

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ИСЛОМ КАРИМОВ НОМИДАГИ ТОШКЕНТ ДАВЛАТ ТЕХНИКА
УНИВЕРСИТЕТИ ТЕРМИЗ ФИЛИАЛИ**
«Енгил саноат ва кимё технологиялари» факультети
«Ўзбек тили ва адабиёти» кафедраси



**« Хорижий тил »
фани бўйича
ЎҚУВ – УСЛУБИЙ МАЖМУА**



**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
ТОШКЕНТ ДАВЛАТ ТЕХНИКА УНИВЕРСИТЕТИ
ТЕРМИЗ ФИЛИАЛИ**

Рўйхатга олинди:
№ _____
“ _____ ” _____ 2020 йил

“ ТАСДИҚЛАЙМАН”
ТДТУ
Термиз филиали ўқув
ва тарбиявий ишлар бўйича
директор ўринбосари:
_____ доцент Ф.Ж.Носиров
“ _____ ” _____ 2020 йил

**“Ўзбек тили ва адабиёти” кафедраси
“Хорижий тил ”
фани бўйича**

ЎҚУВ-УСЛУБИЙ МАЖМУА

Билим соҳаси(лари):	300000	Ишлаб чиқариш-техник соҳа
Таълим соҳаси(лари):	320000	Ишлаб чиқариш технологияси
Таълим йуналиши:	5320400	Кимёвий технология (<i>камёб, тарқоқ ва нодир металллар</i>)
	5320400	Кимёвий технология (<i>силикат материаллари</i>)

Термиз 2020

Ушбу ўқув –услугий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2018 йил “14” июндаги “531”-сонли буйруғининг 1-илоvasи билан тасдиқланган фан дастури асосида ишлаб чиқилди.

Тузувчи: **В.В.Сакбаева** -“Ўзбек тили ва адабиёти” кафедраси
ассистенти
Такризчи: **Мадалов Н.Э.**ТерДУ “ Хорижий тил ва адабиёти”
кафедраси катта ўқитувчиси

Ушбу ўқув услубий мажмуа И. Каримов номидаги Тошкент давлат техника университети Термиз филиали “Ўзбек тили ва адабиёти” кафедрасининг 2020 йил _____ даги 1-сонли йиғилишида муҳокамадан ўтган ва факултет кенгашида муҳокама қилиш учун тавсия этилган.

Кафедра мудирини: _____ Ў.Абдиназаров

Ушбу ўқув услубий мажмуа И.Каримов номидаги Тошкент давлат техника университети Термиз филиали “Енгил саноат ва кимё технологиялари” факультетининг кенгашида кўриб чиқилди ва филиал услубий кенгашида муҳокама қилиш учун тавсия этилди.

2020 йил _____-августдаги 1-сонли баённома.

Факултет декани: _____ Ж.Раҳмонқулов

Ўқув-услугий мажмуа И.Каримов номидаги Тошкент давлат техника университети Термиз филиалининг илмий-услугий кенгашида кўриб чиқилди ва тасдиқланди. 2020 йил _____ даги № _____-сонли мажлис баённомаси.

Келишилди:

Илмий кенгаш раисининг қотиби : _____ **О.Қаршиев**

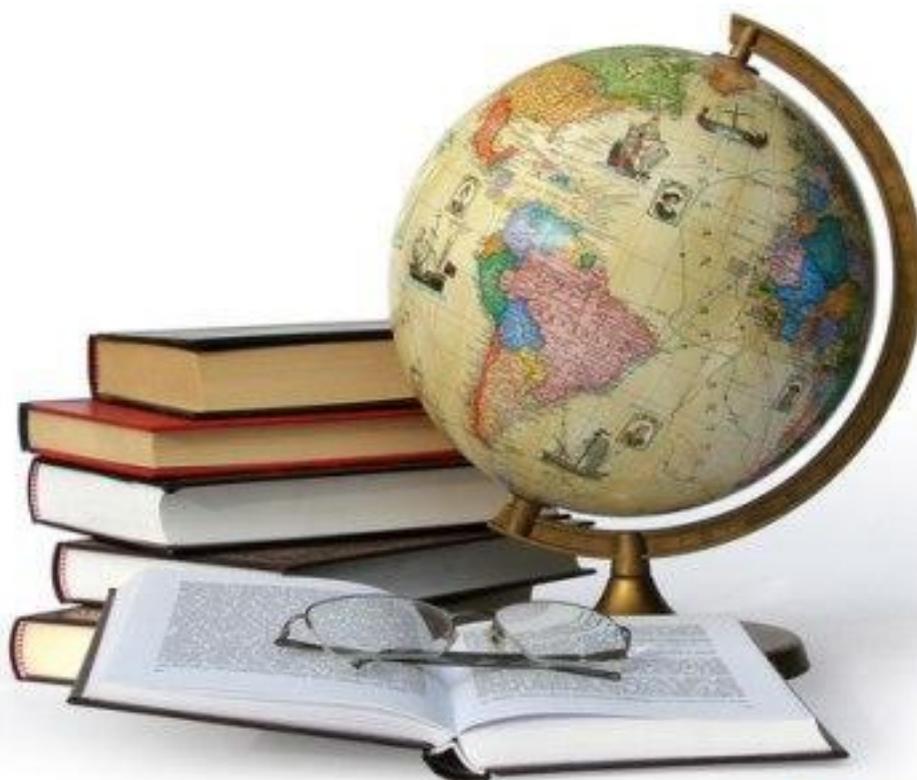
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Practical Sessions



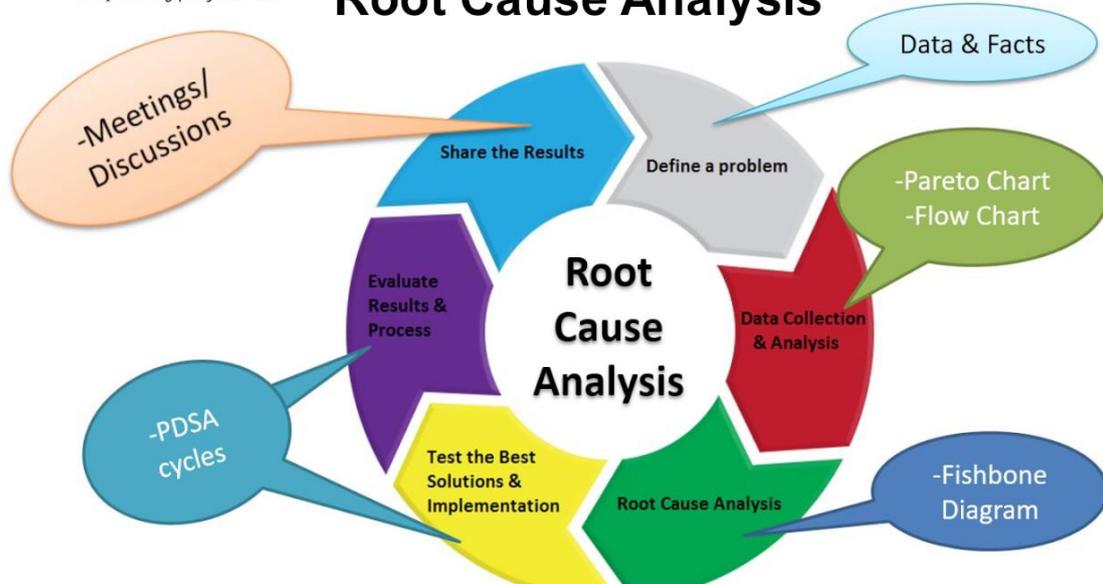
TheDifference.ru

LESSON 1
THE THEME: PROBLEM CAUSE (2 HOURS)

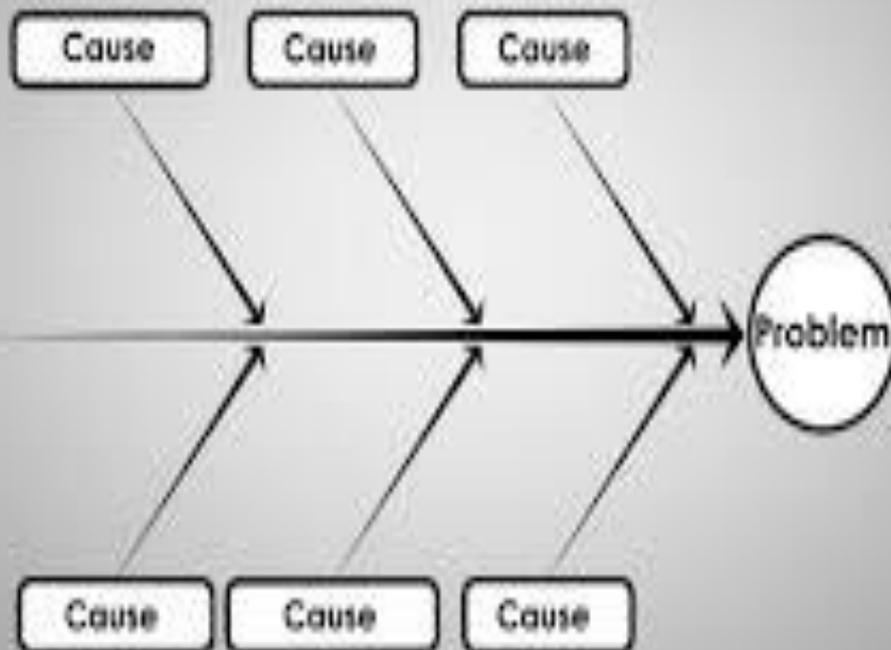
Brainstorming! What do you think about it!



Root Cause Analysis



Fishbone Diagram



Lesson 1

PROBLEM CAUSE

Read the quotes and discuss them.

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

Most of the problems are because of two reasons : We act without thinking or we keep thinking without acting.
Unknown

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

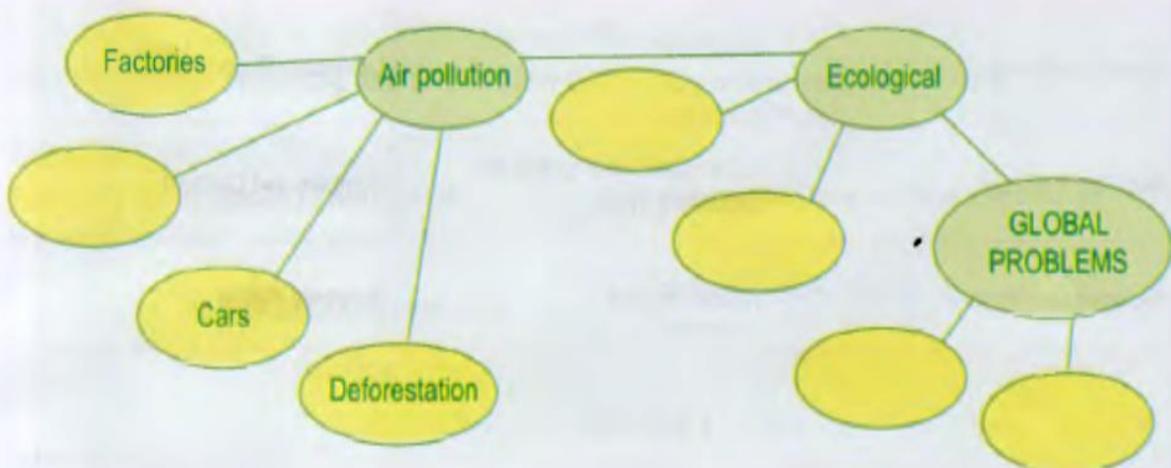
Lao Tzu

1 Work in pairs. Answer the questions.

What problems do people have as a child, teenager, adolescent, adult and aged?
What are root causes of personal problems?



2 Work in groups of four or five. Look at the sample and fill in the cluster.



3 Match the words and definitions

superficial	not thorough, deep, or complete; cursory
to fix	a solution to a problem, especially one that is hastily devised or makeshift
repeatedly	if you do something repeatedly, you do it many times
to figure out	if you figure out a solution to a problem or the reason for something, you succeed in solving it or understanding it
an incident	an instance of something happening; an event or occurrence
a reason	a cause, explanation, or justification for an action or event
a likelihood	the state or fact of something being likely; probability
to trigger	an event that is the cause of a particular action, process, or situation
to trace (back)	if you trace the origin or development of something, you find out or describe how it started or developed

4 (T1) Read the descriptions. Listen and write the types of causes.

Types of problems 1. _____ 2. <u>Human causes.</u> 3. _____	Root causes _____ humans' irresponsibility or indifference _____
--	---

5 Listen to the track again and fill in the gaps with the words from the box.

superficially, to fix it repeatedly, to figure out, the incident, reasons, the likelihood, triggers, tracing back

- If you only set a problem *superficially*, the problem will almost certainly happen again... will lead you to _____ of action concerning the same problem.
- Look deeper _____ why the problem is occurring, you can fix the underlying systems and processes that cause the problem..
- A specific set of steps to find the primary cause of the problem are: determining _____, figuring out what to do to reduce _____ that it will happen again.
- An action in one area _____ an action in another, and another, and so on.
- By _____ these actions, you can discover where the problem started and how it grew into the symptom you're now facing.

6 Read anecdotes and write down their problem cause types.

_____ the road is so badly repaired that my neighbour recently has had a misfortune to get the back wheel of her car stuck in one of the enormous potholes outside my gate. She wasn't only most distressed by the incident but also had to pay for a breakdown truck to pull her car out.

Once I asked my secretary to prepare documents for the conference. She was very responsible, so I didn't even suspect that she could fail me. But when I came to the office nothing was ready. She said that one of our colleagues made her do his work, and she couldn't refuse him as she was an aged person _____

The thing that worries me most about the world is increasing of ozone hole. There has been dramatic increase in number of cases of skin diseases due to the damage to the ozone layer _____

7 Write three problems you faced last week and explain their roots.

8 Discuss the question below with the whole group.

— What problems arise in the field of your specialty nowadays (mention all three types of problem cause)?

9 Use the linking words/phrases from the list below to fill in the table. The first has been done for you.

in the first place, also, for example, to sum up, moreover, firstly, although, to begin with, all things considered, such as, therefore, on the other hand, however, apart from this, in other words, in particular, for instance, for addition, because, taking everything into account, furthermore, for one thing, since, lastly, secondly, nonetheless, while

1	To list points	In the first place,
2	To add more points	
3	To introduce opposing viewpoints	
4	To introduce examples/reasons	
5	To conclude	

10 Complete the sentences making up problem related statements. Pay attention to the use of linking words.

e.g. The way I see it global problems concern the whole humankind, touching upon interests of all countries, nations and all levels of society.

- a. The way I see it _____
- b. In my opinion _____
- c. In the first place _____
- d. Another major reason _____
- e. Opponents of this view say _____
- f. In particular _____
- g. Taking everything into account _____

11 Work in pairs. Match the parts of sentences so that they define the meaning of the word "problem" in different spheres.

A problem in ...	chess	... can be ...	puzzle often for others to get instruction or intellectual satisfaction from determining the solution
	business		
	society		
	discourse		
	rock climbing		
	engeering		
	rock climbing		

12 Read the text. Match the sentence parts a-f and the paragraphs 1-6. Compare the results in pairs.

- a. _____ who aims to reallocate cyber capital to best serve the needs of the client _____
- b. _____ which is based on calculating the most efficient route between many places _____
- c. _____ that forces the climber to climb _____
- d. _____ set by somebody using chess pieces on a chess board _____
- e. _____ i.e., an apparent conflict _____
- f. _____ but because of the existence of a certain type of a problem in the world...

Problems can be divided into several types according to scientists' opinion.

1. In society, a problem can refer to particular social issues, which, if solved, yield social benefits, such as increased class harmony or industry productivity. Many would like to see an end to all social problems, known as a wicked problem, that may unfortunately never occur.
2. In business and engineering, a problem is often defined as a difference between actual conditions and those that are required or desired. Consider the case of the asset manager. Sometimes, the

Grammar: Linking words and phrases

When you are writing it is important that the connections between your ideas are made very clear. If you do not make clear links between your ideas then you cannot be certain that the reader will make the connections that you have intended. You can make your thoughts clear by using linking words and phrases to connect your ideas. For this reason linking words and phrases are often called **connectives**. Connectives act like a road map for the reader to indicate the flow and order of your writing and ideas. The use of linking words and phrases makes it easier for the reader to follow your ideas between parts of a sentence, from one sentence to another, and from one paragraph to another. Selecting the right connectives also forces you to think about how you are linking your ideas and whether the connections make sense or not.

Particular words and phrases serve different functions when connecting ideas. For example, they can signal or signpost the use of additional information, opposition or contrast, cause and effect, emphasis, clarification, or a relationship in time or sequence.

The following linking words and phrases can be used to provide your reader with indications about how your ideas are connected in your writing.

TYPE OF LINK	HOW IT IS USED	EXAMPLES
ADDITION	to add to what has been previously stated:	additionally ..., and also ..., apart from this ..., furthermore ..., in addition ..., moreover ..., further ..., what is more ...
CONDITION	to provide a condition to what has been stated:	if ..., in that case ..., provided that ..., unless ...
COMPARISON	to show how things are similar:	similarly ..., equally ..., in the same way ..., likewise ..., correspondingly...
CONTRAST	to show how things are different:	alternatively ..., conversely ..., even so ..., on the other hand ..., unlike..., differing from ..., contrary to ..., rather ..., whereas ..., instead ...
EMPHASIS	to put forward a point or idea more forcefully:	indeed ..., it should be noted ..., most importantly ..., to repeat ..., unquestionably..., in particular ..., notably ..., particularly ..., especially ..., above all ...
ILLUSTRATION	to provide examples:	for example ..., for instance..., to illustrate ..., to demonstrate...
RESTATEMENT	to express an alternative to what has been previously stated:	in other words ..., simply put ..., to put it differently ..., that is ...
CAUSE	to provide reasons for what has been stated or has occurred:	because ..., due to ...
EFFECT	to provide the effect of what has been stated or has	as a result ..., consequently ..., for this reason ..., hence ..., therefore ..., thus..., as

	occurred:	a consequence ...
CONCESSION	to accept a point or idea with reservations:	admittedly ..., although..., however ..., all the same ..., up to a point ..., even so ..., in spite of..., even though ...
GENERALISATION	to make a general statement:	as a rule ..., for the most part ..., generally ..., in general ..., on the whole ..., usually ..., in most cases ...
SUMMARY	to sum up what has been previously stated:	altogether ..., therefore ..., in conclusion ..., in short ..., to sum up ..., in summary ..., to conclude ...
ORDER	to indicate the order of what is being said:	first ..., second ..., third ..., next ..., before ..., earlier ..., finally ..., subsequently ..., previously ..., and then ..., meanwhile ...
	to mark the end of an ascending order:	above all ..., lastly and most importantly ..., last but not least ...
	to mark the beginning of a descending order:	first and foremost ..., first and most importantly ...

CAN YOU INSERT APPROPRIATE CONNECTIVE WORDS IN THE FOLLOWING SENTENCES?

Text A: In this exercise the category of connective word is given.

Our state's correctional system is plagued with problems. (a) _____ (*example*), high officials increase their personal wealth by awarding building and catering contracts to disreputable companies in return for bribes. (b) _____ (*addition*), promotions within the system are made on the basis of politics, not merit. (c) _____ (*effect*), the system is filled with people at the top who know little about what they are doing. (d) _____ (*addition*), careless security measures, allowing trusted inmates to control certain operations of the institution, are part of the growing problem. But one increasing tendency in particular is doing harm to the system's image and efficiency. This is the tendency of officials who are charged with important tasks and who make faulty decisions to cover up their mistakes. (e) _____ (*conclusion*), one would think that amid all the strife some effort would be made to rectify these problems, but a seemingly dogged determination to resist change overshadows the system.

Text B: In this exercise you will have to decide which category is most appropriate.

Genetic screening in business, or testing the genes of employees to see if they are susceptible to workplace-related diseases, may present problems for the tested. (a) _____, the genetic screening tests and technology in general are in their infancy stages. (b) _____, many physicians and health professionals doubt their reliability. (c) _____, once genetic information is recorded on employees, it cannot always be kept secret. Even though employers are assured that their medical files are confidential, clerical staff have access to them. (d) _____, if they are

entered into a computer data base, they are available to anyone with access. (e) _____, some argue that such screening procedures are violations of personal rights. (f) _____, many cite similarities between genetic screening and drug testing, noting that both involve a process of obtaining information from unwilling individuals that might affect them adversely. Opponents of genetic screening point out that some employees with the potential for workplace diseases would rather run the risk than lose their jobs.

Answers:

Text A

- | | | | | |
|------------------------|---------------|--------------|--------------|--------------|
| (a) <i>Example:</i> | For one thing | Frequently | For instance | For example |
| (b) <i>Addition:</i> | Furthermore | Moreover | In addition | what is more |
| (c) <i>Effect:</i> | As a result | Consequently | | |
| (d) <i>Addition:</i> | In addition | What is more | | |
| (e) <i>Conclusion:</i> | In short | | | |

Text B

- | | | | |
|----------------------|---------------|--------------|---------------------|
| a) <i>Example:</i> | First | First of all | For one thing |
| (b) <i>Effect:</i> | Consequently | Hence | Therefore |
| (c) <i>Addition:</i> | Moreover | What is more | Furthermore/Further |
| (d) <i>Example:</i> | Indeed | Specifically | |
| (e) <i>Result:</i> | As a result | Consequently | Hence/Thus |
| (f) <i>Example:</i> | In particular | Indeed | Significantly |

Writing: Opinion essay

Opinion Essays

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) **an introductory paragraph** in which you **state the topic and your opinion.**
- b) **a main body** which consists of several paragraphs, each presenting a **separate viewpoint supported by reasons.** You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and
- a
- c) **conclusion** in which you restate your opinion using different words.

Introduction

Paragraph 1

state the topic and your opinion clearly

Main Body

Paragraph 2

viewpoint 1 & reason, example

Paragraph 3

viewpoint 2 & reason, example

Paragraph 4

viewpoint 3 & reason/ example*

Paragraph 5

opposing viewpoint & reason/example*

Conclusion

Final paragraph

summarise/restate opinion

- You may include more viewpoints, and thus more paragraphs in the main body. If you are still struggling with your opinion essays, get in touch with a professional essay writing service which will take care of your academic assignments.

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarizes what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other.

Mobile phones at school

Nowadays more and more students bring their mobile phones to school. While I believe that students should carry mobile phones in case of an emergency, I am strongly opposed to phones being used at school, particularly in the classroom.

Firstly, many students travel to and from school without their parents. Therefore, it is important for them to have a mobile phone in case they need help or have an accident on the way to school or home.

Furthermore, parents who work may need to contact their children. For example, if a parent has to work late, the student has to be told if arrangements have been made for a relative or neighbor to look after them.

On the other hand, nothing is more disruptive during a lesson than the sound of a mobile phone ringing or playing an annoying tune. Moreover, students who send and receive text messages in class are not paying attention to the lesson.

In conclusion, I feel that students should be allowed to take mobile phones to school for use in an emergency. However, all phones should certainly be turned off during lessons.

Example essay:

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Nowadays more and more students bring their mobile phones to school. While I believe that students should carry mobile phones in case of an emergency, I am strongly opposed to phones being used at school, particularly in the classroom.

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In conclusion, I feel that students should be allowed to take mobile phones to school for use in an emergency. However, all phones should certainly be turned off during lessons

Адабиётлар:

1. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Student's book. Course 1,2,3. – T.: G'afur G'ulom, 2015.
2. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Workbook. Course 1,2,3. – T.: G'afur G'ulom, 2015.
3. Kerr P., Jones C. Straightforward. Intermediate. Student's Book. 2nd edition. — Macmillan, 2007.
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5. Амалий машғулот слайд-презентацияси (дискда илова қилинди)
6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 2.ECOLOGICAL AND ENVIRONMENTAL PROBLEMS

Brainstorming! What do you think about this picture?



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Energy, Pollution, and Natural Disasters

Words in Context

Automobile exhaust creates **air pollution**. Air pollution can turn into **acid rain**. Acid rain kills plants and animals. Some new cars run on **solar energy**. These cars don't create air pollution.



WHAT SHALL WE DO WITH OUR PACKED PLANET?

The official number of people on our planet is 6,000,000,000. Six billion!

The world's population is growing very quickly. It adds up to 184 people every minute, 11,040 every hour, 264,960 every day and 97 million every year! Just imagine how many people there will be on our planet by the year 2150 if the present trend continues.

Of course, the world's population hasn't always grown so quickly. In fact, the number of people on the planet started off growing very slowly. That's because people didn't live as long as they do today.

As time passed, better medical care and nutrition and cleaner water helped people live longer. Population growth began to pick up speed. Before long, the world's population doubled — and it has kept doubling!

Every new person added to the planet needs food, water, shelter, clothes and fuel. More people mean more cars, roads, schools, hospitals and shops.

The trouble is our planet's riches are limited. Take water, for example: although water covers most of the planet, less than 1% of it can be used for drinking and washing. One out of every 13 people around the world does not always have enough clean water.

Food shortages are even more common.

In many countries, there is simply not enough food to feed the growing populations. 150 million children in the world suffer from poor health because of food shortages. Worldwide, 1 of every 7 people does not get enough to eat. As more people drive more cars, use more electricity, throw away more litter, and cut down more trees, our planet becomes more and more polluted.

Although every person uses the planet's resources, some people use a lot more than others. The richest billion people — especially Americans — use the most resources. They also produce the most waste.

Of course, having 6 billion people also means that there is more brainpower around to find a way out.

• Translate these phrase and learn by heart

go ahead

go along

go along with

go around

go away

Go climb up your thumb!

go from bad to worse

go in for

go in one ear and out the other

go on (doing smth.)

A PLANET

A planet is body in space that revolves around a star. There are nine planets in our solar system, and these nine planets travel all around the sun. The names of the planets are Mercury, Venus, Earth, Jupiter, Saturn, Uranus, Neptune, and Pluto.

Planets travel in orbits around their stars. All of the planets of the solar system revolve in elliptical orbits. In other words, their orbits are like large, flat circles. The time that it takes a planet to make one revolution around the sun is called its year.

The Greeks were the first people to recognize and give names to some of the planets. The word planet comes from a Greek word meaning “wanderer”. If person wanders, this means that he goes from one place to another and does not have a permanent home. The Greeks thought that the planets “wandered” in the sky. However, modern scientists can predict the movement of the planets very accurately.

1. The main idea of paragraph 3 (lines 7-11) is
 - a. If a person wanders, it means he does not have one home
 - b. Greek scientists could not recognize all of the planets, but they were able to recognize nine of the ten planets
 - c. The Greeks named these bodies “planets” because it was thought that the planets wandered in the sky
2. The word elliptical in line 5 means a kind of
 - a. Star
 - b. Circle
 - c. Solar system
3. Venus, Mars, and Neptune are
 - a. Stars
 - b. Planets
 - c. Both A and B
4. The Greeks were the first to
 - a. Recognize some of the planets
 - b. Give names to all the planets
 - c. Both A and B



The Universe

Words in Context

The first **satellite** went into **space** in 1957. The first human went into space in 1961. In 1969 an **astronaut** walked on the **moon** for the first time. Today some astronauts even live on a **space station** for a few months at a time!

1 a space station

2 a constellation

3 a star

4 a rocket

5 an eclipse

6 an orbit

7 a galaxy

8 an observatory

9 a telescope

10 an astronomer

11 space

12 the moon

13 a satellite

14 an astronaut

15 Earth's atmosphere

16 a meteor

17 a space shuttle

18 the sun

19 a comet

The Planets

20 Pluto

21 Neptune

22 Uranus

23 Saturn

24 Jupiter

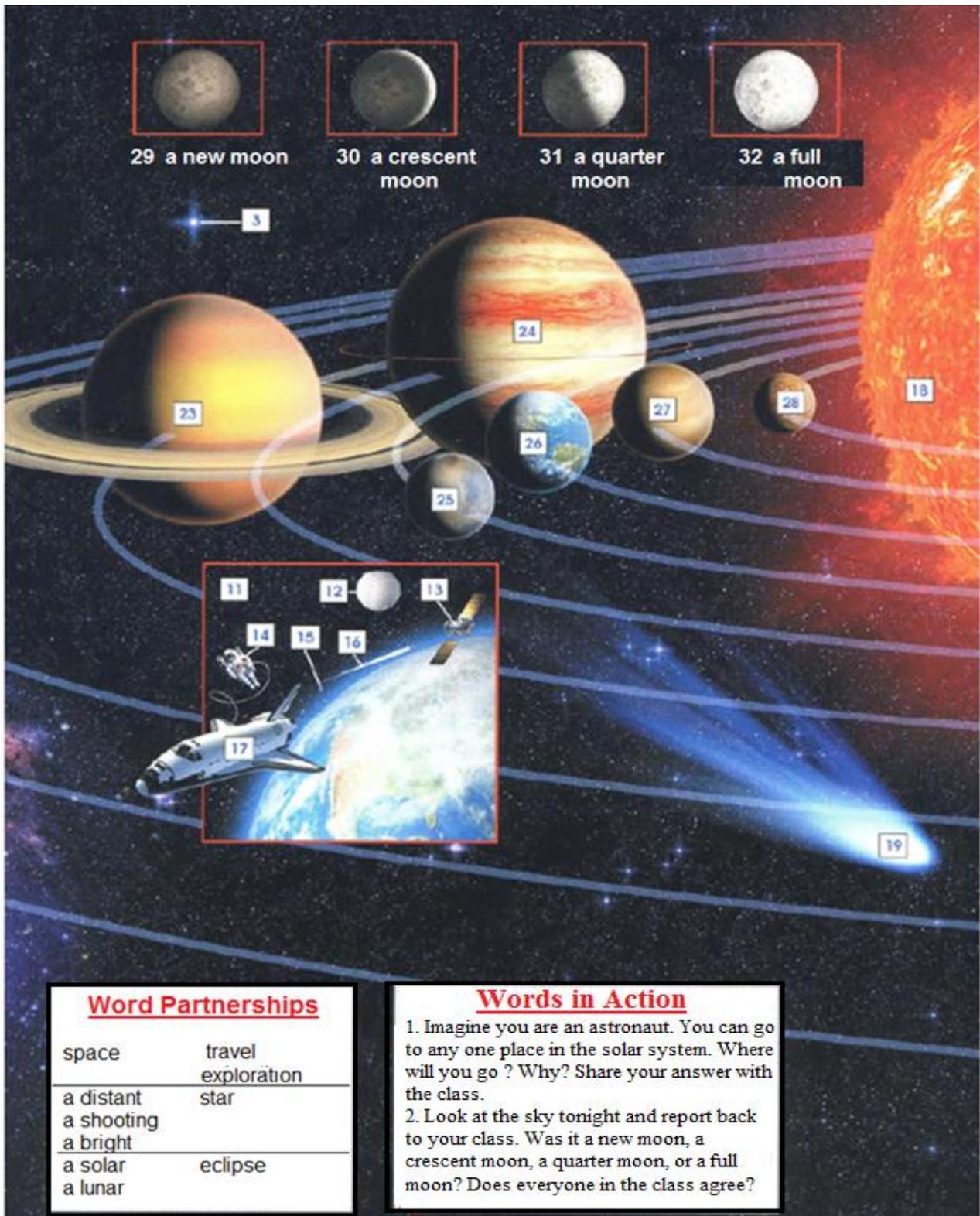
25 Mars

26 Earth

27 Venus

28 Mercury





29 a new moon

30 a crescent moon

31 a quarter moon

32 a full moon

<u>Word Partnerships</u>	
space	travel
	exploratiön
a distant	star
a shooting	
a bright	
a solar	eclipse
a lunar	

Words in Action

1. Imagine you are an astronaut. You can go to any one place in the solar system. Where will you go ? Why? Share your answer with the class.
2. Look at the sky tonight and report back to your class. Was it a new moon, a crescent moon, a quarter moon, or a full moon? Does everyone in the class agree?

Who is to blame for the disaster? The answer is simple: all of us. Our forests are disappearing because they are cut down or burnt. If this trend continues, one day we won't have enough oxygen to breathe. The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas. Every ten minutes one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today may soon become extinct. Air pollution is another serious problem. In Cairo just breathing the air is dangerous — equivalent to smoking two packs of cigarettes a day. The same holds true for many Russian cities. Factories emit tons of harmful chemicals. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains. An even greater threat are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are. Fortunately, it's not too late to solve these problems. We have the time, the money and even the technology to make our planet a better, cleaner and safer place. We can plant trees and create parks for endangered species. We can recycle litter. We can support green parties and put pressure on those in power. Together we can save the planet and all of us with it.

Names

the Mediterranean [ˌmedɪtə'reɪniən] Средиземное **the Aral** [ə:'rɑ:l] **Sea** Аральское море **Cairo** ['kaɪərou] Каир **the North Sea** Северное море **Chernobyl** [tʃər'nɒbl] Чернобыль

Vocabulary

English	Transcription	Russian	Uzbek
tiny	['taɪni]	крошечный	<i>kichkinagina, mitti</i>
universe	['ju:nɪvə:s]	вселенная	<i>borliq, dunyo, olam</i>
human being	[ˌhju:mən 'bi:ɪŋ]	человек	<i>odam</i>
acid rains	['æsid]	кислотные дожди	<i>kislodorodli</i> <i>yomg'irlar</i>
global warming	['glɔʊbl]	глобальное потепление	<i>yer yuzining isib</i> <i>ketishi</i>
overpopulation	[ˌɔvəpɒpjʊ'leɪʃn]	перенаселение	<i>aholinig o'sib</i> <i>borishi</i>
to threaten	['θreɪn]	угрожать	<i>havf solmoq</i>
to blame	['blæɪm]	винить	<i>ayblamoq</i>
disaster	[di'zə:stə]	несчастье, беда	<i>baxtsizlik, kulfat</i>
to cut down	['kʌt 'daʊn]	рубить, срубить	<i>kesmoq</i>
trend	[trɛnd]	тенденция	<i>yo'nalish,</i>

oxygen	[ˈɒksɪdʒən]	кислород	<i>tendensiya</i>
to breathe	[ˈbreθ]	дышать	<i>kislorod</i>
poison	[ˈpɔɪzn]	яд, отрава	<i>nafas olmoq</i>
industrial and nuclear waste	[ˈnju:kliə] [weɪst]	промышленные и ядерные отходы	<i>zaxar</i>
fertilizer	[ˌfɜ:tilaɪzə]	удобрение	<i>ishlab chiqarish va yadrolik chiqindilar</i>
pesticide	[ˈpestɪsɪd]	пестицид	<i>o'g'it</i>
on the brink of extinction	[ɪkˈstɪŋkʃn]	на грани исчезновения	<i>pestitsid</i>
to die out	[daɪ][aʊt]	вымирать	<i>yoqolish arafasida</i>
to become extinct	[ɪkˈstɪŋkt]	вымирать	<i>o'lmoq, yo'qolib ketmoq</i>
equivalent	[ɪkwɪvələnt]	равноценный, равнозначный	<i>yo'qolmoq, o'lmoq bir xil, bir xil</i>
the same holds true for	[seɪm][həʊldz]	это справедливо для, это касается и...	<i>ma'noga ega bu xaqqoniy ... bu... tegishli</i>
to emit	[ɪmɪt]	выбрасывать	<i>otmoq, tashlamoq</i>
harmful chemicals	[ˈhɑ:mful] [ˈkɛmɪkəlz]	вредный химикаты	<i>zararli ximikatlar</i>
emission	[ɪˈmɪʃn]	выброс	<i>tashlandi, ajratmoq</i>
disastrous consequence	[dɪˈzɑ:stɹəs] [ˈkɒnsɪkwəns]	чудовищный последствие	<i>daxshatli oqibatda</i>
greenhouse effect	[ˈɡri:nhaʊs ɪˌfɛkt]	парниковый эффект	<i>atmosferaning isib ketishi</i>
threat	[ˈθret]	угроза	<i>taxdid</i>
nuclear power station	[ˌnju:kliə ˈpaʊə ,steɪʃn]	атомная электростанция	<i>atom elektrostansiyasi</i>
tragic	[ˈtræʒɪk]	трагический	<i>ayanchli, fojiali</i>
endangered	[ɪnˈdeɪndʒəd]	вымирающий (вид)	<i>yo'qolib ketayotgan (ko'rinish)</i>
to recycle	[ˌri:'saɪkl]	утилизировать	<i>foydalanish</i>
litter	[lɪtə]	мусор	<i>chiqindi, axlat</i>
to support	[səˈpɔ:t]	поддерживать	<i>qo'llab quvvatlamoq</i>
to put pressure on	[ˈpreʃə]	оказывать давление на	<i>bosim o'tkazmoq</i>
those in power	[ðəʊz][ˈpaʊə]	те, кто находится у власти	<i>davlat xokimiyati tepasida turganlar</i>

Questions

1. Why is our planet in danger?

2. Who is to blame for the disaster?
3. What is happening to our forests?
4. Why are the seas in danger?
5. The Aral Sea is on the brink of extinction. Do you think it's possible to save it?
6. A lot of animals are dying out. But people wear fur coats, crocodile handbags, leather shoes, etc. Are you for or against hunting?
7. Is air pollution a serious problem? Why?
8. The car is now the world's number one polluter. Do you think it's possible to make it cleaner and safer? Have you heard about electric cars?
9. Why are nuclear power stations dangerous? What were the tragic consequences of the Chernobyl disaster?
10. What is the main cause of the greenhouse effect and acid rains?
11. What will happen to our planet if the present trends continue? Do you think that one day it may become uninhabitable?
12. What can we do to save the planet?

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6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 3

THEME: UNINTENDED CONSEQUENCES

Look at the following photos and try to guess a general message.



- 1 Work in groups of 4/5. Think and write some inventions or discoveries of humanity in history which brought unintended consequences.

A popular invention, discovery or an event	Unintended consequences
1. an atom	1. a terrifying weapon/atom bomb
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

- 2 Match the words 1-13 with the appropriate definitions a-m.

1. to harm	a. to begin something such as a plan or introduce something new such as a product;
2. to alter	b. the time of year when crops are cut and collected from the fields;
3. to exploit	c. to eat or drink especially a lot of something;
4. harvest	d. the state of having no food for a long period often causing death;
5. a sparrow	e. no longer existing;
6. to launch	f. to hurt someone or damage something;
7. exhaustion	g. to control or limit something that is not wanted;
8. extinct	h. an amount of something positive such as food or profit, that is produced or supplied;
9. starvation	i. when insects come together in a large group;
10. to swarm	j. to change something, usually slightly, or to cause characteristics of something to change;
11. a yield	k. a small grey-brown bird which is especially common in towns;
12. to consume	l. a condition of extremely being tired;
13. to curb	m. to use something for advantage;

- 3 (T2) Listen to the tape and fill in the blanks with appropriate words and phrases.

Chinese farmers were not (a) _____ with the little harvest they gathered in 1958. Calculation showed that (b) _____ kg of grain was eaten by each sparrow. Under the influence of sparrow grain seed eating habit a Chinese leader Mao Zedong ordered the (c) _____ of sparrows. The whole (d) _____ killed hundreds of millions of sparrows. Ways of (e) _____ included breaking eggs, killing chicks as well as shooting sparrows down from the sky. On December 13, sparrows were terrorized by children, workers, farmers holding their pots and pans (f) _____ birds' landing. Result of these efforts was a nearly (g) _____ of sparrows in China. Sparrows were replaced with another type of crop eater, a large type of grasshopper population (h) _____. In 1960, it became known that sparrows ate also (i) _____ which made Mao Zedong order to stop Great Sparrow War.

4 Work in pairs. Read the statements and put them in order they come in the record. Listen again and check.

___ On hearing that information Chinese leader Mao Zedong ordered the extermination of sparrows.

___ The overflow of insects, plus the added effects of widespread deforestation and misuse of poisons were a significant contributor to the Great Chinese Famine (1958-1961) in which an estimated 30 million people died of starvation.

___ Humanity did a lot of mistakes in past but they should serve us as a good lesson.

___ Nests were torn down, eggs were broken, chicks killed, and sparrows were shot down from the sky.

___ On the advice of the Chinese Academy of Sciences, Mao declared full-stop to the Great Sparrow Campaign.

___ Consequently, agricultural yields that year were disastrously low.

___ But the story to be told today, we hope, will be a lesson for what can happen when changes are made to an ecosystem.

___ They swarmed the countryside as there were no sparrows in sight.

___ They reasoned that sparrows ate grain seeds.

___ By 8 pm of that night, it was estimated that a total of 194,432 sparrows were killed.

5 Work in groups of four or five. Discuss the following questions. Share the results with the whole group.

1. Can you remember any other human deeds which brought to tragic but unintended consequences?
2. What other future human fault is likely to happen?
3. What consequences it may cause?

6 Look at the notes and complete the sentences.

... when the agent is obvious to everybody.		Nuclear energy was invented to facilitate human's life, but ...
... when you don't know the agent (i.e. doer of the action)		Aircrafts were invented to explore the space, but ...
... when you don't want to identify the agent		In China sparrows were killed to save the harvest, but ...

6 Think about famous inventions of the humankind, tell whom they were invented by and what were their unintended consequences. Share your findings with the whole group.

- a. e.g. Invention of nuclear energy was a great discovery for humankind, but Japanese suffered from it terribly.

7 Read the text and fill in the blanks with the appropriate verbs in passive from the box.

deplete, bring, destroy, call, release, emit, use, consider, produce

The Hole in the Ozone Layer

Since existing of humanity they tried to make their life much easier, happier, so they invented cars, air-conditioners, fire extinguishers and many others. As a result the ozone layer _____.

Ozone itself is a useful protective layer high above our heads. Scientific evidence indicates that the damage of the ozone in the stratosphere high above the planet's surface _____ as the result of the widespread use of chemicals.

The stratospheric ozone _____ by manufactured chemicals, containing chlorine and/or bromine. These chemicals _____ «ozone-depleting substances» (ODS) which under normal conditions are chemically harmless. Stratosphere is about 15-50 kilometres above the Earth surface.

What's more, ODS have a long lifetime in our atmosphere – up to several centuries. This means most of the ODS _____ over the last 80 years and they are still making their way to the stratosphere, where they will add to the ozone destruction. For example, large amounts of gas called CFCs _____ in the twentieth century for use in everyday appliances like fridges, aerosol spray cans, and fire extinguishers.

One type of ODS is Halons. They _____ in specialized fire extinguishers. Halons can destroy up to 10 times as much ozone as CFCs can. For this reason, halons _____ to be the most serious ozone-depleting group of chemicals.

Ozone layer holds harmful ultraviolet radiation which _____ by the Sun ultraviolet radiation. It can damage cells of living, affect the growth of plants. The worst is the generation of "green house", or "global warming".

8 Work in groups of 4/5. Discuss the "seen today and may occur in the future" unintended consequences of the issues listed below.

- | | | |
|--------------------|---------------|------------------|
| 1. Diet | 4. Bluetooth | 7. Nuclear power |
| 2. Tax from income | 5. Robots | 8. Computer |
| 3. Internet | 6. Technology | 9. Medicine |

9 Read the texts and fill in the gaps with appropriate 'consequences' from the box below.

Consider the development of a nuclear power plant at an ocean site. The anticipated and intended goal or consequence is the production of electric power. The undesired but common and expected consequence is the heating of the ocean water near the plant. An undesired and improbable consequence _____.

Number of prohibiting laws of human actions like selling alcohol drinks, birth, abortion also have unintended results. In the history keeping domestic animals was banned in cities, thinking of making cities more modern and cultural and to increase intelligence. People disposed them off after tax had been set for keeping them. _____

_____ Human stupidity _____ as the results of running after beauty.

Most modern technologies have negative consequences that are both unavoidable and unpredictable. For example, almost _____ are the unexpected consequences of the application of modern technologies. Invention of the automobiles resulted _____.

One of the innovations – the Internet has already had an impact on a human life significantly. It changed the ways in which we meet each other, the ways we run business, the ways we share information, and many more. Still, all of this is surely only the small tip of a huge iceberg, _____.

_____. We cannot begin to anticipate the consequences of this technology. _____ is also unintended consequence of the e-mail service. Bluetooth and Wi-Fi abilities are not detected fully.

The other technology which has stirred the public imagination in this century is the cloning of animals, and the possibility that we may eventually be able to clone human beings. Who knows what consequences it may bring?

Another much desired technology is robot. People expect robots as their helpers or slaves and are going to have much happier life. If we look at peoples' dependency on computers today, it is difficult to anticipate if _____ or vice versa.

Consequences:

- | | |
|---|---|
| a. would be a major explosion. | e. Spam. |
| b. traffic congestion, deaths injuries from car accidents and air pollution. | f. robots will be slave to people |
| c. all environmental problems, from chemical pollution to global warming, | g. the modernization ideas ended with famine. |
| d. which seems very likely to change our lives in ways which we cannot today imagine. | h. caused disabilities or even death. |
| | i. led ladies to be disabled or even to death |

10 Work in teams. Do you agree or disagree with the statement? Share your position with the whole group

If any invention has a negative unintended consequence then only the inventor is guilty.

11 Work in pairs. Look through the tips in the box. Read the statements and underline the 'cause' part and circle the "effect" part.

Cause answers to "Why did smth. happen?"
 Effect answers to "What happened because of smth.?"
 Cause: The storm damaged the city. Effect: All the schools were closed
 As the storm damaged the city, all the schools were closed.
 All the schools were closed, because the storm damaged the city.

1. As the technology has been advancing, the number of unemployed is becoming large day by day.
2. The deforestation is massively spreading as the number of the population is growing speedily.
3. Pesticides that farmers spray on their crops kill pests both to protect and nurture the harvest but they can also damage people's health.
4. Modern technical appliances are turning the young generation into "digital" ones which may somehow be supposed as the present demand but they seem to be becoming more and more addicted to them.

12 Read the linking words in the box and sort them out into "cause" and "effect" columns.

Because, one result is, one cause is, since, for, reason for, as a consequence, because of, the consequence of, reason, outcomes, explanation, so, thus, one reason why, as, one of the most important reasons why ..., the main reasons why, owing to, cause, lead to, result in, to be caused by, the cause of, bring about, therefore, consequently, due to, as a result, thanks to, likely that, the result of

Cause

Effect

13 Compose cause and effect essay introduction part and paragraph 1. Use the linking words in the box. The main supporting sentence is done for you.

1. **Topic sentence:** _____
2. _____
3. **Main supporting sentence:** *Running after beauty lead people to a number of health problems like disabilities or even death.*
4. **Detailed supporting sentence:** _____
5. _____

Writing: Cause and effect essay

Cause and Effect Essay

What is a cause and effect essay?

Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects). Cause and effect is a common method of organizing and discussing ideas.

Follow these steps when writing a cause and effect essay

1. Distinguish between cause and effect. To determine causes, ask, "Why did this happen?" To identify effects, ask, "What happened because of this?" The following is an example of one cause producing one effect:

Cause

You are out of gas.

Effect

Your car won't start.

Sometimes, many causes contribute to a single effect or many effects may result from a single cause. (Your instructor will specify which cause/effect method to use.) The following are examples:

Causes

He liked business in high school

Salaries in the field are high

I have an aunt who is an accountant

I am good with numbers

Effect

choose to major in accounting

Cause

reduce work hours

Effects

less income

employer is irritated

more time to study

more time for family and friends

However, most situations are more complicated. The following is an example of a chain reaction:

Thinking about friend...forgot to buy gas...car wouldn't start...missed math exam...failed math course.

2. Develop your thesis statement. State clearly whether you are discussing causes, effects, or both. Introduce your main idea, using the terms "cause" and/or "effect."

3. Find and organize supporting details. Back up your thesis with relevant and sufficient details that are organized. You can organize details in the following ways:

- Chronological. Details are arranged in the order in which the events occurred.
- Order of importance. Details are arranged from least to most important or vice versa.
- Categorical. Details are arranged by dividing the topic into parts or categories.

4. Use appropriate transitions. To blend details smoothly in cause and effect essays, use the transitional words and phrases listed below.

For causes

because, due to, on cause is, another is, since, for, first, second

For Effects

consequently, as a result, thus, resulted in, one result is, another is, therefore

hen writing your essay, keep the following suggestions in mind:

- Remember your purpose. Decide if you are writing to inform or persuade.

- Focus on immediate and direct causes (or effects.) Limit yourself to causes that are close in time and related, as opposed to remote and indirect causes, which occur later and are related indirectly.
- Strengthen your essay by using supporting evidence. Define terms, offer facts and statistics, or provide examples, anecdotes, or personal observations that support your ideas.
- Qualify or limit your statements about cause and effect. Unless there is clear evidence that one event is related to another, qualify your statements with phrases such as "It appears that the cause was" or "It seems likely" or "The evidence may indicate" or "Available evidence suggests."

1. To evaluate the effectiveness of a cause and effect essay, ask the following questions:

What are the causes? What are the effects? Which should be emphasized? Are there single or multiple causes? Single or multiple effects? Is a chain reaction involved?

Choosing the essay topic for cause and effect essay type is not difficult, here are some [sample essay topics](#):

- Effects of Pollution
- The Changes in the Ocean
- The Civil Rights Movement and the Effects
- ...

Please, make sure you choose the essay topic that is really important for you. Choosing the correct essay topic makes your cause and effect essay more interesting and successful.

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8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

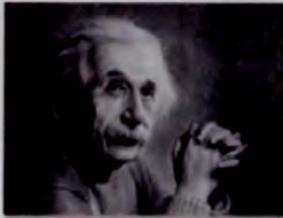
LESSON 4. THE THEME: SOLUTIONS

Lesson 3

SOLUTION



Read the quotes of 'Great Minds' and discuss. Tell life examples from your own experience revealing their content.



"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions"

When life gives you a lemon make lemonade.

"A clever person solves a problem. A wise person avoids it."

Be careful what you water your dreams with. Water them with worry and fear and you will produce weeds that choke the life from your dream. Water them with optimism and solutions and you will cultivate success. Always be on the lookout for ways to turn a problem into an opportunity for success. Always be on the lookout for ways to nurture your dream. - LAO TZU



- 1 Work in pairs and give your ideas about a problem and a solution. Share it with the whole group.
- 2 Look at the title of the song by Mariah Carey in Ex.3. Guess what the song is going to be about.
- 3 (T3) Listen to the song. Fill in the gaps.



Mariah Carey

HERO

There's a hero
If you look inside your _____
You don't have to be afraid
Of what you are
There's an _____
If you _____ into your soul
And the _____ that you know
Will _____ away

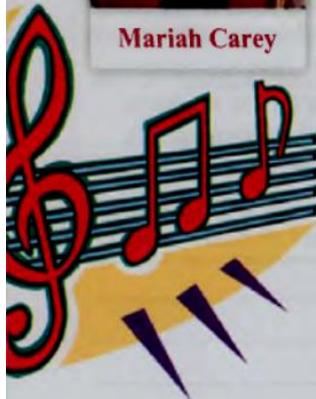
Chorus

And then a hero comes _____
With the _____ to carry on
And you _____ your fears aside
And you know you can _____
So when you feel like _____ is gone
Look inside you and be _____
And you'll finally see the _____
That a hero _____ in you

It's a long _____
When you _____ your world alone
No one _____ out a hand
For you to _____
You can find love
If you _____ within yourself
And the _____ you felt
Will _____

Chorus

_____ knows
Dreams are _____ to follow
But don't let anyone
_____ them away
Hold on
There will be tomorrow
In time
You'll find the way



4 Work in pairs. Discuss what message the song carries through the following phrases. Paraphrase them.

- ___ reaching to your soul
- ___ the sorrow that you know will melt away
- ___ then a hero comes along
- ___ you cast your fears aside
- ___ no one reaches out a hand
- ___ the emptiness you felt will disappear
- ___ dreams are hard to follow
- ___ don't let anyone tear them away

5 Look back and think about a moment when you faced either an academic or personal life problem. Use the phrases in Ex.5 to express your emotional state. Tell the whole group how you overcame the situation.

6 Work in pairs. Read the samples in the boxes and discuss the differences in structure and meaning.

I need to go to the interview.
 Firdavs needs to practice public speaking.
 Aziza needs to wear a uniform as she is a college student.

The campus needs cleaning up.
 The hedge bordering the campus needs cutting.
 These letters need posting.

7 Repeat the use of Need + to V/ Need + Ving and personalize them. Share your examples with your partner.

8 Look at the photo in which the messy study room is depicted. Make up several possible sentences using need+to and need+ing to tidy the room. Share them with your partner.



I need to _____

- a. _____
- b. _____
- c. _____
- d. _____

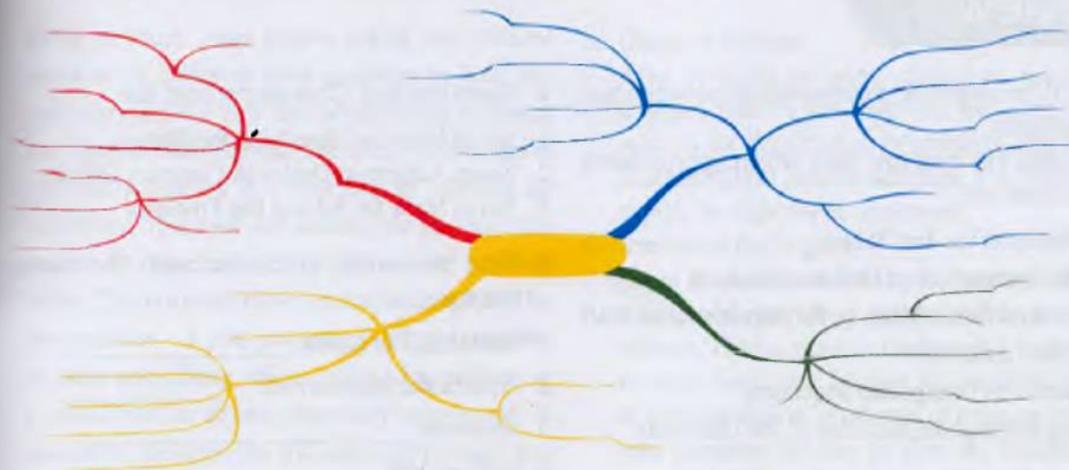
The room/the book _____ needs _____ ing

- a. _____
- b. _____
- c. _____
- d. _____

<p>We use "need" to talk about things we think are necessary to do. We can use two different structures need / needs to and need / needs -ing.</p>	
<p>Need to We use this form when we want to talk about something that's necessary for someone to do. We usually mention who is going to do it. For example: «I need to go to the interview» means «It's necessary for me to visit the admission office».</p> <p>Need to</p> <ul style="list-style-type: none"> a. Past Tense: What did you need to do yesterday? b. Present: What do you need to do today? c. Future: What will you need to do tomorrow? 	<p>Need -ing We don't have to say who is going to do it. For example: "The campus needs cleaning up" means "The campus needs to be cleaned up by someone".</p> <p>Need -ing</p> <ul style="list-style-type: none"> a. What needs cleaning in your room? b. What needs fixing in your house?

Make your own mind map to solve any problem:

12 Make your own mind map to solve any problem.



13 Read the conjunctions a-w and find in what part of cause and problem and solution they can be used.

1. To introduce suggestions <u>c</u> _____	a) thus, b) all in all, c) to begin/start with, d) in fact
2. To express cause _____	e) obviously, f) because of/ owing to, g) one way to,
3. To express effect <u>v</u> _____	h) clearly, i) actually, j) as a consequence, k) therefore
4. To express reality _____	l) in practice, m) another solution would be, n) to sum up
5. To emphasise what you say <u>e</u> _____	o) as a result, p) due to the fact that, q) needless to say,
6. To conclude _____	r) all things considered, s) another way to... would be...,
	t) so, u) in particular, v) consequently, w) for this reason

14 Choose one of the problems in Ex. 11 and write down main ideas what you will write in your problem solving essay. Use the following instructions and useful language.

Introduction (state the problem and the causes) _____

Main body (suggestions and results/consequences) _____

Conclusion or final paragraph (summarize your opinion) _____

TIP: The number of the main body paragraph depends on the number of suggestions you want to make.

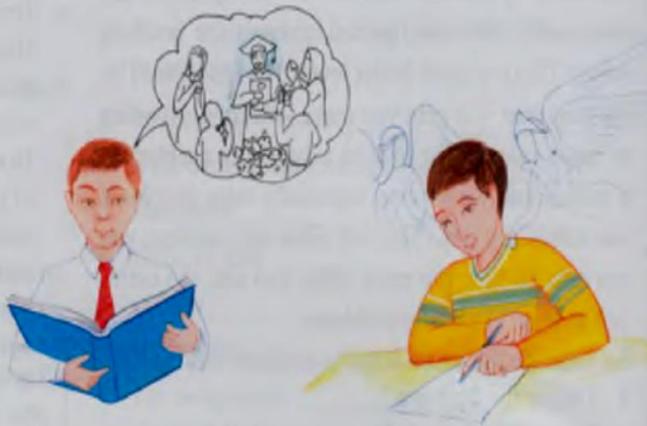
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LESSON 5 MOTIVATION AND INSPIRATION

Look at the pictures below and try to find out messages they carry.
Now discuss the following questions with your partner.

- What are differences between motivation and inspiration?
- How useful are they in different activities of a human-being?
- Why are motivation and inspiration often called as “pushers of development”?



1 Match the words 1-8 and their definitions a-j.

1	to utilize	a. something which is considered to be morally wrong;
2	competency	b. want to achieve something especially in career;
3	to tackle	c. the ability to do something in a satisfactory way;
4	wired	d. quality or ability is one you have always had;
5	to unfold	e. want something very much and in a way that is very hard to control;
6	to aspire	f. use something;
7	to crave	g. feeling nervous or excited;
8	innate	h. a connection with a religious or political organization;
9	affiliation	i. happen or develop in this or that way;
10	immoral	j. make an organized and determined attempt to deal with a problem, often a social one;

8 Complete the sentences.

- e.g. The great poets and writers _____ inspiration to create their famous pieces of art.
a) had better get b) needed to have c) needn't have got d) should have
- You _____ harder at your scientific research last year, you could have a rest now.
a) had better have b) need to have worked
c) should work d) should have worked
- You _____ a taxi if you do not want others to wait for you.
a) had better get b) should have got c) needn't have got d) needs getting
- The young learners of science college _____ environmental controversial matters in order to start research work.
a) should have investigated b) had better began
c) needn't have got d) should investigate
- Abror and Nargiza failed their exams. They _____ on their testing more.
a) need to pay attention to b) had better study
c) should have focused d) should focus
- Ancient Greeks supposed inspiration to be filled with Gods' spirits; the Gods were the muses of ancient Greece, the scientists _____ that ideas coming to their minds thanks to Gods.
a) had better confess b) should have confessed
c) needed to confess d) needn't have confess

9 Read the text and define highlighted words.

Are you Enough Motivated?

- Human beings are the only conscious creatures, that is to say we can think, ponder, realize, and comprehend all events, situations occurring around us. People can mentally find out solutions to some problems, answers to probable mysteries of the nature referring to science as well. All of us study when we start to comprehend things consciously; neither animals nor plants are capable of thinking. Human beings have always been tending to new innovations, discoveries, theories. But have you ever thought why? There can be the only answer to this question: because of inspiration and motivation existence which never let us stop or postpone, give up or delay ideas or goals we have already set.
 - Motivation and inspiration are not new terms for humanity. Ancient Greeks, Egyptians, Arabs, Indians have always referred to them as basic development factors of social, industrial, scientific progress. Great scientists, philosophers, writers, psychologists, orators have also claimed that motivation and inspiration are the main pushers of their minds, whatever they have created or done are fruits of them.
 - The greatest personalities of our motherland Uzbekistan also focused on wish, aim, goals, motivation and inspiration for creating something modern or extraordinary. Could Mirzo Ulughbek create a map of stars without motivation? Could Avicenna write his famous medicine books without having inspiration or motivation? Of course, no, the great grandfathers of us got new ideas, thoughts, and inspirations from watching daily life of common people, from just a great view of architectural masterpieces. In short words, greatness of our ancestors should awaken our inner strength and power; the youth must be inspired by deeds of prominent Uzbek personalities, it should motivate the youth to get into deep scientific research works, to have theoretical and practical approach to science, to create something modern, innovative in any sphere, technology, agriculture, medicine, economics, politics, education, engineering, philosophy etc. If there is motivation and inspiration in you it is easy to achieve anything you want. Remember that "you have no idea what you are capable of until you try".
 - Now, dear student, to what extend are you motivated or inspired? How active, strong-willed, courageous, energetic, enthusiastic, persistent, initiative learner are you? What are your aims and goals for future? Do you have inspiration and motivation to create something exactly yours for development of your sphere? Keep motivated, you can do anything!

10 Read the following statements and find in what paragraph they were mentioned.

- Our great ancestors left numerous creations for future generations.
- Even ancient people tried to discover something new to ease their social lives.
- Ancient people's creations were harvest of motivation and inspiration.
- Ancient people considered motivation a to be real pushers of development.
- Motivation does not let us give up the jobs we have started.
- People can be able to manage anything if they keep on being motivated.
- Neither flora nor fauna have conscious but humanity has.
- Unless you test, you cannot be aware of what you are able to do.

11 Look at the following steps of writing a scientific paper and match them according to their proper order.

- | | |
|---------------|--------------------------|
| a. Abstract | d. Introduction |
| b. Discussion | e. Title |
| c. Results | f. Methods and materials |

12 Read the parts of scientific paper and match them with their functions (handout 2).

- "Abstract" is a general part of the scientific paper, where probable outcomes of the work are described. ____
- "Discussion" is an important part of a scientific paper where results should be analyzed critically. ____
- "Results" are the main harvest of the scientific paper, what was found in the work should be described here. ____
- In "Introduction" we focus on the reason why the study was undertaken. ____
- Title is responsible for subject choice and what aspect of the subject was studied. ____
- "Methods and materials" part is engaged in the question how the study was undertaken.

13 Think about scientific paper in your own field. Choose the title and write 'Abstract' part of the work with the help of the following questions.

What theme did you choose for your scientific paper?

What aspect of the theme did you choose?

How well was the theme studied?

What aspect of the subject was studied?

Why is it important to study the theme you have chosen?

What will be primary results of the scientific research paper?

What probable conclusions are you going to have after you have worked at the research work?

14 Look at the following pictures and try to think about their fields of investigation. Write possible title and abstract.



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LESSON 4 THE THEME: FIELDS OF INTEREST

Look at the following photos and write the interests of children. Then relate the activities with 'might be followed future fields' filling the table below.

Arts & Entertainment	Law & Public policy	Health & Medicine	Sciences- Biological & Physical	Communications	Education	Environment	Architecture, Planning & Environmental Design	Engineering & Computer Science
						a		

3 Discuss the chart with your partner. Answer the following question.

- Did the chart indicators meet your expectations and your future intentions of your further research?

4 Read the quote. Do you agree with the idea? Prove your opinion with specific examples. Complete the 'calculation' in the box.

Each one of us has the talent to be remarkable.

The secret is finding that talent.



5 Work in pairs. Discuss your predictions in the following areas.

What changes will have occurred or happened ...	in	sport art and culture business technology medicine and health your own field	by 2100
---	----	---	---------

6 Write answers to the question "What will life be in the year 2100?" Complete the sentences using the *will have done*.

e.g.: By 2050, the world's population *will have increased* to around 30 billion.

- By 2050, the world's population _____ (increase) to around 30.000 million.
- Life _____ (become) more automated.
- Computers _____ (take over) many of the jobs that people do today.
- The Earth supplies of oil, coal and gas _____ (run out).
- Scientists _____ (find) other sources of energy?
- How _____ (education) _____ (change)?
- We _____ (find) a way to feed all people in the world?

7 Complete the sentence with either the Future Perfect or the Future Perfect Continuous for each situation.

- Shavkat started learning English when he was 25. He is still learning English. When he is 40 he will have been learning English for 15 years.
- Every day Laziz reads thirty pages of a book on the way home from the university. Before he gets home from the university tonight Laziz _____
- So many people enter Marathon in Tashkent that the last runners start several minutes after the ones at the front. By the time the last runners start the ones at the front _____
- I started writing this book three years ago. By the next month I _____
The company decided to spend \$5 million on developing the software before it goes on sale. By the time the software goes on sale, the company _____
- I am going to study at Westminster University I'll graduate from it before you get back. When you get back, I _____
- A group of scientists are designing a new material for higher institutions. They will finish its testing before students go on holiday. By the time students go on holiday a group of scientists _____

8 Put the words in the brackets into the correct form. Add your own sentences.

1. By 2 o'clock the applicants _____ (to write an essay) for 40 minutes.
2. We (to fly across the ocean) _____ by tomorrow morning.
3. Our regional representatives (to live here) _____ for a month by next Monday.
4. By 5 o'clock they _____ (to translate the article) for two hours.
5. By the end of the week the team (to work on project) _____ for a month.
6. _____
7. _____
8. _____

9 Work in pairs. Discuss the following questions.

- a. How can basic interests of a person affect his future career?
- b. Do you know any famous person who has developed his interests into a professional career?

10 Read the text and match the statements a-h and paragraphs 1-5.

- a. He achieved these results by his ability, hard work and study. _____
- b. Because he made his interests grow into a real job. _____
- c. No interest no progress! _____
- d. Here are some outlines of various fields representatives' first interests and further professional careers. _____
- e. That is why developing an interest in time is an essential matter. _____

11 Read the text again and create the best title for it.

1. Every person has got some interests and hobbies from the childhood which can turn into a major activity or job in future. Due to these issues parents should focus on interests of their children which can play a great role in their intellectual grows and development. Whatever a person's interest is it should be worked at and developed. The greatest art, cultural, business, technological spheres' representatives were supported by their family members, teachers and friends resulting in brilliant works in different fields.



2. Uzbekistan is also rich in great people of science, art, culture, sport and other social, technical life fields. We can name a lot of people whose interests in

this or that field grew into bigger positions. As a result their contributions to social development of the state were remarkable.

3. Rustam Akramov is a well-known Uzbek football manager who contributed a lot to the development of this type of sport in Uzbekistan. He is famous not only throughout Uzbekistan but in the whole Asian football world. Rustam Akramov is often called a "Football Professor". How could he achieve this great respect? As Rustam Akramov claims, from his childhood he took a keen interest in football. He was so fond of this game that could not help playing, watching, admiring it. These childish interests led him to further decision to choose football as his future job. After finishing a footballer career he could not give up this game and started an occupation of a football manager. He managed to win Asian Games Cup in football in Japan in 1994 being a manager of Uzbek football team.

4. Yokub Ahmedov, a famous Uzbek actor, is another

12 Read the tips for planning and writing an article:

- Think about who your readers are and their interests.
- Answer the questions “who”, “what”, “when”, “where”, “why”.
- Write a concise headline to summarize the article.
- Use active words like saw/ran instead of was/were.

13 Choose three topics that you would like to write a newspaper article about and write them below.

- a. _____
b. _____
c. _____



14 Read the text and answer the questions.

Anniversary of Amir Temur

Amir Temur's birthday is annually celebrated in Uzbekistan. A traditional ceremony is held in the park of Amir Temur in the center of Tashkent every year. On April 9, 2014 Uzbekistan celebrated 678th anniversary of great statesman and commander Amir Temur. On this day a traditional ceremony was held in honour of Amir Temur in the center of the capital city. As UzA reported, it was attended by members of the Parliament, representatives of ministries, departments and public organizations, writers, poets, scholars, and students. President of the International Fund of Amir Temur, director of the State Museum of History of Timurids Nozim Habibullaev, Ambassador of the Republic of Korea Lee Hyun, national poet of Uzbekistan Sirozhiddin Sayyid, scientist Sattori Hakim and others participated in the ceremony. It was mentioned that interest in the study of the rich heritage of Amir Temur and his dynasty in nationhood, science, culture, creativity and other areas is increasing worldwide. Many artistic, journalistic works have been created on the contribution of the Temurids in the development of world civilization.

- Who _____
What _____
When _____
Where _____
Why _____

15 Choose one of the topics of your interest in Ex. 13 and write a newspaper article.

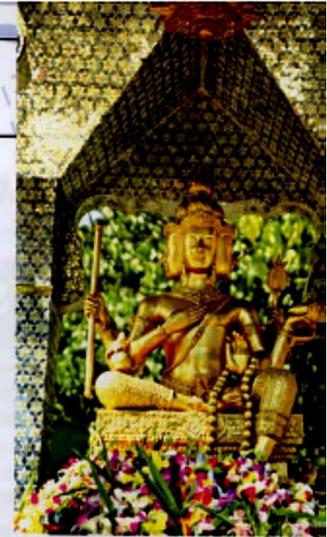
example of a person whose interests grew into a more serious rank. He became so deeply involved into a cinematography that cannot imagine his life without it. Simple affection and respect to great actors and actresses of Uzbekistan from past urged him to choose this profession as well. Now he has become one of the best actors in the country.

5. So, interests should not be just common keenness, it must be something more, as if you really like the job you are doing, you can never get exhausted. Interests should not get stuck to one destination; it must always try to reach new ways, roads to excellence. As a great philosopher in history said once, interest is a foundation stone to every best deeds or creations of a human being.

Writing: Informal letters

Q. Informal (Friendly) Letters - Giving News

- 1 Read the following questions then listen to the dialogue and answer them.
- Why hasn't Steve written earlier?
 - What does he think of Hong Kong?
 - What is the weather like?
 - What happened to him recently?
 - What does he say about his new colleagues?
 - Is his new job easier than the one he had in London?
 - How does the writer feel about his new situation?



Informal (friendly) letters are normally written to relatives, friends or other people we know very well. A good informal letter should be divided into paragraphs. Each paragraph should deal with one aspect of the subject and start with a topic sentence which gives the main idea of the paragraph.

Tenses

- Present Perfect and Past Simple are often used in letters giving news. The Present Perfect is used to refer to recent activities and the Past Simple to refer to activities which happened at a stated time in the past.

- 2 Read the following letter and correct the mistakes. Write **S** for spelling, **P** for punctuation, **WO** for word order, **G** for grammar or **WW** for wrong word.

Introduction

Paragraph 1

reason(s) for writing

Main Body

Paragraphs 2 - 3

development

Conclusion

Final Paragraph

closing remarks

first name

Dear Jenny,

How are you? I hope you're very well. I've got so many to tell you that I don't know where to begin! Visitting Kenya was fantastic so far!

The beaches are absolutely wonderfullly. The sea is like glass and the white sand is as soft like powder. I've collected loads of shells already and yesterday I have ridden on an elephant. The local people also are very friendly and almost every night we had the oportunity to watch traditional dancing. You'd love africa.

The most excited part of the holiday was the hot-air baloon safari last week. It was amazing! We floated quietly above all these teams of wild animals. The scenery absolutely was breathtaking. I have never seen nothing like it before.

As soon as I will get back, I'll phone you and tell you all about it. Till then, take care.

Love,
Fiona

G much

3 Put the verbs in brackets into the Past Simple or the Present Perfect.

- 1 We (arrive) two days ago but we (not/see) any of the sights yet; so far we (spend) our time just relaxing.
- 2 I (be) so busy lately that I (not/have) time to do anything. I (go) out last night for the first time in weeks!
- 3 Bob (fly) to Rome yesterday. He (go) on a business trip and I really miss him; it's the first time we (be) apart since we (get) married.
- 4 We (sell) the house last month but we (not/move) into our new house yet. The builders still (not/finish) the bathroom, even though they (start) work on it three months ago.

4 Read the letter below and put the verbs in brackets into the correct tense. What is being described in this letter?

Dear Gamma,

Remember I 1) (tell) you that as part of my college course I would have to spend some time on a farm? Well, I 2) (arrive) here two days ago and have been spending my time learning lots of new things.

Yesterday I 3) (learn) to milk a cow. I 4) (sit) down, 5) (put) the bucket under the cow and 6) (fill) it with milk, then 7) (watch) as the cow 8) (kick) the bucket over. I bet the farmer 9) (see) that happen plenty of times to the students he 10) (teach)!

Another thing I 11) (learn) to do is drive a tractor, which I 12) (find) really easy — it's just like driving a car. This morning I 13) (get up) at 6.00 am and 14) (feed) all the animals. I also 15) (collect) fresh eggs from the hen-house.

Staying on the farm is a wonderful experience, and I 16) (enjoy) every minute of it, though being a farmer is certainly a much harder job than I 17) (think) it was!

Fancy joining me next time I come?

Love,
Sue

6 Write these letters in the appropriate style using 120 – 180 words.

- 1 Last week your colleagues at the office threw a surprise party to celebrate your promotion. Write a letter to a friend telling him/her about the party.
- 2 You have been on holiday abroad for a week. Write a letter to your parents describing your holiday so far.



5 Read the following letter and replace the underlined formal phrases with more appropriate informal ones.

Dear Mum,

I felt obliged to write to inform you how everything is going here in Spain since I started university. Please accept my sincere apologies for not writing sooner but I've been so busy I really haven't had a suitable opportunity.

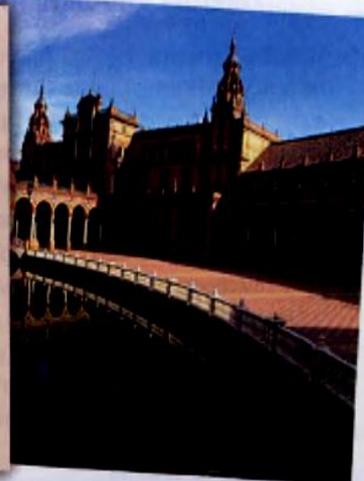
I managed to find a nice place to live. It's a small flat just around the corner from the university. I'm sharing the flat with a girl called Anita who seems really nice and has been here for a year.

I have become familiar with my surroundings and have been practising my Spanish, which is improving considerably every day.

I hope to return home for Christmas once the examinations are over. It will be wonderful to see everyone again. I do get homesick, you know.

I look forward to hearing from you soon.

Yours sincerely,
Julie



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LESSON 7

THE THEME: YOUTH TODAY

Text: Children are the future of every country. What is good for the youth is good for the future of that country. Everyone loves their children and wants the best future for them. For that reason people everywhere interested in peace, security and a good, stable economy.

The government of Uzbekistan pays great attention to the education and upbringing of young people. They have every opportunity to study. The uniform system of public education in our country makes it possible to proceed easily from a lower level to a higher education. Graduates can enter any type of specialized secondary or higher school.

Much attention is paid to the positive development of young people and their preparation for employment. Teachers try do their best to educate young people and bring them up in the spirit of democratic ideals and internationalism. They try to teach children good morals and ethics.

It is the young people who will take the world's future in their hands. That is why it is necessary for them to develop their own interests and goals and to recognize and understand the problems of today.

Comprehension Questions

1. Why is the happiness of youth important to a country?
2. How does Uzbekistan support its youth in education?
3. Why must youth understand today's problems?

Discussion Questions

1. What is important to you?
2. What do you want in the future?
3. What do you believe are the problems in the world today? In your country? In your community?

Text for reading: The Younger Generation Knows Best

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Events which the older generation remembers vividly are nothing more than past history. This is as it should be. Every new generation is different from the one that preceded it.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They are questioning, they take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity.

Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility?

And what about clothing? Who said that all the men in the world should wear drab grey suits and convict haircuts? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the retrace? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off easily. Their record over the past forty years or so hasn't been exactly spotless.

Traditionally, the young have turned to their elders for guidance. Today, the situation might be reserved. The elderly — if they are ready to admit it — could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not 'sinful'. Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure: to shed restricting inhibitions.

It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb; the constant threat of complete annihilation. This is their glorious heritage.

Questions:

1. What comment is made from generation to generation?
2. How is the young generation differing from previous generation?
3. What do the old always assume?
4. What are the young doing?

5. What do they reject more than anything?
6. What can the old learn from their children?

Vocabulary:

- generation — avlod
 dependent — bog'liq
 blindly — ko'r-ko'rona
 to accept — qabul qilmoq
 to precede — oldin kelmoq
 to assume — taxmin qilmoq
 to threaten — qo'rqitmoq, tahdid qilmoq
 to doubt — shubha qilmoq, shubhalanmoq
 conformity — muvofiqlik, to'g'ri kelish
 drab — drab
 convict — hukm qilmoq, mahkum
 violence — zo'ravonlik, kuch ishlatish
 guilt-ridden — o'zini aybdor his qilmoq
 to amass — to'plamoq, yig'moq
 to retrace — iziga qaytmoq, iziga tushmoq
 to shrug off — e'tiborga olmaslik, muhim deb hisoblamoq
 to admit — tan olmoq
 inhibition — ezilish, tiyilish
 annihilation - yo'q qilish, daf etish

Past continuous grammar exercises

Simple Past vs. Past Continuous

Simple Past

We use the **simple past** to talk about:

Completed actions, **habits** and **facts** in the past.

- I **went** to the cinema **yesterday**.
- I **always visited** my grandparents in my summer holidays **when I was little**.
- I **lived** near Liverpool for a couple of years.

Past Continuous

The **past continuous** is used to express:

Interrupted actions, **specific time** as an **interruption** and **parallel** actions.

- I **was watching** TV **when** the phone rang.
- Last night at 7pm**, I **was having** dinner.
- While** she **was doing** her homework her brother **was playing** football.




Past simple and past continuous

1 Write the past simple form of these regular and irregular verbs.

1 cry	_____	8 chat	_____
2 travel	_____	9 happen	_____
3 send	_____	10 say	_____
4 enjoy	_____	11 know	_____
5 stop	_____	12 try	_____
6 break	_____	13 cut	_____
7 fall	_____	14 turn	_____

2 Complete the sentences with the past simple form of the verbs in Exercise 1.

- 1 Last summer, my friend and I _____ around the south of France. We really _____ ourselves.
- 2 _____ you _____ at the end of the film? I thought it was really sad.
- 3 Sarah is very angry. What _____ you _____ to her? You _____ to her yesterday.
- 4 I _____ my grandmother an email yesterday with a photo but she _____ (not) how to open the attachment!
- 5 My mobile phone _____ on the floor but the screen _____ (not). That was lucky!
- 6 I didn't see the accident. It all _____ very quickly.
- 7 My PC was making a strange noise so I _____ using it and _____ it off.
- 8 We _____ to open the box with a knife but my dad _____ himself. There was blood everywhere!

3 Write questions with the past simple.

- 1 When / you / buy / that tablet / ?

- 2 How much / your new computer / cost / ?

- 3 What / you / do / after school yesterday / ?

- 4 Why / you / not / call me last night / ?

- 5 Where / Dad / save / the photos / on the computer / ?

- 6 Which files / you / delete / ?

- 7 How many copies / Gary / print / yesterday / ?

- 8 Which company / Steve Jobs / help to start / ?

4 Write the -ing form of the verbs.

1 attach	_____	8 change	_____
2 tie	_____	9 upload	_____
3 run	_____	10 think	_____
4 save	_____	11 win	_____
5 give	_____	12 spot	_____
6 get	_____	13 serve	_____
7 delete	_____	14 realise	_____

5 Complete the sentences with the past continuous form of the verbs in brackets.

- 1 I _____ (make) my dinner at 8 o'clock last night.
- 2 Joe and Sam _____ (use) the wrong program in IT yesterday.
- 3 Who was that guy you _____ (dance) with at the party?
- 4 Paula _____ (come) home from school when she saw an accident.
- 5 In 1999 my father _____ (live) in Dublin. That's where he met my mother.
- 6 He _____ (open) the box when he cut his finger.
- 7 This time last week, we _____ (visit) my grandmother.
- 8 I _____ (sit) at the back of the classroom so I couldn't see the screen.
- 9 Andrew _____ (insert) a photo into his document when the teacher stopped the class.
- 10 I _____ (start) to do my homework when my friend sent me a message.

6 Choose the correct options.

- 1 I *listened / was listening* to the radio when I *heard / was hearing* this fantastic song.
- 2 When the teacher *said / was saying* 'Stop!', I *still tried / was still trying* to finish the last question.
- 3 I feel really silly! While I *danced / was dancing*, I *fell / was falling* and *broke / was breaking* my elbow.
- 4 Tim *played / was playing* a computer game when his mum *called / was calling* him for lunch.
- 5 I *looked / was looking* for a file on my memory stick when I *noticed / was noticing* there was a virus.
- 6 Ron *found / was finding* a really interesting website about dance music while he *surfed / was surfing* the Internet.
- 7 My mum *had / was having* breakfast near the computer when she *spilled / was spilling* her cup of coffee on the keyboard.
- 8 When you *saw / were seeing* me yesterday, I *didn't go / wasn't going* to school, I *went / was going* to the doctor's – I felt terrible.
- 9 How many pictures *did you take / were you taking* while you *travelled / were travelling* around Ireland?
- 10 Why *did you chat / were you chatting* to Phillip while I *tried / was trying* to tell you something really important?

7 Complete the sentences with the past simple or the past continuous form of the verbs in brackets.

- 1 I _____ (switch off) the computer because it _____ (make) a strange noise.
- 2 My dad _____ (listen) to classical music when I _____ (arrive) home from school.
- 3 We _____ (play) video games when my mum _____ (say) 'Turn the volume down!'
- 4 My cousin _____ (meet) his wife, Bianca, while he _____ (live) in Italy.
- 5 My little sister _____ (draw) a picture while I _____ (study) for my French exam.
- 6 While they _____ (try) to fix the computer, all the lights _____ (go out).
- 7 When we _____ (leave) school yesterday, it _____ (pour) with rain.
- 8 When you _____ (see) Paul, _____ he _____ (wear) a black jacket?
- 9 I _____ (try) to log on when the WiFi _____ (stop) working.
- 10 While Dad _____ (print) an article, the printer _____ (run out) of paper.

8 Complete the story with the correct past tense form of the verbs in brackets.

Sometimes I hate computers! Once, when I ¹ _____ (try) to do my English homework on my laptop, the battery ² _____ (run out). I ³ _____ (lie) on my bed and I was listening to music on Spotify. It helps me to concentrate. I ⁴ _____ also _____ (chat) to my friend Daniel on Facebook. OK, so I ⁵ _____ (not concentrate) very hard on my homework and I ⁶ _____ (forget) to plug in my laptop! I didn't notice that the battery was getting low. I was just finishing the essay when the screen ⁷ _____ (go) black. I ⁸ _____ (lose) everything. I ⁹ _____ (scream) in frustration. My dad ¹⁰ _____ (come) running into my bedroom. I ¹¹ _____ almost _____ (cry) so he ¹² _____ (give) me his laptop. I ¹³ _____ (try) to remember everything in my essay – it ¹⁴ _____ (be) quite difficult especially because Daniel was sending me lots of funny videos. Anyway, while I was watching one, the WiFi stopped working. In the end it was probably better because I ¹⁵ _____ (manage) to finish the essay.

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LESSON 8 THE THEME: FAMILY LIFE



What do you think about this saying? Do you agree or disagree with it? Prove your answer please.



1A | Family life

VOCABULARY & SPEAKING: family & friends

- 1 Match the words in the box to the definitions.

aunt colleague cousin daughter
grandfather mother-in-law pet
~~neighbour~~ nephew niece son
son-in-law uncle best friend

- 1 neighbour

- 1 a person who lives very near you
- 2 a person you work with
- 3 an animal that lives with the family
- 4 your male child
- 5 your aunt's (or your uncle's) child
- 6 your brother's (or your sister's) daughter
- 7 your closest friend
- 8 your daughter's husband
- 9 your mother's (or your father's) sister

- 2 Work in pairs. Write definitions for the other words in the box.
- 3 Write the names of four people who are important to you.

Work in pairs. Tell your partner as much as possible about these people.

Tara is my niece. She is nineteen years old and she studies at university ...

READING

- 1 Read the article about two families. Match the photos A–D to the stories.

- 2 Read the article again and answer the questions.

- 1 Where was Gemma born?
- 2 When was her wedding?
- 3 Where is her husband from?
- 4 What's her daughter's name?
- 5 How many children are there in Judy's family?
- 6 What is the family home when they travel?
- 7 What is the youngest child's name?
- 8 Where was the family's first show?



A



B

Mother Love

Gemma Burford Enolengila

Gemma was born in 1978 in a quiet village in the south of England. Her mother worked in a library and her father was an accountant. When she was a student at Oxford University, she travelled to Tanzania and met her future husband, Lesikar, for the first time. The couple got married in 2003. When they had a baby (a daughter, Lucia) they decided to go and live in Tanzania. 'I want my daughter to have the best life possible,' said Gemma.

- 5
- 10 Lesikar is a Masai and lives in a village near Arusha in the north of the country. There is no electricity in the home and they walk almost a kilometre to get water. Gemma cooks simple dinners of corn and vegetables and she washes the clothes in a bucket. There is a small primary school in the village, but Gemma and
- 15 Lesikar will also teach Lucia at home.

Judy Boehmer

Judy had her first child, Adam, 27 years ago. She now has four sons and seven daughters and a pet dog, Bosco, but she wants more boys. Judy and her husband, Larry, live in Atlanta, Georgia, but they also have a 10-metre-long motor home. The family sometimes travels more than 40,000 kilometres a year for their work. The children do not go to school, but they study at home with their parents.

- 20
- 25 The Boehmers are a circus family and all the children take part in the show. They do different kinds of juggling and Margaret, the youngest, stands on one leg in her mother's hand. The first show of the Boehmer Family Jugglers was at a theme park in Iowa in 1989, and they now perform all over America.



- 3 Close your book. How much can you remember about the two families?
- 4 Do you think that the life of these two families is good for the children? Why or why not?

GRAMMAR: questions with to be

We make questions with the verb *to be* by putting the verb before the subject.

Yes/No questions

Is she married?

Were you at school yesterday?

Short answers

We can answer *yes/no* questions with short answers.

Yes, I am. No, I'm not.

Yes, she is. No, she isn't.

Yes, he was. No, he wasn't.

Yes, they were. No, they weren't.

Wh- questions

We can put question words before the verb.

Where were you born?

What is her daughter's name?

SEE LANGUAGE REFERENCE PAGE 14

- 1 Match the questions in column A with the short answers in column B.

A	B
1 Are you married?	a Yes, I was.
2 Is your family very large?	b Yes, it is.
3 Were you born in this town?	c Yes, there are.
4 Is your father a good cook?	d No, I'm not.
5 Are your parents from this town?	e No, he isn't.
6 Are there many people with the same name as you?	f No, they aren't.

- 2 Change the answers to the questions in exercise 1 so that they are true for you.

- 3 Rearrange the words to make questions.

1 *How many people are there in your family?*

- 1 are family how in many people there your ?
- 2 are names their what ?
- 3 are how old they ?
- 4 are hobbies their what ?
- 5 born parents were where your ?
- 6 family in is person the who youngest your ?
- 7 family holiday last was when your ?

- 4 Work in pairs. Ask and answer the questions in exercise 3.

SPEAKING

- 1 1.1 Listen to a description of a typical English family. Put the topics in the order that you hear them.

Children

How many children are there? What are their names? How old are they? What are their hobbies?

Family pet

Is there a family pet? What is it? What is it called?

Food

When does the family eat together? What is their favourite food?

Weekends and holidays

What does the family do at the weekend? What do they do in the holidays?

Parents

What are the parents' names? How old are they? What are their jobs? What are their interests?

TV

What are the family's favourite TV programmes?

- 2 Work in pairs. Think about a typical family in your country. Make notes using the questions in exercise 1.
- 3 Work in groups. Describe your typical family to each other.

HOZIRGI TUGALLANGAN DAVOM ZAMONNING YASALISHI

1. **Present Perfect Continuous** zamoni **to be** fe'lining **Present Perfect** shakli (**have been, has been**) va hozirgi zamon sifatdoshi (**Present Participle**) yordamida yasaladi:

Ega + have (has) + been + V

I have been working, he has been working, we have been working.

2. **Present Perfect Continuous** ning bo'lishsiz shakli birinchi yordamchi fe'ldan keyin not inkor yuklamasini qo'yish bilan yasaladi:

ega + have (has) + not + been + V

I have not been working, he has not been working, we have not been working.

3. **Present Perfect Continuous** ning so'roq shakli birinchi yordamchi fe'lni eganing oldiga o'tkazish bilan yasaladi:

Have (has) + ega + been + V

Have I been working? Has he been working? Have we been working?

HOZIRGI TUGALLANGAN DAVOM ZAMONNING ISHLATILISHI

1. **Present Perfect Continuous** o'tgan zamonda boshlanib hozir ham davom etayotgan ish-harakatini ifodalaydi. Bu zamon uchun ish-harakatning sodir bolish vaqtini ko'rsatish zarur. **Present Perfect Continuous** *for an hour* (bir soat davomida), *for a month* (bir oy davomida), *for a long time* (uzoq vaqt davomida), *since yesterday* (kechadan buyon), *since five o'clock* (soat beshdan buyon), *how long* (qancha vaqt), *since when* (qachondan buyon) kabi vaqt ko'rsatkichlari bilan ishlatiladi;

I have been waiting for my brother **Men akamni** uzoq vaqt (davomida) *for a long time.* kutyapman.

I have been reading the newspaper **Men gazetani** soat beshdan buyon o'qi- *since five o'clock.* yapman.

What **have you been doing** here **Ertalabdan buyon bu yerda nima qila-** *since early morning*!* — yapsiz?

I **have been** —Imtihonimga **preparing** for my examination. tayyorlanyapman.

He **has been living** in London **U Londonda besh yil** (davomida) ya *for five years.* shayapti.

He **has been teaching** English **U 1998- yildan buyon ingliz tilini o'qitadi.** *since 1998.*

How long **has he been living** in **U Londonda qancha** (qachondan bu- *London?* yon) yashayapti?

Since when have you been working at this factory? Siz bu zavodda qachondan buyon ish-layapsiz.

2. Present Perfect Continuous hozir davom etayotgan ish-harakatni va odatiy, doimiy ish-harakatni ifodalaydi. Yuqoridagi misollarda ish-harakatni qancha davom etishini ko'rsatuvchi vaqt ko'rsatkichlari bo'lmasa hozir davom etayotgan ish-harakatni ifodalash uchun **Present Continuous** va odatiy, doimiy ish-harakatni ifodalash uchun **Simple Present** ishlatilgan bo'lardi;

Hozirgacha davom etib tugayotgan ish-harakati

Qancha davom elganligini korsatuvchi vaqt ko'rsatkichi bilan	Qancha davom etganligini ko'rsatuvchi vaqt ko'rsatkichi bo'lmasa
---	---

I have been waiting for my brother for a long time. **I am waiting** for my brother.

I have been reading the newspaper since five o'clock. I am reading the newspaper.

It has been raining since morning. It is **raining**.

He has been living in London for five years. He lives in London.

He has been teaching English since 1998. He **teaches** English.

3. Umuman sodir bo'ladigan, doimiy, odatiy, egaga xos ish-harakat to'g'risida gap ketganda yuqoridagi vaqt ko'rsatkichlari bilan ish-harakat-ning davom etganligiga e'tibor berganimizda **Present Perfect Continuous** ishlatiladi, ish-harakatning sodir bo'lganligi faktiga e'tibor berganimizda esa **Present Perfect** ishlatiladi:

He has been living in London for five years. — He **has lived** in London for five years. — U Londonda besh yil (davomda) yashayapti. don for five years.

He **has been teaching** English since 1998. — He **has taught** English since 1998. U 1998- yildan buyon ingliz tili o'qitadi.

He **has been** working at that factory since he came to Samarkand, = He **has worked** at that factory since he came to Samarkand. U Samarqandga kelganidan buyon o'sha zavodda ishlaydi.

4. Davom zamonlarda ishlatilmaydigan fe'llar bilan **Present Perfect Continuous** o'rnida **Present Perfect** ishlatiladi:

She **has been** in London for two years. U Londonda ikki yil (davomida) bo'ldi.

How long **have you known** him? Uni qachondan buyon taniysiz (bilasiz)?

I have known him since my childhood. Men uni bolaligimdan buyon taniyman (bilaman).

5. Present Perfect Continuous o'tgan zamonda boshlanib bevosita gap borayotgan vaqtdan oldin tugagan ish-harakatni ifodalash uchun ishlatiladi. Davom elgan vaqt ko'rsatilishi ham, ko'rsatilmasliligi ham mumkin:

I feel tired as I **have been working** in the garden for several hours. Men charchadim chunk! men bog'da bir necha soat {davomida} ishlagan edim.

Although the sun is shining, it is still cold as it **has been raining** hard. Quyosh charaqlab turgan bo'lsa ham, hali ham sovuq edi, chunki kuchli yomg'ir yoqqan edi.

Ex.1 Put the verbs into the correct form (present perfect progressive).

1. He (work) in this company since 1985.
2. I (wait) for you since two o'clock.
3. Mary (live) in Germany since 1992.
4. Why is he so tired? He (play) tennis for five hours.
5. How long (learn / you) English?
6. We (look for) the motorway for more than an hour.
7. I (live) without electricity for two weeks.
8. The film (run / not) for ten minutes yet, but there's a commercial break already.
9. How long (work / she) in the garden?
10. She (not / be) in the garden for more than an hour.

Ex. 2 Present Perfect Continuous exercise. Fill in the gaps with the right forms of the verbs in brackets in Present Perfect Continuous Tense.

1. My cousins with us all the weekend. (**stay**)
2. My father hard all his life. He's fifty now, and is still active.
(**work**)
3. We for mother since lunch. (**wait**)
4. She in the lake for the last twenty minutes. (**bathe**)
5. This lamp in the drawing room since Christmas. (**hang**)
6. The guests since supper. (**dance**)
7. She well for the last two months. (**feel**)
8. Baby since I came home. (**sleep**)
9. I to the radio for the last half hour. (**listen**)
10. I for this book ever since I heard about it. (**look**)

11. She a book for two hours. (**read**)
12. He this article for three hours. (**write**)
13. The fire all night. (**burn**)
14. She in the garden since you went away. (**walk**)
15. She this lullaby all the evening. (**sing**)
16. The rain since we left Exeter. (**pour**)

Answers Ex.2

- My cousins **have been staying** with us all the weekend.
- My father **has been working** hard all his life. He's fifty now, and is still active.
- We **have been waiting** for mother since lunch.
- She **has been bathing** in the lake for the last twenty minutes.
- This lamp **has been hanging** in the drawing room since Christmas.
- The guests **have been dancing** since supper.
- She **has been feeling** well for the last two months.
- Baby **has been sleeping** since I came home.
- I **have been listening** to the radio for the last half hour.
- I **have been looking** for this book ever since I heard about it.
- She **has been reading** a book for two hours.
- He **has been writing** this article for three hours.
- The fire **has been burning** all night.
- She **has been walking** in the garden since you went away.
- She **has been singing** this lullaby all the evening.
- The rain **has been pouring** since we left Exeter.

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8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 9 THE THEME: MAKING CONTACT

Why do we need contacts? Prove your answer please.



SPEAKING

1 Work in pairs. Discuss these questions.

- Which of the ways shown in the pictures below do you use most often to contact other people?
- Which do you prefer? When and why?

2 Think of the last three phone calls that you made.

- Who did you call? (a friend/business call?)
- Why did you call her/him? (to give some news/ask a question?)

I phoned my brother because he is not well at the moment.

I phoned my friend, Karen, because I wanted to invite her for dinner.

Work in pairs and compare your answers.

FUNCTIONAL LANGUAGE 1: phone numbers

1  1.10 Listen to a phone message and choose the best answer.

1 To listen to the menu, press

- a)  b)  c) 

2 For general enquiries, press

- a)   b)   c)  

3 Kate's home phone number is

- a) 0307 775 3046 b) 0307 755 3846 c) 0307 755 3046

4 Kate's mobile number is

- a) 0477 320188 b) 0477 328118 c) 0477 321880

2 Look at tapescript 1.10 on page 133 to check your answers.

3 Work in pairs, A and B. You are going to practise saying phone numbers.

A: Turn to page 126. B: Turn to page 128.

Listen to the phone numbers your partner says and write them down.

READING

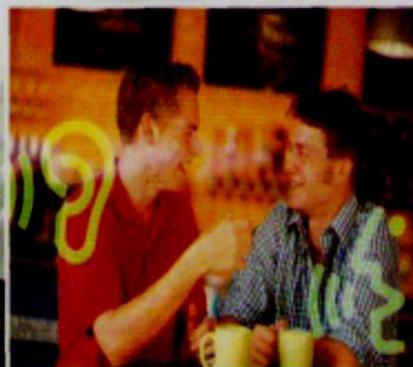
1 Read the advertisements opposite and put them into four groups.

- Accommodation
- English language lessons
- Jobs
- Making friends

2 Read the advertisements again and answer the questions.

- 1 What does Mary teach?
- 2 What is the name of the recruitment agency?
- 3 Where does Mike live?
- 4 When are the Kung Fu classes?
- 5 What does Patrick want?
- 6 How much does the room near London Bridge cost?
- 7 Where can you get free accommodation?
- 8 What languages can you practise on Thursday evenings?

3 Imagine that you are in London and you want to improve your English. Which advertisements would you choose and why?



A Beautiful? We have a beautiful room for a beautiful person in our flat near London Bridge. £750 per month. Call David and Gavin on 0803 731886

B Experienced teacher offers private English lessons. All levels (beginners – advanced). Mary Sharp 0307 727 2377

C Kung Fu classes. Monday 7.30–8.30. Get fit and make friends at the same time. Stuart. Tel: 0308 783 9494

D New friends. English gentleman would like to meet new people from all over the world. Interests: cinema, concerts, pubs, learning languages. Patrick Trotter 0906 641480

E Notting Hill, single room in house near Underground station. No pets. £600 per month + bills. 0780 696 91134 Ask for Mike.

F Student needed for general hotel work. Good pay and free accommodation. No experience necessary. Regent Hotel 0308 845 6921

G Temporary work. We are urgently looking for temporary staff for shops, restaurants and offices in this area. Call now. Sayers Recruitment and Training 0870 446091

H Thursday evening conversation classes in central London. All languages! Come and talk! Call 0278 846772 for more information.

LISTENING

- 1 🎧 1.11–1.14 Listen to four phone calls. Match the calls 1–4 to the advertisements A–H.

Which caller does **not** leave a message on an answering machine?

- 2 🎧 1.11–1.14 Listen to the messages again and answer the questions.

- 1 What is Davina's phone number?
- 2 What is a good time to call her?
- 3 What is Bella's phone number?
- 4 What is her family name?
- 5 What is Ruby's number?
- 6 Why does Sara want English lessons?

FUNCTIONAL LANGUAGE 2: phone messages

- 1 🎧 1.15 Listen and complete the phone messages.

This is 641480. I'm afraid there's no one to take your call right (1) _____. Please leave your (2) _____ and (3) _____ after the tone and I'll call you back. Ah, yes, hello. Mr Trotter, my (4) _____ is Davina and I'm (5) _____ in your advertisement. Could you call me back, please? Any time before ...

Stuart here. I'm not home at the (6) _____, so please leave a (7) _____ after the beep. Thanks.

Hello, good morning. (8) _____ is Bella Moor, that's Moor - M - double O - R. I'm (9) _____ about the Kung Fu classes. You can call me back on my (10) _____, that's 0447 ...

- 2 Write your own answering machine message. Use the language in exercise 1 to help you.

Roleplay

- 3 Work in pairs, A and B.

A: You are going to telephone another student. First of all, decide why you want to call them. Use the language in exercise 1 and in the Useful language box below to prepare what you want to say. Listen to the message on their answering machine and then leave your own message.

B: Another student is going to telephone you. Read out the answering machine message that you have prepared and then listen to the message that your partner leaves. Write down their name, phone number and any other important information.

Useful language

Hi, this is ...

Hello, it's ... here.

I'm calling about ...

I'm interested in ...

Can/Could you call me back later?

My (mobile) number is ...

I'm on ...

- 4 When you have finished, change roles. Then change partners and repeat the task with other students in the class.

Grammar: The future perfect tense

(Kelasi tugallangan zamon)

Kelasi tugallangan zamon ish harakatning kelasi zamondaaniq bir vaqtgacha tugaganligini bildiradi.

Kelasi tugallangan zamon quyidagicha yoziladi.

$$S + \frac{\textit{shall}}{\textit{will}} + \textit{have} + \textit{participle II}$$

M: I shall have finished this work by 5 tomorrow.

He will have finished this work by 5 tomorrow.

She will have finished this work by 5 tomorrow.

We shall have finished this work by 5 tomorrow.

You will have finished this work by 5 tomorrow.

They will have finished this work by 5 tomorrow.

So'roq gaplar **shall** yoki **will** yordamchi fellarini egadan oldinga o'tkazish bilan yasaladi.

M: Will you have finished this work by 5 tomorrow ?

Will they finished this work by 5 tomorrow ?

Will he have finished this work by 5 tomorrow ?

Will she have finished this work by 5 tomorrow ?

Bo'lishsiz inkor gaplar not inkor yuklamasini yordamchi fe'ldan keyin qo'yish bilan yasaladi.

M: I shall not have finished my work by 5 tomorrow.

He will not have finished my work by 5 tomorrow.

She will not have finished my work by 5 tomorrow.

We shall not have finished my work by 5 tomorrow.

You will not have finished my work by 5 tomorrow.

They will not have finished my work by 5 tomorrow.

Qoshma gaplarda aniq vaqt ko'rsatilmasdan ikkinchi bir harakat bilan ham ifodalanishi mumkin.

I shall not have finished my work by the time you come.

I shall not have slept by the time you come.

He will not have cleaned his room by the time I come.

Exercises on this theme

I shall not have written these exercises by this evening.

He will not have read this book by the end of this evening.

We shall not have built the house by the end of the year.

They will have come back by 6 tomorrow.

You will not have done all your works by the time film begins.

They will not have returned by the time I come.

They will have moved to the new flat by the next week.

We shall have painted the room by next Sunday.

He will have left by next Saturday.

Will you have phoned him by Monday?
 They will have gone by 7 this evening.
 Will you have typed the letter by 5 tomorrow?
 Will you have read the book by Monday?
 Will you have informed him by next Friday?
 Will you have done the task by this evening?
 Will you have built the bridge by spring?
 Will you have washed dishes by the time I come?
 I shall have typed the letter by 5.
 He will not have written the exercises by 6 tomorrow.
 She will not have cleaned the room by the time you come.
 They will not have informed by 5 tomorrow.

Tests

1. I ... already ... this book.

- a)read b)reads c)reading
 d)have read e)has read

2.He ...already ...when I came.

- a)have gone b)is going c)was going
 d)had gone e)will have gone

3.Have you ever ... to America.

- a)am b)is c)was
 d)been e)being

4.He ... just ... from school.

- a)comes b)is coming c)had come
 d)has come e)was coming

5.He always ... early.

- a)get up b)got up c)gets up
 d)is getting up e)was getting up

6.He ... to Brasil last week.

- a)go b)goes c)went
 d)have gone e)has gone

7.She ... in her room now.

- a)sleeps b)slept c)has slept
 d)is sleeping e)was sleeping

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6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

Lesson 10

Theme: Mass Media / TV or not TV/ Newspaper.

MASS MEDIA

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

Of course, not all newspapers and TV programs report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programs and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude on people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is — should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, believes. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers.

Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do something about the house.

Newspapers don't react to events as quickly as TV, but they usually provide us with extra detail, comment and background information.

The Internet has recently become another important source of information.

Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

Vocabulary

English	Transcription	Russion	Uzbek
mass media	[,mæs 'mædiə]	средства массовой информации	<i>ommaviy axborot vositalari</i>
what's going on	[gɔ:ɪŋ]	что происходит	<i>nima bo'lyapti</i>
possibility	[pɒsə'biliti]	возможность	<i>imkoniyat</i>
to inform	[ɪnfɔ:m]	сообщать, информировать	<i>yetkazmoq, xabardor qilmoq</i>
entertainment	[entə'teɪnmənt]	развлечение	<i>ko'ngil ochish</i>
to report	[ri'pɔ:t]	сообщать, писать (о)	<i>etkazmoq, yozmoq</i>
event	[i'vent]	событие, происшествие	<i>voqea, hodisa</i>
objectively	[əb'dʒektivli]	объективно	<i>holisona</i>
fair	[feə]	честный, справедливый	<i>rostgo'y, odil</i>
to provide	[prə'vaɪd]	обеспечивать	<i>ta'minlamoq</i>
reliable	[rɪləiəbl]	надежный	<i>ishonchli</i>
ordinary	['ɔ:dɪnəri]	обычный, заурядный	<i>oddiy, o'rtacha</i>
disaster	[di'zə:ste]	бедствие	<i>ofat, kulfat, kasallik</i>
crash	[kræʃ]	авария	<i>to'qnashuv, avariya, buzulish</i>

murder	[mə:də]	убийство	<i>qotillik</i>
robbery	['rɒbəri]	грабёж	<i>o'g'irlik</i>
to make headlines	['hedlainsz]	попасть в заголовки газет, вызвать сенсацию	<i>gazetaning bosh sahifalariga tushmoq, shovshuv keltirish</i>
freedom	['fri:dəm]	свобода	<i>ozodlik</i>
to intrude	[in'tru:d]	вторгаться	<i>taklifsiz kirmoq</i>
private	['praivit]	частный, личный	<i>shaxsiy</i>
to follow	[fɒləu]	преследовать	<i>taqib qilmoq</i>
celebrity	[si'lebriti]	знаменитость	<i>mashhurlik</i>
to print	[print]	печатать	<i>yozum (yozum mashinasida)</i>
sensational	[sen'seifənl]	сенсационный	<i>hayratli</i>
untrue	[ʌntru:]	ложный, неверный	<i>yolg'on, noto'g'ri</i>
half-true	['ha:ftu:]	полуправдивый	<i>yarim haqiqat</i>
intimate	[intimit]	интимный	<i>sirdosh, yaqin, ma'lumot bermoq</i>
source	[sɔ:s]	источник	<i>manba</i>
advantage	[əd'və:ntidʒ]	преимущество	<i>afzallik</i>
Seeing is believing.	[si:ɪŋ][bi:liviŋ]	Лучше раз увидеть, чем сто раз услышать.	<i>yuz marta eshitgandan bir marta ko'rgan yaxshi bundan tashqari</i>
besides	[bi'saidz]	кроме того	<i>siyosatchi</i>
politician	[,pɒli'tiʃn]	политик	<i>yolg'on gapirmoq</i>
to lie	[lai]	лгать	<i>afzal ko'rmoq</i>
to prefer	[pri'fe:]	предпочитать	<i>ta'sir qilmoq, qabul qilmoq</i>
to react	[ri'ækt]	реагировать	<i>qo'shimcha ma'lumot, tavsilotlar</i>
extra detail	[,ekstrə'di:teɪl]	дополнительные сведения, подробности	<i>sharh</i>
comment	[kɒmənt]	комментарий	<i>tashqaridagi axborot</i>
background information	['bækgraʊnd]	"закулисная" информация	
recently	[ri:səntli]	недавно	<i>yaqinda</i>

Questions

1. Do the media play an important part in your life?
2. Do you think that the media influence our life?
3. Millions of people get most of their news from television. What about you?
4. Do you read newspapers?
5. When do you usually listen to the radio?
6. Do you agree that most news we get from the media is bad news?
7. Do you think it would be nice if all news printed in newspapers and shown on TV was good news?
8. Do you think that journalists are given too much freedom?
9. If people have died in a plane crash, should their bodies be shown on TV?
10. How do paparazzi ([,pæpə'raetsi]) earn their living?
11. Are you interested in politics? Don't you think that some politicians use the media to influence their voters (['vautəz] избиратели)?
12. What is the main advantage of the Internet?

TV OR NOT TV?

Whether we realize it or not, TV plays a very important part in our lives.

It's the main source of information and a cheap form of entertainment for millions of people.

It's the window on the world which gives us an opportunity to "travel" all over the world, to "meet" different people and learn about their customs and traditions.

It has the power to educate and broaden our minds.

It helps us to relax after a hard day's work and escape from reality.

There's always a great variety of programs on TV: news and sports programs, talk shows and TV games, documentaries and feature films, concerts and theatre performances...

Of course, not all programs are good. But many are made in good taste and with great professional skill.

Some people argue that television is a terrible waste of time. It makes us lazier. We stay at home instead of going out. We read less. We think less. We even talk less.

It's true that some TV addicts spend hours in front of the "box" watching whatever's on — from second-rate Mexican soap operas to silly commercials.

The trick is to learn to control television and use it intelligently. The ideal is to turn on the TV-set only when there's a really interesting program.

Violence on TV is another problem that worries people. As George Mikes once said, TV teaches us "how to kill, to rob, to shoot and to poison."

But the same can be said about computer games and many films and books.

And if you don't like a certain program, why watch it?

Names

George Mikes ['mikes] Джордж Микеш (английский писатель-юморист венгерского происхождения) *Dg 'orj Mikesh (Kelib chiqishi Vengryalik Ingliz yozuvchisi)*

Vocabulary

English	Transcription	Russion	Uzbek
source	[sɔ:s]	источник	<i>kelib chiqish, manba</i>
to educate	['edjukeit]	обучать, развивать	<i>o'qitmoq, mustaxkamlamoq</i>
entertainment	[entə'teinmənt]	развлечение	<i>ko'ngil ochish</i>
broaden one's mind	['brɔ:dn]	расширять кругозор	<i>dunyoqarashni kengaytirmoq</i>
opportunity	[opə'tjɒniti]	возможность	<i>imkoniyat</i>
to relax	[rilæks]	расслабляться	<i>o'zini bo'sh qo'yumoq, dam olmoq</i>
power	['paʊə]	сила, способность	<i>kuch, qobiliyat</i>
hard day's work	[ha:d dei wɜ:k]	тяжелый трудовой день	<i>og'ir ish kuni</i>
to escape from reality	['i'skeip]	уходить от реальности	<i>xaqiqatdan chetlashish</i>
variety	[ve'rəiəti]	разнообразие	<i>xilma xillik</i>
documentary	[,dɒkjʊ'mentəri]	документальный фильм	<i>xujjatli film</i>
feature film	['fi:tʃə, film]	художественный фильм	<i>badiy film</i>
in good taste	[teist]	со вкусом	<i>yaxshi ta'mli, didli</i>
professional skill	[prefɛʃnl]	профессиональное мастерство	<i>kasbiy maxorat</i>
to argue	['ɑ:gju:]	спорить, возражать	<i>baxslashmoq, rad qilmoq</i>
waste of time	[weist]	бесполезная трата времени	<i>bekorga vaqtini sarflash</i>
addict	['ædikt]	наркоман, зд. человек, которого не оторвешь от телевизора	<i>narkoman, televizorni oldidan ketmaydigan shaxs</i>
box	[bɒks]	разг. "ящик", телевизор	<i>"quti" televizor</i>
whatever's on	[(h)wɒt'evə]	что бы ни показывали (по телевизору)	<i>(televizorda) nimaniki ko'rsatishmasin</i>

second-rate	[,sekənd'reɪt]	низкосортный, посредственный	<i>o'rtacha, past siflati</i>
Mexican	['meksikən]	мексиканский	<i>meksikalik</i>
commercial	[kə'mə:ʃəl]	телереклама	<i>televizion reklama</i>
the trick is	['trɪk]	зд. секрет в том (что)	<i>siri shundaki</i>
intelligently	[in'telɪdʒəntli]	с умом	<i>aql bilan</i>
ideal	[aɪ'diəl]	идеал	<i>nuqsonsiz, ideal</i>
violence	[vaɪələns]	насилие	<i>zo'rlik</i>
to rob	['rɒb]	грабить	<i>tunash</i>
to shoot (shot)	[ʃu:t]	стрелять	<i>otish</i>
to poison	['pɔɪzn]	отравлять, отравить	<i>zaxarlash</i>

Questions

1. How often do you watch TV?
2. What are your favourite programmes?
3. Which is your favourite channel?
4. The average Russian teenager spends about 20 hours a week in front of the TV-set. What about you?
5. Why is TV often called "the window on the world"?
6. Do you agree that television has the power to educate?
7. What do you think of commercials? Do they annoy you?
8. Do you enjoy watching "soaps"?
9. Do you think that there's too much violence on TV?
10. Do you believe that violence on TV may turn people into criminals?
11. Some people say that television kills conversation. Do you agree?
12. Do you use TV intelligently?

NEWSPAPERS

In the past people learnt about news from newspapers. Nowadays people usually learn what is happening in the country and in the world from TV or radio news programs or from the Internet.

Still we cannot imagine our life without newspapers. There are dozens of them on every news-stand. There are newspapers for professionals, for businessmen, for children and teenagers, for men and women, for sports fans, for those who are interested in gardening and for those who keep pets.

Some newspapers publish serious articles on politics, economy and finance, some aim to entertain their readers. Many newspapers express certain political opinion and people choose them according to their own political beliefs. In short, you can always find a paper which suits your interests.

Besides, there are many free local newspapers which are put into your postbox whether you ask for it or not. Probably they are not interesting, because they consist mainly of advertisements, but you can find a lot of useful telephone numbers and addresses there.

I also like newspapers weekly. I don't read all the articles, but in every issue I find something interesting. I think that most articles are very well written, they give a detailed and well-balanced analysis of current events and trends in economy. I like to read articles on social issues, interviews, reviews of new books, plays and

TV shows. One of my favorite columns is The Quotation of the Day, where they quote our popular politicians and give their comments. Sometimes it's very funny.

Vocabulary

English	Transcription	Russian	Uzbek
to imagine	[i'mædʒɪn]	представлять себе	<i>hayol qilmoq, o'yilamoq</i>
dozens	['dɔznz]	масса, множество	<i>massa ko'plik</i>
news-stand	['nju:zstænd]	газетный киоск	<i>gazetalar rastasi</i>
fan	[fæn]	поклонник, болельщик	<i>muhlis ishqiboz</i>
politics	['pɒlitiks]	политика	<i>siyosat</i>
economy	[i'kɒnɒmi]	экономика	<i>moliya</i>
finance	[faɪ'næns]	финансы	<i>iqtisod</i>
to aim	[eɪm]	ставить целью	<i>maqсад qo'yumoq</i>
to express	[ɪk'spres]	выражать	<i>ko'rsatish, aks ettirish</i>
opinion	[ə'pɪnjən]	мнение, взгляд	<i>fikr, qarash</i>
according to	[ə'kɔ:diŋ]	согласно, в соответствии	<i>-ga ko'ra, -ga binoan</i>
political beliefs	[bi'li:fs]	политические убеждения	<i>siyosiy ishonch, uqtirish</i>
in short	[ɪʃɔ:t]	короче говоря	<i>qisqasini aytganda</i>
to suit	[s(j)uɪ:t]	подходить	<i>mos kelmoq</i>
free		бесплатный	<i>bepul, tekin</i>
local	[ləukl]	местный	<i>mahalliy</i>
post-box	['pəʊstbɒks]	почтовый ящик	<i>pochta qutisi</i>
advertisement	[əd'vɜ:tsɪzmənt]	реклама	<i>reklama</i>
to subscribe	[səb'skraɪb]	подписываться	<i>yozilmoq</i>
weekly	['wi:kli]	еженедельник, еженедельный	<i>haftalik</i>
issue	[ɪsju:], [ɪsju:]	выпуск, вопрос	<i>bitirish, chiqarish, savol</i>
detailed	['dɪteɪld]	подробный	<i>batafsil</i>
well-balanced	[wəl'bælənst]	взвешенный, объективный	<i>o'yilangan, taqqoslangan, holis</i>
current events	[kʌrənt ɪvents]	текущие события	<i>hozirgi voqea</i>
trend	[trænd]	тенденция	<i>rag'bat, intilish, tendensiya</i>
social issues	[səʊʃ(ə)l]	общественные проблемы	<i>jamiyat muammolari</i>
review	[ri'vju:]	обзор, рецензия	<i>sharh, ma'lumot, taqriz</i>
column	['kɒləm]	колонка	<i>kolonka, ustun</i>
quotation	[,kwəʊ'teɪʃn]	цитата	<i>lavha, sitata</i>
comment	['kɒmənt]	комментарий	<i>sharh</i>

fascinating	['fæsineitiŋ]	увлекательный	<i>chroyli, diqqatni oluvchi</i>
to uncover	[ʌnkʌwə]	обнаруживать, раскрывать	<i>aniqlamoq, ochmoq</i>
completely	[kʌm'plitli]	совершенно	<i>mutlaqo</i>
daily	['deili]	ежедневный	<i>kundalik</i>
substitute	['sʌbstitujd]	заменять	<i>almashtirmoq</i>

Questions

1. Do you read newspapers regularly?
2. How many newspapers does your family subscribe to?
3. Do you like to read articles on politics and finance?
4. Do you read reviews of new films and books?
5. Do you follow sports news in newspapers?
6. Some newspapers run gossip columns (колонки сплетен). Do you read them?
7. Many newspapers print readers letters, in which people write about their problems. Often there are answers written by psychologists, doctors, educators, etc. Do you read these letters and answers?
8. Have you ever written to a newspaper?
9. Do you read any newspapers in English?
10. What kind of newspapers do you prefer?

WHAT IS NEWS?

What is news? The kind of event that becomes news depends on several factors.

When did it happen? To be news it must be immediate and current. What happened? Was the event important? If so, it's news. How and where did it happen?

Who did it happen to, and what may happen as a result? The answers to all these questions make up what we call news.

What kind of stories make news? Accidents, murders, awful fires — do only sad events make news? It depends on what is happening on a particular day. At first glance it may seem that newspapers print more "bad" news than "good" news. On certain bad days that may be true, but if you look through a typical newspaper, you may be surprised at the amount of good news on its pages.

Events make news because they are out of the ordinary. To most people, a story that describes an unusual happening is far more interesting than one about what's happening and if an important event happens, it's news, good or bad.

NEWSPAPER WARS

With so many modern forms of communication such as radio, TV and the Internet, newspaper companies now find it difficult to sell enough copies of their papers to survive. Many papers have a low circulation.

They use many methods to increase their circulation and to decrease the circulation of the other papers. Such strong competition has created the paper wars.

Newspaper companies use many methods to increase their circulation. One method is to offer cheap annual subscription; another is to sell a paper at a very low price for a month or two. Only big companies can afford this predatory pricing.

Newspapers also try to introduce new ideas. The problem is, however, that every time one company introduces a new idea, the other companies simply copy it!

Exercises

1. a) Read the international words and translate it into native.

Character, detective, elementary, faction, intelligent, policeman, police, practice.

b) If you guessed the meaning of the words, use them in the sentences.

1. Charles Dickens created many wonderful Can you describe the ... of Bazarov?
2. ... changes every season. Young people like to follow the
3. Doctor Brown has a large If you want to know English you should have a lot of ... in reading and speaking the language.
4. Sherlock Holmes was a famous Do you like ... stories?
5. When I was nine years old I went to ... school. This problem is not difficult at all, it is quite
6. A ... came up to Soapy and took him to the ... (O. Henry)
7. An ... person is one who shows a high degree of understanding.

FUTURE TENSES

INDEFINITE

I shall be asked
He/she/it will be asked
We shall be asked
You will be asked
They will be asked

Shall I be asked?
I shall not be asked.

~~CONTINUOUS~~

PERFECT

I shall have been asked
He/she/it will have been asked
We shall have been asked
You will have been asked
They will have been asked

Shall I have been asked?
I shall not have been asked.

1. Translate these sentences paying attention to the Future tense.

1. I shall going to send him a letter.
2. He will be going to spend his summer vacation in the USA.
3. He will be talking his examination on Friday.
4. They will be going to the cinema tomorrow.
5. I shall return to London in a few days.
6. She will take English lessons twice a week.

2. Give the opposites:

Short, thin, straight hair, upper, fair hair, below, shut, sweet, early

3. Give the synonyms:

Various, open, continue, worry, easy, beautiful, near, baggage, plane, airhostess, personal computer.



Computers

Words in Context

Computers keep getting smaller and faster. Scientist built the first computer in the 1940s. It was the size of a large room. In the 1970s, stores began to sell **desktop computers**. Then, in the 1990s, small **laptops** appeared. Now tiny **handheld computers** are popular.



Verbs



30 be online



31 enter your password



32 select text



33 click



34 scan



35 print (out)



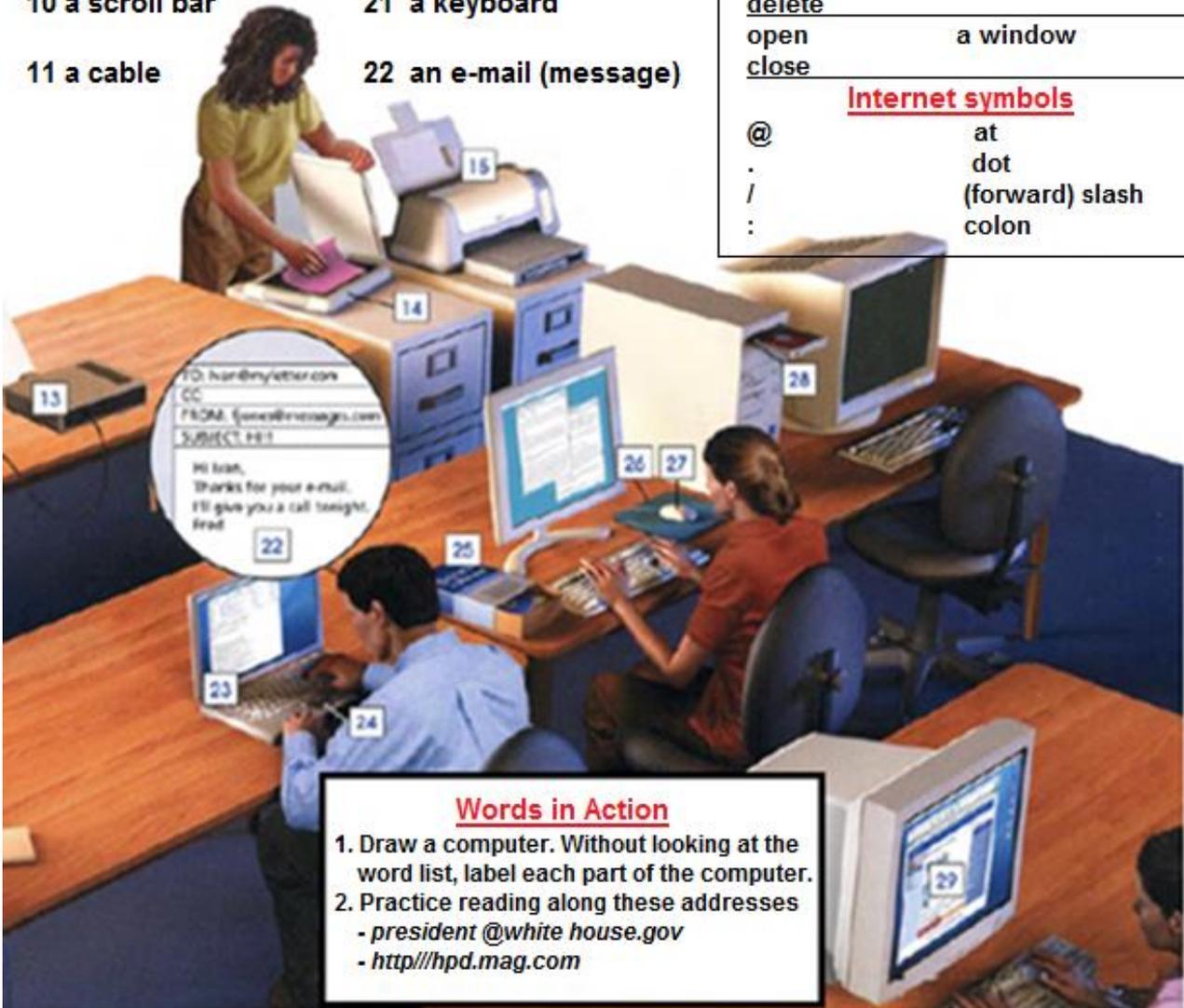
- 1 a CD-ROM
- 2 a disk
- 3 a window
- 4 a toolbar
- 5 a folder
- 6 a cursor
- 7 a file
- 8 a (drop down) menu
- 9 icins
- 10 a scroll bar
- 11 a cable
- 12 a power strip
- 13 a projector
- 14 a scanner
- 15 a printer
- 16 a SPA / handled (computer)
- 17 a desktop
- 18 a key
- 19 a monitor
- 20 a screen
- 21 a keyboard
- 22 an e-mail (message)
- 23 a laptop (computer)
- 24 a trackpad / a touchpad
- 25 software / a (computer) program
- 26 a mouse pad
- 27 a mouse
- 28 a CD-ROM drive
- 29 the (inter)net / the (Word Wide) Web

Word Partnership

connected to	the (inter) net
surf	
open	an e-mail (message)
send	
delete	
open	a window
close	

Internet symbols

@	at
.	dot
/	(forward) slash
:	colon



Words in Action

1. Draw a computer. Without looking at the word list, label each part of the computer.
2. Practice reading along these addresses
 - president@whitehouse.gov
 - <http://hpd.mag.com>

COMPUTER REVOLUTION

50 years ago people didn't even heard of computers, and today we cannot imagine life without them.

Computer technology is the fastest-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pin head. And the revolution is still going on.

Very soon we'll have computers that we'll wear on our wrists or even in our glasses and earrings.

The next generation of computers will be able to talk and even think for themselves. They will contain electronic "neural networks". Of course, they'll be still a lot simpler than human brains, but it will be a great step forward. Such computers will help to diagnose illnesses, find minerals, identify criminals and control space travel.

Some people say that computers are dangerous, but I don't agree with them.

They save a lot of time. They seldom make mistakes. It's much faster and easier to surf the Internet than to go to the library.

On-line shopping makes it possible to find exactly what you want at the best price, saving both time and money.

E-mail is a great invention, too. It's faster than sending a letter and cheaper than sending a telegram.

All in all, I strongly believe that computers are a useful tool. They have changed our life for the better. So why shouldn't we make them work to our advantage?

Vocabulary

English	Transcription	Russion	Uzbek
computer technology	[tek'nɒlədʒi]	компьютерные технологии	<i>kompyuter texnologiyalari</i>
neural network	[,nəʊrəl 'netwɜ:k]	нейронная сеть	<i>neyron tarmog'i</i>
human	['hju:mən]	человеческий	<i>insoniy</i>
minibus	['minibʌs]	микроавтобус	<i>kichik avtobus</i>
to weigh	[wei]	весить	<i>og'irlik, tortmoq (tarozida)</i>
step	[stəp]	шаг	<i>qadam</i>
to diagnose	['daɪəgnəʊz]	ставить диагноз	<i>tashxis qo'ymoq</i>
chip	[tʃɪp]	чип	<i>chip</i>
to identify	[aɪ'dentɪfaɪ]	опознавать	<i>tanimoq</i>
pin head	['pin hɛd]	булавочная головка	<i>to'g'nog'ich boshi</i>
criminal	['krɪmɪnəl]	преступник	<i>jinoyatchi</i>
wrist	[rɪst]	запястье	<i>bilak</i>
to save	[seɪv]	экономить	<i>tejamog</i>
invention	[ɪn'veɪʃn]	изобретение	<i>ixtiro</i>
all in all	[ɔl]	в общем	<i>umuman</i>
tool	[tu:l]	инструмент	<i>asbob</i>
exactly	[ɪg'zæktli]	именно то	<i>aynan shunday</i>

So why shouldn't we make them work to our

зд. Почему бы их не заставить работать на нас?

Shunday ekan nima uchun biz ularni o'zimizga ishlashga majbur qila olmaymiz

Questions

1. Have you got a computer?
2. Do you think it's a useful tool?

3. Will computers become smaller in the future?
4. Can the Internet help you to do your homework?
5. Can computers help us to learn foreign languages?
6. Do you play computer games?
7. What are the advantages of on-line shopping?
8. What are the advantages of e-mail?
9. Do you think that computers are bad for health?
10. Some people have made friends through the Internet. What about you?
11. Some people say that computers make us less sociable. Do you agree?
12. What will the next generation of computers be able to do?

HOOKED ON THE NET

The latest addiction to trap thousands of people is the Internet, which has been blamed for broken relationships, job losses, financial ruin and even suicide.

Psychologists now recognize Internet Addiction Syndrome (IAS) as a new illness that could cause serious problems and ruin many lives.

IAS is similar to other problems like gambling, smoking and drinking: addicts have dreams about the Internet; they need to use it first thing in the morning; they lie to their parents and partners about how much time they spend online; they wish they could cut down, but are unable to do so.

Many users spend up to 40 hours a week on the Internet. Some of the addicts are teenagers who are already hooked on computer games and who find it very difficult to resist the games on the Internet.

WHAT KIND OF VIEWER ARE YOU?

Everyone has a different way of using television. Here are some types of television viewers.

The absent-minded

This type of viewer leaves the TV on all day. In the meantime, he eats, phones, reads or does his homework. For him television is really just background noise for his day.

The addict

He won't give up TV for anything in the world. He watches the programs in silence, with great concentration. Even during commercials, he won't leave the screen for fear of losing a second of the programs. He usually chooses the programs he wants to watch very carefully.

The bored

He puts the TV on when he's got nothing better to do. For him TV is the last resort. He only watches it when it's raining or when he's ill.

What sort of viewer are you?

WHY ARE WE SO EXCITED ABOUT THE INTERNET?

What exactly is it that gets us all so excited about the Internet?

As well as being a global network of networks, the Internet is a global network of people, ideas and information. The Net is as interesting and exciting as the

people, organizations, companies, governments and weirdoes that are connected to it.

There is another thing that's exciting about the Internet. Like love and life, the Net is what you make it. If you don't like what's happening on one part of the network, you can build yourself a whole new cyber city, appoint yourself as mayor and run it exactly as you want.

The Internet enables you to do a lot of things simultaneously. You can read the latest copy of your favorite newspaper while planning your night's TV viewing and ordering some cheap CDs from an American discount disc store.

You can send e-mail to someone you've never met before ... Some people have "met" over the Internet and got married.

The first web browsers only supported simple texts and images, but now a multitude of multimedia plug-ins enables webpages to sing and dance.

From PC banking to online shopping and chats with celebrities, the Internet is already changing our lives. The arrival of digital TV promises even more exciting things.

Exercices

1. Think and put these words in the suitable place.

a) software b) laptop c) hardware d) click e) network f) paste g) PC

- a) programs used in computer
- b) to press the button on a mouse
- c) a system which connects a number of computers
- d) personal computer
- e) the computer equipment itself
- f) to insert a text or a picture in a document
- g) a small personal computer

2. Translate the sentences into native

Most electronic computers are expected to perform from over ten thousand operations every second. The designer expected the electronic computer to perform over ten thousand operations every second. A digital computer is supposed to produce information by some logic process. The engineer supposed the digital computer to produce information at great speed and without mistakes.

3. a) Arrange the words in pairs of opposites.

Sell, laugh, broad, live, westward, cry, north, white, sugar, unimportant, slow, die, south, buy, important, salt, black, quick, eastward, narrow.

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5. Амалий машғулот слайд-презентацияси (дискда илова қилинди)
6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 11.

THE THEME: BOOKS IN OUR LIFE

Text: Books in our life.

We cannot imagine our life without books. They play a very important part in our life. There is practically no family that does not have books.

Books are our friends. We meet them when we are very small and cannot read, but we remember the pictures from them, we remember our mothers read them for us.

We learn very much from books.

Books educate people in different spheres of life. They develop our imagination, make us think and analyze. They help to form our character and the world-outlook. Books help us in self-education and deciding problems of life. They make our life more interesting.

People read both for knowledge and for pleasure. Different people read different books. Textbooks, scientific articles and some books on history or about the Nature are read for information. They help us with our lessons and work. We read serious books which help us understand the life, give us answers to the questions which worry us, they make us think. These are historical novels, books by the classics, books about the events that happen in real life, etc.

Many people enjoy so-called “easy-reading” – detectives, amusing humorous stories, fantastics. Unfortunately, there are books that make unhappy reading.

But so many people, some many tastes.

As for me I prefer to read adventure stories, full of interesting real facts and pictures, and detectives.

My favorite author is Arthur Conan Doyle with his Holmes’ Adventures.

Vocabulary:

to imagine – tasavvur qilmoq

practically – amaliy

to educate – tehsil olmoq

a sphere – sfera, soha

imagination – tasavvur

to analyse – tahlil qilmoq

world-outlook – dunyo qarashi

self-education – mustaqil ta’lim

a knowledge – bilim

a pleasure - mamnuniyat

scientific – ilmiy

to worry – tashvishlanmoq

so-called – shunday ataladigan
amusing – kuldiradigan
unfortunately – baxtga qarshi
a taste – did
an author – avtor, muallif

Grammar: Reported Speech (Part 2) – Requests, Orders, And Questions



My colleague asked me to help him update his computer.

In Part 2, we will focus on requests, orders, and questions.

DIRECT SPEECH	REPORTED SPEECH	EXAMPLE
Requests/ orders	Asked (me/him/her) to... Told (me/him/her) to...	“Please make 10 copies of this report.” She asked me to make 10 copies of the report. “Go to the bank.” He told me to go to the bank.
Yes/no questions	Asked if... Wanted to know if...	“Are you coming to the party?” He asked if I was coming to the party. “Has John seen the new movie?” She asked if John had seen the new movie.
Other questions	Asked... Wanted to know...	“When was the company founded?” She asked when the company was founded. “What kind of car do you drive?” He wanted to know what kind of car I drive.

1. REQUESTS/ORDERS

- “Asked me to” is used for requests.
- “Told me to” is stronger; it is used for orders/commands.
- The main verb stays in the infinitive:

She asked me **to make** copies.

He told me **to go** to the bank.

2. YES/NO QUESTIONS

- “Asked if” and “wanted to know if” are equal.
- The main verb changes according to the [rules for reported statements](#):
“Did you turn off the TV?” (past simple)

She asked if I **had turned off** the TV (past perfect)

- We don’t use the auxiliary verbs “do/does/did” in the reported question.

3. OTHER QUESTIONS

- “Asked” and “wanted to know” are equal.
- We don’t use the auxiliary verb “do” or “does” in the reported question:
“Where **does** he work?”

She wanted to know **where he works**.

- In questions with the verb “to be,” the **word order** changes in the reported question:

“Where **were you** born?” (Question word + [to be] + subject)

He asked where **I was** born (Question word + subject + [to be])

~~He asked where was I born~~

Ex.1 Change the direct speech into reported speech:

1. “Please help me carry this” She asked me

2. “Please come early” She

3. “Please buy some milk” She

4. “Could you please open the window?” She

5. “Could you bring the book tonight?” She

6. “Can you help me with my homework, please?” She

7. “Would you bring me a cup of coffee, please?” She

8. “Would you mind passing the salt?” She

9. “Would you mind lending me a pencil?”

She _____

10. “I was wondering if you could possibly tell me the time?”

She _____

11. “Do your homework!” She told me

12. “Go to bed!”

She _____

13. “Don’t be late!”

She _____

14. “Don’t smoke!”

- She _____
 15. "Tidy your room!"
 She _____
 16. "Wait here!"
 She _____
 17. "Don't do that!"
 She _____
 18. "Eat your dinner!"
 She _____
 19. "Don't make a mess!"
 She _____
 20. "Do the washing-up!"
 She _____

Reported Orders and Requests – Answers: 1. She asked me to help her carry this. 2. She asked me to come early. 3. She asked me to buy some milk. 4. She asked me to open the window. 5. She asked me to bring the book tonight (that night). 6. She asked me to help her with her homework. 7. She asked me to bring her a cup of coffee. 8. She asked me to pass the salt. 9. She asked me to lend her a pencil. 10. She asked me to tell her the time. 11. She told me to do my homework. 12. She told me to go to bed. 13. She told me not to be late. 14. She told me not to smoke. 15. She told me to tidy my room. 16. She told me to wait here (there). 17. She told me not to do that. 18. She told me to eat my dinner. 19. She told me not to make a mess. 20. She told me to do the washing-up.

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8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 12

THEME: EDUCATION AND THE ROLE OF FOREIGN LANGUAGE

Text: Education is very important in our life. An educated person is one who knows a lot about many things. He always tries to learn, find out, discover more about the world around him. He gets knowledge at school, from books, magazines,

from TV educational programs. The pupils can get deeper knowledge in different optional courses in different subjects and school offers these opportunities. They can deepen and improve their knowledge by attending different optional courses in different subjects. The result of the educative process is the capacity for Further education. Nowadays the students of secondary schools have opportunities to continue their education by entering, gymnasiums, lyceums, colleges. But the road to learning is not easy. The role of foreign languages is also increasing today. Thanks to the knowledge of foreign languages one can read books, magazines in original, talk to foreigners, translate various technical articles. Moreover, joint ventures which have recently appeared in our country need specialists with profound knowledge of foreign languages like English, German or French. To know foreign languages is absolute necessary for every educated person, for good specialists. Our country is transferring to a market economy. Research and innovations should improve living, working conditions of our people. That is why it is so important to be persistent in students. A language that came from nowhere to conquer the world... The movement of English around the world began with the pioneering voyages to the Americas and Asia, continued with the 19th century colonial developments in Africa and the South Pacific, and took a significant further step when it was adopted in the 20th century as a official or semiofficial language by many independent states. English is now the dominant or official language by independent states. English is now the dominant or official language in over 60 countries, and is represented in every continent and in the three major oceans - Atlantic, Indian, and Pacific. It is this spread of representation which makes the application of the term "world language" a reality. The present-day world status of English is the result of two factors: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century. There are many different reasons why people study foreign languages, English in particular.

Here are some of them:

- To travel abroad;
- To get good job to have something to do in your spare time;
- To be better educated;
- To be familiar with social and cultural life in other countries;
- To be able to participate in conversations with people from English-speaking countries.

English is the language of international air traffic control, and is currently developing its role in international maritime, policing, and emergency services. English is the chief language of international business and academic conferences, and the leading language of international tourism [2, c.85] English is the main language of popular music, advertising, satellite broadcasting, home computers, and video games. A foreign language is not just a subject learnt in the classrooms. It's something which is used in real life situations.

There are many important reasons for learning a foreign language. Among them are the following:

- Learning a foreign language increases your range of communication. For example, if you speak only English, you can communicate with over 400 million other persons. If you also learn Spanish, you could speak to any of the 297 million Spanish-speaking people in Latin America, Spain, and other parts of the world.

By learning another language, you get knowledge of the customs and ways of life of their nations. While learning French, you find out how French people live, behave, and think.

A foreign language can help and add to your knowledge of your own language. For example, by studying Latin, you can improve your understanding of the thousands of English words that have their roots in Latin.

Learning a foreign language helps you to add to your general stock of information. It can be a key that unlocks new fields of knowledge. If you learn German you will be able to read books written in German on almost any subject you may wish to study.

Knowledge of foreign language extends the horizon of communication. To deal with other people language is most effective tool for understand each other. Knowledge of additional language really adds up for many ways. For instance, people can understand other's culture, sentiment, and thoughts in particular area that he or she may deal differently. People can extend their business with others. In contrast lack of understanding of other's language really hard and impossible to do business with others. Reason is that it requires correspondence, sharing ideas, let others to understand his or her ideas. That's why knowledge of it extends his or her communication height. foreign language study English

Learning and having knowledge of foreign language is outright of benefits. To better prepare for future and to explore possible opportunities foreign language is a tool that every student should have educated before they finish high school. The great German poet Goethe once said, "He, who knows no foreign language, does not know his own one." That is why in order to understand oneself and environment one has to study foreign languages.

Reading: Learning a Foreign Language

Foreign languages are absolutely necessary for people nowadays, because of our growing international contacts with foreign countries.

There are many reasons, why we begin to study foreign languages. One studies a foreign language to be able to communicate with other people who speak this language, other study it for future career.

If we are planning to travel to countries where the language we can speak is spoken, we can communicate with people there and understand what they are saying to us.

If we are working in any branch of science, we naturally wish to read scientific books and magazines in other languages to raise our professional level. Making business nowadays also means the ability of speaking foreign languages.

The ability of speaking one or two or even more foreign languages helps people from different countries to develop mutual friendship and understanding. We can also make our intellectual and cultural horizons wider through contacts with people of another culture.

It is also very interesting to read foreign literature in its original form. We can also read foreign newspapers and magazines and understand films in foreign languages without any help and translation.

As for me I learn English, because English is a very popular language all over the world. It is used in many parts of the world and there is a lot of business correspondence and literature in English.

Also I am going to learn Spanish, because it is also a widely spread language.

I think, it is very important to speak at least one foreign language either English or German or French and Spanish or any other one.

There is a saying: the more languages you speak, the more times you are a human being.

Questions:

1. Are foreign languages necessary for people nowadays?
2. Why do we begin to study foreign languages?
3. What language do I learn?
4. What language am I going to learn?

Vocabulary:

foreign — xorijiy

necessary — zarur

nowadays — hozirgi kunda

growing — o'sayotgan

reasons — sabablar

to be able — qodir bo'lmoq

to communicate — aloqa qilmoq

branch of science — fan sohalari

to raise smb's professional level — ilmiy darajasini oshirmoq

horizon — dunyoqarash

wider — kengroq

through — orqali

in the original — aslida

compulsory — majburiy

secondary school — o'rta maktab

higher school — yuqori maktab

correspondence — munosiblik

at least — kamida;

Grammar: Preposition of ime and place

Many learners and even some teachers view the usage and meaning of prepositions as a secret that can't be unlocked. However, if we examine the

syntactic environments of such key prepositions systematically, patterns of usage and core meaning concepts emerge which can aid explanation and learning.

The prepositions *at*, *in* and *on* are often used in English to talk about places (positions) and times. Sometimes the choice of one over another in a particular phrase or sentence seems arbitrary. However, if we analyse patterns of occurrence we can identify key concepts in meaning and usage which consistently apply and can be used as a platform for learning.

Prepositions of time

The preposition *at* is used in the following descriptions of time:

With clock times

- My last train leaves at 10:30.
- We left at midnight.
- The meeting starts at two thirty.

With specific times of day, or mealtimes

- He doesn't like driving at night.
- I'll go shopping at lunchtime.
- I like to read the children a story at bedtime.

With festivals

- Are you going home at Christmas/Easter?

In certain fixed expressions which refer to specific points in time

- Are you leaving at the weekend?*
- She's working at the moment.
- He's unavailable at present.
- I finish the course at the end of April.
- We arrived at the same time.

*Note that in American English, *on the weekend* is the correct form.

The preposition *in* is used in the following descriptions of time:

With months, years, seasons, and longer periods of time

- I was born in 1965.
- We're going to visit them in May.
- The pool is closed in winter.
- He was famous in the 1980's.
- The play is set in the Middle Ages.
- They've done work for me in the past.

With periods of time during the day

- He's leaving in the morning.
- She usually has a sleep in the afternoon.
- I tried to work in the evening.

To describe the amount of time needed to do something

- They managed to finish the job in two weeks.
- You can travel there and back in a day.

To indicate when something will happen in the future:

- She'll be ready in a few minutes.

- He's gone away but he'll be back in a couple of days.

The preposition ***on*** is used in the following descriptions of time:

With days of the week, and parts of days of the week

- I'll see you on Friday.
- She usually works on Mondays.
- We're going to the theatre on Wednesday evening.

Note that in spoken English, *on* is often omitted in this context, e.g. I'll see you Friday.

With dates

- The interview is on 29th April.
- He was born on February 14th, 1995.

With special days

- She was born on Valentine's Day.
- We move house on Christmas Eve.
- I have an exam on my birthday.

If we examine these different aspects of usage for the three prepositions, a general pattern emerges. *At* is generally used in reference to specific times on the clock or points of time in the day. *In* generally refers to longer periods of time, several hours or more. *On* is used with dates and named days of the week.

Prepositions of place

The preposition ***at*** is used in the following descriptions of place/position:

With specific places/points in space

- She kept the horse at a nearby farm.
- I had a cup of coffee at Helen's (house/flat).
- Angie's still at home.
- I'll meet you at reception.
- There's a man at the door.
- I saw her standing at the bus stop.
- Turn right at the traffic lights.
- The index is at the back of the book.
- Write your name at the top of each page.

With public places and shops

- Jane's at the dentist/hairdresser.
- I studied German at college/school/university.
- Shall I meet you at the station?
- We bought some bread at the supermarket.

With addresses

- They live at 70, Duncombe Place.

With events

- I met her at last year's conference. She wasn't at Simon's party.

The preposition ***on*** is used in the following descriptions of place/position:

With surfaces, or things that can be thought of as surfaces

- The letter is on my desk.
- There was a beautiful painting on the wall.
- The toy department is on the first floor.
- Write the number down on a piece of paper.
- You've got a dirty mark on your jumper.
- He had a large spot on his nose.
- She placed her hand on my shoulder.

With roads/streets, or other things that can be thought of as a line, e.g. rivers

- The bank is on the corner of King's Street.
- Koblenz is on the Rhine.
- Bournemouth is on the south coast.
- It's the second turning on the left.

The preposition *in* is used in the following descriptions of place/position:

With geographical regions

- Driving in France is very straightforward.
- Orgiva is a very small village in the mountains.

With cities, towns and larger areas

- Do you like living in Nottingham?
- They were having a picnic in the park.
- She works somewhere in the toy department.

With buildings/rooms and places that can be thought of as surrounding a person or object on all sides

- Can you take a seat in the waiting room, please?
- I've left my bag in the office.
- There's a wedding in the church this afternoon.
- Lots of people were swimming in the lake

With containers

- There's fresh milk in the fridge.
- I think I've got a tissue in my pocket.
- The money is in the top drawer of my desk.

With liquids and other substances, to show what they contain

- Do you take milk in your coffee?
- I can taste garlic in this sauce.
- There's a lot of fat in cheese and butter.

A general pattern again emerges if we consider these different aspects of usage. We can think of *at* as one-dimensional, referring to a specific place or position in space. *On* is two-dimensional, referring to the position of something in relation to a surface. *In* is by contrast three-dimensional, referring to the position of something in relation to the things that surround it. Thinking of the prepositions in these terms helps us explain certain facts. For instance, *in* is generally used for larger places and *at* for smaller, more specific places, so we say:

We arrived in Inverness two hours ago.

But:

We arrived at the campsite two hours ago.

However, if we think of a city or larger place as a specific point in space, we can use *at*, e.g.

The train stops at Birmingham and Bristol.

Or if we think of a smaller place as three-dimensional, we can use *in*, e.g.

We've lived in this little village for many years.

Prepositions *at/in/on* – extended meanings

A systematic analysis of the occurrence of the prepositions *at*, *in* and *on* in their core usage as indicators of time and place, helps us establish some key meaning concepts which will aid us in identifying and explaining their extended meanings:

at – is a mechanism for denoting the specific, it usually refers to fixed points in time (e.g. clock times) and specific points in space.

on – is a mechanism which usually describes something in relation to a second, often linear dimension, hence it relates to the calendar (days and dates) and surfaces or lines.

in – is a mechanism for describing something in relation to the things that surround it in time or space, hence it relates to periods of time and three-dimensional spaces or containers.

Extended meaning of *at*

At is used for showing specific temperatures, prices and speeds:

Tickets are now on sale at £15 each.

He denied driving at 110 miles per hour.

And more generally to talk about the level or rate of something:

Interest rates have stayed at this level for several months.

The loan repayments are going up at an alarming rate.

At is used to show when someone is a particular age:

He began composing at the age of 5.

She chose not to retire at 65.

At is used to show that an activity is directed specifically towards someone or something:

He's always shouting at the children.

Jamie threw the ball at the wall.

Why are you staring at her like that?

At is used to show the specific cause of a feeling or reaction:

Audiences still laugh at her jokes.

We were rather surprised at the news.

Extended meanings of *on*

On is used to show movement in the direction of a surface:

We could hear the rain falling on the roof.

I dropped my bags on the floor.

On is used to show when the surface of something accidentally hits or touches a part of the body:

I cut my finger on a sharp knife.

She banged her head on the cupboard door.

On is used to show that a part of someone's body is supporting their weight:

She was balancing on one leg.

He was on his hands and knees under the table.

On is used to show that something is included in a list:

He's not on the list of suspects.

How many items are on the agenda?

Extended meanings of *in*

In is used to show movement towards the inside of a container, place or area:

She put the letter back in her briefcase.

The farmer fired a few shots in the air.

In is used to show when something is part of something else:

I've found one or two spelling mistakes in your essay.

Who's the little girl in the photograph?

There are several valuable paintings in the collection.

In is used to show that someone is wearing something:

Do you know that girl in the black dress?

A man in a brown suit was walking towards her.

In is used to show how things are arranged, expressed or written:

We gathered round in a circle.

Their names are given in alphabetical order.

Complete the form in block capitals.

She spoke to me in Spanish.

Адабиётлар:

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7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 13
THEME: GLOBAL ENGLISH

I have a basic ability to understand and exchange information on familiar topics in a very simple way.

I can understand simple information in texts and audio/video which focus on familiar topics.

I can understand simple texts on familiar topics and I am beginning to be able to express myself clearly.

I can understand the main ideas in texts and videos on a range of topics. I can express my ideas clearly.

I understand a wide range of language in a variety of contexts, including unfamiliar topics, and can communicate my ideas well.



A1
beginner



A2
elementary



B1
intermediate

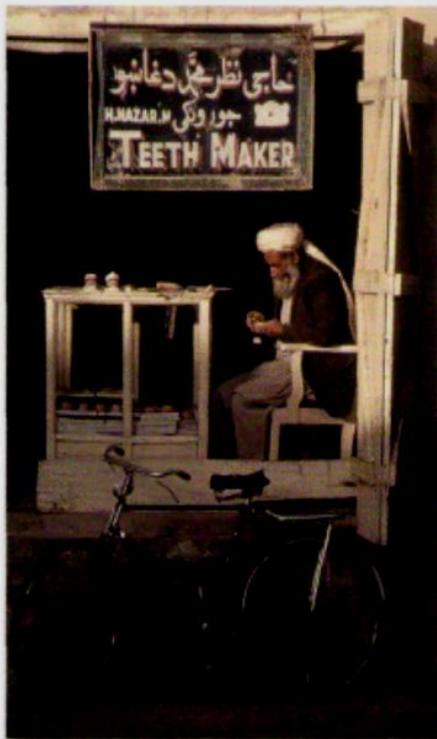


B2
upper
intermediate



C1
advanced

12c | Global English



SPEAKING

- In your town, where can you find signs that are written in English? What do the signs say?
Where can you hear people speaking English? Why is English used?

VOCABULARY: countries & languages

- Where are these cities?

- | | | |
|-------------|------------|-----------|
| 1 Greece | | |
| 1 Athens | 5 Riyadh | 9 Madrid |
| 2 Budapest | 6 Tokyo | 10 Paris |
| 3 Sao Paolo | 7 Beijing | 11 Rome |
| 4 Moscow | 8 Istanbul | 12 Warsaw |

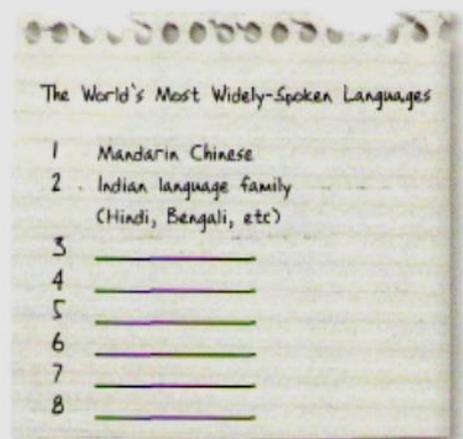
Put the countries in order from 1–12 (1 = nearest to your country → 12 = furthest from your country).

- Which languages are spoken in the countries in exercise 1? Write the languages in the correct place in the table.

ending in <i>-an</i>	ending in <i>-ish</i>	ending in <i>-ese</i>	with other endings
<i>Hungarian</i>			

Can you add one more language to each column?

- In how many different languages can you say *hello*?
- Which of the languages in exercise 2 are the most widely-spoken in the world? Complete the list with the languages from exercise 2.



- 2.57 Listen to the recording to check your answers.

READING

1 Work in pairs. Discuss these questions.

- How many different countries can you name where English is the first language?
- What kind of English do you find it easiest to understand?
- Is it better to learn American or British English?

2 Read the article. Does the writer think that it is better to learn American or British English?

English as an International Language – no problem, OK?

'You say to-may-to, I say to-mah-to'

The British and the Americans like to talk about the differences between British and American English. There are a few small differences in the grammar and there are a few words that are different on either side of the Atlantic, but the big difference is the accent. Some British films have subtitles in America because people can't understand what the actors are saying, and some American TV series (*The Sopranos*, for example) are difficult for the British to understand.

However, if you listen to Standard English (the language that TV newsreaders use, for example) in Britain or the US, there are no problems of understanding at all. The problems are with the different kinds of American and British English. These different dialects and accents depend on people's social class and the geographical area where they live. It is possible, for example, that a middle-class speaker from the south of England will find it difficult to understand a working-class speaker from the north. In the same way, a wealthy Californian may not understand a working-class New Yorker. All of these people have accents, but the middle-class accents are usually closer to Standard English.

With so many different Englishes, it is difficult for learners of the language. What sort of English should they learn? Is American English better than British English, or the other way round? The answer depends on their reasons for learning English. If they are learning English for their work, the choice will probably be easy. But for many students, it doesn't matter. What matters is that they understand and are understood.

The world is changing and English is no longer the property of the British, Americans or Australians. Most English that you hear and see around the world is spoken or written by non-native speakers – between, for example, a Greek and a German, or between a Russian and an Italian. English is the main language of business, academic conferences and tourism, of popular music, home computers and video games. English has become the Latin of the modern world.

Because of this, the question of American or British English is becoming less and less important. More and more people now talk about English as an International Language – a language that is not American or British. It has hundreds of different accents, but if people can understand what you are saying, no problem. OK?

3 Read the article again and say if these sentences are true (T) or false (F).

- 1 There are a lot of important differences between British and American grammar.
 - 2 Some Americans can't understand British films.
 - 3 There is only one British accent.
 - 4 For many students, it doesn't matter if they learn British or American English.
 - 5 Many different nationalities use English to communicate.
 - 6 English as an International Language is a kind of American English.
- 4 Which accents in your language do you find difficult to understand? What do other people think of your accent?

What is the best accent in your language for a student to learn?

PRONUNCIATION: British & American accents

1 🎧 2.58 You will hear these words said twice. Which speaker is American and which is British?

answer ask banana castle
dance example France glass

2 🎧 2.59–2.60 Listen to another group of words. You will hear each word said twice: first by an American speaker, then by a British speaker. Mark the stress on the words.

US	UK
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
address	address
café	café
cigarette	cigarette
magazine	magazine
weekend	weekend

Grammar: conjunction (connectives)

A word used to link clauses within a sentence. For example, in the following sentences, *but* and *if* are conjunctions:

It was raining but it wasn't cold.

We won't go out if the weather's bad.

There are two kinds of conjunction:

a. Co-ordinating conjunctions (and, but, or and so). These join (and are placed between) two clauses of equal weight.

Do you want to go now or shall we wait a bit longer?

And, but and *or* are also used to join words or phrases within a clause.

b. Subordinating conjunctions (eg *when, while, before, after, since, until, if, because, although, that*). These go at the beginning of a subordinate clause:

We were hungry because we hadn't eaten all day.

Although we'd had plenty to eat, we were still hungry.

We were hungry when we got home.

Connectives

A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (eg *but, when, because*) or connecting adverbs (eg *however, then, therefore*).

Connecting adverbs (and adverbial phrases and clauses) maintain the cohesion of a text in several basic ways, including:

addition: also, furthermore, moreover

opposition: however, nevertheless, on the other hand

reinforcing: besides, anyway, after all

explaining: for example, in other words, that is to say

listing: first(ly), first of all, finally

indicating result: therefore, consequently, as a result

indicating time: just then, meanwhile, later

Commas are often used to mark off connecting adverbs or adverbial phrases or clauses:

First of all, I want to say ...

I didn't think much of the film. Helen, on the other hand, enjoyed it.

Connecting adverbs and conjunctions function differently. Conjunctions (like *but* and *although*) join clauses

within a sentence. Connecting adverbs (like *however*) connect ideas but the clauses remain separate sentences:

I was angry but I didn't say anything. (but is a conjunction - one sentence)

Although I was angry, I didn't say anything. (although is a conjunction - one sentence)

I was angry. However, I didn't say anything. (however is an adverb - two sentences)

Адабиётлар:

1. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Student's book. Course 1,2,3. – T.: G'afur G'ulom, 2015.

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3. Kerr P., Jones C. Straightforward. Intermediate. Student's Book. 2nd edition. — Macmillan, 2007.
4. Scrivener J., Bingham C., Tennant A., Wasserman S. Straightforward Intermediate. Teacher's book – Macmillan, 2007.
5. Амалий машғулот слайд-презентацияси (дискда илова қилинди)
6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 14

THE THEME: GLOBAL ISSUES

What is a Global Issue?

- A global issue is a broad description that is often used to explain matters of great social concern that affect human populations locally and that are shared among diverse human societies within our global community.



12D | Global issues



SPEAKING & VOCABULARY: global issues

1 Match the newspaper headlines A–N to the global issue above.

A LA children who cannot read	H Researchers find new flu virus
B Police need more money to fight online crime	I Who will save the Javan rhinoceros?
C Protesters destroy fields	J FOREST FIRES IN SOUTHERN FRANCE
D Brazil opens rainforest reserve	K Computer virus shuts down government websites
E European Parliament to vote on minimum wage	L More teachers needed in Central city schools
F NEW AIDS DRUG	M Scientists clone 12 sheep
G Temperatures reach record high	N NEW HOSTELS FOR HOMELESS MEN

2 Work in pairs. Discuss these questions.

- Can you think of any other global issues?
- Which three issues are most important to you? Why?
- Which issues are important in your country at the moment?
- Do you know any stories in the news at the moment that are connected to these issues?

LISTENING

1 🎧 2.61–2.64 Listen to four conversations at a party. Which global issues above are discussed?

2 🎧 2.61–2.64 Listen to the conversations again to check your answers. Complete the sentences with a word from the box.

global warming homeless internet junk
organic newspapers poor virus

Conversation 1

- 1 Mike has had a problem with a computer ____.
- 2 Bella thinks that the police should do more to stop ____ criminals.

Conversation 2

- 3 Mademoiselle Lajolie doesn't want to eat ____ food.
- 4 Patrick thinks that ____ food is a waste of money.

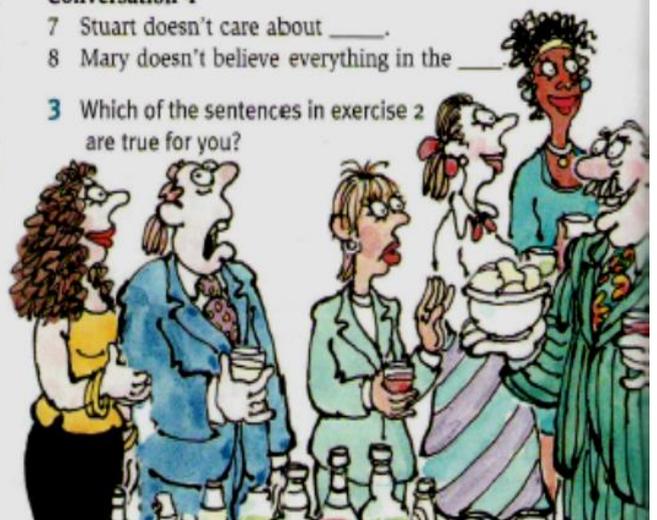
Conversation 3

- 5 Ruby thinks life is very hard for the ____.
- 6 Davina thinks that everyone should give money to the ____.

Conversation 4

- 7 Stuart doesn't care about ____.
- 8 Mary doesn't believe everything in the ____.

3 Which of the sentences in exercise 2 are true for you?



FUNCTIONAL LANGUAGE: agreeing & disagreeing

1 Complete the table with these phrases.

- a I see what you mean, but ...
- b I'm not sure about that.
- c Oh, absolutely/definitely.
- d That's how I feel, too.
- e That's not the way I see it.
- f That's what I think, too.
- g Well, maybe, but ...
- h You must be joking!

agree	partly agree
I agree with you. (1) _____ (2) _____ (3) _____	I see your point, but ... (4) _____ (5) _____
disagree	strongly disagree
I'm afraid I disagree. (6) _____ (7) _____	You can't be serious! (8) _____

2  2.65 Listen to the phrases and repeat.

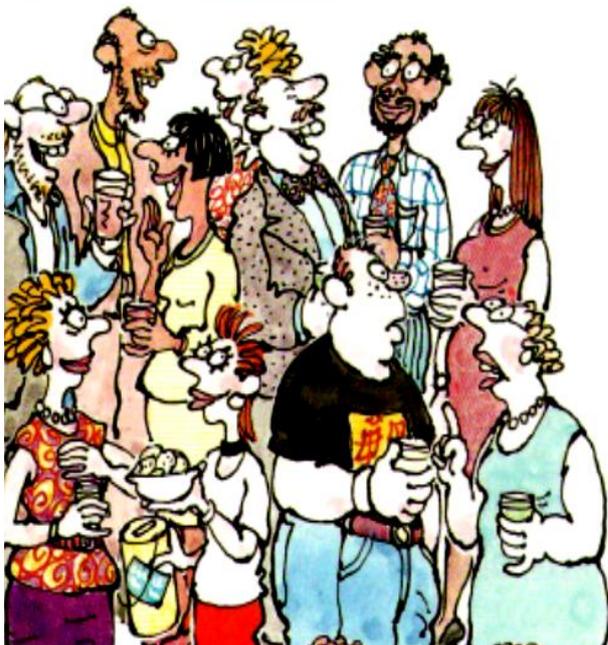
3 Work in pairs. Complete and continue the conversation. Use as many of the phrases in exercise 1 as possible.

A: Have you heard the news about _____? It's terrible, isn't it?

B: Yes, I agree with you. I think we should all do something about it.

A: _____. But what?

B: _____.



4 Look at these sentences and decide if you agree, partly agree, disagree or strongly disagree.

- 1 We should find solutions to our own problems before we try to help the rest of the world.
- 2 Women worry about the world's problems more than men do.
- 3 Politicians will find solutions to the world's problems.
- 4 There is nothing that I can do about the world's problems.
- 5 It is the job of the United Nations (not national governments) to solve the world's problems.

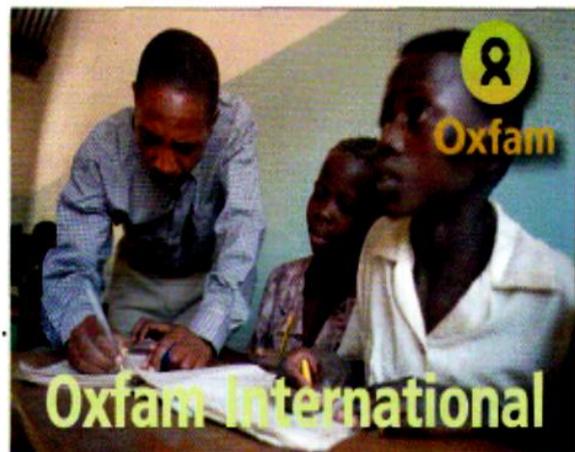
Work in small groups and compare your opinions.

DID YOU KNOW?

1 Look at the information about Oxfam.

Work in pairs and discuss these questions.

- What charities are there in your country?
- What do these charities do?
- Do you ever give money to charities? Which ones?



Oxfam International

Oxfam International is one of the world's biggest charities. Oxfam's aim is a simple one: to work with others to find lasting solutions to poverty and suffering.

- Oxfam has programmes in more than 70 countries. It works with local people to improve their lives. Oxfam trains health workers and sets up schools, for example.
- Oxfam responds to emergencies, providing food and shelter for people who have lost their homes in floods, hurricanes and war.
- Oxfam speaks to governments and powerful organizations about the problems of poor people. It encourages people to speak for themselves and change their lives for the better.

Oxfam was started in Oxford in 1942. It now has 3,000 partner organizations in 100 countries, including the US, Australia and many countries in Europe.

Grammar: We use the causative in English to say that we have arranged for someone to do something for us.

He had his jacket cleaned.

(He didn't clean it himself.)

The causative is formed with 'have + object + past participle' The past participle has a passive meaning.

Questions and negations of the verb 'have' are formed with do/does or did in the past simple.

Did you have your camera fixed?

We also use 'have something done' to talk about an unpleasant experience.

Peter had his phone stolen last night.

In informal conversations we can use 'get' instead of 'have'.

She's getting her hair done again.

It is important to have the correct word order:

'John had his car repaired.' is very different to 'John had repaired his car.'

In the first sentence John arranged for someone else to repair his car. In the second sentence he did it himself.

The causative can be used with most verb forms and is also formed with the infinitive and -ing forms.

He should have his car repaired.

It's worth having his car repaired.

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7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 15

THEME: THE GOVERNMENT OF UZBEKISTAN

Text: The Republic of Uzbekistan is one of the two double locked countries in the world. It is bordered by the five landlocked countries of Kazakhstan, Tajikistan, Kyrgyzstan, Afghanistan, and Turkmenistan. It is a presidential constitutional republic with the president heading both the state and the government. The executive powers are with the government while the legislative power is with the two chambers of the Supreme Assembly. The judiciary is made up of the Supreme Court, the Constitutional Court, and the Higher Economic Court. The government of Uzbekistan ensures guidance over the effective functioning of the country's economy, implementation of the law, and social and cultural development.

The Government of Uzbekistan has its legal basis in the Constitution of Uzbekistan. The government is in three levels: the Executive, Legislative, and Judicial branch. The 1992 constitution officially created a separation of power among the three arms of government. Although the names of government institution have changed since independence in 1991, the institutions are still similar to the ones that existed before the dissolution of the Soviet Union. The major roles of the government include ensuring progressive economic, social, and cultural growth and implementation of the laws and policies of the Supreme Assembly.

The Executive Branch of The Government Of Uzbekistan

The executive branch comprises of the president, the premier, ministers, and deputy ministers. The president is elected for a five-year term by popular vote in a free and fair election. He or she appoints the prime minister and deputy minister who form part of his cabinet. The president is granted supreme executive powers by the constitution. He or she also has the power to appoint judges of the national courts, declare war or a state of emergency, and to dissolve the parliament. The executive branch remains the most powerful branch of government with some of the executive decrees superseding some democratic features in the constitution. The president, prime minister, ministers, and deputy ministers forms the Cabinet of Ministers are responsible for the effective functioning of the country.

The Legislative Branch of The Government Of Uzbekistan

The legislative branch of the Uzbekistan Government is referred to as the Oliy Majlis, or the Supreme Assembly. The Supreme Assembly succeeded the Supreme Soviet in 1995 and remained unicameral until January 2005. The parliament has 150 members in the Legislative Chamber and 100 members of the Senate elected from territorial constituencies and at the session of districts respectively for a five-

year term. 84 members of the Senate are elected directly while 16 are appointed by the president. Both the Legislative Chamber and the Senate are headed by Chairmen who do not have a term limit. The legislature meets only a few days in a year and has little powers to shape the law since the power is with the executive branch.

The Judicial Branch Of The Government Of Uzbekistan

The judicial branch of the Uzbekistan Government is made up of the Supreme Court, the Constitutional, and Higher Economic Courts. The courts exercise the judicial powers although the powers have been overshadowed by the executive branch. The judiciary lacks independence since the president has the powers to appoint and dismiss the judges of the national court.

What Kind of Government Does Uzbekistan Have?

The Republic of Uzbekistan is a presidential constitutional republic, whereby the President of Uzbekistan is both head of state and head of government.

Questions:

- 1 When the constitution of Uzbekistan was adopted?
- 2 who is the speaker of the Senate in Uzbekistan?
- 3 What prerogatives do the government representatives have?
- 4 When did the Republic of Uzbekistan declare the Day of Independence?
- 5 How many countries have set up their offices in Tashkent?
- 6 When did the country join the UN?
- 7 What is Uzbekistan developing co-operation with?
- 8 Do you proud of your country?

NEW WORDS AND EXPRESSIONS

Priorities prioritet

Society jamiyat

to be established oʻrnatilgan

authorized huquqga ega boʻlish

the embassy elchixona

consulate konsulliklar

to provide taʼminlamoq

the total volume toʻliq miqdor

Grammar: Using Indefinite Article: *a & an*

Rule 1:

A common noun in the **singular** number always requires an article before it. But a plural common noun does not require an article always. A plural common noun can have the article ‘the’ if we want to particularise that noun.

Example:

- o I saw a snake. (Refers to a random snake)

- I saw snakes in a zoo. (No article is required)
- I have seen the snake again. (Refers to the snake I have already seen earlier)
- I have seen the snakes again before leaving the zoo. (Refers to the particular snakes of the zoo which I saw earlier.)

Rule 2:

The choice between the two indefinite articles – *a* & *an* – is determined by sound. Words beginning with consonant sounds precede ‘*a*’ and words beginning with vowel sounds precede ‘*an*’. There are some special cases also. For instance,

- a university, a union, a useful book, etc.
- a one-dollar note, a one-man army, etc.
- an MA, a BA, an LLB, a BSC, etc.

Rule 3:

A or *an* - sometimes makes a [Proper Noun](#) a Common Noun. Proper nouns generally do not take any articles, but when a proper noun needs to be used as a common noun, you must bring *a* or *an* - for it.

Example:

- He thinks he is a Shakespeare. (Here, ‘Shakespeare’ does not refer to the actual person but someone like him.)
- He seems to be an Australian. (‘Australia’ is a proper noun but ‘Australian’ is a common noun because there is only one Australia but a million of Australians.)

Rule 4:

Sometimes indefinite articles are used to refer the number ‘one’/’each’/’per’.

Example:

- I earned a thousand dollar in that job. (One thousand dollar)
- I have a car. (One car)
- It goes 50 miles an hour. (Per Hour)

Rule 5:

Indefinite articles often precede descriptive [adjectives](#).

Example:

- He is a good boy.
- What a nice car!

Rule 6:

‘*A*’ sometimes comes before [determiners](#), for example, *a few, a little, a lot of, a most, etc.* but in the case of *many, a or an* - comes after.

Example:

- I have a few friends coming over.
- There is a little milk in the jar.
- Many a fan welcomed

Using Definite Article: *the*

Rule 1:

‘*The*’ is used to indicate a particular person(s) or thing(s) in the case of common nouns. Proper nouns generally do not take an article.

Example:

- The man is running. (A particular man)
- I saw the boy stealing.
- Where is the pen I gave you last year?
- I gave him a ball, but he lost the ball. ('a ball' became 'the ball' in the second clause because that ball was not a random ball anymore.)

Rule 2:

Sometimes '*the*' is used to generalize a group/whole class.

Example:

- The dog is a faithful animal. (Refers to the whole species of dog.)
- The English are industrious. (Refers to the people of England as a nation)
- The honest are respected. (The+adjectives = plural noun)
- The poor are not always dishonest. (The+adjectives = plural noun)

Rule 3:

To particularise a non-count noun 'the' is required before it.

Example:

- The water of the Arctic ocean is freezing.
- Please return the money I lent you last year.

Rule 4:

'The' is mandatory before a thing which is only one of a kind in the universe.

Example:

- The moon is shining tonight.
- The earth is moving around the sun.

Use of '*the*' before geographical places :

Rule 5:

Using 'the' with geographical nouns generally depends on the size and plurality of the things those nouns refer to. 'The' is generally used everywhere except some cases. So, it's better to know those exceptions first.

'The' must not precede:

- **Names of continents: Asia, Europe, Australia, Africa, South America, North America, Antarctica.**
- **Names of countries: Australia, Bolivia, England, France, Spain, etc.**
- **Names of states, cities, or towns: Los Angeles, Alaska, Sydney, London,**
- **Names of streets: George street, Albion Street, New town street,**
- **Names of singular lakes and bays: Lake Carey, Lake Eyre, Lake Hillier, Shark Bay,**
- **Names of single mountains: Mount Everest, Mount Solitary, Mount Bindo, Mount Fuji, etc.**
- **Names of single islands: Easter Island, Bare Island, Bird Island, Fatima Island,**

- Names of languages: Spanish, Russian, English, (When ‘the’ precedes these nouns, they refer to the population of those languages.)
- Names of sports: cricket, football, basketball,
- Names of discipline/subject of studies: biology, history, computer science, mathematics,

Note:

‘The’ is a widely used article in English. Except for the list mentioned above and proper nouns, ‘the’ is used before almost all the nouns which mean something definite/particular. The above list has some opposite factors also. Those factors are explained in the following list:

‘The’ must precede:

- Names of oceans, gulfs, seas, and rivers: the Pacific, the Atlantic, the Coral Sea, the Timor Sea, the Persian Gulf, the Nile, the Murray River, the Darling River, etc.
- Names of countries with united states or islands: the United States of America (the USA), the UK, the UAE, the Philippines, etc.
- Names of great lakes: the Great Lakes, the African Great Lakes
- Names of mountain ranges: the Himalayas, the Alps, the Andes, etc.
- Names of a group of Islands: the West Indies, the Andamans, etc.

Ex.1 Directions: Fill in the blank with the appropriate article, *a*, *an*, or *the*, or leave the space blank if no article is needed.

1. I want ____ apple from that basket.
2. ____ church on the corner is progressive.
3. Miss Lin speaks ____ Chinese.
4. I borrowed ____ pencil from your pile of pencils and pens.
5. One of the students said, " ____ professor is late today."
- 6 Eli likes to play ____ volleyball.
7. I bought ____ umbrella to go out in the rain.
8. My daughter is learning to play ____ violin at her school.
9. Please give me ____ cake that is on the counter.
10. I lived on ____ Main Street when I first came to town.
11. Albany is the capital of ____ New York State.
12. My husband's family speaks ____ Polish.
13. ____ apple a day keeps the doctor away.
14. ____ ink in my pen is red.
15. Our neighbors have ____ cat and ____ dog.

Ex.2 Directions: Write the following paragraphs, inserting *a*, *an*, and *the* where needed.

1. I have horse of my own. I call her Pretty Girl. She is intelligent animal, but she is not thoroughbred horse. I could never enter her in race, even if I wanted to. But I

do not want to. She is companion, for my own pleasure. I took her swimming day or two ago.

2. Horse knows when he is going to race. How does he know? His breakfast was scanty. (He is angry about that.) He does not have saddle on his back. He is being led, not ridden, to grandstand. He is led under grandstand into unusual, special stall. Horse is nervous. Sometimes he does not know what to do when starting gate flies open and track is before him. If he does not begin to run instantly, other horses are already ahead of him. During race, when he sees another horse just ahead of him, he will try to pass him. Sometimes jockey holds him back to save his energy for last stretch. Eventually horse gets to run as fast as he can. Exercise boy, watching owner's favorite jockey riding horse he has exercised day after day, says nothing. Secretly, he is planning for day when he will be jockey himself, and his horse will be first to cross finish line.

3. Most working people have fewer hours to give to time-consuming activities of clubs than they used to have, but most people in small town belong to club or two. One of clubs is likely to be social and benevolent organization, such as Rotary or Elks. Business people are likely to belong, also to either Kiwanis Club or Lions. Such business people's organizations may meet as often as once a week in one of private dining rooms of town's leading hotel for lunch. They have good lunch, hear good program, and continue their fundraising program for worthy organization, such as local hospital.

Answer : Exercise 1

1. I want **an** apple from that basket.
2. **The** church on the corner is progressive.
3. Miss Lin speaks Chinese. (**no article needed**)
4. I borrowed **a** pencil from your pile of pencils and pens.
5. One of the students said, "**The** professor is late today."
6. Eli likes to play volleyball. (**no article needed**)
7. I bought **an** umbrella to go out in the rain.
8. My daughter is learning to play **the** violin at her school.
9. Please give me **the** cake that is on the counter.
10. I lived on Main Street when I first came to town. (**no article needed**)
11. Albany is the capital of New York State. (**no article needed**)
12. My husband's family speaks Polish. (**no article needed**)
13. **An** apple a day keeps the doctor away.
14. **The** ink in my pen is red.
15. Our neighbors have **a** cat and **a** dog.

Answer : Exercise 2

1. I have **a** horse of my own. I call her Pretty Girl. She is **an** intelligent animal, but she is not **a** thoroughbred horse. I could never enter her in **a** race, even if I wanted to. But I do not want to. She is **a** companion, for my own pleasure. I took her swimming **a** day or two ago.

2. **A** horse knows when he is going to race. How does he know? His breakfast was scanty. (He is angry about that.) He does not have **a** saddle on his back. He is being led, not ridden, to **the** grandstand. He is led under **the** grandstand into **an** unusual, special stall. **The** horse is nervous. Sometimes he does not know what to do when **the** starting gate flies open and **the** track is before him. If he does not begin to run instantly, other horses are already ahead of him. During **the** race, when he sees another horse just ahead of him, he will try to pass him. Sometimes **the** jockey holds him back to save his energy for **the** last stretch. Eventually **the** horse gets to run as fast as he can. **The** exercise boy, watching **the** owner's favorite jockey riding **the** horse he has exercised day after day, says nothing. Secretly, he is planning for **the** day when he will be **a** jockey himself, and his horse will be **the** first to cross **the** finish line.

3. Most working people have fewer hours to give to time-consuming activities of clubs than they used to have, but most people in **a** small town belong to **a** club or two. One of **the** clubs is likely to be **a** social and benevolent organization, such as **the** Rotary or Elks. Business people are likely to belong, also to either **the** Kiwanis Club or **the** Lions. Such business people's organizations may meet as often as once a week in one of **the** private dining rooms of **the** town's leading hotel for lunch. They have **a** good lunch, hear **a** good program, and continue their fundraising program for **a** worthy organization, such as **a** local hospital.

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8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 16

THEME: THE ROLE OF CONSTITUTION IN OUR LIFE

Text: The Constitution of the Republic of Uzbekistan was adopted on December 8, 1992. On April 24, 2003 some amendments and addenda were introduced into it. It has been worked out based on the experience of developed countries. Thus, it appeared to have reflected the will and spirit of the people of this land, its public consciousness and level of culture. Constitution has imbibed fundamental ideas and principles of the Universal Declaration of Human Rights.

Constitution of 1992 consists of 6 sections that include 26 chapters, and 128 articles. Its distinctive feature is that, that it has ensured the accountability of state bodies and authorities before public, that is, the priority of interests of each citizen has been legally maintained and further guaranteed.

The citizenship of the Republic of Uzbekistan, no matter how it is obtained, is fully equivalent for all. It allows for each person to fully participate in economic, political, legal, and cultural spheres of life in the country. Moreover, it obliges with some duties. Naturally, the state is obliged to protect the interests and freedoms of Uzbek citizens on its territory and abroad. The citizens of Uzbekistan regardless of their origin, race, nationality, and other, are equal. Constitution guarantees respect towards language, customs and traditions of all nationalities and peoples who are the citizens of Uzbekistan.

The structure of state power

People govern the state directly or through their elected representatives. Participation by people in the state administration is defined by the Constitution of the Republic of Uzbekistan, and secured by special laws. In this regard, the referendum is an important political event. It is, in other words - voting by the people, is held on the most important issues of state and society, for instance, while adopting the laws of the Republic of Uzbekistan, and other resolutions, or amending them. The way of holding referenda is defined by the Law of the Republic of Uzbekistan "On referendum of the Republic of Uzbekistan" of November 18, 1991. Decisions, taken as a result of referenda bear the supreme legal power on the territory of Uzbekistan, and may be amended or canceled only by way of referenda. Elections to *Kengashs* (Councils) of people's deputies, national discussion of the most important issues, meetings of voters, early recall of people's deputies, and others are examples of how people may directly participate in the state administration. Certain laws also define rules of their holding.

People administer the state through deputies whom they elect to *Oliy Majlis* (national parliament) of the Republic of Uzbekistan, *Kengashs* (Councils) of people's deputies of *viloyats* (provinces), *tumans* (districts), and towns. Only those elected to the Oliy Majlis of the Republic of Uzbekistan and the President of the Republic of Uzbekistan can act on behalf of the people.

The main principle of the state power is state sovereignty. The state sovereignty means full independence in carrying out domestic and foreign policies. According to Article 15 of Constitution, the absolute supremacy of Constitution and laws of

the Republic of Uzbekistan are recognized. The state, its bodies, officials, public organizations, and citizens act in line with Constitution and laws.

The separation of the state power is another fundamental principle. According to Article 11, the state power in Uzbekistan is separated to legislative, executive and judicial branches. The Oliy Majlis of the Republic of Uzbekistan is a legislative branch of power. It consists of two chambers - the Legislative chamber (Lower House) and the Senate (Upper House). The President of the Republic of Uzbekistan is a head of the state as well as executive branch of power. President stands as a guarantor of citizen's rights and liberties, Constitution, and laws of the Republic of Uzbekistan.

Judiciary is independent from legislative and executive branches, political parties, and other public organizations. It consists of Constitutional, Supreme, and Supreme Economic Courts of the Republic of Uzbekistan, the Supreme, and Economic Courts of the Republic of Karakalpakstan, elected for a five-year term, military and economic courts of provinces, city of Tashkent, districts and towns, appointed for the same term.

On its state structure, the Republic of Uzbekistan is a unitary state. The Article 70, the Section IV of Constitution on the administrative-territorial division, stipulates that the sovereign Republic of Karakalpakstan is a part of the Republic of Uzbekistan. The Article 71 provides that Republic of Karakalpakstan has its own Constitution. The laws of the Republic of Uzbekistan are binding on the entire territory of the Republic of Karakalpakstan (Article 72). The relations between the Republic of Uzbekistan and the Republic of Karakalpakstan are regulated with treaties and agreements reached within the framework of the Constitution of the Republic of Uzbekistan.

Constitution of the Republic of Uzbekistan

PREAMBLE

The people of Uzbekistan,
solemnly declaring their adherence to human rights and principles of state sovereignty,
aware of their ultimate responsibility to the present and the future generations, relying on historical experience in the development of Uzbek statehood, affirming their commitment to the ideals of democracy and social justice, recognizing priority of the generally accepted norms of the international law, aspiring to a worthy life for the citizens of the Republic, setting forth the task of creating a humane and democratic rule of law, aiming to ensure civil peace and national accord, represented by their plenipotentiary deputies adopt the present Constitution of the Republic of Uzbekistan.

Questions:

Why do the nations need their own constitutions?

Do you know the structure of your constitution?

And when was it adopted?

Grammar: **Second conditional**

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

If we had a garden, we could have a cat.

If I won a lot of money, I'd buy a big house in the country.

I wouldn't worry if I were you.

The structure is usually: *if* + past simple >> + *would* + infinitive.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*, especially in the *he/she* form.

If I were you, I wouldn't mention it.

If she was prime minister, she would invest more money in schools.

He would travel more if he was younger.

Ex.1 REMEMBER: The second conditional is used to talk about *unreal* situations in the *present* (things that are impossible, that won't happen, etc.) - Choose the correct response for each of the sentences:

1. If his nose were smaller, he _____ very handsome.
 would be
 was
2. I would come if I _____ a car.
 would have
 had
3. If she _____, she would tell him.
 knows
 knew
4. If his parents didn't give him money, he _____ so much.
 wouldn't go out
 didn't go out
5. If she _____ me, she would have told me.
 didn't believe
 wouldn't believe
6. He wouldn't say that if he _____ it.
 wouldn't mean
 didn't mean
7. I _____ on a trip around the world if I won the lottery.

- would go
 will go
8. I _____ that if I were you.
 will not do
 would not do
9. If these walls _____ thicker, we wouldn't hear the neighbors.
 would be
 were
10. If I were a millionaire, _____ a mansion.
 I'd buy
 I'm going to buy

Ex.2

1. If my grandfather were younger, he _____ so many things.
 wouldn't forget
 didn't forget
2. If I _____ more money, I would buy a new car.
 would have
 had
3. If she had an umbrella, she _____ wet.
 wouldn't get
 didn't get
4. If we _____ a car, we would get there in 30 minutes.
 would have
 had
5. I _____ more careful if I were you.
 would be
 were
6. If animals could talk, I wonder what they _____.
 said would say
7. If she _____ harder, she would make more money.
 will work worked
8. If he changed jobs, he _____ much happier.
 will be would be
9. If it wasn't raining, we _____ to the beach.
 would go will go
10. You wouldn't feel so tired if you _____ more.
 will sleep slept

Ex.3

1. If he knew how to speak German, he _____ to Berlin.
 would move moved
2. If she didn't speak so loudly, it _____ more pleasant speaking with her.
 was would be
3. If they _____ the answer, they'd tell you.
 knew would know
4. If he didn't laugh so much, his stomach _____.
 didn't hurt wouldn't hurt
5. We _____ if we had the money for the tickets.
 would go went
6. He _____ animals if he didn't love them.
 didn't help wouldn't help
7. If you weren't going with your sister, I _____ with you.
 went would go
8. The band _____ if it wasn't for the lead singer.
 broke up would break up
9. I'd buy more of these t-shirts if they _____ made better.
 were would be
10. If you _____ more, you wouldn't be so hungry all the time.
 would eat ate

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LESSON 17 CONFERENCE PARTICIPATION



Look at the pictures and think about their message. Work in pairs. Fill in the columns with the appropriate phrases from the box.



FACE TO FACE



ON-LINE

- | | | |
|--|----------------------|--|
| a) pre conference events | b) no travel costs | c) opportunity to interact with the speaker directly |
| d) can use features of software such as voting | e) live presenter | f) new friends |
| g) participate from anywhere | h) record and replay | i) converse with other researchers |
| j) socialising with colleagues from other institutions | | |

1 Read the sentences and fill in the blanks with the suitable phrases from the box.

- | | | | | |
|-------------------------|---------------------|--------------------|----------------------|----|
| a) bring together | b) positive remarks | c) share the ideas | d) theoretical ideas | e) |
| summary of the findings | f) plan your travel | | | |

1. You will meet students and professionals who are interested in the same topic of research and discuss _____.
4. I want to mention that it is an active environment where participants can walk around and look at different displays and _____.
2. It would be better if you end with a brief _____ and suggestions for future research.
5. In this case you have to _____ beforehand and book the hotel near the conference site.
3. Usually the audience members want to support the student presenters and ask helpful questions and make _____.
6. This kind of events _____ the participants of the conference and it's a great opportunity to be close with the scholars of this field.

2 (T6) You will listen to the conversation between a student and a teacher talking about conference participation. Listen and number the sentences 1-10 as you hear in correct order.

__ It is an active environment where participants can walk around and look at different displays.

__ Shorten the bulk of the introductory part.

__ Usually audience members want to support the student presenters and ask helpful questions and make positive remarks.

__ End with a brief summary of the findings and suggestions for future research.

__ You can find other students from your organization or country who are also traveling.

__ This kind of events bring together the participants of the conference.

__ Take a few minutes at the end of the day to think what you might be able to apply to your own research.

__ Most research presentations can be successfully accomplished in 10-15 minutes.

__ But not every conference offers it.

__ You will hear many good ideas from presenters.

3 The lines below are similar but not the same with the interview. Listen again and identify the differences.

1. National scientific society is organizing a congress.
2. Minimize the bulk of the conclusion part.
3. It is not good to be prepared for the possible discussions beforehand.
4. Ask your teachers to criticise your presentation and list the most difficult questions.
5. It is an active environment where speakers can walk around and discuss different displays and share the ideas.
6. Sometimes authors of some selected paper submissions give 10-20 minutes presentation about their papers.
7. If you become a grant holder your travel expenses and accommodation will be covered by the organisers.
8. Usually you can find other students from your organization or country who are also taking part in the conference.

9. This kind of conferences bring together the participants of the conference and it's a great chance to be close with the scholars of this sphere.
10. Take some time at the beginning of the day to think what you might be able to apply to your own work.

4 Answer the following questions.

1. What are the ways of preparing effective presentation?
2. What are poster and paper presentations?
3. What are benefits of being a scholarship holder?
4. What can you say about social events of the conferences?

5 Put the adjectives in the box into the correct column.

difficult	nice	impossible	ugly
thirsty	delicious	terrible	frightened
amazing	tasty	enormous	important
terrified	tired	exhausted	vital
furious	devastated		

Gradable

Non-gradable

frightened

terrified

6 Decide whether underlined adjectives are gradable or non-gradable?

1. The conversations in the conference were incredibly positive despite the different views.
2. Watching hundreds of participants interact with each other through their various interests was absolutely fascinating to me.
3. The questions were pretty hard.
4. Lola was absolutely sure about the team.
5. This is particularly important to be good at presenting.
6. This scientist's books are immensely popular among the readers.
7. The presenter's answer was very simple.
8. The instructions were extremely complicated.



7 Fill in the sentences with suitable adjectives.

1. It was _____ in the building. The heaters didn't work and it was snowing outside.
2. Their flat is _____. They have five bedrooms and a sitting room the size of a tennis court.
3. I've been reading this _____ book about life in future. I can't put it down.
4. They didn't serve any food on the flight. When I got to Paris I was _____.
5. "Was she pleased with her exam results?". "She was absolutely _____."
6. We walked all day without a break. I was absolutely _____.
7. "What do you think of this cake?". "_____ The best I've ever tasted!"
8. The taxi driver was completely crazy. We were all _____!
9. Rukhsora looks absolutely _____ in that black dress.
10. You've got all the answers right _____!

8 Match the verbs and the words they collocate.

- | | |
|-----------------|---------------------------------|
| 1. to submit | a. by reputation |
| 2. to stay | b. one's ability |
| 3. to gather | c. a paper |
| 4. to deliver | d. in touch |
| 5. to recognize | e. people's contact information |
| 6. to get | f. the theory component |
| 7. to improve | g. value |

1	2	3	4	5	6	7



9 Read the paragraphs and match them and the headings.

1. submitting a proposal
2. talking to people
3. workshop environment
4. business cards
5. scholars of the field of your interest

a. It's also important to introduce yourself to unknown people correctly at conferences. I'm not very extroverted, and it has been one of the hardest tasks for me, but introducing myself to others and making myself meet new people has made the experience of attending conferences richer, and assisted in developing my career through the new relationships I've made.

b. Consists of smaller groups of between 10-30 participants, allows facilitators to deliver the theory component whilst allowing delegates, to engage in practical exercises. This type of learning process can be very effective when used over short periods of time for example two to three days. They create an effective learning opportunity for those participants who learn more effectively from direct interaction.

c. This may seem old school, but unless everyone has the app where you bump smart phones and share numbers, it is still the best way to gather people's contact information. Then, when you're back in the office, email and say hello. Mention something about when you met and suggest how you can work together or stay in touch in the future!

d. Anyone can submit a paper, panel session idea, or workshop proposal. The process of submitting something is rewarding. You should spend some time trying to express your ideas in a way that others can value, that improves your ability to think and communicate. Even if your submission isn't accepted, you will have some benefit.

e. When you attend a conference related to your area of expertise, you will get opportunities to communicate with nationally known experts in your profession-colleagues you recognize by reputation and through their articles and books. It may be a scary trying to some people to meet «famous» people. It's usually best to get an adviser or a colleague to introduce you to others. If you meet with people you want to listen to or to have a conversation, feel free to move on up to them and ask questions you are interested in. This may help you to build a strong relationship bridge between you and other participants



10 Work in pairs. Think of other three advantages of conference attendance. Share your ideas with the group.

11 Before starting your report, think who the report is addressed to. This will help you decide on the style of the report. Read and decide whether the style should be formal (f) or informal (i).

- To the rector _____
- To the university newsletter _____
- To your mother _____
- To the dean _____
- To your friend _____
- To your peer _____
- To your supervisor _____
- To your pen-friend _____

12 Imagine you went to Samarkand to attend an English language contest and were asked to write a report on your experience for the University newsletter.

Introduction
State topic and set the scene
(what-when-where-who-why)

Main body
Information in chronological order under suitable subheadings

Conclusion
Summarize points, refer to feelings/moods/
consequences

Arrival in Samarkand

Three days contest

Outcomes

Social events

Time to leave

13 Write an experience report to your supervisor describing your participation in a students' scientific conference.



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LESSON 18. UNIVERSITY EDUCATION



**What do you think about university education?
If you could change it what would you do?**



35 University education

A Subjects

You can do/study these subjects at university but not always at school.

medicine (to become a doctor)	law (to become a lawyer)
engineering (to become an engineer)	architecture (to become an architect)
economics (to become an economist)	psychology (to become a psychologist)
business studies (to become a businessman/woman and go into business)	

B Studying at university

Some students go to university because they enjoy studying, others just want a **qualification**¹. First, however, you have to get good **grades** in your final school exams to **get a place** at many universities. You can then **study for / do a degree**². If you complete the course **successfully**, you get your **degree**³ and receive a **certificate**⁴. In the UK, most degree courses last⁵ three years, although some take longer, e.g. medicine or law.

Teachers at university are usually called **lecturers**, and most of the **teaching** is done through **lectures**⁶. The most senior lecturers have the title **Professor**. Students doing **arts** subjects, e.g. English or history, will spend time working in the **library** and writing **essays**⁷. Students doing **science** degrees, e.g. physics or chemistry, will probably spend a lot of their time working in a **laboratory** (*infrm* lab).



library



laboratory (lab)

- ¹ something that you get when you are successful in an exam
- ² do a course at university
- ³ (also the word for) a university qualification
- ⁴ a document that shows you have completed a course successfully
- ⁵ continue for
- ⁶ the lecturer talks and the students listen
- ⁷ short pieces of writing on a particular subject

Language help

noun	verb	adjective
qualification	qualify	qualified
success	succeed (in sth / in doing sth)	(un)successful

C Postgraduate degrees

When students are doing their first degree, they are called **undergraduates**. When they complete their degree, they are **graduates**. Some graduates go on to do [do something in the future] a **Master's**, e.g. in the UK an MA (Master of Arts) or MSc (Master of Science). These are called **postgraduate degrees**. The longest one is a **PhD** (Doctor of Philosophy) where students **do research** [make a detailed study of one particular subject] for at least three years.

Exercises

35.1 Complete the sentences.

- 1 To become a psychologist you need to study psychology.
- 2 To become an engineer you need to study
- 3 To become a doctor you need to study
- 4 To become an economist you need to study
- 5 To become a lawyer you need to study
- 6 To become an architect you need to study

35.2 Put the sentences in the correct order.

- | | |
|-------------------------------------|---------------------------------------|
| I did a degree course. | <input type="checkbox"/> |
| I passed with good grades. | <input type="checkbox"/> |
| I got a Master's. | <input type="checkbox"/> |
| I did a postgraduate course. | <input type="checkbox"/> |
| I did my final exams at school. | <input checked="" type="checkbox"/> 1 |
| I became an undergraduate. | <input type="checkbox"/> |
| I got a place at university. | <input type="checkbox"/> |
| I got a degree in business studies. | <input type="checkbox"/> |

35.3 Are the sentences about English universities true or false? If a sentence is false, correct it.

- 1 The teachers are all called professors. False. Most teachers are called lecturers.
- 2 Anyone can go to university if they want to.
- 3 Some students go to university just to get a qualification.
- 4 Most university degree courses in the UK last two years.
- 5 Students go to lectures at university.
- 6 If you are unsuccessful, you get a degree.
- 7 Students studying for their first degree are called graduates.
- 8 Science students have to write a lot of essays.
- 9 A PhD is a postgraduate degree.
- 10 If you study arts subjects, you work in a laboratory.

35.4 Complete the text.

Stephen got very good ¹grades in his final school exams, and he went to university and got a ²..... in economics. He then ³..... to do an MSc. The course ⁴..... a year, and at the end of it, he had an offer to go ⁵..... business with a friend. After two years though, he decided to go back to university to do ⁶..... for a PhD. He knows it will be three years' work without much money, but he loves studying, and never went to university just for a ⁷..... that would get him a good job earning a lot of money.

35.5

Over to you

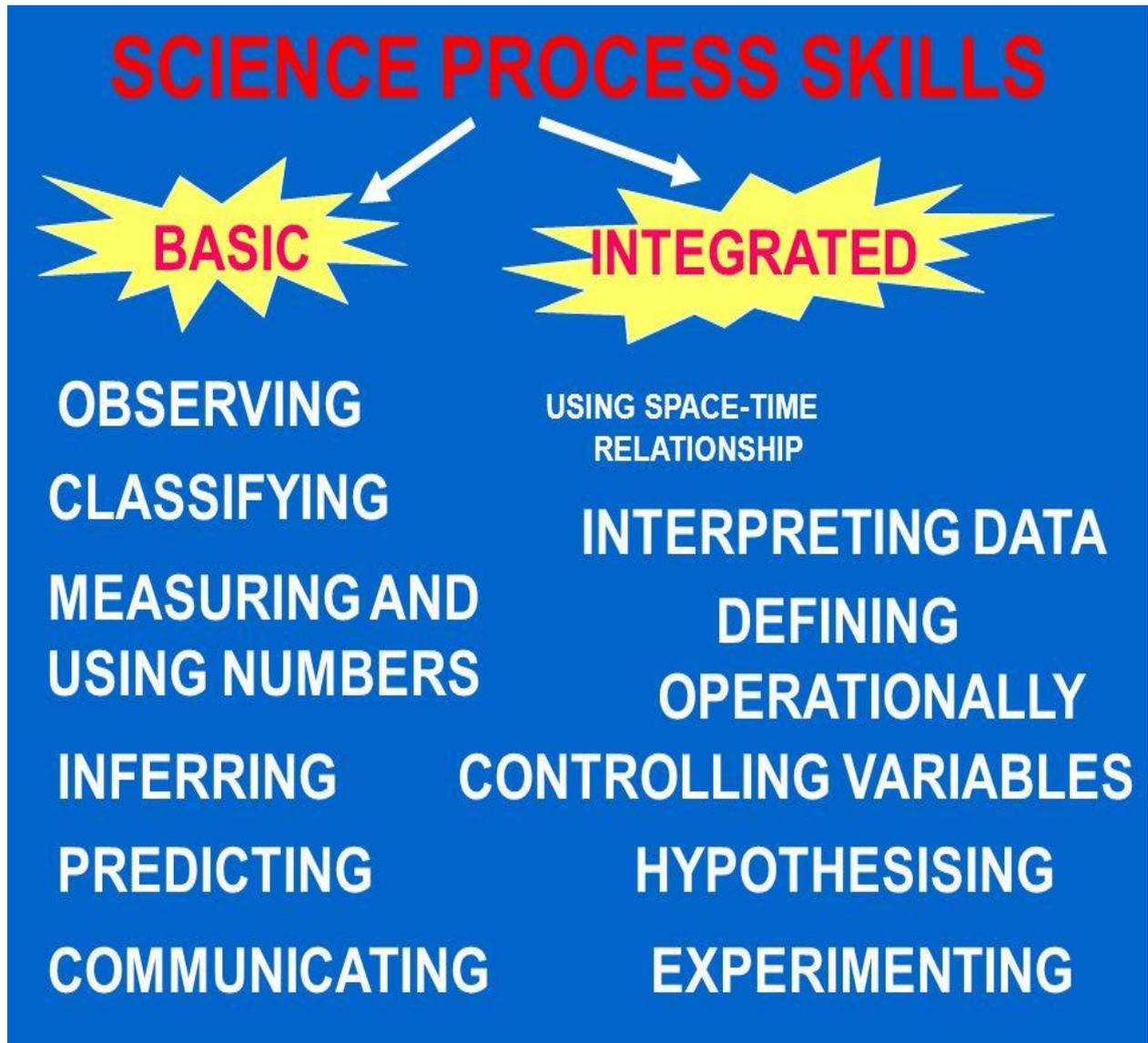
Answer the questions. If possible, compare your answers with someone else.

- 1 Do you need to pass exams before you can go to university in your country?
- 2 How long do most degree courses last?
- 3 In England the first degree is called a BA or BSc. What are they called in your country?
- 4 Do you have similar postgraduate degrees in your country?
- 5 Do you get a certificate when you finish your degree?

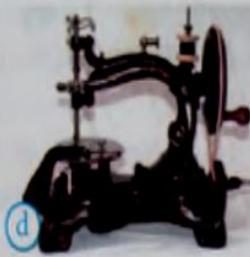
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LESSON 19 THE THEME: INVESTIGATING SKILLS



Match the inventions and the inventors.



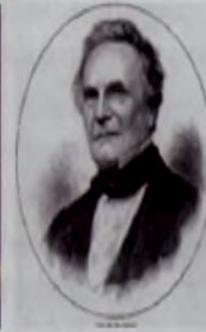
Hans Lippershey



Elias Howe



Galileo Galilei



Charles Babbage



Felix Hoffman

1 Match the words and their definitions.

1. Hypothesis	a) Make a judgment based on criteria; determine the value of
2. Requisite	b) Make clear or plain
3. Clarify	c) Something which is probably true, though it cannot be proved
4. Incessantly	d) Express, concisely, the relevant details
5. Justify	e) Putting together various elements to make a whole
6. Constantly	f) Continuously, not stopping
7. Investigate	g) Support an argument or conclusion
8. Consistently	h) All the time
9. Summarize	i) A belief that something is true
10. Assumption	j) Necessary
11. Synthesize	k) Plan, inquire into and draw conclusions about
12. Evaluate	l) Always at the same level

2 (T2) Listen to the tape and answer the following questions

1. What does a lecturer do?
2. What does a lecturer expect from students?
3. Which scientists is the lecturer going to mention in the speech?
4. How does lecturer describe the scientists?

3 Match the beginnings of the sentences 1-6 and their endings a-f.

1. Beruni spoke
 2. Farabi was fluent in
 3. The pursuit of knowledge
 4. Ulughbek became a governor
 5. Even being the leader of the country
 6. Scientists of ancient times were very skillful and knowledgeable
- a. is a duty of every man and woman
 b. he didn't miss a chance to deliver lectures
 c. seventy languages
 d. in different spheres
 e. and understood more than ten languages
 f. in 1409 at the age of 15, he started to develop science and education

4 Work in groups. Answer the following questions

1. What made medieval scientists so productive in different spheres and have wide outlook?
2. What should investigators do in each step of their research?

5 Read the poem by Rudyard Kipling "I keep six honest..." and share with your partner how they can help you in your further investigation



I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.
I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!
She sends'em abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

6 Read the following instructions and discuss them with your partner.

- When looking for ideas, create lots of ideas.
- Consistently challenge assumptions.
- Record your ideas and the ideas of others in a notebook.
- Learn from your failures and the failures of others.
- Constantly look for ways to improve your ideas and products and the ideas and products of others.

7 Read the text and decide what the following numbers stand for.

1. 1876 _____
2. 1847 _____
3. 1,093 _____
4. 9000 _____
5. 1882 _____
6. 1928 _____

Thomas Edison is considered to be one of history's most well-known inventors, whose contributions to the modern era transformed the lives of people all over the world. He is the one who is the author of creations like electric light bulb, typewriter, electric pen, phonograph, motion picture camera and alkaline storage battery — to the talking doll. Moreover, in 1876 he built his famous laboratory in Menta Park, New Jersey to conduct experimentations. Edison and his wife Mary had a house which was near his work place, Edison often became so involved in his work that he stayed overnight in the lab as he considered "Genius is one percent inspiration and ninety nine percent perspiration."

The father of the creations of XIX century was born in Milan, Ohio on February 11, 1847. He attended a formal school for only a short time when he was seven years old. His mother was a tutor and taught him to be fond of reading. Love for experimenting and mechanical things developed when Edison received his first chemistry set. Edison was mostly deaf. He lost most of his hearing at the age of twelve when a conductor pulled him onto a train by his ears. But, he did not let his disability stop his love of learning. Creating experiments was Thomas Edison's passion. Astonishingly, in all he held 1,093 patents for his inventions.

It took him 9,000 experiments to perfect the light bulb. He believed that people's greatest weakness lies in giving up and the most certain way to succeed is always to try just one more time. He never quit. After inventing a lighting bulb in September 4, 1882, he kept working on the idea of lightening the world, as he believed there is always a way to do the work better and he tried to find it. As a result, Edison's Pearl Street Station delivered power to a one square mile section of Manhattan for the first time

Edison continued to work on several projects and experiments till the end of his life. In 1928, he was awarded with the Congressional Gold Medal, presented to him at the Edison Laboratory.

Writing: Transactional letters

How to write a transactional letter?

A 'transactional letter' has specific purpose and a result. For example, a letter of invitation, a letter of complaint and others that require a reply or subsequent actions.

In the exam you will have a description of situation - you might need to reply to a letter or e-mail or write a letter based on some notes or other information. Things you should take into account before writing a transactional letter:

Viewpoint	Try to think yourself into the position of the writer and write from this point of view.
Paragraphing	Work out a paragraph plan before you start writing. Each paragraph should have a specific purpose.
Paragraphing	Each paragraph should have a clear topic and purpose. The first sentence should say why you are writing, the final sentence should make clear to the reader what you expect to happen next.
Key facts	Include all the factual information provided in the question. Use your own words.
Style	Choose an appropriate style, remembering what the purpose of the letter is. For a less formal letter, start with <i>Dear + name</i> and end with <i>Yours sincerely</i> . For a formal letter, start with <i>Dear Sir or Madam</i> and end with <i>Yours faithfully</i> (if you don't know the name).

Rules for Writing Formal Letters in English

Addresses:

1) Your Address:

The return address should be written in the top right-hand corner of the letter.

2) The Address of the person you are writing to:

The inside address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Salutation or greeting:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or

Miss, you can use Ms, which is for married and single women.

Ending a letter:

1) Yours faithfully

If you do not know the name of the person, end the letter this way.

2) Yours sincerely

If you know the name of the person, end the letter this way.

3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

Content of a Formal Letter

First paragraph: The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter.

Last Paragraph: The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Useful expressions:

Complaining:

I am writing to complain about...

I am sorry to inform you that...

I was very disappointed with...

I have some complaints about...

Requesting:

I am writing for information about...

I would like to learn/ know more about...

I would like to ask whether/ if...

I would be grateful if you could...

Asking for particular actions:

I would like to ask you for...

I would suggest that you/ your company...

I think that I can ask for some compensation.

In the light of the above, I would like to ask you for...

Letter of complaint

Q: You invited your friend to a fancy restaurant. You found their advertisement in the local newspaper and it looked convincing. Unfortunately, the place did not meet your expectations and you were disappointed. Write a letter to Mrs Talker, the manager of the restaurant, and ask for some money back.

Advertisement:

Restaurant 'Romantica' is the best place you can meet your friend and spend a nice evening in a good company. The place is designed to ensure lots of privacy.

Comfortable armchairs and quiet soothing music in the background make the place perfect for those tired of everyday rush. Discreet service is our first priority.

*Our menu is created by people who worked for the best restaurants in the world.
Great choice of vegetarian dishes. Come and enjoy! Satisfaction guaranteed!*

*32 Hight Street
Folkestone
Kent
CT19 5JY*

*Mrs Elizabeth Talker
33 The Glades
Folkestone
Kent
CT20 2PR*

Dear Mrs Talker,

10 May 2010

I am writing to inform you that I was very disappointed with my visit to your restaurant two days ago. I read your advertisement in the newspaper and decided to spend an evening there with my friend. Unfortunately, I have a couple of complaints concerning this visit.

According to your advertisement the place is perfect for having private conversations in relaxing atmosphere. However, it turned out that the music was so loud that I could hardly concentrate on the chat with my friend. The waiter asked to turn the music down shrugged his shoulders and said that other guests liked it that way. Is that what you mean by 'discreet service'?

To make matters worse, the place was crowded and waiting for an ordered meal was intolerably long. I must admit that the cuisine was quite good but the prices were way too high.

I would like you to take my points under consideration and I expect a refund from your restaurant. I trust you will give this matter immediate attention. I look forward to receiving a reply from you.

*Yours sincerely,
John Smith*

Grammar: Future perfect continuous tense

Put the verbs into the correct form (future II progressive).

1. By the end of the week I (work) here for four months.
2. By the end of this month we (live) together for six years.
3. By the end of the term she (study) for nine years.
4. By midnight we (play) this computer game for 48 hours.

5. She (talk) on the phone for the last couple of hours.
6. They (look for) me all night long.
7. He (play) soccer all day long.
8. You (watch) TV all the time.
9. He (not / sleep) all morning.
10. (wait / they) for 2 hours?

1. By the end of the week I will have been working 🗨️ here for four months.
2. By the end of this month we will have been living 🗨️ together for six years.
3. By the end of the term she will have been studying 🗨️ for nine years.
4. By midnight we will have been playing 🗨️ this computer game for 48 hours.
5. She will have been talking 🗨️ on the phone for the last couple of hours.
6. They will have been looking for 🗨️ me all night long.
7. He will have been playing 🗨️ soccer all day long.
8. You will have been watching 🗨️ TV all the time.
9. He will not have been sleeping 🗨️ all morning.
10. Will they have been waiting 🗨️ for 2 hours?

Exercise 2 Put the verbs into the correct form (future perfect progressive).

1. By the end of the week, I (work) will have been working here for four months.
2. By the end of this month, we (live) _____ together for six years.
1. By the end of the term, she (study) _____ for nine years.
2. By midnight, we (play) _____ this computer game for 48 hours.
3. She (talk) _____ on the phone for the last couple of hours.
4. They (look for) _____ me all night long.
5. He (play) _____ soccer all day long.
6. You (watch) _____ TV all the time.
9. He (not / sleep) _____ all morning.
10. (wait / they) _____ for 2 hours

Exercise 3 (A) Fill in the correct form of the verb.

- 1- The potatoes for 20 minutes now. (to cook)
- 2- The man here for 20 years. (to work)
- 3- The pupils at the bus stop since 1 pm. (to stand)
- 4- Ben English for years. (to learn)
- 5- Lucy with her friends for hours. (to chat)

(B) Write positive sentences, questions or negative sentences.

- 1- for – hours – will – have – been – He – resting.

- 2- have – calling – been – Jake – now – for – hours – two – Won't?
 3- a – long – time – sitting – have – will – been – there – Ben – for.
 4- won't – have – been – waiting – He – for – anyone.
 5- there – for – 20 – minutes – The – taxi – standing – will – have – been.

Exercise 4 Make the future perfect continuous. Choose the positive, negative or question form:

1. I _____ (work) all weekend, so I won't be energetic on Sunday night.
2. How long _____ (you / wait) when you finally get your exam results?
3. Julie _____ (not / eat) much, so we'll need to make sure she has a good meal when she arrives.
4. How long _____ (she / plan) to move her house when she finally moves?
5. _____ (she / wait) long by the time we get there?
6. _____ (he / play) computer games for ten hours when he finally stops?
7. They _____ (study) all day, so they'll want to go out in the evening.
8. They _____ (not / stay) in the hotel for long when she arrives.
9. I _____ (not / walk). When I meet you, I'll have been cycling.
10. She _____ (play) squash, so she won't be dressed up.
11. We _____ (look) at houses for four months next Tuesday.
12. We _____ (not / do) this project for long when the inspector arrives.
13. How long _____ (you / work) on this project when it is finished?
14. _____ (you / buy) clothes when I see you?
15. He _____ (not / do) much work, so he'll be happy to start a new project.
16. How long _____ (the children / sleep) in the living room when their new bedroom is ready?
17. How long _____ (he / train) when he enters the competition?
18. _____ (you / take) exams when we meet?
19. I _____ (answer) students' questions all morning, so I'll want a quiet lunch.

Answers:

Exercise 2.	Exercise 4.	Exercise 4.
1. will have been working	1. will have been working	11. will have been looking
2. will have been living	2. have you been waiting	12. will not have been doing
3. will have been studying	3. will not have been eating	13. will have you been working
4. will have been playing	4. will she have been planning	14. Will you have been buying
5. will have been talking	5. Will she have been waiting	15. will not have been doing
6. will have been looking for	6. will she have been playing	16. will the children been sleeping
7. will have been playing	7. have been studying	17. will he been training
8. will have been watching	8. will not have been studying	18. Will you have been taking
9. will not have been sleeping	9. will not have been walking	19. will have been answering
10. Will they have been waiting	10. will have been playing	

Answers to Exercise 3.

(A)

1. The potatoes are going to have been cooking for 20 minutes now.
2. The man is going to have been working here for 20 years.
3. The pupils are going to have been standing here at the bus stop since 1 PM.
4. Ben is going to have been learning English for years.

5. Lucy is going to have been chatting with her friends for hours.

(B)

1. He will have been resting for hours.
2. Won't Jake have been calling now for two hours?
3. Ben will have been sitting there for a long time.
4. He will not have been waiting for anyone.
5. The taxi will have been standing there for 20 minutes.

Conversation using future perfect continuous tense.

S1: We are having a small party tonight. Are you going to join us?

S2: I would love to. What time is it gonna start?

S1: Around 07:00 pm.

S2: I'm not sure I'll be able to get there at 07:00 pm because I'm going to have been working out in the gym for two hours by the time I leave at 06:30 pm, and then I'll have to be walking, for I've sold my car.

S1: I see. So how long will you have been walking before you get to our guest house?

S2: I'll have been walking for more than an hour by the time I get there.

S1: But you could take a taxi.

S2: You know it is hard to find a taxi after 05:00 PM in [Brewery](#), don't you?

S1: Yeah, you're right. I forgot about that. Anyways, by the time you get there, we're going to have been playing cards for over an hour.

S2: So it means you will have already eaten the kebab you wanna make for dinner then?

S1: Don't worry, man. I'm going to keep some for you.

S2: Sounds good.

Адабиётлар:

1. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Student's book. Course 1,2,3. – T.: G'afur G'ulom, 2015.
2. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Workbook. Course 1,2,3. – T.: G'afur G'ulom, 2015.
3. Kerr P., Jones C. Straightforward. Intermediate. Student's Book. 2nd edition. — Macmillan, 2007.
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5. Амалий машғулот слайд-презентацияси (дискда илова қилинди)
6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 20
THE THEME: RESEARCH ISSUES

Issues in Survey Research

- Questionnaire design
- Sampling strategy
- Fieldwork oversight
- Response rates
- Cross national research issues

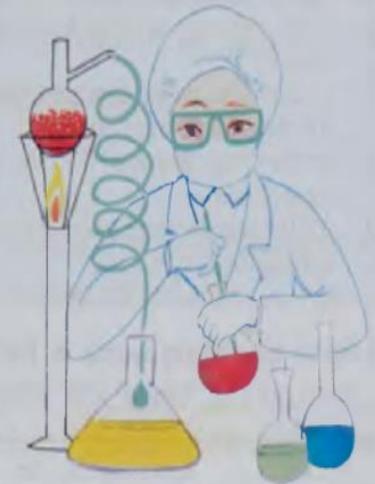
Selection of Research Problem

Criteria/Factors of selecting the problems

- ❑ Academic background of the researcher
- ❑ Researcher's experiences, aptitudes, ability , values , behavior etc
- ❑ Researcher's training and orientation
- ❑ Researcher's purpose and objectives
- ❑ Originality and Utility of the research
- ❑ Direction of the organization where the researcher works
- ❑ Availability of data and information – primary and secondary sources
- ❑ Access to the study area
- ❑ Resource availability – money, manpower

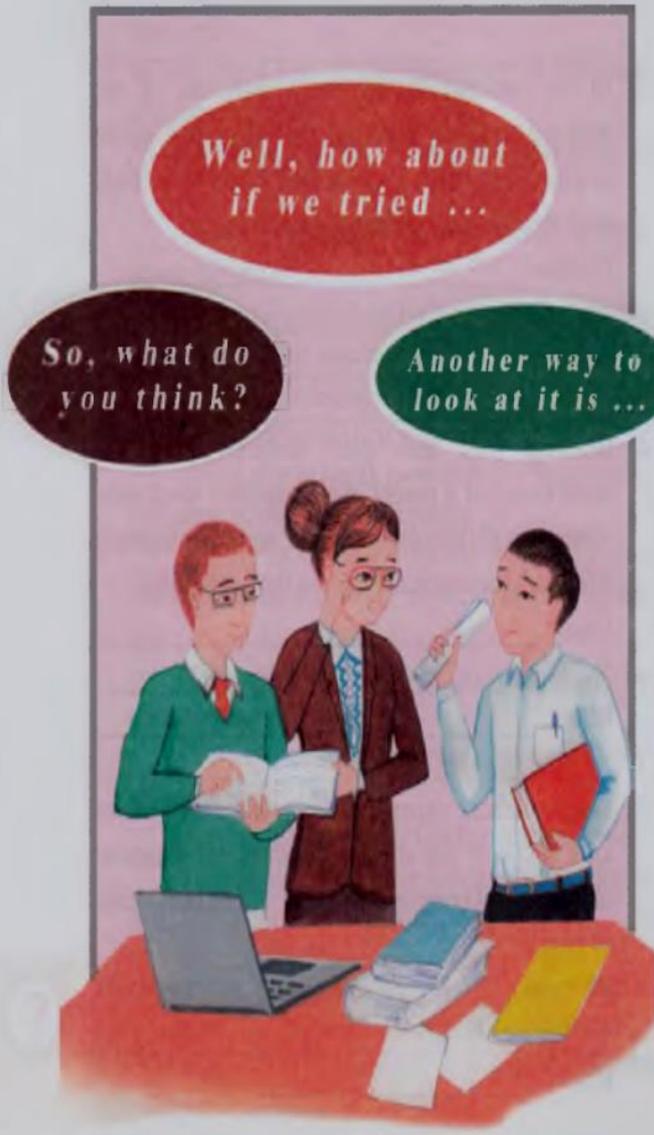
Look at the following pictures and answer the following questions.

1. What are the specialists busy with?
2. What is their common objective?



1 Work in pairs. Read and talk about the situations you might have with the similar dialogue. Share the cases with the whole group.

2 (T8) Listen and decide whether the sentences are true (T) or false (F).



	T	F
1. The interviewer is a senior student of one of the Higher Educational Establishments of Jizakh city.		
2. The interviewee is a professor who carried out his research in the area of Pedagogy.		
3. Within three years dating to 2007 the interviewee accomplished his research.		
4. The scientist points out that experience, resources and samples are important issues of the research.		
5. The scientist says that reference is needed to show where the source idea is taken.		
6. The interviewee states that the samples are like frames which acquaint the reader with the whole process of the research.		
7. The scientist says that with the time limit the researcher gets stimulated.		
8. The interviewee mentions that the research works form our thoughts from scientific point of view.		
9. The scientist says that only few of the researches direct us to implement the practical part of the research in real life.		
10. The interview infers that the student is going to follow the scientist's explanations in her future research.		

- 3 Read the quotes of great scientists about research and paraphrase them explaining your understanding.

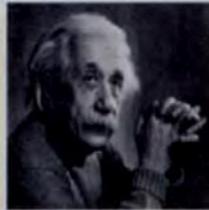


Seven social sins: Politics without principals; wealth without work; pleasure without conscience; knowledge without character; commerce without morality; science without humanity; and workshop without sacrifice.

Mahatma Gandhi

If we knew what it was we were doing, it would not be called research.

Albert Einstein



- 4 Work in groups of four or five. Think about outstanding scientist who did the research in your field of study. Prepare a two-minute report about the scientist using leading questions below

Leading questions

- Who and what are they?
- What were their fields of research?
- How long did their research last?
- To what extend their researches were topical at their time?
- What novelty did they bring to the community?
- Do you tend to continue similar researches?

- 5 List out the words you usually use for connecting your latter sentence logically with the previous either speaking or writing.

In the same way, _____,
 _____,
 _____,
 _____.

Tip: Transition words and phrases are vital devices for essays, research papers or other literary compositions. They improve the connections and transitions between sentences and paragraphs. They thus give the text a logical organization and structure.

Transition Words and Phrases

<i>in the first place</i>	<i>again</i>	<i>moreover</i>
<i>not only ... but also</i>	<i>to</i>	<i>as well as</i>
<i>as a matter of fact</i>	<i>and</i>	<i>together with</i>
<i>in like manner</i>	<i>also</i>	<i>of course</i>
<i>coupled with</i>	<i>equally</i>	<i>comparatively</i>
<i>first, second, third</i>	<i>uniquely</i>	<i>similarly</i>
<i>in the light of</i>	<i>like</i>	<i>furthermore</i>
<i>not to mention</i>	<i>as</i>	<i>additionally</i>
<i>to say nothing of</i>	<i>too</i>	<i>equally imported</i>
<i>by the same token</i>		<i>in the same fashion/way</i>
<i>identically</i>		<i>correspondingly</i>

- 6 Use proper transition words to connect .

a. Undergraduate students are usually too immature to live away from home. They are too irresponsible.

b. Sophomores should practice short-term researchactions at the prior stage of their education. They should reinforce their skills.

c. Scientists encourage their apprentices to be more creative and imaginative towards the field of exploration. They are likely to feel inspired by being piloted via the projects.

d. People use 43 muscles when they frown. They use only 28 muscles when they smile.



7 Work in pairs and compare research conducting in history and modern time. Present the differences and similarities.

8 Read the story below and point out to conducting research process mentioned in the text.

Research conducting process	Example
1. Identify the problem or question	
2. Review the literature	
3. Clarify the problem specifically identify the purpose of the study.	
4. Clearly define terms and concepts.	
5. Define the student age.	
6. Develop an instrumental plan.	
7. Collect data.	
8. Analyze the data.	

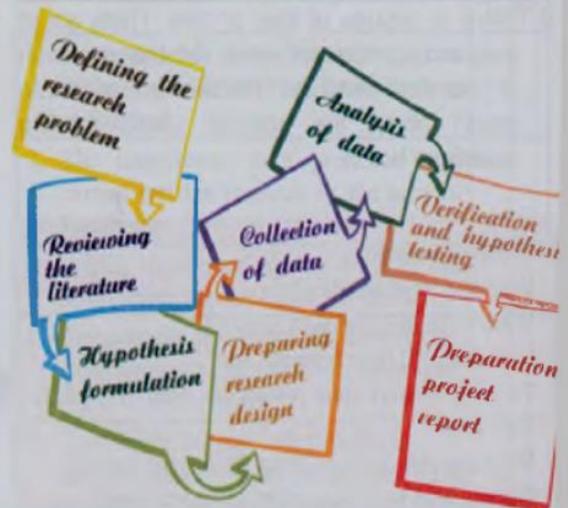
9 Work in teams of three and work out a possible future research process for a specific issue that interests you.

10 Look at the following thesis statements and decide which of them is the strongest.

Example 1: The process for a college student working on a research paper in the 1960s was very different from the process used by most of today's college students.

Example 2: Because of advances in technology, today's college student has more resources for research papers than students had in the 1960s.

Example 3: Because of the progress of Internet and other electronic sources, the research process has become easier than previous ones. Utilized by today's college students for papers differs greatly from that of students in the 1960s.



Research process: From dependant to autonomous researcher-student

On one of the autumn days of the year Nanina, a girl from Switzerland, was informed to be staying in my house. I had initiated with an official request for becoming a host family for foreign students. After her arrival I did my best to create real Uzbek atmosphere because I got to know that overseas people tend to discover quite different lifestyle, habits and mannerism when visiting abroad. On the next morning during the breakfast she said that the mission of her visit was to accomplish her short-term research paper. According to Swiss education system students have to carry out their research projects based on conducting surveys, mostly, planned for Summer holidays. Thus, Nanina came to Uzbekistan to explore what the Uzbek soil was and its productivity factors. Every early morning she used to go to the extended fields of cotton. Only the late evenings she could hardly catch up with the dinner together with my family, and right after the main course went to her room excusing she needed to jot down her evidences. To my understanding, she would compose her either diary or daily report for her research paper. Moreover, she was a very good photographer to take scenery photos of each her stepped area....

Адабиётлар:

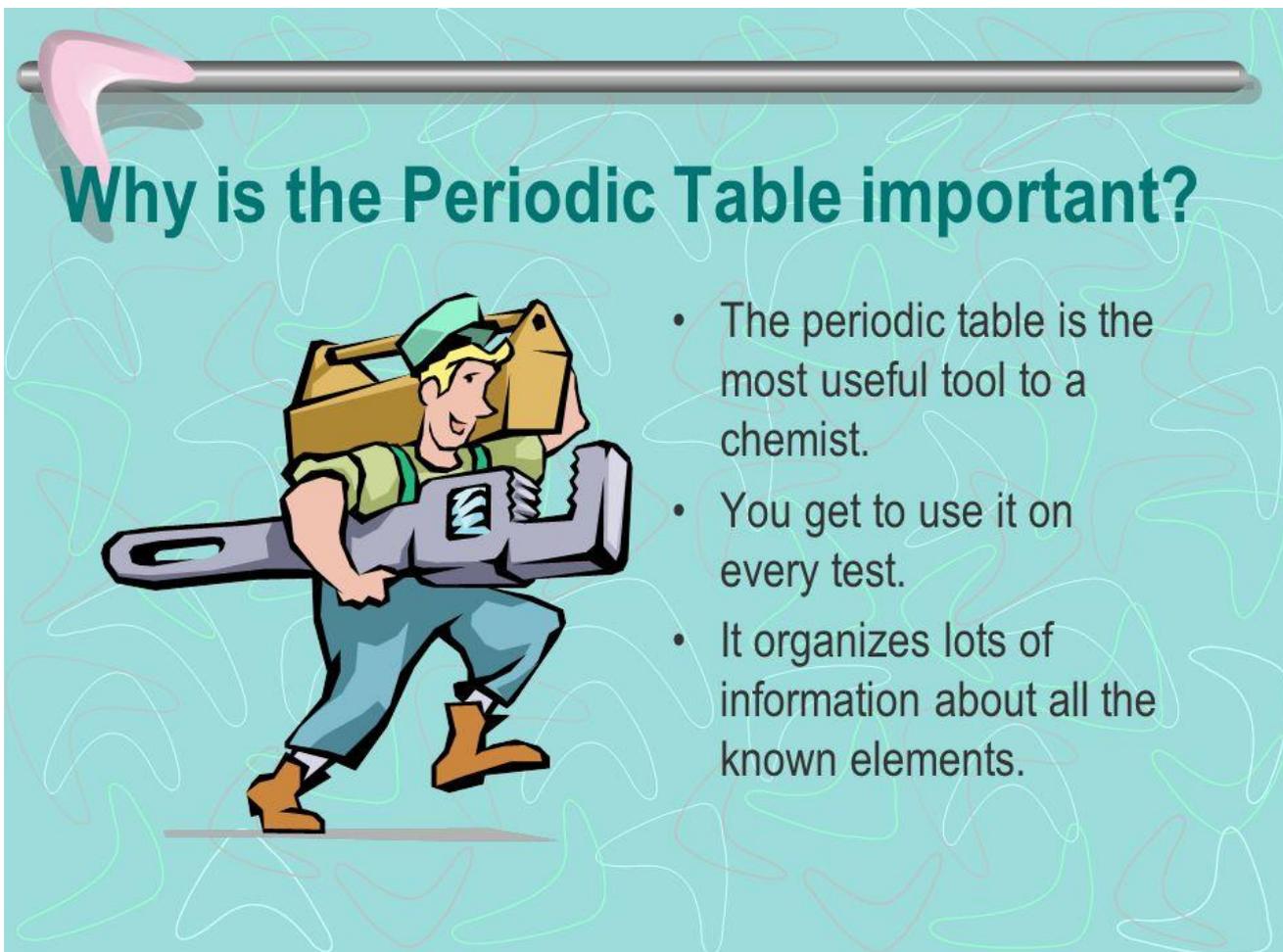
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7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 21 (3)

THE IMPORTANCE OF THE PERIODIC TABLE

Look at the picture. Do you agree or disagree with this statements?

Prove your answer please!



Why is the Periodic Table important?

- The periodic table is the most useful tool to a chemist.
- You get to use it on every test.
- It organizes lots of information about all the known elements.

Periodic Table

1. Put the following expressions into correct places in the Periodic Table on the next page. Then read the text about the Periodic Table and use the same expressions to fill the gaps.

symbol, atomic weight, name, atomic number, group, row, alkali metals, halogens, noble gases, lanthanides, actinides, alkaline earth metals

The most convenient presentation of the chemical elements is in the **periodic table** of the chemical elements, which groups elements by _____. Due to its **ingenious** arrangement, **columns**, or _____, and _____, or **periods**, of elements in the table either share several chemical properties, or follow a certain trend in characteristics such as **atomic radius**, **electronegativity**, **electron affinity**, etc.

The main value of the periodic table is the **ability** to **predict** the **chemical properties** of an element based on its **location** on the table. The properties vary differently when moving vertically along the _____ of the table, than when moving horizontally along the _____.

The periodic table was first **devised** in 1869 by the Russian chemist Dmitri Mendeleev. Mendeleev intended the table to illustrate **recurring** ("**periodic**") trends in the properties of the elements. The **layout** of the table has been **refined** and **extended** over time, as new elements have been discovered, and new theoretical models have been developed to explain chemical behaviour. Various layouts are possible to **emphasize** different aspects of behaviour; the most common forms, however, are still quite similar to Mendeleev's original design.

For a truly unique design – **Periodic Table Table** – see

How are these elements called in your native language?

2. How are they pronounced?

Aluminium Br.	/,æljʊ'miniəm/	Al	kalium	/'kæliəm/	K
Aluminium Am.	/ə'lumɪniəm/	Al	potassium	/pə'tæsiəm/	K
Argentum silver	/'ɑ:dʒəntəm/ /'silvə/	Ag	Lithium	/'liθiəm/	Li
Antimony	/'æntimoni/	Sb	magnesium	/mæg'niziəm/	Mg
arsenic	/'ɑ:sənɪk/	As	manganese	/'mæŋɡənɪz/	Mn
Astatine	/'æstəti:n/	At	nitrogen	/'naɪtrədʒən/	N
boron	/'bɒrɒn/	B	Sodium	/'səʊdiəm/	Na
barium	/'bæriəm/	Ba	neon	/'ni:n/	Ne
Bromine	/'brəʊmi:n/	Br	nickel, nickle	/'ni:kəl/	Ni
carbon	/'kɑ:bən/	C	Oxygen	/'ɒksɪdʒən/	O
calcium	/'kælsiəm/	Ca	phosphorus	/'fɒsfərəs/	P
Chlorine	/'klɔ:ri:n/	Cl	plumbum	/'plʌmbəm/	Pb
Chromium	/'krəʊmiəm/	Cr	lead	/'led/	Pb
copper	/'kɒpə/	Cu	platinum	/'plætɪnəm/	Pt
fluorine	/'flʊəri:n/	F	Radium	/'reɪdiəm/	Ra
ferrum	/'ferəm/	Fe	sulphur Br. sulfur Am.	/'sʌlfə/	S
iron	/'aɪən/	Fe	silicon	/'sɪlɪkən/	Si
hydrogen	/'haɪdrɪdʒən/	H	stannum	/'stænəm/	Sn
helium	/'hi:liəm/	He	tin	/'tɪn/	Sn
hydrargyrum	/'haɪ'drɑ:dʒɪrəm/	Hg	uranium	/'ju:reɪniəm/	U
Mercury	/'mɜ:kjʊəri/	Hg	wolfram	/'wʊlfərəm/	W
iodine	/'aɪədi:n/	I	tungsten	/'tʌŋstən/	W
			zinc	/'zɪŋk/	Zn

2. Which elements are:

metals

nonmetals

metalloids

3. What does the term 'chemical series' mean?

4. What are the synonyms of the following words used in the article?

ingenious

location

recurring

to refine

to emphasize

unique

5. What is the difference between the following words? Are they synonyms?

devise

develop

invent

discover

Consist, contain or include?

The periodic table **consists of** rows and columns

It **contains** elements.

Different elements **include** carbon, sulphur, hydrogen, oxygen etc.

1. The classic symptoms of exposure to toxic chemicals _____ headaches, sore throats, vomiting, etc.
2. The world's trees _____ between 460-800 billion tones of carbon.
3. The local fauna _____ wolves, snakes and a wide range of unpleasant insects.
4. The graphs do not _____ information about the use of the cell.

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7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 22 GROUPING OF THE ELEMENTS

CLASSIFICATION OF ELEMENTS AND PERIODICITY IN PROPERTIES

Periodic Table of the Elements

Legend:

- hydrogen
- alkali metals
- alkali earth metals
- transition metals
- poor metals
- nonmetals
- noble gases
- rare earth metals

1 H																	2 He														
3 Li	4 Be											5 B	6 C	7 N	8 O	9 F	10 Ne														
11 Na	12 Mg											13 Al	14 Si	15 P	16 S	17 Cl	18 Ar														
19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr														
37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe														
55 Cs	56 Ba	57 La	72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn														
87 Fr	88 Ra	89 Ac	104 Unq	105 Unp	106 Unh	107 Uns	108 Uno	109 Une	110																						
																		58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu
																		90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr

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THE 1st PERIODIC TABLE

Legend:

- Alkali metals
- Alkaline-earth metals
- Transition metals
- Other metals
- Other nonmetals
- Halogens
- Noble gases
- Rare-earth elements (21, 39, 57–71) and lanthanoid elements (57–71 only)
- Actinoid elements

H 1		He 2																																							
Li 3	Be 4	B 5	C 6	N 7	O 8	F 9	Ne 10																																		
Na 11	Mg 12	Al 13	Si 14	P 15	S 16	Cl 17	Ar 18																																		
K 19	Ca 20	Sc 21	Ti 22	V 23	Cr 24	Mn 25	Fe 26	Co 27	Ni 28	Cu 29	Zn 30	Ga 31	Ge 32	As 33	Se 34	Br 35	Kr 36																								
Rb 37	Sr 38	Y 39	Zr 40	Nb 41	Mo 42	Tc 43	Ru 44	Rh 45	Pd 46	Ag 47	Cd 48	In 49	Sn 50	Sb 51	Te 52	I 53	Xe 54																								
Cs 55	Ba 56	La 57	Ce 58	Pr 59	Nd 60	Pm 61	Sm 62	Eu 63	Gd 64	Tb 65	Dy 66	Ho 67	Er 68	Tm 69	Yb 70	Lu 71	Hf 72	Ta 73	W 74	Re 75	Os 76	Ir 77	Pt 78	Au 79	Hg 80	Tl 81	Pb 82	Bi 83	Po 84	At 85	Rn 86										
Fr 87	Ra 88	Ac 89	Th 90	Pa 91	U 92	Np 93	Pu 94	Am 95	Cm 96	Bk 97	Cf 98	Es 99	Fm 100	Md 101	No 102	Lr 103	Rf 104	Db 105	Sg 106	Bh 107	Hs 108	Mt 109	Ds 110	Rg 111	Cn 112	Nh 113	Fl 114	Mc 115	Lv 116	Ts 117	Og 118										

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Read the text and retell the summary using terms and phrases on your own direction

In 1864, J.A.R. Newlands proposed classifying the elements in the order of increasing atomic weights, the elements being assigned ordinal numbers from unity upward and divided into seven groups having properties closely related to the first seven of the elements then known: hydrogen, lithium, beryllium, boron, carbon, nitrogen, and oxygen. This relationship was termed the law of octaves, by analogy with the seven intervals of the musical scale.

Then in 1869, as a result of an extensive correlation of the properties and the atomic weights of the elements, with special attention to valency (that is, the number of single bonds the element can form), Mendeleev proposed the periodic law, by which “the elements arranged according to the magnitude of atomic weights show a periodic change of properties.” Lothar Meyer had independently reached a similar conclusion, published after the appearance of Mendeleev’s paper.

Read the text and retell the summary using terms and phrases on your own direction

Mendeleev's periodic table of 1869 contained 17 columns, with two nearly complete periods (sequences) of elements, from potassium to bromine and rubidium to iodine (see Figures 2 and 3), preceded by two partial periods of seven elements each (lithium to fluorine and sodium to chlorine), and followed by three incomplete periods. In an 1871 paper Mendeleev presented a revision of the 17-group table, the principal improvement being the correct repositioning of 17 elements. He, as well as Lothar Meyer, also proposed a table with eight columns obtained by splitting each of the long periods into a period of seven, an eighth group containing the three central elements (such as iron, cobalt, nickel; Mendeleev also included copper, instead of placing it in Group I), and a second period of seven. The first and second periods of seven were later distinguished by use of the letters "a" and "b" attached to the group symbols, which were the Roman numerals.

H 1											He 2								
0	I		II		III		IV		V		VI		VII		0				
He 2	Li 3	Be 4	B 5	C 6	N 7	O 8	F 9	Ne 10											
Ne 10	Na 11	Mg 12	Al 13	Si 14	P 15	S 16	Cl 17	Ar 18											
0	Ia	IIa	IIIa	IVa	Va	VIa	VIIa	VIII		Ib	IIb	IIIb	IVb	Vb	VIb	VIIb	0		
Ar 18	K 19	Ca 20	Sc 21	Ti 22	V 23	Cr 24	Mn 25	Fe 26	Co 27	Ni 28	Cu 29	Zn 30	Ga 31	Ge 32	As 33	Se 34	Br 35	Kr 36	
Kr 36	Rb 37	Sr 38	Y 39	Zr 40	Nb 41	Mo 42	Tc 43	Ru 44	Rh 45	Pd 46	Ag 47	Cd 48	In 49	Sn 50	Sb 51	Te 52	I 53	Xe 54	
Xe 54	Cs 55	Ba 56	La 57*	Hf 72	Ta 73	W 74	Re 75	Os 76	Ir 77	Pt 78	Au 79	Hg 80	Tl 81	Pb 82	Bi 83	Po 84	At 85	Rn 86	
Rn 86	Fr 87	Ra 88	Ac 89*	Rf 104	Db 105	Sg 106	Bh 107	Hs 108	Mt 109	Ds 110	Rg 111	Cn 112	Nh 113	Fl 114	Mc 115	Lv 116	Ts 117	Og 118	
* Lanthanoid series				Ce 58	Pr 59	Nd 60	Pm 61	Sm 62	Eu 63	Gd 64	Tb 65	Dy 66	Ho 67	Er 68	Tm 69	Yb 70	Lu 71		
* Actinoid series				Th 90	Pa 91	U 92	Np 93	Pu 94	Am 95	Cm 96	Bk 97	Cf 98	Es 99	Fm 100	Md 101	No 102	Lr 103		

Alkali metals
 Transition metals
 Other nonmetals
 Noble gases
 Actinoid elements
 Alkaline-earth metals
 Other metals
 Halogens
 Rare-earth elements (21, 39, 57-71) and lanthanoid elements (57-71 only)

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1. Give the initial forms of the following words and find them in the dictionary: proposed, resembling, placed, discoveries, successes, pairs, occurring, higher, caused, indicated, changing

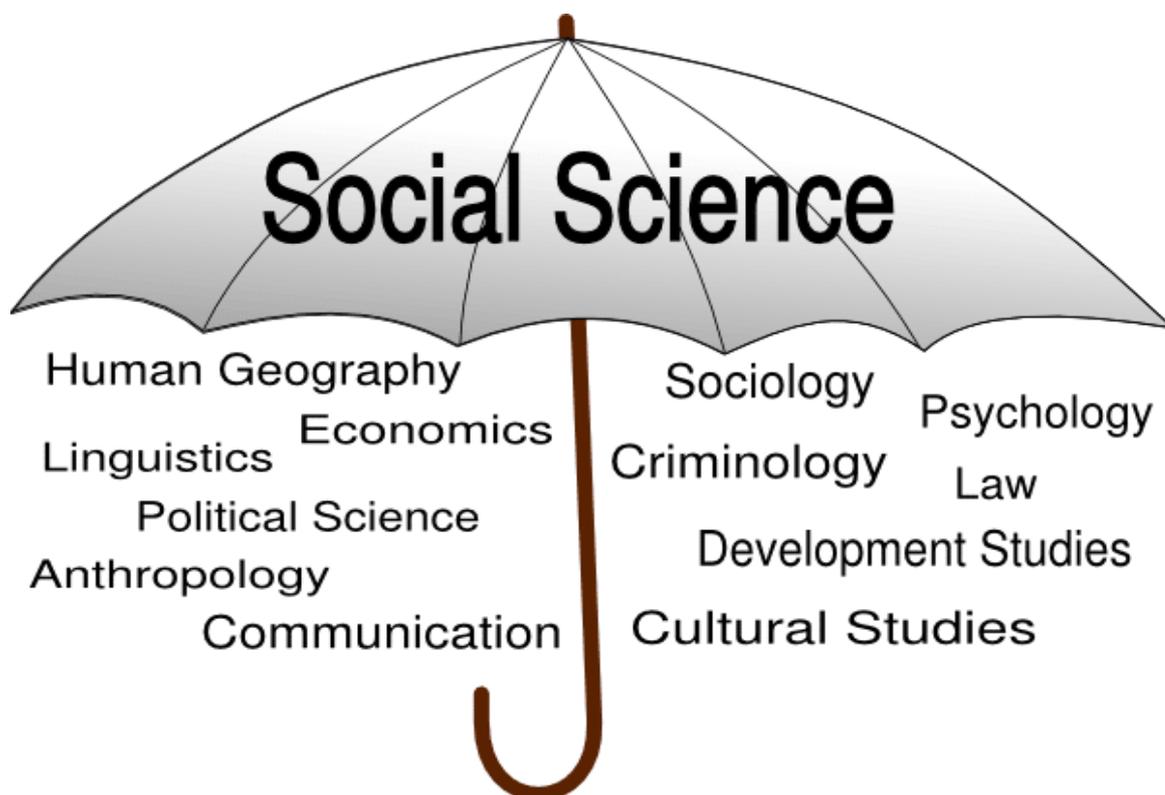
2. Define what parts of speech the italicized words belong to. Translate the sentences into your native language.

1. Every chemical has its own chemical and physical *properties*.
2. In the evening he usually *works* in his study.
3. *Chemists* study properties of elements and their compounds.
4. There is *a round* table in the middle of the room.
5. Mendeleev *proposed* his periodic table in 1869
6. There are *many* places of interest in St. Petersburg.
7. Mendeleev places the elements in the order *of increasing* atomic weight.

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LESSON 23
THEME: SOCIAL RESEARCH





Look at the following photos and tell what connections they have with the theme of the lesson.



- Answer the questions below.

How are social researches conducted?

What essential role does a social research play in state progress?

1 Match the words 1-10 and the appropriate definitions a-k.

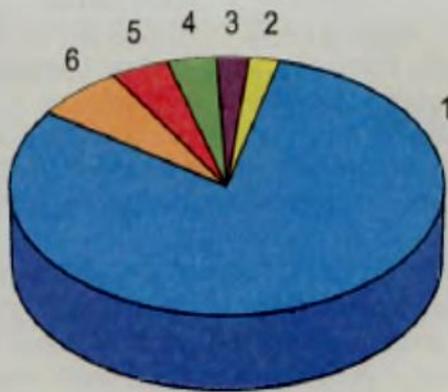
1	Prospering	a) to live permanently or for a considerable time (in a place)
2	To cooperate	b) a quantity or amount considered in relation to or measured against another quantity or amount;
3	A factor	c) the total value of all goods and services produced domestically by a nation during a year;
4	To reside	d) a special peculiarity or a feature of a matter or point;
5	A fertilizer	e) disclose, divulge this or that information, secret and others;
6	To conduct	f) of or containing iron in the divalent state; designating an iron;
7	To reveal	g) blossoming, developing, progressing, thriving;
8	A rate	h) carry out, do;
9	Ferrous	i) an element or cause that contributes to a result;
10	A specificity	j) any substance, such as manure or a mixture of nitrates, added to soil or water to increase its productivity;
11	GPR	k) to work or act together; to engage in economic partnership;



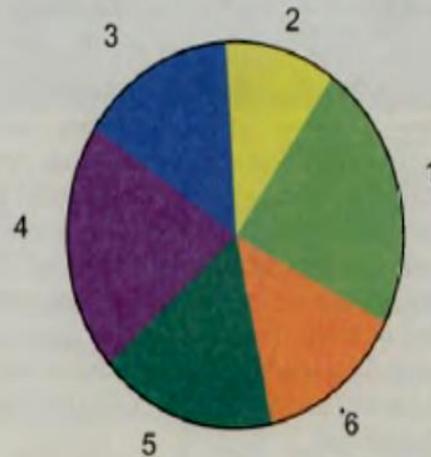
Sometimes social researches may prevent fatal disasters. A survey held in order to find out the pet variety of the population in Bolivia revealed that most people in remote regions of the country keep alligators as pets, the number was shocking. Afterwards government took rapid measures by banning to keep dangerous reptiles at home!

2 (T9) Listen to the tape and fill in the pie charts below.

Nationality Rate of Uzbekistan



The Main Export Partners of Uzbekistan



1-chart:

Uzbeks _____; Russians _____; Tajiks _____;
Kazakhs _____; Karakalpaks _____; Tatars _____;

2-chart:

China _____; Kazakhstan _____; Turkey _____;
Russia _____; Bangladesh _____; Kyrgyzstan _____;

3 Listen to the tape again and fill in the blanks with the appropriate words or numbers in the box.

companions; dwell; get to; 4,9 %; proportion;

a) The latest information showed that the total population of Uzbekistan has _____ 30 million people. b) The elderly people who are at the age of 65 and over make up about _____ percent of the total population of the country. c) It is interesting that more than 100 nationalities, ethnic groups _____ in the territory of Uzbekistan. d) Education system in Uzbekistan is one of the best in the world; that results in the highest _____ of more than 99 percent among adults older than 15. e) The closest _____ of Uzbekistan in import from Asian countries are considered to be China and South Korea.

4 Work in pairs. Remember the most popular social investigation or survey in your specialty; try to present exact statistical results to the group.

e.g. Automobile market is developing year by year as the number of people who buy cars is also increasing. 52 per cent of Europeans purchase new cars during two year period of driving old ones.

5 Work in small groups of three or four and discuss the following questions.

1. Why are social researches held? What is the use of them?
2. What issue of your specialty would you like to investigate with the help of social researches? Why?
3. What specific features should a perfect society obtain?
4. How can a society keep on developing constantly?

9 Add necessary prepositions to complete sentences.

- I can do ___ your complaints first thing in the morning.
- That's a practice that should be done _____
- When he graduated from the university he made _____ his native town.
- What do you make _____ their invention?
- They made _____ without paying.
- He's always making _____ to influential people.

10 Find other meanings of phrasal verbs and make up sentences of your own.

do up - fasten, _____, _____,

make out - claim, to manage see, _____,

make up - compose, constitute, form, _____,

some gardening, an agreement, the washing up, a decision, homework, love, a loss, a face, a good or bad impression, your best/ the shopping, allowances for, the cooking, business with, a suggestion, a cup of tea, profit, the most of a noise, a success of, a point of, a gesture, fun of, a fuss of., a go (a success) of.

USEFUL LANGUAGE FOR SURVEY REPORT

To introduce:

(state purpose and content of your report)

The purpose/ aim of this report,

As requested,

This survey was carried out.

Development

(summarize your information under suitable sub headings)

To generalize: In general, Generally, On the whole

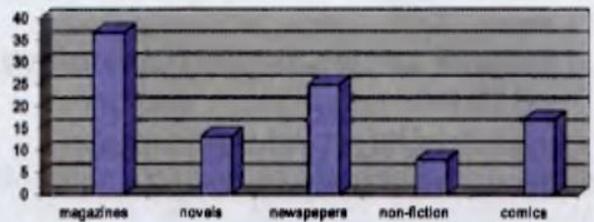
To introduce other people's opinions: Many people consider, Some people argue/believe/claim

Conclusion

(end with a general conclusion and if necessary, make recommendations or suggestions):

In conclusion, To sum up, All in all.

11 Look at the diagram and use the expressions below to complete the sentences about the results of the survey regarding young peoples reading preferences.



minority, a small number, a reasonable number, by far, the largest, majority, per cent, two in four.

- Slightly more than _____ of the surveyed prefer reading magazines.
- A _____ of young people surveyed read comics in their free time.
- _____ of young people choose to read non-fiction.
- _____ of the surveyed read fiction.
- Only eight _____ of the people surveyed prefer to read non-fiction.
- The _____ of the young people surveyed read magazines.

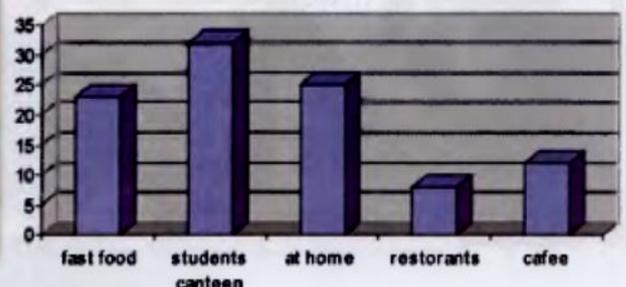
12 Read the introductory part of the report and write developmental part of it about students eating habits in their lunch time using the diagram below .

From: Ibragimova Dilnoza

To: Rano Turaeva

Subject: Eating habits of students

The aim of this report is to analyze results of a survey in which 500 students were questioned about their eating habits in their lunch time.



Grammar: modals of advice, permission and ability

Modal verbs can be used in + positive and - negative forms, and also as a question. Modal verbs can be used in the place of auxiliary verbs (helping verb) such as 'do', 'did' or 'have'.

Here are a few examples:

Can you play football?

He shouldn't go outside tonight.

I must leave soon to catch the bus.

May I come with you?

The most common forms of modal verbs are: **can / should / must / may / have to / need to / had better / be able to**. Lets look at some useful ways to use these.

Modal Verbs of Advice

If you want to ask or give advice to someone, we use **should** or **had better**.

should

'Should' is the most common way to give advice.

S + should / shouldn't + verb

He should see his teacher.

We shouldn't go to school today.

We should take a holiday this year.

Question + should + S + verb

What should I bring to the park?

When should we have the surprise party for Greg?

Should I go to Vietnam next year?

had better

'Had better' can be used to give more formal advice, where something negative might happen if we are not to follow the advice.

S + had better / hadn't better + verb

Peter had better hurry up if he doesn't want to be late for the meeting. (his boss will be angry with him)

They had better finish their project soon. (they might get points deducted for missing the deadline)

She had better write him a letter explaining the problem. (he might understand more if she writes to him)

Modal Verbs of Ability

Modal verbs of ability tell us what someone or something is able to do. For this, we use **can** or **be able to**.

can

'Can' is used to speak about abilities- what someone can/can't do on a daily basis and in specific situations.

S + can / can't (can not) + verb

They can play soccer very well.

Mark can't understand French.

Birds can fly.

Question + can + S + verb

Where can I find a bandage for my cut?

Can you speak English?

When can I speak to the manager?

be able to

'Be able to' conjugates the main verb 'be' instead of the a modal verb.

S + be + able to + verb

David is able to work six hours days per day.

I am not able to come to the party tomorrow night.

She is able to speak three languages.

Question+ be + S + able to + verb

When are you able to come next month?

Is she able to help us on the project?

What are you able to do?

Modal Verbs of Permission

'Can' and 'May' are both used to ask for and deny permission to do something.

can

S + can / can't (can not) + verb

She can stay with us.

They can't use those tools. I'm sorry.

We can use their lawnmower.

Can + S + verb

When using 'can' to ask for permission, do not use question words such as 'what', 'where', etc.

Can I use your internet?

Can I have something to drink please?

Can we use your car today?

May/ Could

These are a much more polite version of 'can' when asking for permission. It is not commonly used in the negative form (may not), and it is usually used with the pronoun 'I'.

Could I use your telephone?

May I ask him a few questions?

May I leave now?

Modal Verbs of Obligation

Modal verbs of obligation are used to speak about something that is required, or to give something urgency.

must

Use 'must' to speak about strong personal obligation at the moment of speaking.

S + must + verb

The test is tomorrow, I must study!

She must finish her homework before twelve.

I must speak to Ann today. It's really important.

s + mustn't (must not) + verb

The negative 'mustn't' is used to speak about actions that are not allowed. She mustn't play with those toys.

We mustn't leave before the end of the class.

They mustn't use the computers.

Have to

'Have to' is used to speak about daily responsibilities.

S + have to + verb

She has to get up at seven every morning.

They have to deliver pizzas on time.

We have to finish the project soon.

(?) + Auxiliary Verb + S + have to + verb

Does she have to work on this project with me?

Where do we have to go this afternoon?

When does Mary have to get up?

Reading: ENVIRONMENTAL PROBLEMS

The problem of ecology is very important today, because we live in a polluted world. People all over the world discuss environmental protection, but they still continue to pollute air, water and soil.

Plants and factories are being built near rivers and lakes. The water is full of industrial waste and this kills animals, insects and plants. There are some organizations that were created to protect our nature from pollution. The most famous organization is Greenpeace. It protects animals from dying out. There are special farms and organizations that help wild animals to survive. People who work in such places feed animals and cure them. There are several types of pollution: air pollution, water pollution and soil pollution.

Air pollution is caused by different means of transport in big cities. Our cities are full of smog because of heavy traffic and people notice that it is hard to breathe there. Cars, buses and planes are among the worst air polluters. Factories and plants also pollute air pouring harmful gases and smoke into the air and that causes lung diseases among people and does harm to our health. Acid rains that appear because of air pollution damage forests and soil.

Water pollution is another dangerous kind of pollution. Factories and plants throw wastes into rivers and lakes making them dirty. Animals die when they drink this water, people get sick when they swim in it and eat fish that live there. Soil pollution stops plants from growing and makes people sick when they eat fruit

and vegetables grown on polluted soil. People also pollute soil by leaving litter on it. Forests are full of used bottles, wrappers and cans. Such litter can be found in rivers and lakes, too. Wild animals get sick and die because of this. Every day we throw away a lot of litter. However, we can use it again, for example paper, cloth, glass, plastic, etc. Everybody must know the three R's: Reduce, Reuse and Recycle. We can reduce the usage of water and electricity. We should reuse whatever we can, for example, plastic bags, paper, cans, glass and bottles. It is not possible to stop technological process, close factories and plants. People need to invent new waste free technologies that will not do harm to nature. There are new inventions such as filters that make water and air clean. Some factories and plants have started using these machines already and this helps to prevent pollution. Special kinds of gasoline for cars can help to reduce air pollution. We must not ignore the problems of environmental pollution and try to make everything possible to reduce if not stop it.

Vocabulary:

acid rain ['a:si:d^ein] kislota yomg'iri
 appear [ə'piə] paydo bo'lmoq
 breathe [bri:6] nafas olmoq
 create [kn'eit] yaratmoq
 cure [kjua] davolamoq
 die out ['dai,aut] o'lmoq
 do harm [ha:m] ziyon yetkazmoq
 environmental [mlvai3r(3)n'mentl- atrof-muhitga oid
 protection pr3'tekf(3) muxofaza
 gasoline ['gaesaulm]benzin
 get sick [get'sik] kasallanmoq
 harmful gases ['ha:mM'gʁesiz] zararli gazlar
 heavy traffic ['hevi'traefik] kata tirbandliklar
 industrial waste [in'dAstnal'weist] sanoat chiqindilari
 insect ['insakt] hasharot
 invent [m'vent] kashf etmoq
 litter [hta] chiqindi
 lung disease ['krjdi'zi:z] o'pka kasalliklari

 pollute [pa'lut] zararlamoq, ifloslantirmoq
 pollution [pə'li:n/(ə)n] ifloslanish
 pour [po:] yog'ilmoq, quymoq
 prevent [pn'vent] oldini olmoq
 recycle [n'saikl] qayta ishlamoq
 reduce [n'dju:s]kamaytirmoq
 reuse [n'ju:z] qayta foydalanmoq
 smog [smt>g] tutun
 survive [sa'varv] tirik qolmoq
 usage [ju:sid3] foydalanish

wrapper [ˈrɑːpər] paket qogʻoz, oʻralgan qogʻoz

Questions:

1. Why is the problem of ecology important today?
2. What are the types of pollution? What can you say about each of them?
3. Do you reduce, reuse and recycle litter? Why (not)?
4. What should people do to prevent pollution

Адабиётлар:

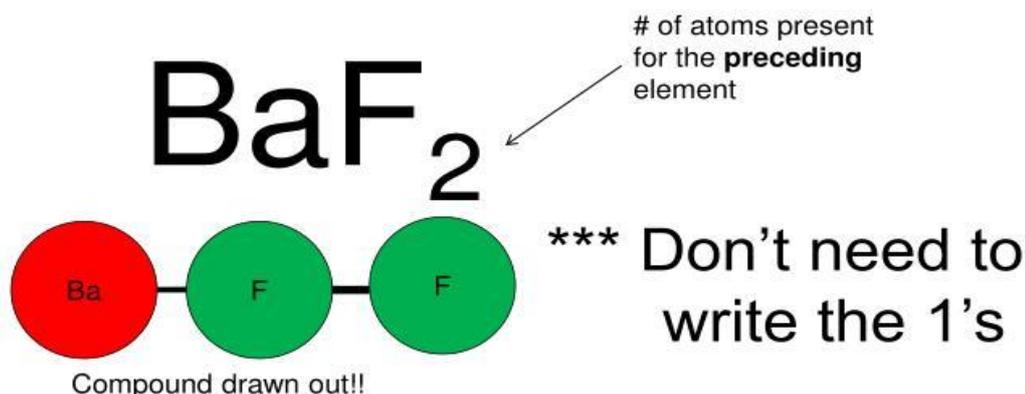
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6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 24

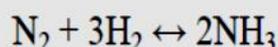
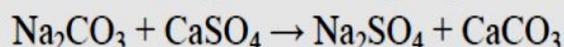
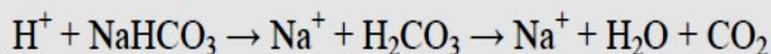
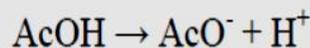
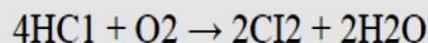
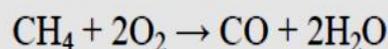
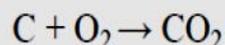
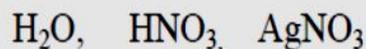
THE THEME: CHEMICAL FORMULAS IN ENGLISH

Chemical Formula

Chemical formula: A representation of which elements are present and how many in a chemical compound



2. Read the formulas:



3. Read and smile:

Teacher: What is the formula for water?

Student: H, I, J, K, L, M, N, O.

Teacher: That's not what I taught you.

Student: But you said the formula for water was...H to O.

Little Willie was a chemist.

Little Willie is no more.

For what he thought was H_2O ,

Was H_2SO_4 .

– What does a chemist say when he finds two helium molecule?

– HeHe...

VOCABULARY

scale	– масштаб, размер
to be determined	– быть определённым; определять(ся)
prediction	– прогноз
entirely	– всецело, полностью
ratio	– соотношение, пропорция
to join	– присоединять(ся)
to assume	– предполагать
with confidence	– с уверенностью
valence	– валентность
accuracy	– точность
arranged in space	– расположен в пространстве
expanded	– развернутый
in comparison	– в сравнении, по сравнению
sophisticated	– сложный
three-dimensional	– трёхмерная форма (3d)
shape	

4. Match each term and its definition:

- | | |
|---------------------|---|
| 1. Chemical formula | a). A combination of chemical symbols that shows the composition of a compound. |
| 2. Compound | b). A substance that contains two or more elements combined in a fixed proportion. |
| 3. Empirical | c). Based on observation or experimentation. |
| 4. Molecule | d). The tendency of an atom to gain or lose electrons in reacting with other atoms. |
| 5. Valence | e). The smallest particle of which an element can exist. |
| 6. Atom | f). A particle formed by the combination of two or more atoms. |

5. Read and translate the text. Subdivide it into parts, according to the main information given:

Chemical formulas.

A chemical formula is a combination of chemical symbols that represents the chemical composition of a compound. At a minimum, a formula tells which elements are present in the compound and the relative amount of each element. The chemical formula most familiar to people is probably H_2O , the formula for water. This formula says that water consists of two elements, hydrogen (H) and oxygen (O). Further, it says that the ratio of the two elements is two parts hydrogen and one part oxygen. On a submicroscopic scale, the formula says that a molecule of water contains two atoms of hydrogen and one atom of oxygen.

A chemical formula can be determined in one of two ways: by experimentation or by prediction. For example, imagine that an entirely new compound has been discovered whose formula must be determined. That compound can be broken down in the laboratory and the elements present determined. Also, the ratio of the elements can be found. The formula obtained in this way shows the simplest possible ratio of the elements present and is known as the compound's empirical formula. The word empirical means "obtained by means of experimentation".

The empirical formula of a compound may not be its true or correct formula. Consider three different chemical compounds made of carbon and hydrogen only. The first compound contains one carbon atom and one hydrogen atom in each molecule. A molecule of the second compound consists of three carbon atoms and three hydrogen atoms joined to each other. And a molecule of the third compound contains six atoms of carbon and six atoms of hydrogen joined to each other.

The empirical formula for all three compounds is CH because the ratio of carbon to hydrogen is 1:1 in each. But the true formula is different for the three compounds. It is CH for the first compound, C₃H₃ for the second, and C₆H₆ for the third. The true, correct, or molecular formula for most chemical compounds also can be determined experimentally.

A second way of writing the chemical formula of a compound is by making intelligent guesses. When sodium reacts with chlorine to form sodium chloride, for example, each sodium atom loses one electron and each chlorine atom gains one electron. It makes sense to assume that the formula for sodium chloride is NaCl. To form the compound, every sodium atom needs one chlorine atom, so their final ratio should be 1:1.

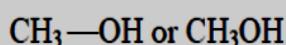
Chemists now know enough about the chemical elements to use this method with confidence. The tendency of any given element to lose or gain electrons in forming a compound is called its valence. The valence of sodium, for example, is +1, and the valence of chlorine, -1. Using valences, chemists can write the formulas for most chemical compounds with a high degree of accuracy.

Molecular formulas are the simplest kind of formulas to write because they tell only the minimum amount of information: the kind and number of atoms present in a compound. Structural formulas are a more complex type of formula because they also show how the atoms in a molecule are arranged in space.

The structural formula for water is H—O—H. The dashed lines (—) in this formula are called bonds. They stand for the electrons that hold each hydrogen atom to the oxygen atom.

Another example of a structural formula is the expanded structural formula. It shows not only the elements present (for example, hydrogen, carbon, and oxygen) and the ratio of those elements in the compound (for example, CH₄O), but also the arrangement of those atoms in comparison to each other. Thus, in an expanded structural formula you can see that three hydrogen atoms are attached to the carbon atom and one hydrogen atom is attached to the oxygen atom.

The only disadvantage of an expanded structural formula is the time and space required to write it out. Because of this disadvantage, chemists have developed an abbreviated kind of structural formula known as a condensed structural formula. The condensed structural formula for methanol can be written as:



When students are first beginning to study chemistry, they generally have to write expanded structural formulas. With practice, however, they soon develop the ability to write condensed formulas.

Other kinds of chemical formulas contain even more information about the structure of a molecule. For example, the structure of the water molecule shown above (H–O–H) is not quite correct. The hydrogen atoms in a water molecule do not really stick out in opposite directions from each other. Instead, the O–H bonds are bent slightly at an angle to each other.

More sophisticated formulas may be necessary for compounds whose three-dimensional shape is important. The compound known as 1,3-dichlorocyclobutane is an example. The compound consists of four carbon atoms connected to each other in a ring. The ring can be thought of as a square piece of cardboard with one carbon atom at each corner. Attached to two carbon atoms at opposite corners are two chlorine atoms. This molecule can be represented in two different ways, with both chlorine atoms on the same side of the carbon ring or on opposite sides of the ring. The two molecules look different from each other, and two different kinds of 1,3-dichlorocyclobutane can actually be found in the laboratory. Formulas that show special three-dimensional shapes are sometimes known as conformational formulas.

6. Complete the sentences:

1. A chemical formula is a combination of...
2. A chemical formula can be determined in one of two ways...
3. The word "empirical" means...
4. Molecular formula for most chemical compounds also can be determined...
5. Structural formulas are a more complex type of formula because...
6. The only disadvantage of an expanded structural formula is...

Адабиётлар:

1. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Student's book. Course 1,2,3. – T.: G'afur G'ulom, 2015.
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8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 25

THEME: MUSEUMS AND ART GALLERIES



Most popular museums, craft centers and galleries of Uzbekistan

Presently, there are 110 different museums in Uzbekistan, 98 of them, including branches of the state museums are under the supervision of the Ministry of Culture and Sports of the Republic of Uzbekistan. The largest number of museums is located in Tashkent, the capital of Uzbekistan. Other interesting Uzbekistan museums are located in major tourist cities, such as Samarkand, Bukhara and Khiva. State Museum of Art named after I.V. Savitsky, located in Nukus, the capital and administrative center of the Republic of Karakalpakstan, is one of the most famous museums in Central Asia.

The art galleries and craft centers that promulgate the Uzbek modern and classic art as well as folk crafts are gaining ever increasing popularity in Uzbekistan. Tashkent with about a dozen major art galleries, hosts regular exhibitions of fine art to display folk pieces of virtu, antiques and other items that compose the cultural heritage of Uzbekistan. Art studios and galleries, opened in other major cities of Uzbekistan such as Samarkand, Bukhara, Khiva, are enjoying great success both among Uzbekistan tourists and residents.

The craft centers or centers of Uzbek arts and crafts showcase hereditary artisans' workshops, whose hand-made pottery as well as silk carpets and suzanne, jewelry and accessories, forged products and costumes make up the original national wealth of the Uzbek people. There you can not only buy the thing you like, but also attend a master class where you will be shown a process of creating unique gift items in ethnic style found only for the Central Asian region.

Text: Every country has museums and art galleries. Some of them are world famous. A museum is a place where various collections of works of art are displayed. There are different kinds of museums: history museums, museums of art, archaeological museums, science museums and others. I would like to tell you about some of the most famous museums in the world. I live in Moscow, the capital of Russia and there are a lot of large museums in the city. One of the biggest museums is the Pushkin Museum of Fine Arts which houses one of the world's largest collections of the ancient, oriental and classical art. You can see sculptures, paintings and other works of art by world-famous

artists. The museum holds one of the biggest collections of Ancient Egyptian Art. The Tretyakov Gallery is one of the biggest art galleries in the world. It was founded by a Russian merchant, Tretyakov, who gave his private collection of paintings to Moscow. The Gallery has a great collection of works by Russian famous painters. It consists of seven departments. You can see portraits, seascapes, landscapes and other genres of painting there. St. Petersburg, which once was the capital of Russia, is famous for its museums, too. The Hermitage is one of the biggest museums in the world. A lot of permanent and temporary exhibitions are displayed there. The museum consists of six buildings. The most famous are: Winter Palace and the Hermitage. You can see portraits of Russian tsars, Roman statues, works of Western European Art, Egyptian Art and Oriental Art there.

If you go to Great Britain you should definitely visit the British Museum in London. The museum is very big and you can see works of art in glass, stone, gold and also a few collections on natural history there. The Tower of London is another big museum in London. It used to be a treasury, a prison, an observatory and even a zoo. The Tower of London hosts a big collection of arms and jewels.

The United States of America is famous for its museums and galleries, too. There is the Smithsonian Institution in Washington, D.C. It consists of several museums and art galleries that are free and open to the public. The National Portrait Gallery has a big collection of those who played an important role in the history and culture of the USA. The National Museum of Natural History is popular with children. The museum contains one of the world's largest scientific collection: exhibits on human culture, evolution, dinosaurs, birds, animals, sea life, meteorites, plants, rocks and minerals.

Another famous museum is the National Air and Space Museum. It houses the world's most expensive collection of aircrafts and spacecrafts. Visitors can see exhibits on the history of air crafting and watch documentaries in the IMAX movie theatre that is situated inside the building. The National Museum of American History explores America's scientific, cultural and political history. It also houses the first American flag.

All museums are very interesting to visit. Museums and art galleries give us an opportunity to learn facts about art, history and culture of different peoples and countries.

Vocabulary:

aircraft ['ækrɑ:ft] samolyot

ancient ['eɪnf(3)nt] qadimgi

arms [ɑ:mz]qo'llar

consist of [kən'sɪst] dan iborat

definitely ['defɪntli] albatta

dinosaur ['daɪnəsoʊ:] dinozavr

display [dɪs'pleɪ] ko'rsatmoq

documentary [dɒktʃu'ment^n] hujjatli

evolution [Д:уэ'1и:Дэ]п evolutsiya
 exhibit [ig'zibit] eksponat
 explore [iks'plo:] kashf etmoq
 found (founded, founded) [faund] asos solmoq, topilgan
 hold [hauld] tutmoq, tutib turmoq
 house [haus] egallamoq, jamlamoq
 merchant ['m3:tjbnt]savdogar
 meteorite ['miitjarait] meteorit
 observatory [ab'z3:v3tn] observatoriya
 opportunity [tpra'tjumti] imkoniyat
 oriental [,o:ri'entl] sharqiy
 peoples ['pi:plz] xalqlar
 permanent ['p3:тэпэп1] doimiy
 rock [rok] tosh, cho'qqi
 seascape ['si:skeip] dengiz manzarasi
 spacecraft ['speiskra:ft] kosmik kema
 temporary ['temp(3)ran] vaqtinchalik
 treasury ['тгез(э)п] xazina
 various [Veanas] har xil
 work of art ['w3:k3v'a:t] san'at asari

Questions:

1. What kinds of museums are there in the world?
2. What can you say about Moscow museums and art galleries? Which is one of the biggest galleries in the world?
3. What museums are there in St. Petersburg? Have you ever been to any of them?
4. Are there any interesting museums and galleries in London? What are they?
5. What museums are there in Washington, D.C.?

Адабиётлар:

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7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 26

THE THEME: ENGLISH AND UZBEK WRITERS

Literature and art of Uzbekistan is called one of the bright and wonderful pages of the history of the world artistic culture. Along with Egypt and Mesopotamia, Greece and Rome, India and China, Central Asia laid the foundations of human civilization. The emergence of a cultural phenomenon in Uzbekistan is mainly due to its geographical location in the Central Asian Mesopotamia, where agricultural centers have been formed since ancient times.

Uzbek literature history

The most ancient Uzbek oral literary works are over 200 epic poems, many legends, epic songs performed by folk poets - bakhshi. Heroes of folklore struggle with hostile forces - evil spirits, dragons. The oldest cycle of epic poems Ker-ogly and the poem Alpamysh were written around the 10th century. Alpamysh went in the folklore of all the peoples of Central Asia. It talks about the courage of folk heroes, courage and hatred of enemies; it contains many witty aphorisms, vivid metaphors, colorful descriptions. Another popular work from the cycle Ker-ogly is a poem about the transforming power of love of Ravshan-Hon. Many times later it was processed by folk poets. The satirical novels of Nasreddin Afandi, in which the khans and bais are derided, are popular. In the oral Uzbek literature, people of different nationalities - Chinese, Iranian, Turkmen, Negro, etc., female images are devoid of sentimentality.

In the XI century, many works are created, based on religious norms of Islamic morality. These are the instructive poems "Kugadau Bilig" ("Knowledge of Grace" or "Science of Happiness") by Yusuf Khas Hadjib Balasaguni, the poem "Khibat al-Khakaik" ("Gift of Truths") by Ahmad Yugnaki.



Classical literature in the language of Farsi played a huge role in the development of Uzbek written literature. Such monuments are of special cultural and scientific interest for all Turkic-speaking peoples, as it is possible to include Islamic didactic

works created at a later time based on ethical norms, for example, "Dictionary of Turkic dialects" compiled by Makhmud al-Kashgari.

Fiction literature reached the flourishing in the historical epoch of Amir Temur and the Timurids. Its popularity is justified by the fact that the works acquire a more secular character, freed from excessive religiousness.

The study of the origins of the development of oral (folklore) and written literature in Uzbekistan convincingly attests to the intensive and dynamic interaction of the cultures of settled and nomadic peoples inhabiting this fertile territory. First of all, this applies to modern Afghanistan, the northern territories of which were part of the large Uzbek (Central Asian) state formations that were associated with the heyday of the genius of Alisher Navoi. He is considered the classic of Uzbek literature and the pioneer of the Uzbek language.

The last of the Timurid dynasty, Zakhiriddin Mukhammad Babur - was also famous as a bright poet of his time. His epic poem "Baburname" is a masterpiece of Uzbek literature, an estimable literal monument of that time.

Literary centers appeared in the 17th - 18th centuries. Most of the writers who took part in their activities, graduated from local madrassahs and, according to tradition, wrote in two languages - Uzbek and Tajik. At this time

in Bukhara, Khiva and Kokand anthologies of poems of local poets appeared, which testified to a new upsurge of Uzbek literature. For example, during the rule of Muhammad Rahimkhan (1885-1910), a literary center appeared in Khorezm at the palace, which published poems of local authors collected by Tabibi in a special anthology of poetry. Naturally, in the works of court poets, the khan and his officials were song.



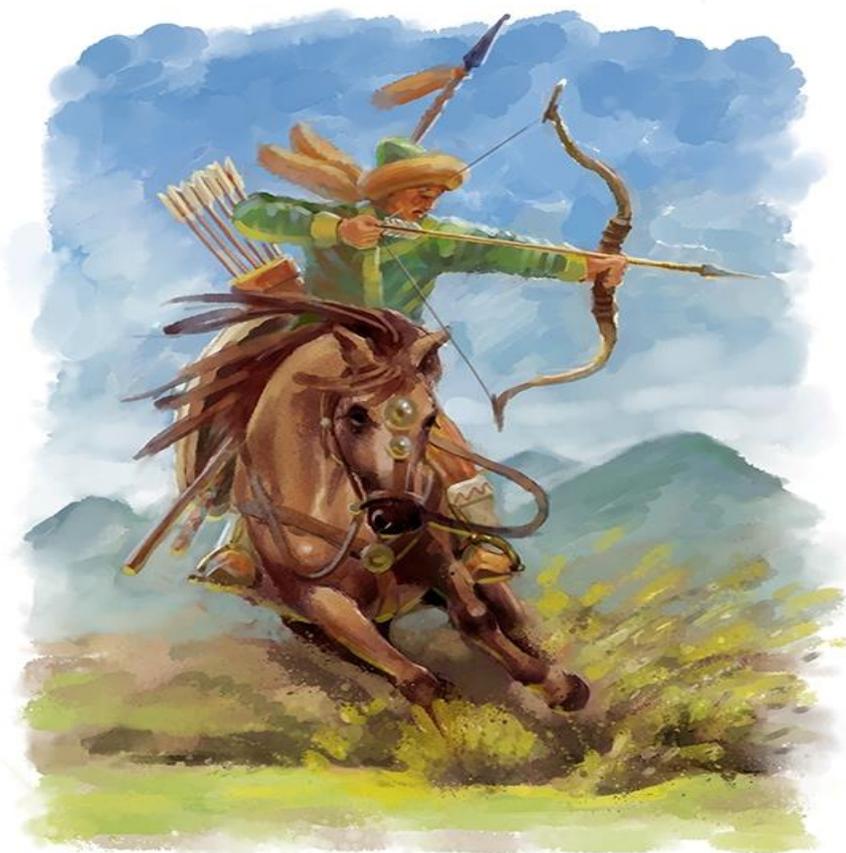
However, in addition to court poets and mystic poets, there was a place in Uzbek literature for people, democratically minded progressive writers and poets. In their

sketchy prose and poetic works, they boldly exposed the vices of their time, hypocrisy, insidious tricks of khans and beks. Such writers, for the most part, lived in poverty and were persecuted. One of such courageous defenders of the people and opponents of his oppressors during the reign of Subkhan-kulikhan (1680-1702) was the brave Turdi (Farogi).

Among the democratically minded writers and poets, known for their profound and substantial works, a special place was occupied by Babarakhim Mashrab (1654-1711). Living in poverty and wandering, this great man in his satirical lines mercilessly ridiculed the oppressors of the people - the feudal lords, the beks and their lackeys. Mahmud and Gulkhani also painted in their works a true picture of the plight of the broad masses of working people and boldly exposed injustice and violence.

One of the prior representatives of Uzbek literature during the khan's period was the excellent poet, translator and historian Muhammad Riza Ogakhi (1809-1874), known for his democratic ideas and progressive views. His humanism and patriotism were clearly manifested in the depiction of a merciless satirical pen of a true picture of the situation of the working people and exposing the injustice of the ruling circles.

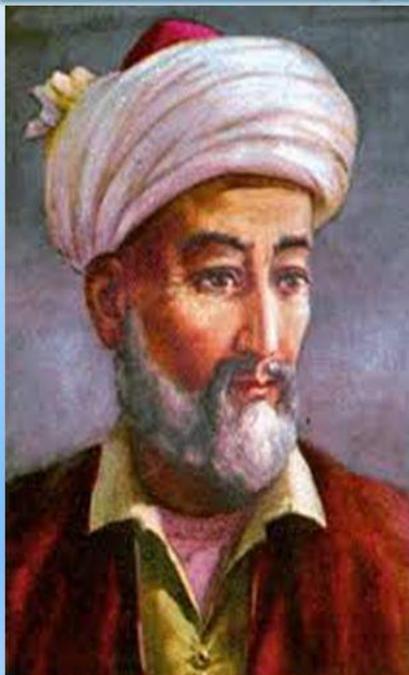
Uzbek literature of the XVIII-XIX centuries was mostly lyrical, and was devoted to a love topic. During this period Nadira, Uvaysi, Mashrab, Khorezmi and many others created.



After the seizure of Turkestan by the Russian Empire, a new modern stage of Uzbek literature began. Its bright representatives were the poet Mukimi and the

writer, poet and satirist Furkat. At the beginning of the 20th century there were such talents as Hamza Khakimzadeh Niyazi, Sadriddin Aini, Abdullah Kadiri and the philosopher Fitrat. Their literary traditions were continued by Oibek, Gafur Gulyam, Abdullah Kakhhar, Khamid Alimdjani, Uigun and others.

Alisher Navoiy



- Alisher Navoiy An ingenious poet and the thinker, the musician and the artist, the teacher and the scientist, a great statesman and one of the most cultural persons of his time. Alisher Navoi was the conventional head of the cultural life of Herat, the patron of numerous representatives of sciences, arts and cultures. "Due to Alisher many people have received literary and art education and talent strengthening and there is no any other patron and the tutor of people as Alisher". - wrote Babur Alisher Navoi was born on February 9, 1441 in the city of Herat, the capital of Huroson State. From the childhood Alisher was interested in reading the works of classics of Persian-Tadjik literature: Saadi, Attar and others. According to Navoiy himself, such poets as Lutfi Sheikh Kemal Turbati have directed, assessed the verses written by him. Navoiy studied at the most educated people of that time, took part in their highly intellectual and deeply instructive conversations. Having no family, no children, no successors, the poet spent a significant part of his huge wealth for charity. He has constructed a lot of educational institutions, hospitals, a caravan-sheds, channels, bridges and roads. In Herat Navoi maintained the closest relations with the great Tadjik poet and thinker Abdurrahman Dzhami (1414 - 1492) who was his closest friend, the adherent, the teacher and the spiritual instructor.

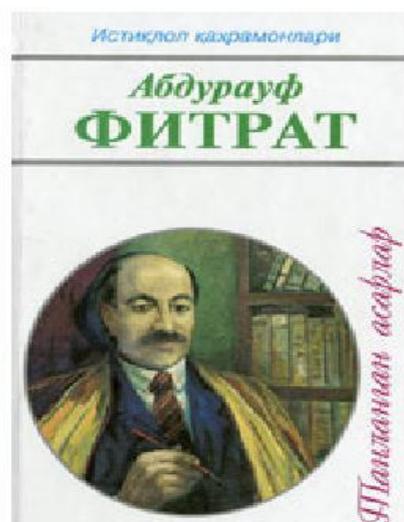
Fitrat tamomila nohaq ayblar bilan 1938-yil 4-oktyabrda otib tashlandi.

Mustaqillik davriga kelib Fitratning buyuk nomi tiklandi. Hayotini va ijodini atroflicha chuqur o'rganish boshlandi. Uch jilddan iborat "Tanlangan asarlar"i bosilib chiqdi. Yuksak saviyadagi asarlari 1991-yilda Alisher Navoiy nomidagi Respublika davlat mukofotiga munosib deb topildi.

Fitrat burun faoliyatini el va yurt ozodligi, taraqqiyot maqsadlariga bo'ysundirgan, shu zaylda davlatning boshqaruv tizimini, maorifni, tuzumni, jamiyatni isloh qilish g'oyalarni ilgari surgan, faylasuf va davlat arbobidir.

Shularni amalga oshirgach qahramonlar qiyofasini, orzu, umid, armonlarini badiiy asarlarida gavdalantirgan ulug' san'atkordir. Olim sifatida uning tilshunoslikda ham xizmatlari katta.

Bularning barchasini birlashtiruvchi va uyg'unlashtiruvchi fazilat Fitratning Milliy uyg'onish davri jarchisi va yalovbardori ekanidadir.



STUDY THE INFORMATION AND WRITE ABOUT YOUR FAVOURITE UZBEK WRITER OR FIND EXTRA INFORMATION

Text: My Favourite English Writer

It's said that none of the British writers of our age enjoyed such popularity all over the world as Agatha Christie did. Her works were translated into many languages, and scores of films were made using them as the script.

The name of Agatha Christie is a synonym for high-class detective story, as well as Pele is a symbol of football, and Marilyn Monroe is an embodiment of femininity. According to Agatha Christie herself, she began to write just to imitate her sister whose stories had already been published in magazines.

And suddenly Agatha Christie became famous as if by miracle. Having lost her father at an early age, the prospective writer didn't receive even fairly good education. During the First World War she was a nurse, and then she studied pharmacology. Twenty years later she worked in a military hospital at the beginning of the Second World War.

The favourite personages of the "queen of detective story" are the detective Hercule Poirot and the sedate Miss Marple who carry out investigations in noisy London and delusive quiet countryside. The composition of her stories is very simple: a comparatively closed space with a limited number of characters, who are often plane or train passengers, tourists, hotel guests or residents of a cosy old village.

Everyone is suspected! Murders in the books of Agatha Christie are committed in most unsuitable places: in the vicar's garden or in an old abbey; corpses are found in someone's libraries being murdered with the help of tropical fishes, a poker, candelabra, a dagger or poison. Once Agatha Christie wrote: "Some ten years will pass after my death, and nobody will even remember me...". The writer was mistaken.

Agatha Christie's novels are very popular now. People of all continents read and reread "The Oriental Express", "Ten Little Negroes", "The Bertram Hotel", "The Corpse in the library" and other of her novels time and again, enjoy films made by her works, and one can hardly find a country where people do not know her name.

Questions:

1. Why did Agatha Christie begin to write?
2. The prospective writer didn't receive education, did she?
3. What are the favorite personages of Agatha Christie?
4. Is the composition of Agatha Christie stories simple?
5. Name the best of her published works.

Vocabulary:

scores of films — o'nlab filmlar

embodiment — timsol

femininity — ayollik

prospective — istiqbolli

investigation — tekshirish

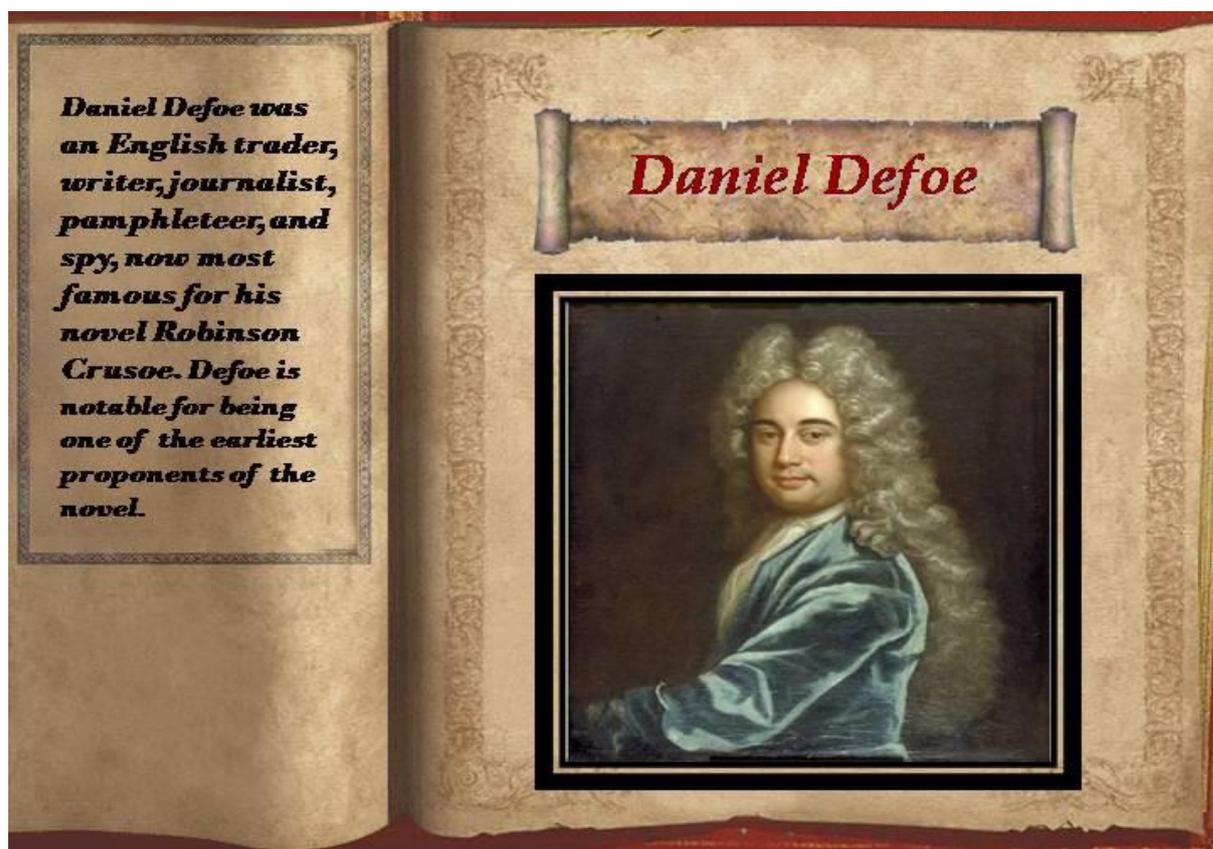
delusive — aldamchi, chalg'itadigan

vicar — aptekachi

corpse — murda

poker - poker
candelabra — qandil

ENGLISH WRITERS



William Shakespeare

There are a lot of famous names in the history of Great Britain. The name of William Shakespeare is one of them. William Shakespeare, the great English poet and dramatist, was born in 1564 in the town of Stratford-on-Avon. There were no theatres in England then. Groups of actors travelled from town to town showing performances in the street. Sometimes actors came to Stratford-on-Avon. The boy went to see all their shows and liked them very much. He wanted to become an actor.

Sometimes he wrote little plays and staged them with his friends. When he was twenty-one, William went to London. There he joined a group of actors. At first he only helped actors and then began writing plays for them. Soon Shakespeare's plays were staged more and more and became famous. The theatre where he worked was called "The Globe". It became the first professional theatre. Everyone knows Shakespeare's plays. The most famous of them are "Othello", "Hamlet", "Romeo and Juliet", "King Lear". Shakespeare showed the real life and attitudes between people. Love and death, friendship and treason, devotion and lie are the main ideas of his plays. Shakespeare's works will always be interesting for all people.

Oscar Wilde

Oscar Wilde is one of the most interesting representatives of British literature. He was born in 1856 in the Irish family. His father was an optician, an author of some books on Irish folklore. His mother was a poetess and was well-known in aristocratic society. After graduating from Oxford University Wilde delivered lectures on ethics and aesthetics in Europe and America. He was accused of immoral behaviour and got into prison. After it he left for Paris where he died in 1900. He is well-known for his extraordinary talent and humour. "The truth is rarely pure and never simple", "There is no sin except stupidity", "Art never expresses anything but itself" are only a few of his famous aphorisms.

He always considered the aesthetic feeling of a person to be the moving force of human development. Wilde's fairy-tales always depicted the union between the good and the beauty. Every detail in his lyrical fairy-tales has symbolic meaning. "The Picture of Dorian Gray" is one of his most famous novels. It is a story of a young man Dorian Gray. Under the influence of Lord Henry, his spiritual "teacher", Dorian becomes an immoral murderer. Despite this fact his face remains young and beautiful. But his portrait painted by his friend reflects Dorian's immorality and cruelty. Thrusting a knife into his portrait Dorian kills himself. His face becomes ugly while the portrait shines with perfect beauty. Oscar Wilde's literary heritage is very large and his works are often staged nowadays.

Rudyard Kipling

Rudyard Kipling is one of the outstanding British writers. He was born in 1865 in the family of an Englishman in India. He got his education in England but returned to India in 1882. There he spent 6 years working in colonial English press. There he published his first literary works. In 1890 he published his first novel "The Light that Failed", which brought him fame. He was one of the most popular writers of his time. During his life he visited South Africa, Australia, New Zealand and Japan. "Plain Tales from the Plain Hills", "Barrack Room Ballads", "Naulakka" enjoyed great popularity. During the years of Anglo-Boer War Kipling used to visit the English Army. His novel "Kim" was written under the impressions of the War.

In October 1902 his "Just so Stories for Little Children" were published. His fairy-tales from the book were rather unusual for the British literature of that period. One can find the influence of Lewis Carroll's "Alice in Wonderland" in Kipling's work. But this influence didn't prevent Kipling from creating absolutely new, unusual fairy-tales. The unusual effect of his tales is reached by the rhythm and the music of words. Those who were lucky to listen to Kipling reading his fairy-tales noted that they always sounded truthful. Besides, not only children but even adults were very fond of "Just so Stories". Together with "The Jungle Book" it still enjoys great popularity. Every year the children in "Kipling Society" write continuation to his fairy-tales. In 1907 Kipling was awarded the Nobel Prize.

Charlotte Bronte

Charlotte Bronte is a unique English writer of the 19th century. Her literary works were characteristic for the English realism trend. She was born in 1816 in Yorkshire. Charlotte was the third child in the family. Her father was Irish and he was a cleric of England Church. Charlotte's mother died in 1821 and the children were cared for by their aunt, Elizabeth Branwell. Charlotte attended the Clergy Daughter's School. After it she worked as a teacher and a governess. In 1846 "Poems" written by the three Bronte sisters were published.

Charlotte Bronte's novel "Jane Eyre", published under the pseudonym Currer Bell brought her fame. Her other novels "Shirley" and "Villette" were not so famous. "Villette" is one of the first psychological novels in the English literature of that period, and later it was developed by different writers. "Jane Eyre" is an autobiographical novel. It is a story about a shy, but independent girl, Jane Eyre. From her childhood she learned to be independent and rely only on herself. Jane studied at Lowood institution for poor children, and worked as a teacher and later as a governess. She fell in love with her master, Mister Rochester, but found out that he was already married. On the eve of their wedding she left his house and started a new life. At the end of the novel Jane married Rochester who had lost his wife and got blind. The novel combines realistic and romantic descriptions of the reality. A lot of screen versions of the novel were made, and it is still read with great interest nowadays.

Questions:

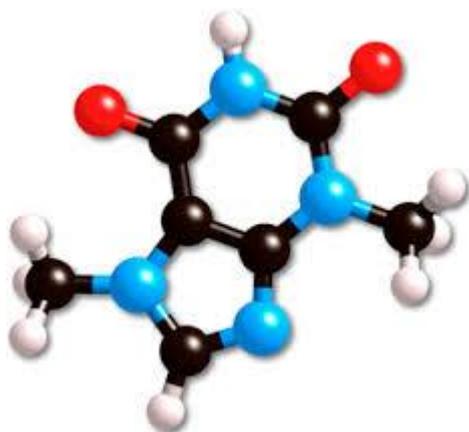
1. What pieces of William Shakespeare have you read?
2. What do you know about his sonnets?
3. Which is the most popular work of Oscar Wilde?
4. Do you think it is necessary to translate the famous works of foreign writers from English into Uzbek?

Адабиётлар:

1. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Student's book. Course 1,2,3. – T.: G'afur G'ulom, 2015.
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6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 27

THE THEME: WHAT IS MOLECULE?



Read the text and retell the summary

To the modern chemist, the atom is the smallest particle of an element that can enter into a chemical reaction. Thus, each element has atoms that are peculiar to itself and different from those of each of the other elements. Chemical reactions occur when atoms of different kinds unite to form groups in which they bear definite relationships to each other or when these groups undergo disruption or rearrangement. Chemical unions are of two general types.

In one type of union, atoms become bonded together to form definite aggregates that exist as independent, electrically neutral particles and are known as molecules (Latin "little mass"). Some elements have atoms that unite with others of their own kind to form molecules. These are known as elemental molecules and are exemplified by the chlorine molecule which is made up of two chlorine atoms. Compound molecules are composed of two or more kinds of atoms and are exemplified by the water molecule, which contains two atoms of hydrogen and one of oxygen.

To give a short definition of a molecule is not to give a more or less full account of properties. Molecules are regarded as the smallest particles or elementary substances that can have independent existence. They account for the chemical properties and at least some of the physical properties of the substance they constitute. A single molecule does not exhibit in full the physical properties commonly associated with its particular variety of matter. These properties arise both within the molecule itself and within the aggregates of like molecules that constitute a sample of the given substance. The density of water depends not only on the mass and volume of individual molecules but also on the manner in which the molecules are packed together. Since the chemist works with the aggregates, their properties are of great practical importance. A molecule of a compound contains, of necessity, at least two different atoms. An element molecule may contain only one atom, or it may contain two or more. Helium has monoatomic molecules; chlorine and hydrogen each exist as diatomic molecules; and sulphur molecules contain eight atoms. During reactions the atoms of elemental molecules usually are separated and individually redistributed in new combinations.

Words and Word-Combinations to Be Memorized

arise, be made up of, be of importance, both... and, commonly, constitute, definition, density, depend (on), distribute, each other, helium, independent, at least, manner, more, neutral, pack, particular, rearrangement, relationship, sample, those, type, union, within

1. Give the Russian or Uzbek equivalents for the following: enter into a chemical reaction, be different from each other, occur, definite relationships, undergo rearrangement, chemical unions, become bonded together, form definite aggregates, be exemplified by, give a full account of, account for chemical properties, a single molecule, exhibit a property, arise within the molecule itself, density, depend on the mass, pack the molecules together, be of great practical importance, contain two or more atoms, exist as diatomic molecules

2. Fill in the blanks with prepositions where necessary.

1. The smallest particle of an element that can enter ... a chemical reaction is an atom.
2. The lecture has already begun, don't enter ... the classroom, please.
3. Elements differ... each other.
4. Atoms ... different kinds can unite and form a molecule ... a compound.
5. Elemental molecules are composed ... the atoms ... the same kind.
6. Chlorine molecule is made... two chlorine atoms.
7. This definition does not give a full account... the properties of a molecule.
8. The density... a substance can be easily calculated, it depends ... its mass and volume.

3. Translate the sentences into Uzbek or Russian, paying attention to different functions of since.

1. We call the atomic hypothesis a theory, since it has been verified by further discoveries.
2. Bohr's atomic theory has been known since 1913.
3. Chemistry has changed greatly since 1869 when the periodic law was published.
4. The periodic system has long since served as the greatest contribution to science.
5. Since the combustion of many non- metals yielded products which reacted with water and gave acidic solutions, Lavoisier named the newly-discovered gas oxygen ("acid former").

6. Ever since Lavoisier in 1792 demonstrated that diamond and graphite are allotropic forms of carbon, man has been interested in converting carbon into diamond.

7. They left St. Petersburg in 1996, they haven't been there since then.

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LESSON 28

THE THEME:PRACTICAL AND LABORATORY WORK

[c]Administration of Laboratory work:-

> **Organising and conducting practical work.**

1. There should be co-ordination of theoretical and practical work
2. Experiments should neither be too difficult nor too easy
3. The purpose of the experiment should be made clear to pupils
4. A faithful record of experiments should be maintained by pupils.
5. Pupils work should be keenly observed by the teacher.





a) Look at the photos and describe activities of students.



b) How would you distinguish activities in photos a, b (above) and c, d, e (below)?



1 Match the words or expressions in B and those in A or C so that they make a combination.

A	B	C
engaged in violate one's physical	concurrently fieldwork undertakings to come to grips with unidirectional downgrade toil obscure existential	provided problems printing one's value reason matter

2 (T10) Read the statements and discuss their meaning. Listen to three people presenting the idea of practical and laboratory work and decide which speaker they belong to

Speaker 1: ___ ___ Speaker 2: ___ ___

Speaker 3: ___ ___

- Theory and practice shouldn't substitute each other, but coexist.
- Internship is not necessarily a part of a syllabus.
- Words laboratory and practice have similarities in their meaning and origin.
- Included seminars using learners' experience as a text.
- It is trying to find out unknown ways of solving existing questions both mentally and physically.
- It helps knowledgeable students to become professionals.

3 Work in groups of four or five. Answer the questions

1. What is practical and laboratory work and how do they appear in your specialty?
2. What is your practicum utopia?

4 Choose correct verb forms for sentences in passive. Pay attention to their usage.

1. It is believed that Nodir *has been doing* / *to have been doing* progress by himself.
2. Nodir was believed *have been doing* / *to have been doing* progress by himself.
3. It was estimated that his grandmother's jewelry *is worth* / *to be worth* millions.
4. His grandmother's jewelry was estimated *is worth* / *to be worth* millions.
5. Scholars are thought *to be* / *are* great people.
6. It is thought that scholars *to be* / *are* great people.
7. Jasur is said *to have been* / *was* very modest.
8. It is said that Jasur *to have been* / *was* very modest.
9. Barno is claimed *to have had* / *has had* a great influence on others.
10. It is claimed that Barno *to have had* / *has had* a great influence on others.



Reference

Reported passives are used to express opinion in a formal style.

Two special forms:

It is said that learners

Learners are said to ...

They can be used with number of reporting verbs. Say, believe, think, claim, estimate, insist, etc Argue, suggest, calculate, etc. are usually used only with the second form.

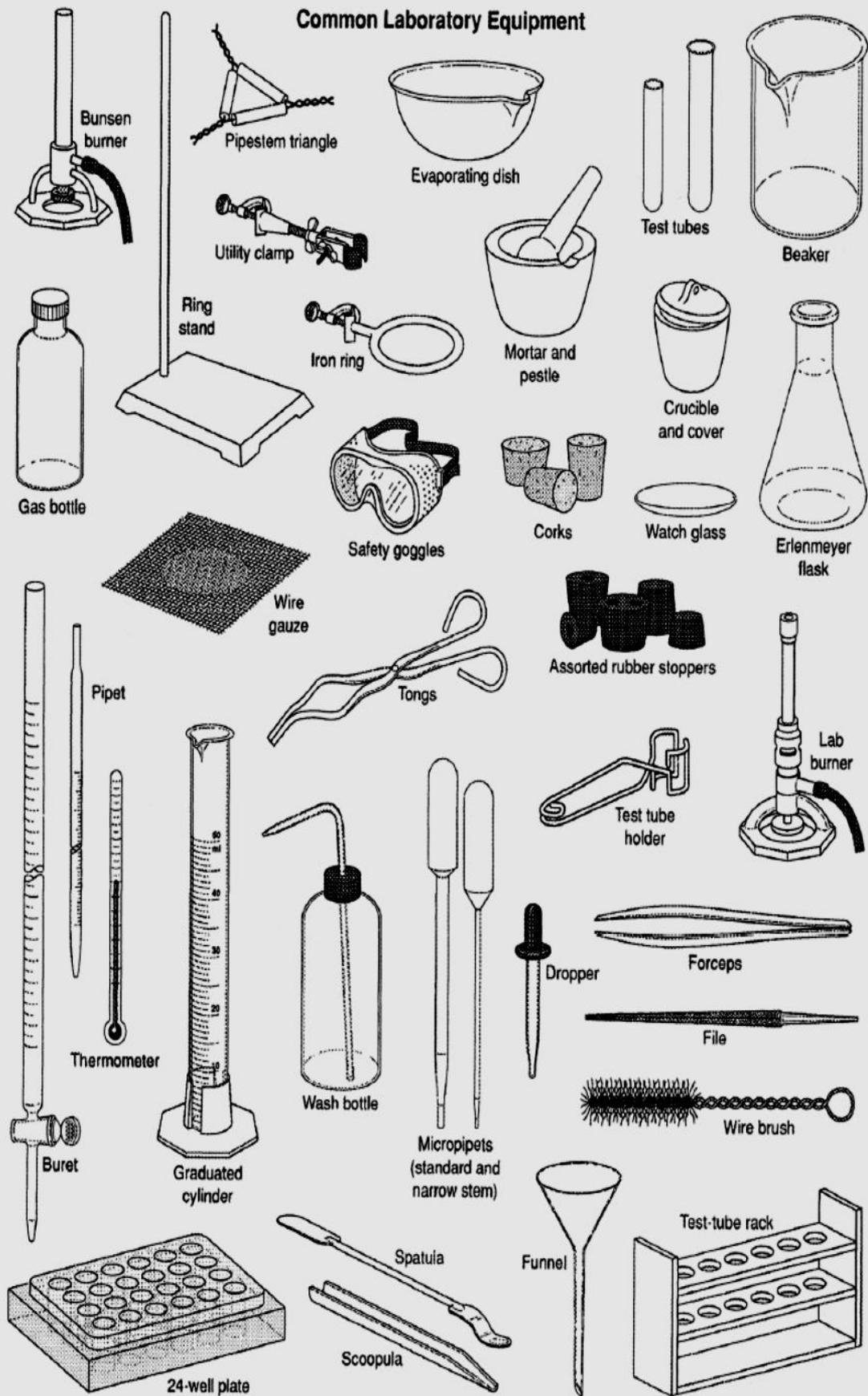
5 Rewrite these sentences in the passive starting with the words given.

1. People say that learning English is important nowadays.
It is said that learning English is important nowadays _____.
2. People generally think that life won't be so meaningful without science.
It _____.
3. It is generally said that computer addiction is harmful.
Computer addiction _____.
4. Teachers have suggested that learners should get used to work independently.
It _____.
5. They say Beruniy used to know 20 languages.
It _____.
6. It is said that successful people are extremely curious.
Successful people _____.
7. People think that problems are caused by being indifferent.
Problems _____.

Eminent pioneer scientists like Antoine Lavoisier, Cavendish and Berzelius converted their homes into laboratories where demonstration lectures were held on regular basis.



1. Write out all the names of common laboratory equipment. Give their Russian equivalents. Learn them by heart.



How to write a «Lab Report».

Lab reports are an essential part of all laboratory courses and usually a significant part of your grade. Some instructors require the lab report be included in a lab notebook, while others will request a separate report. Here's a format for a lab report you can use if you aren't sure what to write or need an explanation of what to include in the different parts of the report. A lab report is how you explain what you did in experiment, what you learned, and what the results meant. Here is a standard format.

1. Title Page

Not all lab reports have title pages, but if your instructor wants one, it would be a single page that states:

- The title of the experiment.
- Your name and the names of any lab partners.
- Your instructor's name.
- The date the lab was performed or the date the report was submitted.

2. Title

The title says what you did. It should be brief (aim for ten words or less) and describe the main point of the experiment or investigation. An example of a title would be: "Effects of Ultraviolet Light on Borax Crystal Growth Rate". If you can, begin your title using a keyword rather than an article like 'The' or 'A'.

3. Introduction / Purpose

Usually the Introduction is one paragraph that explains the objectives or purpose of the lab. In one sentence, state the hypothesis. Sometimes an introduction may contain background information, briefly summarize how the experiment was performed, state the findings of the experiment, and list the conclusions of the investigation. Even if you don't write a whole introduction, you need to state the purpose of the experiment, or why you did it. This would be where you state your hypothesis.

4. Materials

List everything needed to complete your experiment.

5. Methods

Describe the steps you completed during your investigation. This is your procedure. Be sufficiently detailed that anyone could read this section and duplicate your experiment. Write it as if you were giving direction for someone else to do the lab. It may be helpful to provide a Figure to diagram your experimental setup.

6. Data

Numerical data obtained from your procedure usually is presented as a table. Data encompasses what you recorded when you conducted the experiment. It's just the facts, not any interpretation of what they mean.

7. Results

Describe in words what the data means. Sometimes the Results section is combined with the Discussion (Results & Discussion).

8. Discussion or Analysis

The Data section contains numbers. The Analysis section contains any calculations you made based on those numbers. This is where you interpret the data and determine whether or not a hypothesis was accepted. This is also where you would discuss any mistakes you might have made while conducting the investigation. You may wish to describe ways the study might have been improved.

9. Conclusions

Most of the time the conclusion is a single paragraph that sums up what happened in the experiment, whether your hypothesis was accepted or rejected, and what this means.

10. Figures & Graphs

Graphs and figures must both be labeled with a descriptive title. Label the axes on a graph, being sure to include units of measurement. The independent variable is on the X-axis. The dependent variable (the one you are measuring) is on the Y-axis. Be sure to refer to figures and graphs in the text of your report. The first figure is Figure 1, the second figure is Figure 2, etc.

11. References

If your research was based on someone else's work or if you cited facts that require documentation, then you should list these references.

7. Look the statements through and decide whether each of them is true or false:

1. The title of the experiment should be as detailed as possible.
2. Lab report is the same thing as a lab notebook and it can't be used separately.
3. A lab report is how you explain what you did in experiment.

4. There isn't any standard format for writing a Lab report. So that's up to you how to fulfill it.
5. Sometimes a Lab report introduction may contain background information.
6. Stating of the experiment's hypothesis must be a part of the Conclusions paragraph.
7. Any mistakes the researcher might have made while conducting the investigation should be discussed within the Discussion or Analysis section.
8. Data encompasses what the researcher recorded when he/she conducted the experiment and this information is usually presented as a table.
9. In the Methods' section researcher must be sufficiently detailed that anyone could read this and duplicate the experiment.
10. Graphs and figures must both be labeled with a descriptive title.
11. The conclusion is a single paragraph that sums up what happened in the experiment.
12. Graphs and figures shouldn't be used in a Lab report.

C Lucy is applying for the job of laboratory technician.

1. Read some sentences from her application. Match each sentence with a requirement.
2. Does she deal with all the requirements? Explain your answer.

a.

I obtained a secondary leaving certificate last year with 93%.

= Successful candidates will have a good level of general education.

b.

I graduated in Chemical Engineering from Hadford Science College in June.

c.

I worked with statistical software for my end-of-course project.

d.

I worked as a laboratory assistant in NuLab in Hadford for six weeks last summer.

e.

My duties included preparing equipment for experiments and cleaning equipment after experiments.

f.

At NuLab, I did a three-day course in analyzing data using computer software.

g.

I can speak English well and I understand a little Italian and German.

Education is Important

easy. And especially when learning through practical sources instead of conventional theoretical ones, the leaning process does become comparatively easier. Also while you are doing something practically, it reaches your brain more effectively making it easier to understand, apply and remember.

– While imparting practical knowledge to students, most of the activities involve team projects or programs where students are required to work in a group or as a team. On one hand it improves a student's ability to interact with his/her fellow students and encourage them all for team work. On the other hand it also makes the learning process more fun as students are able to grasp more while learning it in a group. And you learn more while having fun.

–Whereas in practical works, inputs from students are not just invited but are also necessary. Interactive sessions, experiments, interactive exercises, are important features of practical education which ensure the involvement of students, making them learn and understand more. And learning is the fundamental purpose of education, so in order to improve the leaning level, more importance should be given to practical education as well.

10 Complete the sentence using the verbs in the brackets.

1. If you _____ me then, I _____ winner now. (encourage/be(not))
2. I _____ my laboratory work last term in time if our instructor _____ proper clarification on the theme. (fulfill/give (not))
3. If the scientist _____ practical work in time, he _____ with a Nobel Prize last month. (conduct/award)
4. There _____ inventions if the laboratory _____ in the past. (be/ create(not)).

11 Think about any laboratory work you have recently made and write a report using the template below

1. Title _____
2. Abstract _____
Introduction _____
3. Materials & methods _____
4. Results _____
5. Figures & tables _____
6. Discussions/conclusions _____
References _____

Адабиётлар:

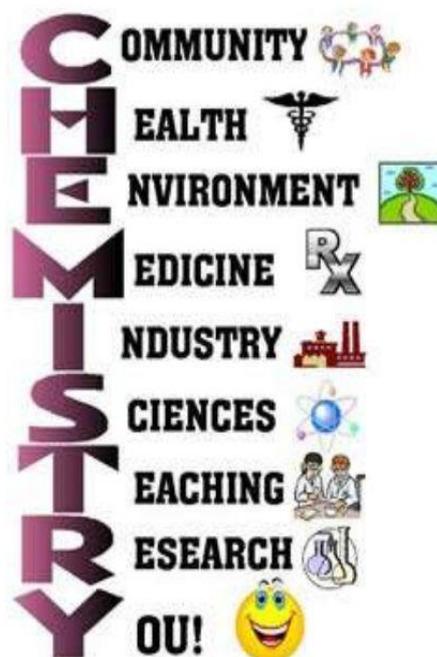
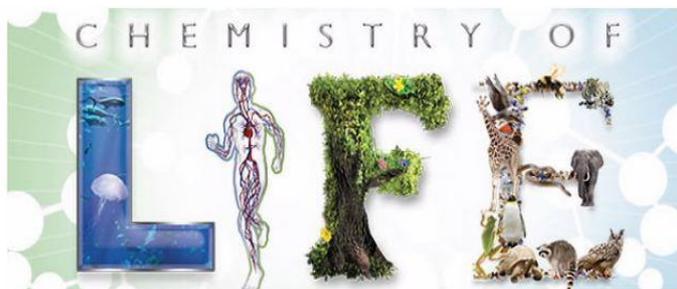
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LESSON 29

EVERYDAY CHEMISTRY

Did you know?

- Chemistry is Life
- Chemistry ... it is not just for chemists



1. Do you remember the definition of chemistry from Unit 2? What does it say?

How many meanings does the word 'chemistry' have?

2. Read the following short article. What is the meaning of the words in bold?

Chemistry helps you to understand the world around you. Cooking is chemistry. Everything you can **touch** or **taste** or **smell** is a chemical. When you study chemistry, you come to understand a bit about how things work. Chemistry isn't secret knowledge, useless to anyone but a scientist. It's the explanation for everyday things, like why laundry **detergent** works better in hot water or how baking soda works or why not all **pain relievers** work equally well on a **headache**. If you know some chemistry, you can make educated choices about everyday products that you use.

3. Do you agree that chemistry is the explanation of everyday things?

Can you give some other examples of chemistry in everyday life?

Everyday Chemistry Quiz

1. Take the following Everyday Chemistry Quiz. What is the meaning of the words in bold?

1. Two household chemicals you should never mix include:

a Vinegar and baking soda. Those bubbles could be toxic!

b **Bleach** and water. **Diluting** bleach only makes it more dangerous.

- c Oil and water. They don't mix and aren't meant to!
- d Bleach and ammonia. Chloramine vapors can be deadly!
2. The sweat-blocking ingredient in antiperspirant is often:
- a An aluminum compound.
- b A calcium compound.
- c A magnesium compound.
- d A tin or stannous compound.
3. The acid in most car batteries, sometimes known as 'Oil of Vitriol', is:
- a Acetic acid.
- b Hydrochloric acid.
- c Nitric acid.
- d Sulfuric acid
4. One important source of Vitamin C is citrus fruit. Vitamin C is:
- a Ascorbic acid.
- b Citric acid.
- c Salicylic acid.
- d Tricarboxylic acid.
5. Soft drinks may contain many different acids. The acid that produces fizz or bubbles is:
- a Ascorbic acid.
- b Carbonic acid.
- c Citric acid.
- d Phosphoric acid.
6. If you are making soaps and detergents from scratch, one of your starting ingredients will be:
- a Potassium hydroxide.
- b Sodium hydroxide.
- c Sodium chloride.
- d Calcium carbonate.
7. Chocolate and cocoa naturally contain relatively high levels of which two metals?
- a Cadmium and lead.
- b Aluminum and iron.
- c Cadmium and mercury.
- d Lead and cobalt.

3. What is the meaning of the phrase '*make something from scratch*', used in question 6?

Modal verbs

1. What are modal verbs? Why are they different from other verbs?

2. Can you find any modal verbs in the above quiz and article? What is their meaning?

3. Write the following modal verbs in the correct space:

must mustn't should shouldn't can can't

1. _____ is used to say that something is possible

2. _____ is used to say that something is not possible.
3. _____ is used to advise someone to do something.
4. _____ is used to advise someone not to do something.
5. _____ is used to order someone to do something.
6. _____ is used to order someone not to do something

What is the difference between *must* and *mustn't*? What is the negative of *must*?

4. Match the sentences with their meanings.

1. I think you should marry him; I know you love each other.
 2. You can marry him, if you really love him.
 3. You must marry the Duke, for me and for the family.
 4. You shouldn't marry him because you don't love him.
 5. I may or may not marry him; I haven't decided yet
 6. You can't marry him; he's your brother.
 7. You mustn't marry him. If you do I shall never speak to you again.
- a I order you to marry him.
 b I order you not to marry him
 c I think it's a good idea for you to marry him.
 d I don't think it's a good idea for you to marry him.
 e You are allowed to marry him.
 f You are not allowed to marry him.
 g It is possible that I will/will not marry him.

5. What other meaning can the verb *must* have? Compare the following 2 sentences.

I **must** finish this work before I can go out with you.
 You **must** be very tired after such a long day.

6. Compare the following pairs of sentences. In each pair, one sentence contains a modal verb, the other does not. How are they different?

She speaks English and Italian fluently. She can speak English and Italian fluently.
 She **doesn't** speak French yet. She **can't** speak French yet.

Does she speak any other language? **Can** she speak any other language?

7. What are the past forms of the following modal verbs?

can _____ may _____
 must _____ might _____
 should _____ have to _____

Abstract

1. Modal verbs are often used in scientific papers. Which of them are used in the following abstract?

2. What is an abstract? What information should it contain?

3. Read the following abstract. Match the following expressions with individual parts of the abstract according to the information they contain.

Methods results background/reasons problem conclusions/significance

Alteration of the platelet serotonin transporter in romantic love

_____ The evolutionary consequences of love are so important that there must be some long-established biological process regulating it. Recent findings suggest that the serotonin (5-HT) transporter might be linked to both neuroticism and sexual behaviour as well as to obsessive compulsive

Disorder (OCD)._____ The similarities between an overvalued idea, such as that typical of subjects in the early phase of a love relationship, and obsession, prompted us to explore the possibility that the two conditions might share alterations at the level of the 5-HT transporter.

_____ Twenty subjects who had recently (within the previous 6 months) fallen in love, 20 unmedicated OCD patients and 20 normal controls, were included in the study. The 5-HT transporter was evaluated with the specific binding of 3H-paroxetine (3H-Par) to platelet membranes.

_____ The results showed that the density of 3H-Par binding sites was significantly lower in subjects who had recently fallen in love and in OCD patients than in controls._____ The main finding of the present study is that subjects who were in the early romantic phase of a love relationship were not different from OCD patients in terms of the density of the platelet 5-HT transporter, which proved to be significantly lower than in the normal controls. This would suggest common neurochemical changes involving the 5-HT system, linked to psychological dimensions shared by the two conditions, perhaps at an ideational level.

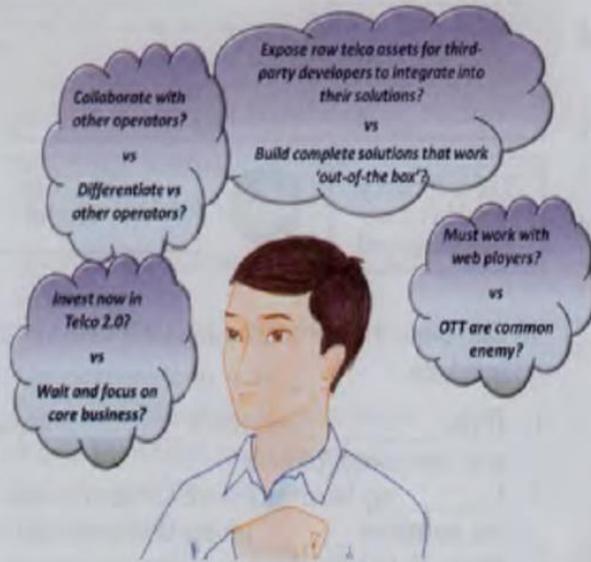
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8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

Adapted from: <http://www.biopsychiatry.com/lovesero.htm>

LESSON 30 ANALYZE AND REPORT

Work in pairs. Discuss the pots.



Discuss the following questions with your partner.

- Why is analysis so important in science and in different scientific researches?
- What types of analysis and reports do you know?
- What are probable steps of making a report?

1 Match the words a-l and their appropriate definitions 1-12.

A. data	1 examine something very carefully in order to discover information
B. report	2. talk or write about someone or something especially in a few words
C. concerning	3. pieces of information
D. scrutinize	4 being exact or correct;
E. assemble	5 connected with something happening or being discussed;
F. refer	6 necessary, needed;
G. accuracy	7 a fact or situation which influences the result of something;
H. sample	8 bring parts together in a single group;
I. factor	9 an example of a done job or product;
J. relevant	10 a short, clear description that gives the main facts or ideas
K. essential	11 a description of an event or situation;
L. summary	12 about, of;

2 (T11) Listen to a conversation between a student and her supervisor. Fill in the table with proper activities and tasks mentioned by them.

Student's activities	Supervisor's recommendations
She prepared a questionnaire	analyze your data

3 Listen to the tape again. Write whether the following statements are true or false.

- Aziza's research work is connected with investigating, surveying community matters.
- A student informed her supervisor of having collected enough information on social issues.
- Aziza said that she has interviewed two professors about students' language learning.
- The supervisor thinks the most difficult part of the research has not been done yet.
- The supervisor says collecting data is so important in research work.
- After each sample the student should make short outlines.
- The student has not finished working at her research work at language learning social issues.

4 Work in groups of four or five. Put parts of making analysis in the proper order.

- ___ Present your ideas and conclusions in a logical order;
- ___ Use past tense for specific results;
- ___ Number the pages;
- ___ Select the informative title;
- ___ Give a brief summary for the whole passage mentioning relevant observations;
- ___ Write the first draft;
- ___ Use paragraphs to separate your points;
- ___ Divide the collected data into main sections;
- ___ Prepare the analyzed data in a form of a chart, table, or in a text form;
- ___ Support or reject hypothesis;
- ___ Write down the introduction;
- ___ Give cite sources;
- ___ Use present tense for facts;

5 Finish the sentences using reported speech. Change the tense if necessary.

- "How much pocket money does Lola get?"
I wanted to know how much pocket money Lola gets.
- "Why did you do the research work?"
Could you tell me _____
- "Can I use your equipment for analysis?"
Do you think _____
- "Is she married?"
I wonder if _____
- "Where were you born?"
I wanted to know _____
- "Where do you work?"
I wonder where _____
- "How long have you worked for this company?"
Can you tell me _____
- "Could you help me with this problem?"
I wonder if _____
- "When is the next seminar being held?"
Do you know when _____
- "May I ask you some questions?"
Would you mind if _____

POLITE ENGLISH

**Do you want to be more polite?
Use reported questions**

- | | |
|-----------------------|---------------------------------|
| Can you tell me...? | Do you know...? |
| Have you any idea...? | I ask... |
| I wonder... | I want/ I would like to know... |
| I am sure... | Will you...? |
| Do you think...? | I can't remember... |
| I have no idea... | Do you remember...? |



The greatest speakers claim that words' importance in speech is 7%, voice tone 38%, body language is approximately 55% in impacting their listeners.



6 Read the quote and discuss it with your partner.

Your own "Authentic Passion" about your topic and your genuine desire to share it with your audience is the greatest secret of the greatest speakers.

7 Work in pairs and answer the following questions.

- What stages did you follow while writing your paper?
- What was the order and structure of your paper?
- What tense and sentences did you use?
- How did your supervisor assist you in writing your paper?

8 Aziza analyzed the data within two days. She wrote the first draft and her supervisor looked through it. Then he gave some pieces of advice. Read the feedback and summarize it.

9 Work in small groups. List out the stages of a research paper following the order below.

- Choose a topic
- Conduct research
- Determine methodology
- _____

I have looked through your paper. Firstly, I would like to mention that it is a research paper, not a literary; that is why mostly you should focus on scientific outcomes. You've done a good job that reported properly your conducted experiment. You have enough supporting evidence for each point. But first write down an abstract and state the main goal why you have done your experiment. Do not forget to write down about the methods you used and sources of materials you collected.

You used unofficial style in your research paper mostly which is prohibited. You had better use formal, scientific language in the work. I want to mention that you've written your paper in present simple. Use past tense for your text, because you analyzed the data you've got. There is some confusion in logical order. Look through the paper once more. Do you remember the logical order of research paper I showed you. I would like to ask you to follow that order completely.

By the way I would like to remind you that it is recommended to avoid using personal pronoun

"I" in research papers. Will you use generally "we" expressions or passive voice? It's right that you put direct quotes in quotation marks. But you should give it with author's name, the title of the literature, and a page number. It's better if you have more citations in your text. It proves how many sources you have studied and makes your report more scientific and reliable.

Place the tables within the text. You've forgotten to number and title the tables and figures.

You presented the data on needs of language learning twice. Take one away. It's redundant.

Make your entries precise and legible. Write down the full date in the fifth paragraph.

By the way, your summary is too long and not distinguished. It is desirable to illustrate the summary in a table. Give the tasks you've put in the first column, your results in the second column and give the relevant observations in the third one.

I liked the way you presented the reference list. You followed the order. Well done.

10 Following the structure below compose and write your final draft.

- Title _____

- Table of contents (with page numbers for each section)
- Introduction _____

- Methodology _____

- Materials _____

- Results and Outcomes _____

- Conclusion _____

- References _____

A SWOT analysis is an organized list of your business's greatest STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS.

It is carried out for a person, place, industry, or product.



11 Write down a report paper on any topic of your professional field following the instructions given below:

- Find a question what to write about
- Find out what has already been written about your question
- Find information with which to answer your question
- Decide if the question is answerable
- Find a new question to write about
- Find patterns in your research paper
- Write your paper
- Cite your sources
- Prepare references

The greatest speakers claim that words' importance in speech is 7%, voice tone 38%, body language is approximately 55% in impacting their listeners.



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LESSON 31

THEME: HEALTHY LIVING

Text: *Healthy way of life is popular with the old and the young. What do you need to do to keep healthy?*

It is widely known that life expectancy is increasing. But the reason why the average figures are higher than they used to be, say, hundred years ago is not that all people live longer than before. One reason is that, due to medical research, many illnesses were eliminated; the second one is that fewer people die in wars. Generally, the life of modern man is endangered by many factors. One is the increasing pollution of the environment by industry and transport; another one is sedentary lifestyle of people living in cities and towns, that is, the majority of the population of the planet. The third one is the quality of food we eat and water we drink which results in a lot of diseases. The fourth one is that living in big cities leads to epidemics, and even pandemics of many catchy illnesses. Unhealthy life results in the fact that many people are overweight.

The only possible way of preserving your health is, therefore, healthy way of life which includes keeping fit, balanced meals, and giving up unhealthy habits like smoking, drinking alcohol, and, of course, drugs.

Physical fitness is a general state of good physical health. For anyone who really wants to be healthy, fitness has become an integral part of their lives. The fitness boom resulted in a rise in the numbers of people participating in sports and sports activities. It is a well-known fact that even moderate physical activity can protect you from heart diseases and strokes, obesity and influenza. There are many ways of keeping fit. Firstly, you could visit health and fitness clubs. A lot of health and fitness clubs, public leisure centres, huge indoor water parks are very popular among people of all ages. Secondly, regular exercise is necessary. People of different ages can choose or design exercises that will fit them. Some people do aerobics or yoga; others prefer weight training in a gym. Many people prefer

walking or jogging which are the cheapest and most accessible sports. Doing some sport or other on a regular basis is the best way of keeping fit. In Russia a number of sports activities are popular among the old and the young: football, swimming, cycling, skiing, skating, fishing, hunting, roller-skating, etc. Mass running competitions gain popularity with Russians. City marathons have become sporting events reported on the radio, television and in the press.

A healthy diet is an important part of staying healthy, too. This diet contains reduced amounts of cholesterol, fat, sugar and salt. It helps protect our body from a wide range of diseases; the most dangerous are heart diseases, liver diseases, and cancer.

To stay healthy one must, of course, abstain from smoking. Everybody knows smoking is hazardous for your health and can lead to fatal diseases like cancer. Smoking should undoubtedly be banned in all public places.

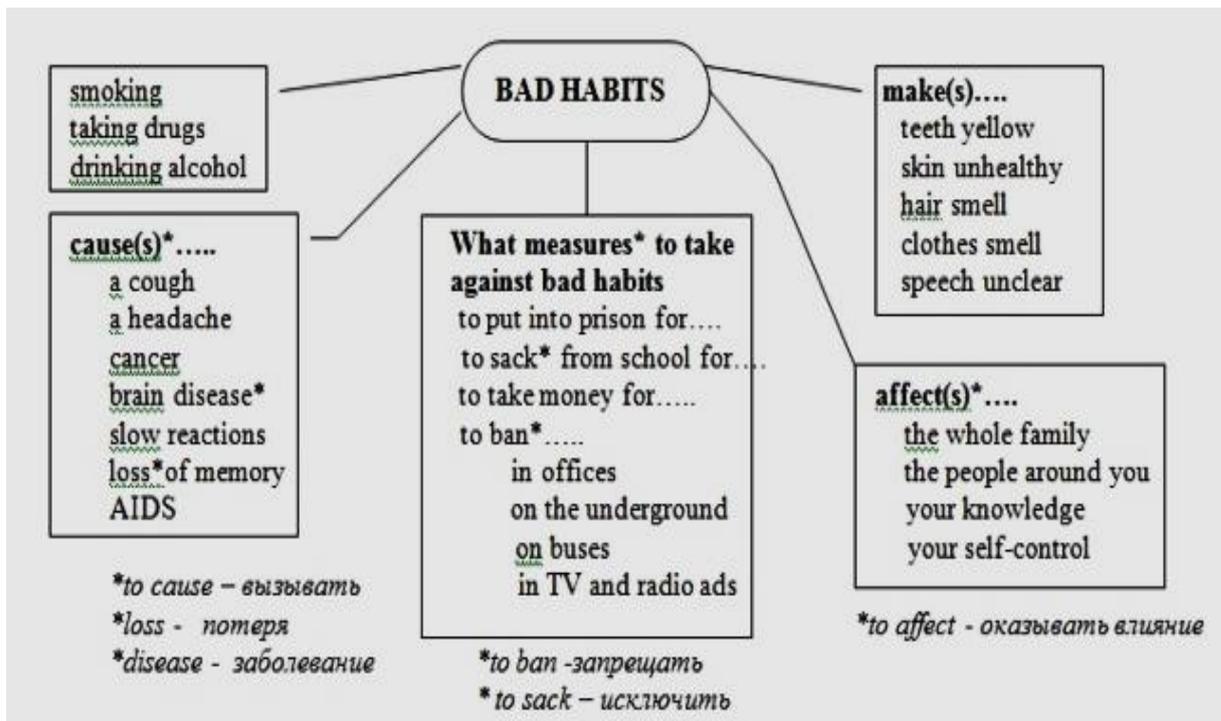
Ex.1 Translate the following sentences into English.

1. Life expectancy is increasing, but the life of modern man is still endangered by many factors, such as the increasing pollution of the environment, sedative lifestyle of the majority of the population, the quality of food and so on.
2. The only possible way of preserving one's health is healthy way of life which includes keeping fit, balanced meals and giving up unhealthy habits like drinking, smoking, and drugs.
3. Physical fitness has become an integral part of many people's lives as they participate in sports and sports activities.
4. Even moderate physical activity can protect you from heart disease and strokes, obesity and influenza.
5. To keep fit, you may visit health and fitness clubs, public leisure centres, indoor water parks or just do regular exercise — aerobics or yoga, training in a gym, walking, jogging or other accessible sports.
6. Mass running competitions gain popularity with Russians, city marathons have become sporting events reported on radio, television and in the press.
7. A healthy diet contains reduced amounts of cholesterol, fat, sugar and salt and protects our body from a wide range of diseases, including heart diseases, liver disease and cancer.
8. You should abstain from smoking as it is hazardous for your health and can lead to fatal diseases.

«Healthy Way of Life. Bad Habits»

Task 1. Name bad habits. Consult the table.

1. lead to (приводить) = cause (вызывать) = result in
2. take measures – принимать меры
3. argument – довод, аргумент
4. convince – убеждать
5. affect= influence – влиять



1. Which arguments against bad habits seem most convincing to you? Place them in order of importance. Consult the table.
2. Which of the arguments will you use to convince your friends or parents not to smoke or drink too much? Use the table.

Task 2. Answer the questions:

1. Why do people care about healthy way of life nowadays?
2. How does our health depend on our lifestyle?
3. What can people do to stay healthy? What do you personally do?
4. Is sport a hobby or a part of your everyday life?
5. Is sport popular in your family? Do your parents do sports regularly?
6. Why is it important to exercise every day?
7. What bad habits do you know? Why are they dangerous?

Grammar: Direct and indirect objects - Easy Learning Grammar

The **object** of a sentence (if there is one) normally comes after the verb phrase. Whether there is an object or not depends on the meaning of the verb. For example, if you want to talk about what someone is doing, you might say 'She is writing' but if you want to talk about the point of the activity, you might say, 'She is writing a book'.

- She was riding.
- She was riding her horse.
- Erica was writing.
- Erica was writing a letter.

An object that follows a verb like this is called the **direct object**.

- *Rory found a pen.*
- *Our cat doesn't like milk.*

Some verbs also have another sort of object, called an **indirect object**.

An indirect object names the person for or to whom something is done. It is usually needed with verbs like *give*, *find* and *owe*. For example, with *give*, we need to name both the thing that is given and the person it is given to.

- *Mike owes **Tom** five pounds.*
- *Rob gave **me** a box of chocolates.*
- *Susan bought **her rabbit** some more food.*

Some verbs must always take a direct object, some never take a direct object; others sometimes take one and sometimes don't, depending on the meaning. When a verb has an object it is called a **transitive** verb.

- *Rowan bought a magazine.*
- *I don't like rap music.*

When it does not have an object it is called an **intransitive** verb.

- *Lynn fainted.*
- *Patrick screamed.*
- *Soon, everyone was shouting.*

Some verbs may be either **transitive** or **intransitive**.

- *Ann was reading (a letter).*
- *Kim was drawing (a picture).*

When a verb has both an indirect and a direct object it is called a **ditransitive** verb.

- *Amy owes **Mark** ten pounds.*
- *Stephen gave **me** some flowers.*
- *Katie bought **her hamster** a new cage.*

A direct object is needed where the meaning of the verb requires something to give it a focus. This is why we sometimes say that a direct object 'complements' a verb.

- Some verbs must have an adverbial as well as a direct object, for example to specify a place.
- *He placed **the parcel** on the chair.*
- *She put **the umbrella** in a corner.*

Some verbs can be followed by two objects – a **direct object** and an **indirect object**.

Subject + verb + indirect object + direct object

- The President awarded **John a gold medal**. (indirect object – John; direct object – a gold medal)
- My mother told **me an interesting story**.
- We promised **our guide a nice reward**.
- The teacher wished **the boys all success**.
- He bade **his friends a sad farewell**.

'The President awarded the gold medal' to whom? To John.

'We promised a nice reward to whom?' To our guide.

The answer to the question **to whom** or **for whom** is the indirect object. It is usually a person or persons.

Subject + verb + direct object + preposition + indirect object

This order is preferred when the direct object is shorter than the indirect object, or when the indirect object has to be stressed.

- He distributed **chocolates to all the boys in his class.** (Direct object – chocolates, Indirect object – all the boys in his class)
- I don't lend **my books to anybody.**
- Don't show **the letter to any of your friends.**
- The hostess made **coffee for all of us.**
- She ordered **a new dress for herself.**
- The tailor made **a suit for my father-in-law.**

Exercise 1.

Complete the following sentences using an indirect object or a direct object, as required.

1. I bought _____ a present.
2. He threw the beggar _____
3. The British Council offered him _____
4. The man sent _____ a message.

Answers

1. him / her / them / John / Alice etc
2. a coin / a loaf of bread etc
3. a scholarship / an award etc
4. me / us / them etc

Exercise 2:

Complete the sentences with the words in brackets in the correct order then write the complete sentences. Sentence number one is an example.

1. I promised to deliver her the parcel. (parcel/the/her)
2. We have already shown (the/Mrs. Clark/to/project)
3. We will write (letter/a/John)
4. I can lend (book/her/the)
5. They will immediately send (a/us/to/fax)
6. Keep (place/her/the/for)
7. They've bought (daughter/new/a/flat/their)
8. Show (to/his/him/room)
9. You should give (of/your/a/teacher/bunch/flowers)
10. My mum made (for/cake/me/a/huge)

Exercise 3:

Complete the sentences and use a preposition if necessary. Sentence number one is an example for you.

1. Did you send Mary the postcard? – Yes, I sent it to her (her/it)

2. Go to bed, Sam! – Mum, I can't sleep. Will you read? **(me)**
3. You should offer them your car. – But I've already offered **(them/it)**
4. Why don't we bring them some sandwiches? – You can't bring **(our children/sandwiches)** They won't eat them.
5. Has Rosy seen these photos? – Yes, I have already shown **(her)**
6. Please, give me your telephone number. – Sorry. I can't give **(you/it)**.
7. Will you write him an e-mail? – I think I should write as soon as possible. **(him)**
8. Have you heard the story? – No, I haven't. Please, tell **(me)**
9. Did you give her the parcel? – No, she wasn't at home. But I'll give tomorrow. **(her/it)**
10. Could you send it to Vince, please? – I can't send **(Vince/the message)**. He is at school.

Exercise 4:

Rewrite the complete sentences correctly. The first sentence is already done for you as an example.

1. What did you do? Can you tell me it? Can you say it to me?
2. He wrote to Dan a letter.
3. They gave a lot of presents Simon.
4. This picture is so nice. – Can you show to me?
5. I have brought for your sister this book.
6. Please, will you pass me it?
7. I'm looking forward to your reply. Write me soon.
8. Grandma, could you read me?
9. Don't smoke anymore. Will you promise to me?

Exercise 5:

Complete the sentences and use a preposition if necessary. The first sentence is an example.

1. Please, bring me a cup of coffee. **(a cup of coffee/me)**
2. Will you show? **(it/her)**
3. They sold. **(my sister/their house)**
4. I want to send. **(Jane/this card)**
5. You should write. **(your parents)**
6. Please, don't tell . **(him)**
7. I've bought. **(Helen/it)**.
8. My father gave. **(me/it)**
9. Will you read? **(us, it)**
10. Why don't you help? **(Direct and indirect/objects/Sara/solving)**

Answers:

Ex.2

1. I promised to deliver her the parcel.
2. We have already shown the project to Mrs. Clark.
3. We will send John a letter.

4. I can lend her the book.
5. They will immediately send a fax to us.
6. Keep the place for her.
7. They have bought their daughter a new flat.
8. Show his room to him.
9. You should give your teacher a bunch of flowers.
10. My mum made a huge a huge cake for me.

Ex.3

1. Yes, I sent it to her.
2. Will you read me a story?
3. But I have already offered it to them.
4. You can't bring sandwiches to our children
5. Yes, I have already shown it to her.
6. Sorry, I cannot give it to you.
7. I think I should write him as soon as possible.
8. No, I have not. Please, tell me the story.
9. But I will give it to her tomorrow.
10. I can't send Vince the message.

Ex.4

1. Can you say it to me?
2. He wrote a letter to Dan.
3. They Gave Simon many presents.
4. Can you show it to me?
5. I have brought this book to your sister.
6. Please, will you pass it to me?
7. Write to me soon.
8. Grandma, could you read it to me?
9. Will you promise me?

Ex.5

1. Please, bring me a cup of coffee.
2. Will you show it to her?
3. They sold their house to my sister.
4. I want to send this card to Jane.
5. You should write to your parents.
6. Please, do not tell him.
7. I have bought it for Helen.
8. My father gave it to me.
9. Will you read it to us?
10. Why don't you help sara sovling direct and indirect objects exercise?

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LESSON 31

THEME: INTERNATIONAL HOLIDAYS



Text: Having a holiday is always great fun in many ways. Firstly, people have a day off from work; secondly it's a variety and relaxation from everyday routine. Every country has got its own public (national) and religious holidays. In our country there are ten public holidays that are observed nationwide and are official days off.

I love all kinds of holidays but most of all I admire the national traditions connected with them. My best loved holidays are the New Year with a New Year tree, Christmas with plenty of delicious food to eat and Easter with red eggs and an Easter pie. The preparation for these holidays starts long before they come. Thus about a fortnight before the New Year streets are decorated with colourful lights, the shop windows display a wide choice of New Year toys and Christmas gifts. It should be pointed out that unlike Catholic Christmas, Orthodox Christmas comes a

week after the New Year and this week in Russia is called Kalyady. During the Christmas week street festivals of all kinds take place.

We are not a religious family and we don't regularly go to church, but we respect national traditions and my grandmother always dyes eggs red and makes Christmas cakes and Easter pies.

On public holidays like the Independence Day or May Day people stay away from work or school and have a rest. There are two very special holidays in the country: the Eighth of March and the Ninth of May. On the Eighth of March women are traditionally presented with flowers and gifts and words of love and respect are addressed to them. The Ninth of May is both a happy and a sad day. On this day we celebrate our victory over fascism in the Great Patriotic War and at the same time pay tribute to those who gave up their lives for the liberation of our motherland. Deep respect and warm gratitude are shown to war veterans. The day is made special by a military parade in the morning and grand fireworks at night. The look of elderly people proudly wearing numerous orders and medals cannot leave anyone unmoved, I think.

Apart from national holidays there are family holidays like birthdays, weddings and anniversaries. We have a family tradition to celebrate birthdays of each member of the family. On these days we usually have a party. Friends and relatives come with flowers and presents. A festive dinner is served with plenty of delicious food to eat, which is a famous Slavic tradition, you know. Afterwards the guests either dance or sing, listen to music or just chat. Such parties usually go late into the night and people are unwilling to leave which, frankly speaking, I don't like. But the last celebration of my birthday was different. We had an outing on that day. My friends and I, a group of ten in all, went to the «Youth» hotel. My parents saw how happy I was and agreed that I had become a grown-up person and had the right to go out with my friends. We had barbeques in the forest, stayed for the night, in the hotel and came back home the next day. We enjoyed ourselves greatly. Indeed, life would be dull and grey without holidays.

QUESTIONS

1. What are holidays?
2. What school holidays are there in Russia?
3. What are your favorite holidays?
4. When are autumn holidays?
5. What do you usually do during autumn holidays?
6. When are winter holidays?
7. What do you usually do on winter holidays?
8. Do you like winter holidays? Why (not)?
9. Are spring holidays long or short?
10. What can schoolchildren do during spring holidays?
11. What do you usually do?

12. How long are summer holidays?
13. Where do you usually spend your summer holidays?
14. Do you go with your family?
15. Do you prefer to swim in the sea or in a swimming pool?
16. What do you think of spending a holiday in a village?
17. What is better to spend holidays with the family or with friends?
18. Have you ever been camping? if so, where?
19. Do you take any school books to revise?
20. Do you read during your holidays?
21. Do you meet any English-speaking people during your holidays?
22. What do you think of spending your holidays learning languages?
23. What do you think of working during your holidays?
24. What do you think of people who work in summer?
25. How do you feel when your holidays are over?

USEFUL WORDS AND PHRASES

Indoor activities – uy ichida bajariladigan o'yin va harakatlar

dance – raqs tushmoq

listen to music - musiqa tinglamoq

play board games/computer – kompyuter/stol o'yinlarini o'ynash

games – o'yinlar

read – o'qimoq

study – o'rganmoq

watch TV - TV ko'rish

Outdoor activities - tashqarida bajariladigan o'yin va harakatlar

birdwatching – qushlarni tomosha qilish

(rock) climbing – toqqa chiqish

camping - kemping

canoeing – kanoyeda eshkak eshish

diving - dayving

figure skating – figurali uchish

fishing – baliq ovlash

gardening – bog'dorchilik

jogging - yugurish

make sandcastles – qumdan qasrlar yasash

paintballing - peyntbol

picnic - piknik

rowing - eshkak eshish

sailing – dengizda suzish

Grammar: both, either, neither, so, nor

A We use **both/neither/either** for two things.
You can use these words with a *noun* (**both books, neither book** etc.).

For example, you are going out to eat. There are two possible restaurants. You say:

- Both restaurants** are good. (*not* the both restaurants)
- Neither restaurant** is expensive.
- We can go to **either restaurant**. I don't mind. (= one or the other, it doesn't matter which)
- I haven't been to **either restaurant** before. (= not one or the other)

You can also use **both/neither/either** without a noun:

- 'Which do you prefer, basketball or tennis?' 'It's hard to say. I like **both**.'
- 'Is your friend British or American?' '**Neither**. She's Australian.'
- 'Do you want tea or coffee?' '**Either**. I don't mind.'

B **both of ... / neither of ... / either of ...**

We use **both of / neither of / either of + the/these/my/Tom's ...** etc. So we say 'both of **the** restaurants', 'both of **those** restaurants' etc. (*but not* both of restaurants):

- Both of these** restaurants are good.
- Neither of the** restaurants we went to was expensive.
- I haven't been to **either of those** restaurants.

You don't need **of** after **both**. So you can say:

- Both of these** restaurants are good. *or* **Both these** restaurants are good.

We also use **both of / neither of / either of + us/you/them**:

- (*talking to two people*) Can **either of you** speak Russian?
- I asked two people how to get to the station, but **neither of them** knew.

We say 'both **of**' before **us/you/them** (you need to use **of**):

- Both of us** were tired. (*not* Both us were ...)

After **neither of ...** a verb can be singular or plural:

- Neither of them **is** at home. *or* Neither of them **are** at home.

C You can say:

both ... and ...

- Both Chris and** Paul were late.
- I was **both** tired **and** hungry when I arrived home.

neither ... nor ...

- Neither** Chris **nor** Paul came to the party.
- There was an accident outside our house, but we **neither** saw **nor** heard anything.

either ... or ...

- I'm not sure where Maria's from. She's **either** Spanish **or** Italian.
- Either** you apologise, **or** I'll never speak to you again.

D Compare **either/neither/both** (two things) and **any/none/all** (more than two):

- There are **two** good hotels here.
You could stay at **either** of them.

- We tried **two** hotels.
{ **Neither** of them had a room.
{ **Both** of them were full.

- There are **many** good hotels here.
You could stay at **any** of them.

- We tried **a lot of** hotels.
{ **None** of them had a room.
{ **All** of them were full.

1 Complete the sentences with both/neither/either.

- 1 'Do you want tea or coffee?' ' Either . I really don't mind.'
- 2 'What day is it today – the 18th or the 19th?' '.....' It's the 20th.'
- 3 A: Where did you go on your trip – Korea or Japan?
B: We went to..... A week in Korea and a week in Japan.
- 4 'Shall we sit in the corner or by the window?' '.....' I don't mind.'
- 5 'Where's Lisa? Is she at work or at home?' '.....' She's away on holiday.'
- 6 'Is it true that Kate speaks Spanish and Arabic?' 'Yes, she speaks..... fluently.'

2 Complete the sentences with both/neither/either. Use of where necessary.

- 1 Both my parents are from Egypt.
- 2 To get to the town centre, you can walk along the river or you can go along the road.
You can go..... way.
- 3 I went to Carl's house twice, but..... times he wasn't at home.
- 4..... Tom's parents is English. His father is Polish and his mother is Italian.
- 5 I saw an accident this morning. One car drove into the back of another. Fortunately
..... driver was injured, but..... cars were badly damaged.
- 6 I have two sisters and a brother. My brother is working, but..... my sisters are still
at school.

3 Complete the sentences with both/neither/either + of us / of them.

- 1 I asked two people how to get to the station, but neither of them knew.
- 2 I was invited to two parties last week, but I couldn't go to.....
- 3 There were two windows in the room. It was very warm, so I opened.....
- 4 Sam and I often play tennis, but we're not very good. can play well.
- 5 I tried two bookshops for the book I wanted to buy, but..... had it.

4 Write sentences with both ... and ... / neither ... nor ... / either ... or ...

- 1 Chris was late. So was Pat. Both Chris and Pat were late.
- 2 He didn't say hello, and he didn't smile. He neither said hello nor smiled.
- 3 It was a boring movie. It was long too.
The movie.....
- 4 Joe doesn't have a car. Sam doesn't have one either.
.....
- 5 Emily speaks German and she speaks Russian too.
.....
- 6 Ben doesn't watch TV and he doesn't read newspapers.
Ben.....
- 7 Is that man's name Richard? Or is it Robert? It's one of the two.
That man's name.....
- 8 I don't have time to go on holiday. And I don't have the money.
I have.....
- 9 We can leave today or we can leave tomorrow – whichever you prefer.
We.....

5 Complete the sentences with neither/either/none/any.

- 1 We tried a lot of hotels, but none of them had a room.
- 2 Sam has two sisters, but I haven't met..... of them.
- 3 Emily has four brothers, but I haven't met..... of them.
- 4 There were a few shops in the street, but..... of them was open.
- 5 Spain, Italy, Greece, Turkey – have you been to..... of these countries?
- 6 I could meet you next Monday or Thursday. Would..... of those days suit you?
- 7 Mark and I couldn't get into the house because..... of us had a key.

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6. Амалий машғулот учун материаллар (дискда илова қилинди)
7. Мавзу бўйича тарқатма материаллар(дискда илова қилинди).
8. Мустақил таълим учун тарқатма материаллар(дискда илова қилинди).

LESSON 33 THE THEME: TOP RESEARCH RESULTS

WHAT DO YOU THINK ABOUT THIS PICTURE?



Finish the sentences using a reported speech. Change the tense if necessary.



1 Write the words and phrases from the box to the fields top research results relate to.

weight lifting power; mind controlled computer;
noise reduction microphone; a smart board;
enormous torque back up; maximum screening
able; easily functioned;
a super speed; clear x-ray image;
wheelbase; full HD format projector;
visualizer; testing kit; sound rental;
water purifier;

Medical top research results:

Agricultural top research results:

Educational top research results:

Popular music field top research results

2 (T12) Listen to the tape and fill in the table.

Top know how	Their features	Detailed descriptions
New Holland T5.115 tractor	gross engine horsepower	about 114

3 Listen to the tape again and decide whether these statements are true or false.

Nº	Statements	T	F
1	A fast speed is the main factor or characteristic feature why a field machine is considered to be as latest best know-how.		
2	New Holland T5.115 tractor is a multifunctioning machine.		
3	Nearly each Chinese hospital is equipped with a top innovative emergency and clinics apparatus named Angel 1600.		
4	Angel 1600 cannot fit digital upgrading of traditional screen.		
5	The chip ball will make a special signal to the match referee to inform him of a scored goal.		
6	All European top championships are already using chip balls.		

4 Work in groups of four or five. Think about the other top research results in your field of study. Answer the questions below.

- How useful is the item in the development of the sphere?
- Do you think that in future this item will be redeveloped?
- What other extraordinary inventions may assist your sphere's rapid progress?

5 Read the statements a-f below and match actions and the appropriate photos 1-2.



- This person must have heard a shocking news about innovative computing.
- This person can't have been sorry for full HD format of video-cameras.
- This person must have had some satisfactory results after a number of top discoveries made by scientists.
- This person mustn't have failed in testing newly invented shaving system items with super rapid razor.
- This person must have presented some newly discovered issue in financial system.
- This person can have been very pleased with some innovative issue.

6 Complete the sentences with proper complex modal verb forms.

- Nigora and Temur have been doing research work in chemistry for about five years. They _____ tired after hard work.
- A lot of problems in heating system occur at this old house regularly, special measurements based on science _____ last year.
- This latest model of airplane _____ out of fuel; it can be filled with it even in the air nowadays.
- The popular sports competition organization Formula _____ interested in holding sports car competition with electro mobile cars.
- These super robots _____ a wrong calculation.
- The latest models of ultra books are really able to comprehend any owner's orders by their brain moves; scientists _____ at development in this sphere.



- 7 Look at the title of the text and discuss what the text can be about.
- 8 Read the text and fill in the gaps with proper words or phrases from the box.

unemployed	sensational issue	warning about	study	esthetic pleasure
	crash	calculations	act	

ROBOT PROGRESS



Today it is not a (1) _____ if people are served by robots in restaurants in Japan. Top research, scientific productions have already covered nearly all spheres of life. You can meet different types, shapes, functions of them. Today in Japan thousands of researches are being done to invent the most intelligent,

effective human-like robots. Year by year the influence of computer technology, robot controlled systems is rising; sociologists, psychologists are (2) _____ negative sides of this great impact on modern Japanese society. Japanese are divided into two parts supporting robot influence and being against it.

It is doubtless that robots make people's lives easier; a disabled man can have a free assistant, a person can talk to a robot friend for hours, robot drivers do not (3) _____ into a wall or another car. The Japanese robots can percept, understand, (4) _____ independently nowadays, they can do nearly anything people order. Can you imagine how accountants are happy with a robot that makes all (5) _____ instead of them! Today sometimes it is somehow difficult to differentiate a human being from a person, robots' shapes are really as human beings'. This factor can give (6) _____ to people as well. The robot in Japan has become as a magician in tales, ask robots to dance, sing, cry, weep, beat, make tea, nearly anything, they will obey and do!

But as every coin has two sides, there are people who do want robots to get lost from public places (as they claim they should be only in laboratories). The first reason they present is people are becoming (7) _____ as robots are getting their jobs (it may sound strange but a recent (8) _____ showed that about 3 million people have got jobs in robot researching field worldwide), the young are getting absorbed into robot life forgetting real social environment.

9 Write summarizing sentences using the phrases in the box.

firstly; to conclude; to sum up; repeatedly; finally; introducing; in this final section; consequently; in brief; secondly; all in all; basically; in conclusion;

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

10 Write summarizing part of the text "Robot progress" by completing the following sentences.

a. Coming to an end of the matter one _____

b. In short we can claim that _____

c. To conclude, we can say that _____

11 Choose an article related to your field of investigation. Read it and write a summary of it.

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LESSON 34

THE THEME: LIFE CHANGES

VOCABULARY: phrasal verbs with *live* READING

1 Complete the sentences with words from the box.

for off on out of through up to

- 1 I love travelling and I'm quite happy living _____ a suitcase.
- 2 I don't need much money to live _____ - just enough for food and basics.
- 3 I can't understand people who live _____ their work - there are more important things in life.
- 4 You haven't really lived if you haven't lived _____ difficult times.
- 5 I want to live my own life. I'm not interested in living _____ my parents' expectations.
- 6 There's no point working if you can live _____ social security.

2 Work in pairs. Do you agree or disagree with the sentences in exercise 1?

1 Read the article below about a woman who has moved from the city to the country. Answer these questions.

- 1 What was Zoe doing before she moved?
- 2 Why did she move?
- 3 Is she happy with her decision? Why or why not?

2 Read the article again and put the phrases a-g in the gaps 1-7.

- a and I just didn't feel like looking for another job
- b and a busy social life of expensive restaurants and late-night clubs
- c and she blushed with embarrassment
- d and I knew I wanted to stay
- e and one of Kathy's wonderful dinners
- f and says she has no regrets
- g and she has learnt to drive a tractor

3 Work in pairs. Discuss these questions.

- Zoe says that she has no regrets. Do you think that she will have any regrets later?
- Are you happy with your lifestyle? Why or why not?
- Would you like to make a radical change to your lifestyle? What kind of change?

Redundancy was the best thing that ever happened to me

Like many of her colleagues, Zoe Chambers lived for her work. She was a successful PR consultant and life was going well - she had a great job, a beautiful flat on London's fashionable King's Road (1) _____. Then, the unthinkable happened. One evening in June last year, she received a text message telling her she was out of work. Suddenly, as she put it, life was 'hell'.

'The first two weeks were the most difficult to live through,' she said. 'After everything I'd done for the company, they fired me by text! I was so angry (2) _____. I hated everything about the city and my life.'

Then, Zoe received an invitation from an old schoolfriend, Kathy, to come and stay. Kathy and her husband, Huw, had just bought a farm in north-west Wales. Zoe jumped at the chance to spend a weekend away from London, and now, ten months later, she is still on the farm.

'The moment I arrived at Kathy's farm, I loved it (3) _____,' said Zoe. 'Everything about my past life suddenly seemed superficial. When I asked Kathy if I could work for her, she refused to take me seriously at first. She told me how much farm hands get paid (4) _____.'

Zoe has been working on the farm since October of last year (5) _____. 'It's a hard life, physically very tiring,' she says. 'In London I was stressed and often mentally exhausted. But this is a good, healthy tiredness. Here, all I need to put me in a good mood is a hot bath (6) _____.'

After almost six months on the farm, Zoe says she has never felt bored. Every day brings a new experience. Kathy has been teaching her how to ride a horse (7) _____. Since Christmas, she has been helping with the lambing - watching a lamb being born is incredible, she says, 'It's one of the most moving experiences I've ever had. I could never go back to city life now. Redundancy is the best thing that has ever happened to me!'

GRAMMAR: present perfect continuous 1

Use the present perfect continuous

- to talk about actions which started in the past and are still in progress now.

I've been living here for six months. (- I still live here.)

- often with time expressions and *for* or *since*. Use *for* + time expression to talk about the length of time the action has been taking place. Use *since* + time expression to talk about the starting point of the action.

for ten years, for a long time, for the last six months, ...

since I left London, since last September, since last Saturday ...

- in questions with *How long ... ?*

How long have you been waiting?

Make the present perfect continuous with *have/has + been + verb + -ing*.

I've been working here for over six months.

He's been working here since he was a boy.

Use the present perfect simple (not the continuous) with stative verbs.

I've been here since last autumn. Not I've been being here.

♦ FOR MORE INFORMATION ABOUT STATIVE VERBS AND CONTINUOUS VERB FORMS, SEE PAGE 14

Q SEE LANGUAGE REFERENCE PAGE 74



Complete the text. Put the verbs in brackets into the present perfect continuous.

Dave is a violinist. He (1) *(study)* music for the last ten years and last year he moved to London to look for work. Dave (2) *(live)* in London for five months now and while he is looking for a job with one of the London orchestras, he (3) *(work)* as a waiter in an Italian restaurant. One of his colleagues in the restaurant (4) *(also / look)* for a job as a violinist and for the past two months they (5) *(play)* their violins for the customers in the restaurant. Their concerts (6) *(get)* a lot of attention in the local press and they (7) *(receive)* requests to perform in restaurants all over the city. Could this be the beginning of a new career?

- 2 Look at the time expressions in the box. Which ones can we use with *for* and which ones with *since*? Mark the expressions *for* (F) and *since* (S).

a long time	I left school
last summer	about three hours
I started work	the last two weeks
1996	ages
	as long as I can remember

- 3 Find three mistakes in the sentences and correct them. Explain why the verbs are incorrect.
- I haven't been understanding any of your explanation.
 - How long have you been studying English?
 - How long have you been knowing your best friend?
 - How long have you been being in the classroom?
 - How long have you been doing this lesson?
- 4 Work in pairs. Answer questions 2-5 in exercise 3 using expressions with *for* or *since*.
- 5 Choose five of the expressions in exercise 2 and write sentences that are true for you, or a member of your family, using the present perfect continuous.

My dad's been collecting jazz CDs for as long as I can remember.

VOCABULARY: metaphor

- 1 🎧 1.54 Listen to a poem from *The Lord of the Rings* by JRR Tolkien. What is it about?

The Road goes ever on and on
Down from the door where it began.
Now far ahead the Road has gone,
And I must follow, if I can,
Pursuing¹ it with eager² feet,
Until it joins some larger way
Where many paths and errands³ meet.

1 following 2 with enthusiasm 3 things you must do

- 2 The sentences below contain metaphors of life as a journey. Translate them into your own language.

- 1 Her life **took an unexpected turn**.
- 2 Her life was **at a crossroads**.
- 3 She and her husband **went their separate ways**.
- 4 She **embarked** on a new stage of her life.
- 5 She felt that it was time to **move on**.
- 6 She realized that there was **no turning back**.
- 7 She wanted to **take a new direction**.
- 8 Suddenly, her life **took off**.

- 3 Complete the text with the phrases in bold in exercise 2.



JK Rowling was born in Bristol on July 31st, 1965. After graduating from Exeter University, she worked as a translator and researcher for Amnesty International in London. But she wanted to (1) _____ and she moved to Portugal. There she (2) _____ on a new career as an English teacher and fell in

love with a Portuguese journalist. But their marriage ended in divorce and the couple (3) _____. Rowling suddenly found herself (4) _____. Should she stay in Portugal and continue teaching or return to the UK? She decided that it was time to (5) _____. She went back to Edinburgh with her baby daughter and that's where her life (6) _____. For years, she had had an idea for a book and she now completed *Harry Potter and the Philosopher's Stone*. The book (7) _____ immediately and when Hollywood bought the film rights to *Harry Potter*, there was (8) _____.

- 4 🎧 1.55 Listen to the recording to check your answers.

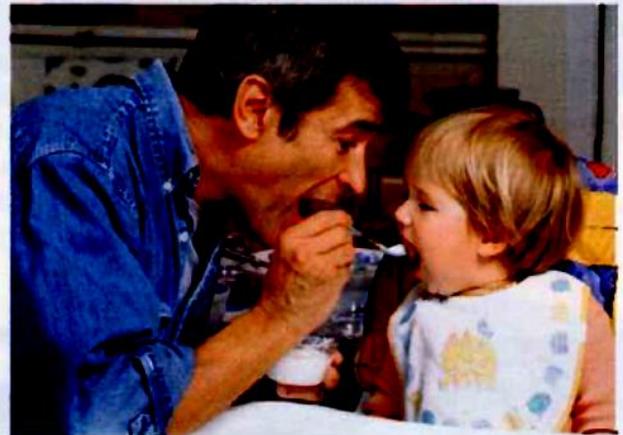
- 5 Work in pairs. Discuss these questions.

- Do you know anyone whose life has taken an unexpected turn?
- Have you ever made a decision and felt that there was no turning back?
- Have you ever felt that you were at a crossroads in your life?
- Have you ever wanted to take a new direction in life? What did you do?

LISTENING

- 1 🎧 1.56 Listen to an interview with a man whose life has taken a new direction. Answer the questions.

- 1 How has his life changed?
- 2 How has this changed his day-to-day life?



- 2 🎧 1.56 Listen again and answer the questions.

- 1 Why did he decide to leave his job?
- 2 Why didn't his wife leave her job?
- 3 Why did he feel guilty about going to work?
- 4 How long has he been looking after Ben?
- 5 Does he enjoy his new lifestyle?
- 6 Is it an easy lifestyle?
- 7 Would he like to go back to work one day?

- 3 Find these expressions in tapescript 1.56 on pages 144–145. Explain what the words in italics refer to.

- 1 *It* didn't make much sense.
 - 2 We were missing out on *it* all.
 - 3 Neither of us was there to see *it*.
 - 4 *It* all turns into a game.
 - 5 *That's* great.
- 4 Would you be happy as a 'stay at home' parent? Why or why not?

SPEAKING

1 Work in pairs. Look at the list of life-changing events below and discuss these questions.



- Which are the three most important changes?
- Which is the most difficult decision to make?
- Which is the easiest change to deal with? Which is the most stressful?
- Have you had to make any of these changes in your life? If yes, what difficulties (if any) did you face?

2 Imagine that you have just made a big life change. Use your imagination or choose one of the ideas on page 127. Write your answers to the questions in note form.

- What change have you just made?
- Why did you decide to make this change?
- How long have you been doing what you are now doing?
- What difficulties did you face at the beginning?
- Are you happy with the change?
- Are there any aspects you particularly enjoy? Are there any that you really don't like?
- How long do you think you'll continue with this new lifestyle?

3 Work in pairs. Interview your partner about their life change. Find out as much as you can about their new lifestyle.

Useful language

I think the most difficult thing was ...
I really didn't know what to expect ...
At first I was excited/nervous/unsure ...
It took me some time to ...
From the start I really enjoyed/loved/hated ...
It's the best thing I've ever done!
I'd recommend it to anyone!

DID YOU KNOW?

1 Work in pairs. Read the information and discuss these questions.

From a legal point of view, life in England and Wales begins at the age of ten. The law says that children from ten upwards can understand the consequences of their actions. The next big birthday is at sixteen, when you can leave school, get a job and pay tax and smoke. You can also leave home and get married (if your parents agree). At seventeen, you can drive or ride a small motorbike. At eighteen, you can get married without your parents' permission and you can finally vote. You can also buy alcohol, play the National Lottery and get a tattoo.

- Are these ages the same or different in your country?
- What do you think the various minimum legal ages should be?

LESSON 35

THE THEME: THE OFFICE/PAPER WORK

VOCABULARY: office activities

1 Match the verbs in column A to the phrases in column B in as many ways as possible.

A	B
1 do	an email
2 make	a phone call
3 receive	a report
4 send	a photocopy
5 write	some photocopying
	the filing
	the coffee

2 Work in pairs. Discuss these questions.

- How many of the activities in exercise 1 do you do every day?
- Which activity do you think is the most difficult to do in a foreign language?
- Do you ever have to do any of them in English?

READING

1 Read the article below about different types of people who work in offices. Match the types of people a–d to the descriptions 1–4.

- | | |
|--------------------|------------------|
| a The trainee | c The workaholic |
| b The office flirt | d The boss |

2 Match the types a–d in exercise 1 to the activities 1–8.

Which office type ...

- 1 has a habit of making terrible jokes?
- 2 does the most work and spends the most time in the office?
- 3 spends the least time at their desk?
- 4 is always very enthusiastic?
- 5 is friendly one minute and angry the next?
- 6 takes fewer days' holidays than anyone else?
- 7 usually makes the coffee for everyone else?
- 8 thinks that chatting is more interesting than working?

3 Here are three more common office types. What do you think their main characteristics are?

- The office joker • The lazy worker • The gossip

Real life

Office Stereotypes

Whether you love them or hate them, work just wouldn't be the same without them.

Here is a description of some of the most common office types. Is there one in your office?

- 1 This person is always very keen to appear to be your 'friend'. They often ask you about your weekend or your family. But the next minute they're asking you whether you've written that urgent report. They often have the annoying habit of making jokes – very bad jokes – which you have to laugh at. But the worst thing is that their moods change so quickly. When there's a crisis in the office, the happy, joking 'friend' disappears and is replaced by a bossy bully.
- 2 For most people, the office is a place where you work from nine to five. But for this person, the office is their home. In fact they spend much less time at home than they do at their desk. If they have to take a holiday, they always make sure they have their cell phone and laptop with them so they can send and receive emails. And they make more business calls than when they're at work.
- 3 He or she is usually the youngest person in the office, but is also the person with the most energy and enthusiasm. They've probably just finished school and are getting some work experience before they start university. No task is too boring for them and no job is too repetitive. They just love making coffee and really don't mind doing all that last-minute photocopying.
- 4 This person spends more time chatting with their colleagues than working. They find work boring and they are always trying to make life in the office a little more interesting. They've always got a smile and a compliment for visitors – especially if they're young and good-looking. They spend very little time at their desks and are usually found by the photocopier or the coffee machine, trying to get a date for the next office party.

GRAMMAR: comparing nouns

Use *more + noun + than* to compare two things or people.

He spends more time at work than with his family.

Use *less/fewer + noun + than* to make negative comparisons. Use *less* with uncountable nouns and *fewer* with countable nouns.

He spends less time with his family than he does with his boss.

He takes fewer holidays than anyone else in the office.

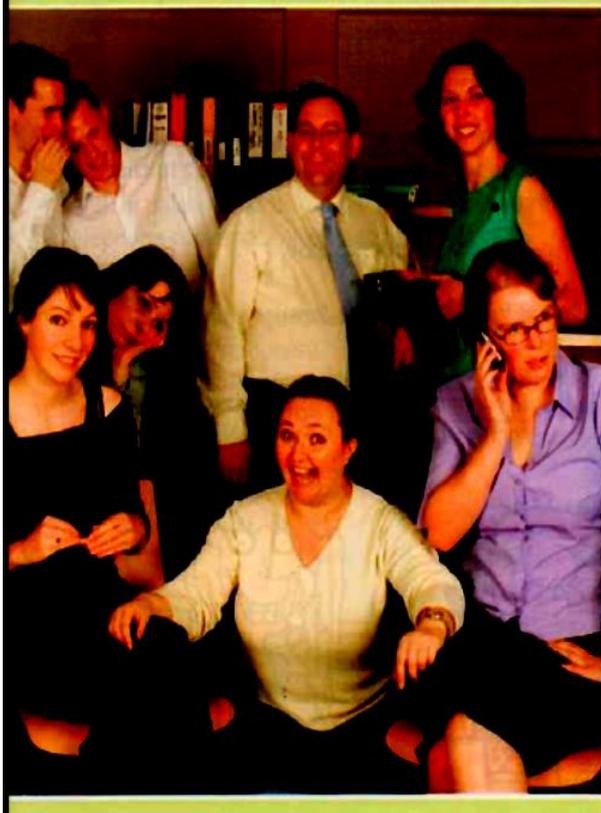
Use *the + most + noun* to compare more than two things or people.

People who do things too quickly often make the most mistakes.

Use *the least/fewest + noun* to make negative comparisons.

The workaholic always takes the fewest days holiday.

SEE LANGUAGE REFERENCE PAGE 54



- 1 Choose the correct words to complete the text. Then say which office type from Reading exercise 3 is being described.

They receive the (1) *more / most* emails of anyone in the office – usually funny messages from friends. They then share these jokes with everyone else, so they spend (2) *more / most* time walking round the office than at their desks. They do the (3) *less / least* work of anyone and think that their mission is to make sure that there are (4) *less / fewer* sad faces on a Monday morning.

- 2 Complete the sentences with words from the box so that they are true for you.

more fewer less
the most the fewest the least

- 1 I know _____ jokes than most of my friends.
- 2 I make _____ phone calls in the morning.
- 3 I do _____ work possible on Friday afternoons.
- 4 I have _____ free time than my friends.
- 5 I have _____ energy at the of the week.
- 6 I do _____ work in the morning than in the afternoon.

- 3 Compare your sentences with a partner.

SPEAKING

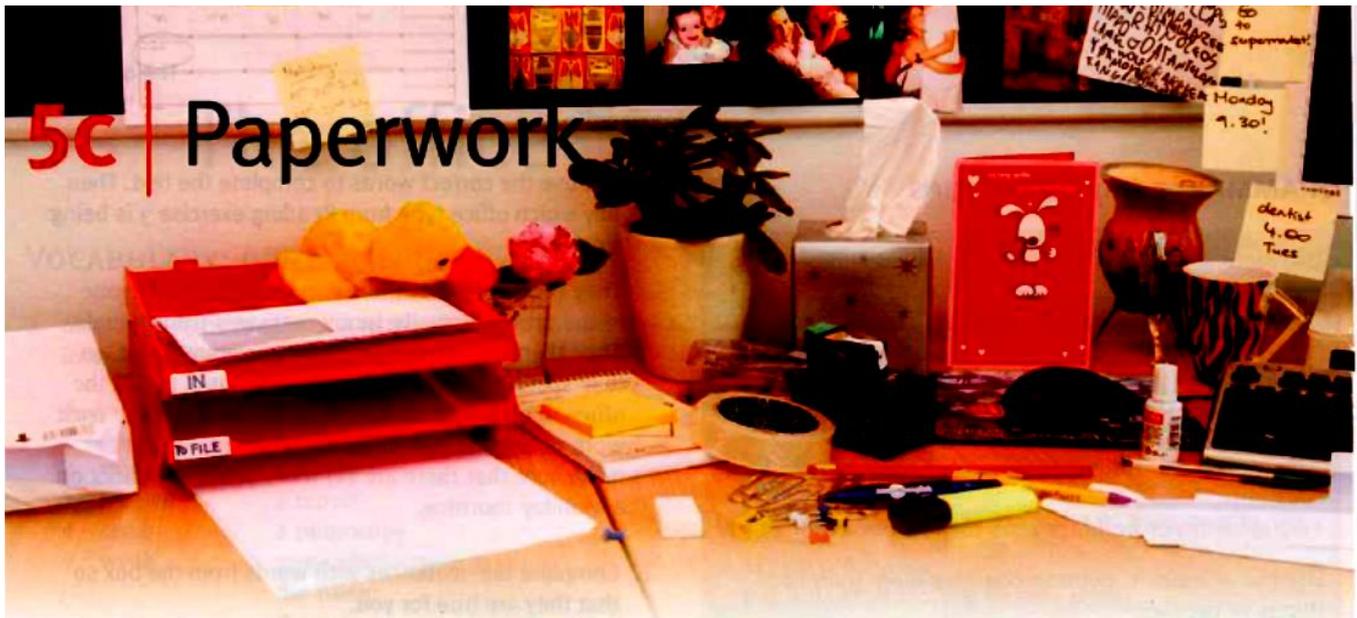
- 1 Work in groups of four, A–D. Imagine that you work in an office. The company wants to organize a party for the office staff.

A: Turn to page 127. C: Turn to page 130.
B: Turn to page 134. D: Turn to page 132.

Read the information on your role card and think about your answers to the questions below.

- What kind of party would you like: a meal in a restaurant, a disco, a drinks party? Where would you like the party to be?
 - What day of the week would you prefer for the party? What time should it start and finish?
 - Who should be invited to the party: only company staff, a staff and their partners, staff and as many friends as they like?
 - Who should pay for the party: the company, the staff, both the company and the staff?
- 2 Now work with your group. The boss has called a meeting to discuss the party. Share your opinions and decide what sort of party you are going to have.

5c | Paperwork



VOCABULARY: office supplies

1 Look at the photo above and tick the objects in the box you can see. What other objects can you see?

biros calculator drawing pins elastic bands
 highlighter in tray ink cartridge mouse mat
 notepad paperclips pencil sharpener phone
 Post-its® rubber scissors Sellotape®
 stapler Tipp-Ex®

2 Work in pairs. Discuss these questions.

- What can you tell about the person who works at this desk?
- Do you work at a desk every day?
- What does your desk look like?
- What do you think it says about you?

LISTENING

1 1.41 Listen to Dave ordering some office supplies from the stationery department. Tick the problems he has.

- 1 He has to spell his name.
- 2 He needs a credit card to make a payment.
- 3 He needs a department code.
- 4 He can't order two colour cartridges.
- 5 The stationery department hasn't got the paper he wants.
- 6 There are no paperclips.

2 1.41 Listen again and complete the order form.

Office supplies request form

Department name and code: _____

Requested by: _____

item	quantity

Order taken by: Pippa

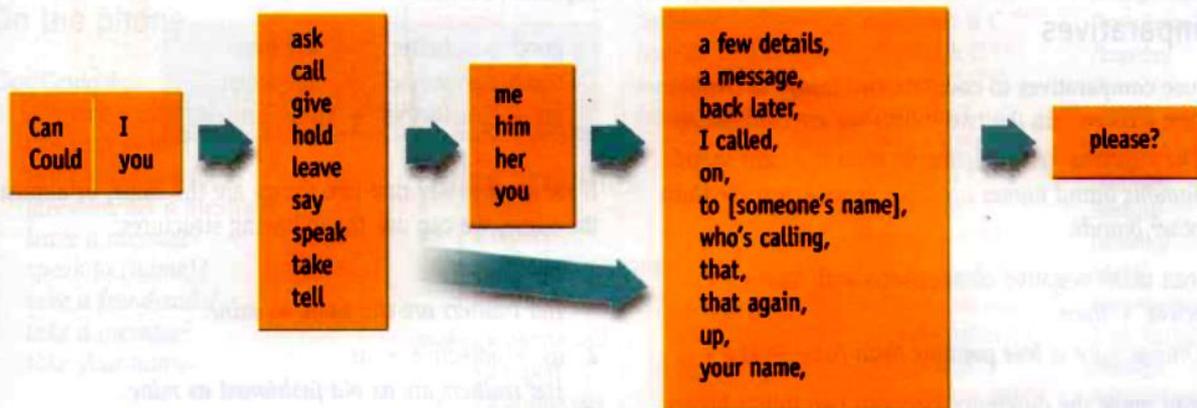
3 Complete the sentences with an appropriate verb. Then look at tapescript 1.41 on pages 141-142 to check your answers.

- 1 I'd like to _____ an order, please.
- 2 I'm _____ from IT.
- 3 That's what it _____ on the form.
- 4 I'll _____ if I can find it.
- 5 You have to _____ in a special request.
- 6 Maybe I'll _____ round in person.



FUNCTIONAL LANGUAGE: on the phone

1 How many phone expressions can you make from the words in the boxes below?



Can I leave her a message, please?
Could you say that again, please?

2 What questions from exercise 1 could you ask to get these replies?

- 1 Yes, the name's Bond. James Bond.
- 2 Yes, of course. I'll just get a pen and some paper.
- 3 Yes, I'll tell him as soon as he gets back.
- 4 Yes, but I don't think she'll be in the office until tomorrow morning.
- 5 Yes, OK. In about half an hour. Is that OK?
- 6 Yes, I'm sorry. It's a bad line, I think.

3 🎧 1.42 Listen to the recording to check your answers.

Roleplay

4 Work in pairs, A and B. You are going to act out a telephone conversation with an office supplies company.

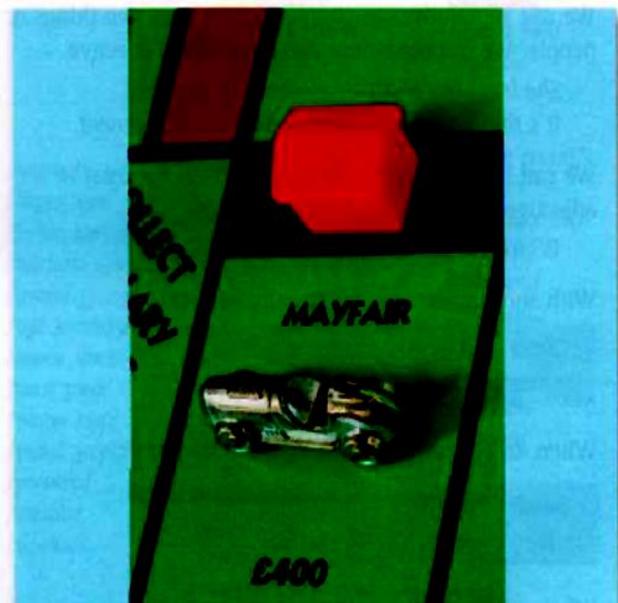
A: Phone the office supplies company and place an order for some stationery.

B: You work for the office supplies company. Answer the phone and use the order form in Listening exercise 2 to take the order.

Then exchange roles.

DID YOU KNOW?

1 Work in pairs. Read the information about offices in London and answer the questions below.



The most expensive offices in the world are in London's Mayfair and Park Lane districts – and these are also the most expensive properties in the game of Monopoly. Prices are almost twice as high as in the most popular parts of New York and Hong Kong. Besides having the most expensive offices and hotels, this part of London is close to the main shopping streets and some of the city's most fashionable squares.

- Where are most of the offices in your town? What is that part of town like?
- Which is the best part of your town to work in?

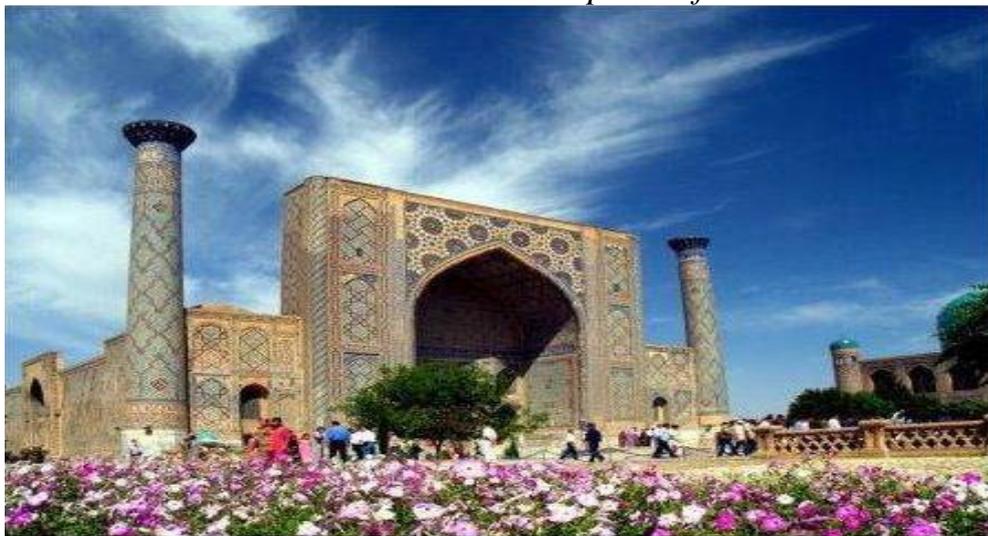
Адабиётлар:

1. Boqiyeva G.H., Rashidova F.M., va boshqalar. Scale up. Student's book. Course 1,2,3. – T.: G'afur G'ulom, 2015.
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LESSON 36

THE THEME: ANCIENT CITIES OF UZBEKISTAN

Text: Samarkand is the pearl of Orient



Samarkand is situated in Zerafshan Valley and surrounded by the spurs of Pamir-Alay ridges. Ancient Samarkand was well-known both in the East and in the West. In the 4th of c. BC Samarkand, then called Marakanda, was one of the centers of culture and trade in the East. Samarkand equals such cradles of human civilization as Athens, Rome, Memphis, Alexandria. It was the capital of the powerful state of the Sogdians, and later the center of Amir Timur's great empire. The numerous monuments of Samarkand and its suburbs impress everyone with their beauty and splendor. The refined architectural shapes, intricate ornamentation, mosaics, blue-tile domes and facades are captivating all who see them. Towards the end of XIV century Samarkand became the capital of the huge Empire of Timur. During the next 35 years he built a new city and populated it with artisans and craftsmen from all of the places he had conquered. Timur gained a reputation for wisdom and generosity and Samarkand grew to become the centre of the region of Transoxiana. Nowadays in Samarkand many historical architectural monuments and buildings have been preserved. Many of the buildings were destroyed during several wars and conquests.

TASHKENT-THE CAPITAL OF UZBEKISTAN

Tashkent is the capital of Uzbekistan, one of the largest cities of Central Asia. It is also among the oldest towns of the republic as it was founded over 2000 years ago.

At different stages of its long history it had several names. The name Tashkent is the Uzbek for “stone town”. From 1930 Tashkent has become the capital of Uzbekistan. It is known that from 1924 to 1930 this role was performed by Samarkand.

In the past Tashkent was divided into two parts. One part was the old city of small clay houses and narrow streets. The other part was called the new city which consists of European buildings and wide streets.

Today Tashkent is a modern and beautiful city. Over 2 million people are now living in it. It is a big industrial, political and cultural centre of the republic. Its numerous industrial enterprises produce various goods for the national economy. Tashkent is an educational centre of the republic too. There are a lot of secondary and higher schools in the city.

Its University and Institutes train qualified specialists. Being a town of developed culture and science, Tashkent has the Academy of Sciences, public and district libraries, cinemas, theatres and concert halls. Besides, there are many stadiums and different facilities.

Tashkent is known all over the world as the city of peace and friendship. After the earthquake of 1966 the peoples of all the republics helped to build up new city. Important political meetings, different international conferences and festivals are held in Tashkent as well. Representatives of many foreign countries take in them.

Notes

build up – qurmoq. earthquake – yer qimirlash

hold – shlamog preventative – vakil, namoyonda

Exercise 1: Answer the following questions after reading the text.

1. What is the capital of Uzbekistan? 2. When was Tashkent founded? 3. What was the city like in the past? 4. What is Tashkent like now? 5. How many institutions of higher education are there in Tashkent? 6. What specialists have the institutes of our republic trained? 7. What can you say about the streets, parks and gardens of Tashkent? 8. Where do you live? 9. What sport facilities do you know in Tashkent? 10. What sport contacts are providing in Uzbekistan? 11. When did the earthquake take place in Tashkent?

Exercise 2: Translate into English.

1. Toshkent chiroyli va zamonaviy shahar. 2. Toshkent 2000 yil ilgari tashkil topgan. 3. Toshkent respublikamizning ta'lim markazidir. 4. Ular Toshkentda yashashadi. 5. O'tmishda Toshkent ikki qismga bo'lingan. 6. Toshkent do'stlik va tinchlik shahridir. 7. Shaharda muzeylar, teatrlar va bir qancha kino-teatrlar bor.

8. Toshkent O'rta Osiyoda eng katta shahardir. 9. Shaharda juda ko'p chiroyli binolar bor.

Exercise 3: Fill in the blanks with words.

1. Tashkent is the ... of Uzbekistan. 2. Tashkent was founded 3. Over 2 million people ... in Tashkent. 4. Tashkent is a big cultural ... 5. Many educational institutions train various 6. Tashkent is the city of ... and friendship. 7. Tashkent is a ... city now. 8. In 1966 the ... took place in Tashkent.

Exercise 4: Make up sentences using the following words.

1. Around, Tashkent, we, an excursion, go, on. 2. City, an, old, Tashkent, is. 3. 2000, ago, was, years, our, city, founded. 4. Live, people, over, Tashkent, in, two million. 5. Now, is, a, it, beautiful, city, modern, and. 6. We, in, too, live, Tashkent. 7. Live, we, a, building, fine, in. 8. Like, I, my, city, very much.

Bukhara is the city of Mouslim World

Bukhara is one of the ancient oasis cities along the Great Silk Road. For centuries it was a centre of trade and Islam, earning the title Bukhara-i-Sharif, or "Noble Bukhara" among Muslims (one of the seven holy cities of Islam). The city itself boasts impressive architecture and history. It is one of the few places in Central Asia where one can feel the heartbeat of ancient Central Asia. Most of the city remains intact.

It was known in the Muslim East since ancient times. More than 140 architectural monuments can be found here, and of the major blue-domed minarets one would have to start with the Kalyan Minaret constructed in 1127. This unique construction rises into the sky for 47 meters. The most striking feature of the minaret is its intricate ornamentation. The world-famous architectural ensemble Lyabi-Hauz, which includes the Kukeldash madrassa, the Khanaka and the Nadira Divan-begi.

Bukhara is an ancient settlement with history that goes back to the early centuries A.D. In the 6th of century it became the capital of early feudal lands of the Bukhara oasis. As the Shakhristan, the centre of a shah's realm, it was formed around an ancient citadel, but with the development of handicrafts and trade, new suburbs(rabads)arose beyond its walls which were included with the Shakhristan in a new fortified wall.

Beautiful city – Khiva



Khiva is an ancient city in the lower reaches of the Amu-Darya. In XIV century it became prominent among the towns of Khorezm, and in the XVIII century it was the capital of the Khiva Khanate. Only at the beginning of the XIX century Khiva was developed into a prominent cultural centre. One after another a number of monumental buildings were erected. They filled the older part of the

city-the Shakhristan Ichan-kala, many of them were built by the Eastern gates of Palvan- Darvaz and along the street which runs towards the western gates.

KHIVA, the city museum in the open sky, is unique in its beauty known as "The Pearl of the Khorezm Oases". Important spiritual and cultural values came from the large scientific centers of astronomy, mathematics and medicine that operated in this area centuries ago. A valuable heritage of knowledge was left here by internationally famous scholars such as Beruni, Agakhi and Nadjmiddin. One can stroll through the narrow streets of Khiva, peeking into the small courtyards through the wooden carved doors. The life inside the gardens assures the visitor that it is not just a museum, but also a living city.

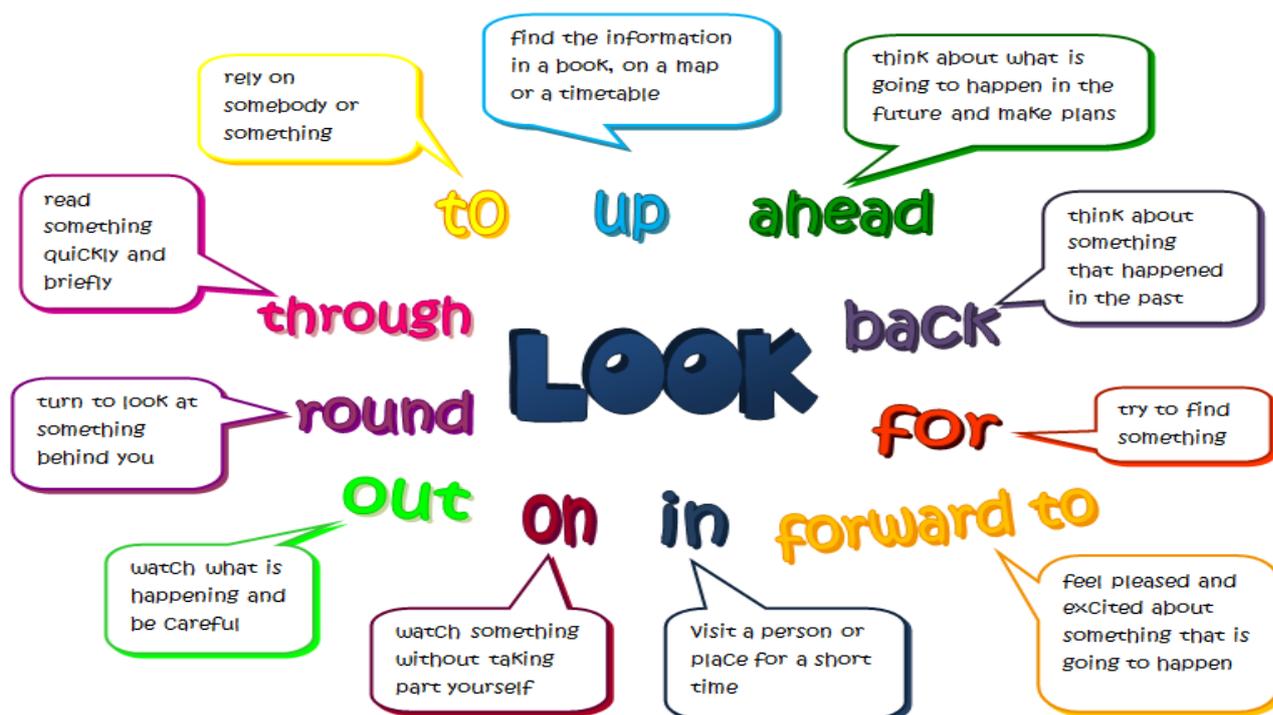
Comprehensive questions

1. What does it mean the word "ancient"?
2. Why are many tourist agencies willing to visit centralAsian countries?
3. How many invaders conquered Samarkand? Why?
4. What kind of architectural monuments are there in Bukhara?
5. Why is Khiva known as The Pearl of the Khorezm Oases?
6. Who were the most famous scholars of the city?

Grammar: Phrasal verbs

A phrasal verb is a **verb with one or several prepositions**. Unlike verbs with dependent prepositions, they have a completely new meaning.

For example, fall – падать. Out – из. По логике – fall out = падать из. Well, we can say that Tom fell out of a tree. But also, fall out = have an argument with someone. Jane and Michael fell out last year and now they're not friends anymore. So you see, **phrasal verbs often have more than one meaning**. Some meanings are easy to understand and remember, they are quite literal (буквальные). Some meanings, however, are not literal, and you just need to remember them.



Phrasal verb	Meaning	Example
Get on	To get on a bus, get inside a bus	<i>We couldn't get on because there were lots of people on the bus.</i>
	To have a good relationship with so	<i>I don't get on very well with Sarah.</i>
Come back	Return	<i>When are you coming back?</i>
Take off	When the plane starts moving and flies up	<i>I was afraid of flying but when the plane took off I stopped being nervous!</i>
	To stop wearing clothes	<i>I want to take off this sweater, it's so uncomfortable!</i>
Fill in	Write in the necessary information	<i>Can you fill in this blank please?</i>
Wake up	To stop sleeping	<i>When did you wake up?</i>
Put on	To start wearing clothes	<i>When I put on my jeans I understood that I don't want to wear them today.</i>
Fall out	Have an argument	<i>I don't want to fall out with you!</i>
Drop by	Come for a visit	<i>Joe promised to drop by next week.</i>
Break down	Stop functioning	<i>My car broke down this morning, that's why I was late to work.</i>
Bring up	Start discussing a topic	<i>Why did you bring that up?</i>
Calm down	Relax	<i>Please calm down!</i>
Call off	Cancel	<i>Why did you call off our meeting?</i>
Cheer up	Make happier	<i>Do you want me to cheer you up?</i>
Check something out	Look at	<i>Check out that cute car!</i>
Cut in	Interrupt	<i>I hate it when people cut in with useless information!</i>
Dress up	Wear nice and beautiful clothes	<i>I want to dress up tonight.</i>
Fall down	Fall to the ground	<i>Careful! You can fall down that way.</i>
Find out	Discover	<i>What did you find out?</i>
get over something	Recover from	<i>I got over the flu.</i>
Give up	Stop trying	<i>Don't give up!</i>
Grow up	Become an adult	<i>Everybody grows up except Peter Pan.</i>
Hang on	Wait for a short time	<i>Hang on a sec.</i>
Log in	Sign in (to a website)	<i>Are you logged in?</i>
Log off/out	Sign out of a website or database	<i>Log off after you finish using our computer.</i>
Pass away	Die	<i>He passed away last year.</i>
Pass out	Faint, lose consciousness	<i>She passes out at the sight of blood.</i>
Try something on	To sample clothes	<i>I tried on this skirt but I don't like it.</i>
Turn up	Arrive (usually unexpectedly)	<i>The neighbor's dog turned up at our doorstep.</i>
Think over	Think about something for a time, consider	<i>I need to think things over.</i>

Some phrasal verbs have **more than one preposition**. Here are some of them:

Phrasal verb	Meaning	Example
Look forward to	To be excited about something that will happen in the future	<i>I look forward to our next meeting.</i>
Look down on	Think that someone is not as cool as you are	<i>He looked down on me.</i>
Come up with	Have an idea	<i>What have you come up with?</i>
Put up with	Bear, tolerate	<i>She has to put up with a lot of stuff at work.</i>
Look up to	Admire and respect	<i>I look up to my parents.</i>
Keep up with	Do something fast (at the same speed as someone else)	<i>You're walking too fast! I can't keep up with you!</i>
Run out of	There is no more of something	<i>We need to buy bread, we've run out of it.</i>
Make up with	Start being friends again after a fight	<i>We've made up with Julie, we missed her.</i>
Come down with	Become sick	<i>She's come down with the flu.</i>
Cut down on	do less of something	<i>I need to cut down on sugar.</i>
Break up with	Stop having a relationship	<i>Kate broke up with Mark.</i>

Of course these are not all the phrasal verbs in the English language. There are many more! We have some of them on our website, **you can check them out [here](#) or [here](#)**: When we put a phrasal verb into another **tense**, **we change only the verb part**. So if you want to say “calm down” in past simple, it will be “calmed down”. *She calmed down after I told her my plans.*

There are verbs which need an object and verbs which don't. For example, “fall down” doesn't need an object. He fell down. **No object**. We call such verbs ‘**intransitive**’. There's no one receiving the action.

Transitive phrasal verbs **need a direct object**. For example, to turn off. You can't just turn off, you need to turn off SOMETHING.

- *Turn off the TV please!*
- *Turn the TV off please!*

Both sentences are correct. As you see, we can divide the phrasal verb by putting the object in the middle. Such verbs are called **separable**, the verb and the preposition can be separated in a sentence.

“The TV” is the object of the sentence. What if I say “it” instead of “the TV”? “It” is a pronoun. Which sentence is correct?

- *Turn it off please!*
- *Turn off it please!*

Only the first one is correct. If I can split the phrasal verb, if it is separable (I can put “TV” in the middle and after the phrasal verb) **I must put pronouns in the middle**, I have to separate the phrasal verb if I use a pronoun as the object. I can't say “turn off + pronoun”, I must say “turn + pronoun + off”.

However, there are some verbs which cannot be divided, which are **inseparable**.

For example “look for”. Can I say “*I looked the book for*”? No, I can’t. I can only say “*I looked for the book*”. In this case, if I say “it” instead of “the book”, I’ll put “it” after the phrasal verb, because I cannot split it. I looked for it, *I looked for the book*.

For a list of separable and inseparable phrasal verbs, go [here](#):

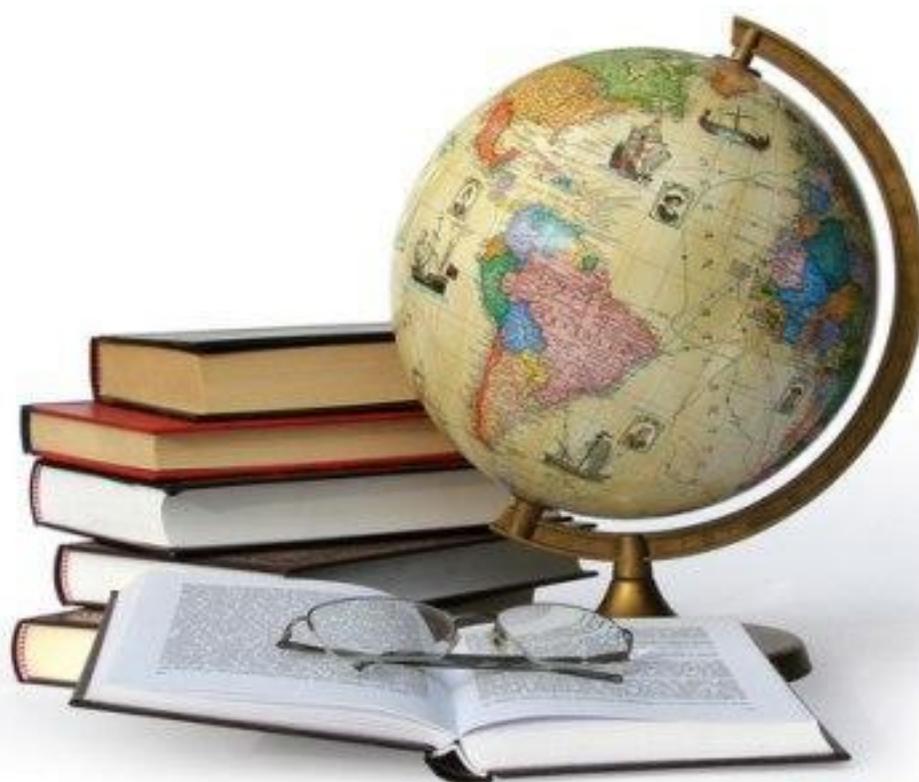
I think now you will be able to understand these jokes :)



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- 5.Амалий машғулот слайд-презентацияси (дискда илова қилинди)

II. Мустақил таълим машғулоти (Self-study tasks)



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Мустақил таълим машғулоти

Мустақил таълим ташкил этишининг шакли ва мазмуни

“Хорижий тил” бўйича талабанинг мустақил таълими шу фанни ўрганиш жараёнининг таркибий қисми бўлиб, услубий ва ахборот ресурслари билан тўла таъминланган. Уйга вазифаларни бажариш, қўшимча дарслик ва адабиётлардан янги билимларни мустақил ўрганиш, керакли маълумотларни излаш ва уларни топиш йўллари аниқлаш, интернет тармоқларидан фойдаланиб маълумотлар тўплаш ва илмий изланишлар олиб бориш, илмий тўғарак доирасида ёки мустақил равишда илмий манбалардан фойдаланиб илмий мақола ва маърузалар тайёрлаш кабилар талабаларнинг дарсда олган билимларини чуқурлаштиради, уларнинг мустақил фикрлаш ва ижодий қобилиятини ривожлантиради. Шунинг учун ҳам мустақил таълимсиз ўқув фаолияти самарали бўлиши мумкин эмас.

Уй вазифаларини текшириш ва баҳолаш амалий машғулоти олиб боровчи ўқитувчи томонидан, конспектларни ва мавзунини ўзлаштириш даражасини текшириш ва баҳолаш эса маъруза дарсларини олиб боровчи ўқитувчи томонидан ҳар дарсда амалга оширилади.

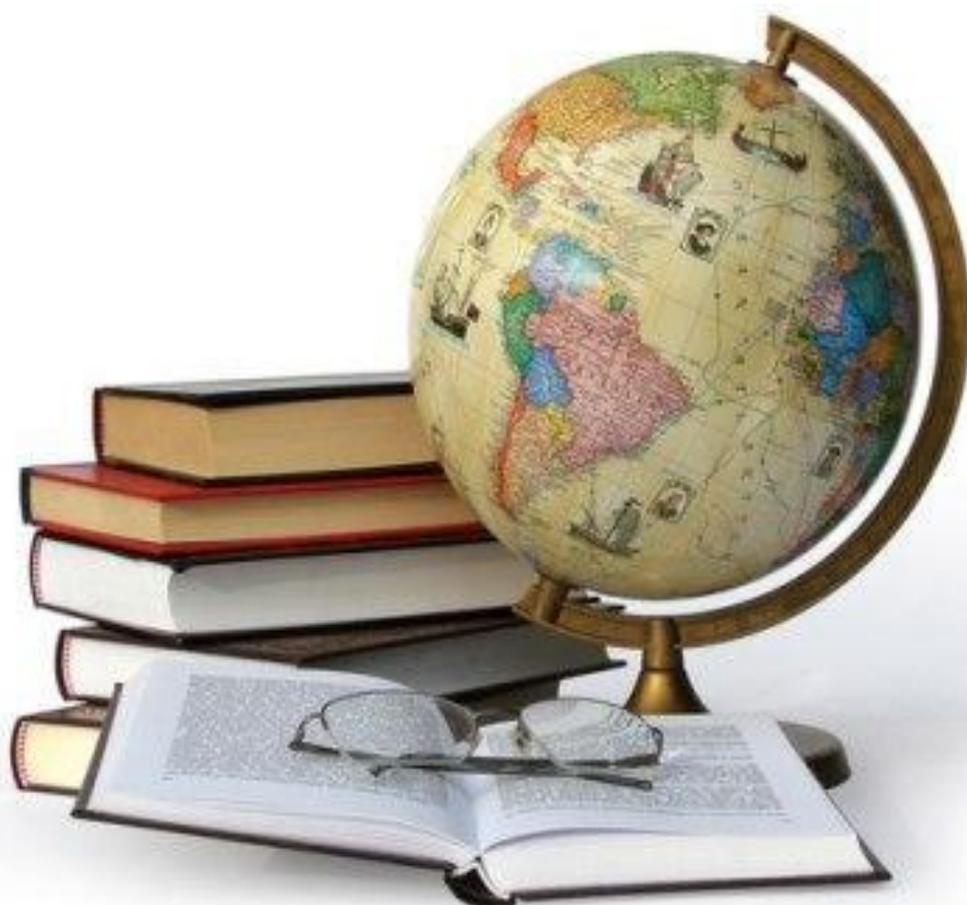
“Хорижий тил (инглиз тили)” фанидан мустақил иш мажмуаси фаннинг барча мавзуларини қамраб олган ва қўйидаги катта мавзу кўринишида шакллантирилган.

Self - study themes for the 2nd –year students

№	The theme	Form of assignment	Period of fulfilment	Hours
	3rd term			
1	<i>Choosing a career</i>	PPP/Abstract/Poster/other	1-2 week	4
2	<i>What is Science?</i>	PPP/Abstract/Poster/other	3-4 week	4
3	<i>Means of Transport</i>	PPP/Abstract/Poster/other	5-6 week	4
4	<i>About Uzbekistan</i>	PPP/Abstract/Poster/other	7-8 week	2
5	<i>Global problems</i>	PPP/Abstract/Poster/other	9-10 week	2
6	<i>Family and friends</i>	PPP/Abstract/Poster/other	11-12 week	2
7	<i>Main rules of Doing Presentation</i>	PPP/Abstract/Poster/other	13-14 week	2
8	<i>Books in our life</i>	PPP/Abstract/Poster/other	15-16 week	2
9	<i>English and Uzbek writers</i>	PPP/Abstract/Poster/other	17-18week	2
	Total hours for the 3rd			24

	term			
	4th term			
10	<i>Healthy way of life</i>	PPP/Abstract/Poster/other	1-2 week	4
11	<i>International Holidays</i>	PPP/Abstract/Poster/other	3-4 week	2
12	<i>Managing Skills</i>	PPP/Abstract/Poster/other	5-6 week	2
13	<i>Research Methods</i>	PPP/Abstract/Poster/other	7-8 week	4
14	<i>Chemical Science</i>	PPP/Abstract/Poster/other	9-10 week	2
15	<i>Types of writing</i>	PPP/Abstract/Poster/other	11-12 week	2
16	<i>Ways of Living</i>	PPP/Abstract/Poster/other	13-14 week	4
17	<i>Everyday routines</i>	PPP/Abstract/Poster/other	15-16 week	2
18	<i>Management</i>	PPP/Abstract/Poster/other	17-18 week	2
	Total hours for the 4th term			24
	Total hours for the whole academic year			48

Ш.ГЛОССАРИЙ GLOSSARY



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GLOSSARY

ENGLISH	UZBEK	RUSSIAN
deforestation	O'rmonlarni qisqartirish, o'rmonlarni yo'q qilish	вырубка леса
superficial	yuzaki, yengiltak, yengil-yelpi	поверхностный, несерьезный
cursory	naridan beri qilingan, yuzaki	поверхностный, беглый
hastily	shoshilib	торопливо, поспешно
repeatedly	qayta-qayta	неоднократно, несколько раз
likelihood	ehtimollik	вероятность
To trigger	tetiklash, qo'zg'atish	1) побуждение 2) посылать сигнал
discourse	munozara	рассуждение, речь
assumption	taxmin	предположение, вступление
arrays	1) qatorlar 2) to'plam	ряд, множество
reconciliation	yarashtirish	примирение, согласование
lunge	xuruj, keskin xarakat	выпад, стремительное движение
synthesis	sintez	синтез
poverty	qashshoqlik	бедность, нищета
pollution	ifloslanish	загрязнение
desertification	cho'llashish, cho'lga aylanish	опустынивание, превращение степи в пустыню
famine	ochlik	голод, голодание
to harm	zarar yetkazmoq	повредить
to alter	o'zgartirmoq	изменить
to exploit	ekspluatatsiya qilmoq, foydalanmoq	эксплуатировать, использовать
a sparrow	chumchuq	воробей
exhaustion	kuchli holdan toyish, horg'inlik	истощение, изнеможение, высасывание
extinct	1) yo'qolib ketgan 2) o'chgan, so'ngan	потухший, вымерший, угасший
starvation	ocharchilik, ochlik	голодание, голод, голодная смерть
to swarm	guj bo'lib uchmoq, yopirilmoq	толпиться, копошиться
a yield	hosil	урожай, плоды
to curb	jilovlamoq	сдерживать, взнуздывать
grasshopper	chigirtka	кузнечик, саранча
extermination	qirib tashlash	истребление, уничтожение
contributor	hissa qo'shuvchi	участник, помощник
consequently	natijada	в результате, поэтому
disastrously	halokatli	гибельно, ужасно
deplete	kamaytirmoq, yemirmoq	истощать, исчерпывать
emit	chiqarmoq, taratmoq	испускать, излучать, выделять
harmless	zararsiz	безвредный, безобидный

evidence	dalil	основание, доказательства
fridges	muzlatgichlar	холодильник
extinguishers	o't o'chirgich	огнетушитель, гаситель
undesired	istalmagan	нежелательный, нежеланный
disposed	joylashtirilgan, tayyor holatga keltirilgan	Расположенный, относящийся
anticipate	oldindan o'ylamoq	предвидеть, ожидать, предчувствовать
stride	katta-katta qadam tashlab yurmoq	шагать большими шагами
eventually	oxirida	в конце концов
congestion	tiqilib qolish	пробка, затор
reaching	erishish	достигающий, достижение
the sorrow	qayg'u	горе, печаль
the hedge bordering	to'siq chegara	хеджирование границ
aside	chetga	в стороне, в сторону
obstacles	to'siqlar	препятствие, помеха, барьер
wide	keng	широкий, обширный
attitude	munosabat	отношение, позиция
implement	amalga oshirish	выполнять, осуществлять
evaluate	baholamoq	оценивать
Soap boxes	sovun qutilari	мыльница
assembly	yig'ish	сборка
devising	o'ylab topmoq	разработка
pollution	ifloslanish	загрязнение
trafficking	odam savdosi	Торговля запрещенным товаром
introduce	tanishtirish	Вводить, внедрять, вставлять
emphasize	ta'kidlamoq	Подчёркивать, придавать особое значение
conclude	xulosa qilmoq	Завершать, заключать
comparable	taqqoslanadigan	Сравнимый, заслуживающий
prophecy	bashorat	Предсказание, пророчество
presentation	taqdimot	Презентация, представление
commodity	tovar, mahsulot	Товар, продукт
deadline	oxirgi, so'ngi muddat	Предельный срок
fulfilling	1) ijro etmoq, bajarmoq 2) amalga oshirmoq	Выполнять, исполнять
payback	to'lamoq	окупаемость
insure	sug'urta qilmoq	Застраховать
to utilize	foydalanmoq	использовать
to tackle	hal qilmoq, yechim topmoq	решить, закреплять
wired	sim bilan o'ralgan, sim bilan boylangan	защитный, проводные
to unfold	yoymoq, ochmoq, ayon bo'lmoq	развертывать, раскрывать
to aspire	qattiq xohlamoq, istamoq	стремиться, домогаться

to crave	istamoq, so'ramoq	страстно желать, просить
innate	tug'ma, tabiiy	врождённый, природный
affiliation	birlashish	присоединение
immoral	axloqsiz	безнравственный, распущенный
equaled	tenglashtirilgan	составившего
monetary	pul	деньги
assisting	yordamchi	помощник
intending	niyat qilgan	намеривающийся
inspiration	ilhomlantiruvchi, ajoyib fikr	Вдохновение , вдохновляющая идея
dormant	mudroq, uyqudagi, harakatsiz	бездействующий, спящий
ignited	yongan, yondirilgan	воспламененный, прокалиться
sparks	uchqunlar	искры
incentive	rag'batlantirish, rag'batlantiruvchi	Стимул, побуждение
cosy room	shinam xona	уютная комната
controversial	mojaroli, bahsli, munozarali	спорный, дискуссионный
confess	tan olmoq, iqrор bo'lmoq	признавать, исповедовать
investigated	tekshirib ko'rilgan, o'rganib chiqilgan	изучаемый
conscious	ongli	сознательный, понимающий
ponder	puxta o'ylamoq, yaxshilab o'ylab ko'rmoq	обдумывать, размышлять
mysteries	sir sinoatlar	тайны
referring	havola, iqtibos keltirmoq	относящийся к чему-либо
comprehend	tushunmoq, anglamoq	постигать, понимать
capable	qobiliyatli, o'quvli, mohir	способный, одарённый
tending	moyil	стремящийся
postpone	keyinga qoldirmoq, kechiktirmoq	откладывать
awaken	Uyg'otmoq, fikr uyg'otmoq	пробуждать, будить
ancestors	Ajdodlar, nasl-nasab	предки
approach	1)yaqinlashmoq 2) murojaat qilmoq	1)подходить 2) обращаться
persistent	qat'iyatli	стойкий, настойчивый
discussion	muhokama	обсуждение
entertainment	o'yin-kulgu, sayr- tomosha	
environment	Atrof-muhit, tabiat	окружающая среда, окружение
teen	o'smir, o'spirin	подростковый, юношеский
energizing	quvvatlantiruvchi	включение питания,
affinity	o'xshashlik, yaqinlik	близость
chart	1)diagramma 2)xarita	диаграмма, карта
expectation	ishonch, umid	ожидание, надежда
intention	niyat, maqsad, reja	намерение, план
prove	isbotlamoq	доказывать
further	1)uzoqroq 2) qo'shimcha	дальнейший
remarkable	ajoyib, atoqli	замечательный, удивительный
occurred	1)sodir bo'lgan, 2) mavjud bo'lgan	произошедший

automated	avtomatlashtirilgan	автоматический
supply	ta'minot, ta'minlash, yetkazib berish	поставка, обеспечение
coal	ko'mir	Уголь, каменный уголь
run out	tugab qolmoq	кончатся, выдыхаться
sources	manbalar	источники, истоки
runners	yuguruvchilar	бегуны, бегунов
software	dasturiy ta'minot, dastur	программное обеспечение, программа
designing	loyihalash	проектирование
applicant	ariza beruvchi	кандидат
representative	vakil	представитель, делегат
project	loyiha	проект
affect	ta'sir qilmoq	воздействовать
ability	qobiliyat	умение
matter	1)masala, muammo, ish 2)fizik modda	Вопрос, предмет обсуждения, вещество
essential	muhim, ahamiyatli	необходимый, сущность
due to	tufayli, sababli, natijasida	благодаря, вследствие чего-либо
contribution	Hissa, ulush, yordam	вклад, взнос, пожертвование
concise	qisqa, lo'nda	краткий, сокращённый
summarize	umumlashtirmoq	суммировать
rank	martaba, unvon, daraja	заглавие
involve	1)taqozo etmoq 2)jalb etmoq	вовлекать, затрагивать, включать
keenness	g'ayrat	чуткость, увлеченность
exhausted	charchagan	усталый
destination	1)maqsad 2) manzil	адрес
deed	Bajarilgan ish-harakat, amal	дело, поступок, подвиг
annual	yillik	годовой
participate	qatnashmoq, ishtirok etmoq	участвовать, принимать участие
mention	eslatib o'tmoq, aytib o'tmoq	упоминание, упоминать
civilization	sivilizatsiya	цивилизация
appropriate	mos, to'g'ri, muvofiq	соответствующий, подходящий
terrified	juda qo'rqan, dahshatga tushgan	запуганный, испуганный
event	voqea, hodisa	событие, случай
furiously devastated	Shiddatli vayronagarchilik	разъяренный опустошённый
opportunity	imkoniyat, qulay fursat	возможность
incredibly	haddan tashqari, juda zo'r	невероятно
interact	o'zaro ta'sir qilmoq (ko'rsatmoq)	взаимодействовать
fascinating	jalb qiladigan, maftun qiladigan	очаровательный
converse	suhbatlashmoq	разговаривать, беседовать
theoretical	nazriy, nazariy jihatdan	теоретический
suggestion	taklif, maslahat, taqdim	предложение, совет
particularly important	juda muhim	особенно важно
audience	tomoshabinlar	зрительская аудитория

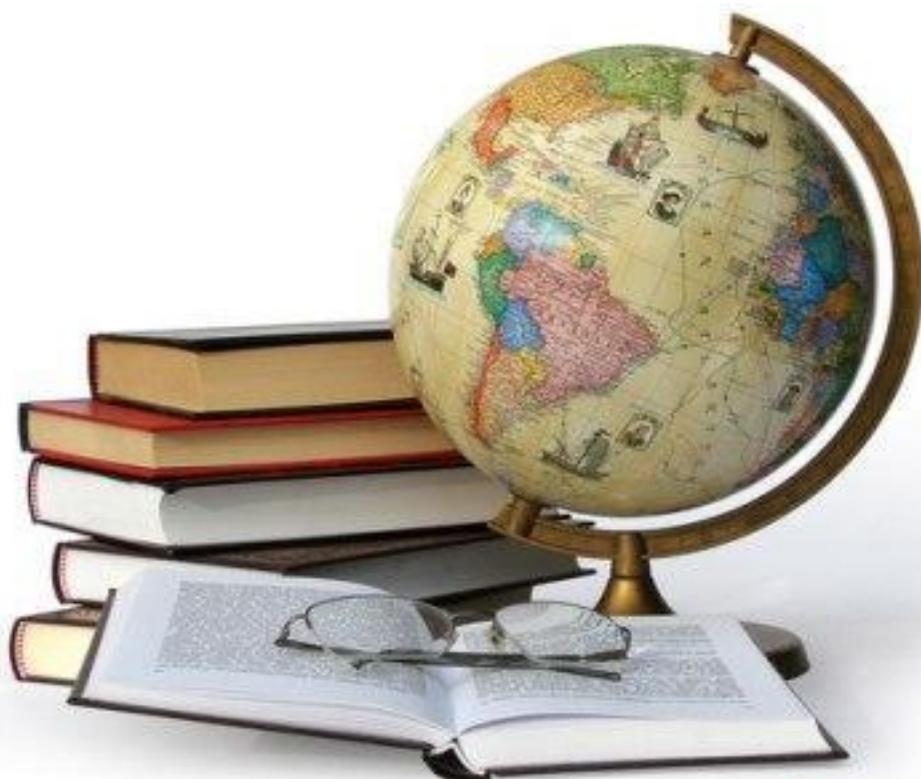
immensely popular	juda mashhur	очень популярный
extremely complicated	juda qiyin	чрезвычайно сложный
participant	ishtirokchi	участник
submit	topshirmoq, taqdim qilmoq	представлять на рассмотрение
opportunity	imkoniyat, qulaylik	возможность
scholars	olimlar, bilimdonlar	учёные
bulk	1)hajm, miqdor, 2) asosiy qism	масса, объём, большая часть
introductory	kirish, dastlabki	вводный, вступительный
brief	qisqa, tez	короткий, недолгий, резюме
accomplished	malakali, tajribali	опытный, законченный, совершенный
scientific	ilmiy, ilm-fanga oid	научный, учёный
beforehand	oldindan	заранее, заблаговременно
authors	mualliflar	авторы
submissions	1)qaramlik 2)bayonnoma, arznoma	подача, подчинение, покорность
holder	1)sohib, ega 2)tarkibiga oluvchi	владелец, арендатор, держатель
accommodation	turar joy, bino, inshoot	приспособление, приют
scholarship	stipendiya, grant	стипендия, грант
frightened	qo'rqan, cho'chigan	испуганный, напуганный
enormous	ulkan	огромный, громадный
hypothesis	taxminiy	предварительный
requisite	zaruriy	требуемый
determine	1)belgilamoq 2)aniqlamoq	1)определять, 2)устанавливать
clarify	ravshanlashtirmoq	делать прозрачным
incessantly	to'xtovsiz	непрерывно
concisely	qisqacha	сжато, кратко
assumption	taxmin	предположение
synthesize		
inquire	so'ramoq, aniqlamoq	спрашивать, исследовать
fluent	erkin, bimalol	
prediction	bashorat qilmoq	предсказание, прогноз
conductor	o'tkazgich	проводник, кондуктор
tutor	1)repetitor 2) sinf rahbari	1)репетитор 2)наставник
arguing	tortishmoq	спорить
sequence	ketma-ket	последовательность
assume	bo'yniga olmoq	принимать, брать на себя
annoyed	asabiylashtirmoq	раздражённый
magnify	1)kattalashtirmoq 2) bo'rttirib yubormoq	увеличивать
reverse	Aks, zid, teskari	противоположный
rearrange	1)qaytadan boshlamoq 2)tashkiliy ishlarni o'zgartirmoq	1)переустроить 2)поправлять
mnemonic		
eliminate	1)yo'qotmoq, tugatmoq 2) chetlashtirmoq, bo'shatmoq	1)терять 2)исключить

strain	1)tarang 2) ish, vazifa	напряжение
unprecedented	o'xshash bo'lmagan, teng bo'lmagan	беспримерный, беспрецедентный
occasionally	Onda-sonda	иногда, изредка, порой
accomplish	bajarmoq	выполнять
issues	masalalar, muammo	проблема, вопрос, предмет спора
frame	ramka	рамка, система
acquainted	tanish, taniydigan	знакомый, знающий
stimulated	rag'batlantirilgan	стимулированный
implement	amalga oshirmoq	выполнять, осуществлять
infer	xulosa qilmoq, kelib chiqmoq	заключать, делать вывод
wealth	mol-mulk, boylik	богатство
commerce	tijorat, savdo	торговля, коммерция
immature	1)yosh 2)aqli yetilmagan	незрелый, неспелый, несозревший
novelty	1)yangilik 2)odatdan tashqari	новизна, новинка, новшество, новость
piloted	boshqargan	направляемый, управляемый
utilized	ishlatilgan	использованный, используемый
differ	ajratib turmoq	различаться, отличаться
initiate	boshlamoq, kirishmoq	положить начало, приступить
overseas	dengiz ortidan, dengiz ortida, boshqa mamlakatlarda(n)	за границей, за границу
conduct	yuritish, rahbarlik qilish	руководство
survey	tekshirish, ko'rik	обзор, обозрение
evidence	dalil	основание, свидетельство
scenery	manzara, peyzaj	пейзаж, декорации
step	yurmoq, qadam qo'yumq	ступать, шагать
heavily	qattiq, og'ir	тяжело, тягостно
blackened	qoralagan, qoraygan, qoraytirilgan	почерневший, потемневший
antiquity	qadim zamon	старина, древний мир
fossil	toshga aylangan, tosh bo'lib qotgan	окаменелость, ископаемое
soil	yer, tuproq	земля, почва
permanently	doimiy	постоянно
quantity	hajm, miqdor	величина, количество
fertilizer	o'git	удобрение
blossom	gul, daraxt guli	цветок, цвет (плодовых деревьев)
ferrous	temir	железистый
ethnic	etnik	этнический
obtain	qo'lga kiritmoq	добиваться
consider	muhokama qilmoq	обсуждать
conductors	konduktorlar	проводники
revise	qaytadan ko'rib chiqmoq	пересматривать
scrutinizing	ko'rib chiqish	исследовать

apply	murojaat qilmoq	обращаться
attempt	sa'y-harakat	попытка
vary along	o'zgarib turmoq	варьироваться вдоль
quantitative	miqdoriy	количественный
quantifiable evidence	miqdoriy dalillar	количественное доказательство
accuracy	aniqlik	точность
rightful in heritage	qonuniy meros	законное наследство
superb	juda yaxshi	великолепный
invention	kashfiyot, ixtiro	изобретение
allowances for	uchun nafaqa	пособия для
profit	foйда	польза
distinguish	ajratib turmoq	отличать
engaged in	bilan shug'ullanmoq	заниматься
concurrently	bir vaqtning o'zida	параллельно
fieldwork	dala ishlari	работа в поле
undertakings	majburiyatlar	обязательства
to come to grips with	bilan kelishmoq	схватиться с
unidirectional	bir tomonlama	односторонний
downgrade	pasaytirmoq	понижать
toil	og'ir mehnat	тяжелый труд
obscure	noaniq	непонятный
existential	ekzistential	экзистенциальный
provide	ta'minlash	обеспечивать
value	qiymat	ценность
substitute	o'rnini bosuvchi	заместитель
coexist	birga yashash	сосуществовать
internship	interfaollik	интернатура
syllabus	o'quv rejasi	программа обучения
mentally	aqliy	умственно
utopia	utopiya	утопия
estimate	taxmin qilmoq	подсчитывать приблизительно
scholar	olim	учёный
claim	talab	требование
influence	ta'sir qilmoq	влиять
meaningful	mazmunli	значительный
addiction	zararli odat	неистребимая привычка
harmful	zararli	вредный
curious	qiziquvchan	любопытный
extremely	nihoyatda	чрезвычайно
converted	aylantirildi	переделанный
sailor	dengizchi	моряк
motivate	undamoq	побуждать
impact	ta'sir ko'rsatish	ударять
retain	saqlamoq	сохранять
stick	qadamoq, sanchmoq	втыкать, вкалывать
duration	uzunlik, uzoqlik	продолжительность
manner	fe'l, xulq	манера, поведение

involve	jalb qilmoq	затрагивать
obtained	olingan	полученный
trip	sayohat	путешествие
represents	ifodalaydi	представляет
benefits	foydalari	выгоды
equipment	jihoz, uskuna	оборудование, прибор
ensure	ta'minlamoq, kafolatlamoq	обеспечивать, гарантировать
abstract	mavhum	выдержка, резюме
methods	usullar	методы
conclusions	xulosalar	выводы
reference	ma'lumotnoma	справка
encourage	rag'batlantirmoq	ободрять
clarification	aniqlashtirmoq	выяснение
title	sarlavha	заглавие, название
destroyed	buzilgan	разрушенный
collaborate	birgalikda ishlamoq	сотрудничать
expose	ko'rsatmoq	выставлять
raw	1)xom 2)shilingan 3)tabiiy	1)сырой 2)ссадина 3)натуральный
telco	telekommunikatsion	телекоммуникационный
common	odatiy	обычный
questionnaire	so'rovnoma, anketa	опрос, анкета
concerning	aloqador bo'lish	касающийся
scrutinize	ko'rib chiqmoq	рассматривать
assemble	to'planmoq	собираться
refer	anglatmoq	относиться
accuracy	aniqlik	точность
sample	namuna	образец
relevant	muvofig, ahamiyatga ega bo'lgan, muhim	уместный
essential	muhim, ahamiyatli	необходимый
polite	odobli, muloyim	вежливый
evidence	dalil	доказательство
conducted	olib borgan	проведенный
quotation	sitata	цитата
literary	badiiy	литературный
precise	aniq, tushunarli	точный, понятный
legible	tushunarli, aniq	понятный, точный
desirable	istalgan	желанный
citation	sitata	цитата
confusion	tartibsizlik	беспорядок
reliable	ishonchli	надёжный
threat	tahdid, xavf	угроза, опасность
weakness	kamchilik	недостаток
strength	kuch, quvvat	сила, прочность
pattern	namuna, nusxa	образец, шаблон
answerable	mas'ul, javobgar	ответственный

IV. Иловалар
Appendix
ФАН ДАСТУРИ
Standardized Programme



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД – _____ – 1.05

2018 йил "26" 05

Олий ва ўрта махсус таълим
вазирлиги

2018 йил "24" 06

ХОРИЖИЙ ТИЛ

ФАН ДАСТУРИ

(Барча таълим йўналишлари учун)

ТОШКЕНТ - 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йи “14” июндаги “531”- сонли буйруғининг 1-илоvasи билан фан дастури рўйхат тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашнинг 201 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқуланган.

Фан дастури Ўзбекистон давлат жахон тиллари университетида ишлаб чиқилди.

Тузувчилар:

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Фан дастури Ўзбекистон давлат жахон тиллари университети Илми кенгашида кўриб чиқилган ва тавсия қилинган (2018 йил “26” апрелдаги 9 - сонли баённома).

КИРИШ

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Узлуksиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича В2 даражасини эгаллашлари белгилаб берилган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлғуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (В2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорижий тилни ўргатишдан асосий мақсад – бўлғуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантиқий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маиший фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва миллий қадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдўстлик ҳисларини сингдириш;
- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёргарлиги даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутқий компетенция:

Тинглаб тушуниш:

- кенг қўламли нутқ ёки қатор мураккаб фикрлар баёнини;
- маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини;
- эълон ва хабарларни;
- таниш ва нотаниш контекстдаги мураккаб аутентик нутқни;

ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;

радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гапириш:

Диалог:

ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;

олдидан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;

ўз соҳаларига оид интервьюда иштирок эта олиш;

битимга келишув ёки муаммо ечимини топишда расмийлик ва хушмуомалаликдан фойдаланиш;

расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;

ўз ҳамкорлари билан музокара юриштиш;

маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки илтифот сўраш;

муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;

расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда савол-жавоб қилиш.

Монолог:

маълум мавзу бўйича яхши тақдимот қилиш;

ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;

маълум мавзу бўйича оғзаки маъруза қилиш;

мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;

таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар келтириш орқали асослаш.

Ўқиш:

таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;

ўз соҳалари ва қизиқишларига мос ёзишмаларни;

жадвал, графикларнинг қисқа изоҳини;

мураккаб номаларни;

маҳсус ва мураккаб ёзма йўриқнома ва йўналишларни;

тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу каби матнларни;

касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни ажрата олади.

Ривожлантириладиган малакалар: Чет тилидаги материалларнинг умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни тушуниш ва йўналишни аниқлаш учун ўқиш (белгилар, кўрсаткичлар ва б).

Ёзув:

Маҳсус расмий ва норасмий нома/хатлар;

шаклан ва мазмунан тўғри ташкиллаштирилган иншо ва маърузалар;

етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос услубдаги илмий мақолалар;

таклифлар, хулосалар, аннотациялар ва тезислар;

зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

В2 даражасидаги лексикани эгаллаш;

сўз ясалиши (қўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва ўзакдош сўзлар;

антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай олиш.

Грамматик:

ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва ҳоказо)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социолингвистик компетенция

Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари мисолида (ижтимоий ва таълим доираларида) **маданиятлараро мулоқотни чуқурроқ тушуниб** этиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан, саломлашиш, мурожаат шакллари, хушмуомалалик ва ҳоказо;

турли маданиятлардаги коммуникациянинг новербал элементлари: хатти-ҳаракатлар, имо-ишоралар устида ишлашни давом эттириш;

электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллаш олиш.

Прагматик компетенция

тақдимот қилиш маҳоратини янада такомиллаштириш;

фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;

турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўллашни англаш;

мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллаш олиш.

III. Асосий қисм (амалий машғулотлар)

Нутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар – can't have, needn't have;
- ҳикоя феъллари;
- мажҳул нисбатлар;
- ўтган тугалланган;
- ўтган тугалланган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қурилмалар;
- wish;
- would (одатларни ифодалаш, ўтган замон).

Немис тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;

- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wer, wie, was, wogon боғловчили эргашган қўшма гаплар;
- шарт майлининг ясалиши.

Француз тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

IV. Амалий машғулотлар бўйича кўрсатма ва тасиялар

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нутқий компетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда **интеграциялашган равишда** олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралик ва якуний назоратлар воситасида амалга оширилади.

IV. Мустақил таълим ва мустақил ишлар

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустаҳкамлаш ва такомиллаштиришдан иборат.

Дарс машғулотларида кўтарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.з. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгрок ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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Қўшимча адабиётлар

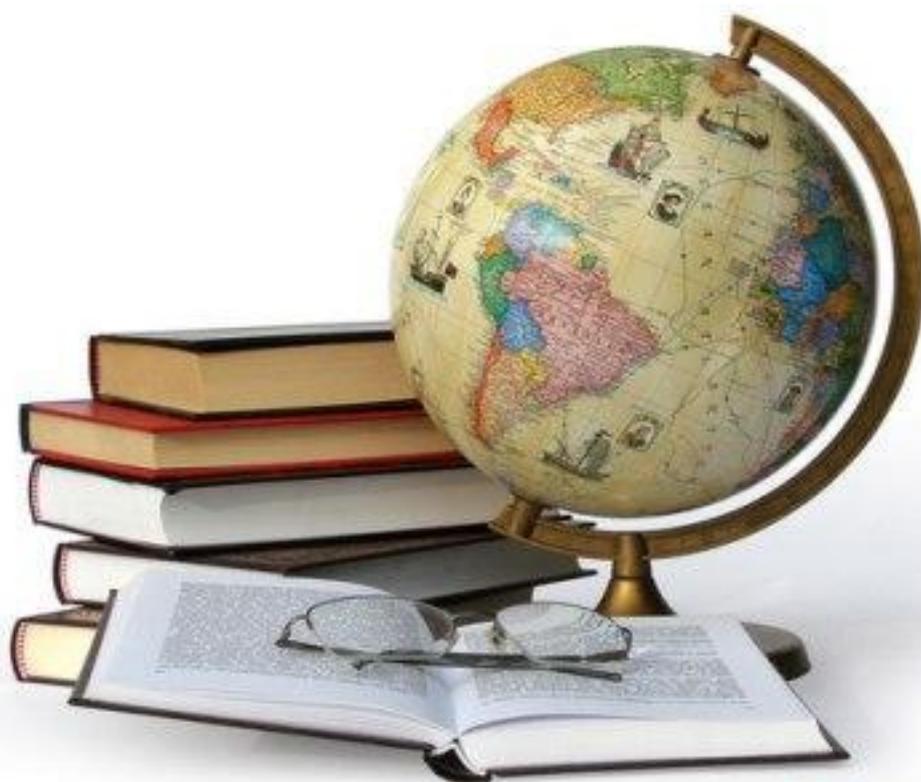
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ИШЧИ ЎҚУВ ДАСТУРИ Work programme



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Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига мувофиқ ишлаб чиқилди.

Тузувчи: “Ўзбек тили ва адабиёти” кафедраси ассистенти:
В.В.Сакбаева

Такризчилар: ТерДУ “Хорижий тил ва
адабиёти”
кафедраси катта ўқитувчиси **Мадалов Н.Э.**
ТДТУТФ “Гуманитар ва ижтимоий-иқтисодий фанлар” кафедраси
ўқитувчиси **доц.Худойбердиев Х**

Фаннинг ишчи ўқув дастури “Ўзбек тили ва адабиёти”
кафедрасининг 2020 йил “_____” августдаги 1-сонли йиғилишида
муҳокамадан ўтган ва факультет Кенгашида муҳокама қилиш учун тавсия
этилган.

Кафедра мудири: _____ **Абдиназаров Ў.**

Фаннинг ишчи ўқув дастури “Енгил саноат ва кимё технологиялари”
факультет Кенгашида муҳокама этилган ва ўқув услубий Кенгашга тавсия
қилинган (2020 йил “_____” августдаги _____-сонли баённома).

Факультет декани: _____ **Раҳмонқулов Ж.**

Келишилди:
Ўқув-услубий бўлим бошлиғи: _____ **Авазов.Ж.Д**

Фаннинг ишчи ўқув дастури Ислом Каримов номидаги Тошкент
давлат техника университети Термиз филиалининг ўқув-услубий Кенгашида
кўриб чиқилган ва тавсия қилинган (2020 йил “_____” августдаги _____-сонли
баённомаси).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Узлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича В2 даражасини эгаллашлари белгилаб берилган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлғуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (В2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифалари

Хорижий тилни ўргатишдан асосий мақсад – бўлғуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантиқий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маиший фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва миллий кадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдўстлик ҳисларини сингдириш;
- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили

бўйича В2 даража битирувчилари тайёргарлиги даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутқий компетенция:

Тинглаб тушуниш:

- кенг кўламли нутқ ёки қатор мураккаб фикрлар баёнини;
- маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини;
- эълон ва хабарларни;
- таниш ва нотаниш контекстдаги мураккаб аутентик нутқни;
- ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;
- радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гапириш:

Диалог:

- ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
- олдиндан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;
- ўз соҳаларига оид интервьюда иштирок эта олиш;
- битимга келишув ёки муаммо ечимини топишда расмийлик ва хушмуомалаликдан фойдаланиш;
- расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
- ўз ҳамкорлари билан музокара юриштиш;
- маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки илтифот сўраш;
- муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;
- расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда савол-жавоб қилиш.

Монолог:

- маълум мавзу бўйича яхши тақдимот қилиш;
- ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
- маълум мавзу бўйича оғзаки маъруза қилиш;
- мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;
- таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар келтириш орқали асослаш.

Ўқиш:

- таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;
- ўз соҳалари ва қизиқишларига мос ёзишмаларни;
- адвал, графикларнинг қисқа изоҳини;
- мураккаб номаларни; махсус ва мураккаб ёзма йўриқнома ва йўналишларни;
- тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу каби матнларни; касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни ажрата олади.

Ривожлантириладиган малакалар:

Чет тилидаги материалларнинг умумий -мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни тушуниш ва йўналишни аниқлаш учун ўқиш (белгилар, кўрсаткичлар ва б).

Ёзув:

-Махсус расмий ва норасмий норма/хатлар;

шаклан ва мазмунан тўғри ташкиллаштирилган иншо ва маърузалар;

етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос услубдаги илмий мақолалар;

таклифлар, хулосалар, аннотациялар ва тезислар;

зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

В2 даражасидаги лексикани эгаллаш;

сўз ясалиши (кўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва ўзакдош сўзлар;

антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай олиш.

Грамматик:

ўтилган грамматик материал (феъл замонлари, модал феъллар, сифат ва равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва ҳоказо)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социолингвистик компетенция

- Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари мисолида (ижтимоий ва таълим доираларида) **маданиятлараро мулоқотни чуқурроқ** тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан, саломлашиш, мурожаат шакллари, хушмуомалалик ва ҳоказо;

-турли маданиятлардаги коммуникациянинг новербал элементлари: хатти-харакатлар, имо-ишоралар устида ишлашни давом эттириш;

-электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

-тақдимот қилиш маҳоратини янада такомиллаштириш;

-фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;

-турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўллашни англаш;

-мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

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

Чет тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

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.

Шу мақсадда, ҳозирги кунда ТДТУ Термиз филиалида қатор ихтисослик фанлари инглиз тилида ўқитилмоқда.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялари

“Чет 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;

Ўқитишни ташкил этиш шакллари:

- ✓ *Индивидуал ишлаш*
- ✓ *Жуфтликларда ишлаш*
- ✓ *Кичик гуруҳларда ишлаш*
- ✓ *Оммавий ишлаш*

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 кути 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 ёжамоада муҳокама қилинади;
- **“Ақлий ҳужум”** – (Е.А. Александров и Г. Я. Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;
- **сенектика услуби** (У. Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш.

Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;

- «АРИЗ – ТРИЗ» (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириклари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантиқий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “карама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

III. Асосий қисми.

“Хорижий тил (инглиз тили)” фанидан назарий машғулотлар кўзда тутилмаган

Амалий машғулотларни ташкил этиш бўйча мавзуларнинг мазмуни:

I-ярим йиллик

Амалий машғулотлар

3- семестр

1-мавзу **Problem cause**

Voc: words related to the topic; Re: Types of problems; Sp: how to find out root causes of problems;

Grammar: Linking words and phrases

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

2-мавзу **Environmental and ecological problems**

Voc: words related to the topic; Lis: ; Sp: Answer the questions related to the theme; Reading:

What shall we do with our packed planet?

Grammar: Present continuous tense.

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

3-мавзу **Unintended consequences. (Natural disasters)**

Voc: words related to the topic; Lis: Human interference; Wr: Cause and effect essay; Re: The hole in the ozone layer;

Grammar: Passives;

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

4-мавзу **Solution**

Voc: words related to the topic; Lis: problems people face to everyday;

Grammar: Past simple tense.

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

5-мавзу Motivation and inspiration

Voc: words related to the topic; Re: Are you enough motivated?; Wr: Formal letters;

Grammar: Present perfect tense

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

6-мавзу Fields of interest.

Lis: How to define your field of interest; Sp: Interests and hobbies; Wr: Informal letters;

Grammar: Future simple tense

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

7-мавзу Text: Youth today

Voc: words related to the topic; Sp: Discuss the topic; (Youth today). Re: Young generation;

Grammar: Past continuous tense.

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

8-мавзу Family life

Voc: words related to the topic; Re: Mother love; Lis: a description of a typical English family;
Sp; talking about your family and friends;

Grammar: Present perfect continuous tense

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

9-мавзу Making contacts

Voc: words related to the topic; Re: Phone messages/phone numbers Sp; making calls

Grammar: The future perfect tense

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

10-мавзу Mass Media

Voc: words related to the topic; Re: Mass Media /TV or not TV/Newspapers

Grammar: Future Tenses

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

11-мавзу Books in our life

Voc: words related to the topic; Sp: The best book I have ever read; Lis: the importance of reading books in our life; **Grammar: Direct and indirect objects**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

12-мавзу Education and role of foreign languages

Voc: words related to the topic; Sp: Studying as a foreign student; Re: Polyglots;

Grammar: Prepositions of time and place

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

13 – мавзу : GLOBAL ENGLISH

Voc: words related to the topic; Sp: Studying as a foreign student; Re: English as an International Language;

Grammar: conjunction (connectives)

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

14 – мавзу : GLOBAL ISSUES

Voc: words related to the topic; Sp: Talking about global issues; Re: Oxfam International

Grammar: Causative

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

15-мавзу The Government of Uzbekistan. (Cabinet of Ministers)

Voc: words related to the topic; Re: text: The Republic of Uzbekistan; Sp: State structure;

Grammar: Articles

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

16-мавзу The role of Constitution in our life.

Voc: words related to the topic; Lis: Laws in our life; Wr: Describing places/buildings

Grammar: Conditionals 2 (third)

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

17-мавзу Conference participation

Voc: words related to the topic; Lis: Conversation/ Conference preparation ; Wr: Reporting experience. Re : Don't Miss an Opportunity

Grammar: Gradable and non-gradable adjectives

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

18-мавзу University Education

Voc: words related to the topic; Sp: Talking about University life. Re : Studying at University

Grammar: Postgraduate Degrees

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

4- семестр

1-мавзу Investigating Skills

Voc: words related to the topic; Re: Poem “ I keep six honest....” By R. Kipling Wr.: Thesis Statement Lis: Beruni, Farobi and Mirzo Ulughbek; Grammar: Participles

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

2-мавзу Research Issues

Voc: words related to the topic; Re: Nanina’s Research in Uzbekistan Wr.: Cause and Effect Essay Lis: Conversation :Undertaking a Research ;Grammar: Transitions

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

3-мавзу The Importance of the Periodic Table

Voc: words related to the topic; Re: History of periodic table; Sp: structure of the periodic table;

Grammar: Conditionals 1 (zero, first, second)

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

4-мавзу Grouping of the Elements

Sp: clear vision of some social researches; Re: environmental problems;

Grammar: Modals 1 (ability, permission, advice)

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

5-мавзу Social research

Voc: words related to the topic; Lis: A dialogue between economists;

Grammar: Modals 2 (obligation, probability, permission)

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

6-мавзу Chemical Formulas in English

Voc: words related to the topic; Re: Chemical Formulas in English

Grammar: Questions, question tags, indirect questions.

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

7-мавзу Art : Museums and Galleries

Voc: words related to the topic; Re: Famous museums of the world **Grammar: Past Tenses**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

8-мавзу English and Uzbek writers (information about favorite writers)

Voc: words related to the topic; Re: Abdullar Kodiriy; Agatha Christie Wr: For and against essays;

Grammar: Reported speech;orders;requests

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

9-мавзу What is a molecule?

Voc: words related to the topic; Sp: Materials;

Grammar: Wish

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

10-мавзу Practical and Laboratory work

Voc: words related to the topic; Wr.:Laboratory Report Writing Lis: Why is Considered to be a Practical and Laboratory Work ;**Grammar: Mixed Conditionals**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: A1, A2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

11-мавзу Everyday Chemistry

Voc: words related to the topic; Re: Everyday Chemistry Wr.: Abstract ;**Grammar: Modals**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

12-мавзу Analyze and Report

Voc: words related to the topic; **Wr.:** Compare and Contrast **Lis: Conversation :Analyzing some Social Issues ;Grammar: Reported Passives**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

13-мавзу Healthy living

Re: Daily life; **Lis:** how to live longer; **Wr:** Providing solutions to problems;

Grammar: -ing and infinitives

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

14-мавзу Holidays.

Voc: words related to the topic; **Sp:** National and International Holidays

Grammar: both, either, neither, so, nor

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

15-мавзу Top Research Results

Voc: words related to the topic; **Re:** Robot Progress **Wr.:** Summary Writing **Lis: Radio programme Best “Know-hows” Interview ;Grammar: Reported Questions**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

16-мавзу Life changes

Voc: words related to the topic; **Re:** The article **Wr.:** Cause and Effect Essay **Lis:Interview:Undertaking a Research ;Grammar: Present Perfect Continuous**

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

17-мавзу The Office / Paperwork

Voc: words related to the topic; Re: Working Wr.: Cause and Effect Essay Lis: Conversation
:Undertaking a Research ;Grammar: Transitions

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

18-мавзу Ancient cities of Uzbekistan.

Voc: words related to the topic; Re: Samarkand, Bukhara, Khiva, Termiz;

Grammar: Phrasal verbs;

Қўлланиладиган таълим технологиялари: савол-жавоб, кластер, пинборд, БББ жад;

Адабиётлар: А1, А2, Қ.5, Қ.6, Қ.8, Қ.13, Қ.14, Қ.15

“Хорижий тил ” фанидан машғулотларнинг мавзулар ва соатлар
бўйича тақсимланиши:

“Кимёвий технология”(ишлаб чиқариш турлари бўйича)

таълим йўналиши учун

Themes recommended for the 3rd term

<i>№</i>	<i>Type of the lesson</i>	<i>Topic and short content of the lesson</i>	<i>Hours</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>1</i>	<i>Practical</i>	<i>Lesson 1.Problem Cause</i>	<i>2</i>
<i>2</i>	<i>Practical</i>	<i>Lesson 2.Ecological and environmental problems</i>	<i>2</i>
<i>3</i>	<i>Practical</i>	<i>Lesson 3. Unintended consequences</i>	<i>2</i>
<i>4</i>	<i>Practical</i>	<i>Lesson 4.Solutions</i>	<i>2</i>
<i>5</i>	<i>Practical</i>	<i>Lesson 5.Motivation and inspiration</i>	<i>2</i>
<i>6</i>	<i>Practical</i>	<i>Lesson 6.Fields of interest</i>	<i>2</i>
<i>7</i>	<i>Practical</i>	<i>Lesson 7.Youth today</i>	<i>2</i>
<i>8</i>	<i>Practical</i>	<i>Lesson 8.Family life</i>	<i>2</i>
<i>9</i>	<i>Practical</i>	<i>Lesson 9.Making contacts</i>	<i>2</i>
<i>10</i>	<i>Practical</i>	<i>Lesson 10.Investigating skills</i>	<i>2</i>
<i>11</i>	<i>Practical</i>	<i>Lesson 11.Books in our life</i>	<i>2</i>
<i>12</i>	<i>Practical</i>	<i>Lesson 12.Education and the role of foreign languages</i>	<i>2</i>
<i>13</i>	<i>Practical</i>	<i>Lesson 13.Global English</i>	<i>2</i>
<i>14</i>	<i>Practical</i>	<i>Lesson 14.Global issues</i>	<i>2</i>
<i>15</i>	<i>Practical</i>	<i>Lesson 15. The government of Uzbekistan</i>	<i>2</i>

16	Practical	Lesson 16 Theme: the role of constitution in our life	2
17	Practical	Lesson 17. Conference participation	2
18	Practical	Lesson 18. University education	2
	Total		36

Themes recommended for the 4th term

<i>N^o</i>	<i>Type of the lesson</i>	<i>Topic and short content of the lesson</i>	<i>Hours</i>
1	2	3	4
1	Practical	Lesson 1. Investigating Skills	2
2	Practical	Lesson 2. Research Issues	2
3	Practical	Lesson 3. The Importance of the Periodic Table	2
4	Practical	Lesson 4. Grouping of the Elements	2
5	Practical	Lesson 5. Social Research	2
6	Practical	Lesson 6. Chemical Formulas in English	2
7	Practical	Lesson 7. Art: Museums and Galleries	2
8	Practical	Lesson 8. English and Uzbek Writers	2
9	Practical	Lesson 9. What is Molecule?	2
10	Practical	Lesson 10. Practical and Laboratory Work	2
11	Practical	Lesson 11. Everyday Chemistry	2
12	Practical	Lesson 12. Analyze and Report	2
13	Practical	Lesson 13. Healthy Living	2
14	Practical	Lesson 14. Holidays	2
15	Practical	Lesson 15. Top Research Results	2
16	Practical	Lesson 16. Life Changes	2
17	Practical	Lesson 17. The office / Paper work	2
18	Practical	Lesson 18. Ancient cities of Uzbekistan	2
	Total		36

Self - study themes for the
2nd –year students

<i>N^o</i>	<i>The theme</i>	<i>Form of assignment</i>	<i>Period of fulfilment</i>	<i>Hours</i>
	3 rd term			

1	<i>Choosing a career</i>	PPP/Abstract/Poster/other	1-2 week	2
2	<i>What is Science?</i>	PPP/Abstract/Poster/other	3-4 week	2
3	<i>Means of Transport</i>	PPP/Abstract/Poster/other	5-6 week	2
4	<i>About Uzbekistan</i>	PPP/Abstract/Poster/other	7-8 week	4
5	<i>Global problems</i>	PPP/Abstract/Poster/other	9-10 week	2
6	<i>Family and friends</i>	PPP/Abstract/Poster/other	11-12 week	4
7	<i>Main rules of Doing Presentation</i>	PPP/Abstract/Poster/other	13-14 week	2
8	<i>Books in our life</i>	PPP/Abstract/Poster/other	15-16 week	2
9	<i>English and Uzbek writers</i>	PPP/Abstract/Poster/other	17-18week	4
	Total hours for the 3rd term			24
	4th term			
10	<i>Healthy way of life</i>	PPP/Abstract/Poster/other	1-2 week	4
11	<i>International Holidays</i>	PPP/Abstract/Poster/other	3-4 week	2
12	<i>Managing Skills</i>	PPP/Abstract/Poster/other	5-6 week	2
13	<i>Research Methods</i>	PPP/Abstract/Poster/other	7-8 week	4
14	<i>Chemical Sciense</i>	PPP/Abstract/Poster/other	9-10 week	2
15	<i>Types of writing</i>	PPP/Abstract/Poster/other	11-12 week	2
16	<i>Ways of Living</i>	PPP/Abstract/Poster/other	13-14 week	4
17	<i>Everyday routines</i>	PPP/Abstract/Poster/other	15-16 week	2
18	<i>Management</i>	PPP/Abstract/Poster/other	17-18 week	2
	Total hours for the 4th term			24
	Total hours for the whole academic year			48

IV. Мустақил таълимни ташкил этишининг шакли ва мазмуни

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

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва 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 йўлларини топа олиш.

Дастурнинг ахборот-услубий таъминоти

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда ақлий хужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг

мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

V. “Хорижий тил ” фанидан талабалар билимини баҳолаш мезони

Инглиз тили фанининг олий ўқув юртларида ўқишнинг асосий мақсади- талабаларнинг кундалик, илмий ва касбий соҳаларда фаолият олиб бориши учун ўқитишнинг коммуникатив-нутқий тамойили асосида уларда фан бўйича эгалланган билим, кўникмаларни мулоқот ва иш фаолияти жараёнида қўллаш малакасини шакллантиришга қаратилади.

Ўқитиш жараёнида инглиз тилидан талабалар уй топшириқларни бажаради, амалий машғулотларда матнлар тузади , тақдимотларни қилади , машқларни бажаради.

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

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

2-курслар учун Хорижий тил (инглиз тили) фанидан баҳолаш турлари бўйича тақсимоти

№	Машғулотлар		Аудито рия соати	Мустақил иши	Умумий вақт соати	Олинади ган баҳолар
1	Амалий машғулот	<i>III семестр</i>	36	24	60	3/4/5
		<i>IV-семестр</i>	36	24	60	3/4/5
		<i>Жами йиллик</i>	72	48	120	3/4/5

- Фан бўйича талаба максимал 5 баҳо олиши мумкин. “Инглиз тили” фанида маъруза соатлари бўлмаганлиги учун оралиқ баҳолаш ўтказилмайди ҳамда мустақил ишлар ҳам жорий баҳолашда ҳисобланади. Баҳолаш турлари бўйича баҳолар тақсимоти қуйидагича:

Амалий машғулот учун: 3/4/5

Мустақил иш учун: 3/4/5

Я.Б. учун: 3/4/5.

Талабаларнинг балларида ифодаланган ўзлаштириши қуйидагича баҳоланади:

“аъло” баҳога - 5;

“яхши”баҳога -4;

“кониқарли” баҳога -3;

“коникарсиз” .бахога -2.

Саралаш баҳоси 3 баҳони ташкил этади.

Назорат шакллари буйича баллар таксимоти ва уни баҳолаш механизлари:

I. Амалий машғулотлар буйича

Амалий машғулотлар ва мустақил иш соатлари буйича талаба максимал 5 баҳо олиши мумкин. Шундан

ўтиш баҳоси - 3.

“аъло” бахога - 5;

“яхши”бахога -4;

“коникарли” бахога -3;

“коникарсиз” .бахога -2.

Инглиз тили фани бўйича 1 соат дарсда талаба максимал 5 баҳо олиши мумкин. Саралаш баҳоси 3ни ташкил этади. Агар талаба жорий назорат ва мустақил иш топшириқларидан 3 баҳо ола олмаса у якуний назоратга қўйилмайди ва академик қарздор ҳисобланади.

II. Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

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

2. Гапириш бўйича:

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

3. Ўқиш бўйича:

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

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

№	Баҳол аш тури	Ўтказилиш Шакли	Бажарилиш механизми	Талаба оли ши мумки и бўлган баҳоси	Бажари лиш вакти	Изоҳ
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1	Ж.Н.	Амалий	Амалий машғулог ва мустақил иш учун ажратилган мавзулар буйича топширик ва саволлар берилади	3/4/5	Дарс Жараёнида	
1	Я.Н.	Амалий	Амалий машғулотлар учун ажратилган мавзулар буйича топширик ва саволлар берилади	3/4/5	Режа асосида	

Изоҳ: Олий ва ўрта махсус таълим вазирлигининг 2018 йил 26 сентябрдаги 3096- сонли буйруғи асосида тузилди

Жорий назоратлар амалий машғулотлар давомида баҳоланиб борилади. 72соат (36 жуфтлик) амалий машғулот давомида баҳоланиб борилади .1 жуфтликнинг максимал баҳоси “5”. Мустақил таълим аудитория ва аудиториядан ташқари вазифалар асосида баҳоланилади. Жорий назоратдан ўта олмаган талаба якуний назоратга киритилмайди. Хар бир қолдирилган дарс соати учун талаба “3”-“5” баҳода билан баҳоланади.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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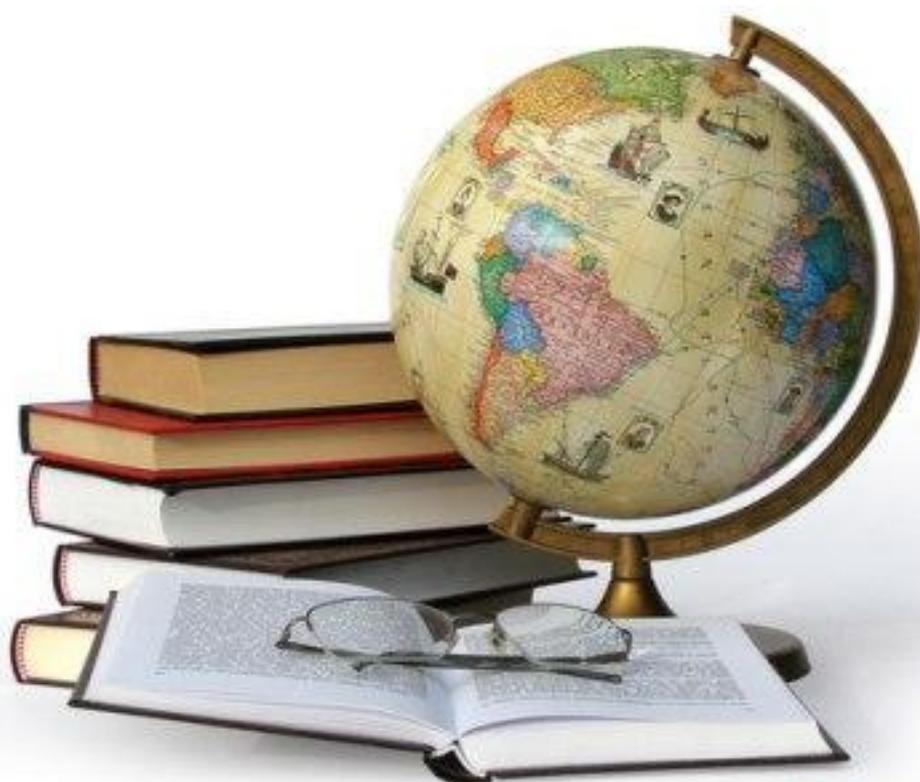
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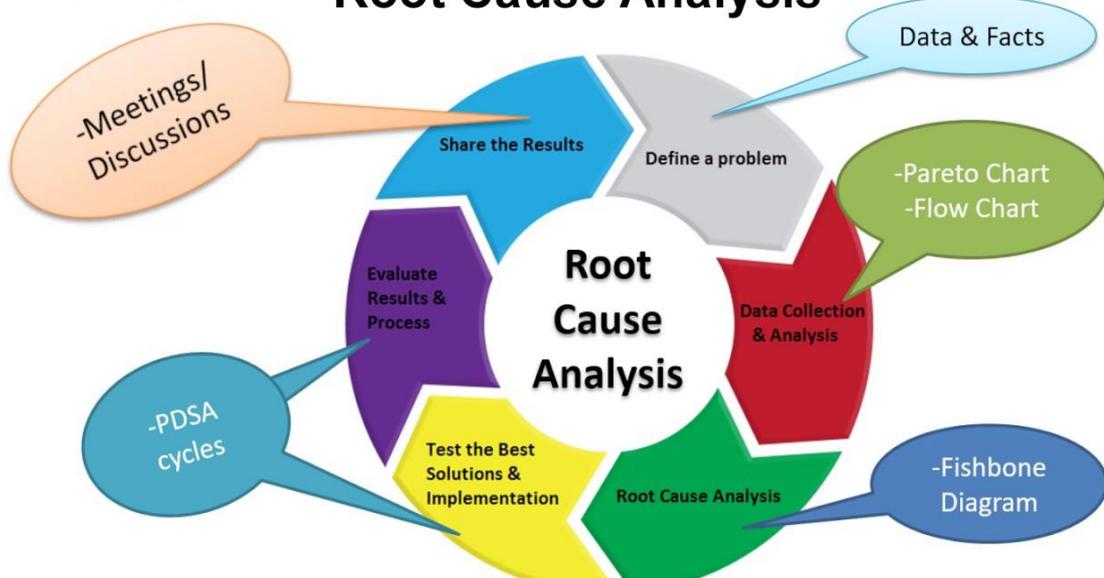
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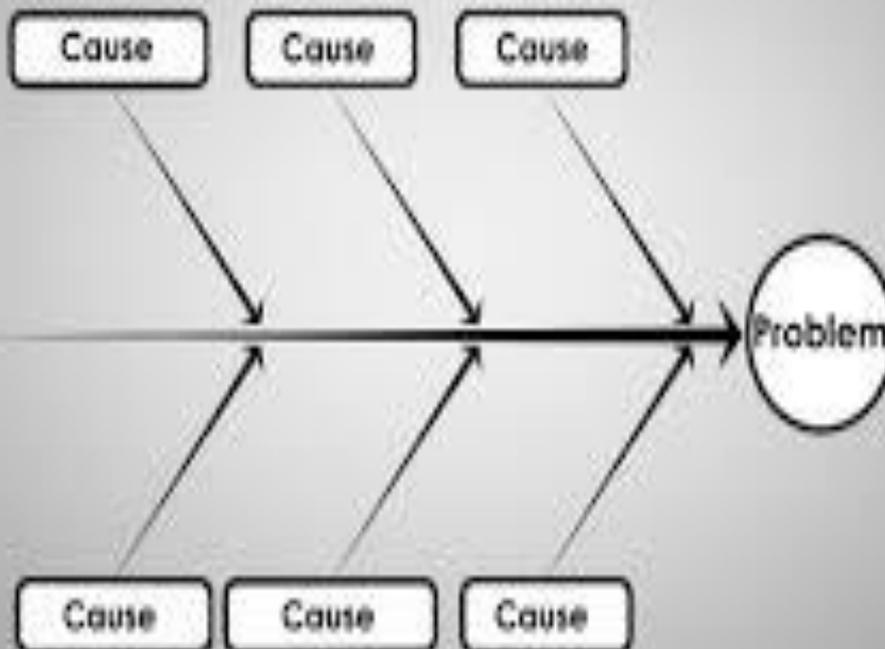
Тарқатма материаллар HANDOUTS



Root Cause Analysis



Fishbone Diagram





www.shutterstock.com - 1025109172



Look at the pictures below and try to find out messages they carry.

Now discuss the following questions with your partner.

- What are differences between motivation and inspiration?
- How useful are they in different activities of a human-being?
- Why are motivation and inspiration often called as “pushers of development”?



1 Match the words 1-8 and their definitions a-j.

1	to utilize	a. something which is considered to be morally wrong;
2	competency	b. want to achieve something especially in career;
3	to tackle	c. the ability to do something in a satisfactory way;
4	wired	d. quality or ability is one you have always had;
5	to unfold	e. want something very much and in a way that is very hard to control;
6	to aspire	f. use something;
7	to crave	g. feeling nervous or excited;
8	innate	h. a connection with a religious or political organization;
9	affiliation	i. happen or develop in this or that way;
10	immoral	j. make an organized and determined attempt to deal with a problem, often a social one;

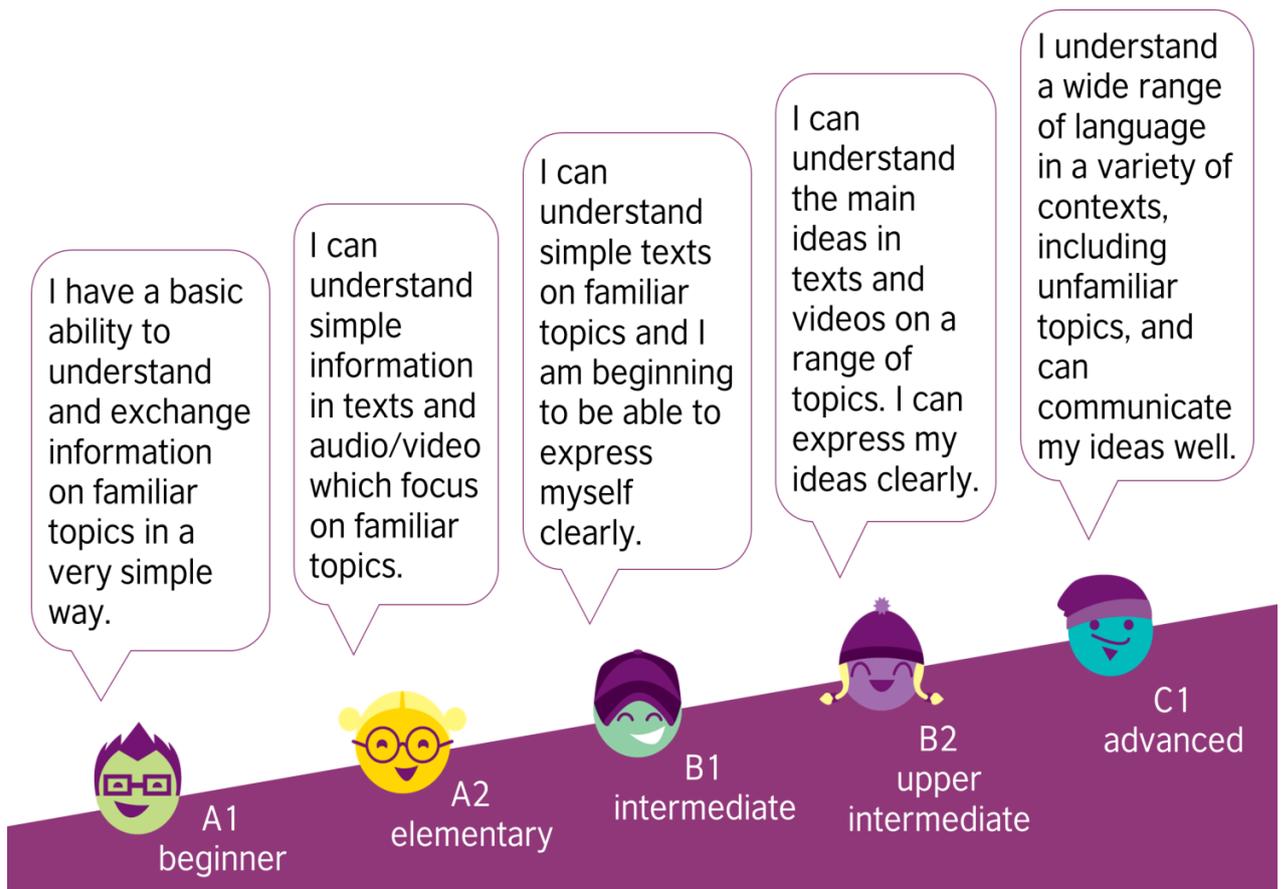


Look at the following photos and write the interests of children. Then relate the activities with 'might be followed future fields' filling the table below.



Arts & Entertainment	Law & Public policy	Health & Medicine	Sciences- Biological & Physical	Communications	Education	Environment	Architecture, Planning & Environmental Design	Engineering & Computer Science
						a		

DIRECT SPEECH	REPORTED SPEECH	EXAMPLE
Requests/ orders	Asked (me/him/her) to... Told (me/him/her) to...	“Please make 10 copies of this report.” She asked me to make 10 copies of the report. “Go to the bank.” He told me to go to the bank.
Yes/no questions	Asked if... Wanted to know if...	“Are you coming to the party?” He asked if I was coming to the party. “Has John seen the new movie?” She asked if John had seen the new movie.
Other questions	Asked... Wanted to know...	“When was the company founded?” She asked when the company was founded. “What kind of car do you drive?” He wanted to know what kind of car I drive.



Grammar: Future perfect continuous tense

Put the verbs into the correct form (future II progressive).

11. By the end of the week I (work) here for four months.
12. By the end of this month we (live) together for six years.
13. By the end of the term she (study) for nine years.
14. By midnight we (play) this computer game for 48 hours.
15. She (talk) on the phone for the last couple of hours.
16. They (look for) me all night long.
17. He (play) soccer all day long.
18. You (watch) TV all the time.
19. He (not / sleep) all morning.
20. (wait / they) for 2 hours?

VARIANT 1.

LINKING WORDS

COMPLETE THE QUESTIONS WITH THE CORRECT LINKING WORDS FROM THE LIST BESIDE

- 1-----I lost my key, secondly I missed my bus and ----- I hurt myself-----I slipped on the wet pavement.
2. -----he had worked a lot , he didn't get a promotion.
3. My sister is very shy, -----I am extrovert and funny.
4. You can find information at the Tourist Information Centre-----you want to find interesting places to visit.
5. -----of going to the cinema, they decided to stay at home and watch a DVD.
6. They couldn't come to our party-----they were supposed to leave very early the next morning.
7. Jessie is crazy about music, on line games-----films.
8. -----you start now, you won't have finished your essay for tomorrow !!!
9. Many people think that global warning is a very serious issue,----- a lot of countries are not ready to do anything about it.
10. ---you work hard, you will manage to pass your exam.
11. Mum was pretty angry at Dad -----he had forgotten her birthday, -----he bought her a gold ring.
12. My neighbours had an accident -----they were going to work.
13. Factories are closing down -----many people are unemployed, -----politicians seem powerless. What a pity!
14. My friends had lots of work to do, -----they managed to go on holidays for a week.
15. « Please can you tell me -----you have planned to visit us so that I get everything ready ? » « No problem »
16. Shops didn't make much money during the sales -----of the recent violent events in Paris.
17. -----you are ready to lose , you'd better train more for your next matches !
18. Bloody computer, -----I try to read my mails , I get those bloody spams again and again !!!!
19. -----planes are very safe means of transport, accidents sometimes happen.
- 20 . I went to bed too late yesterday -----I couldn't wake up this morning.

AND
BECAUSE
MOREOVER
SO
WHEREAS
UNLESS
ALTHOUGH
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HOWEVER
WHILE
FINALLY
FIRSTLY
INSTEAD OF
WHEN
WHENEVER
IF

Do the following test!

Concorde, the world's fastest passenger plane, __(1)__ by France and Britain together. In the 1950s, both countries dreamed of having a supersonic plane, and the project __(2)__ in 1962. £1.5 billion __(3)__ on developing the Concorde, and it __(4)__ for over 5.000 hours, which makes it the most tested plane in history. The first passenger plane __(5)__ by British Airways and Air France in 1976. The Concorde holds many world records, including the fastest crossing of the Atlantic Ocean from New York to London, which __(6)__ in 2 hours 45 seconds! Flying at twice the speed of sound means that flying time __(7)__ by half, which is why the Concorde flight between London and New York __(8)__ a lot by business people and film stars - you can leave Britain at 10.30 and arrive in New York an hour earlier! Twenty planes __(9)__ up to the present day. But there are no plans to build any more. Each plane __(10)__ at a cost of £55 million, which makes them very expensive!

1. A) developed B) have been developed
C) was developed D) develops
2. A) was started B) starts C) have been started D) started
3. A) spend B) was spent C) have been spent D) spent
4. A) has tested B) tested
C) have been tested D) was tested
5. A) introduce B) has been introduced
C) introduces D) was introduced
6. A) have been achieved B) was achieved C) will achieve D) achieved
7. A) was reduced B) has reduced C) is reduced D) will be reduced
8. A) had been used B) uses C) used D) is used
9. A) were built B) are built C) have been built D) build
10. A) is being produced B) is produced C) was produced D) has been produced

Choose the right answer using Future perfect continuous tense

11. By 6 o'clock Jimmy **will be playing/will have been playing** computer games for four hours.
12. At 3 o'clock tomorrow we **will be watching/will have watched** a film.
13. **Will you be shopping/ will you have been shopping** a bit later today? Can you buy me a bottle of milk?
14. By the beginning of February I **will have attended/will have been attending** computer courses for four months.
15. Don't call Henry. I **will have seen/will be seeing** him in the office later, so I'll tell him about the seminar.

DATE _____ NAME _____ SURNAME _____
GROUP _____ FACULTY _____

VARIANT 2.

LINKING WORDS: TEST: NAME

AND FIRST BUT instead of
yet THEN BECAUSE however so finally
ALTHOUGH whereas IF

FIND THE CORRECT LINKING WORDS FOR THESE SENTENCES

1. My sister got some money, a mobile _____ some clothes for Christmas.
2. Dad loves his car _____ it is fast _____ comfortable.
3. _____ we learn our lessons , _____ we do our exercises.
4. _____ going to the cinema, we decided to stay at home.
5. My little sister is very nice _____ my little brother is very nasty !
6. I can't go to work today _____ I feel really ill _____ I'll stay in bed.
7. _____ he works a lot , he will pass his exam at the end of the year.
8. Igor was born in Moscow, _____ he is Russian , _____ he lives in Paris now.
9. _____ he works very hard, he didn't get a promotion.
10. _____ we can have a salad as a starter, _____ some meat with vegetables, _____ you can choose a desert.
11. We must hurry up _____ the train is going to leave !
12. My mother likes gardening _____ she hates ironing .
13. I can help you with your homework _____ you want, _____ I won't give you the answers.
14. In New York, _____ we can visit The Empire State Building, _____ we can go to Ground Zero , _____ we can go to the Moma museum.
15. I have a lot of work to do , _____ I can't go shopping now.
16. _____ you eat too much, you are going to get fatter.
17. _____ I haven't got much time, I can help you with the housework.
18. _____ buying your computer now, you should wait for the next sales.
19. _____ Mike wants a scooter, some money _____ a watch for his birthday.
20. I am not from this town, _____ I can't tell you where the town hall is !

Linking Words

Just BECAUSE

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Do the following test!

1. Where ____ these shoes made?
A) was B) were C) did D) is
2. I was given this watch ____ my aunt.
A) to B) from C) * D) by
3. Someone ____ my bag!
A) was stolen B) has been stolen
C) has stolen D) is stolen
4. A newsagent ____ stamps.
A) sells B) is sold C) was sold D) sell
5. A British policeman ____ guns.
A) aren't carried B) don't carry
C) hasn't been carried D) doesn't carry
6. Rolls Royce cars ____ in England.
A) were made B) is made C) makes D) are made
7. They ____ rice in China.
A) are grown B) grow
C) have been grown D) grows
8. The telephone ____ by Bell in 1876.
A) has invented B) is invented
C) was invented D) invented
9. Thieves ____ two pictures from the museum last night.
A) have stolen B) stole C) was stolen D) had stolen
10. They ____ the picture for £3.000.
A) has sold B) are sold C) sold D) sell

Choose the right answer using Future perfect continuous tense

11. This time next week they **will be cruising/will have been cruising** round South America.
12. The postman **will be delivering/will have delivered** all the newspapers by 4 o'clock.
13. By the end of next month Mrs Wilson **will have taught /will have been teaching** for thirty years.
14. **Will you be using/will you have been using** the printer for long? I need to print the article.
15. By 5 o'clock tomorrow Fred **will be receiving/will have received** your telegram.

DATE _____ NAME _____ SURNAME _____
GROUP _____ FACULTY _____

Variant -3

1. Read the conversation between two students. Then look at the answers below and write the correct answer in each space.

Lisa: Who (►) is Michelle talking to?

Amy: I can't see Michelle.

Lisa: You (1)..... looking in the right place. She's over there.

Amy: Oh, that's Adrian. He's new here.

Lisa: Really? Where (2)..... he live?

(3).....you know?

Amy: No, I(4).....know anything else about him.

Lisa: What (5) they talking about, I wonder?

Amy: Well, he (6) look very interested. He's got a very bored expression on his face. And he (7) saying anything.

► a) are b) do c) does d) is

1 a) aren't b) doesn't c) don't d) isn't

2 a) are b) do c) does d) is

3 a) Are b) Do c) Does d) Is

4 a) aren't b) doesn't c) don't d) 'm not

5 a) are b) do c) does d) is

6 a) aren't b) doesn't c) don't d) isn't

7 a) aren't b) doesn't c) don't d) isn't

2. Read Tessa's postcard to Angela and write the missing words. Use one word only in each space.

We're (►) *having* a great time here. It's beautiful, and the sun (1) shining. Yesterday I went water-skiing! What (2) you think of that?

I'm (3) at a table in our hotel room and writing a few postcards. The room is fine, but we (4)like the food very much. But it (5) matter because we (6) out to a restaurant every evening.

We're both (7) very lazy at the moment. I (8) up quite late in the morning, and Nigel (9)up even later. You know of course how much Nigel's work (10) to him and how he's (11)..... talking about it. Well, the holiday is so good that he's forgotten all about work. So it's the perfect holiday. The only problem is that it's (12)..... us a lot of money. But we'll worry about that later.

3. Complete the conversations. Put in the correct form of each verb.

Use the present continuous or the present simple. ► A: Is Janet in, please?

B: Yes, but / *think* (I / think) she's busy at the moment. *She's washing* (she / wash) her hair.

1 A:(I / think) of buying a new computer.

B: But computers (cost) so much money. What's wrong with the one we've got?

A: (it / get) out of date now.

2 A: Your new trousers (look) nice.

B: Thank you. The trouble is . . . (they / not / fit) properly.

..... (I / not / know) why I bought them, really.

3 A: What (you/do)?

B: (I / weigh) this letter..... (I / need) to know how many stamps to put on it.

4 A: (I / think) this road is really dangerous. Look how fast that lorry

B: (I / agree). People shouldn't go so fast.

5 A: (I / like) musicals. And this is a great show, isn't it?

..... (you / enjoy) it?

B: Yes, I am.(I / love) every minute of it.

6 A:(I / always / fall) asleep. I just can't keep awake.

B: What time (you / go) to bed?

A: About ten o'clock usually. But (it / not / make) any difference.

7 A: Could you post the goods to me, please?

B: Yes, certainly.

A:(I / live) at a guest house at the moment as (I / look) for a flat. So could you send it to my work address?

B: Yes, of course. And you'll have the goods by the end of the week,..... (I / promise).

8 A: Why (you / want) to change the whole plan?

B: I'm just not happy with it.

A: And (I / not / understand) why (you / be) so difficult about it.

4. Write a short story on a free topic

Variant – 4

1. Put in the past simple of the verbs in brackets.

► The car *stopped* (stop) at the lights.

1 We..... (leave) the cinema before the end of the film.

2 The streets.....(be) crowded with people.

3 My grandmother..... (die) last year.

4 Everyone..... (have) a marvellous time.

5 We..... (not / like) the food they gave us.

6 Claire..... (go) to Egypt last month.

7 The accident..... (happen) last weekend.

8 It..... (not / be) a very comfortable journey.

9 I..... (know) that ages ago.

2. Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► There were lights on the spacecraft, (had)

The spacecraft had lights on it.

1 I had my old coat on. (wearing)

2 I was on holiday, and you were on holiday, too. (we)

3 It isn't true that I made a mistake, (didn't)

4 The boys were in the middle of a game of cards, (playing)

5 No one told me about the change of plan, (know)

6 My friend was the winner of the competition, (won)

7 Is it a fact that the Romans built this wall? (did)

3. Lorna Bright is a long-distance walker. Look at this part of her diary describing a morning's walk along the coast. Write the missing words. Use one word only in each space.

It was a fine day (►) *when* I started out on the last part of my walk around the coast of Britain. The sun was (1)..... , and a light wind (2).....blowing from the southwest. I was pleased that it (3)..... raining. I knew by now that I (4).....like rain. In fact I (5).....it. I (6)..... .. along the cliff top and then down into the lovely little fishing village of Wellburn, past a cafe where people (7)..... having morning coffee. Three miles past Wellburn I (8)..... down for five minutes and (9)..... a drink. Now it (10)..... getting warmer, so I (11)..... off one of my sweaters. I(12)..... stop for long because I(13)..... to reach Seabury by lunch-time. (14)..... I finally got there, it (15)..... just after half past twelve.

4. Write a short story on a free topic

Variant – 5

1. Each of these sentences has a mistake in it. Write the correct sentence,

The hotel were very quite.

The hotel was very quiet.

1 ~~It was peaceful, and the birds were sing.~~

2 ~~I washed my hair when the phone rang.~~

3 ~~You came to the club last night.~~

4 ~~It taked ages to ge home.~~

5 ~~We tried to keep quiet because the baby sleeping.~~

6 ~~As I was watching him, the man was suddenly running away.~~

7 ~~We pass a petrol station two minutes ago.~~

8 ~~Everything was seeming OK.~~

9 ~~Where bought you that bag?~~

10 ~~When I heard the alarm I was having the room immediately.~~

2. Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple. ►

When Martin *arrived* (arrive) home, Anna *was talking* (talk) to someone on the phone. Martin *started* (start) to get the tea.

1 I.....(lie) in the bath when the phone..... (ring).
It(stop) after a few rings.

2 It..... (be) cold when we (leave) the house that day, and a light snow..... (fall).

3 Your friend who..... (come) here the other day (seem) very nice. I..... (enjoy) meeting her.

4 When I..... (see) the man, he (stand) outside the bank.
He..... (have) a black baseball cap on.

5 When I..... (open) the cupboard door, a pile of books (fall) out.

6 I..... (walk) along the street when I suddenly..... (feel) something hit me in the back. I (not / know) what it was.

7 We..... (go) to London yesterday, but on the way we..... (hear) about a bomb scare in Oxford Street. So we..... (drive) back home straightaway.

8 Something very strange (happen) to me on my way home from work yesterday afternoon. I (drive) along the bypass at the time. Suddenly I..... (see) my mother in the seat beside me. But she died three years ago.

3. Put in the past participles of the verbs in brackets.

► We've *found* (find) all the answers.

1 Have you..... (wash) the car?

2 You haven't (eat) very much.

3 They've..... (open) a new supermarket.

4 You've..... (write) it in pencil.

5 I've..... (make) the sandwiches.

6 We've..... (have) our lunch.

7 United have..... (score) a goal.

8 The balloon has.....(land) in a field.

9 Who's..... (break) this glass?

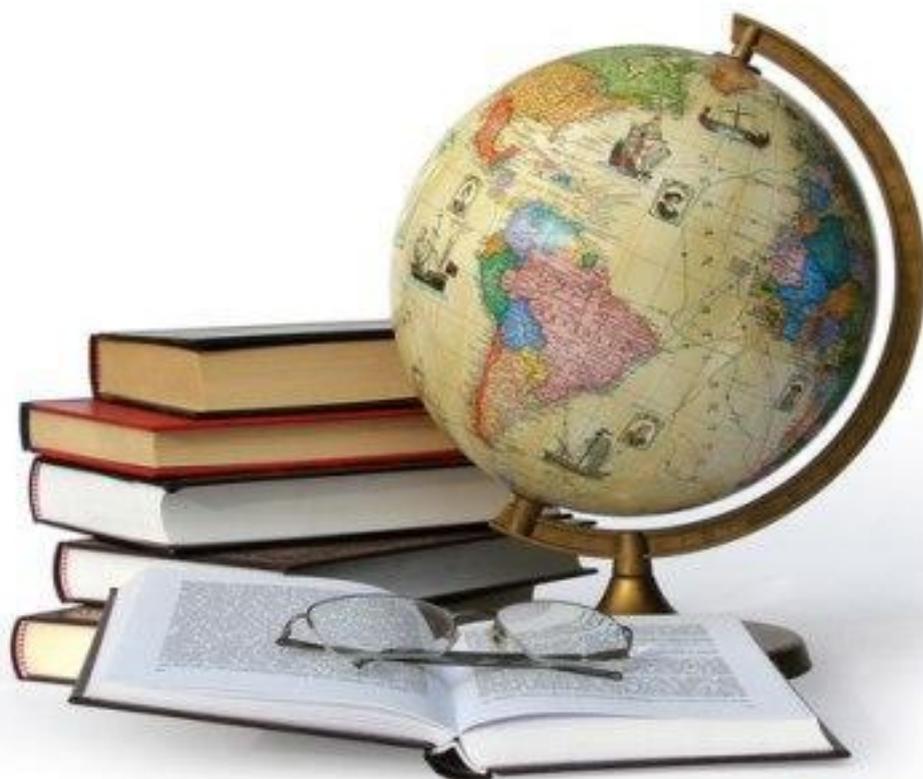
10 It's warm because the heating has (be) on.

11 Have you(sell) your flat yet?

12 I've..... (finish) that job at last.

4. Write a short story on a free topic

БАҲОЛАШ МЕЪЗОНИ Assessment criteria



“Хорижий тил ” фанидан талабалар билимини баҳолаш мезони

Инглиз тили фанининг олий ўқув юртларида ўқишнинг асосий мақсади- талабаларнинг кундалик, илмий ва касбий соҳаларда фаолият олиб бориши учун ўқитишнинг коммуникатив-нутқий тамойили асосида уларда фан бўйича эгалланган билим, кўникмаларни мулоқот ва иш фаолияти жараёнида қўллаш малакасини шакллантиришга қаратилади.

Ўқитиш жараёнида инглиз тилидан талабалар уй топшириқларни бажаради, амалий машғулотларда матнлар тузади , тақдиротларни қилади , машқларни бажаради.

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

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

2-курслар учун Хорижий тил фанидан баҳолаш турлари бўйича тақсимоти

№	Машғулотлар		Аудито рия соати	Мустақил иши	Умумий вақт соати	Олинади ган баҳолар
1	Амалий машғулот	<i>III семестр</i>	36	24	60	3/4/5
		<i>IV-семестр</i>	36	24	60	3/4/5
		<i>Жами йиллик</i>	72	48	120	3/4/5

- Фан бўйича талаба максимал 5 баҳо олиши мумкин. “Инглиз тили” фанида маъруза соатлари бўлмаганлиги учун оралиқ баҳолаш ўтказилмайди ҳамда мустақил ишлар ҳам жорий баҳолашда ҳисобланади. Баҳолаш турлари бўйича баҳолар тақсимоти қуйидагича:

Амалий машғулот учун: 3/4/5

Мустақил иш учун: 3/4/5

Я.Б. учун: 3/4/5.

Талабаларнинг балларида ифодаланган ўзлаштириши қуйидагича баҳоланади:

“аъло” баҳога - 5;

“яхши”баҳога -4;

“кониқарли” баҳога -3;

“кониқарсиз” .баҳога -2.

Саралаш баҳоси 3 баҳони ташкил этади.

Назорат шакллари буйича баллар таксимоти ва уни баҳолаш механизлари:

I. Амалий машғулотлар буйича

Амалий машғулотлар ва мустақил иш соатлари буйича талаба максимал 5 баҳо олиши мумкин. Шундан

- ўтиш баҳоси - 3.
- “аъло” баҳога - 5;
- “яхши”баҳога -4;
- “кониқарли” баҳога -3;
- “кониқарсиз” .баҳога -2.

Инглиз тили фани бўйича 1 соат дарсда талаба максимал 5 баҳо олиши мумкин. Саралаш баҳоси 3ни ташкил этади. Агар талаба жорий назорат ва мустақил иш топшириқларидан 3 баҳо ола олмаса у якуний назоратга қўйилмайди ва академик қарздор ҳисобланади.

II. Якуний назорат мазмуни

1. Тинглаб тушуниш бўйича:

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

2. Гапириш бўйича:

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

3. Ўқиш бўйича:

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

4. Ёзув бўйича:

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

№	Баҳолаш тури	Ўтказилиш Шакли	Бажарилиш механизми	Талаба олиши мумкин бўлган баҳоси	Бажарилиш вақти	Изоҳ
1	Ж.Н.	Амалий	Амалий машғулот ва мустақил иш учун ажратилган мавзулар бўйича топшириқ ва саволлар берилади	3/4/5	Дарс Жараёнида	

1	Я.Н.	Амалий	Амалий машғулотлар учун ажратилган мавзулар буйича топширик ва саволлар берилади	3/4/5	Режа асосида	
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Жорий назорат мезонлари 5 баҳо (аъло)

- Талаба мавзунинг мазмуни ҳамда мақсад ва вазифаларини атрофлича ёрита олса;
- Мавзу бўйича мантикий ёндашган ҳолда ўз фикрини билдирса;
- Берилган мавзу аҳамиятини ҳам назарий, ҳам амалий жиҳатдан пухта ўзлаштира;
- Баён этиш доирасида ҳеч қандай чалкашликларга йўл қўймаса;
- Мавзуга берилган таянч ибораларни мақсадга мувофиқ қўллай олса;
- Берилган саволларга аниқ ҳамда хатосиз жавоб бера олса;
- Уй вазифаларини тўлиқ пухта бажара олса.

4 баҳо (яхши)

- Талаба мавзунинг мазмунини умумий равишда тушунча;
- Конспектни пухта ўзлаштира олса;
- Мавзуни баён қилиш жараёнида умумий тасаввурга эга бўлса;
- Берилган топширикни жузий камчиликлар билан бажарса;
- Мавзу бўйича берилган саволларга тўғри жавоб бера олса;
- Мавзуни фикрлашида илмий ва мантикий чекланишларга йўл қўймаса.

3 баҳо (қониқарли)

- Мавзу ҳақида умумий тушунчага эга бўлса;
- Мавзуни талаб доирасида баён эта олмаса;
- Берилган саволларга мужмал ва чалкаш жавоб берса;
- Берилган топширикни кўпол хатолар билан бажарган боўлса;
- Мавзу доирасидаги конспектни пухта бажармаган бўлса.

2 баҳо (қониқарсиз)

- Машғулотга умуман тайёр бўлмаса;
- Берилган топширикда деярли тўғри вариантлар учрамаса;
- Уйга берилган вазифа бошқалардан кўчирилганлиги билиниб турса;
- Мавзу бўйича ҳеч қандай тасаввурга эга бўлмаса.

Якуний назорат

Якуний назорат семестр учун ажратилган барча аудитория соатлари ўтиб бўлингандан сўнг олинади ва 5 баҳолик тизимда баҳолаб борилади. Бунда 5- аъло, 4-яхши, 3-қониқарли ва 2-қониқарсиз ўзлаштириш кўрсаткичини беради. 2-қониқарсиз баҳо олган талаба академик қарздор ҳисобланади.

5 баҳо Альо

Талабаларнинг билим даражаси

“Хорижий тил (инглиз тили)” фани мавзулари бўйича асосли ва далилли хулоса ва қарор қабул қилиш. Ўқув режада кўзда тутилган мавзулар ҳақида кенг билимга эга бўлиш, соцца бўйича ижодий фикрлай олиш. Мустақил мушоҳада юрита олиш. “Хорижий тил (инглиз тили)” фанини ўқиш жараёнида олган билимларини амалда қўллай олиш. Фанга доир барча атамаларнинг моҳиятини батафсил тушунтириш.

4 баҳо Яхши

“Хорижий тил (инглиз тили)” фани мавзулари бўйича хулоса ва қарор қабул қилиш. Ўқув режада кўзда тутилган мавзулар ҳақида умумий билимга эга бўлиш. Маълум бир камчиликларга йўл қўйса-да мустақил мушоҳада юрита олиш. “Хорижий тил (инглиз тили)” фанини ўқиш жараёнида олган билимларини амалда қисман қўллай олиш. Фанга доир асосий атамаларнинг моҳиятини умумий планда тушунтириш.

3 баҳо қониқарли

“Хорижий тил (инглиз тили)” фани мавзулари бўйича юзаки маълумотга эга бўлиш. Ўқув режада кўзда тутилган мавзулар ҳақида айрим тушунчаларни билиш. Фанга доир айрим атамаларнинг моҳиятини қийинчилик билан тушунтириш.

2 баҳо қониқарсиз

“Хорижий тил (инглиз тили)” фани бўйича аниқ тасаввурга эга бўлмаслик. Фанга доир атамаларни билмаслик.

Баҳолаш мезонлари

Баҳолар 5 баҳо “Альо”

Вазифа ҳақида аниқ тасаввурга эга бўлиш, мустақил фикрлашни намоён этиш , хулоса келтириш, мавзуга оид сўз ва иборалардан мақсадли фойдаланиш; мазмунан ўзаро боғлиқ мантикий фикрни баён этиш; грамматик ва орфографик хатосиз ёзиш.

Баҳолар 4 баҳо “Яхши”

Топшириқни умуман тўғри бажариш , гапларни ўгиришда грамматик қоидаларга риоя қилиш, саволларни айрим турларидан фойдаланиш, 1-2 грамматик ва орфографик хатоларга йўл қўйиш.

Баҳолар 3 баҳо “қониқарли”

Топшириқни қисман бажариш , гапларга савол тузишда саволнинг фақат битта туридан фойдаланиш, гапларни ўгиришга 3-5 грамматик ва орфографик хатоларга йўл қўйиш.

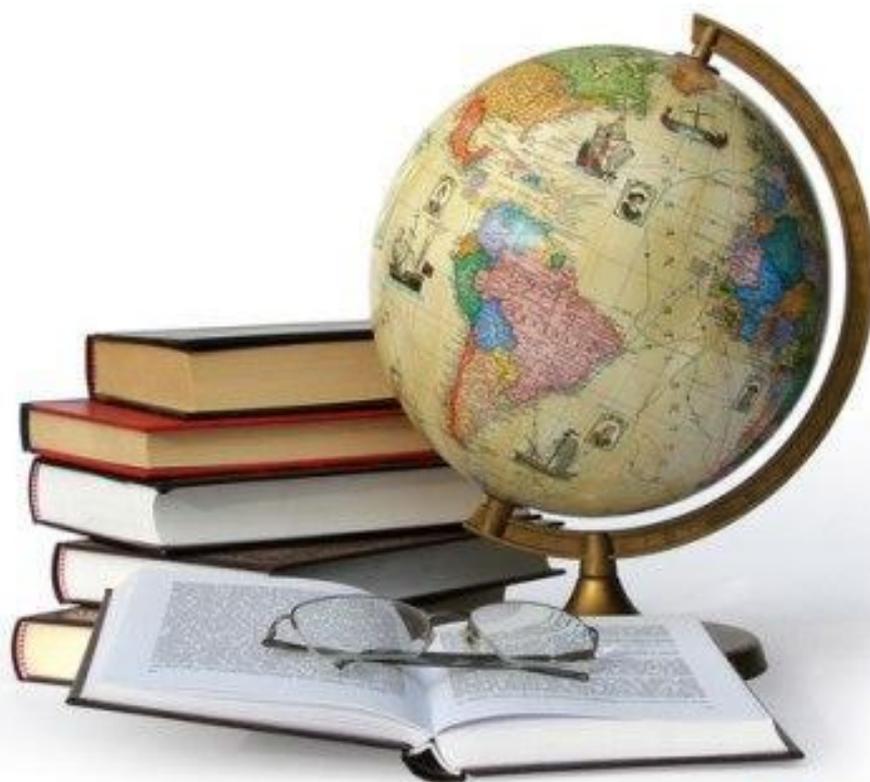
Баҳолар 2 баҳо “қониқарсиз”

Топшириқни нотўғри бажариш , гапларда савол тузишда грамматик ва орфографик хатоларга йўл қўйиш

Изоҳ: Олий ва ўрта махсус таълим вазирлигининг 2018 йил 26 сентябрдаги 3096- сонли буйруғи асосида тузилди

Жорий назоратлар амалий машғулотлар давомида баҳоланиб борилади. 72соат (36 жуфтлик) амалий машғулот давомида баҳоланиб борилади .1 жуфтликнинг максимал баҳоси “5”. Мустақил таълим аудитория ва аудиториядан ташқари вазифалар асосида баҳоланилади. Жорий назоратдан ўта олмаган талаба якуний назоратга киритилмайди. Хар бир қолдирилган дарс соати учун талаба “3”-“5” баҳода билан баҳоланади.

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари



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