculating on the causes of

the unusual cold and about the possibility of a new ice age. But Thomas Peterson of the National Climatic Data Center surveyed dozens of scientific articles from 1965 to 1979 and found that only seven supported global cooling, while 44 predicted warming. Peterson says 20 others were neutral in their assessments of climate trends.

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

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

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

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

USA Today, February 21, 2008

Text 3

Atmosphere

by Gaston Bachelard

The atmosphere is a mixture of several gases. There are about ten chemical elements which remain permanently in gaseous form in the atmosphere under all natural conditions. Of these permanent gases, oxygen makes up about 21 percent and nitrogen about 78 percent. Several other gases, such as argon, carbon dioxide, hydrogen, neon, krypton, and xenon, comprise the remaining 1 percent of the volume of dry air. The amount of water vapor, and its variations in amount and

distribution, are of extraordinary importance in weather changes. Atmospheric gases hold in suspension great quantities of dust, pollen, smoke and other impurities which are always present in considerable, but variable amounts.

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

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

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

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

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

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

VII-семестр 10 соат

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

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

ГЛОССАРИЙ

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

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

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

ИЛОВАЛАР

5.1. ФАН ДАСТУРИ

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

Рўйхатга олинди.

№ _____
2019 й. " ____ " _____



Андижон давлат университети ректори:

проф. А.С. Юлдашев

2019 йил

**АМАЛИЙ ИНГЛИЗ ТИЛИ
ФАНИНИНГ**

ЎҚУВ ДАСТУРИ

(барча таълим йўналишлари учун)

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

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

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

Андижон – 2019

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

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

Фан дастури Андижон давлат университетида ишлаб чиқилди.

Тузувчилар:

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

КИРИШ

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

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

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

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

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

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

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

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

Фаннинг мақсад ва вазифалари

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

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

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

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

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

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

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

Прагматик компетенция қуйидагилардан иборат:

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

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

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

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

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

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

Лингвистик компетенция:

Тинглаб тушуниш

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

Гапириш

Диалог

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

Монолог

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

Ўқиш

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

Ёзув.

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

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

✓ Тил компетенцияси

Лексик компетенция

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

Грамматик компетенция

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

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

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

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

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

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

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

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

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

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

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

АСОСИЙ ҚИСМ

Нутқ мавзулари:

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

Амалий машғулот бўйича қўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

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

Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

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

Гапириш:

Диалог нутқ

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

Монолог нутқ

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

Ўқиш

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

Ёзма нутқ

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

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

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

Монологик нутқ:

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

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

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

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

Кўз югуртириб ўқиш:

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

Ёзма нутқ

Ёзма нутқ бўйича:

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

Лингвистик компетенция

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

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

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

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

* Минимумда олдинги боскичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам кирди.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

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

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимининг назорат қилиш

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

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

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

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

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

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

2. Гапириш бўйича:

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

3. Ўқиш бўйича:

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

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимининг ташкил этишининг шакли ва мазмуни

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

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

Таълим этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информацнон – методик таъминоти

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

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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www.examenliah.com
<http://www.edufle.net>

V.2 ISHCHI O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРАЛИГИ
АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ



“ТАСДИҚЛАНДИ”

Ўқувчилар буйича проректор

У.О.А.ж. А.Маматосупов

2019 й. 31-август

“АМАЛИЙ ИНЖЕНЕРЛИК”

фақинини

ИШЧИ ЎҚУВ ДАСТУРИ

(4 курс)

Билим соҳаси: 100000 - Гуманитар соҳа

Таълим соҳаси: 140000 – Табiiий фанлар

Таълим йўналишлари: 5140900- Экология

Умумий ўқув соати -28 соат

Шу жумладан:

Амалий машғулотлар –18 соат

7-семестр-18

Мустақил таълим соати– 10 соат

7-семестр-10

Андижон-2019й.

Фанининг ишчи ўқув дастури Андижон давлат университети кенгашининг 2019 йил "31" августдаги 1 сонли баёни билан тасдиқланган "Амалий инглиз тили" фанининг ўқув дастури асосида тайёрланган.

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

Ўқувчилар:

- Д.Рустамов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси мудири
- У.Курбанов – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
- М.Ахунوف – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси
- С.Абдукаҳхоров – АндДУ, Факультетлараро чет тиллар (аниқ ва табиий фанлар) кафедраси ўқитувчиси

Такризчилар:

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

АндДУ Чет тиллар факультети
декани:

2019 йил "31"

08

А.Маматкулов

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

2019 йил "31"

08

Д.Рустамов

К И Р И Ш

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

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

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

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

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

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

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

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

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

Фаннинг мақсад ва вазифалари

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

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

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

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

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

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

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

Прагматик компетенция қуйидагилардан иборат:

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

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

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

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

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

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

Лингвистик компетенция:

Тинглаб тушуниш

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукамал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;

- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

Гапириш

Диалог

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

Монолог

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

Ўқиш

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

Ёзув.

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

Лексик компетенция

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

Грамматик компетенция

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

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

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

Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни

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

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

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

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

Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:

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

ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;

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

АСОСИЙ ҚИСМ

Нутқ мавзулари:

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

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

№	Мавзулар номи	Ажратилган соат		
		Жами	Амалий	Мустақ. таълим
VII- семестр				
1.	Таълим мавзуси (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо) ва Ижтимоий маданий (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари)	28	18	10
	Жами	28	18	10

Амалий машғулот бўйича кўрсатма ва тавсиялар

Амалий машғулот учун қуйидаги мавзулар тавсия этилади:

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

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

№	Амалий машғулотлар мавзулари	Соат
1.1	Lesson 1 History of the specialty studied	2
1.2	Lesson 2 Areas of specialization studied	2
1.3	Lesson 3 Great representatives of the studied area	2
1.4	Lesson 4 Actual problems of the studied area	2
1.5	Lesson 5 Professional ethics	2
1.6	Lesson 6 Currently being taught of special subjects	2
1.7	Lesson 7 Studying of foreign experience in the specialty, formation of the ability to interpret scientific literature	2
1.8	Lesson 8 Preparation of presentations on specialization and formation of skills of presentation	2
1.9	Lesson 9 Preparation of an article and annotation for the specialty	2
	Jami:	18

Умумий босқич

Нутқ компетенцияси

Босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалог нутқ

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

Монолог нутқ

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

Ўқиш

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

Ёзма нутқ

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

Касбга йўналтирилган босқич

Касбга йўналтирилган босқичнинг асосий мақсади:

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

Тинглаб тушуниш:

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

Гапириш:

Диалогик нутқ

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

Монологик нутқ:

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

Ўқиш:

Танишув ўқиш

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

Синчиклаб (ўрганиб) ўқиш

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

Ўқиш тезлиги, ҳажми:

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

Кўз югуртириб ўқиш:

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

Ёзма нутқ

Ёзма нутқ бўйича:

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

Лингвистик компетенция

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

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

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

Курс	Умумтаълимий минимум		Касбий лексика	Жами
	Актив*	Пассив**	Актив	

1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

* Пассив лексикага актив лексика ҳам киради.

Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш

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

тинглаб тушуниш - 25% ;

гапириш - 25%;

ўқиш – 30%;

ёзув – 20% .

Талабалар билимини назорат қилиш

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

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

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

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

Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

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

2. Гапириш бўйича:

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

3. Ўқиш бўйича:

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

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

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

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

VII-семестр 10 соат

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

Тавсия этилаётган мустақил ишларнинг мазмуни

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

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

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

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

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

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

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

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

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

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

Дастурнинг информатсион – методик таъминоти

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

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

Рейтинг тизими асосида баҳолаш мезони

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

Умумий кўрсаткич:

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

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

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

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

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

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

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

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.

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

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

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

www.examenglish.com

<http://www.edufle.net>

V.3 TARQATMA MATERIALLAR

Colloids

Colloids (acc. to charge)

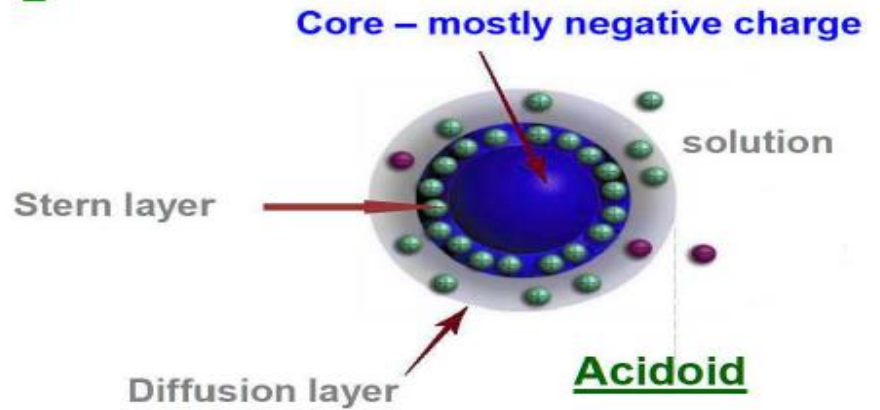
Acidoids (adsorb cations)

Bazoids (adsorb anions)

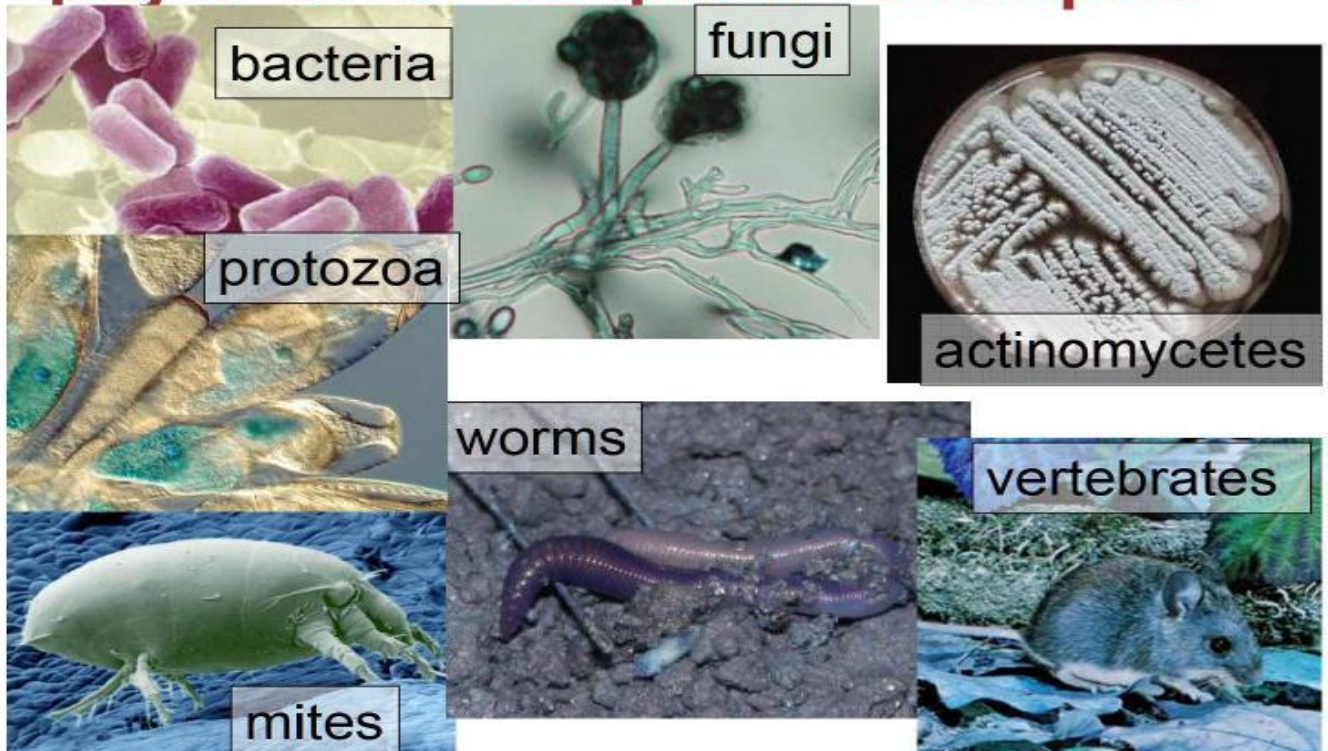
Ampholytoids (charge acc. to pH)

pH ↓ ... bazoids

pH ↑ ... acidoids



phyto- a zoo-edaphon - examples



Human impact on soils



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



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



Vegetation

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



trees – forests, rainforests



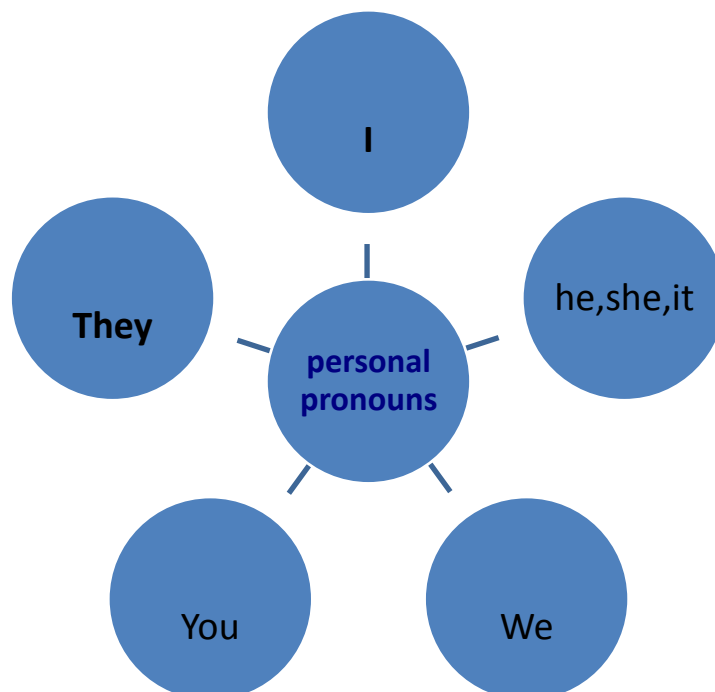
«KLASTER» metodi

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

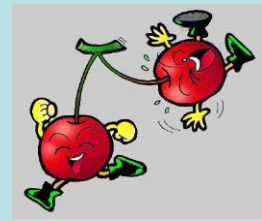
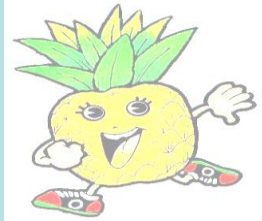
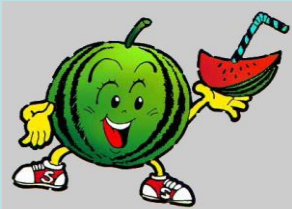
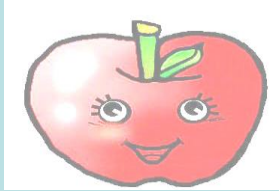


Grammatika: Personal Pronouns –Kishilik olmoshlari

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

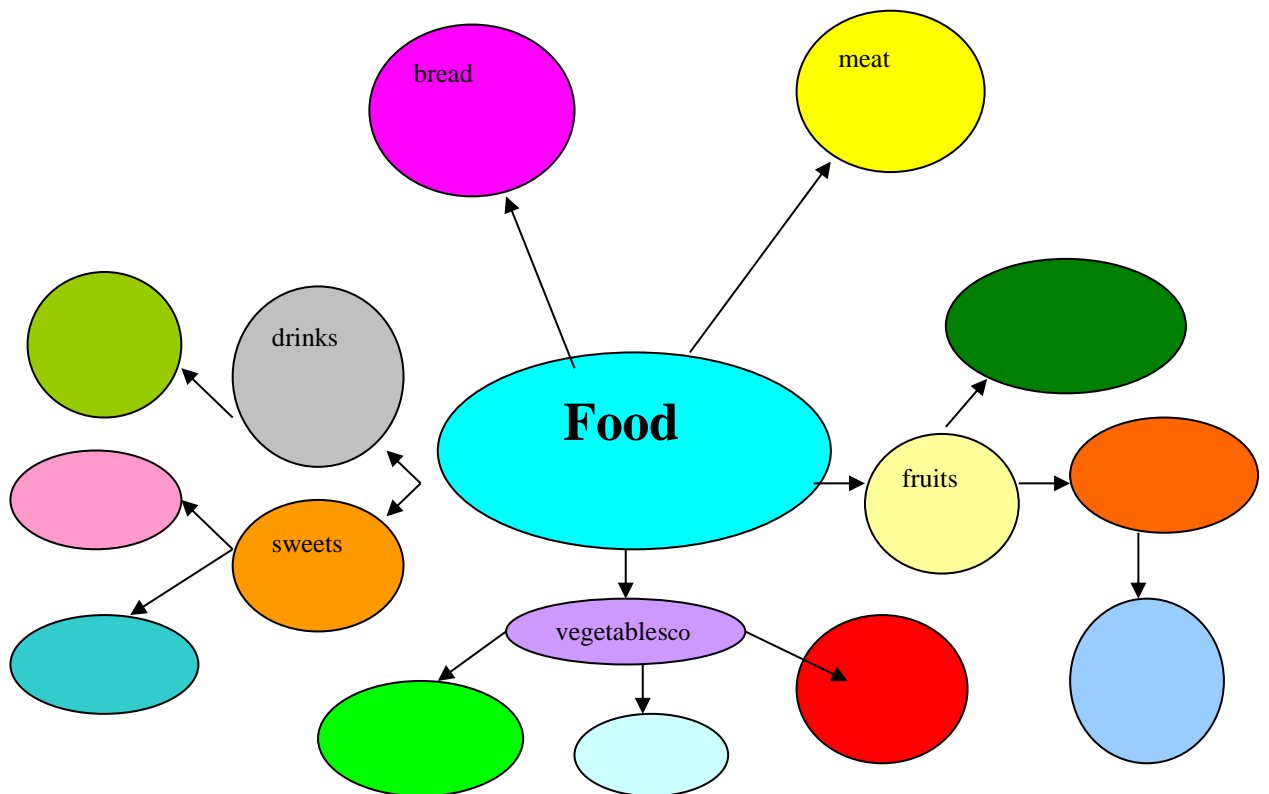


Quyidagi rasmlarning nomlarini ingliz tilida ayting va ular ishtirokida gaplar tuzing.



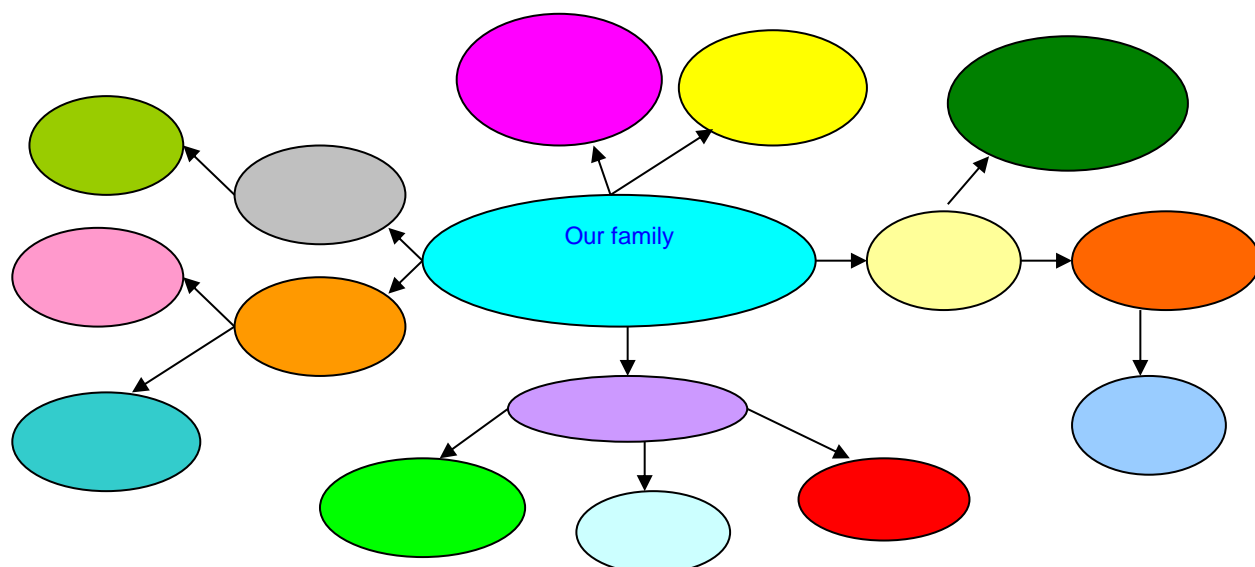
«KLAster» metodi

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



faqat ularni yozing.

«KLASTER» metodi



Guruhlar uchun topshiriqlar:

Quyidagi rasm asosidagi soʻz va iboralardan foydalanib hikoya tuzing.

I- guruh:



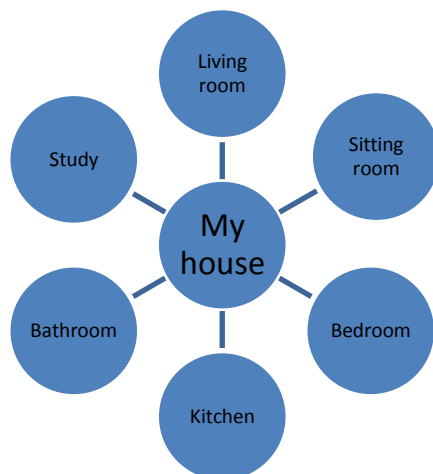
II- guruh:



III- guruh:



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



Guruhlar uchun topshiriqlar.

Guruh №1

How do you spend your day off?

Guruh №2

How did you spend your last day off?

Guruh №3

What are your plans for your next day off?

Basic nomenclature

Soil horizon designations

layers with properties different from other adjacent layers

litter layer

A (humus)

B (leached)

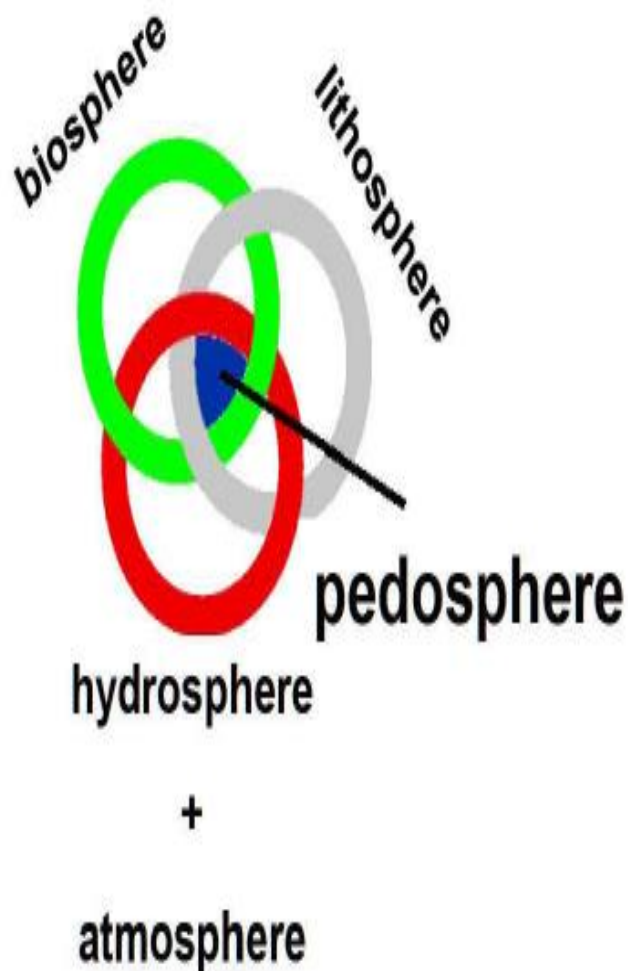
C (bedrock substrate)

R (bedrock)



Soil profile –
vertical
section
combining
all soil
horizons

Soil – interface of systems



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

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

soil is described according to
soil horizons

V.4 TESTLAR

1. PRACTICE TESTS

1.1. GRAMMAR TESTS

Grammar Test 1

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

1. The universe is estimated _____ between 10 billion and 20 billion years old.
A) being B) to be C) which is D) is
2. Genetically, the chimpanzee is more similar to human _____.
A) and than any other animal B) than any other animal C) any other animal is
D) and any other animal is
3. _____ in 1939, the Borne Bridge spans the Cape Cod Canal and is one of the many grand projects of the Depression era.
A) Completed B) Completing C) Completes D) Being completing
4. Like the pyramid, the volume of a cone _____ by multiplying the area of the base by one third the altitude.
A) obtain B) is obtained C) obtaining D) obtains
5. Over the past 40 years, world demand for food _____.
A) triple B) tripled C) have tripled D) has tripled
6. The organizers would have responded positively to proposals if they _____ by 10th June.
A) were submitted B) would be submitted C) had been submitted D) would have been submitted
7. When I finish the course next year I _____ speak perfect French.
A) can B) will can C) was able to D) will be able to
8. You _____ to visit most museums in Britain.
A) mustn't pay B) don't have to pay C) cannot pay D) need not have paid
9. What _____? I can't find it in the dictionary.
A) means the word 'heliotrope' B) mean the word 'heliotrope'
C) does the word 'heliotrope' mean D) do the word 'heliotrope' mean
10. He _____ that his mobile phone had been out of action all day.
A) told B) said C) asked D) wanted to know
11. We asked the travel agent _____ a swimming pool at the villa.

A) is there B) was there C) if there was D) whether there is

12. I've never heard _____ ridiculous speech.

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

Grammar Test 2

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

1. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.

A) of B) that C) is that D) which is

2. The basic premise behind all agricultural production is _____ the riches of the soil available for human consumption.

A) to be made B) the making C) making is D) to make

3. So many whales _____ that they are in danger of dying out.

A) were killed B) are killed C) have killed D) have been killed

4. By the third month of the war rebel forces _____ most of the province.

A) takes B) took C) had taken D) were taking

5. If you _____ the 'record' button, the green light will come on.

A) will press B) would press C) press D) should press

6. The council _____ find ways of cutting costs last year.

A) must B) had to C) will have to D) has to

7. Unfortunately, you _____ grow bananas in the British climate.

A) may not B) can't C) must not D) ought not to

8. Who usually _____ the certificates at the graduation ceremony?

A) does present B) do present C) presents D) present

9. The manager told us last Friday evening that he wanted us in at 8 a.m. _____ to start the Saturday sale.

A) tomorrow B) the next day C) today D) the day before

10. The Stanford University survey asked respondents how much time _____ on the Internet.

A) did you spend B) did they spend C) they spend D) they spent

11. Generally_____, our best business comes via our website.

A) to speak B) speaking C) having spoken D) to have spoken

12. I have to say that the hotel wasn't quite _____ the brochure claimed.

A) as luxurious as B) more luxurious as C) so luxurious how D) as luxurious how

Grammar Test 3

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

1. Modern skyscrapers have a steel skeleton of beams and columns _____ a three-dimensional grid.

A) forms B) from which forming C) and forming D) that forms

2. In the late 1970s and early 1980s, the United States developed a reusable space shuttle _____ to space cheaper and easier.

A) to make access B) and making access C) which made accessible D) and made accessible

3. When I graduate from college next June, I _____ a student here for five years.

A) has been B) will be C) will have been D) had been

4. No biological life was found, though it _____ by many scientists.

A) had speculated B) have been speculating C) speculated D) had been speculated

5. If the museum had charged money for entry, a lot of people _____ able to use it at that time.

A) would not be B) would not have been C) were not D) had not been

6. Thanks to satellite technology, we _____ now predict hurricanes quite accurately.

A) may B) ought C) can D) must

7. If you think a piece of equipment in the gym isn't working properly and _____ mending, tell the instructor.

A) must B) may be C) should be D) needs

8. The government has broken all its pre-election promises regarding the Health Service, _____?

A) hasn't it B) hasn't the government C) has not it D) isn't it

9. The veterinarian told the farmer _____ the animal sleep.

A) let B) to let C) not let D) to not let

10. Professor Jones rang from Vancouver. He said he _____ to stay another week as the research was still going on there.

A) decides B) has decided C) had decided D) will decide

11. The Hyperlink modem is much _____ than any others in our catalogue.

A) fastest B) the fastest C) more faster D) faster

12. _____ regularly, the engine should last for 200,000 kilometers.

A) Serviced B) Servicing C) Service D) Having been servicing

Grammar Test 4

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

1. _____ more than 65,000 described species of protozoa of which more than half are fossils.

A) Being that there are B) There being C) Are there D) There are

2. We are not allowed _____ any arrangements for the conference before talking to him.

A) make B) made C) to make D) had made

3. In recent years, scientific and technological developments _____ human life on our planet.

A) change B) have changed C) have change D) changed

4. If the form had been completed correctly, the transfer _____ only two days.

A) would take B) will take C) took D) would have taken

5. Latecomers _____ to enter the theatre until there is a suitable break.

A) may not B) will not may C) will not be allowed D) will not have

6. Applicants for this desk-top publishing course must have good keyboarding skills but _____ to have prior publishing experience.

A) don't need B) must C) need D) mustn't

7. _____ does it take you to get to the university campus?

A) How quickly B) When C) How long D) How far

8. The manager asked the staff _____ anything in the office before the police arrived.

A) to touch B) not to touch C) to not touch D) don't touch

9. There are so many people here! But that TV programme a few weeks ago said the smaller islands of the archipelago _____ mostly uninhabited and very peaceful.
A) are B) is C) was D) were
10. The scientists said it was one of _____ earthquakes ever.
A) most powerful B) the most powerful C) powerfulest D) more powerful
11. _____ rich, he won't be able to afford this equipment.
A) Being not B) Not being C) Having not been D) Not to be
12. The candidates _____ in alphabetical order.
A) will be interviewed B) will interview C) will have been interviewed D) will have interviewed

Grammar Test 5

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

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

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

Grammar Test 6

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

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

- A) our B) us C) we D) ours
9. I asked Martha _____ the conference had gone well.
A) what B) did C) if D) that
10. My boss was very supportive and encouraged me _____ for the promotion.
A) to apply B) to have applied C) to applying D) to be applied
11. Tourism today is an industry _____ has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue.
A) who B) which C) whose D) where
12. There is hardly _____ to be seen in the city centre after dusk.
A) nobody B) anybody C) everybody D) one
13. The new manager is sure _____ into ways to cut costs.
A) to looking B) to look C) being looked D) to be looked
14. Our new security scheme is much _____ than the previous Government's.
A) generouser B) more generouser C) generousest D) more generous
15. The Black Sea is _____ the North Sea.
A) not so stormy than B) not stormy as C) not so stormy like D) not so stormy as

Grammar Test 7

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

1. I _____ for a German laboratory for two years, from 1990 to 1992.
A) work B) have worked C) have been working D) worked
2. We _____ our normal suppliers, but we have changed our minds because we have found some new ones that are cheaper.
A) will use B) are going to use C) will be using D) were going to use
3. The statistics published yesterday _____ that over 30000 subscribers a week are turning to high-speed Internet services.
A) shows B) show C) are shown D) were shown
4. Gas is made up of very _____ molecules.
A) few B) less C) much D) a large number
5. They refused to give _____ explanation to the fact.
A) some B) any C) no D) not any
6. We had to get an interpreter in Japan because none of us _____ speak Japanese.
A) knew B) were able C) could D) succeeded
7. The Manager asked me _____ of the new proposal.
A) what did I think B) if I thought C) that I did think D) what I thought
8. He apologized _____ at the meeting late.

- A) to arrive B) that he arrived C) of arriving D) for arriving
9. You _____ yet whether to study management or business administration.
A) need decide B) need deciding C) needn't decide D) need to have decided
10. Do you think we will be able to find _____ amongst all the people at the exhibition hall?
A) ourselves B) us C) each other D) our
11. All the problems _____ from both theoretical and experimental viewpoints.
A) will deal B) will deal with C) will be dealt with D) deal with
12. This keyboard is much _____ than any other in our catalogue.
A) conveniener B) convenientest C) more conveniener D) more convenient
13. These _____ are available in current literature.
A) datum B) datums C) datas D) data
14. The atomic weight of sulphur is twice _____ that of oxygen.
A) as large as B) as large than C) larger as D) so large as
15. There will be a repeat of the smog crisis of two years ago here if nothing _____ to control the fires.
A) be done B) will be done C) would be done D) is done

Grammar Test 8

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

1. We _____ that the authorities are not doing enough to restore this beautiful lake to its former state.
A) believing B) are believing C) believes D) believe
2. Customers in remote areas do not know whether the phone lines in their areas _____.
A) will be being upgraded B) will upgrade C) will be upgraded
D) will have upgraded
3. Monsieur Degas _____ this afternoon, but he rang to change the appointment to next Tuesday.
A) would come B) was going to come C) is going to come D) will have come
4. _____ you those figures yet?
A) Has he sent B) Have he sent C) Has he send D) Did he send
5. Neil's a good administrator, but if he deals with customers, he always _____ problems.
A) creating B) creates C) created D) would create
6. If the temperature _____, the experiment might have been a failure.

- A) had been not raised B) had not been raised C) had not raised D) would have been raised
7. I haven't seen Simone for ages - she _____ in a different department.
A) should work B) needn't have worked C) must be working D) ought to have been working
8. _____ these hypotheses can explain the origin of the solar system.
A) Nothing of B) No of C) Nobody of D) None of
9. At the meeting the shareholders asked how the company _____ in the previous year.
A) did B) had done C) have done D) has done
10. At present intensive research _____ on the improvement of spaceflight conditions.
A) is done B) is doing C) is being done D) has been done
11. You _____ such a long essay. Three paragraphs would be enough to demonstrate your writing ability. You have written much more than that.
A) need have written B) needn't have written C) need write D) need writing
12. I thought the Government _____ genetically modified food. Didn't the Prime Minister say that himself?
A) is supported B) supported C) have been supported D) will support
13. Electronic devices are in wide use in this _____.
A) laboratory research B) laboratory's researches C) laboratories researches D) laboratories's research
14. The physiologists are rather worried about the side effects of aspirin. Can you recommend a _____ alternative?
A) safier B) safer C) more safe D) more safer
15. The older the formations, _____ generally to study.
A) hard they are B) they are hard C) the harder they are D) harder they are

Grammar Test 9

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

1. The main advantage of broadband Internet is that files _____ by users up to 40 times faster than with a dial-up modem.
A) can download B) can be downloaded C) must be loaded D) could download
2. How many units _____ last year?
A) sold you B) have you sell C) have you sold D) did you sell
3. If sales continue to do this well, we _____ our target by the end of next month.

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

Grammar Test 10

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

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

- A) as much in summer as B) as many in summer as C) so
 much in summer than D) as much in summer like

Grammar Test 11

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

1. Prior to the 19th century, professional scientists _____ and scientific research was largely carried out by amateurs.
 A) have not existed B) not existed C) did not exist D) do not exist
2. Everybody _____ that rainforests are disappearing.
 A) is knowing B) are knowing C) know D) knows
3. Analysis of the Martian soil suggests that water exists on Mars, and there are a _____ areas where scientists believe ice forms and melts.
 A) many B) much C) few D) little
4. In recent years, many plans _____ for large 'floating cities' with living accommodation for as many as 50,000 people.
 A) have made B) have been making C) have been made D) making
5. The world's oceans contain huge amounts of salt. In fact, if you _____ all the salt from the oceans, you _____ to use it to build a wall about 300 km wide and a kilometer tall all around the Earth!
 A) remove/will be able B) removed/would be able
 C) had removed/would have been able D) would remove/were able
6. When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are _____ to Earth.
 A) a lot nearer B) nearer than C) less near than D) more nearer
7. The explorer tried _____ the journey the next year, but failed again.
 A) complete B) completing C) to complete D) in completing
8. Rapid population growth _____ cause problems.
 A) must B) can C) need D) have to
9. You _____ look at other students' work. It's against the rules.
 A) had better not B) needn't C) don't have to D) mustn't
10. The latest study _____ by these two environmental engineers has produced mixed results.
 A) conducting B) conducted C) been conducted D) having been conducted
11. Polar bears, _____ are excellent swimmers, can often be seen in open water kilometers from land.
 A) that B) which C) whom D) why
12. It remains to be seen _____ great companies or make them stronger than ever.
 A) if the new technology will weaken B) will the new technology weaken
 C) weaken the new technology D) when the new technology weakens
13. The participants were told _____ any questions while the experiment was going on.

- A) not to ask B) not ask C) do not ask D) to not ask
14. According to the plans, for this project, this huge ship _____ from smaller units.
A) will construct B) will be constructing C) will be constructed D) will have been constructed
15. _____ a range of forest types depending on the annual rainfall.
A) It is B) They are C) There are D) There is

Grammar Test 12

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

1. Although rainforests cover only six per cent of the Earth's land surface, they _____ about 50% of all species of life on the planet.
A) containing B) are containing C) contain D) have been containing
2. When Edouard Benedictus, a French scientist, _____ in his laboratory, he dropped a glass bottle which had some plastic inside – and invented safety glass.
A) was working B) has worked C) works D) worked
3. _____ desert plants store food in their leaves or roots, and some desert plants can live for many years.
A) Many B) A lot C) Lots D) much
4. The passengers of the cruise ship _____ with all kinds of entertainment and sports facilities.
A) will have provided B) will be provided C) will provide D) will be providing
5. Humans are among the few animals to have colour vision. If you _____ a horse, for example, you _____ everything in black and white.
A) would be/saw B) are/will see
C) had been/would have seen D) were/would see
6. Planets are very far away, and a journey to Mars would take about 9 months, _____ a journey to the Moon (about 3 days).
A) more longer than B) as long as C) much longer than D) longest than
7. John Stuart decided _____ Australia from south to north in 1859.
A) cross B) to cross C) crossing D) in crossing
8. One of the possible reasons for sleeping is that if we didn't sleep and save some energy, we _____ have to eat a lot more food.
A) can't B) will C) may D) must
9. Are you any good at athletics? How fast _____ you run?
A) should B) must C) need D) can
10. Before _____ about the problems caused by large-scale industry, it makes sense to consider small-scale pollution at home.
A) worrying B) worried C) been worried D) having been worried
11. Today, mountain forests and fresh springs surround the rim of the crater's walls, _____ reach an elevation of 2286 km.

- A) that B) what C) those D) which
12. Do you happen to know _____ similar in size?
 A) are the Arabian Desert and the Gobi Desert B) whether the Arabian Desert and the Gobi Desert are
 C) the Arabian Desert and the Gobi Desert are D) if are the Arabian Desert and the Gobi Desert
13. The Managing Director told his secretary _____ anyone in during the staff meeting.
 A) not let B) don't let C) not to let D) to not let
14. Old companies always _____ new technology.
 A) fear B) are feared C) are being feared D) have been feared
15. Each species of frog has a particular set of sounds, because _____ important that frogs of the same species find each other.
 A) it is B) they are C) there is D) there are

Grammar Test 13

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

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

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

Grammar Test 14

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

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

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

Grammar Test 15

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

1. News of this technological development _____ some years ago.
A) has been published B) was published C) published D) have been published
2. Since the early 1980s, we _____ aware of the devastating effects of large-scale environmental pollution.
A) are B) have been C) are being D) will be
3. Reptiles, such as snakes, lizards and tortoises, spend _____ hours in the sun to generate body heat.
A) lots B) a lot C) many D) much
4. New technologies always _____ within them both threats and opportunities.
A) contain B) are contained C) containing D) have been contained

Sound Advice for Language Learners

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

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

Vocabulary Test 2

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

Improving Your Intellect

A (0)...B..... of researchers at the University of California claimed in a recently published report that listening to classical music can actually improve one's level of intelligence. This surprising claim was (1)..... after groups of volunteers listened to three different tapes and completed IQ tests after listening to each one. The volunteers (2)..... ten minutes of Mozart, a relaxation tape and a recording of silence. When making the test after listening to Mozart, the subjects' scores were

noticeably (3)..... than after the other two. However, the tape had no (4)..... effect on any of the volunteers' intelligence levels.

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

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

Vocabulary Test 3

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

Environmental Concerns

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

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

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

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

Vocabulary Test 4

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

No More Classes

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

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

Exciting? Certainly, and an interesting alternative to traditional classroom lessons. But would it ever (10)..... the classroom? Hopefully not. (11)..... the need to relate to real people talking about real issues and generally learning a little

more about others will always lead language learners to (12).....at least a little of their time with real people.

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

Vocabulary Test 5

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

The Sahara

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

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

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

Vocabulary Test 6

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

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

Vocabulary Test 7

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

- A conscientious scientist hardly ever bases his research on a guess.
A) probably B) variably C) scarcely D) undeniably
- The University basketball team is undoubtedly the best one in the city.

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

Vocabulary Test 8

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

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

- A) even B) a little C) a lot D) much
10. Gradually the participants of the conference filled the conference hall.
A) all at once B) recently C) suddenly D) little by little

Vocabulary Test 9

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

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

Vocabulary Test 10

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

1. The Alps are huge and treacherous mountains.
A) low B) spectacular C) enormous D) solid
2. In colonial times marketing was basically an exchange of goods and services.
A) a harmony B) a collection C) a trade D) a cycle
3. The doctor verified that the disease could be prevented.
A) confirmed B) stated C) believed D) disproved
4. The economic conditions influenced the Ukrainian life style.

- A) effected B) affected C) improved D) stabilized
5. We put up tents on the border of the lake.
 A) on the edge of the lake B) near the lake C) on the pier of the lake
 D) in front of the lake
6. We asked a plumber to take a look at our bathroom so he could make an estimate of the repair costs.
 A) a hypothesis B) a rough calculation C) a long list D) a proposal
7. We are alone here; you can tell me whatever you've come to tell.
 A) among friends B) by ourselves C) close together D) forgotten
8. Want of money forced the old man to go begging.
 A) excess B) love C) banishment D) lack
9. He acknowledged his defeat in the chess tournament by failing to appear in the last game.
 A) refused B) spoke about C) admitted D) learned about
10. The gallery displayed an authentic picture by da Vinci.
 A) genuine B) antique C) expensive D) forgotten

Vocabulary Test 11

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

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

Vocabulary Test 12

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

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

Vocabulary Test 13

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

1. A lot of _____ has been put into finding effective ways to protect our natural environment.
A) effort B) job C) task D) attempt
2. Nicolas Copernicus _____ the orbits of the planets.
A) created B) invented C) devised D) discovered
3. Computer services are at the public's _____ in most libraries.
A) availability B) employment C) disposal D) practicality
4. The vegetation in one part of the forest is so _____ that when you look up you cannot see the sky.
A) dense B) dim C) close D) heavy

5. I was under the _____ that you knew how to use this programme.
 A) understanding B) impression C) belief D) feeling
6. The famous scientist came _____ against different kinds of problems when he first settled in Spain.
 A) out B) in C) off D) up
7. When developing new products, there can be any number of problems that _____.
 A) await B) arise C) come D) exist
8. She was going to apply for a new job, but in the end she changed her _____.
 A) mind B) heart C) thoughts D) opinion
9. Playing a sport can help people to _____ with the stress of modern life.
 A) live B) manage C) cope D) survive
10. There is a _____ relationship between the quality of our employees and the quality of our products.
 A) strong B) high C) deep D) sharp

Vocabulary Test 14

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

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

Vocabulary Test 15

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

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

APPENDIX A

KEY TO PRACTICE TESTS

Grammar Tests

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocabulary Tests

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

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

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

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

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

Vocabulary Test 6: 1-C, 2-D, 3-A, 4-A, 5-B, 6-A, 7-D, 8-C, 9-C, 10-B

Vocabulary Test 7: 1-C, 2-C, 3-B, 4-A, 5-B, 6-C, 7-B, 8-D, 9-D, 10-A

Vocabulary Test 8: 1-B, 2-D, 3-A, 4-C, 5-B, 6-C, 7-A, 8-C, 9-B, 10-D

Vocabulary Test 9: 1-B, 2-B, 3-D, 4-A, 5-C, 6-D, 7-A, 8-C, 9-C, 10-A

Vocabulary Test 10: 1-C, 2-C, 3-A, 4-B, 5-A, 6-B, 7-B, 8-D, 9-C, 10-A

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

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

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

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

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

V.5 БАҲОЛАШ МЕЗОНИ

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

Рейтинг тизими асосида баҳолаш мезони

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

Талабалар ЖН дан тўплайдиган балларнинг мезонлари

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

Талабалар ОН дан тўплайдиган балларнинг мезонлари

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

Талабалар ЯН дан тўплайдиган балларнинг мезонлари

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

Умумий кўрсаткич:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Аъло	<ul style="list-style-type: none"> ✓ Янги мавзуни Инглиз тилида тушунтириш ва мазмунини оғзаки еркин баён қила олиш; ✓ Инглиз тилида ижодий фикрлай олиш; ✓ Инглиз тилида мустақил мушоҳада қила олиш; ✓ Инглиз тилида оғзаки ахборот бера олиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Олган билимларни амалда қўллай олиш;
71-85 балл учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим	Яхши	<ul style="list-style-type: none"> ✓ Тил ўрганилаётган мамлакат тилида ўз фикрини тушунтира билиш; ✓ Мустақил мушоҳада юрита олиш; ✓ Тасаввурга ега бўлиш; ✓ Луғат ёрдамида таржима қила олиш; ✓ Матн мазмунини қисқача тушунтира олиш;
55-70 балл учун талабанинг билим	Қониқарли	<ul style="list-style-type: none"> ✓ 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	Қониқарс из	✓ Ўқий олмаслик; ✓ Гапира олмаслик; ✓ Тасаввурга ега бўлмаслик; ✓ Билмаслик.

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

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

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

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

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

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

Якуний назорат ёзма шаклда ўтказилади.

Якуний назорат максимал 30 баллик тизимда ўтказилади.